

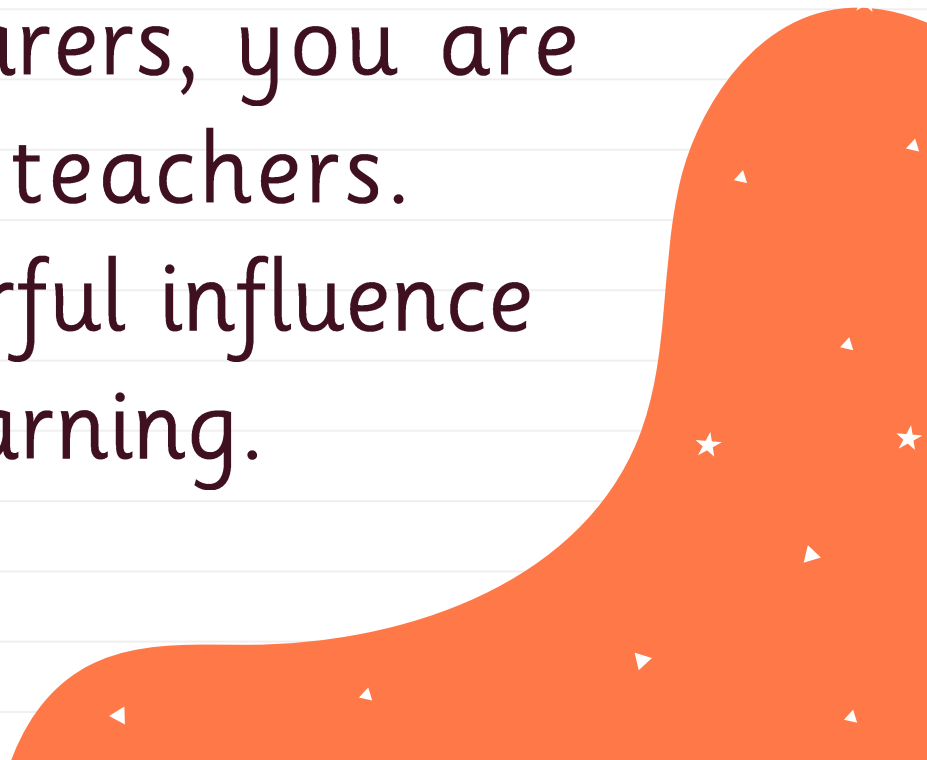
Phonics & Reading

Workshop for Parents





As parents and carers, you are
your child's first teachers.
You have a powerful influence
on your child's learning.

