

Reading and Phonics Workshop

Thursday 3rd
February 2022



Aims of today's meeting

- Share with you the importance of your child learning to read and how this is done through phonics.
- How we teach phonics at Hampton Hargate
- What you can do at home to help
- How we teach reading at Hampton Hargate



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.


Dr. Seuss

Fontology.com

Importance of reading

- Reading is at the heart of education.
- Reading lays the foundation for other literacy skills, it helps to ignite a child's creativity and imagination which has an impact on their writing.
- Reading can also have a positive effect on understanding and using the correct grammar, it can lead to improved spelling and a richer vocabulary.
- When children learn to read they have a greater general knowledge.
- Early readers can recognise a larger number of words by sight which enables them to learn more from and about their environment.



We would like the
children to develop a
life long love of
reading.



Phonics at Hampton Hargate

We're teaching
every child to
read with



A complete SSP validated by
the Department for Education

Reading starts with phonics

- By building phonics skills and knowledge, children are able to 'decode' new words more quickly and independently.
- They start by recognising the sound that each letter makes and then identify the sounds that different combinations of letters make i.e 'ch, 'air'
- They can then use this knowledge to blend the sounds together to form words ('chair').
- By doing this they are then able to tackle unfamiliar words and add to their growing vocabulary.

How we teach phonics

- 'Little Wandle Letters and Sounds Revised' Department for Education validated SSP scheme.
- Daily 20-minute Phonics lessons.
- The lessons take the format of:
 - Revisit and Review
 - Teach
 - Practise
 - Apply

Blending to read words



Guidance on Little Wandle website

Gradually your child learns the entire alphabetic code:



Systematic progression through all the sounds

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk + words with -s /z/ added at the end (hats sits) + words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or ar ow oi ear air er + words with double letters + longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 + longer words, including those with double letters + words with -s /z/ in the middle + words with -es /z/ at the end + words with -s /z/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
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Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /au/ ou cloud /ai/ ay toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/a/ ir bird /igh/ ie pie /ool/ uo blue rescue /gool/ u unicorn /ool/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /ool/ o-e home /ool/ /gool/ u-e rude cute /ee/ e-e these /ool/ /gool/ ew chew new /ee/ ie shield /arl/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
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Terminology and pronunciation is key

Terminology



Phoneme

Split vowel digraph

Grapheme

Blend

Digraph

Segment

Trigraph

Videos



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

- Here is an example of our lessons...
- Things to look out for:
 - Flashcards/learning through repetition
 - Revisit sounds/words
 - Introduce new sounds – how this follows the progression/Grow the Code chart
 - Tricky words
 - Encourage segmenting and blending to apply independently
 - Lots of praise!

Year 1 Phonics Screening Check

- A statutory National Curriculum Key Stage 1 assessment in June.
- Carried out with the child's class teacher – focuses on phase 3 and 5 graphemes.
- Lots of work is carried out with the children in Year 1 to prepare them and they will have participated in many practise papers so they feel completely comfortable with what is expected of them.
- The papers consist of 40 words (real and nonsense words). They are asked to read the words accurately. They can sound out but must be heard blending the word correctly.
- Children will practise 'nonsense' words as part of the Little Wandle programme to prepare them for the screening check. Nonsense words are used to ensure children are able to decode any word, even those that may not be in their vocabulary yet.
- Children who do not pass the screening check can retake it in year 2 and will receive further support to prepare them, alongside their usual daily phonics lessons.

How you can help at home

- Pick up some of the strategies we use in lessons and reading strategies supported by phonics (more later).
- Visit our school website
 - Lots of what we have covered and more
 - Games and ideas to bring phonics to life at home
 - More will be added
- Speak to your child's class teacher.

