

Reading and Phonics Workshop

Wednesday 24th January

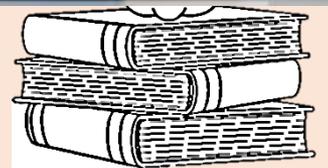
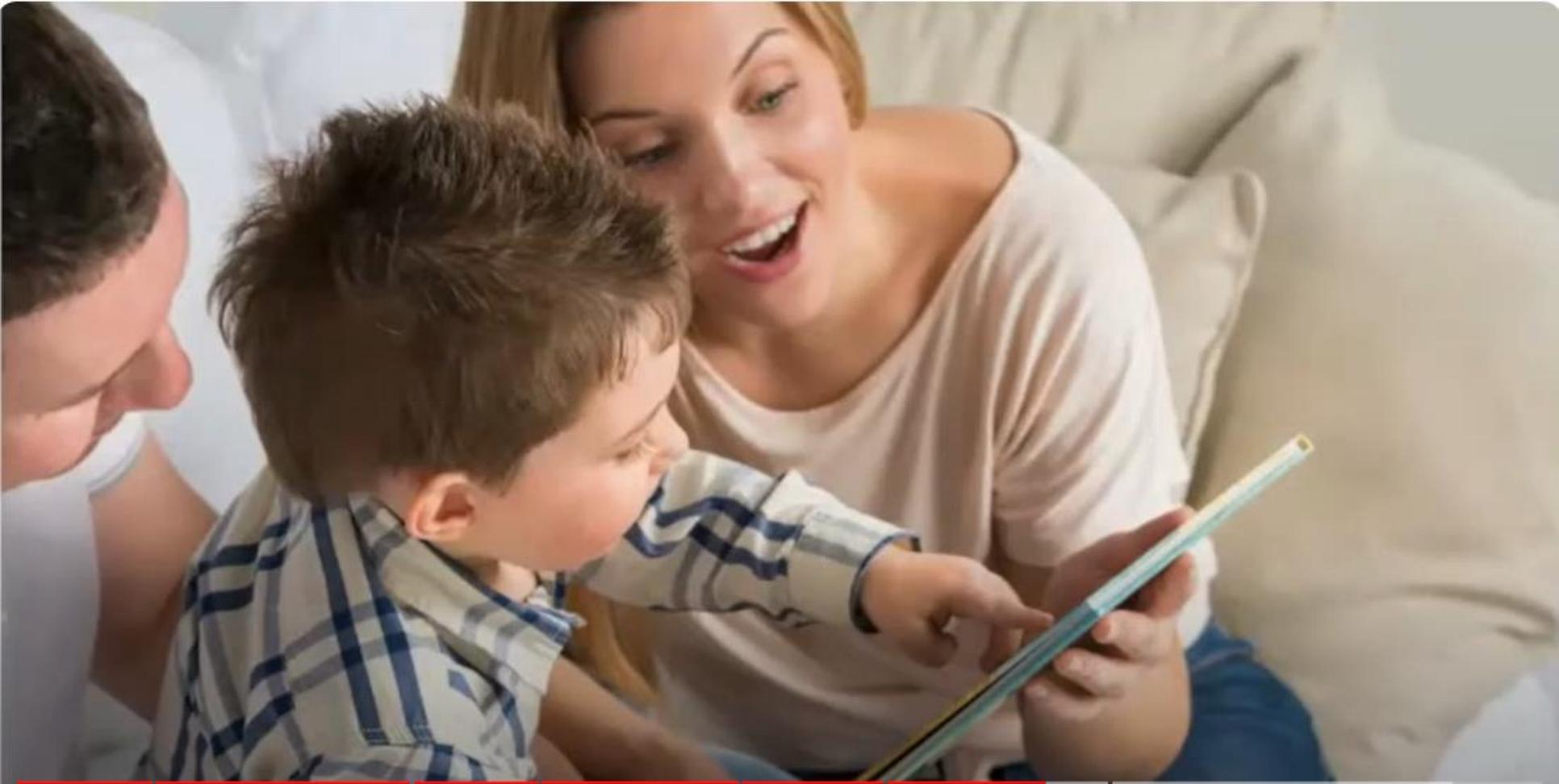


