

Oaklands Infant School



Phonics and Reading Parent Workshop



Content

- How we teach phonics
- Phonics Screening Check
- How you can help with phonics
- How children read
- Strategies to reading
- After reading
- Year 2 SATs
- How you can help with reading
- Workshop with your child/ren



An overview of phonics phases

- **Phase 1** – hearing sounds, rhyming and segmenting and blending (pre-school)
- **Phase 2** – first grapheme (spelling) for consonant sounds and short vowel sounds e.g. s, a, t
- **Phase 3** – digraphs and first spelling of long vowel sounds e.g. ch, ai
- **Phase 4** – blending adjacent consonants, polysyllabic words and revision e.g. stamp, playground (st, nk, mp, tr)
- **Phase 5** – alternative spellings of long vowel sounds e.g. ay, ai, a-e
- **Phase 6** – range of spelling rules (ongoing) e.g. sion, tion, cian



Phase 2

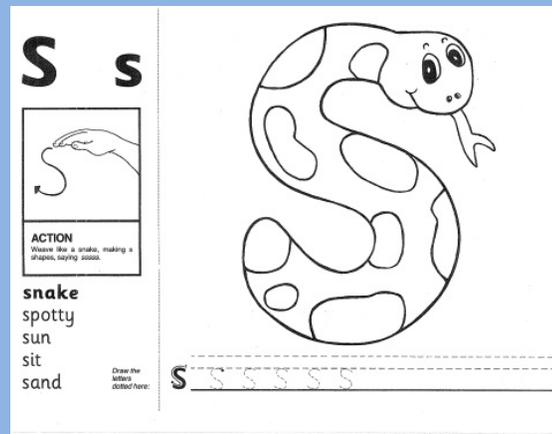
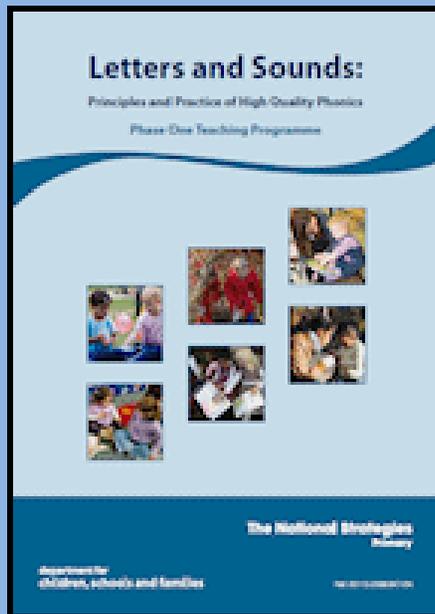
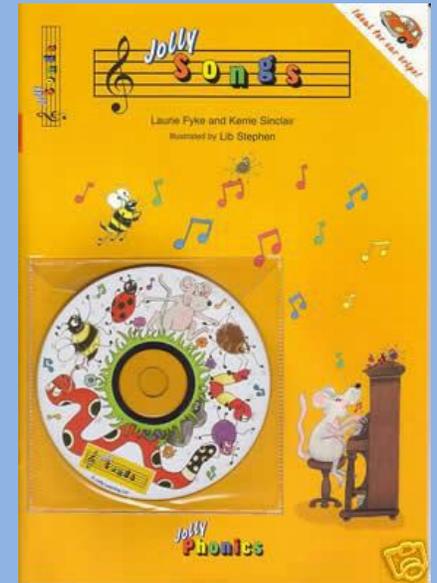
Set 1 - s, a, t, p