Other useful websites

- Little Wandle Letters and Sounds Revised – this is the scheme's website used by the school. Go to the 'For Parents' section provides.
- [Phonics – GOV.UK \(www.gov.uk\)](http://www.gov.uk) – this website provides more information on how phonics is taught in schools and details of the Phonics Screening Check, as well as past papers to try at home.
- [Oxford Phonics Check Support](#) – this website allows you to generate sample practise papers

Reading at
Hampton Hargate

Opportunities for reading at school

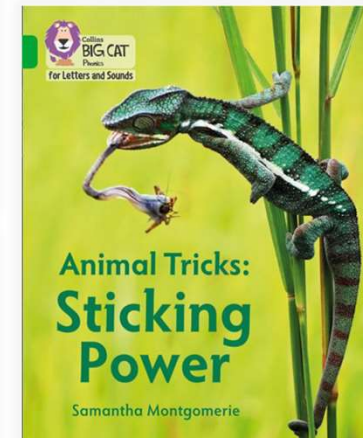
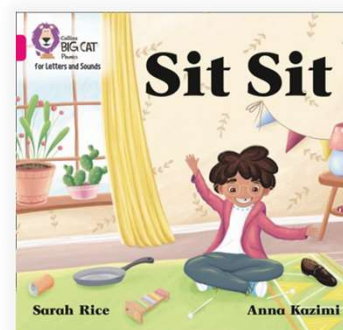
- Daily phonics sessions
- Class texts/Literacy lessons
- Independent reading
- Interventions
- Group Reading Practise Sessions

Group Reading Practise Sessions

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



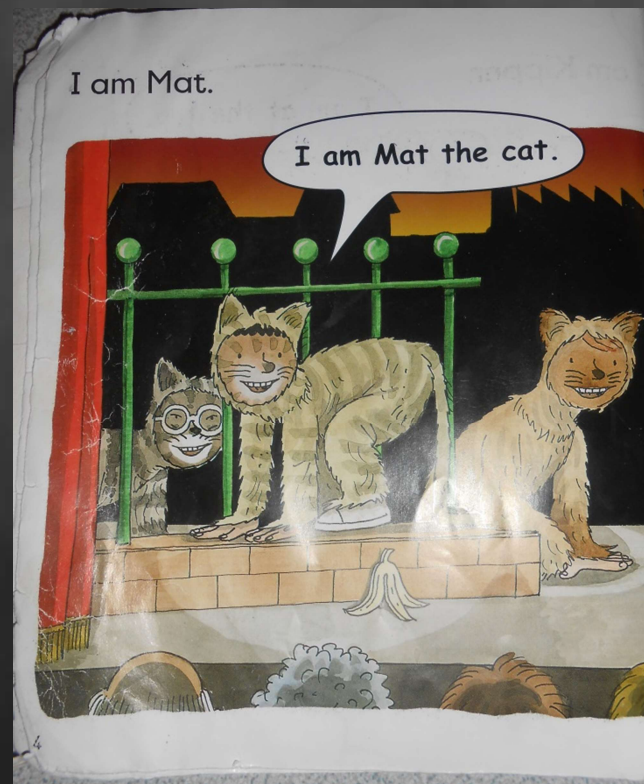
Reading at home

Each week your child will have access to three types of reading material at home:

- ♦ A fully decodable e-book. Log-ins have been shared for this.
- ♦ Their colour book-banded reading book, which is 90% decodable. Children may require support with one in ten words. This continues our practice of children taking home a physical book, matched to their reading level.
- ♦ A library book. Children choose any book from our library. This book is usually above their reading level. We would like you to read this book to your child. Library books are changed fortnightly, subject to the library being accessible. Please make sure your child does return their library book to school on their appropriate day so it can be changed.

Reading strategies

Blending – encouraging your child to say the sounds and blend them back together again.



The food got to Nan in her chair.



Look at all the
food, Nan!

Sound out
and stretch



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Go!



Sound out and stretch the phonemes.
Remember to be a digraph detective

Recognising and reading tricky words/high frequency words on sight.

