

# Phonics & Early Reading

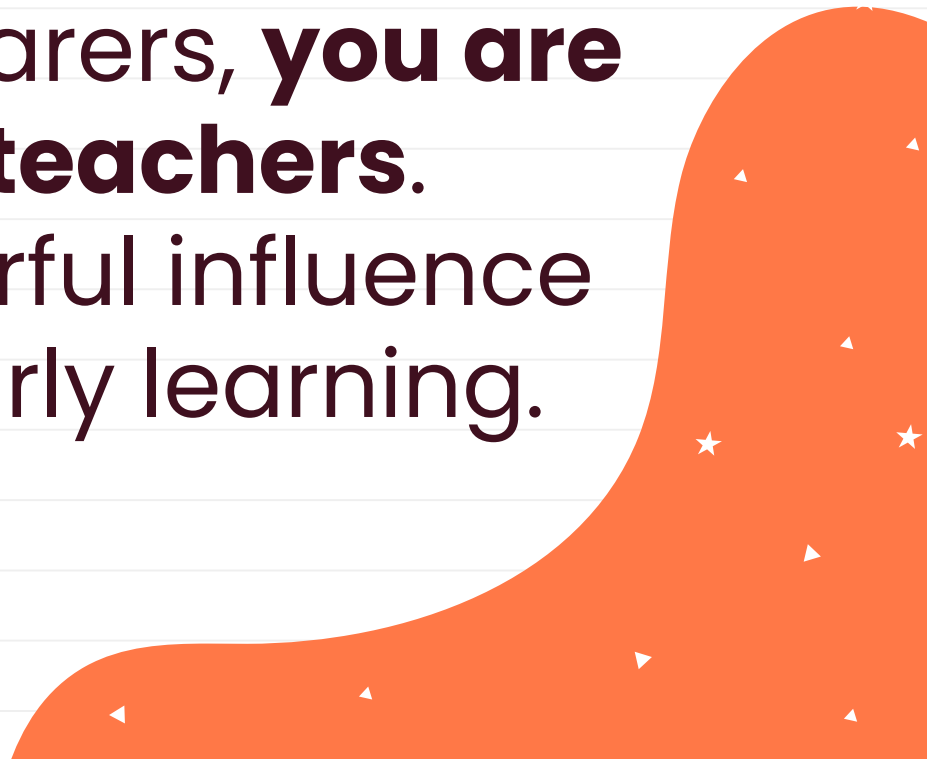
Workshop for Parents





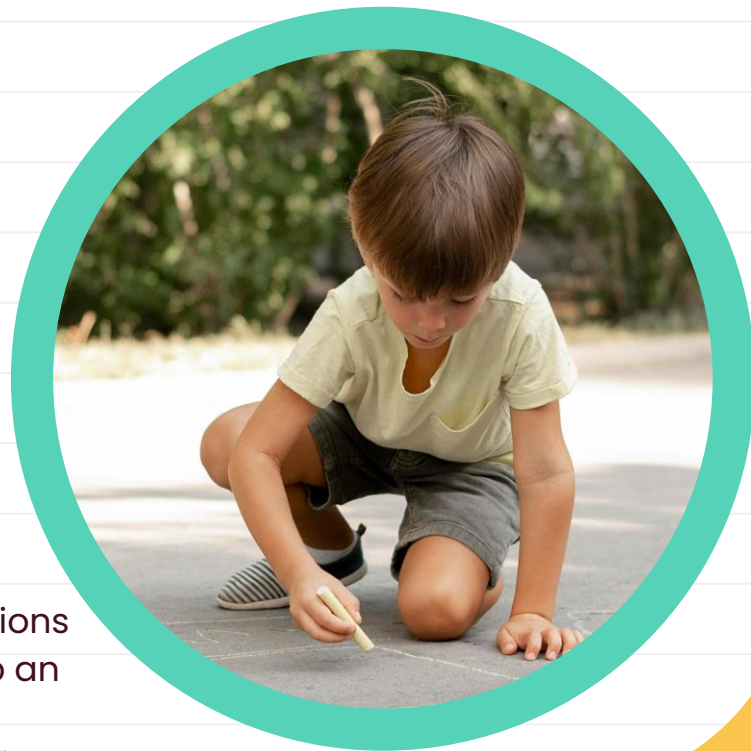
As parents and carers, **you are your child's first teachers.**

You have a powerful influence on your child's early learning.