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



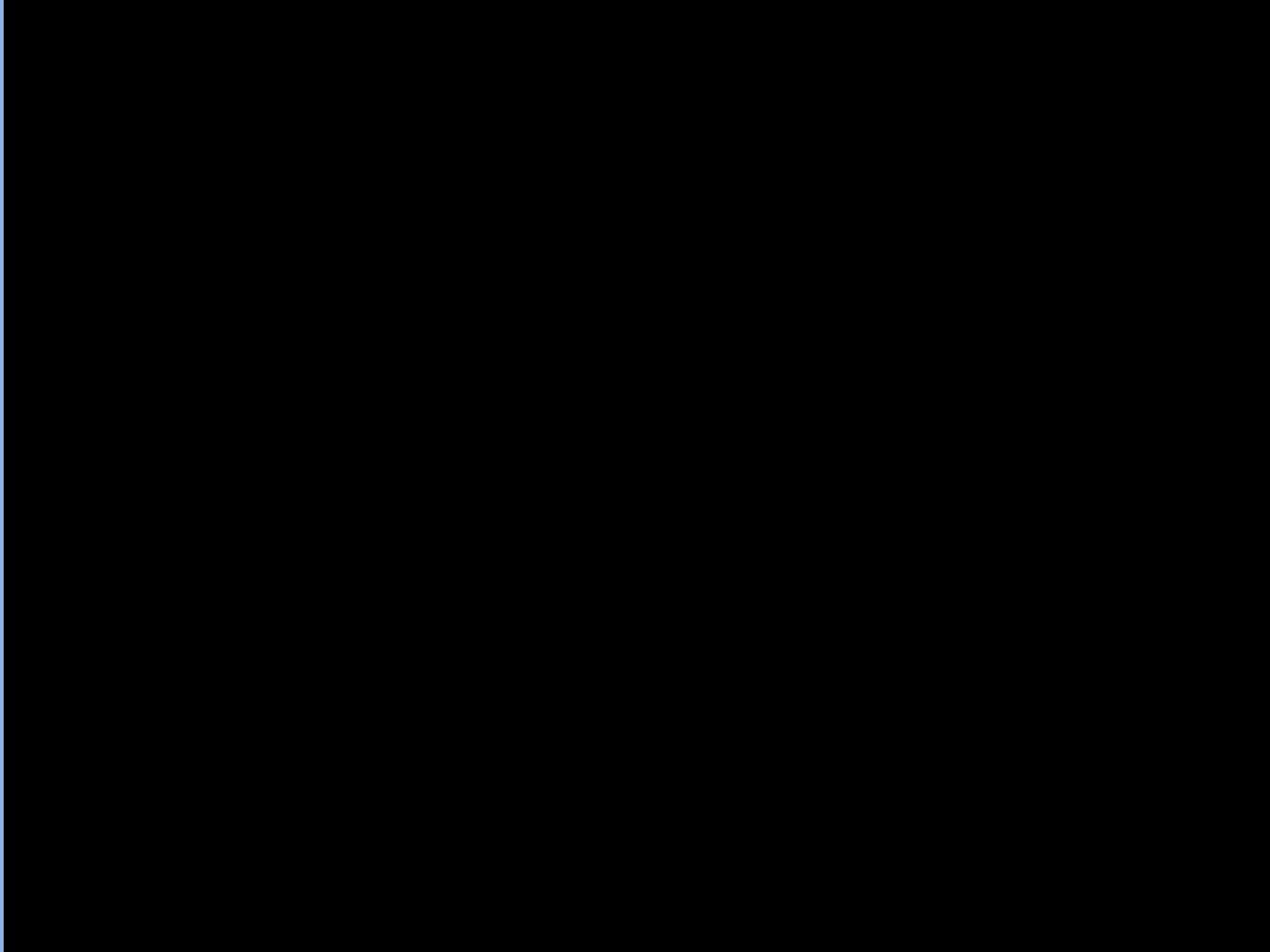
Challenge

How many words can you make from....



s a t p i n

Articulation of sounds



Tricky words and High Frequency words

- In addition to this, each week the children learn 'tricky words' (not phonetically decodable) and key sight vocabulary.
- There are 100 words to learn plus a further 200 from Phase 5 upwards.

Phase 2 Tricky Words	Phase 3 Tricky Words	Phase 4 Tricky Words	Phase 5 Tricky Words
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh their people Mr Mrs looked called needed

Phonics screening check

- In June, all Year 1 children will undertake the phonics screening check to assess what they can and cannot decode.
- Those children in Year 2 who did not meet the expected level in phonic decoding will also undertake the check.
- The check involves reading phonically decodable real words and non-words.

Phonics screening check

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

2013

Phonics

Screening check: Answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fot				quigh			
keb				herks			
gan				jorb			
ulp				zale			
poth				bluns			
shan				skarid			
veen				splot			
quorg				strabe			
drap				toy			
flam				spike			
lect				fuel			
voisk				name			
thin				props			
peck				spoil			
tom				scram			
cheek				strike			
trap				panic			
snarl				second			
milk				tantrum			
moist				reaching			

Total correct

How you can help with phonics...

