

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 Sounds Write Phonics



- Sounds Write is a linguistic phonics programme. It begins with the sounds in the language and moves from the sounds to the written word.
- Children will learn the skills of blending to read and segmenting to spell. They will also learn to manipulate sounds (swap one sound for another in a word)
- Initial code – single sounds
- Extended code – sounds represented by more than one spelling and more than one letter. Spellings represented by more than one sound.
- No sight words, no flashcards.

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog

street

night

dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain

break

gate

stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head

seat

break

Skills

1. Blending – the ability to push sounds together to build words.

Example: /k/ /a/ /t/ → **cat**

2. Segmenting – the ability to pull apart the individual sounds in words.

Example: **pig** → /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

This skill is necessary to test out alternatives for spellings that represent more than one sound.

Ex: spelling < o >.

Is it /o/ as in **hot**, /oe/ as in **no**, or /u/ as in **son**?

Initial Code Units

Unit 1 - a, i, m, s, t

Unit 2 – n, o, p

Unit 3 – b, c, g, h

Unit 4 – d, e, f, v

Unit 5 – k, l, r, u

Unit 6 – j, w, z

Unit 7 – x, y, ff, ll, ss, zz

Concept of 2 letters can spell 1 sound introduced

Some every day words such as 'is', 'the', 'they', 'I' and 'was' are introduced.

Initial Code Units

Units 8, 9 and 10 - blend adjacent consonants e.g.
list, flap, twist

Unit 11 – sh, ch, tch, th, tch, ck, wh, ng, q,u

Articulation of sounds

Learn how to say the Sounds precisely with the children at St Thomas Aquinas!



External web link - <https://www.st-thomasaquinas.co.uk/sounds-write/>

Click the image to go to the website

Challenge



How many sounds are in each of these words?

mat

sprint

dough

daughter

Extended Code

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog

street

night

dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain

break

gate

stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head

seat

break

ae
day
rain
cake
great
April
veil
eight
they

ee
me
tree
leaf
happy
eve
key
field

oe
so
boat
home
toe
snow
dough

er
her
girl
turn
work
learn
polar
colour

e
egg
head
said

ow
cow
out
drought

oo
moon
clue
June
chew
do
ruin
fruit
you

ie
kind
try
five
pie
high

oo
book
put
could

u
cup
Monday
touch
flood

s
sink
miss
listen
cellar
fence
else
scene

l
lips
well
pedal
model
pencil
apple
petrol

or
fork
saw
fall
warm
August
chalk
four
more
board
poor
brought
caught

air
chair
care
bear
where

How can you help with phonics?...

“Say the sounds and read the word...”

“Say the sounds and write the word...”

Year 1 Phonic Screening

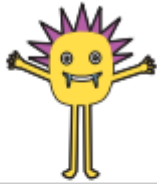
- Each year the Year 1 children complete a mandatory government phonic assessment to confirm whether individual pupils have learnt to decode words using phonics strategies to the standard that they expect by the end of year 1.
- It supports the assessment that all teachers carry out throughout the year.



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 check is made up of 40 words – some real and some nonsense words (alien)
- Government aim is reading 32 or more words. If they are working towards, they will re-take in Year 2.