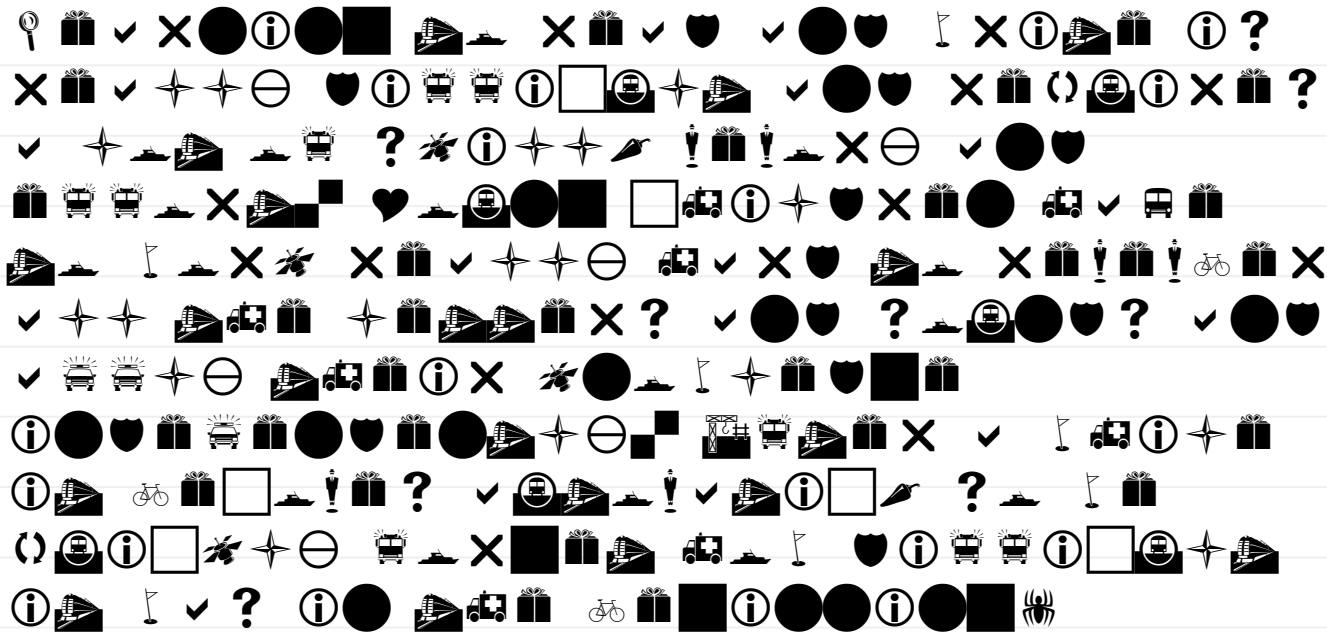


Children's achievements in reading and writing start with an ability to speak, listen and understand.

- Talk, giving your full attention to your child;
- Listen, by listening carefully to your child – nod your head, make gestures, smile;
- Understand, by answering your child's questions – recognise that your child needs to develop an enthusiasm for books and reading.
- Share books with your child as often as possible;
- Show your child that you read books, newspapers, magazines, etc.



A cartoon illustration of a green, rectangular monster. It has a single large eye with a purple iris and a black pupil. Its mouth is wide open, showing sharp white teeth and a dark purple interior. It has two yellow horns with blue spots and three blue feet.



Can you read this?!



Learning to read and write is really difficult and requires a lot of skill, memory and effort. Young children have to work really hard to remember all the letters and sounds and apply their knowledge independently. After a while it becomes automatic, so we quickly forget how difficult it was in the beginning!

What is Phonics?

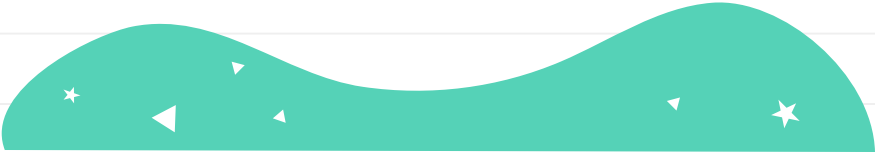
Phonics is a method for teaching reading and writing to children in primary schools introduced by the Coalition government in 2011.

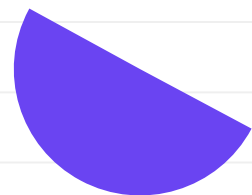
According to the Department for Education's (DfE) guidance for parents, *"Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7."*





So, why phonics?

- 
- Upper limit for adult human memorisation of abstract visual symbols (such as words) is about 1,500-2,000.
 - But, general conversational speech involves around 50,000 words and even simple newspapers use around 5,000-6,000.
 - It is impossible for any of us to use visual memory alone to learn to read. **WE NEED PHONICS!**
- 



Cracking the Code



26

letters

of the alphabet

44

sounds

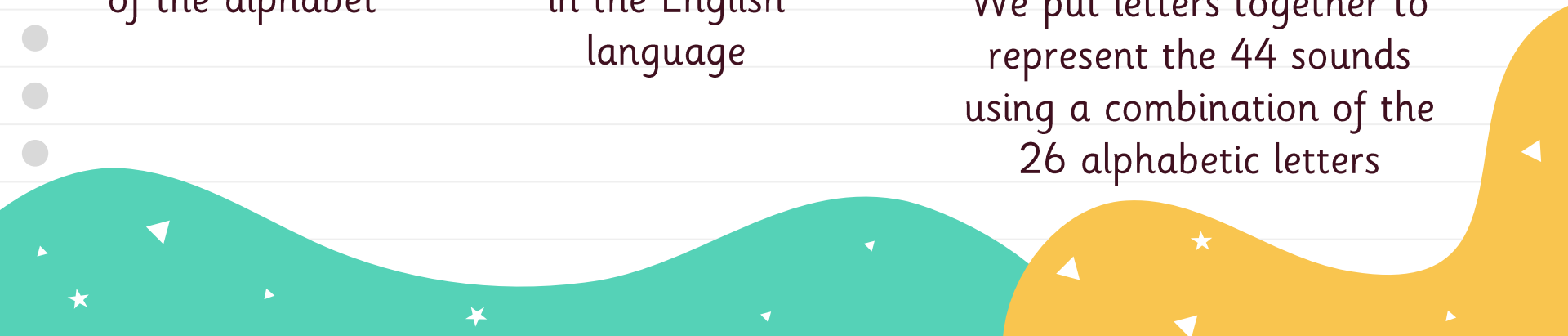
in the English
language

around

175

different ways

We put letters together to
represent the 44 sounds
using a combination of the
26 alphabetic letters



Technical Terms

Letter

Consists of a **sound**, a **shape** and it has an **upper case** (capital) and a **lower case** form.