- Recognising letters/words out and about
- Flash cards – sorting, snap, timed games
- Playing games – Eye spy, sound walk, rhyming games and hang man (flower man)
- Well known games – snakes and ladders, bingo and hopscotch



Phase 3 Tricky Word Snakes and Ladders

21	22	23	24	25	26	27	28	29	30
he	all	are	you	my	her	she	was	be	★
20	19	18	17	16	15	14	13	12	11
they	you	me	my	we	her	be	was	was	you
1	2	3	4	5	6	7	8	9	10
she	they	her	be	we	all	are	me	my	

- Mark making: lists, birthday cards, postcards, and letters.
- Making words with magnets.
- Writing sounds with different resources: sand, felt tips, paint, chinks, water etc.



- Guess the sound – forming letters on your back



Games/websites

- <https://www.smartkids.co.uk/collections/games-2> (buried treasure/matching picture and captions games)
- <https://www.phonicsplay.co.uk/>
- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- <http://www.ictgames.com/helpAHedgehog/index.html>

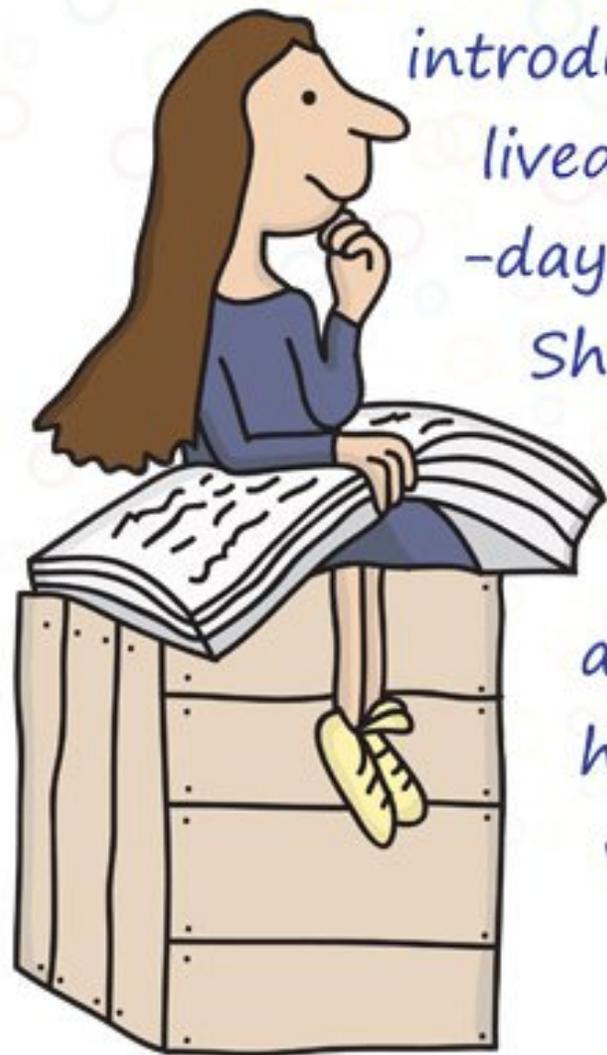
Reading



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.


Dr. Seuss

PracticingNormal.com



“The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.”

– Roald Dahl, *Matilda*

Purpose of reading

- To be good confident readers
- To enjoy books
- To learn:
 - ❖ About stories
 - ❖ Using books for reference
 - ❖ Learning other skills through books
 - ❖ Understanding our world
 - ❖ Discovering new ways of looking at life
 - ❖ Learn new vocabulary



How do children learn to read?

Early Years

- Introduce them to books at a young age.
- Create the right atmosphere. Find a comfortable and quiet place to look at books. Read them a bedtime story every night.
- Let them pretend to read. If your child is familiar with books, they will get on better when they start school.
- Help your child to join in with reading. Let them turn the pages and guess what happens next.
- Use funny voices, toys and actions to make the characters come alive.

School age

- Set aside a specific time for reading every day. Try not to do the reading when you are both tired!
- Be positive. Praise your child for trying hard at their reading.
- Let them know it is alright to make mistakes.



