

# EARLY READING WORKSHOP

Phonics

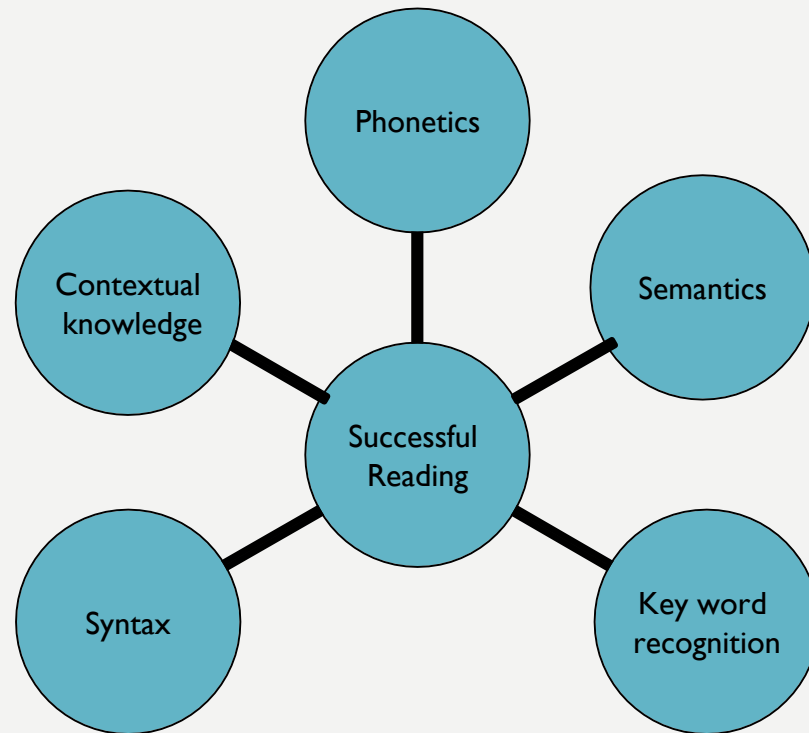
ee ur ow

wh y au

# AIMS OF THE WORKSHOP

- To look at how phonics helps children to learn to read and write.
- To explain how reading is taught at Tithe Barn Primary School.
- To provide you with ways to support your child at home.

# STRATEGIES THAT FLUENT READERS USE FOR SUCCESSFUL READING



# LEARNING TO READ



Letter Sounds

Tuning into sounds

# SOME DEFINITIONS

*Grapheme*

Letter(s) representing a phoneme

t

ai

igh

# SOME DEFINITIONS

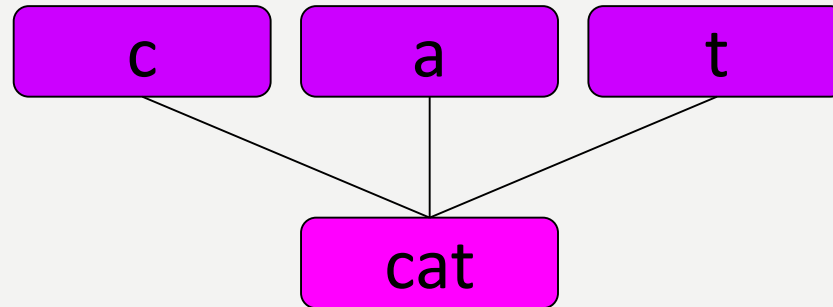
A *phoneme* is the smallest unit of sound in a word.

c-u-p

c-a-t

d-o-g

# HOW'S YOUR BLENDING?

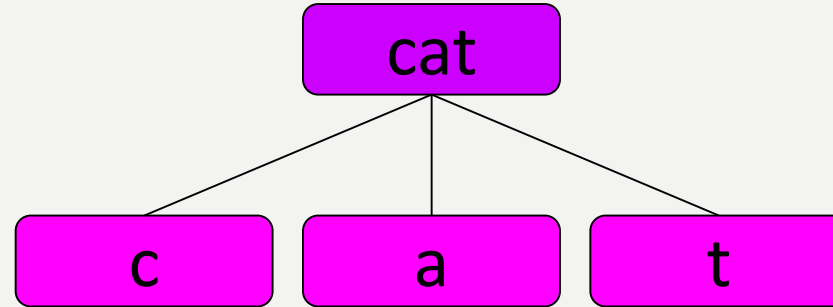


## *Blending*

Recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.



# HOW'S YOUR SEGMENTING?



## *Segmenting*

Identifying the individual sounds in a spoken word

(e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'.



# ENGLISH ALPHABET

**a**

26 letters but only 25 sounds

**s**

Extra sounds with 2 or 3 letters

**t**

Sounds have multiple spellings!

