

# Reading and Phonics Workshop



Hollybrook Infant School



*Aiming high, Caring, Learning Together*

# OUTCOME OF WORKSHOP

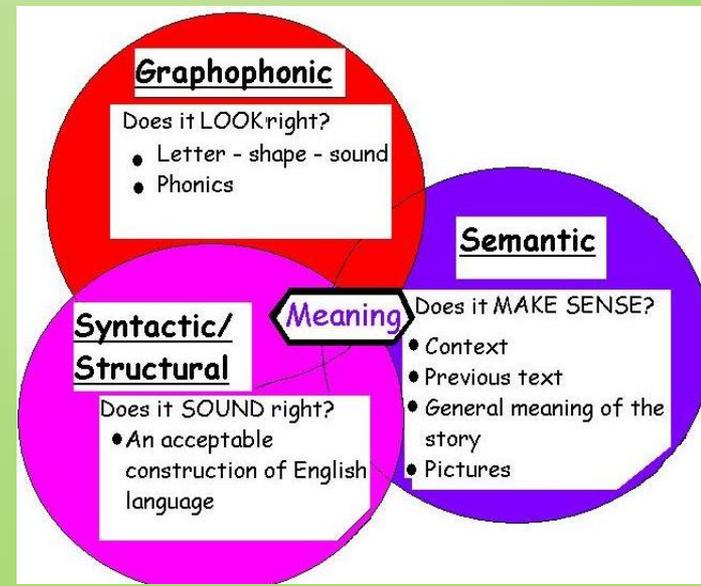
Our aims:

- To give you an overview of reading at Hollybrook Infant School
- Share expectations for Reading in the new Curriculum
- To help you understand what opportunities for reading there are within the classroom
- How you can support your child with their reading
- What phonics looks like in your child's year group

*THE ABILITY TO READ  
AND WRITE WELL IS A  
VITAL SKILL FOR ALL  
CHILDREN, PAVING THE  
WAY FOR AN  
ENJOYABLE AND  
SUCCESSFUL SCHOOL  
EXPERIENCE.*

# READING STRATEGIES

- Children use a variety of strategies to help them read.
- Phonics is a key strategy for reading unknown words.
- Uses the picture as a clue (this is not cheating!)
- Uses picture clues along with the initial letter in the word
- Predicts what the word could be from the context it is in.



# Reading

- Much higher focus on fluency and pace of reading- by the end of key stage one children have to be reading around 90 words per minute when reading a book

[https://www.youtube.com/watch?v=w4c\\_DMS-3IE](https://www.youtube.com/watch?v=w4c_DMS-3IE)

- As well as reading high frequency words by sight, children are now expected to read a list of words called the common exception words. There are different sets for Year One and Two. Look out for these lists of words in the classrooms when we around soon!
- Children in Years 1 and 2 are expected to be able to read words with a range of suffixes e.g. Year one- adding ‘-s’, ‘-es’ and ‘-ed’ and Year Two- adding ‘-ment’ and ‘ful’
- Be able to talk about the story- make inferences on what is being said and done in a familiar book, making links between stories they have read, predicting what will happen next and explain why.

# WHAT DOES READING LOOK LIKE IN SCHOOL?

- Guided reading takes place daily. Children are heard read once a week in a group of six. Reading records are kept by the teacher to assess children's reading. On the other days children will complete reading activities independently
- Phonics lessons happen daily. This includes lots of opportunities to apply phonic skills to reading
- Independent reading- children develop skills to read independently through key stage one and will have opportunities to practise this in the classroom
- Teachers will hear children read individually every half term in key stage one. This will be more regular in Year R and for some children who need extra practise in Key Stage One

# LETTERS AND SOUNDS

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words' and 'common exceptions words', which are words with spellings that are unusual.

Phase 1- listening and differentiating between sounds

Phase 2- individual letter sounds, CVC words

Phase 3- introduction of 2/3 letters making one sound- e.g. ee, ai, igh, ar

Phase 3- CVCC, CCVC words

Phase 5- alternative graphemes for the same phoneme e.g. /ai/  
phoneme can be written as /ai/ a-e/ /ay/ suffixes patterns for Year One  
e.g. '-ed'

Spelling, Punctuation and Grammar (SPAG)

# Glossary

- **phoneme** – smallest sounds e.g. the letters 'sh' represent 1 sound
- **digraph** – 2 letters making 1 sound e.g. ch, ee, oo, th
- **vowel digraph** – 2 vowels making 1 sound e.g. oo, ee, oi
- **consonant digraph** – 2 consonants making 1 sound e.g. sh, ch, th
- **trigraphs** – 3 letters making 1 sound e.g. igh, air, ear
- **grapheme** – is the letters used to record the phoneme e.g. ee, ea, ey (We often refer to it as 'What the sound looks like'.)

# PHONICS

- The same phoneme can be represented/ spelled in more than one way e.g. rain, may, lake
- The same spelling may represent more than one sound e.g. mean, deaf
- Tricky words as non-phonetic words that they cannot use their phonics to read. These have to be learnt by sight. For example, have, the, they etc.

# Sound buttons

rain

bright

chain

laughter

# YOUR TURN!

- How many phonemes in:

- Cat

- (3) c-a-t

- Fish

- (3) f-i-sh

- Clue

- (3) c-l-ue

- Phone

- (3) p-h-o-n-e

# HUNT THE SUFFIXES AND PREFIXES!

Once there was a wonderful pupil called Clare. She carefully drew beautiful pictures and always did so with the biggest smile on her face. She liked doing maths and learning about numbers that were higher than 100, but sadly Clare was hopeless at PE. She shouted with excitement when she managed to do her first forward roll and her sadness disappeared. She was no longer unhappy in her PE lessons.

# SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

- Years One and two have set objectives for the teaching of SPAG
- These include suffixes, prefixes, different sentences of sentences.
- Year One's focus on:
  - Compound words e.g. sandpit, football
  - Prefix –un
  - Suffixes-est, -er, -ing, -ed (expected to use but not apply spelling pattern e.g. hopped could be recorded as hoped)
- Year two focus on:
  - Different sentence types- command, statement, question, exclamation sentences
  - Apostrophes for contractions e.g. cannot becomes can't
  - Suffixes –ly, -ful,-less,-ness and Year One suffixes with the spelling rule correct

# SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

Have a go....

Write **s** or **es** to make each word a plural.

fox

card

match

Can you change stop into past tense and explain the rule to a friend?

Joe and Sam are finding out about lions. Think of a question they could ask their teacher?

# SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

Which sentence is a **statement**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.

What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

# HOW TO SUPPORT YOUR CHILD AT HOME WITH READING AND PHONICS

- Encourage your child to read at home as often as possible
- Practise tricky (non-phonetic) words and common exception words
- Encourage your child to sound out words when out and about to have lots of opportunities to apply phonic skills
- Once is never enough! - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately
- Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?"
- Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

**THANK YOU FOR LISTENING!**

**NOW YOU HAVE THE  
OPPORTUNITY TO AND EXPLORE  
WHAT PHONICS LOOKS LIKE IN  
YOUR CHILD'S YEAR GROUP!**

**HAVE FUN!**