In the early reading stages:

Avoid saying:

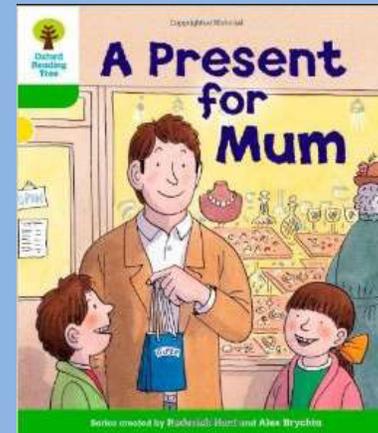
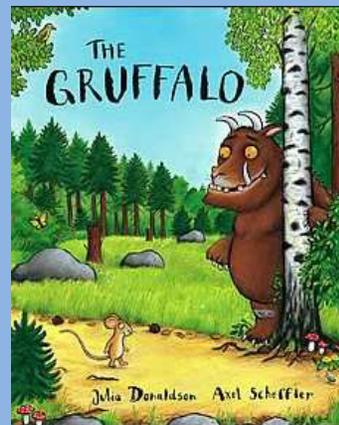
- No!
- That was wrong!
- That's an easy word!
- You should know that!
- Try and remember
- You've already had it.
- Think!
- You know this word.
- What do you mean , you're tired?
- Come on you're not concentrating
- We did that yesterday!

Try to say:

- I like the way you worked that out
- Get your mouth ready to say the word.
- What can you hear at the beginning/ the end?
- Does that make sense?
- Does it look right?
- Try that again.
- Do you know a word like that?
- Look at the picture and see if it helps

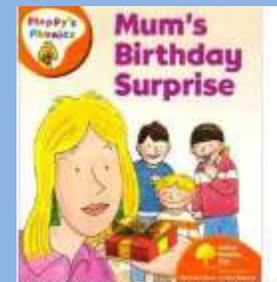
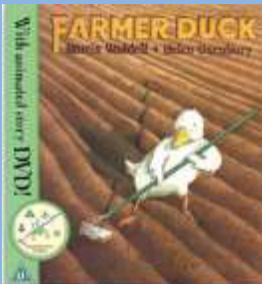
Before reading...

- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
- Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book (do a picture walk).



During reading...

- Ask your child many questions about the characters in the book as you read the story.
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right).
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the high frequency words they have learnt.
- Discuss the meaning of any unfamiliar words.

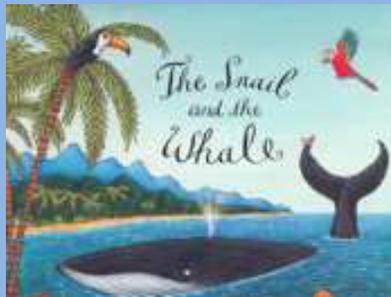


What if your child gets stuck?

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Can you try breaking up the word? E.g. **Sat-ur-day**
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

After reading...

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

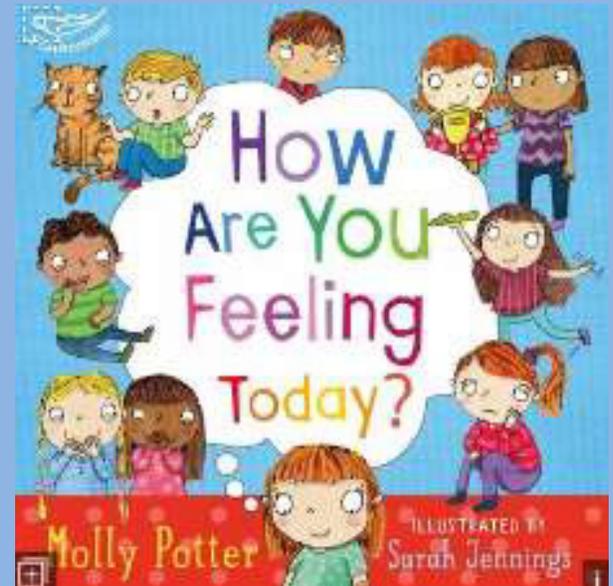


Understanding (Comprehension)

- Discuss with your child what they liked/disliked about the story and get them to explain.
- Can your child think of another title for the book and why?
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can your child think of another character which he/she might want to add to the story and why?

Feelings

- There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’.
- ‘Why is he/she feeling that way?’ ‘How do you know?’
- Sometimes pupils need help developing their feeling words vocabulary.



Vocabulary

- Talk to your child about the vocabulary in the book.

Pick any unusual words or phrases and ask them what it means.

'Her words cut like a knife.'

'Litterbugs will be prosecuted.'

'It was raining cats and dogs.'

