

Oaklands Infant School



Reading and Phonics Workshop

What we will cover...

- How we teach phonics
- Year 1 Phonic Screening Check
- How you can help with phonics
- How children read
- How you can help with reading
- Activities you can do at home
- Workshop with your child



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 3

- Reading and writing sentences
- Reading and spelling HFW/Tricky words
- Learn the alphabet song
- Identify capital letters
- Learn spelling rules for digraphs/trigraphs
- Spotting digraphs in texts
- Reading two-syllable words
- Learn vowels and consonants

Sounds taught:

j v w z y z zz qu sh th ch ng ai
ee oa oo ar or igh ur ow oi ear
er air

Tricky words: he she we me
be was my you her they all
are

HFW: will this that then
them with see for now
down look too

Articulation of sounds

Click below to listen to a video of how to say each letter sound:

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

Phase 4

- No new sounds
- Count syllables in words
- Reading and spelling words with adjacent consonants
- Reading and spelling CVCC, CCVC, CCVCC and CCCVC words

Adjacent consonants: st nd mp
nt nk sk lt lp tr dr gr cr br fr
bl fl gl pl cl sl sp st tw sm
nch shr str thr

(We don't teach these in isolation but we teach children to blend them in words.)

Tricky words: said so have like
some come there when what
were little one do out

HFW: went from it's just help
children

Phase 5

- Learn new graphemes
- Learn alternative spellings
- Split digraphs
- Reading and spelling compound words
- Reading and spelling polysyllabic words
- Alternative pronunciation for vowels
- Suffixes as plurals – s/es ed ing er est
- Prefix - un
- Regular past tense
- Learn homographs

New graphemes: ay ou ie ea oy ir ue aw wh ph
oe au ew a-e e-e i-e o-e u-e

Alternative spellings: ch/tch s ar ear ur ai oo air
z or igh ee oa sh

Alternative pronunciation: a i o u ow ie ea y
ou

Words to read: people house about oh their by don't
who Mr Mrs old looked time your called asked very
water were because again different thought any saw
through eyes work friends want mouse once many
laughed over

Words to spell: said says have like some come out
made came there here where find mind kind one
make do what please little Mr Mrs oh their home
going people magic school every everyone everybody
when children clothes parents know called didn't other
asked can't new our shouted tomorrow yesterday
(days of the week) two has

Year 1 Phonic Screening

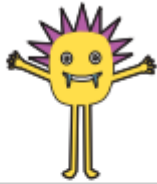
- Each year the Year 1 children complete a mandatory government phonic assessment to confirm whether individual pupils have learnt to decode words using phonics strategies to the standard that they expect by the end of year 1.
- It is designed to identify those children that need extra help so that appropriate support is implemented by the school to improve their reading skills.



Year 1 Phonic Screening

- The assessment takes 5-10mins per child.
- It's completed 1-2-1 by a teacher.
- The children only have to read the words – no writing involved.
- The child must independently read the words.
- The test is made up of 40 words – some real and some nonsense words (alien)
- Government aim is reading 32 or more words (this number might change). If they are working towards, they will re-take in Year 2.

sut



yad



dop



uct

Section 1

shop

yell

peel

check

Examples

Encourage your child to sound out the words. Then blend them together.