Aims of today's meeting

- 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



Top Tips for Parents



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


Dr. Seuss

FontDiner.com

Phonics at Hampton Hargate

We're teaching
every child to
read with



Little Wandle
**LETTERS AND
SOUNDS**

REVISED

TM

A complete SSP validated by
the Department for Education

Reading starts with phonics

- They learn the sound (or 'phoneme') each letter makes and then learn how different combinations of letters can make one sound 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 decode unfamiliar words independently and quickly, and grow their vocabulary.

Blending to read words



How we teach phonics

Gradually your child learns the entire alphabetic code:



Daily 20-minute lessons.

- Revisit & Review
- Teach
- Practise
- Apply

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 e k e u r h b f l	i s t he

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x z z qu ck 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 oo oo oo or ur 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

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oi 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 love 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
/ur/ ur bird /igh/ ie pie /ool/ oo blue rescue /gool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ e shake /igh/ i time /oa/ o e home /ool/ /goal/ ue rude cute /ee/ e e these /ool/ /goal/ ew chew new /ee/ e shield /oi/ oi 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

Terminology and pronunciation is key



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

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

Split vowel digraph



ai

a-e

make



oo

u-e

tube



igh

i-e

like



oa

o-e

home

Year 1 Phonics Screening Check

- Statutory Key Stage 1 assessment in June.
- Carried out with the child's class teacher – focuses on phase 3 and 5 graphemes.
- The papers consist of 40 words (real and nonsense words). Pass mark is usually 32.
- They can sound out but must be heard **blending** the word accurately.
- 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

Help your child:

- Practise the new 'sounds' (or GPCs) so they become **automatic**
- Practise 'tricky words' – build up pile/list of the ones they know
- Play oral blending games: "Go and get me a g-l-a-ss please." (Note, say of the phonemes that make that word, not letters)
- Talk to your class teacher

Other useful websites

- Little Wandle Letters and Sounds Revised – 'For Parents' section
- Phonics – GOV.UK (www.gov.uk) – provides 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

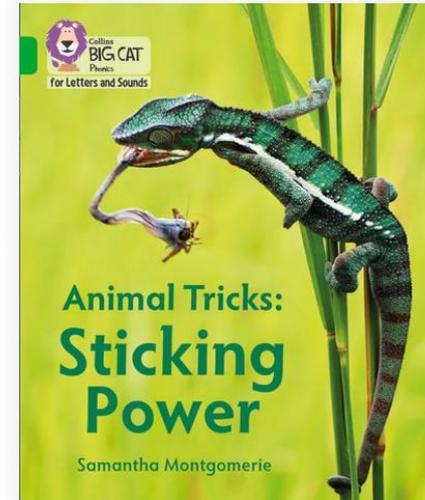
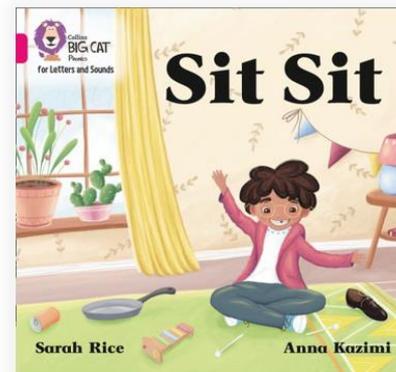
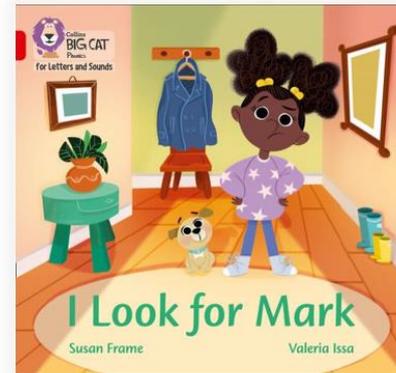
- Daily phonics sessions
- Class texts/Literacy lessons
- Independent reading
- Interventions
- Group Reading Practise Sessions

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 two types of reading material at home:

- ◊ A **fully decodable** reading book, matched to their phonics ability.
- ◊ 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.