- Can they think of another similar word?

Non-fiction books

- If your child is reading a non-fiction book, do they know the features of one?
- Help them to use indexes, pictures, graphs and so on.
- Ask them a question based on the text which they need to use the contents/glossary to answer.



Expression

- If your child reads without expression, try 'echo reading.'
- You read a section of their book with expression and encourage them to 'echo' you using the same intonations and emphasis that you have used.
- Make this into a game by really exaggerating and seeing how well they can copy you.

Find it questions! (Literal)

- If you are asking questions about what is explicitly stated in the book, ask them,
‘Can you find the page that says that?’ or
‘Which word in the story tells you that?’

Who is/are the main character(s)?

When/where is this story set? How do you know?

Which is your favourite/worst/funniest/ scariest part of the story? Why?

Tell me three facts you have learned from the text.

Find the part where...

How/where does the story start?

What happened at the end of the...?

Prove it questions! (Inference)



- If you are asking questions which your child must infer from the text (the answer is not stated) can you ask them:

What do you think.... means? Why do you think that?

How do you think....?

When do you think....?

Why do you think that the author used the word... to describe...?

Which other word on this page means the same as...?

How has the author made us think that...?

What is the dilemma in this story? How is it resolved?

Year 2 Reading SATs Papers

2018 national curriculum tests

Key stage 1

English reading
Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

Total marks

2018 national curriculum tests

Key stage 1

English reading
Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Games From Around the World

Cobweb Morning

A New Home

Reading Booklet

2018 key stage 1 English reading booklet

Paper 1

"Excuse me," he said. "I just have to put some things away."

"He's been very tidy recently," his mother told Aunt Jo. "He's growing up so fast."

As Bryn put away his trucks and his books, he didn't really feel bad that Clare couldn't play with them. It meant he had a little more time to have the big, blue truck all to himself. He would lend her his big, blue bear instead. After all, there's nothing like a baby to make you feel much more grown-up than you've ever been before.



7 Why did Bryn put his toys away?



1 mark

8 What did Bryn decide to give Clare to play with?



1 mark

9 Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		



1 mark

Paper 1

Apple juice

In spring, the apple trees in the orchard are full of flowers. In summer, tiny apple buds grow from each flower stalk. The buds keep growing and, by autumn, the trees are full of ripe, sweet fruit ready to be picked.



Machines cut down the apples, or groups of pickers reach into the trees and fill their boxes with fruit.



15 When are the apples ready to be picked?

Tick **one**.

spring

autumn

summer

winter

1 mark

16 Find and copy one word that makes the apples sound tasty.

1 mark

At the juice factory, sorters throw out any bad or spoilt apples.

Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.

A heater warms up the juice to kill off any germs and it is poured into cartons.



17 Where do the sorters work?

1 mark

18 Find and copy one word that means the same as 'rotten'.

1 mark

Paper 2



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



(page 5)

- 3 Look at the *Statues* section.

Why is *Statues* a good name for this game?



1 mark

(page 5)

- 4 What do the words *Oonch Neech* mean?



1 mark

(pages 4–5)

- 5 One player does something different from the other players in all five games.

What are they doing differently in...

(a) *Pilolo*?



1 mark

(b) *Kangaroo Skippyroo*?



1 mark

End of Year 2 expectations

- Read many common exception words
e.g because, sugar, would, after, find
- Read words containing common suffixes
e.g. tries, runner, heaviest, hiked sadness, helpful
- Read most words quickly and accurately
e.g. 90 words per minute
- Sound out most unfamiliar words accurately, without hesitation
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Answer and ask questions
- Discuss the sequence of events in books and how items of information are related
- Explain and discuss their understanding of books
- Discuss and clarify the meanings of words

Teacher assessment

- We use Benchmarking to assess – this assesses children's reading skill, recall, strategies and comprehension.
- We listen to children read individually and in a group.
- It is not just about moving up the book band colours.

Reading to your child



- Introduce your children to different types of books; fiction, chapter books, short stories, joke books, poetry and non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!
- Make links to other stories or characters.

Remember!

- Encourage a love of reading – use libraries, audio books, book shops and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors.
- Read higher level texts aloud to children.
- Don't just read.... talk about what you are reading.
- If stuck for questions look back reading booklet.



You're never too young!

Polar Bear Polar Bear

<https://www.youtube.com/watch?v=qU97IXT8MIs>

