

Parent Phonics Workshop

November 8th 2023

Aims:

- To give parents an understanding of how we teach reading using phonics
- Our phonics programme at Speenhamland
- Tips on how you can help your child at home



Why is reading important?

Discuss with your talk partner!

Impact of reading

- Reading relaxes, calms and de-stresses
- Helps to keep your brain sharp
- Builds relationships
- Researches have hard evidence that reading aloud to young children activates the parts of preschoolers' brains that help with mental imagery and understanding narrative - both of which are key for the development of language and literacy
- Introduces us to new words
- It helps to understand and absorb new information and concepts



Learning in Reception and Infants

- Early Years Foundation Stage curriculum: Early Learning Goals
- Play-based curriculum
- In Reception, children are assessed, observed and learning opportunities are planned for using this curriculum
- Since September we have been taking part in a phonics carousel of activities, including word games, gross and fine motor activities and started our phonics programme
- Year 1 begin the National Curriculum, transitioned from Early Learning Goals



Starting Early

Children develop a love of reading from a very young age

They begin to:

- Select, remember and find their favourite books
- Hold books appropriately and turn the pages
- Work out what is happening in the pictures
- Use non-verbal communication - expressing delight, smiling, touching the pictures
- Track from left to right
- Understand the difference between pictures and text

How does this affect my child's reading?

- Begin to learn elements of 'reading' and 'phonics' from birth
- The steps that we take **before** teaching children the letter sounds are just as important
- Children go through school with teachers who **foster a love of reading**
- When children are also brought up at **home** with a love of reading, the impact is double!

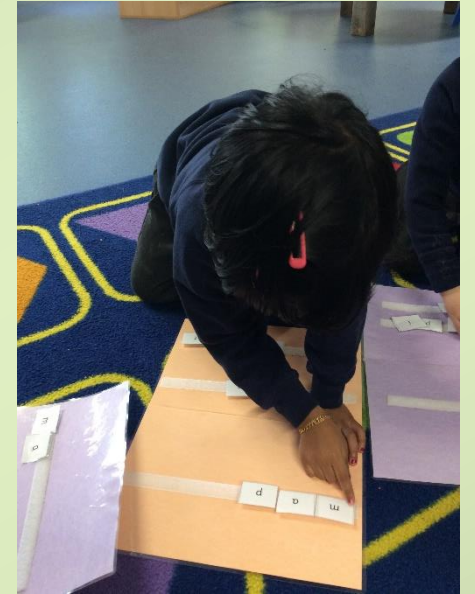
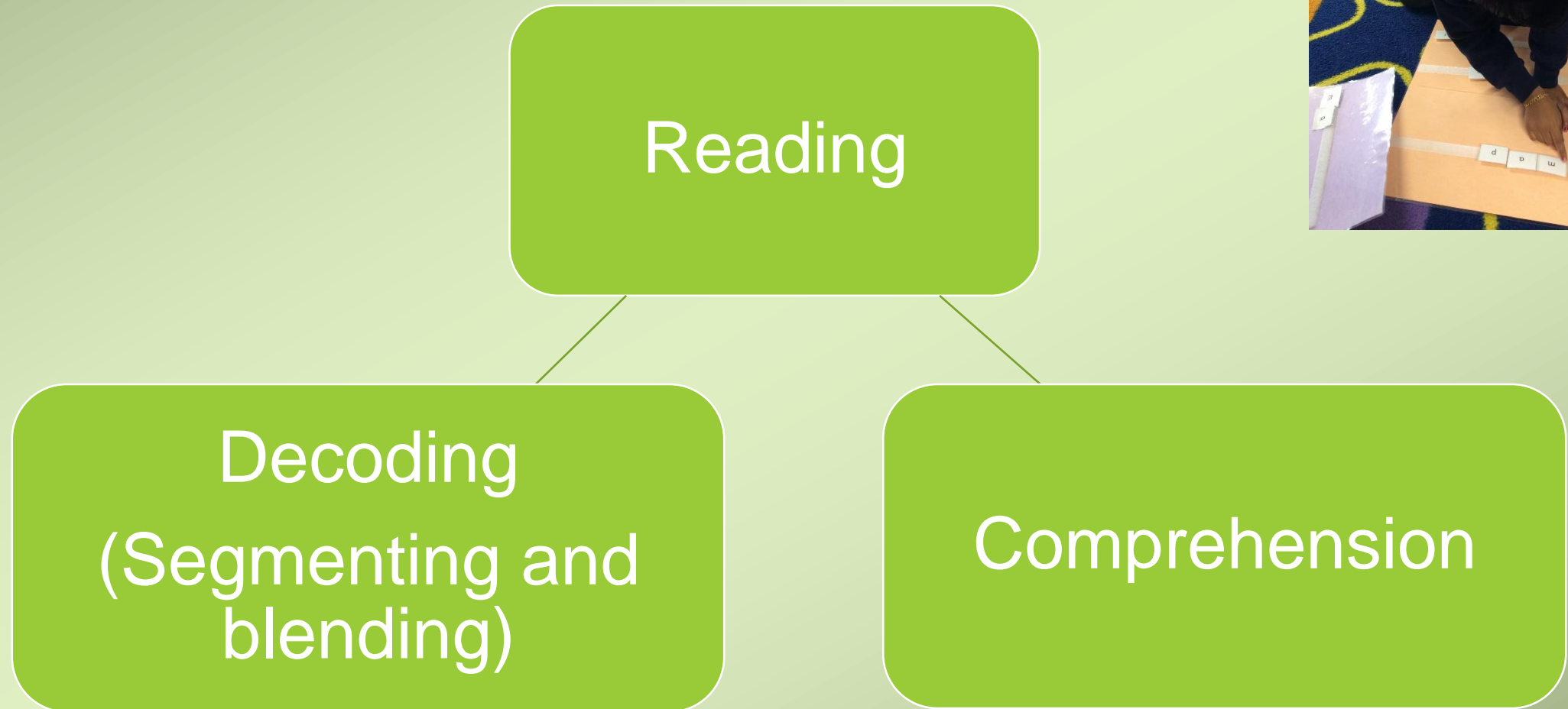


