

# Reading and Phonics Workshop

Thursday 10<sup>th</sup> November  
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 n m d g o c k c k e u r h b j l	is the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j y w x 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 or 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 <b>Phase 5</b> /ai/ ay play /ou/ ou cloud /ai/ ay tag /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
/uri/ ir bird /igh/ ie pie /ool/ oo ue blue rescue /yoal/ u unicorn /ool/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ ae shake /igh/ ie time /oal/ o-e home /ool/ yoal u-e rude cute /eel/ ee these /ool/ yoal ew shew new /eel/ ie shield /ori/ 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

# 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

- On our website you can see an example of our lessons...
- Things we include in a lesson:
  - 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.
- 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 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 – 'For Parents' section
- [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

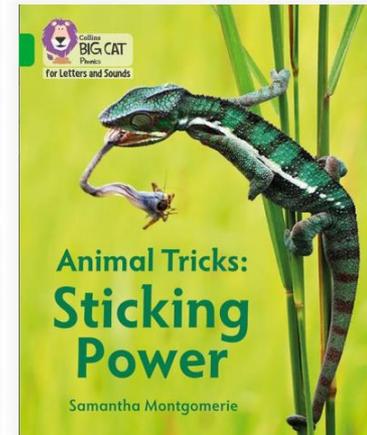
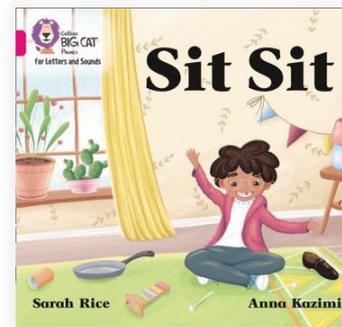
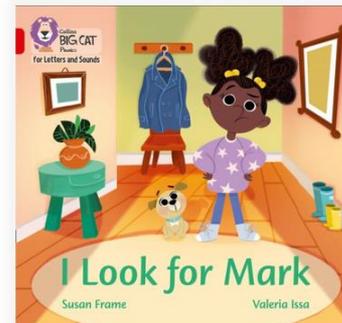
# Group Reading Practise Sessions



## 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.



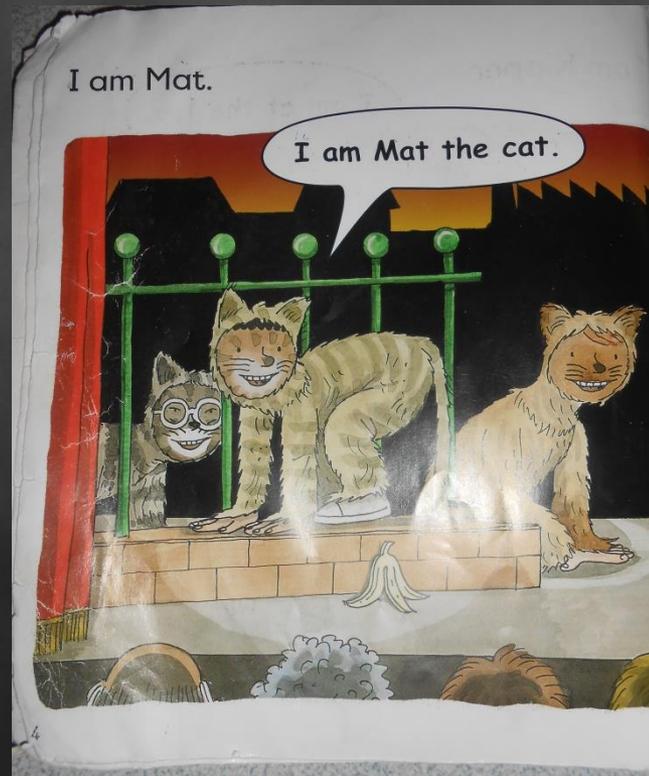
# Reading at home

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.