Section 2

label

vanish

blossom

thankful

brend



throst



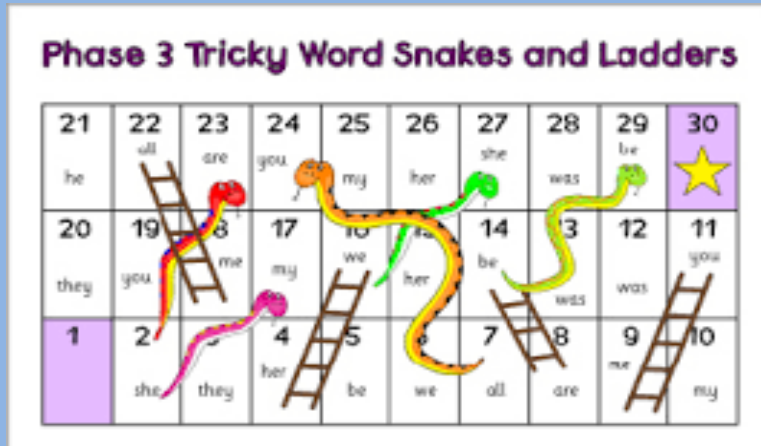
stret



spraw

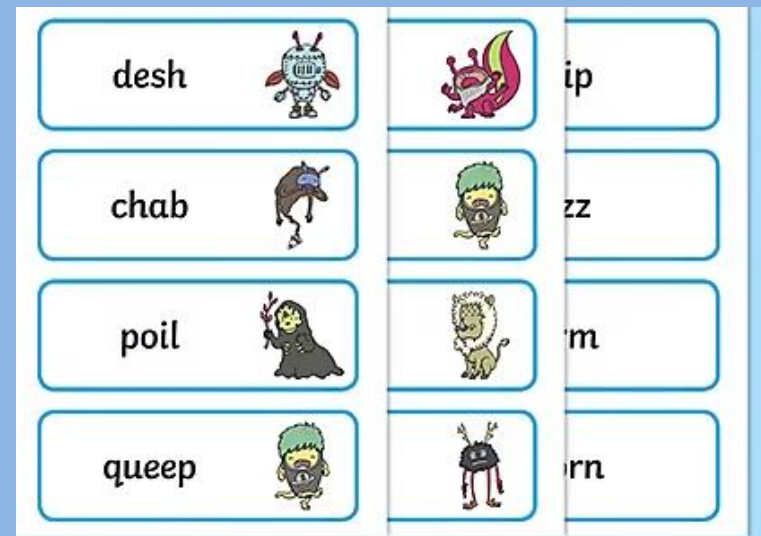
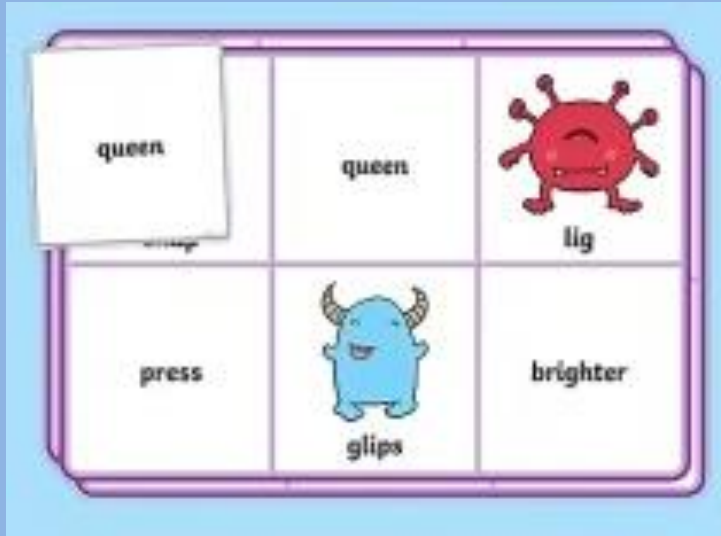


How you can help ...



Playing Games

- Snakes and Ladders
- Bingo
- Hopscotch
- Flash cards



School Website

Lots of saved resources and links for games.


Phonics Screening Practice List

Real Words			
t	chill	blank	s
	start	scribe	
l	best	phone	b
	grit	rusty	
	shin	dentist	
a	gang	starling	e
	week	day	
	hooks	slide	
h	strap	newt	r
	trains	finger	



dynamilis.com





HOME COMMUNICATIONS OUR SCHOOL ▾ LEARNING ▾ PARENTS ▾ NEW PARENTS ▾ CONTACT US

Year 1 Phonic Screening Information Leaflet [Download](#)

Suggested games that can be played online to help blend and read phonetically decodable words

- [Phase 2 Games](#)
- [Phase 3 Games](#)
- [Phase 4 Games](#)
- [Phase 5 Games](#)