**n**

**ai**

**e**

**sh**

**e**

**igh**

# THE BASIC CODE

## Alphabet Sounds

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. j qu v w x y z

## Digraph Sounds

1. sh ch th th ng
2. ai ee igh oa ue
3. ar er or oi ou  
oo
4. air ear ure

# BASIC AND ADVANCED CODES

## Basic Code

**one** way of writing each sound  
ee

## Advanced Code =

**alternative** ways of writing each sound  
ee and ...

# PROGRESSION IS STAGE RELATED NOT AGE RELATED!

Phonemic  
awareness

Basic Code  
knowledge

Advanced  
Code  
knowledge and  
grammar

# English Language – Advanced Code



Look-a-Likes

LOOK the same  
but  
SOUND different

ow  
ow



Sound-a-Likes

SOUND the  
same  
but  
LOOK different

ay  
ai  
a\_e  
a  
aigh  
ey

# Tricky Words

Words that don't play by the rules!

Need to be memorised



# SOME DEFINITIONS

## *Digraph*

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

# SOME DEFINITIONS

*Trigraph*

Three letters, which make one sound

igh

dge



# SOME DEFINITIONS

*Trigraph*

Three letters, which make one sound

igh

dge

# CVC WORDS

- C consonant phoneme
- V vowel phoneme
- C consonant phoneme

# CVC words – clarifying some misunderstandings

p i g  
s h i p

s h e e p  
c a r

b o y

c o w

f i l l  
s o n g

w h i p  
f o r

d a y

m i s s

w h i z z

h u f f

# ROCKET PHONICS



1. Recall and review. Say and tick each sound.  
i t I a p P S T

2. Grapheme search. Find and circle all the p letters.  
Pip has a pink pen.  
How many did you spot?

3. Blending practice. Decide and match the words to the pictures.  
sip  
tip  
top

4. Apply. Tick the sentence that matches the picture.  
It is a pit.   
It is a pip.

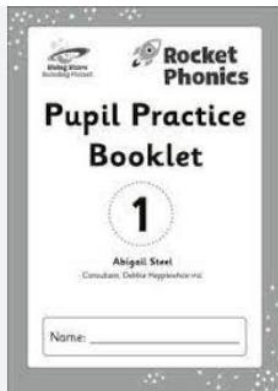
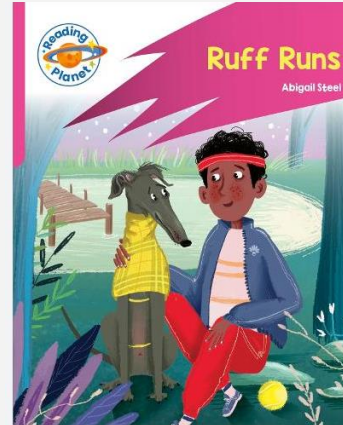


