Oaklands Infant School

Reading and Phonics Workshop





What we will cover…

- How we teach phonics
- Year 1 Phonic Screening Check
- How children read
- How you can help with reading
- 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’, ‘into’, ‘of’, ‘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, ve, q,u



Extended Code Units

Unit 1 – ai ay a ea
Unit 2 – ee ea e y ie
Unit 3 - ea one spelling different sounds
Unit 4 – oe ow o oa
Unit 5 – o one spelling different sounds
Unit 6 – er ir or ur
Unit 7 – e ea ai
Unit 8 – ow ou
Unit 9 – ow one spelling different sounds

Extended Code Units

This half term we have learnt

4 ways to spell the sound /ae/.

r**ai**n p**ay** br**a**ve g**rea**t

4 ways to spell the sound /ee/.

sh**e** str**ee**t b**ea**ch ch**ief**

4 ways to spell the sound /oe/.

t**oe** sh**ow** fl**oa**t sl**o**pe

Extended Code Units

Next half term we will learn

5 ways to spell the sound /er/.

g**ir**l w**or**m h**er**d t**ur**n **ear**th

2 ways to spell the sound /ou/.

r**ou**nd br**ow**n

2 ways to spell the sound /oi/

b**oy** p**oi**nt

3 ways to spell the sound /ar/

f**ar**m l**a**st p**al**m

Extended Code Units

note – **ve** at the end of brave is a 2-letter spelling of /v/

& **pe** at the end of slope is a 2-letter spelling of /p/

We are also learning that the same letter/s can spell different sounds

hen/she show/brown hat/brave/last beach/great

Challenge



How many sounds are in each of these words?

mat

sprint

eight

daughter

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)
- After the screening the government releases the number of words needed to pass. If they are working towards, they will re-take in Year 2.

Examples

Section 1

sut



yad



dop



uct

Section 1

shop

yell

peel

check

Section 2

label

vanish

blossom

thankful

Section 2

brend



throst



stret



spraw



The Million word gap

The number of words children will have heard by the age of 5.

Science Daily 2019 quoted in The Reading Framework DfE July 2023

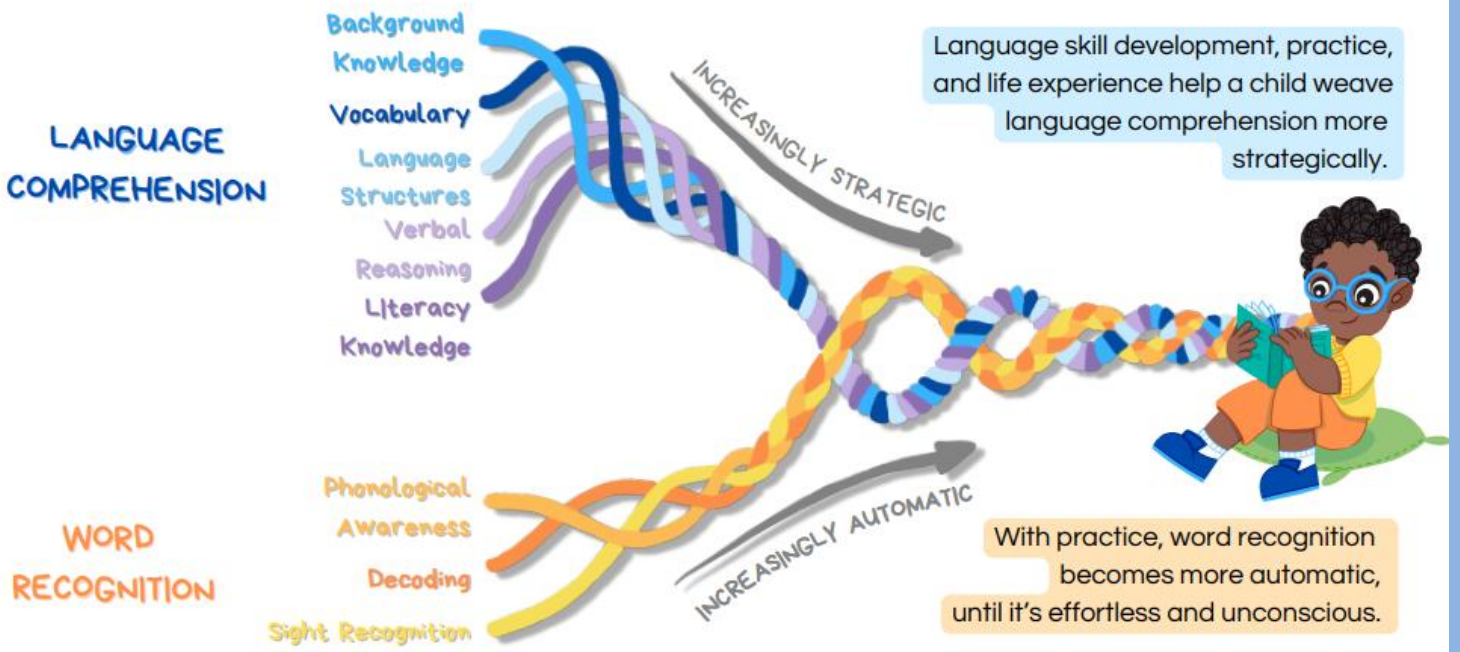
Never read to	4,662
1-2 times per week	63,570
3-5 times per week	169,520
Daily	296,600
5 books a day	1,483,300

