

# Reading and Phonics Workshop



<https://www.youtube.com/watch?v=ei0iFs5uF6w>

# Aims of the morning:-

- ❖ To understand how we teach reading at YM in the Reception Year
- ❖ Develop an understanding of phonics
- ❖ To understand how phonics helps support the development of reading
- ❖ To explore the importance of books and pictures in reading.



# The two parts of reading

This workshop will be split into two parts:

- Decoding words - being able to turn letters on a page into words

## Phonics

- Reading - being able to understand what the words are telling us

## Reading for meaning/ comprehending



# What is phonics?

- ❖ When you start to read, it is about making sense of 'squiggles' on a page.
- ❖ This is like working out a code - the phonics code.
- ❖ You have to break the code and then change the 'squiggles' (letters) into sounds
- ❖ Phonics is understanding the sounds that the "squiggles" on the page make.



## Phonics knowledge

- There are 44 (ish) phonemes  
speech sounds
- and 140 (ish) graphemes  
(ways of writing phonemes)

Skills needed:

Segmenting - reading the  
phonemes c - a - t

Blending putting the sounds back  
together

Taking a spoken word (e.g. him)  
Identifying the individual sounds  
h-i-m and working out how to write  
each sound to create the word



# How to articulate phonemes

Take great care not to add  
an - uh sound onto the  
end of sounds such as

t j p h

<https://www.youtube.com/watch?v=BqhXUWv-ls&safe=active>  
(articulation of phonemes - youtube)



# Phases of phonic teaching

Phonics phases 1 to 6 - Reception  
focus on phases 1 to 3

## PHASE 1

- Phase 1- focus is on general sound discrimination & listening i.e. tuning into sounds, recognising rhyme and alliteration. Work also begins on oral segmenting & blending.



# Phase 2

- letters and letter sounds are introduced.
- The first sounds are **s a t p i n m d**. Children will begin to read and write using these sounds right from the beginning.
- Begin to segment and blend simple vowel + consonant e.g. **at ot ip up** and CVC words (consonant + vowel + consonant) **s a t p i n**

Flash cards

writing letters  
sequencing alphabet

magnetic letters

# Phase 2

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

# Phase 3



- Children are taught to read and write some long vowel sounds eg. *ee*, *ay*, *igh*, *ow*, *oo*, *ar*, *ir*, *ou*, *oy* *air*
- And other double phonemes that make one grapheme e.g. *sh* *ch* *th*
- Children learn to recognise these in words and begin to read simple words containing these graphemes using sound talk.

e.g. *m* *ay*     *n* *ee* *d*     *c* *ow*     *t* *oy*

*sh* *ar* *k*                      *ch* *air*

# Phase 3

Set 6: j, v, w, x.

Set 7: y, z, zz, qu.

Consonant digraphs: ch, sh, th, ng.

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

# Phase 4

*Some children will move into phase 4 in Rec but mainly this is taught in Year 1 onwards*

- In phase 4 children focus on using the sound. s they know in longer words e.g.
- g r o w l
- r e f r a i n
- b e t w e e n
- s p o i l
- t o w n



# Phase 5

- Alternative vowel sounds are introduced and children begin to explore more unusual spelling patterns *eg*:
- *ea (ee), /or/ (four)* and silent letters
- *b l ee d - b ea d*
- *f r ow n - b l ow n*
- *f i r e - b i r d*
- *s i t e - s igh t*



# Teaching graphemes with sound buttons

We use

- a dot under each one letter grapheme
- A line under two or three letter graphemes
- And an arc to join each split grapheme (magic e)
- E.g.

P l a y



s h a k e



c r i b



s p l a s h



# Activity

Draw dots, dashes and arcs under to show graphemes

<i>twist</i>	<i>stiff</i>	<i>press</i>	<i>bluff</i>	<i>thing</i>	<i>spring</i>	<i>drink</i>
<i>slump</i>	<i>spray</i>	<i>boat</i>	<i>tooth</i>	<i>care</i>	<i>stair</i>	<i>door</i>
<i>make</i>	<i>spark</i>	<i>sprain</i>	<i>brute</i>	<i>bird</i>	<i>spike</i>	<i>flight</i>
<i>hair</i>	<i>join</i>	<i>bloke</i>	<i>floor</i>	<i>stone</i>	<i>brown</i>	<i>fire</i>

# Phase 6

*For most children this work is the focus of work in Year 2 and into Year 3*

investigating spelling patterns, adding suffixes, dealing with tricky bits in words.

- Counting syllables, investigating root words and adding pre-fixes and suffixes,

e.g. Split these words into syllables

monday

chocolate

eliminate

concentration

poisonous

temperature

acceptance



# Tricky Words



- Each phase has tricky words
- These are words that are difficult to decode using phonics.

Examples of tricky words

- The
- Me
- My
- To
- was

Children learn these words by rote and sight.

# Reading for Meaning

- Talking about books is an essential part of children's reading development.

"A shared story between a child and a familiar, loved adult has a huge impact on children's interest and motivation for reading later on," says PACEY President, Penny Tassoni.

- Use a range of reading cues including the pictures, what has been read/heard and punctuation. Modelling reading with expression helps children to understand a story and read with expression themselves.

# Why use wordless books

We learn to talk...we learn to read... we learn to write.



# Why use wordless books

We learn to talk...we learn to read... we learn to write.

What might have been happening just before this?



What do you think is happening in this picture?

What do you think will happen next?

# The Race for Words

Wordless books develop :

- the ability to use picture clues as an important comprehension strategy helping children to begin to fully comprehend what they are seeing.
- understanding of basic story structure - what is happening at each stage? Sequencing beginning, middle and end.
- Increased vocabulary by encouraging words children might not otherwise use. Promoting creativity and allowing children to embellish the story however he or she wants to.

# What will the teaching of reading look like at Yorke Mead?

Pot of sounds:

- A pot of sounds to learn both as individual sounds and to put together to make words (real and alien words)

s a t p i n

- A reading book which may or may not have words in
  - A library book - there is nothing more valuable you can do for your child than to read them stories, allowing them access to language beyond that they can read for themselves

We learn to talk...we learn to read...we learn to write!



Any questions?

Thank you for  
supporting the school  
and your child on  
their reading learning  
journey.

