



Farnborough Primary School

Session Aims

- What does phonics mean?
- Understanding the 44 sounds of the English Language
- How to support blending skills for reading
- What are tricky words?
- The Year 1 phonics screening test
- Supporting reading at home

What does phonics mean?

Phonics means the sounds that letters make in words

- There are **26** letters
- There are **44** sounds
- There are over 140 ways to combine the 26 letters to make 44 sounds

We **blend** sounds together to help us **read** (build words up)

We **segment** words into sounds to help us **spell** (break words down)

The Alphabet

We need to learn

- Letter sounds (phonemes)
- Letter names
- Letter shapes A a a (graphemes)
- Letter pattern when writing

Letter sounds



Letter sounds

Now listen to Mr Thorne!

<http://www.mrthorne.com/44phonemes/>

- How did you get on?
- Which sounds are most tricky?
- c and k make the same sound
- q is made of two sounds (kw)
- x is made of two sounds (ks)

Remember to avoid making a 'schwa' at the end of each sound

Blending

We blend sounds together to help us read.

Blending involves saying the individual sounds in a word and running them together to make the word.

For example, sounding out d-o-g and making dog. It is a technique that every child needs to learn and practice.

To start with you should sound out the word and see if your child can hear it, giving the answer if needed.

Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder

Your turn

Have a go at blending some words using the sounds that we have learnt so far. Use your alphabet arc to help you.

pog

tabsug

zenlap

Slitenpod

brenpigas

Blending

How would we read these nonsense words?

chail

pightfoy

dairang

chail

pightoy

dairang

Blending

- **One** letter can represent a sound as in 't a **p**'
- **Two** letters can represent a sound as in 'p i **ck**'
- **Three** letters can represent sound as in 'l **igh** t'
- **Four** letters can represent a sound as in 'th r **ough**'

Now have a go at saying these sounds. They represent the remaining sounds that make up the 44 sounds of the English language

sh

ch

th

th

ng

zh

ai

ee

igh

oa

oo

oo

ar

or

ur

ow

oi

ear

air

ure

er

What does Mr Thorne have to say about this?

Blending

- When supporting your child with blending skills you also need to remember that some sounds are represented by **two letters**, such as **sh**. These are known as **digraphs**
- Children should sound out the digraph (sh), not the individual letters (s-h)
- With practice they will be able to blend the digraph as one sound in a word. A word like rain should be sounded out as r-ai-n and feet as f-ee-t.
- This is difficult to begin with and takes practice

Blending

Use your full rainbow of sounds to have another go at blending these words.

Try underlining or **highlighting** each word into the sounds that you can see on the rainbow.

sart

tighfear

poajing

yaireecher

How do we teach phonics in reception and Key Stage 1?

- Using the Letters and sounds programme
- Introduced in phases, grouping sounds together that can then form words e.g.

s a t p i n

Using your whiteboards –how many words can you make from these sounds? You have a minute to win it!

at in tap sat tip nip tan pat an pan sit

How do we teach phonics in reception and Key Stage 1?

- The letters b and d are introduced in different groups to avoid confusion
- Sounds that have more than one way of being written are initially taught in one form only

For example: the sound ai (rain) is taught first and the alternatives a-e (gate) and ay (day) follow later

Multisensory teaching

Each sound is taught in a multisensory way to enable to children to recognise:

- Sound
- Letter name
- Shape
- Formation



<http://www.youtube.com/watch?v=eCjJYB07aSU>

Tricky words

- Alongside each phase of the letters and sounds programme we teach tricky words
- Tricky words cannot be read or spelt using our knowledge of sounds as they do not follow the rules
- They have to be learnt as sight vocabulary
- As with the 44 sounds, tricky words are also taught in phases

Tricky words

the to I no go

he she we me be was my you her they all are

some one said come do so were when have there out like
little what

By the end of year one, the majority of children should be able to read and spell the above tricky words

Phonics Screening Check

The phonics screening check is a short simple assessment to make sure that all pupils have learned phonic decoding (reading) to an appropriate standard by the age of 6.

All year 1 pupils in maintained schools, academies and free schools must complete the check

This check takes place in the Summer term

How does the check work?

- Your child will sit with a teacher he or she knows and be asked to read 40 words aloud
- Your child may have read some of the words before, while others will be completely new
- The check will contain a mixture of real words and 'non-words' (or nonsense words)
- The check normally takes a few minutes to complete and there is no time limit. If your child is struggling your teacher will stop the check. The check is designed not to be stressful for your child

(DFE 2013)

Supporting Reading

Using Phonics

When your child meets a word they don't know ask them to:

- Sound out the word from left to right – try to avoid guesses based on the initial sound
- Concentrate on the part of the word that may not have been sounded out correctly e.g igh
- Tell them the correct sound that the letter/s make

- Sound out the word from left to right again using the correct sounds
- Blend the sounds together faster and say the word

In some cases you may need to tell them what the word is

Supporting Reading

At Home

- Find a quiet place away from interruptions
- Sit somewhere comfortable where you can both see the book. A table is useful to prevent the book from moving around. Try to avoid the book being 'flat' if possible.
- Let your child take control of the book –turning pages, following the words with a finger etc.
- Spend a few minutes discussing the 'blurb' and front cover before you even open the book-what do you think this book is about?