sut



yad



dop



uct

shop

yell

peel

check

Examples

brend



throst



stret



spraw



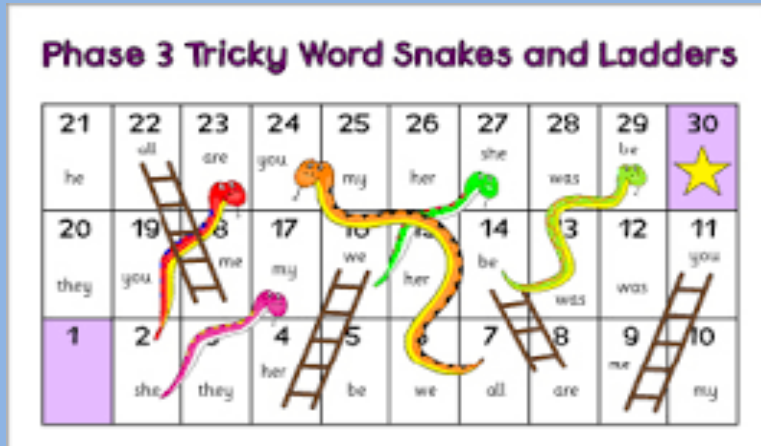
label

vanish

blossom

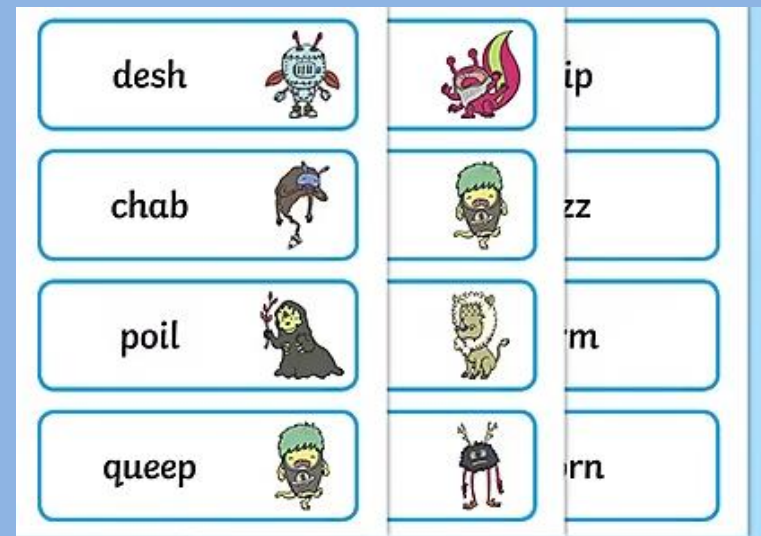
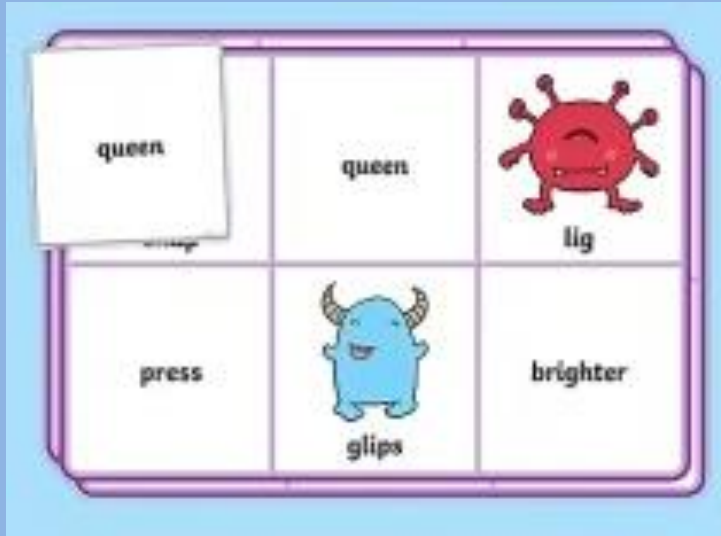
thankful

How you can help ...



Playing Games

- Snakes and Ladders
- Bingo
- Hopscotch
- Word cards



The Sounds-Write App

The Initial Code by Sounds-Write app follows the Sounds-Write Initial Code sequence and provides a variety of activities to develop students' skills in the following areas:

- Blending and segmenting
- Word reading and writing
- Sentence reading and writing

The app is available on the Apple App Store (**for use on iPads only**). The free version of the app provides a sample of activities, with the full version available as an in-app purchase.