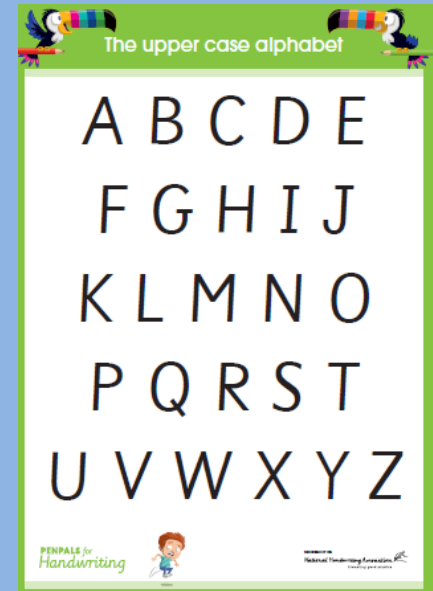
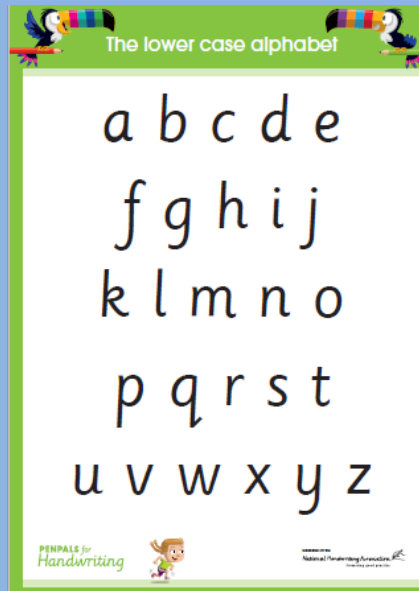
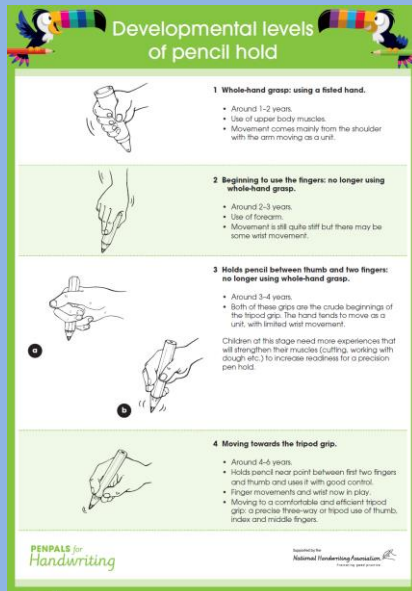
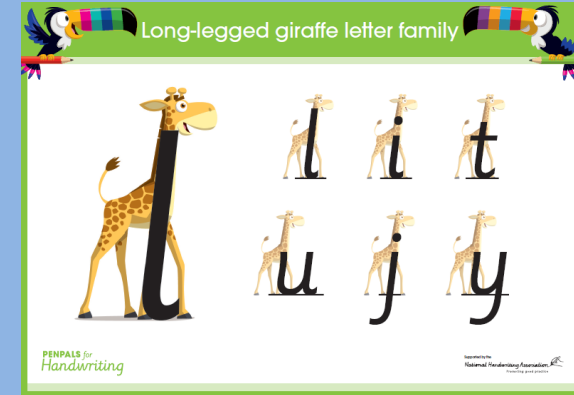
- [Letters and Sounds](#)
- [Jolly Phonics](#)
- [Roy the Zebra](#)
- [Help a Hedgehog](#)
- [Phonics Play](#)
- [Teach a Monster to Read](#)
- [Galactic Phonics](#)
- [The School Run](#)

<http://oaklandsinfants.org/phonics/>

Our handwriting scheme is PenPals

Make sure you correct their pencil grip to ensure they form letters correctly. This will also help with writing stamina as they get older.