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



SCARBOROUGH'S READING ROPE



Sounds-Write
FIRST RATE PHONICS

In summary the two skills…

Phonics and Word Recognition

The ability to blend letter sounds (phonemes) together to read words.

The ability to recognise words presented in and out of context.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

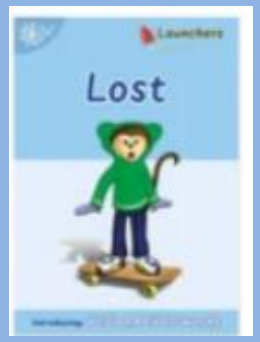
Reading at Home

- 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.

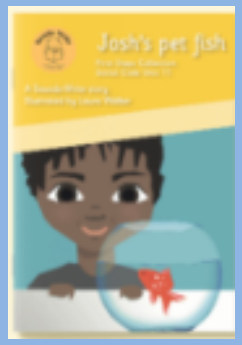


Before you begin…

- Prediction
- Discussing
- Look at pictures





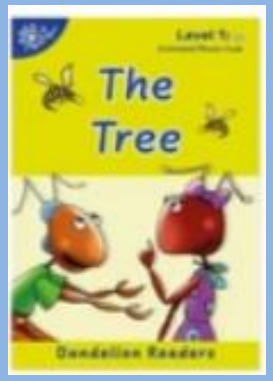




As you read…

- Make them follow the text with their fingers.
- Have a go at segmenting and blending the words if they need to.
- Use the phrase ‘Say the sounds and listen for the word.
- Support them where needed.







Every day words



- The children will come across some words they have not yet learnt the sound/spelling to be able to sound out. You might have heard these being called 'tricky' words, 'high frequency' or common exception words. We call them '**everyday'** word.

the is go of to said

- If a child comes to an everyday word that they cannot read, tell them what they word is and model how to read.

Start reading!



Dan picked up a snail in the garden. "This can be your pet!" "My pet snail, Mavis!" said Viv.

4



The next day, it began to rain. "No snail! Mavis has run away!" Viv wailed. "Wait! A snail trail..."

5

Once you've finished…

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









What if your child gets stuck?

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

  E.g. Sa-tur-day
- Does it sound right?
- If your child needs to blend two or more words in a sentence, read the sentence back to them. Ask them to repeat it.

