


# Welcome to Emerald Class Phonics Workshop

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# Aims

- To support your understanding of phonics in Year 1
  - To share some of the terminology and teaching practices we use with the children
  - Guidance on how to help your child with their reading and spelling at home
  - To share a short phonics activity with your child
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New  
research  
on  
the benefits  
of reading  
(beyond  
academic  
success)

- Children who read are more likely to be happier/healthier
- Children who read are more likely to experience better mental well-being and self-esteem
- Children who read are more likely to develop empathy and creativity

We need to read **to** and read **with** children and make time to talk about books.

(Book Trust March '23)



Steps to success when supporting children to read an unfamiliar word, e.g **moat**



**1** Spot the digraph/trigraph - oa (as in boat)

**2** Child sound talks the word  
m-oa-t

**3** Child blends the sounds and  
read the word 'moat'

# Phonics consists of:

- Identifying sounds in spoken words
- Blending phonemes (sounds) into words
- Segmenting words into phonemes for spelling
- Helping children to develop good reading and spelling skills

In year 1 the teaching of phonics focuses on Phase 4 and 5 sounds (phonemes) so the children become more fluent with reading and writing them. Often sounds will be represented by different spelling patterns (graphemes)

/ar/ as in car

/ar/ as in father

/ou/ as in owl

/ou/ as in cloud

/igh/ as in child

/igh/ as in pie

Children learn to **code break**



# How to say the sounds











































- Saying the sounds correctly with your child is extremely important.
- The way we say a sound may well be different from when you were at school.
- We say the shortest form of the sounds. Sounds should be pronounced softly and in a clipped, short manner. Not with a 'schwar'
- Otherwise blending or spelling cat e.g. cur- a -tur becomes very tricky!

So it's c - a - t



We use a systematic synthetic scheme called 'Rocket Phonics'.

# Graphemes we teach in Year 1

 <b>Rocket Phonics</b> Sounds Mat <b>3</b>	i  child	i-e  time	ie  pie	y  spy  happy	o-e  rope	
	ow  snow	oe  toe	o  piano	ey  key	u  unicorn  push	u-e  cube  flute
	ue  statue  blue	ew  news  screw	er  herbs	ir  bird	ou  cloud  soup  shoulder	oy  toy
	au  astronaut	aw  strawberry	oul  should	a  father	al  palm  ball	ear  ear earth  bear 
	or  world	eer  deer	ere  here  there	are  square	our  four colour 	ore  snore



Rocket phonics uses a mnemonic system to help children to remember letter-sound correspondences. E.g. 'i as in child'

# Blending for reading

Children become code  
breakers and are able  
to decode unfamiliar words

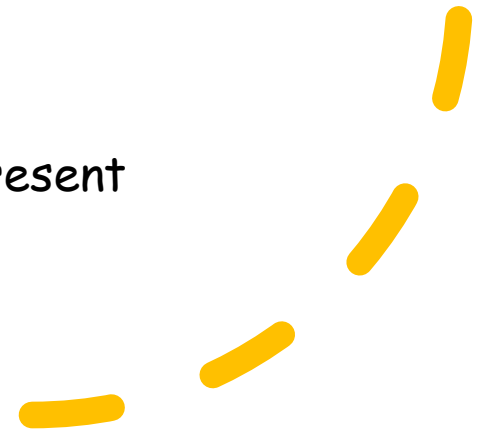
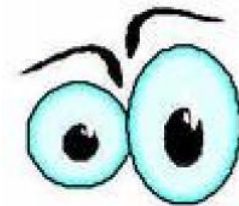
First, children need to recognise the  
graphemes\* in a written word

e.g. child

Then children need to blend them in the  
order in which they are written to  
pronounce the word 'child'.

\*A **grapheme** - These are the letters that represent  
the phoneme (sound).

A grapheme you see



# Segmenting for spelling

- To spell a word, we need to be able to identify the individual sounds in the spoken word  
E.g. rain → r-ai-n

## Phonics Fingers

We use the left hand (palm facing) to count sounds from the thumb across the fingers to work out how many sounds can be heard in a word before attempting to write it.



# Segmenting activity

Phoneme =  
sound  
A phoneme you  
hear



Using phonics fingers, can you say how many phonemes are in each word?

- cat
- dress
- sprint



How many  
phonemes  
are in each  
word?

- cat = c - a - t = 3 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes

Phoneme = sound  
A phoneme you hear

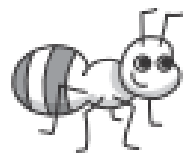


# Supporting segmenting to write

In rocket phonics we use:

- Phonics fingers
- Phonics dashes

Segmenting practice: Look and write the words.



\_\_\_\_ \_  
a p t

\_\_\_\_ \_  
t n a

# Common Exception Words

Alongside the teaching of phonics, we cover **Common Exception Words (CEWs)**. They are taught as whole words and need to be recognised by sight.

Many of these words are not phonically decodable

- e.g. was, the, I

- Some are 'tricky' to start with but will become decodable once they have learned the harder GPCs (Grapheme Phoneme Correspondences)

- e.g. out, there



some	one	said	come
do	so	were	when
have	there	out	like
little	what	oh	their
people	Mr Mrs	looked	called



Something that often holds a child back from becoming a fluent reader, is their common exception words recognition. Please help your child become confident at reading all of these.