How can you help at home

There are lots of ways that you can help with your child's reading at home:

- Singing songs and nursery rhymes
- Suggesting or talking about how a story could end
- Talking about the characters, story setting and recalling events from the story
- Joining in with stories 1:1, spending lots of time reading 1:1 with your child
- Exposure to books
- Model reading habits and routines – bedtime stories

How do we teach reading?



Phonics

How did you learn to read?

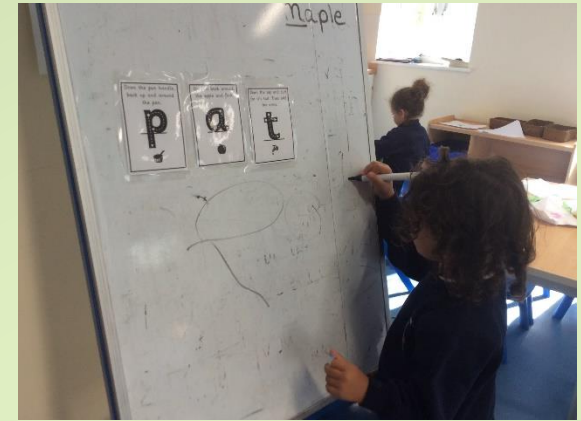
- Reading rules and patterns?
- **Memory?**

If you learnt through **memory**, there would've been a time in your life where you didn't remember some of those words... **what then?**

- We want our children to be able to **understand** that each letter has a sound (phoneme and grapheme)
- We want our children to understand how to **segment** and **blend** sounds together
- These are the skills that our children need to read:

Segmenting (s-a-t)

Blending (sat)



Why is English so difficult to learn?

- All words are made up of individual sounds
- These sounds are combined together to make words
- We use 44 sounds to make up all the sounds
- But this causes a problem...
- There are 44 sounds and only 26 letters!
- The 26 letters can work singularly, in pairs or sometimes in 3's
- There are actually **155 ways** to spell the 44 English phonemes
- This is why someone beginning to learn how to read can sometimes find it so difficult

cat
= 3 sounds

ship
= 3 sounds

light
= 3 sounds

At Speenhamland, we follow the Rocket Phonics programme

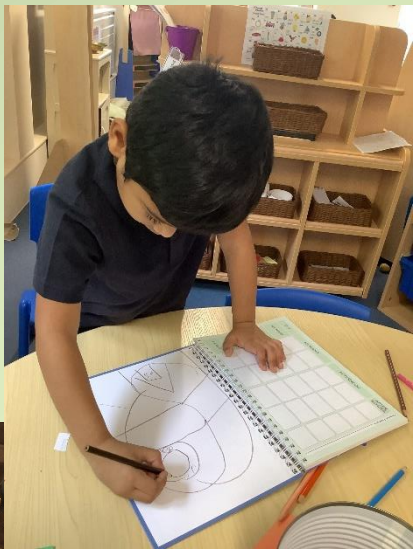
- We teach phonics discretely as a separate lesson