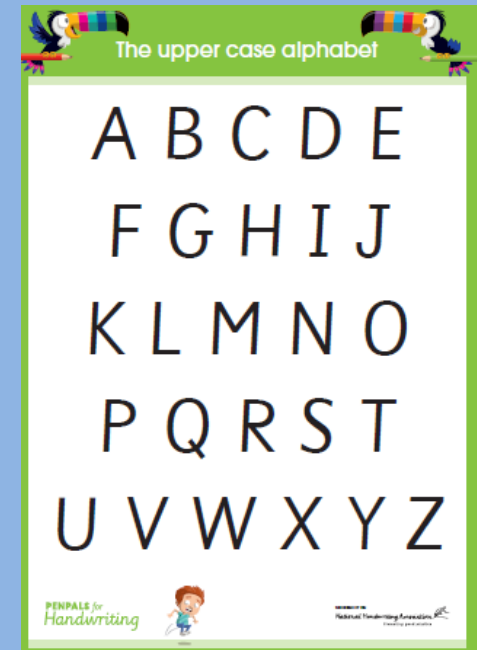
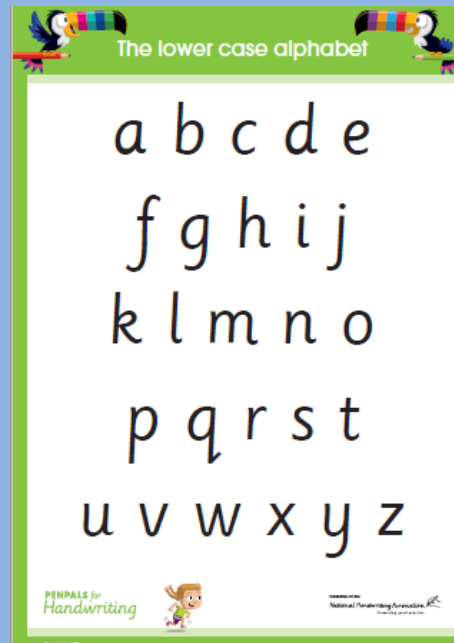
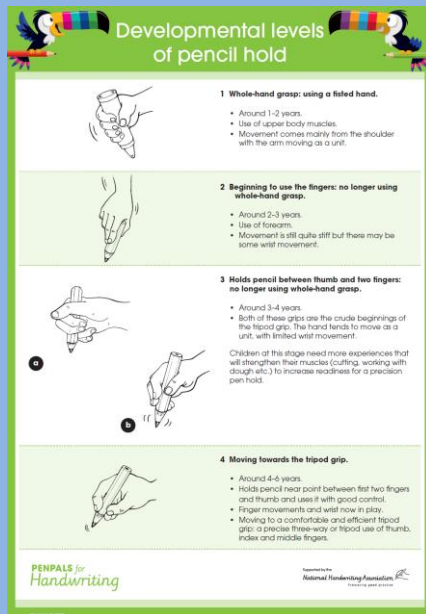
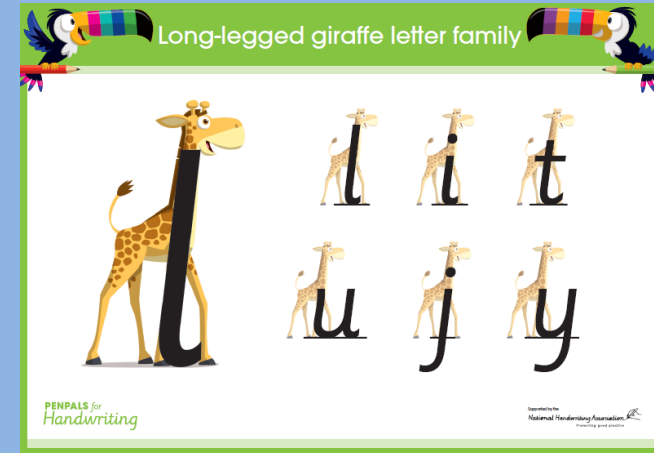
Download and try it free from the UK iTunes app store. Or from **here** if you're in Australia. Please remember to access the app from your iPad.



<https://www.sounds-write.co.uk/parents-carers/support-for-parents-carers/>

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.



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



Reading at Home

- 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.



Reading Levels

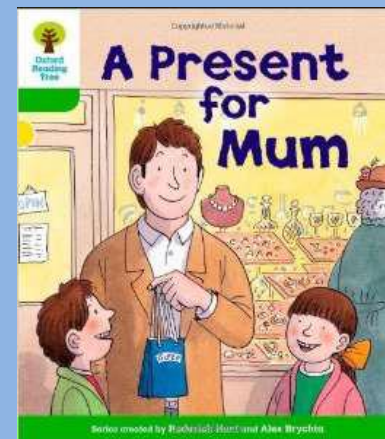
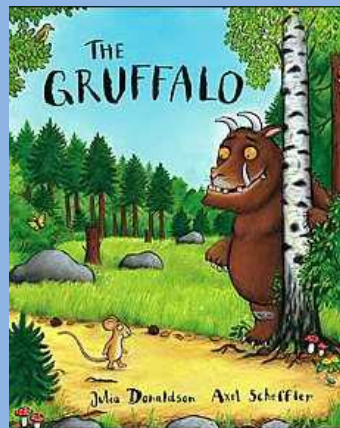
Book Band Colours	Phonic Phase
Lilac	Phase 1
Pink	Phase 2
Red	Phase 3
Yellow	Phase 3/4
Blue	Phase 4/5
Green	Phase 5
Orange	Phase 5
Turquoise	Phase 5/6
Purple	Phase 5/6
Gold	Phase 6
White	Completed Phase 6
Lime	
Brown	
Grey	

