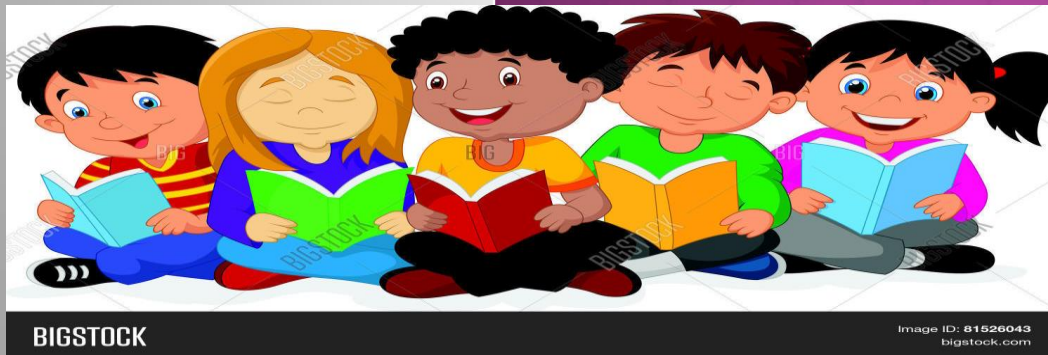


AN INTRODUCTION TO PHONICS AND READING WORKSHOP



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WHAT IS PHONICS?

- ◉ Words are made up of small units of sounds.
Phonics teaches children to listen carefully to hear all the sounds that are in a word.
- ◉ This helps with both reading and spelling words.



- ◉ We use both Letters and Sounds and Jolly Phonics.

PHASE 1

- ◉ Before children are taught the sound that different letters make, they are taught to listen to and identify the sounds all around them. They are also taught rhythm, rhyme and alliteration - this is Phase 1 and should have started whilst your child was in their Nursery setting.
- ◉ They are taught to hear the different sounds in words, we might ask them for example to:

"put on your c-oa-t"

or to

"stand u-p"

This is called oral blending



Georgie's Gym

- ◉ They also practise **oral segmenting**. This is where the children say the sounds they can hear in words without actually seeing the letters



c-a-t

- ◉ We use 'Robot Arms' to 'chop' (segment) the sounds in words and then press our hands together to remember to push the sounds back together to say the word.

PHONICS - PHASE 2

From this week, the children will be learning the different letter sounds, a set per week.

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

Each week the children will bring home the new sounds and words they have been learning in a Letters and Sounds folder. Please make sure you practise these sounds and words at home and try to complete the activities.

Please ensure the folders are in school every Thursday so the new sounds and words can be added weekly. The children will bring the folders home on a Friday.

The sound cards will need returning to us at the end of the year.

MY CHILD ALREADY KNOWS ALL OF THESE SOUNDS...

We are aware that some children have already been learning some of these sounds and we do not want to hold any of the children back. However, there are a few additional things that we need to ensure:

- ◉ **Pure sounds** - the children need to say the pure sound eg, s a t p i n - it's very easy to teach the children to say the sounds incorrectly - suh, tuh, puh, nuh etc. (*this is how many of us were taught at school!*) Saying the sounds in this way makes it very hard when the children come to blend the sounds together.
- ◉ The children need to be able to **orally blend and segment** as previously mentioned.
- ◉ The actual teaching of the sound during the session does not take long. The children are also taught and practise many other skills that use phonics, reading and writing during the session.

WHAT ELSE?

To be able to read words, children learn to say the sounds and then blend them together

eg. s-a-t c-a-t

- ◉ Sound buttons - these go under each sound to help us make sure we say all the sounds within a word



s a t
• • •
ch i n
■ • •



THE ANSWERS:

on
get
chop

finger
beard



PHASE 3

Once the children are secure with all the sounds in Phase 2 (not only recognising them but also reading and writing words that include those sounds as well as reading and writing tricky words) they will move on to learning Phase 3 sounds. These include:

Set 6: j v w x

Set 7: y z zz qu

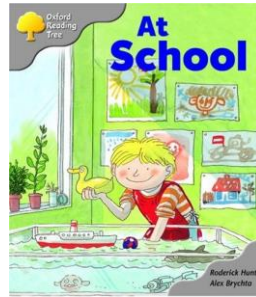
Digraphs and Trigraphs eg. ch, sh, th, ng, oa, air, ure

Youtube clip to help hear the correct pronunciation of sounds:

<https://www.youtube.com/watch?v=-ksblMiliA8>

Please ask us if you are unsure!

READING



- ◉ The children will soon be getting books with words so they can practise all the skills they have been learning. However, please don't think the Lilac books without words are a waste of time - they are also used to teach the children lots of skills:

- ◉ Explore story language

Finally

Once upon a time...

Suddenly

Use picture clues:
Why is the dog going in there...?

Use your imagination:
I wonder where the dog is going...?



Inference:
How do you think Kipper is feeling...?

Prediction:
What do you think will happen next...?

AT THE END OF THE STORY....

Make it your own

Change the
story/characters



Recalling the story

What happened in
the story?

Give an opinion

Who was your favourite character?

What was your favourite part?

Why?

Be detectives

Ask them to
spot sounds or
words

All these ideas can be used with books with or without words. Remember to choose and vary it - **don't try and do all of this at one time!**

BUSY & TRICKY WORDS

- ◉ Busy words are words we see lots of. We can sound them out but it makes our reading more fluent if we learn them eg. **it, can.**
- ◉ Tricky words (common exception words!) are words that try to trick us as we can't use our phonics to sound them out eg. **the, go.**



Can you sort the busy and tricky words?

BUSY & TRICKY WORDS ANSWERS:

Busy Words:

this down had back can see

Tricky Words:

to the said was all he

READING DIARIES

Please date and write a comment or just tick so we know your child has been read with. There are 2 rewards the children can earn from reading at home...

- Every day your child comes in and we can see they have read, the children earn a raffle ticket. A raffle ticket is pulled out at the end of the week and the winning child chooses a prize to take home.
- The signatures for reading at home are counted and the children can read their way along the race track:

25 = Pink certificate

50 = Bronze

75 = Silver

100 = Gold

150 = Diamond

200 = Platinum

250 = Ruby

300 = Emerald

You've got to be in it to win it!



Reading books and diaries need to come into school EVERY DAY.



WHAT DOES IT MEAN?



Here are some words you might hear your child use:

Phoneme

the smallest unit of sound eg. s, a, t

Digraph

2 letters that make one sound eg. sh, ch, oa

Trigraph

3 letters that make one sound eg. igh, ear, air

WHAT CAN I DO TO HELP MY CHILD?



Read with your child
everyday (as much
as possible!)

Use Bug Club -
online reading
books

Explore and enjoy
books

Practise their
sounds regularly

Practise oral
segmenting and
blending

Practise their words
regularly so they
can read them on
sight

**We want children to love reading so please try to make it a positive
and enjoyable experience.**

ANY QUESTIONS?