Phoneme

The smallest unit of sound in speech – e.g. ‘cat’ contains three phonemes /c/ /a/ /t/, ‘goat’ also contains three phonemes /g/ /oa/ /t/.

Grapheme

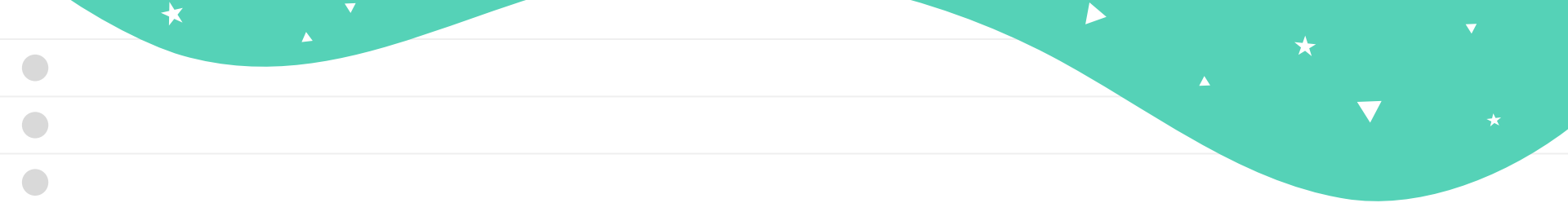
A spelling or written symbol that represents a sound or phoneme.

Vowel

A sound in spoken language, produced with an open vocal tract.
A vowel may be represented by a spelling with **one or more** letters.

Consonant

A sound produced with the breath at least partly obstructed, to impede airflow or create a short burst of air – one or more letters.



Blending

The process of pushing together two or more sounds to build a word.

Segmenting

The ability to break up spoken words into their separate sounds. Segmenting takes place orally. (Crucial for reading and writing).

Digraph

Two letters that work together to make one sound

Trigraph

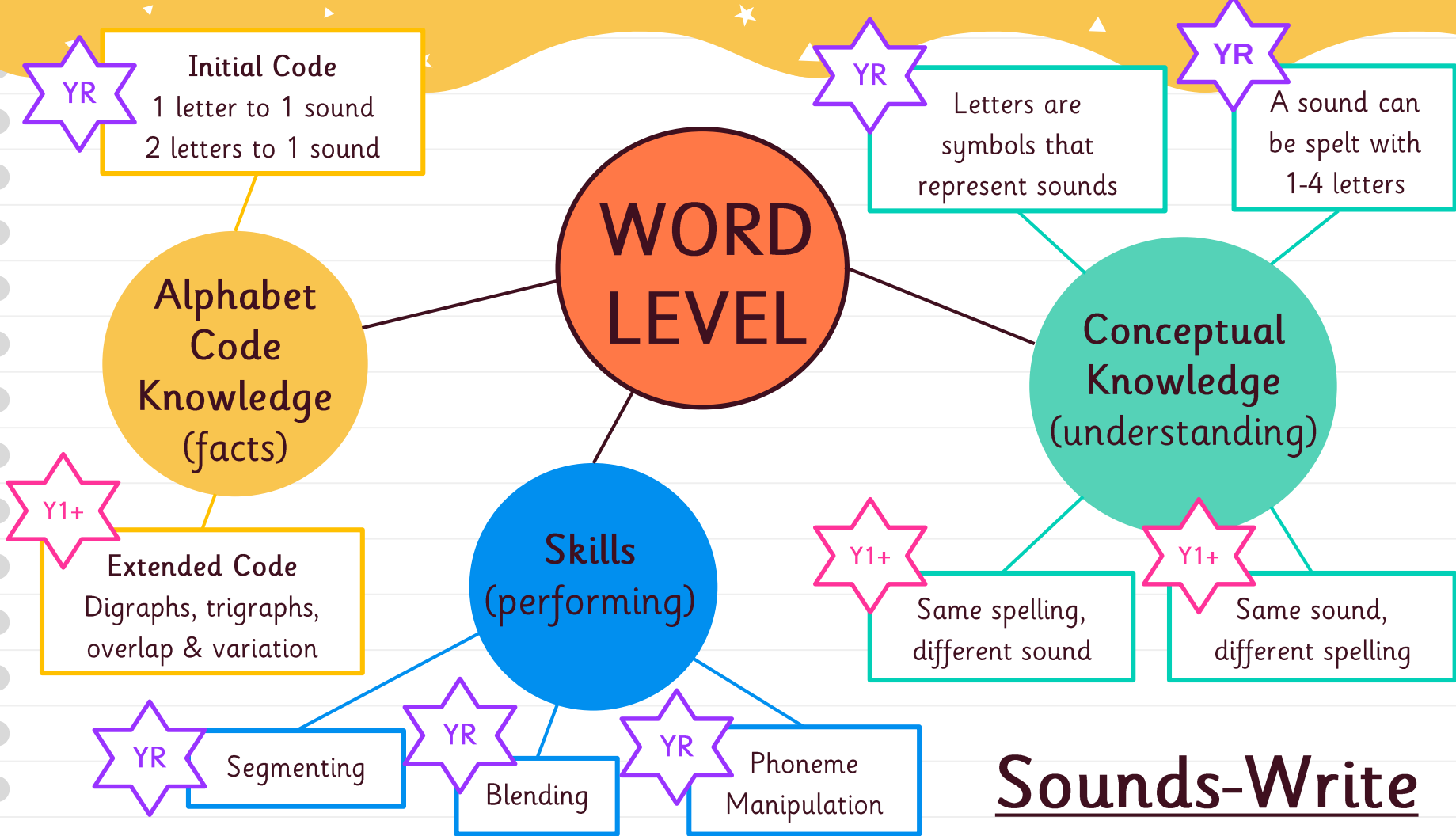
Three letters that work together to make one sound