1. Recall and review. Listen to the sounds and point to the letters.  
t s a i p I P A

2. Grapheme write. Copy the letters and say the sound as you write.  
p p p p  
P P P P

3. Segmenting practice. Look and write the words.  
p t a  
i p p

4. Apply. Let's write a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

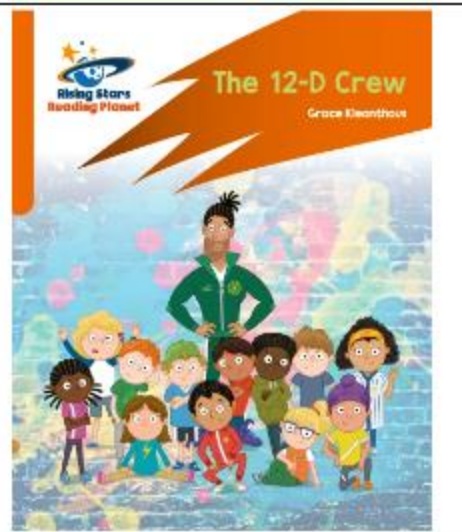
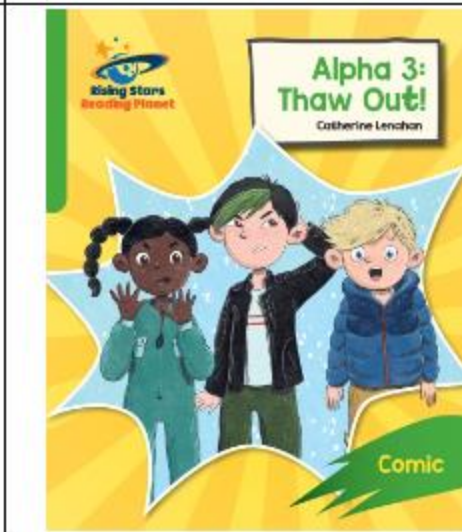
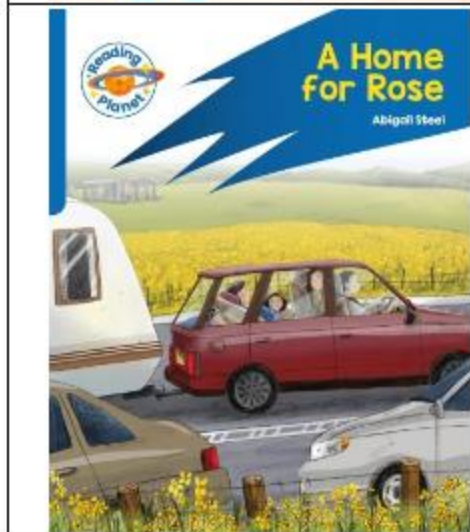
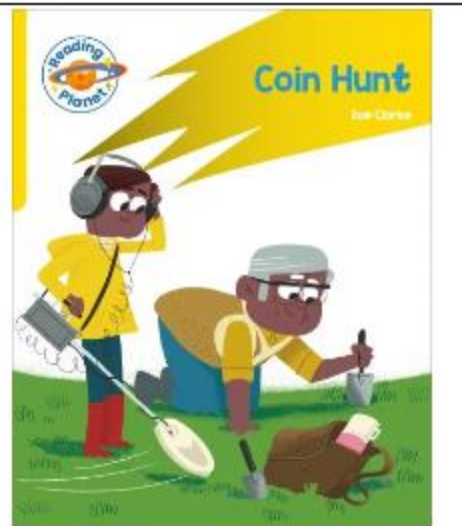
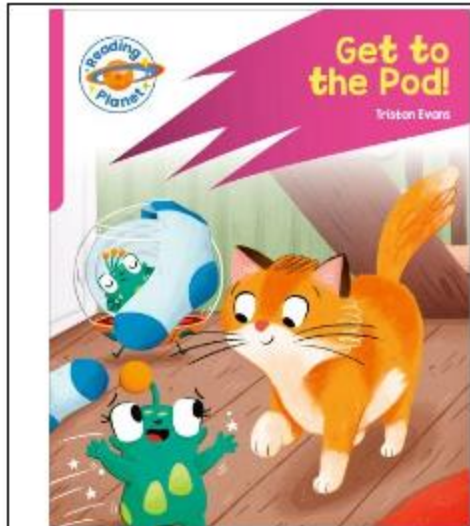