Reading strategies

Set them up to succeed by:

Reading the title: *I wonder what this book might be about?* (model being a good reader and ask them to wonder with you)

Encourage them to look through the first few pages for picture clues. Praise their curiosity!

'Debug' the text: if there is vocabulary you they won't know, point it out and tell them what it says/means

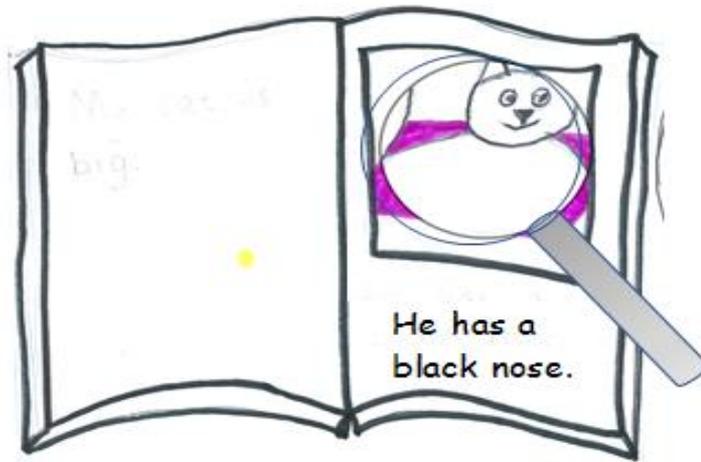


Use the picture clues



1

I spy



Check the picture.
What is going on?

Blending

- Encourage your child to say the phonemes (sounds) and blend them back together again.
- If blending is tricky, try to get them to 'stretch' the middle sound

m a t m - aaaaaaa-

t
• • •

Sound out
and stretch



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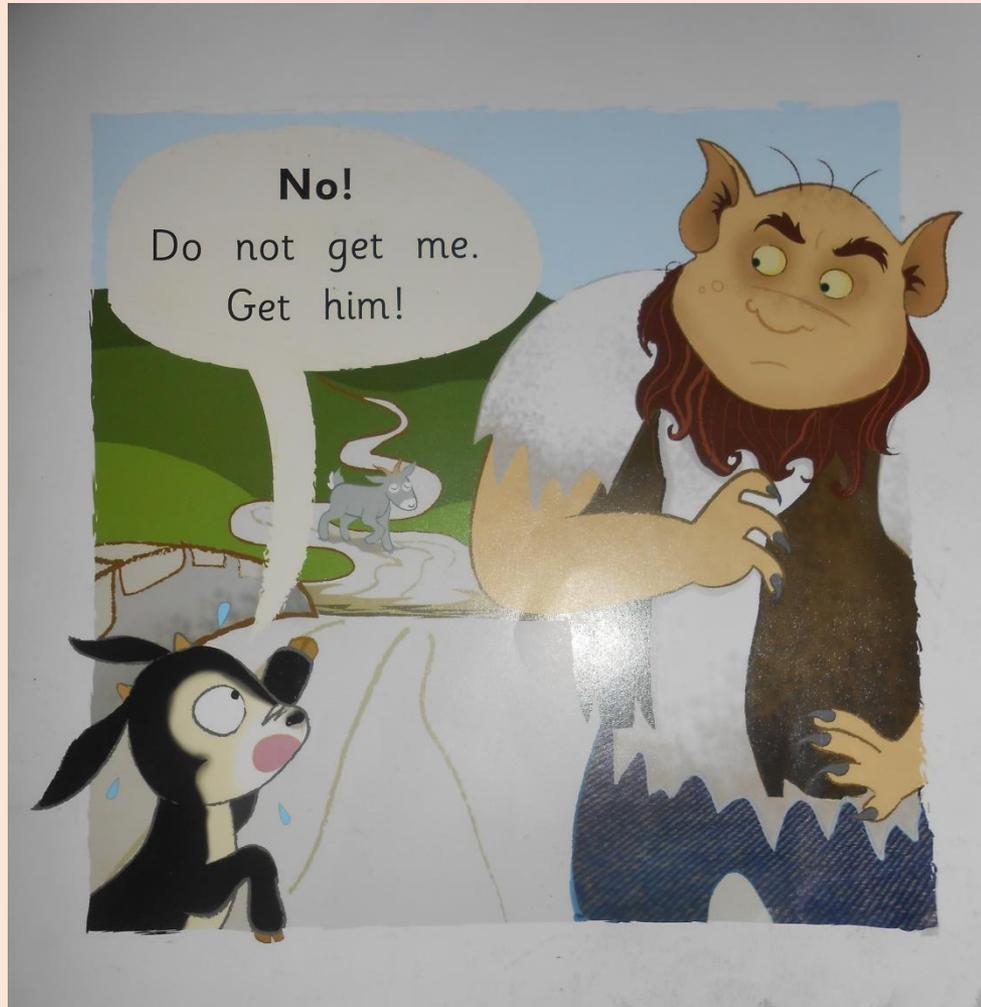