SOUNDS - WRITE

First Rate Phonics

‘Sounds-Write is a real phonic programme that teaches in simple steps how the sounds of the language are represented by the writing system.’



Sounds-Write

Initial Code

- YR
- 36 grapheme-phoneme correspondences (GPCs) – a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, sh, ch, th, ck, wh, ng, <q><u>
- Skills: Segment, blend and manipulate sounds in words
- “Say the sounds, read the word”
- Write straight away
- ‘High Frequency Words’ (‘everyday words’) – is, a, the, I, for, of, are, was, all, come, some, to, there, their, these, what, where, who

<https://www.youtube.com/watch?v=UCI2mu7URBc>



Articulation of Phonemes

Pure Sounds V Schwa

“mmm” V “muh”

Initial Code

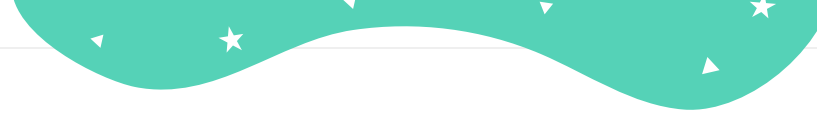
INITIAL CODE

Unit	Content
1	Introduce the spellings a i m s t
2	Introduce the spellings n o p
3	Introduce the spellings b c g h
4	Introduce the spellings d e f v
5	Introduce the spellings k l r u
6	Introduce the spellings j w z
7	Introduce the spellings x y and two-letter spellings (digraphs) ff ll ss zz
8	Words with sound structure VCC and CVCC
9	Words with sound structure CCVC
10	Words with structure CCCVC , CCVCC and CVCCC
11	Introduce the two-letter spellings (digraphs) ch sh th ck ng wh, and <q> <u> for /k/ /w/

Word Structure

VC	o/n	ea/t	o/ff
CVC	d/o/g	b/oa/t	ch/i/ck
VCC	a/n/d	e/l/f	e/n/d
CVCC	t/e/n/t	p/ai/n/t	y/ar/d/s
CCVC	t/r/i/p	t/r/ai/n	b/r/ough/t
CCVCC	g/r/a/n/d	s/l/u/m/p	t/w/i/s/t
CVCCC	w/i/n/k/s	h/a/n/d/s	m/e/l/t/s
CCCVC	s/p/l/i/t	s/c/r/a/p	s/t/r/a/p