<http://oaklandsinfants.org/handwriting/>



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

Purpose of reading

- To be good confident readers
- Life skills
- To enjoy books
- To learn:
 - ❖ a range stories
 - ❖ to use books for reference
 - ❖ other skills through reading
 - ❖ to understand our world
 - ❖ new ways of looking at life
 - ❖ new vocabulary

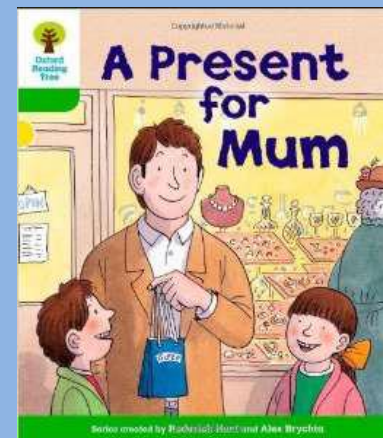
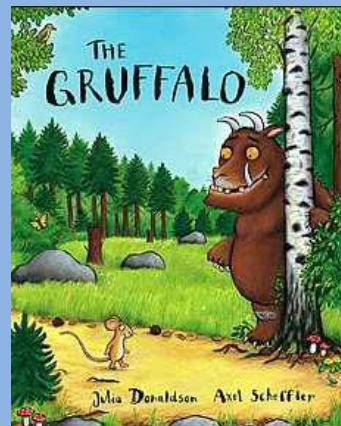


First Book Session...



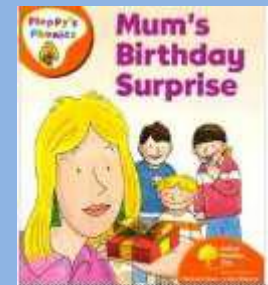
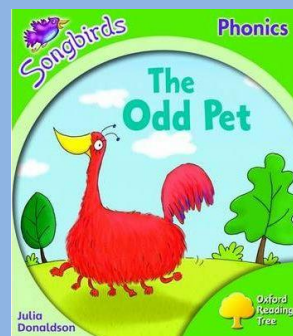
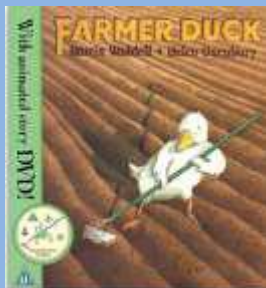
Predicting Pip

- Make predictions about the story
- Discuss the title
- Look at the pictures and do a story walk just using the pictures
- Look at any tricky words or sounds



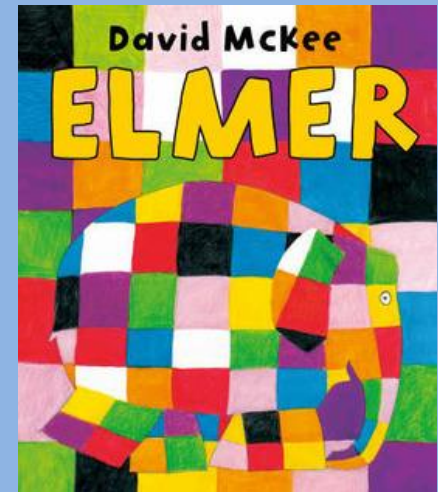
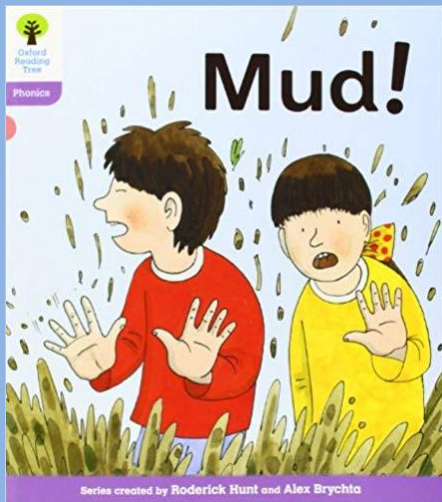
Second Book Session...

- Re-tell the story using the pictures
- Start reading
 - Encourage them to follow the text with their fingers
 - Have a go at segmenting and blending the words
 - Support them where needed.



Third Book Session...

- Re-call the story
- Read with more fluency
- Ask questions



What to say...

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 sound can you hear at the beginning/the end?
- Read the whole sentence, does it make sense?
- 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

What if your child gets stuck?