Before you begin...

- Prediction
- Discussing
- Looking at pictures
- Looking at any less familiar words or sounds

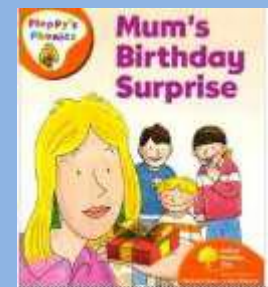
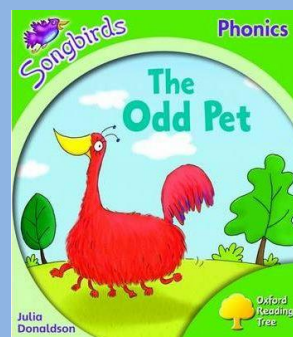
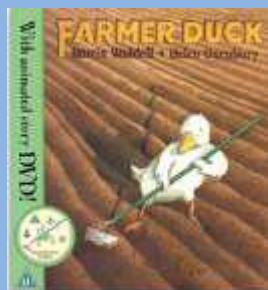


Predicting Pip



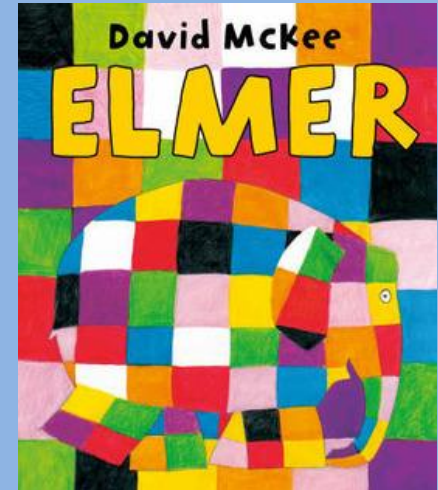
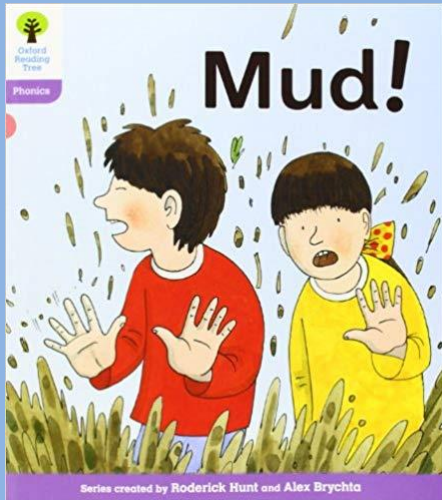
As you read...

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



Once you've finished...

- Re-call the story
- Reading with more fluency
- Questions



What if your child gets stuck?

- “Say the sounds and read the word!”
- Can you break the word into syllables?

E.g. Sa-tur-day

- Does it sound right?
- Look at the pictures. Does it help?

How do we use 'decodable readers'?

Your child will be using 'decodable readers' at school, and bring them home to read.

These are books that enable your child to practise the sounds and spellings that they are learning. Most of the words are words that they can decode because they contain spellings they have already learnt.

When your child reads these books to you, please let them have a go at reading all of the words by themselves. Sometimes, your child may need help with a word, but before you step in, please give them a few seconds to work it out for themselves.

If your child gets stuck, a great prompt to use is: 'Say the sounds (pointing to each of the 'sounds' in the word) and read the word' (slide your finger along, under the whole word).