‘Rocket Phonics combines the alphabetic code knowledge and skills that are needed to learn to read and write, with language-rich children’s literature. This approach will embed phonics in context, and support a love of reading and writing from the outset.’ (Steel, A)

Rocket Phonics is a fully resourced, systematic synthetic phonics programme that provides us with everything needed to teach children to read and write. It provides a combination of digital and printed resources, and a fully matched series of decodable reading books.

Phonics teaching principles



Knowledge of the English Alphabetic Code

(150+ graphemes that represent 44 speech sounds)



- see the letters, say the sounds for reading to automaticity
- hear the sounds, recall the letters for spelling to automaticity (these are reversible processes)

Skill of blending for reading



- oral blending
- modelled blending
- supported blending
- independent blending at word, sentence and text levels

Skill of segmenting for spelling



- oral segmenting
- modelled segmenting
- supported segmenting
- knowing which spelling alternative to use

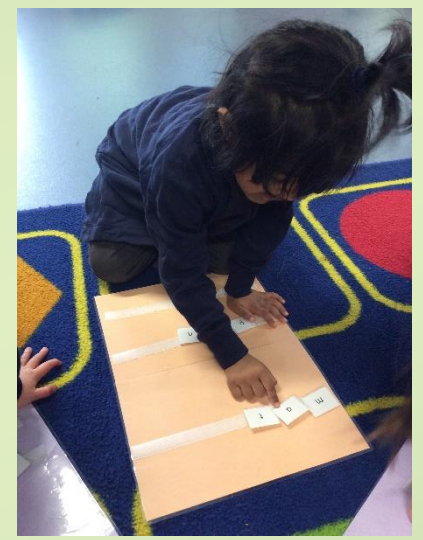
Skill of handwriting



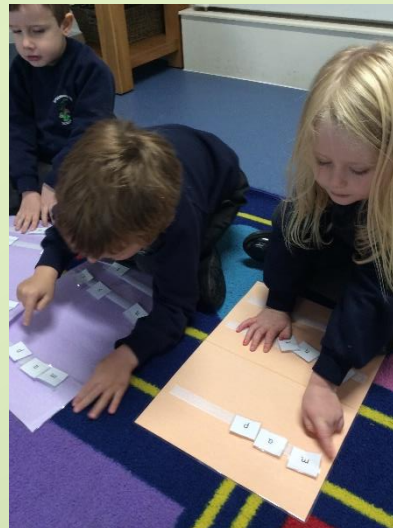
- pencil hold
- letter formation
- positioning on a writing line
- print before cursive

Games and activities

- Initial sounds
- Segmenting and blending
- Sound tiles
- Gross motor skills
- Fine motor skills



Let's practice!



Big books

Story text



Decodable words containing the focus sound

Story text

The skidoo raced over a bump and the tin lunchbox flew off the back. *Whoosh!*

Nan didn't realise her lunch was gone!