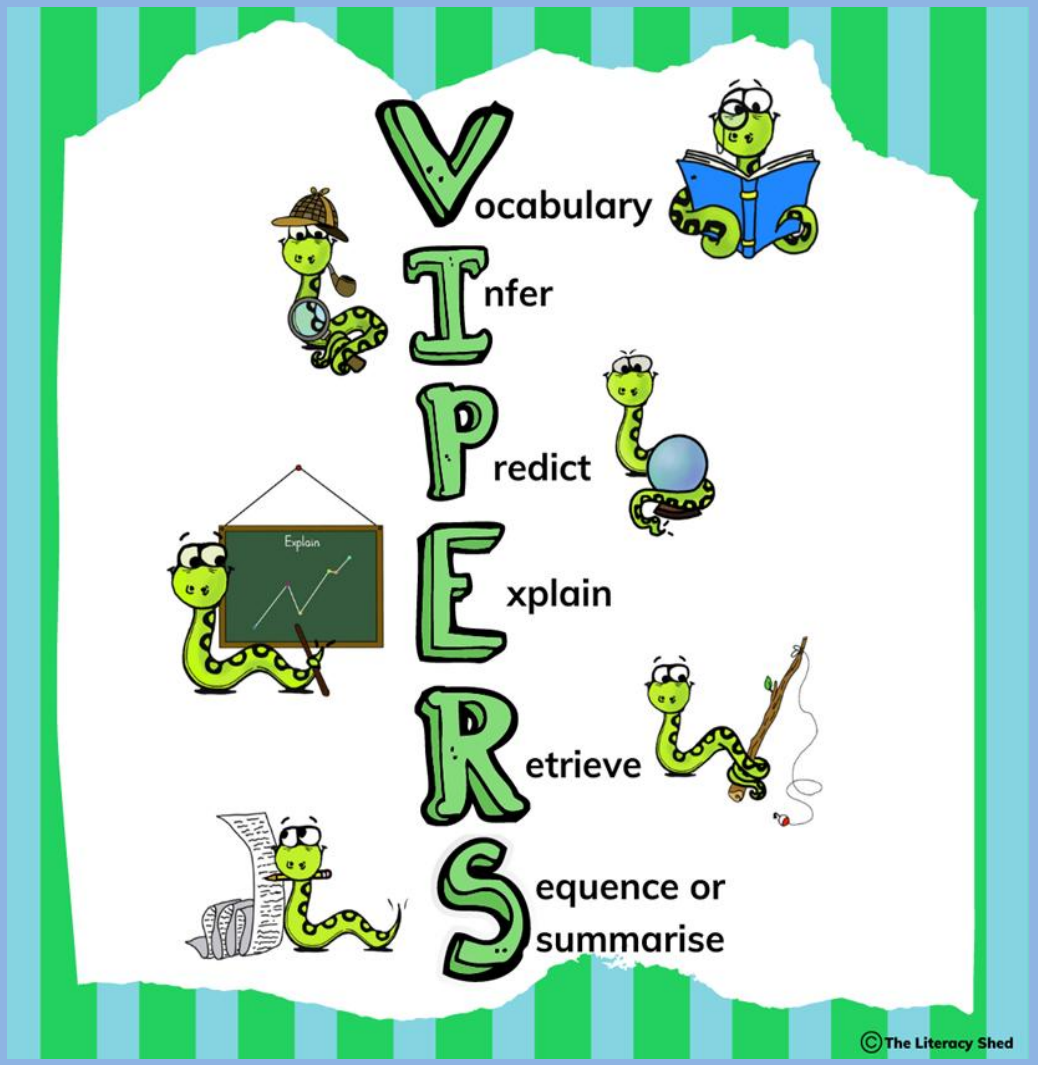
Fluency

- Reading without saying the sounds in any words.
- Using punctuation and paragraphs to know when to pause and breath.
- Reading with expression. Recognising speech, using different voices, speaking softly or louder adding emphasis where needed.
- Need to read book **several** times to gain fluency.

Reading Skills

Reading skills needed:

- Vocabulary
- Inference
- Predict
- Explain
- Retrieve
- Sequence or summarise



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!

Water bottle or rain damage!!!!



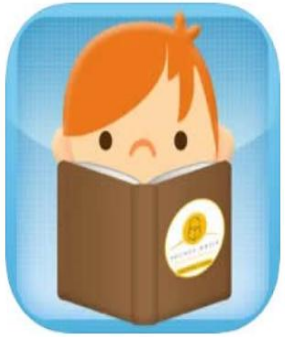
The Sounds-Write App

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.