## Year 1 Common Exception Words

asked	could	water	where
who	again	thought	through
many	laughed	because	any
eyes	friends	once	please

# How we teach: Daily Phonics

15 minutes phonics input (Revise, teach, practise and apply)

15 minutes Pupil Practice Booklet

15 minutes paired reading

Extra phonics practice to consolidate and revise

Letter formation is taught at the same time when introducing each grapheme



## Reading at home

## Decoding, fluency and comprehension

- All children will receive a reading book, access to several e-books per half term and a library book
- The reading book needs to be read at home (many times) and returned to school on a **Thursday morning**. Please ask your child to read and re-read the story over several days to develop their fluency.
- Children read daily at school with a partner and within the week with a TA/CT
- We suggest this pattern:
  - **1<sup>st</sup> reading** - Look at the **pictures** and talk about what is happening
  - **2<sup>nd</sup> reading** - Ask your child to read the book concentrating on the **phonics**
  - **3<sup>rd</sup> reading** - Focus on using a **storyteller voice** and developing fluency for the words read.
  - **4<sup>th</sup> reading** - Ask your child questions about the story to **develop their comprehension**.

# How can I help my child at home?

smart
fork
fur
cow
park
now
Rocket Phonics: I can blend words Yellow
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'I can blend' sheets will be sent home from time to time. Please help your child to read and **write** the words to help consolidate the learning at home.

Once they have read them and are confident cover them and then dictate one.

Practise oral blending e.g. s-m-ar-t

I went to the farm and I saw a c-o-w (one syllable words)



# Fun in the Park

Anne Glennie



## Reading Planet Notes

### Before reading

Before you begin, talk about the front cover and blurb together. Ask your child:  
*What type of fun do you think the characters might have in the park?*

### While reading

- ★ After reading page 4, ask your child why they think Sam looks sad. Discuss what Carl said and how it made Sam feel.
- ★ If your child is tired or seems stressed, don't force them to keep reading. Ask them if they would like to share the reading, page-by-page, or stop for now and come back to the book later.
- ★ Show your child how to focus by pointing their finger under each sound in a word and helping them to blend the sounds.

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. →

### In this book

Your child will practise these key sounds:

**ar** (as in **park**)

**ur** (as in **further**)

**ow** (as in **down**)

**ear** (as in **tears**)

**er** (as in **scatter**)

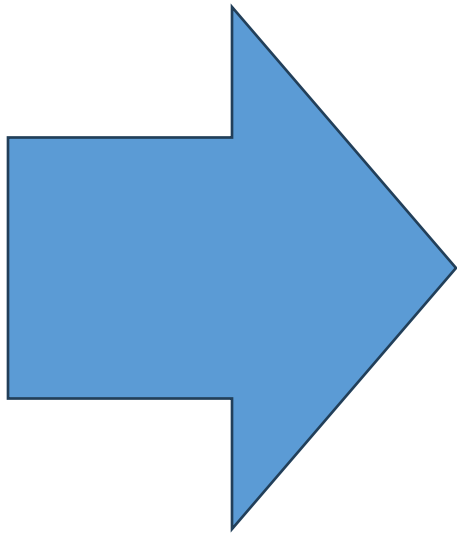
Your child may need help with these words:

**like**    **come**

**said**    **there**

### Ready-to-read activity

Say the title of the story (*Fun in the Park*) using different intonation and ask your child to copy you. Say it with a happy voice, a tired voice, a cross voice and an excited voice.



## Talk about the story

Ask your child these questions:

- 1 Who took Sam and Carl to the park?
- 2 What was the first thing they did in the park?
- 3 How did Sam feel when Carl kept winning?
- 4 Why do you think Carl won the races?
- 5 What do you like to do at the park?
- 6 Have you ever won a race? How did you feel?



Can your child retell the story using their own words?



Please **record** in your child's home school link book what they have read and do note if they are finding something tricky.

i.e. 1<sup>st</sup> read - Joe looked at the pictures and was able to oral blend to spot different things 😊

2<sup>nd</sup> read - pat ✓  
dot ✓  
Joe needed help with not

3<sup>rd</sup> read - Joe re-read the story well and was able to sight read dot.

4<sup>th</sup> read - 1. 3 boys  
2. Pat




Children are able to look back in their book if they need to find the answer!

Any questions?

Children will now join us and bring with them a 'roll and read' phonics game.  
Phonics should be fun!



## Phase 3 Roll and Read

	jug	load	might	oil	jet
	kerb	king	jam	germ	loaf
	fight	loin	rang	foil	song
	boil	fern	thigh	verb	sigh
	jog	coin	Jill	oak	thing
	coat	adder	foal	bang	high

1. Take it in turns to roll a dice and read a word
2. Roll the dice, read a word then put it into a sentence (can be a silly sentence)
3. Write a sentence with that word in (on a piece of paper)

Ohio State University researchers found that young children whose parents frequently read to them could enter kindergarten having heard an estimated **1.4 million more words** than children who were rarely or never read to (July 2019).

'Reading and writing cannot be  
separated

Reading is breathing in  
Writing is breathing out'

Thank you for coming today.  
Your time and support is invaluable to  
helping your child succeed.