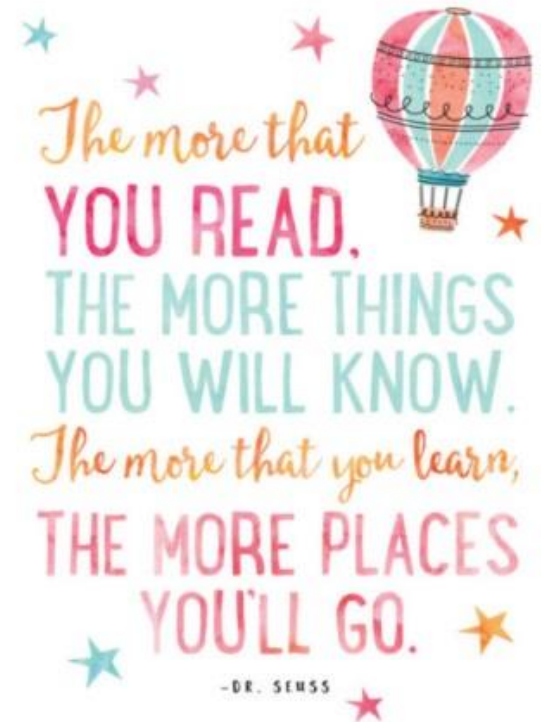


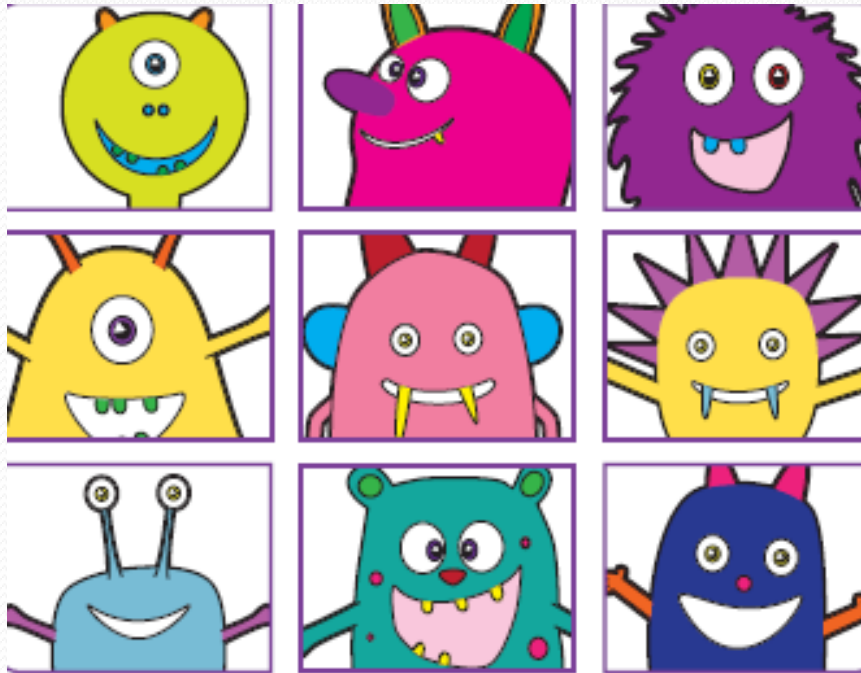


# Parent Workshop 1

## *Reading & Phonics*



# Phonics and Reading



# What is phonics?

- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

- Children have a phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.

- There are around 40 different sounds.





Phonemes- Single sounds - 1 letter which makes one sound: t





















Digraph- 2 letters making one sound: cow

Trigraphs- 3 letters making one sound: night

Split digraphs- 2 vowels with a consonant in between: spine - i\_e

*(Used to be known as the magic e!)*

## Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 

## Speed Sounds Set 2

ay



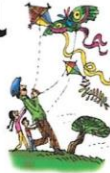
may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

## Speed Sounds Set 3

ea



cup of tea

oi



spoil the boy

ou



shout it out

oy



toy for a boy



## Speed Sounds Set 3

ea



cup of tea

oi



spoil the boy

ou



shout it out

oy



toy for a boy

ā-e



make a cake

i-e



nice smile

ō-e



phone home

ū-e



huge brute

aw



yawn at dawn

are



care and share

ur



nurse with a purse

er



a better letter

ow



brown cow

ai



snail in the rain

oa



goat in a boat

ew



chew the stew

ire



fire, fire!

