

Phonics and Early Reading Parent Workshop

Meersbrook Bank Primary School
January 2022



Why phonics?

- Synthetic phonics is recognised as being the best approach for the majority* of children
- Government initiative (we have to!)
- Phonics is a useful way of decoding unfamiliar words (for adults and children)

But.....

- *Some children become overly reliant on phonics when reading and this can make their reading disjointed and stilted
- We believe children are individuals and may benefit from a different method(s)

Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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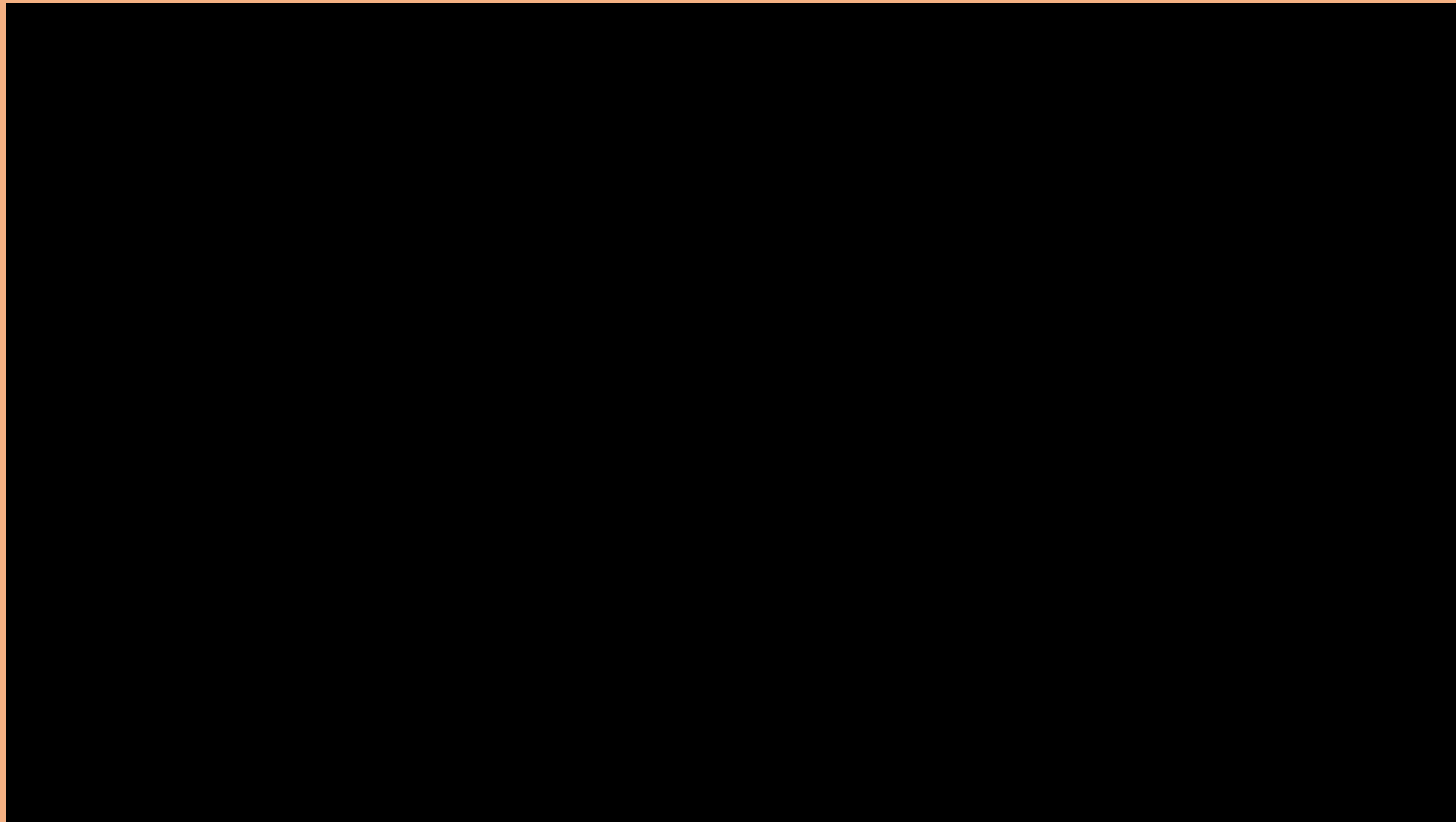
Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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44 sounds in
the English
language.