Go!



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

Encourage them to read **tricky words**
(high frequency words) on sight.



Tune them in to repeated words or phrases

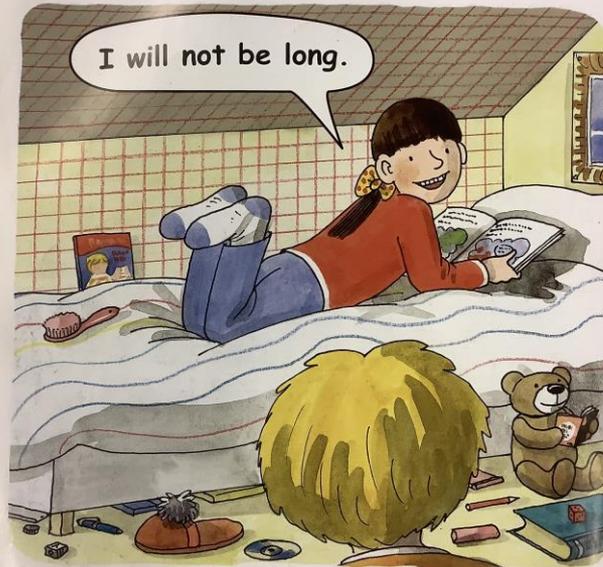
Dad was in the shed.



I will not be long.

5

Biff was on her bed.



I will not be long.

8

Break longer words into 'chunks'.
Are there parts you know?

Karate **Chop!**

into



in _____

into _____

Break the word into chunks.
Are there parts you know?



Examples...



helping
twirled
sits

help-ing
twirl-ed
sit-s



Use your finger (to check it looks and sounds right)

Check with your

Finger

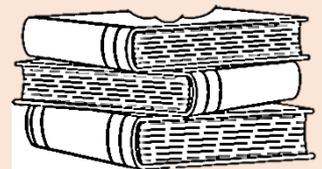


If something doesn't look or sound right, read it again, sliding your finger left to right under each word to check.



Reading a book on more than one occasion.

- Reading is about more than getting the words 'right'
- Reading with **prosody**, (with expression, fluency and phrasing)
- Reading with understanding (**comprehension**)



Can You Read This Quote?

WE SHOULD NOT GIVE UP

AND WE SHOULD NOT

ALLOW THE PROBLEM TO

DEFEAT US.

=====*Abdullah B. P. A.*=====

Reception Reading reward scheme

- We would like your child to read at home at least 4 times a week and record this in their reading record.
- 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.



Thank you for
your continued
support.