n N



Target letter sounds

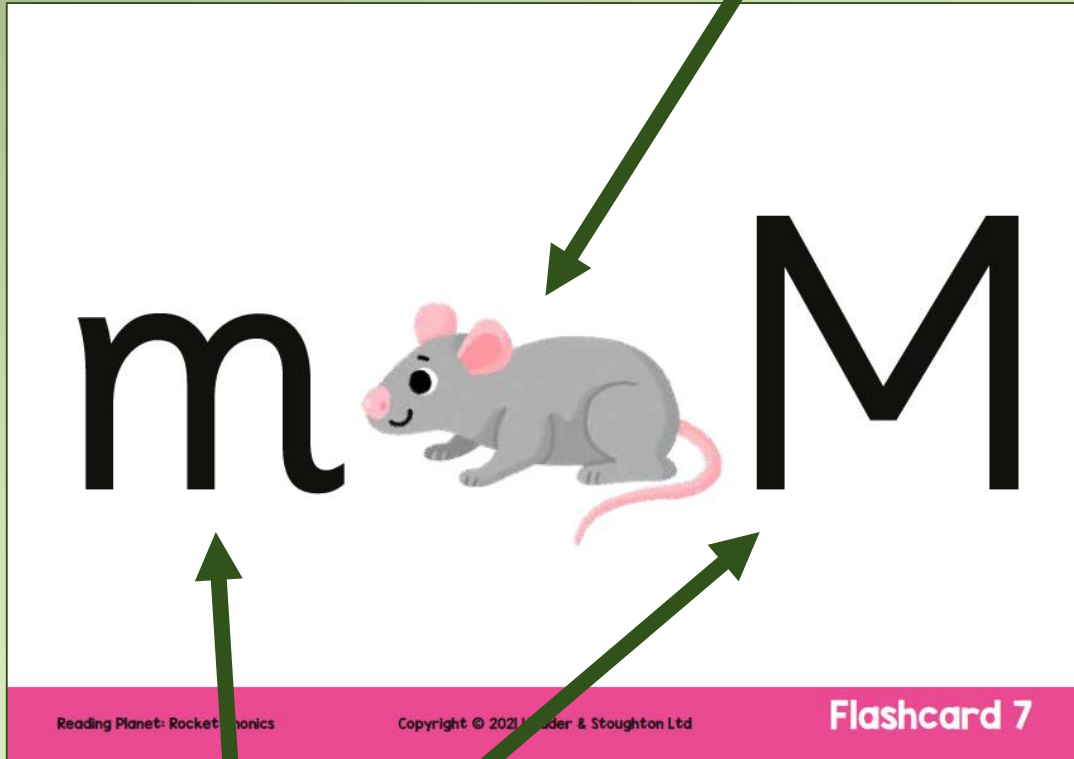
Nip and Nap didn't want Nan to go without her lunch.

They used their amazing mind power to make Nan look around and see the tin box in the snow.



