

Phonics and Reading in F.S

S.G.I November 2018

Aims of the workshop

- To share how we teach phonics to support reading and writing
- To help you to understand early reading skills through phonics
- To give you ideas to take home

Early Learning Goal

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words (tricky words)
- They demonstrate understanding when talking with others about what they have read.

Phonics vocabulary

- **Phoneme** – A *phoneme* is the smallest unit of sound in a word
- **Grapheme** – A *grapheme* is a symbol of a phoneme, that is, a letter or group of letters representing a sound.
- **Digraph** – A *digraph* is a two-letter grapheme; sh, ch...
- **Trigraph** – A *trigraph* is a three-letter grapheme; igh, ear...
- **Split digraph** – A *split digraph* has a letter that splits. *cake, tube, time, home, Pete*. They are all vowel sounds.
- **Pseudo words** – nonsense words.
- **Sound buttons** – these are used to show the number of phonemes the grapheme/digraph/trigraph represents.
- **Initial sounds** – the first sound in a word
- **cvc (cat), ccvc (frog), cvcc (pond)**

Jolly Phonics / Letters & Sounds / Read, Write, Inc

- Jolly phonics is a multi-sensory approach to teaching phonics.

- It links an action to the sound

<https://www.youtube.com/watch?v=KCMvsQho4ZE>

- Letters and sounds give us a structure to follow

- Read, Write, Inc. links rhymes to the sounds – we use this to teach letter formation

Phase 1

This begins at home.

- hearing sounds in the environment, instruments and body percussion
- rhythm and rhyme (eg nursery rhymes)
- alliteration (focusing on initial sounds)
- voice sounds
- oral blending and segmenting

Teaching phonics

Phase 2 begins in nursery and continues in reception with Phase 3

The following phonemes are introduced:

- m a s d t

- i n p g

- o c k u b

- f e l h r j v y

- w z q x

Digraphs & trigraphs

- ll, ss, ff, ch, sh, th, ng

- ai, ee, igh, oa, oo, ar, or, ur, ow, oi,
ear, air, ure, er

Segmenting

- ‘Chop up’ the word
- Look at these words

Cat, fan, van, hat

- Can you segment the sounds?
- Use the phoneme frames to help you.

Blending

- ‘Putting the sound back together’.
- We use sound buttons to support with this.
- Look at these graphemes. Can you blend them to read the word?

s i t

Add sound buttons to help you

- How many graphemes?
- How many Phonemes?

Tricky words

Tricky words are words which cannot be decoded.

They are introduced in these phases:

Phase 2 – the, to, no, go, I, into

Phase 3 – he, she, we, me, be, was, you, they,
all, are, my, her

Phase 4 – said, have, like, so, do, some, come,
were, there, little, one, when, out, what

<https://vimeo.com/219632566>

Games we play

- What's in the box?
- What's the sound Mr Wolf?
- Metal Mike
- Pass the bag
- Instruments
- Silly soup
- Twister
- Syllable clapping

Teaching vs Practising reading

Our job is to teach your children to read.
Your job is to practise.

We teach through big book time daily
Our Teaching assistants listen to the children
individually once a week.

Reading at home

- Use the pictures – allow your child to make links between their own experiences and the characters.
- Make predictions – from the pictures what do you think will happen in the story?
- Look for tricky words
- Segment and blend cvc words.

Year 1 Phonics Screening Check

in

at

beg

sum

ot



vap



osk



ect



Useful websites

- <http://www.ictgames.com/literacy.html>
- <http://www.booktrust.org.uk/books/children/>
- <http://www.phonicsbloom.com>
- <http://www.phonicsplay.co.uk>
- <https://www.bbc.co.uk/cbeebies/watch/get-squiggling-letters-alphabet-song>