PURE SOUNDS



This is Sylvie

f

f
ff
ph



h

h
hh
kh



r

r
rr
wr



S

s
ss
se
c
ce



t

t
tt



C

C
CC
CK
K
Ch



Digraphs and Trigraphs

- Digraphs - 2 letters, 1 sound, e.g., ay (may I play).
- Trigraphs - 3 letters, 1 sound, e.g., igh (fly high).
- We also call these 'special friends'.
- Split digraph - a digraph that has been split up by another letter, e.g., a_e (make a cake), i_e (nice smile).

Where's my friend? He's on the end!

We say that these special friends are very good friends but have to be split apart using a sensible letter, e.g., smile.

- There is a phrase to remember for each of these sounds.

sh

sh
ti
ci



th

th



Speed Sounds

Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Over 150+
graphemes

This chart shows the most common graphemes for each sound.

At the very start

- Pre-phonics activities
- Lots of oracy through speaking and listening, singing, rhymes, games etc
- **Oral blending and segmenting - Fred!**
- Very informal introduction to set 1 grapheme flashcards



And into Reception

- Daily phonics session (Set 1 sounds)
- Magnetic letters to spell simple words.
- Early writing
- Handwriting teaching using scripted phrases
- Lots of oral blending and segmenting with Fred.

Blending: When the children know all the set 1 sounds we begin to teach them how to blend them together.



p	e	t
---	---	---

s	p	o	t
---	---	---	---

sh	o	p
----	---	---

Green words

sat

- Decodable words - can be sounded out.

Red words

the

- 'Tricky words' that aren't decodable. (Can't be sounded out.)

You can't "Fred" a red!

- We teach these words in our RWI lessons.

Nonsense (alien) words

- These are used as part of the teaching sequence in RWI lessons to encourage children to use Fred talk to blend known sounds.
- They are words that don't make sense (they have an alien picture).
- Included in Y1 Phonics Check.

steck



Daily Sessions

- New sound each day
- Practise previously learned sounds
- Read & spell words which include the new sound
- Practice reading & spelling of previously learned words
- Read a text (story book or non-fiction) for comprehension, fluency and expression.
- Writing words
- Writing sentences - "hold" and write a sentence
- Other activities linked to the storybook.

Phonics Check

- Summer term of Year 1
- 1:1 with a familiar adult
- Results shared with DfE
- Results are sent home to parents in end of year report
- Children who don't meet the expected standard in Y1 are re-screened in Year 2.

Book Bag Books

- Sound blending book.



- Story book they have been reading in their RWI group.
- A book bag book, which is a new read for them. They may need more support with this book.



Three reads!

1. Decoding skills
2. Fluency
3. Understanding & enjoying

Is this character
mean/kind/worried/scared?

Questions

LOOK AT THE COVER! What do you
think this book is about?

STOP! What do you think will happen next?

STOP! What has happened so far?

Which was your favourite picture? Why?

Which part made you laugh/feel scared/feel sad...?

Were there any really great words in
the story?

Which character did you like best? Why?

Did this book remind you of the time
when...?

What might you have done differently if you
had been [name of character]?

How can you help at home?

- **Most importantly** - Read stories to your child every night. We want to encourage a love of reading!
- 3 home reads a week
- Lots of praise and encouragement
- Little and often is best!
- Use 'Fred talk', e.g., b-a-th = bath.
- Ask questions to check their understanding of the story.



To take away with you...

- Reading at Home booklet
- Phonics sound mat
- Top tips for Reading
- Handwriting Phrases
- RWI summary sheet
- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Thank you!

Any questions?