# Reading strategies

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



*Sound out*  
and stretch



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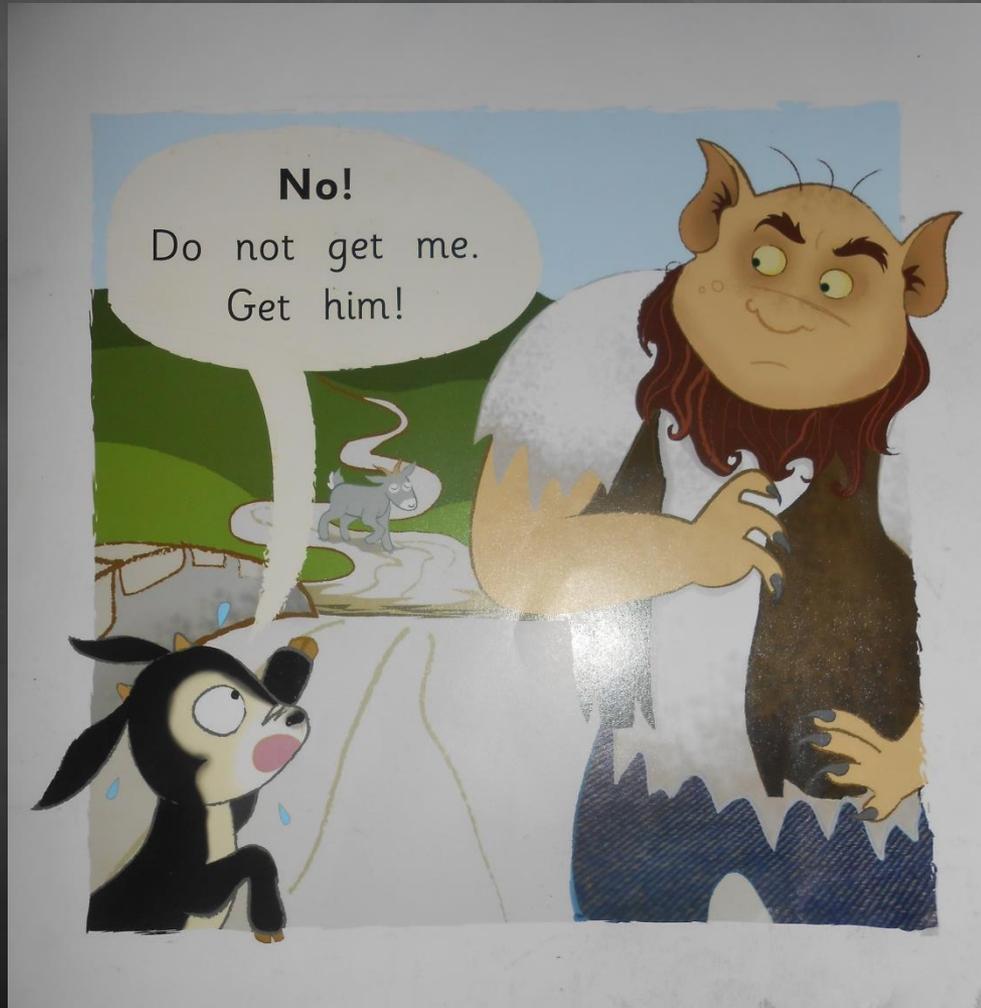


**Go!**



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

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

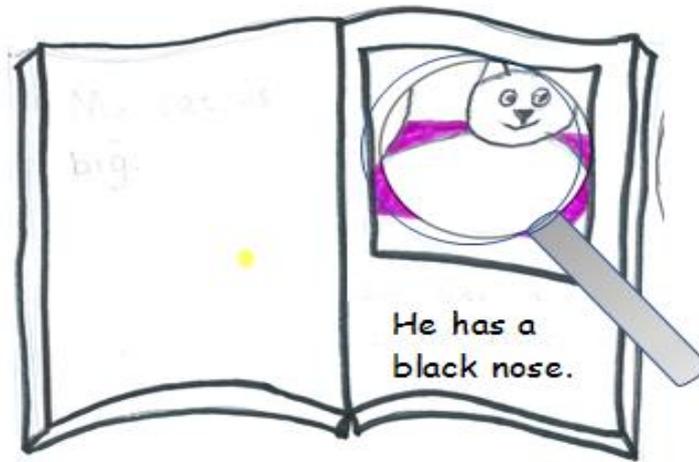


# Using the picture clues



1

*I* spy



Check the picture.  
What is going on?

We encourage them to build up sight words so they can read more fluently and with expression.



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

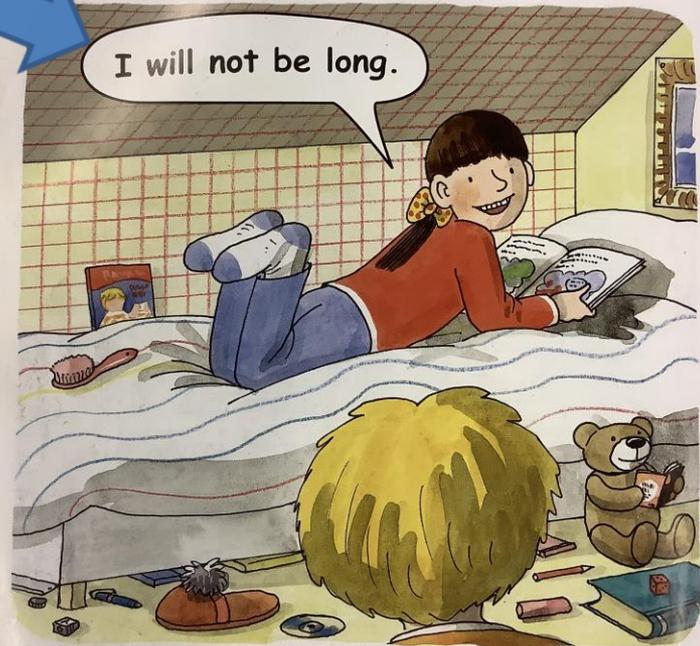
Dad was in the shed.



I will not be long.



Biff was on her bed.



I will not be long.

# 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

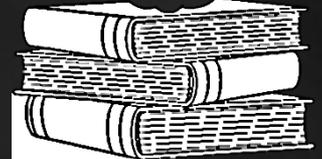
•Check the picture. What's going on?

•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 focus on reading fluently and with expression (Smooth Talking).
- Encourage your child to read more fluently this time.

- Third read – the third read is all about comprehension and reading with understanding.
- 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.



# 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.
- You have received a link to e-Collins so you can read the book your child has been reading in school.



Thank you for  
your continued  
support.