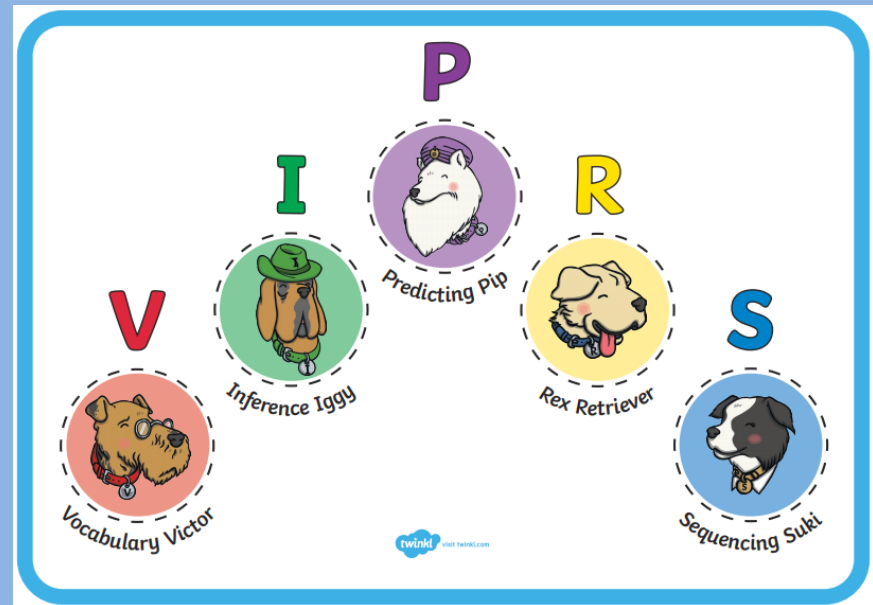
- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Are there diagraphs? (e.g. ai/ee/igh)
- Can you try breaking up the word?
E.g. Sat-ur-day
- What is the text about – what might fit here?
- Does it sound right?
- Look at the pictures. Does it help?

Reading Skills

- Being able to read does not mean you understand what you read.
- The best way to develop understanding is to talk about texts.
- We use the Pawsome Gang to help understand the texts.

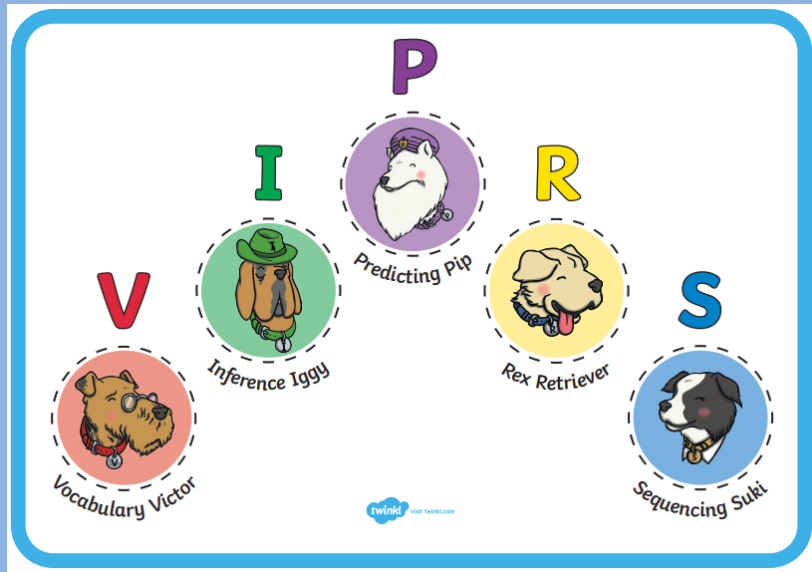
Reading skills needed:

- Vocabulary
- Inference
- Predict
- Retrieve
- Sequence

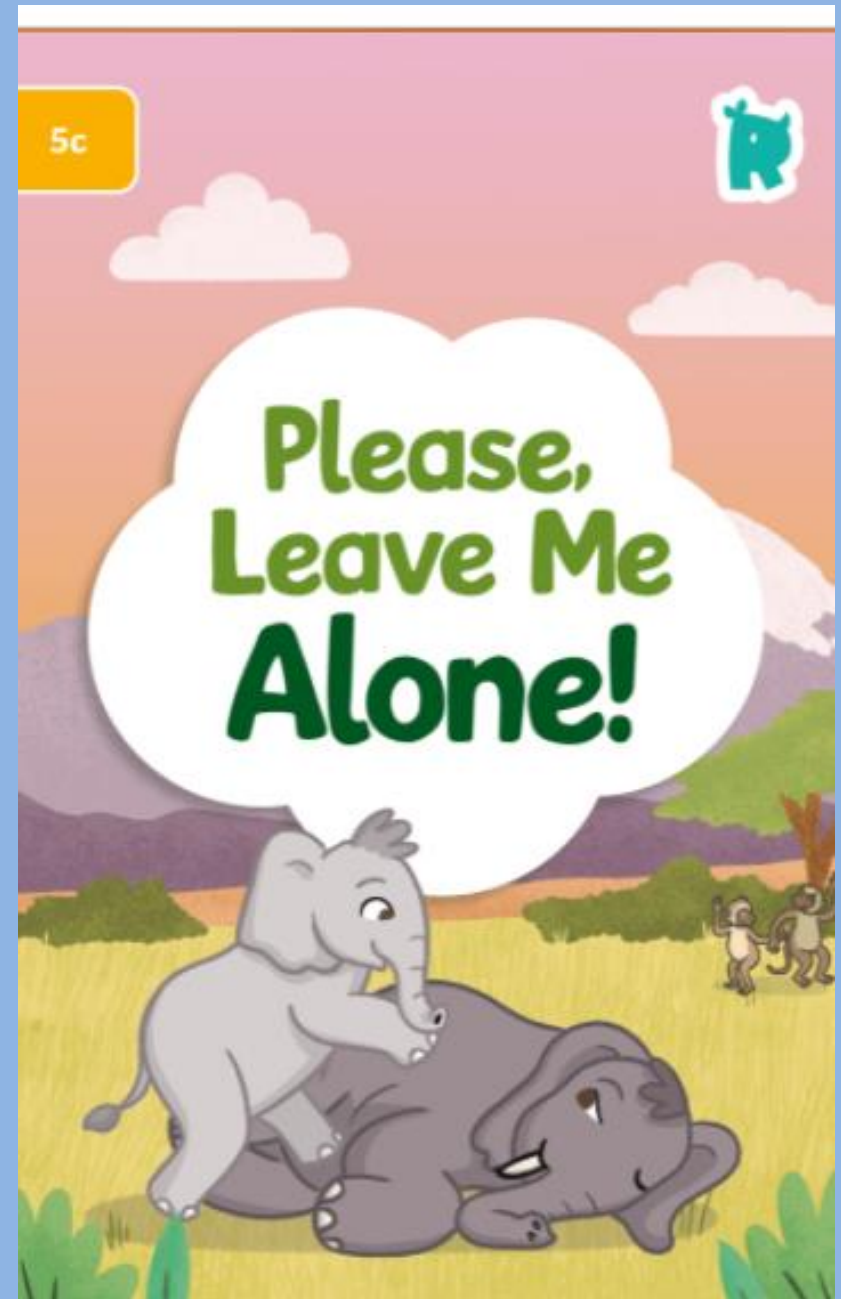


We use the Pawsome Gang to help with questions – [click here](#)

Task



Using the text from a book write down a question for each of the Pawsome Gang.