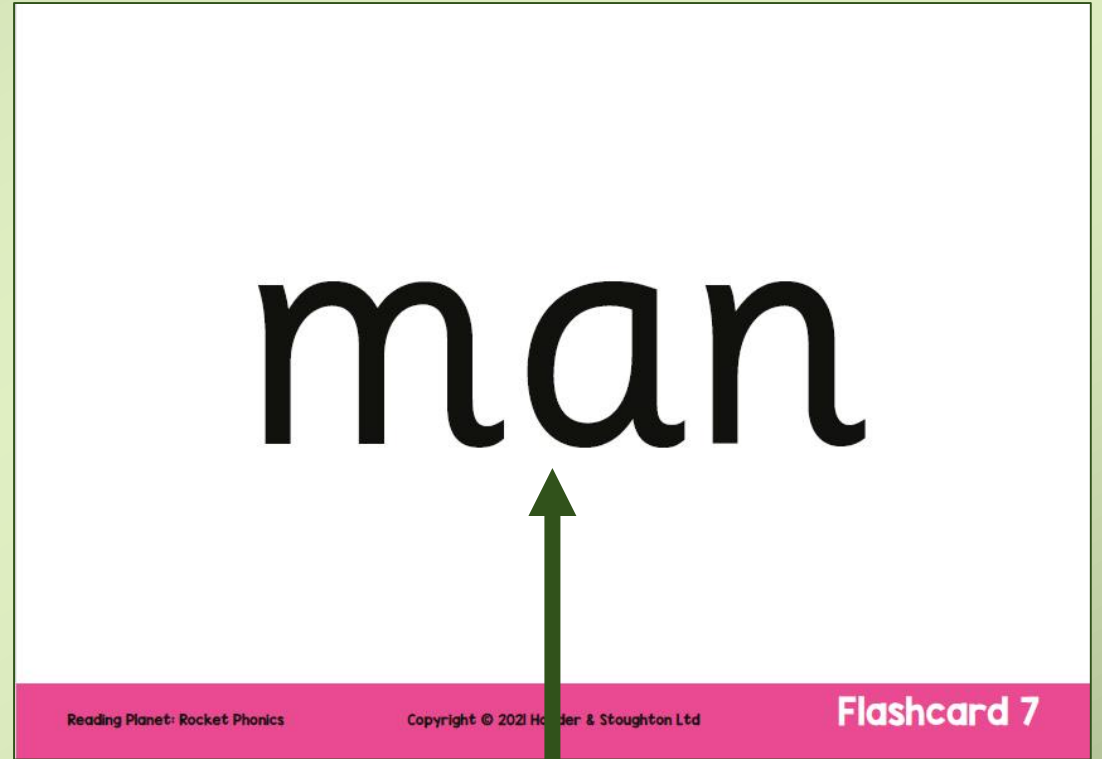
Flashcards

Picture
mnemonic



Lower and
upper case

man



Decodable word
on the reverse

to

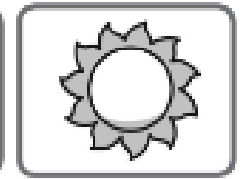
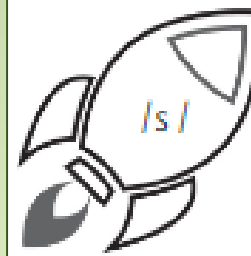
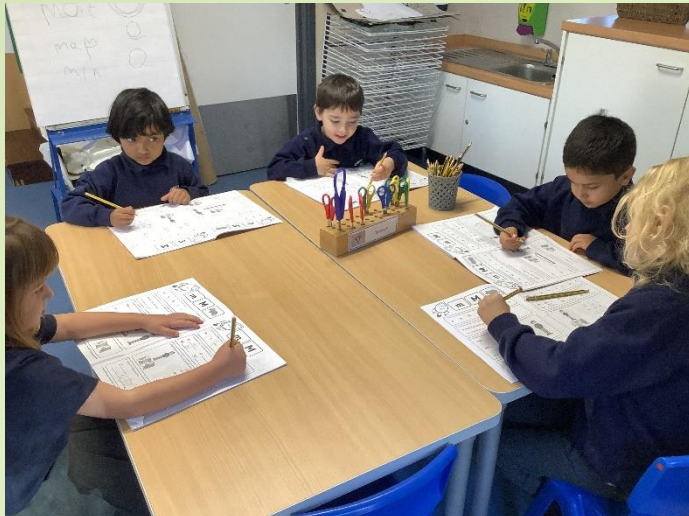
Common exception
words

be

the

Pupil practice booklets

Day 1: Blending skills for reading



1. Revisit and review: Say and tick each sound and picture.

s S  s S  s S

2. Grapheme search: Find and circle all the s letters.

Sam sits on a mat.

How many did you spot?

3. Pre-blending practice: Match the letters to the pictures.

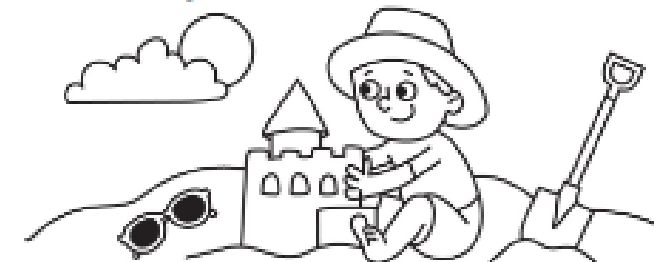
S

S

S



4. Colour the items that begin with s.



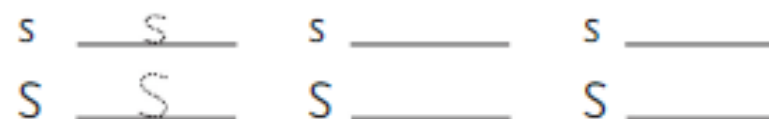
Day 2: Segmenting skills for writing and blending



1. Revisit and review: Listen to the sounds and point to the letters and pictures.



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



3. Pre-segmenting practice: Say the word and write s.



4. Apply: Let's write.



**n****N**

1. Revisit and review: Say and tick each sound.

s t p a i n N S

2. Grapheme search: Find and circle all the **n** letters.

An ant is in the tin.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.

ant

pan

pin



4. Apply: Tick the sentence that matches the picture.

It is an ant.

It is a pan.

**n****N**

1. Revisit and review: Listen to the sounds and point to the letters.

p I t a s n A i

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

n n n n N N N N

3. Segmenting practice: Look and write the words.



n p i



a n p

4. Apply: Let's write a sentence.



the

1. Revisit and review: Say and tick each word.

the to I go no into

2. Practise: Copy each word three times.

the the the _____ the _____
 to to to _____ to _____
 I I I _____ I _____

3. Apply: Read and match to the pictures.

Tam can get the egg.

Mick can get the mop.

Nick can get the pen.



4. Apply: Let's write a sentence.



to

1. Revisit and review: Say and tick each word.

to into I go the no

2. Practise: Copy each word three times.

to to to _____ to _____
 no no no _____ no _____
 into into into _____ into _____

3. Apply: Read and match to the pictures.

The duck ran to the pond.