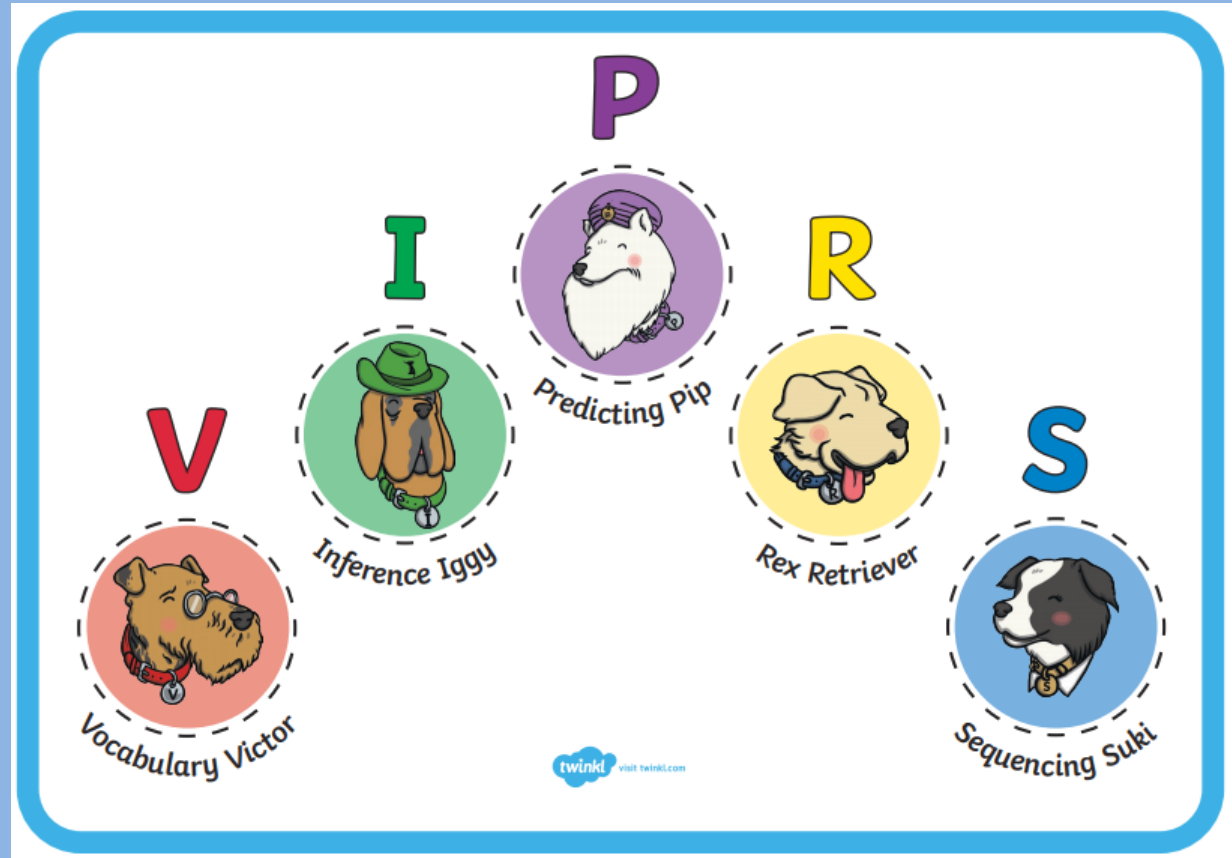
You can also ask your child questions about the stories they read to you.

Some of the words in these 'decodable books' might contain spellings your child hasn't learnt yet. At the back of the book, you'll see a list of the words that your child might need help with. When your child comes to one of these words in their book, simply read it for them. If the word was 'the' and your child didn't know how to read that word, you could simply point to the word and say: 'This is 'the', just say 'the' here.'