- Help and support your child if they get stuck on any words. DO NOT simply tell them the words, encourage them to work it out by:
 - sounding out and blending
 - using any picture clues
 - using the context of the sentence to work out the word.
 - re-reading to check for meaning

- Isolate a difficult word –cover the rest of the text
- Break up a word into chunks (syllables)
- Warm the text before you start reading –pick out tricky words or challenging vocabulary and help your child become familiar with the words first. Always have a whiteboard to hand or try using magnetic letters

- When your child is reading more independently –use the 3Ps

Pause (before you tell them the word)

Prompt (if they needs a little help)

Praise

- Ask your child questions to check their understanding of the text e.g.

What was your favourite part?

How did you feel about the main character?

Which words show you that the character is happy?

What might happen next?

Don't forget that they can ask the questions too!

- Give your child lots of praise and encouragement
- Do not worry if your child does not remember a word that they have read easily before. Stay positive and simply encourage and help them work it out again

- Try not to read with your child whilst you are helping their siblings or completing other tasks



- Don't make your child read there and then if they are really not in the mood. Suggest another time and walk away



- Have fun reading together



Fiction Books

Fact Books

Comics

Newspapers

Instructions

Recipes

Shopping lists

Labels

Advertisements

Signs

Road Names

Even when your child becomes an independent reader sharing bedtime stories will enable your child to enjoy literature, extending their vocabulary and comprehension of stories.

The more stories and books your child hears, the more they will want to read

Often shared stories are memories that children carry with them for life

F.A.Qs.

1. Are there any other reading strategies that my child can use as well as phonics?

The current government guidance places the emphasis on phonics. However, at Farnborough we are aware that children's learning styles vary. Other strategies that we use include learning and recalling 'whole words' and gaining a good understanding of word families and rhyming skills (light fight might). We also look at words in context, prediction skills and reading around the word etc.

2. How often does my child read to an adult at school?

Children in Reception and Year 1 are heard twice a week. Sometimes as part of a small group and sometimes as individuals.

3. Who listens to them read in class?

The class teacher, teaching assistants or a trained volunteer. The children are rotated in order to ensure that they are heard by their class teacher on a regular basis.

4. How often is their book changed?

The books are changed three times a week. Days in between can be used for consolidation and reinforcement. Some children may be asked to complete an activity linked to their reading book e.g. How many 'ai' words can they find? Could they change the ending to the story?

5. How many stages are there in the reading scheme?

There are 15 stages.

6. What books are involved in the reading scheme?

The core books are part of the Oxford Reading Tree scheme but other books, at the same level of reading, are used to supplement each stage.

7. What happens when my child completes the last stage of the reading scheme?

Your child will become known as a free reader and will have the opportunity to choose their own books. They will be encouraged to continue to choose books available at school as well as those they have at home. Please support them by visiting your local library on a regular basis.

8. How long should I read with my child and how often?

Every day would be great in an ideal world. Each session on average lasting between 5 and 10 minutes.

9. Does my child have to read the whole book in one sitting?

Your child should not feel pressured to read a story from beginning to end. You may cover a couple of pages in detail. You may have discussed the title and what is happening in the pictures. You may have used some time to predict what happens next.

10. Why has my child been sent home with a book that they have already read?

It is good practice to consolidate word level vocabulary, check for understanding, provide opportunities for overlearning and extending comprehension skills.

11. My child is a reluctant reader. What can I do to motivate them and make reading enjoyable?

- Be a good role model –read regularly with your child and be seen as a reader yourself.
- Team reading –take it in turns to read, reading in unison, echo reading, parent reading to child, be the teacher.
- Playing games within the books –who can find the word ‘was’, how many ‘sh’ sounds can you spot? Can you find a word that rhymes with ‘cat’? Can you find another word that starts with the ‘j’?

- Offering alternative books/reading materials that engage your child's interest e.g. trains, princesses, pirates, dragons, fairies, fun information etc. Please ensure that you avoid referring to the school books as 'homework' and the other books as 'fun'.
- PRAISE PRAISE PRAISE!
- Reading is a crucial skill in life. Let's make it as enjoyable as we can in any way that works for you and your family.

Support pack



Short Vowel Sounds

| Vowel | Example | Visual |
|-------|----------|--------|
| a | apple | |
| e | elephant | |
| i | igloo | |
| o | octopus | |
| u | umbrella | |





The five finger rule

- Is your child's book too difficult to read? How can you tell?
- Use the five finger rule.
- Get children to read one page from the book. For each word they cannot read get them to hold up a finger.
- If they hold up five fingers before the end of the page then the book is more than likely to be too challenging
- Showing the children how to do this will help themselves when choosing a book