The pup ran to his rag.

I go to the desk.

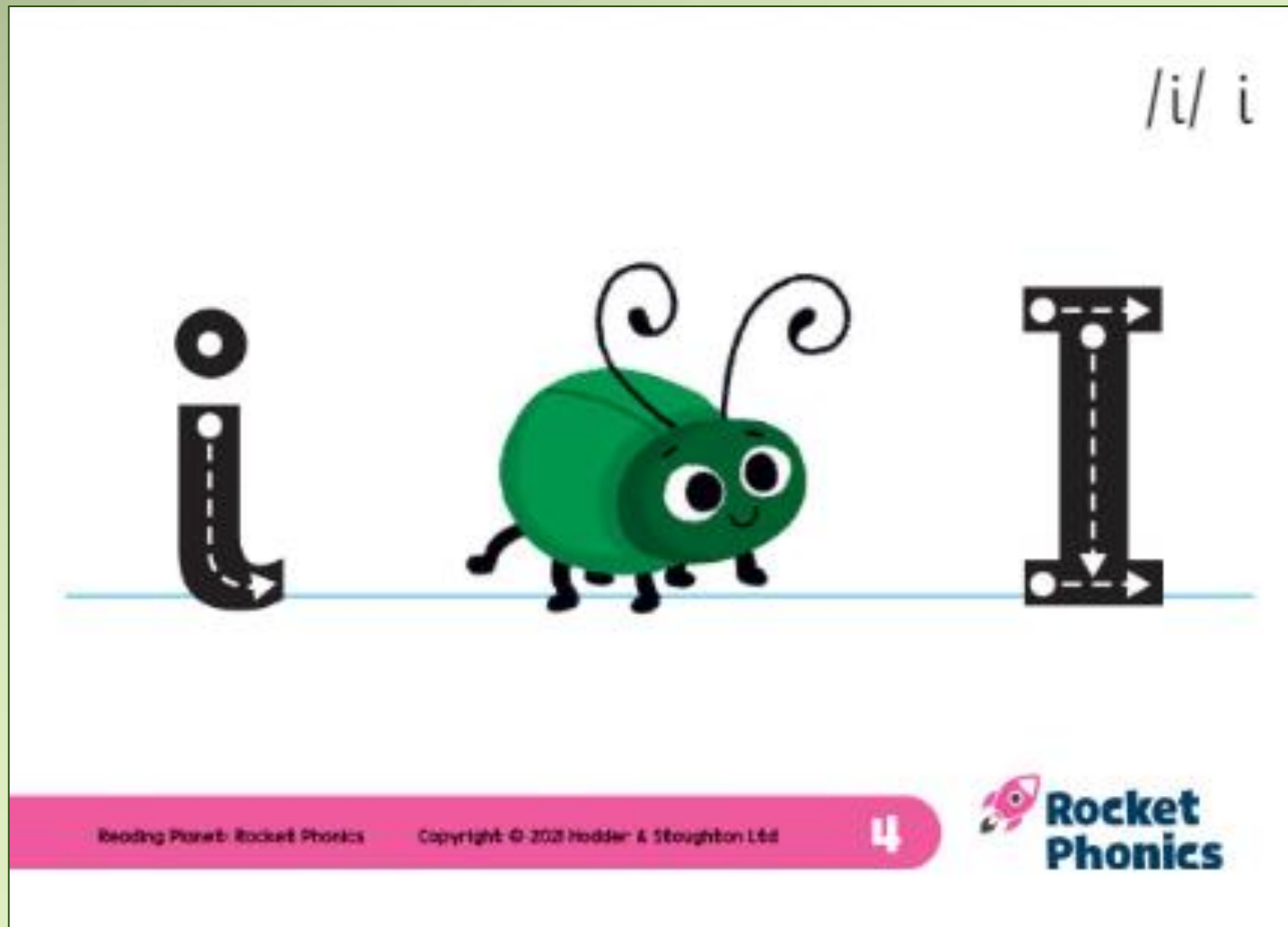


4. Apply: Let's write a sentence.

Sound mats

 Rocket Phonics Sounds Mat 1	s  sun	a  apple	t  tap	i  insect	p  pan
n  net	m  mouse	d  dog	g  goat	o  octopus	c  cat
k  kite	ck  duck	e  elephant	u  umbrella	r  rabbit	h  hat
b  bat	f  frog	ff  cliff	l  ladder	ll  shell	ss  dress
j  jug	v  van	w  web	x  fox	y  yellow	z  zebra

Frieze and handwriting rhymes



Guided reading

- Partner reading
- 5-day programme
- Applying knowledge and skills



Go to the tap, Pat.