ear



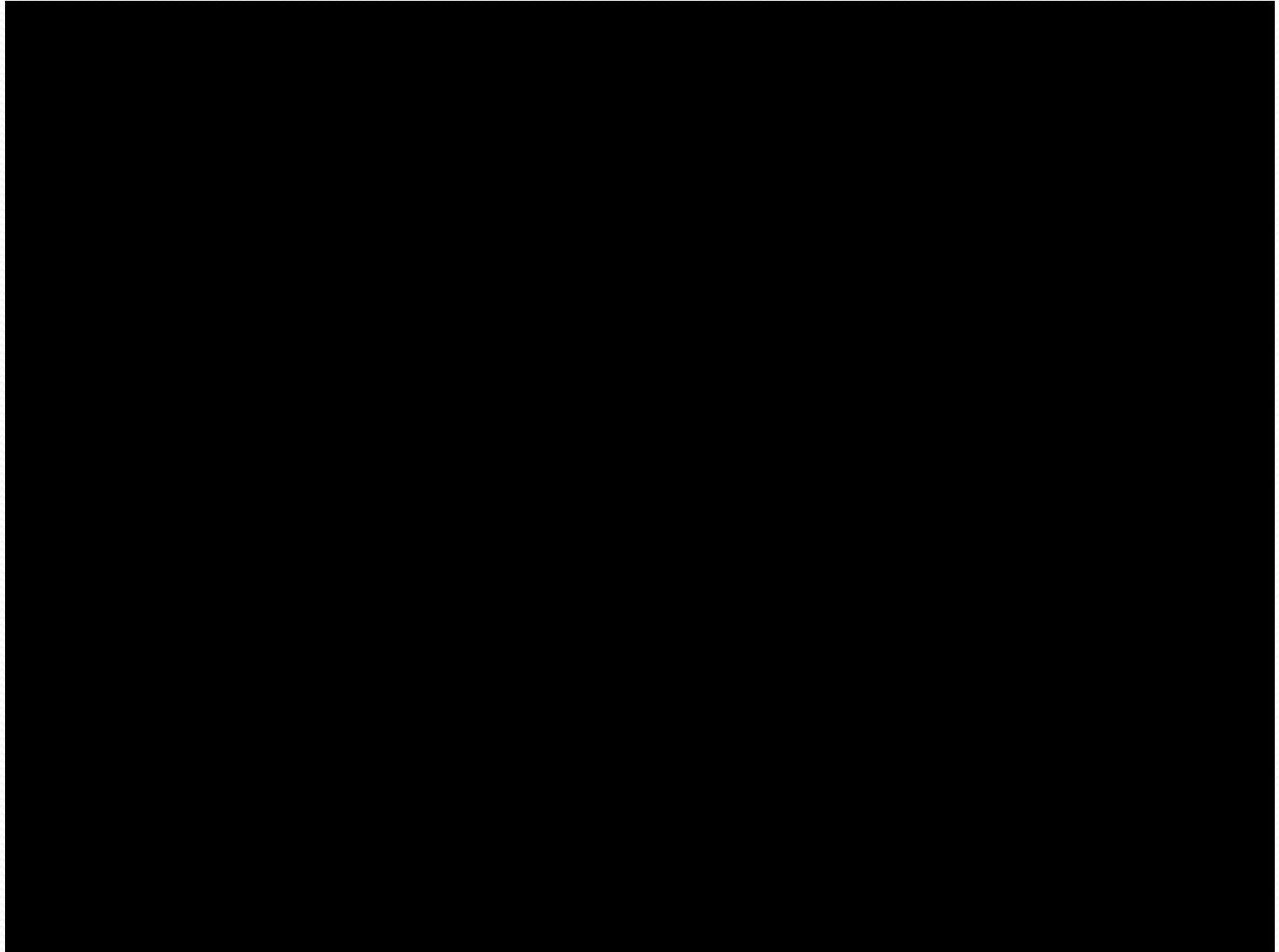
hear with your ear

ure



sure it's pure

Saying the sounds correctly:





# Decoding more complex words

For big words, blend together 3 sounds at a time. It doesn't always work but it helps!

Man/ches/ter

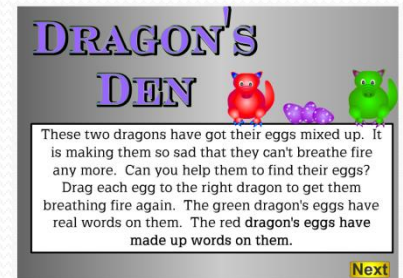
Cin/der/ell/a

Chim/pan/zee

Kang/er oo

# How can you help?

- Practise the flashcards regularly, ideally quickly before reading.
- Children can practise their phonics by playing games online.



• [Phonicsplay.co.uk](http://Phonicsplay.co.uk)

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# Tricky Words

Frustratingly, approximately 1 out of every 7 words in English can not be read or spelled phonetically.

## Phase 2 Tricky Words

the

to

I

no

go

into

## Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

## Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

## Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

# Other Reading Strategies

REMEMBER: Phonics is not the only thing needed to become a fluent reader. A good reader uses lots of different strategies when reading unfamiliar words such as:

- Looking at the pictures for clues.
- Looking for smaller words inside big words “tEACHer”
- Listening to what they’ve read, did that make sense? Self-correcting.
- Reading on to the end of the sentence and then deciding what the word could be. “What would make sense?”