# Reading Planet Rocket Phonics SSP Programme Overview: Reception/P1

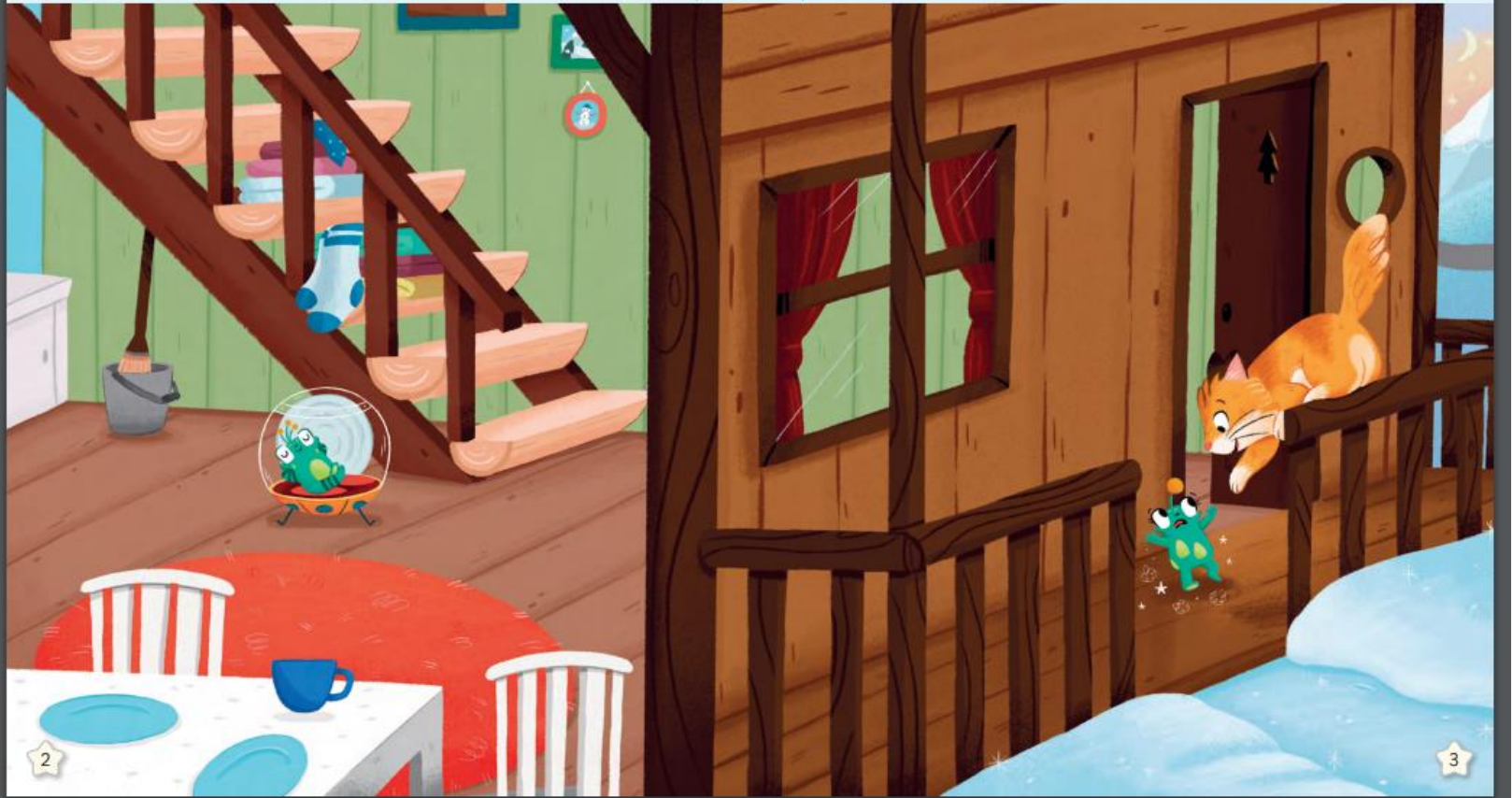


Band	Phonics Phase	NEW grapheme-phoneme correspondences	Common exception words	Flashcards	Big Book	Pupil Practice Booklet	Target Practice reading books	Additional reading practice books
<b>Reception/P1</b>								
Pink A	2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /l/ as in kite	I, the, to, go, no, into				
Pink B	2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat	/b/ as in bat /f/ as in frog and cliff /l/ as in ladder /s/ as in shell /s/ as in dress					
Pink C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces new word structures, such as CVCCVC.						



Nip is in the pod.

Kim the cat pats Nap.



He is a red fox from Scotland.



2

She is a fox from Finland.



3



Arlo did not feel like getting up.  
“You need some fresh air!” Grandad said.



2



Arlo did not like fresh air.  
Grandad said, “Come and hunt for coins!”

3

# WHAT DOES READING LOOK LIKE AT TITHE BARN?

- Children read every day in lots of ways- flash cards, sharing a book, print in the environment.
- In Year 1 they start their mornings by independently reading their reading books.
- Daily story times- our classrooms are full of wonderful books.
- Regularly read to an adult in school.
- Reread books together lots of times.
- Staff will assess when children are ready to change their books.

# WHAT DID YOU NOTICE?

- Child tracking the text independently.
- Adult encouraging child to sound out and blend the words together.
- Adult remodelling the sentence to support the development of automaticity.
- Child rereading the sentence to reinforce the automaticity.
- Adult asking questions about the book throughout.
- Adult checking child understands the vocabulary

# HOW TO SUPPORT YOUR CHILD

- Ensure they are tracking the text
- Allow them to use the picture cues to check meaning
- Encourage them to sound out each word
- Ask them to reread the page once they have initially read it. This helps them children to increase their fluency.
- Play spot the word
- Can they change the sentence?
- Reread their book lots of times.

# HOW TO SUPPORT YOUR CHILD

- If they find a word tricky to sound out, jump over it read the full sentence and then revisit it. (Context cues)
- If they substitute a word which makes sense but isn't accurate, ask them to reread to check it is right. This helps them to begin to self-correct
- Look at the punctuation, ask them to reread a sentence taking it into account.
- Model reading it with the correct intonation and expression. Model with the wrong expression and ask them to correct you.

# HOW TO SUPPORT YOUR CHILD

- Model how to use the contents page of both fiction and non-fiction books.
- In non-fiction books encourage your child to read it as you should, use the glossary, search for information
- Discuss the meaning of words- don't assume they know them because they can read them
- Discuss synonyms and antonyms of words
- Create their own personal dictionaries
- Steal words for their writing

# COMPREHENSION SKILLS

- Retrieval
- Sequencing
- Vocabulary
- Scanning
- Inference
- Summarising