VOWELS				CONSONANTS			
Sound	Example	Sound	Example	Sound	Example	Sound	Example
/a/	fl a t	/o/	po t	/b/	b ig	/p/	p ig
/æ/	la d y	/oe/	to e	/ch/	ch op	/r/	r un
/air/	pa ir	/or/	fo r	/d/	d og	/s/	s it
/ar/	sta r	/oy/	to y	/f/	f ig	/sh/	sh op
/e/	pe t	/ow/	co w	/g/	g o	/t/	t ap
/ee/	me e	/u/	bun u	/h/	h at	/th/	th in
/eer/	che er	/ure/	cure u	/j/	j ug	/th/	th e
/er/	he r	/oo/	boo k	/k/	k it	/v/	v an
/i/	pi n	/oo/	mo o n	/l/	l ip	/w/	w et
/ie/	pie i	/schwa/	a u bout	/m/	m op	/y/	y et
				/n/	n o	/z/	z oo
				/ng/	ng	/zh/	a z ure



Using sound buttons

sheep

crab

eat

(segmenting for spelling and for blending)

Extended Code

- Many spellings (sound symbols) represent more than one sound – e.g. 'ough' spelling in rough, cough, plough, through, thought, dough
- Many sounds can be represented by more than one spelling – e.g. <ae> sound in gate, paper, train, say, break, vein, they, straight, eight
- Y1+

Extended Code

1	First spellings of sound /ae/ - ai ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> representing /o/ & /oe/
6	First spellings of sound /er/ - er ir or ur
7	First spellings of sound /e/ - e ea ai
8	First spellings of sound /ow/ - ou ow
9	Spelling <ow> representing /oe/ & /ow/
10	First spellings of sound _{m/oo/n} - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound _{b/oo/k} by spellings oo u oul
13	Spelling <oo> representing _{m/oo/n} & _{b/oo/k}
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ _{m/oo/n}
16	Sound /s/ by spellings s sc se ss c ce
17	Spelling <s> representing /s/ & /z/
18	Sound /l/ by spellings l le ll el al il
19	First spellings of sound /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear eir ere (<ayer> as in 'prayer' and <ayor> as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing _{m/oo/n} & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

25	Sound /o/ by spellings o a
26	Spelling <a> representing /a/ /o/ /ae/ & /ar/
27	More spellings of sound /ae/ - a ei ey eigh
28	Sound /d/ by spellings d dd ed
29	More spellings of sound /ee/ - ey ie i
30	Sound /i/ by spellings i ui e y
31	Spelling <y> representing /y/ /i/ /ie/ & /ee/
32	More spellings of sound /oe/ - ou ough
33	Sound /n/ by spellings n nn gn kn
34	More spellings of sound /er/ - ar ear our
35	Sound /v/ by spellings v ve vv
36	Sound _{m/oo/n} by spellings ui ou ough u u-e
37	Sound /j/ by spellings j g ge gg dge
38	Sound /g/ by spellings g gg gh gu
39	Spellings <g> and <gg> representing /j/ & /g/
40	Sound /f/ by spellings f ff gh ph
41	Spelling <gh> representing /f/ & /g/
42	Sound /m/ by spellings m mm mb mn
43	More spellings of sound /or/ - ore oar our augh ough
44	Sound /h/ by spellings h wh
45	Sound /k/ by spellings c k ck ch cc
46	Sound /r/ by spellings r rr wr rh
47	Sound /t/ by spellings t tt te bt
48	Sound /z/ by spellings z zz ze s ss se
49	Sound /eer/ by spellings eer ere ear

Common Spellings of the Consonants:

/s/	
s	sun
ss	class
c	cell
ce	choice
se	house
sc	scent

/sh/	
sh	ship
ch	machine

/l/	
l	leg
ll	tall
le	little
el	panel
al	plural
il	pupil

/r/	
r	rip
wr	write
rr	carry
rh	rhino

/h/	
h	hop
wh	whole

/z/	
z	zoo
ze	seize
zz	fizz
s	is
se	please
ss	scissors

/g/	
g	got
gg	toggle
gh	ghost

/w/	
w	wig
wh	what

/f/	
f	fall
ff	stuff
ph	photo
gh	tough

/p/	
p	tip
pp	poppy

/j/	
j	jot
g	gym
ge	barge
dge	judge

/ng/	
ng	sing
n	sink

/n/	
n	no
nn	dinner
kn	knee
gn	gnaw
ne	imagine

/d/	
d	dog
dd	ladder
ed	giggled

/m/	
m	man
mm	slimmer
mb	climb
mn	column

/k/	
c	cat
k	kit
ck	luck
ch	choir
cc	occur

/t/	
t	ten
tt	better
bt	debt

/b/	
b	bed
bb	rubber

/v/	
v	vast
ve	give

/y/	
y	yet

/th/	
th	them

/ks/ or /gz/ (two sounds)	
box	exam

Common Spellings of the Vowels:

/e/ e get ea bread ai said ie friend	/a/ a cat	/o/ o dot a wand	/i/ i pin y myth	/u/ u but ou trouble o son
/ee/ ee tree e me ea seat ie thief ey key y sunny e-e eve ei receive i variation	/ae/ a-e gate a paper ai train ay say ea break ei vein ey they aigh straight eigh eight	/oe/ o-e note o so oa soap oe toe ow grow ou soul ough though	/ie/ i-e bite i child ie tie y fly igh sight	/ue/ u-e tune u pupil ue cue ew few
/er/ er her ir stir ur burn or work ar collar ear learn	/ar/ ar farm a father	/oy/ oy toy oi boil	/oo/ oo moon ou group ue true ui fruit o do u super oe shoe ough through	
	/or/ a water au fraud aw draw al talk ar war augh daughter or for ore more oar soar our pour oor door ough fought	/ow/ ow now ou out ough bough	/oo/ oo book oul could u put	/eer/ eer cheer ear fear ere here
schwas - <u>a</u>bout, <u>e</u>nded, <u>u</u>button, <u>u</u>rtain		© Sounds~Write		

Polysyllabic Words

- 80% of words in the English language are polysyllabic
- Words with more than one syllable

POLYSYLLABIC WORDS	
1	Two-syllable words
	(a) Compound, Initial Code only, e.g. Batman
	(b) Non-compound, Initial Code only
	(c) Non-compound, Initial & Extended Code
2	Three-syllable words
3	Four-syllable words
4	Five-syllable words
5	Common suffixes



Decodable Texts

- All home reading books are completely **decodable**
- Books are organised into units of sounds (order they are taught)
- Children will be given books that match their phonic knowledge
- They need to be **80% accurate** at decoding a text before they are ready to move on to the next unit
- This may mean that they will need to re-read texts several times over

Supporting at home

Read
everyday
(school book &
books for
pleasure)

Encourage writing
wherever possible
(and make it exciting!)

Use phoneme
flashcards
everyday
(say the sounds & make
words with the
phonemes – &
write them)

“Say the
sounds, read
the word”

Online games &
subscriptions

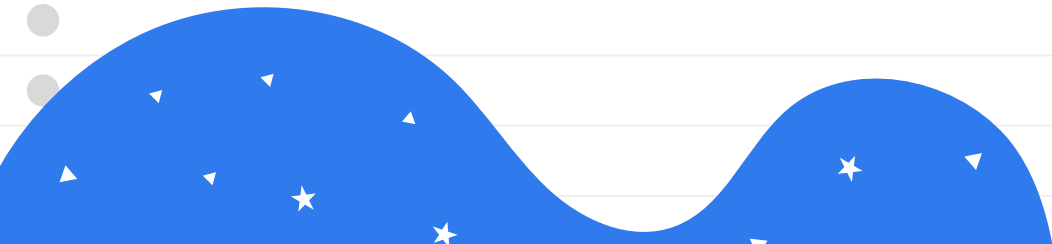
(there are lots on the
market, but be careful –
watch out for US
pronunciations & ensure
that ‘pure’ sounds are
modelled – no schwas!
Use the recommended
list as a guide)

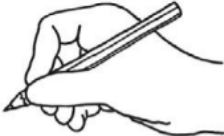


Lee just wants to read all day. In fact, he
wants to read all week. He will not stop!

Teaching 'High Frequency Words'

- Write the word on paper, cut out each letter and put the word back together
- Write the word three times. Trace over it in different colours
- Look, say, cover, visualise, write, check
- Play bingo with the words
- Small word inside the word
- Write the word in a nonsense sentence
- Find words with similar patterns, e.g. the, them, they
- Write the word, draw around the shape of the word and cut out
- 'Pyramid' the word
- Online games – Phonics Play, ICT Games, Sounds Write app



 Look and Say	Look, Say and Write 	Cover and Write 
		
		
		
		

a

mum

dad

at

I

big

it





Websites & Apps

For you:

- https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

For children:

- Sounds-Write free e-books
<https://sounds-write.co.uk/free-downloads/>
- 'Sounds-Write Initial Code' (free app for iPads only)
- <http://www.phonicsplay.co.uk>
- <https://www.ictgames.com/mobilePage/literacy.html>
- 'Teach Your Monster To Read' game
<https://www.teachyourmonster.org/> (also available as an app for mobile devices)





Thank you