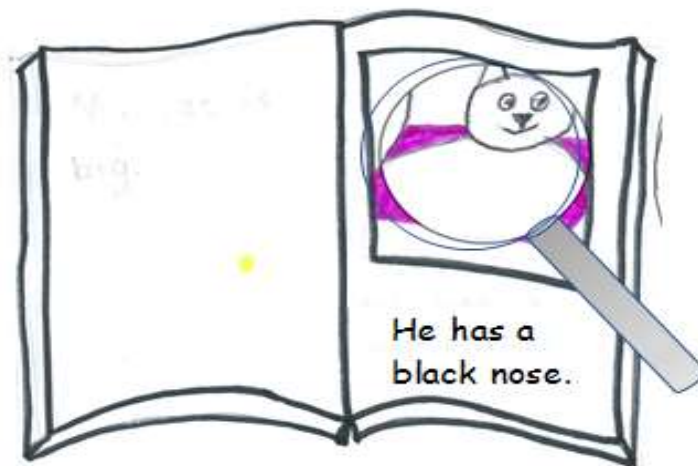


Using the picture clues



1

I spy



Check the picture.
What is going on?

Predicting what the word might be by using the initial sound and understanding what they have read and what would make sense.



Dad tips it.

Tip tip tip.

4



Encourage your child to read a word they have already sounded out or have read.

Dad was in the shed.



5

Biff was on her bed.



8

Video to show how we support children in school.



Video to show how we support children in school.

Reading Guidance

Reading Skills at Hampton Hargate Primary School

Click [HERE](#) for our Reading Guidance document



I Spy

- Check the picture. What's going on?
- Think about meaning while decoding words. E.g. 'Mum is listening.' A picture of the Mum listening, supports reading the word 'listening'.



Reading a book on more than one occasion.

- First read – look at the title, what do they think the story will be about? Have a look at the new phonemes (sounds) that are introduced in the book. Are there any tricky words in the book.
- When reading encourage your child to sound the words out and blend them to read them. Model sounding out for them/with them.
- Look at the picture clues when stuck on a word.
- Encourage your child to think about whether their reading makes sense.



- Second read – can they remember anything about the story? Can they remember what happened at the beginning of the story/end of the story. Please spend time discussing this with your child.
- In school when reading a book for the second time we will initially focus on recapping new sounds in the books, tricky words and any new vocabulary in the book.

- We will then model how to read with intonation, expression and emotion. This might not necessarily be the whole book but parts of it.
- Encourage your child to read more fluently this time. Can they remember the words they sounded out yesterday? It might seem like they are reading from memory – this is fine as it helps children develop a memory for reading whole words (on-sight words)

- Third read – the third read is all about comprehension and reading with understanding.
- In school we recap again on new sounds in the books, tricky words and the new vocabulary again to reinforce their knowledge.



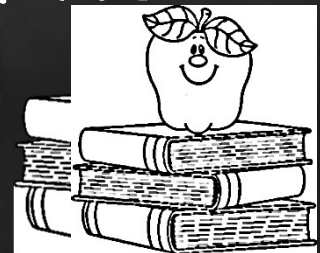
- We then read the book again, identifying and talking about what is happening in the story and why. We might ask the children to predict what might happen if the story was continued to get them to show their understanding of what they have read.
- Confidence should be high having read the book several times already.
- They are reading with enjoyment and pride.

Reading reward scheme

- We would like your child to read at home at least 4 times a week.
- This will have a significant impact on the progress your child will make with their reading.
- Reading at home will be recorded and rewards given.



- Please indicate in your child's reading record that they have read to you 4 times.
- You can comment every time that they have read and how they got on or just sign your name to indicate they have read to you.
- To help support you, we will be changing reading books three times a week.
- We will also be providing you with a link so you can read the book your child has been reading in school. Please mark this in the reading record too.



Thank you for your continued support.

If you have any questions, please do not hesitate to ask.