Reading Skills

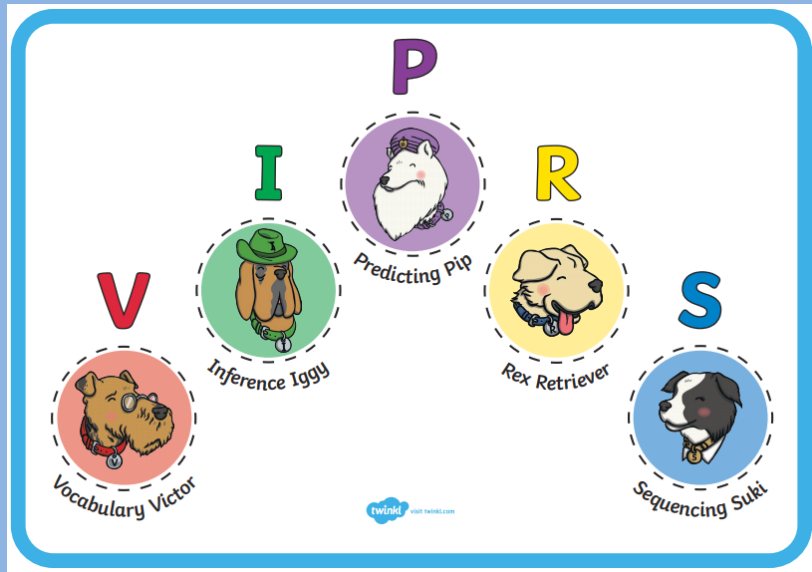
Reading skills needed:

- Vocabulary
- Inference
- Predict
- Retrieve
- Sequence

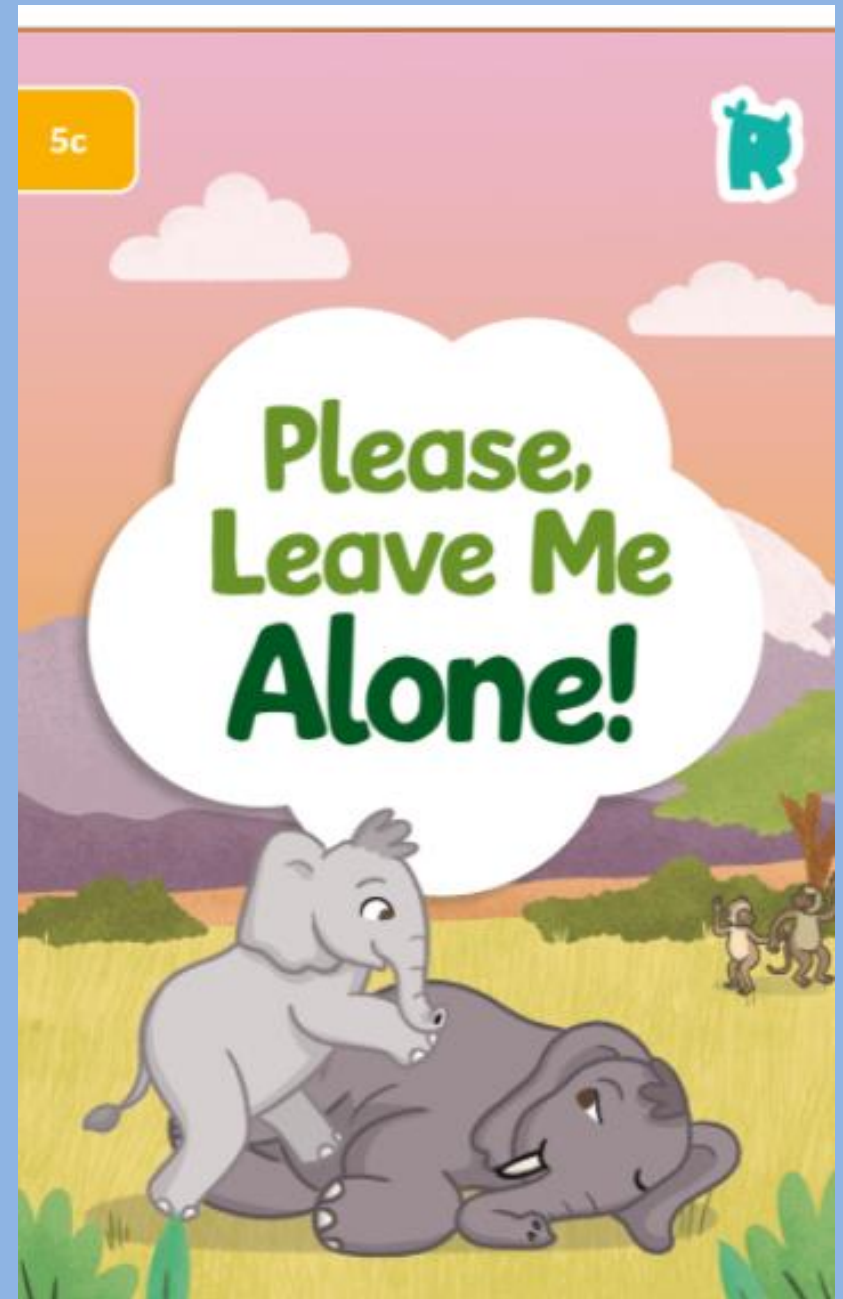


We use the Pawsome Gang to help
with questions

Task



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



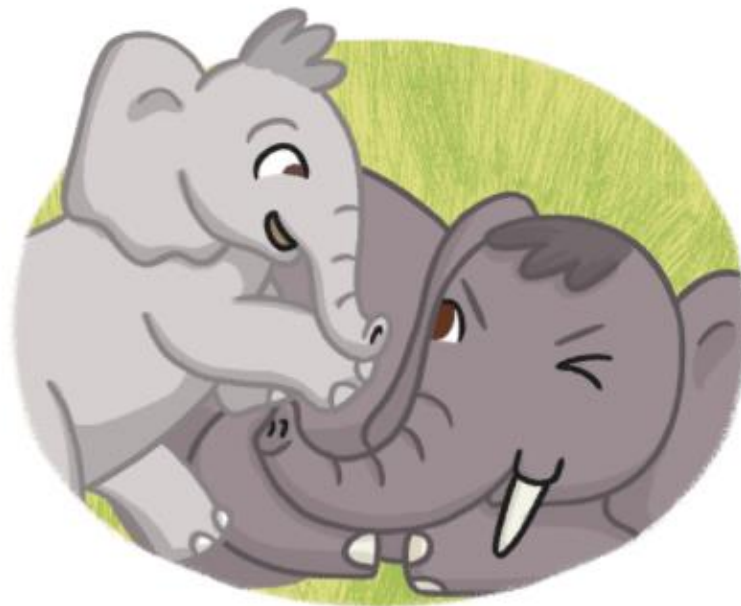
It was sunrise. Zore the baby elephant woke up. She crawled onto her big sister, Monty.



"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.

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

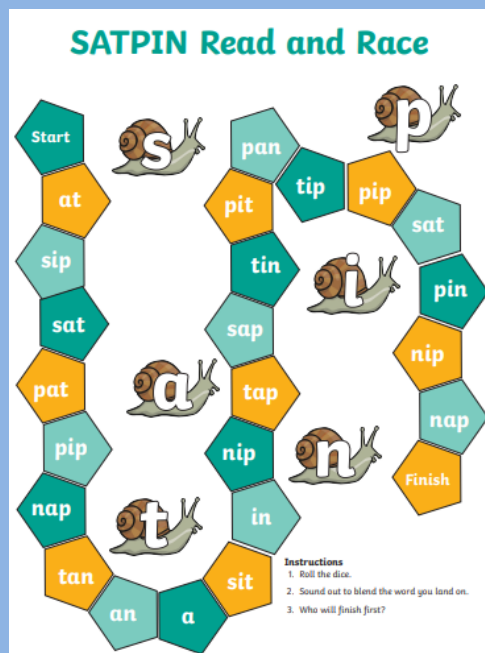
You reading to your child



- 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!

Workshop

Enjoy playing word games with your children.



	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



Oaklands Infant School – Deep Roots For Future Growth

[HOME](#)[COMMUNICATIONS](#)[OUR SCHOOL ▾](#)[LEARNING ▾](#)[PARENTS ▾](#)[NEW PARENTS ▾](#)[CONTACT US](#)

Every EYFS and KS1 class will have a timetabled 30 minute session five times a week; all sessions will involve both reading and writing.

Useful Links

Free Course for parents on Sounds Write: <https://www.sounds-write.co.uk/parents-carers/support-for-parents-carers/>

Pronunciation of the Sounds: <https://www.st-thomasaquinas.co.uk/sounds-write/>

Resources

[Sounds-Write-Spelling-Mats](#)

[Sounds-Write-Parent-Leaflet-for-Reception](#) [Download](#)

[Foundation-Stage-Parent-Workshop-2023](#) [Download](#)