# Most importantly...

COMPREHENSION!!! – Do they actually understand what they've read?  
Otherwise, what's the point?

Can they retell you what has happened in the story?

What was their favourite part and why?

Can they make predictions?

Can they relate the story to another story they know that is similar, or  
can they add to what they are learning in a non-fiction book from their  
own knowledge?

Can they explain why a character is feeling that way, or  
acting the way they did?





# Expectations (please!)

The general advice schools give to parents is to listen to your child read daily. However, I know that this is not always realistic!

Please aim for about **four quality reading sessions a week**. If you are struggling with this for any reason please let me know by writing a comment in the reading record or coming to speak to me.

Ultimately, the children who read at home regularly always make more rapid progress than their peers who aren't being supported at home.

I appreciate EVERY SINGLE reading session you do at home as it makes a **huge difference to your child's progress and confidence.**

# What you can expect from us

Reading is taught in many ways at school through individual reading, guided (group) reading and focusing on texts in English lessons. We try our very best to hear your child read individually with us once a week and will check their reading diaries and books as we do so.

From Year One onwards the children are encouraged to change their books themselves. Do let us know if they happen to pick a different colour band than they are used to and we can rectify this straight away. I have really stressed the importance of revisiting books that they've already read as it's one of the best ways to become more fluent and to learn the words by sight. REPEATING BOOKS IS KEY encouraging children to read not recite the text!

As previously mentioned, your child is also being taught to read through focussed activities such as guided reading that they also do with us once a week. If on the odd occasion we haven't heard your child read to us individually throughout the week please rest assured that we will still be hearing them read on a regular basis.

Please use the reading record to add any notes or concerns for us. As we read with your child we always check previous comments. If it is something that needs addressing immediately please ask your child to hand their reading diary to us as they come into school.

# Common hurdles in early reading...

## **1) Not recognising words that are repeated throughout the book, and sounding out that word on Every. Single. Page.**

Write the word on a piece of paper or on a blank flashcard. Then ask the child to search for just that word throughout the book, repeating the word each time you find it. How many times does it repeat in the book? Keep the word to hand and if your child tries to sound it out again just pick up the card and hold it next to the word in the text to remind them it's a repeated word.

# Common hurdles in early reading...

## **2) Not spotting digraphs (when two letters make one sound) in words (or trigraphs- three letter for one sound)**

E.g. sounding out b r ow n as b r o w n

Gently stop them and ask “Can you see a digraph in that word anywhere?” Let them have another attempt at the word.

Keep practising the phonic flashcards until your child is really secure and can immediately say the sound for the digraphs/trigraphs. Focus on a small selection of the flashcards at first and then build up.

Spotting digraphs in words comes with practice and time and if your child is really struggling with this it is likely I am aware of it and am doing lots of practice in phonics.

# Common hurdles in early reading...

**3) Your child is reciting the book rather than actually reading it or making the words up from memory. (Clever little things!)**

Ask your child to slow down and point to each word with their “Magic Reading Finger” as they say it. This is called 1:1 correspondence and is really important for accurate reading in the early years.

If they are struggling to do this themselves, point to each word one at a time for them.

Sometimes if a child is really insistent on reciting and just guessing what the words say by using the picture I am really mean and cover the picture with a post it and make the child read it properly!! A strip of paper revealing one word at a time really helps as well.

# Common hurdles in early reading...

## 4) Your child is refusing to read / it's like pulling teeth.

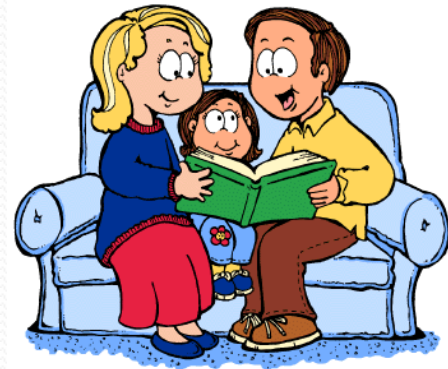
Make reading time part of your routine. Earlier rather than before bed. Discuss it on way in the house.

Cuddle up and get comfy – make sure your child knows this is their 1:1 time with you.

Loads and loads of praise! I can't stress this enough. Stop after a while. Don't let it become arduous. Short but sweet! Help them, agree to read a page for them if they read a page (especially if tired)

School reward system.

Let me know!





# Questions?



**Thank you so much for coming!**

# Children progressing with Reading

As children develop their ability to read words accurately and fluently, we move towards focusing on strengthening their understanding of what they are reading.

There is also the strong link between a strong reader being a strong writer/speller.