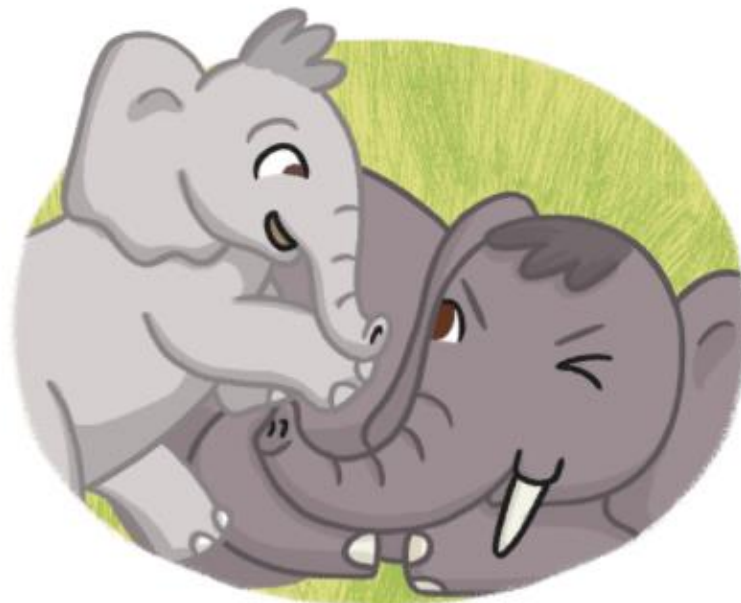
It was sunrise. Zore the baby elephant woke up. She crawled onto her big sister, Monty.



"Monty, Monty! Wake up! Let's go and play!" said Zore.

Monty let out a little snort. Zore began to prod her.

"Leave me alone," groaned a bleary-eyed Monty.



Monty was fed up of being woken up like this every morning.

Example of questions

- Victor – Find a word that means poke. What does bleary-eyed mean?
- Rex – What animal was Zore? What did Zore do to her sister?
- Suki – What time of day was it?
- Iggy - Where is the story set? Who is Monty's sister? Why has Monty got bleary-eyes?
- Pip – How do you think Monty would like to be woken up? Where does Zore want to play?

Book Band Colours	Phonic Phase
Lilac	Phase 1
Pink	Phase 2
Red	Phase 3
Yellow	Phase 3/4
Blue	Phase 4/5
Green	Phase 5
Orange	Phase 5
Turquoise	Phase 5/6
Purple	Phase 5/6
Gold	Phase 6
White	Completed Phase 6
Lime	
Brown	
Grey	

Reading Levels

End of Year 1:
Orange/Turquoise

End of Year 2:
White

Year 2 Reading

- In the summer term of Year 2 children will be taking part in Reading SATs assessments.
- There is a huge amount of reading for them to decode and answer questions on.
- They need to be able to read fluently to access these papers.
- They will use the Pawsome Gang to help work out the style of questions.

Year 2 End of Year



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

You reading to your child



- Introduce your children to different types of books.
- Read them your favourite childhood book
- Read slowly, with expression.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!

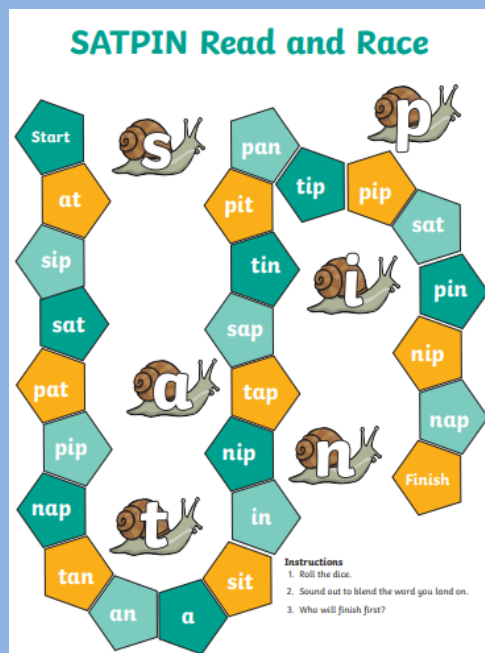
Websites and Apps

- <https://www.phonicsplay.co.uk/>
- <http://www.ictgames.com>
- <http://www.galacticphonics.com/>
- <https://www.theschoolrun.com/reception-english-learning-journey>
- App: Pocket Phonics & Teach a Monster to Read.



Workshop

Some of these printable activities are on the school website under the learning section



	van	hat	bag	pan	map
	pen	hen	ten	leg	web
	wig	zip	dig	fin	sit
	cob	dog	hot	pop	log
	bus	rug	run	bug	bun
	man	bed	pig	mop	sun