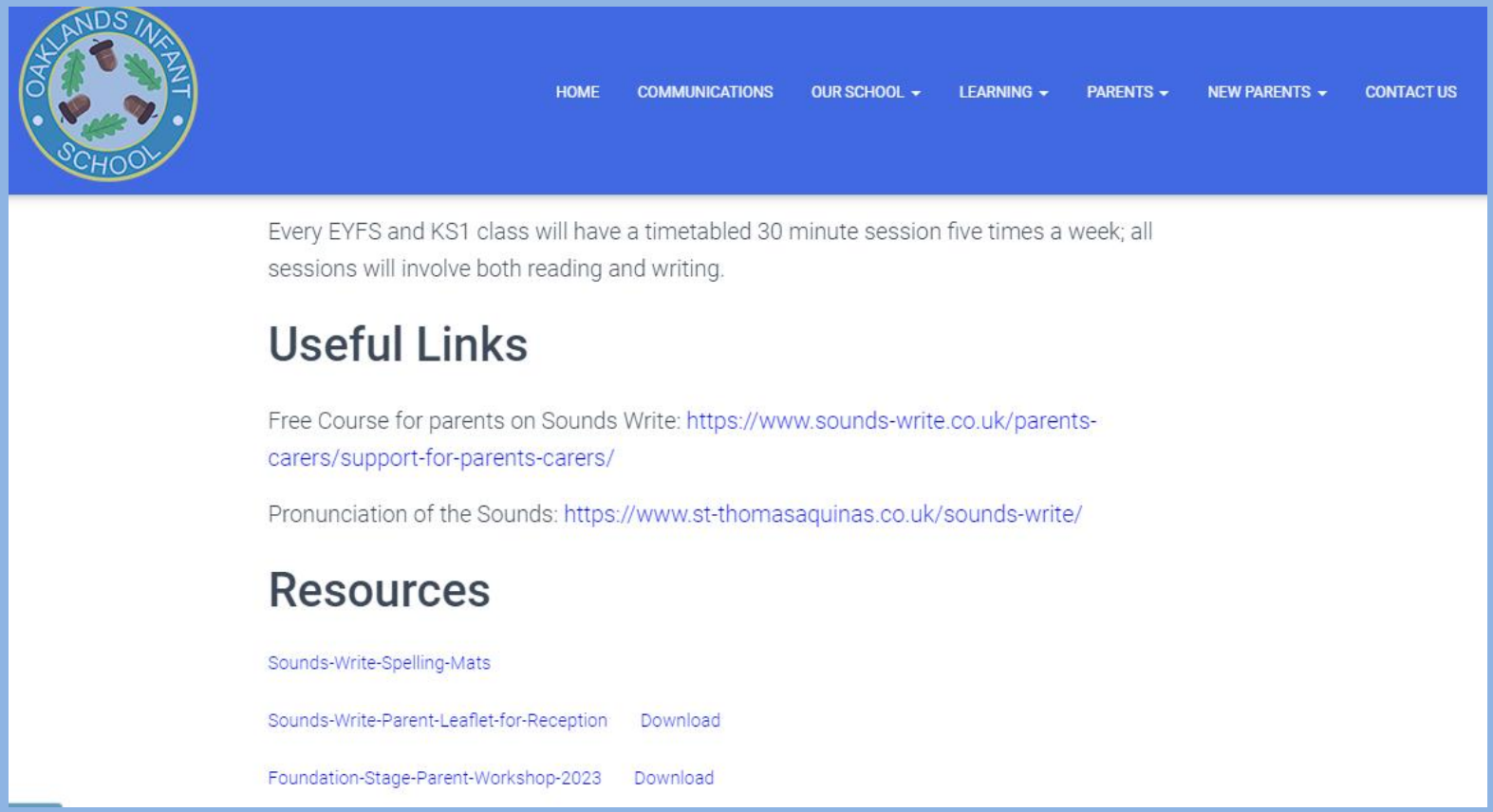
Download and try it free from the UK iTunes app store. Or from here if you're in Australia. Please remember to access the app from your iPad.



Free course for parents in 2 parts.

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

Oaklands Infant School – Deep Roots For Future Growth



Workshop

Enjoy reading your child's book with them or playing a game.

⚀	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