# Move towards comprehension...

To decode text for meaning - reading the words and understanding what they mean.

To retrieve information

To deduce, infer or interpret information, events or ideas from texts

To consider the structure and organisation of the text

To explain and comment on the author's use of language

To identify and comment on writers' purposes and viewpoints and overall effect of the text on the reader

## ● What Do We Want for Our Children?

To read for pleasure

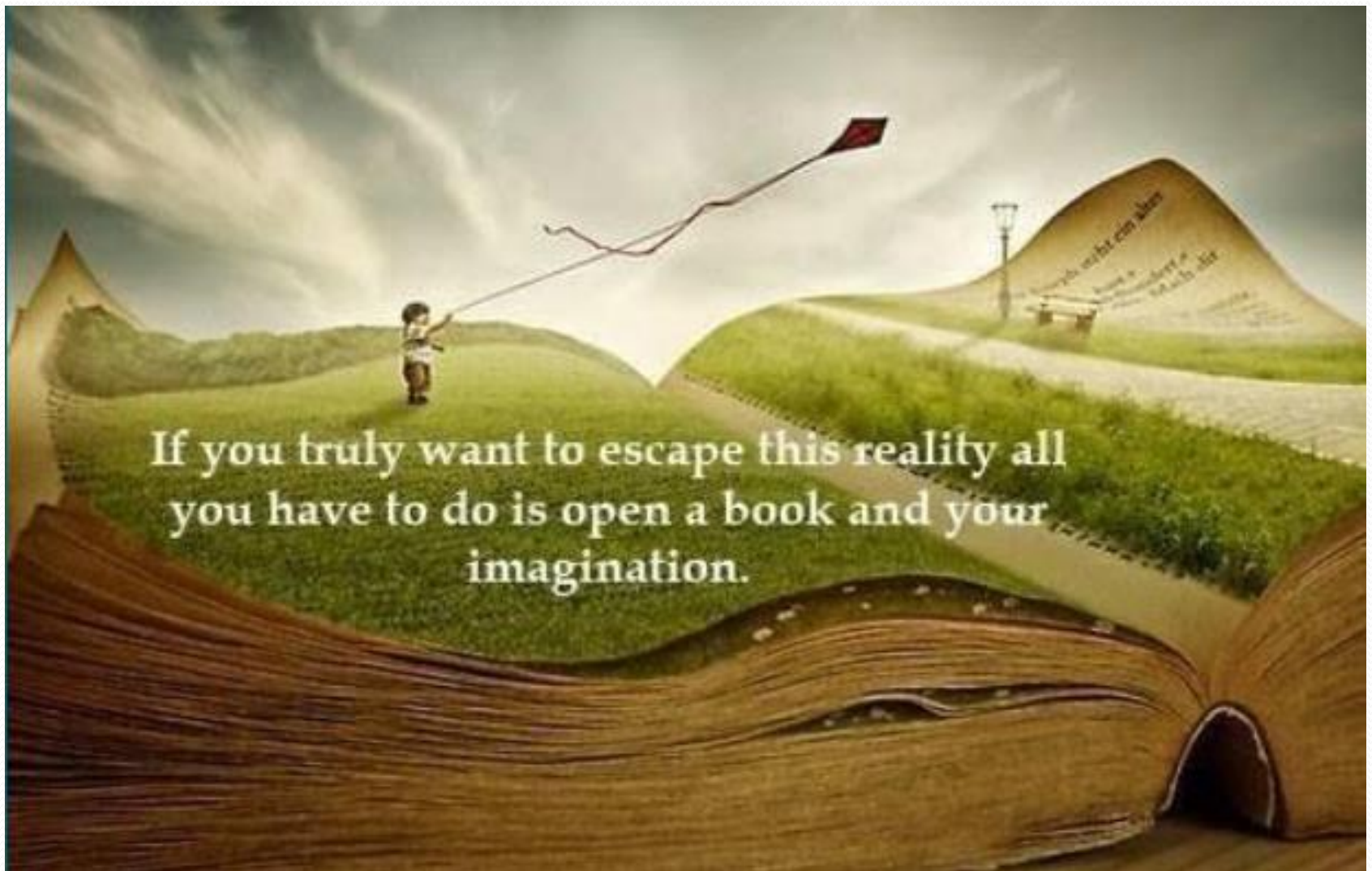
To be able to  
choose what  
they would like  
to read for  
themselves

To be able  
to  
summarise  
what has  
been read

To read with  
understanding

To read  
with  
expression

To have reasons for  
preferences in what  
they read



If you truly want to escape this reality all  
you have to do is open a book and your  
imagination.



Help your child with

# reading

## I spy

Play 'I Spy' games.  
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Create

Use reading to inspire drawings or new stories.

## Go online

Look online & in app stores for appropriate word & spelling games.

## Make space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!