Talk about the story

Ask your child these questions:

- 1 Who was Pat helping in the kitchen?
- 2 Where did Pat get the water from?
- 3 Who tipped the tin into the pan?
- 4 What do you think Nan did when she saw the pan boiling over?
- 5 What jobs do you help with at home?
- 6 Which is your favourite type of food to eat, and why do you like it?



Can your child retell the story in their own words?

Before reading
Before you begin, talk about the cover and the title. Ask your child:
What do you think the story is about?
What is a pan?

While reading
★ If your child gets stuck, point your finger underneath each sound in the word; ask them to say each sound and blend them together.
★ After reading page 2, ask your child why Pat is going to the tap and what they think might happen next.
★ Build your child's confidence by telling them when they have done well, e.g. You realised that word wasn't right and you tried again ... Well done!
★ Encourage your child to reread each whole sentence. This will help them to understand the meaning.

In this book
Your child will practise these key sounds:
s (as in sun)
a (as in ant)
t (as in tent)
i (as in in)
p (as in pan)
n (as in net)

Your child may need help with these words:
go to the into

Ready-to-read activity
Practise saying each sound in a word (e.g. p-a-n) and blending the sounds together to read the whole word (pan). Ask your child to repeat after you. Repeat this for the words tap, Pat, tips, tins, Nan.

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book.

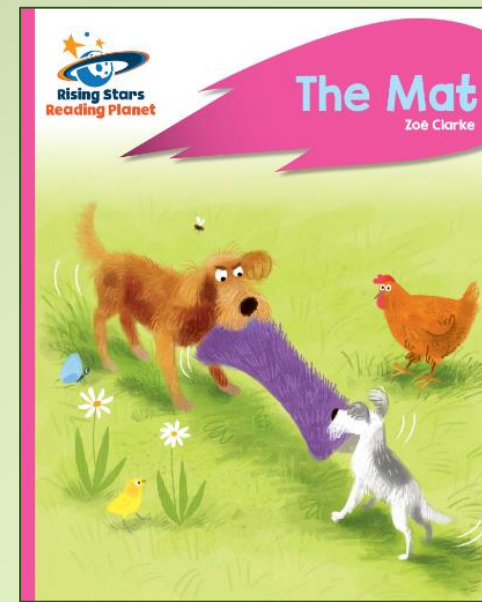


Home reading books

- Books changed weekly on Library day

Wisteria: Tuesday
Willow: Wednesday

- Remember to log at least **3 reads a week** on Boom Reader!



Reading Planet Notes

Before reading
Before you begin, talk about the cover and the title. Ask your child: What do you think the story is about? What might the dogs be thinking?

In this book
Your child will practise these key sounds:
S (as in sun) R (as in mat)
a (as in ant) M (as in mat)
t (as in tent) d (as in dot)
l (as in tin) O (as in on)
p (as in pat) C (as in cat)

Your child may need help with these words:
the is

While reading
★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
★ Point out and discuss the use of capital letters for the characters' names.
★ If your child is tired or seems stressed, don't force them to keep reading. Ask them if they would like to share the reading, page-by-page, or stop for now and come back to the book later.
★ Talk about what is happening on each page to check your child's understanding.

Ready-to-read activity
Say the word mat and ask your child to tell you the individual sounds they can hear in the word, e.g. m-a-t. Repeat this word, Sam and Tim.

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. →

Sam is on the mat.



- Talk about the story**
Ask your child these questions:
- 1 Which dog was on the mat first?
 - 2 What were the dogs' names?
 - 3 Why were the dogs arguing?
 - 4 How did the story end?
 - 5 Why should we share things with others?
 - 6 What would happen if children didn't share?



Can your child retell the story using their own words?



Getting involved

- Mystery reader!
- Sharing stories from home
- Email / send photos of your child reading
- Boom Reader x3 a week



*‘We also know that children of all backgrounds who were read to regularly by their parents at **age 5** perform better in maths, vocabulary and spelling at age 16, compared to those who were not read to at home.’*

(Quigley, A. (2020) ‘Closing the Reading Gap’ Routledge)

Any questions?