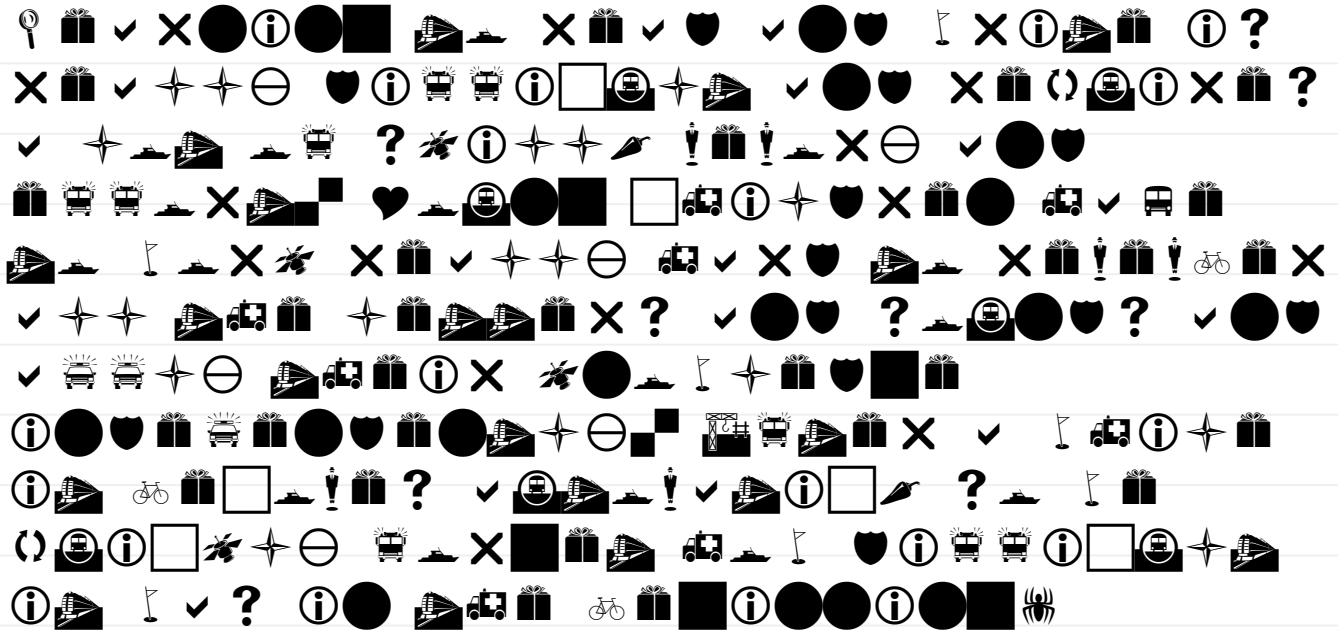


# Children's achievements in reading and writing start with an ability to speak, listen and understand.

- 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, screens, phones, messages, notes, magazines, etc.



# Can you read this?!



# 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?


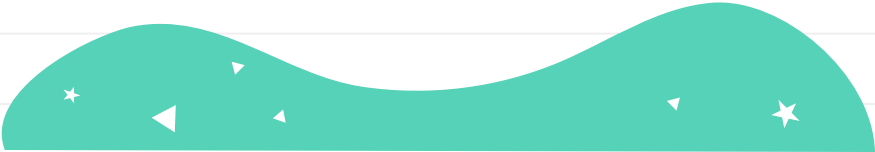
Phonics is a method for teaching reading and writing to children in primary schools introduced by the Coalition government in 2011.

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

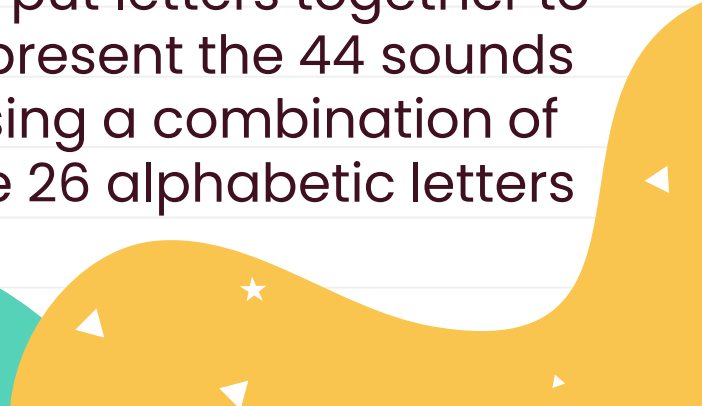
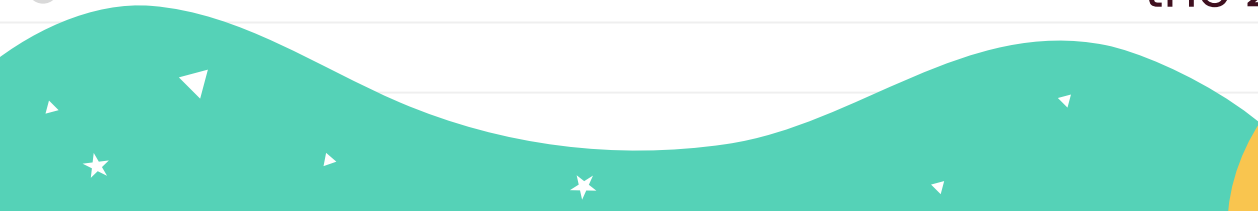
**sounds**

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

## Blending

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

## 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



## Encode

To write a word by the process of sequentially changing each sound into a spelling which represents it (segmenting)

## Decode

To change a written word into its spoken form by replacing each spelling with the sound it represents. Blending then follows

## Digraph

Two letters that work together to make one sound

## Trigraph

Three letters that work together to make one sound

## Multigraph

The use of four letters to represent one sound, e.g. **bough**, **eight**

## Split Digraph (Split Spelling)

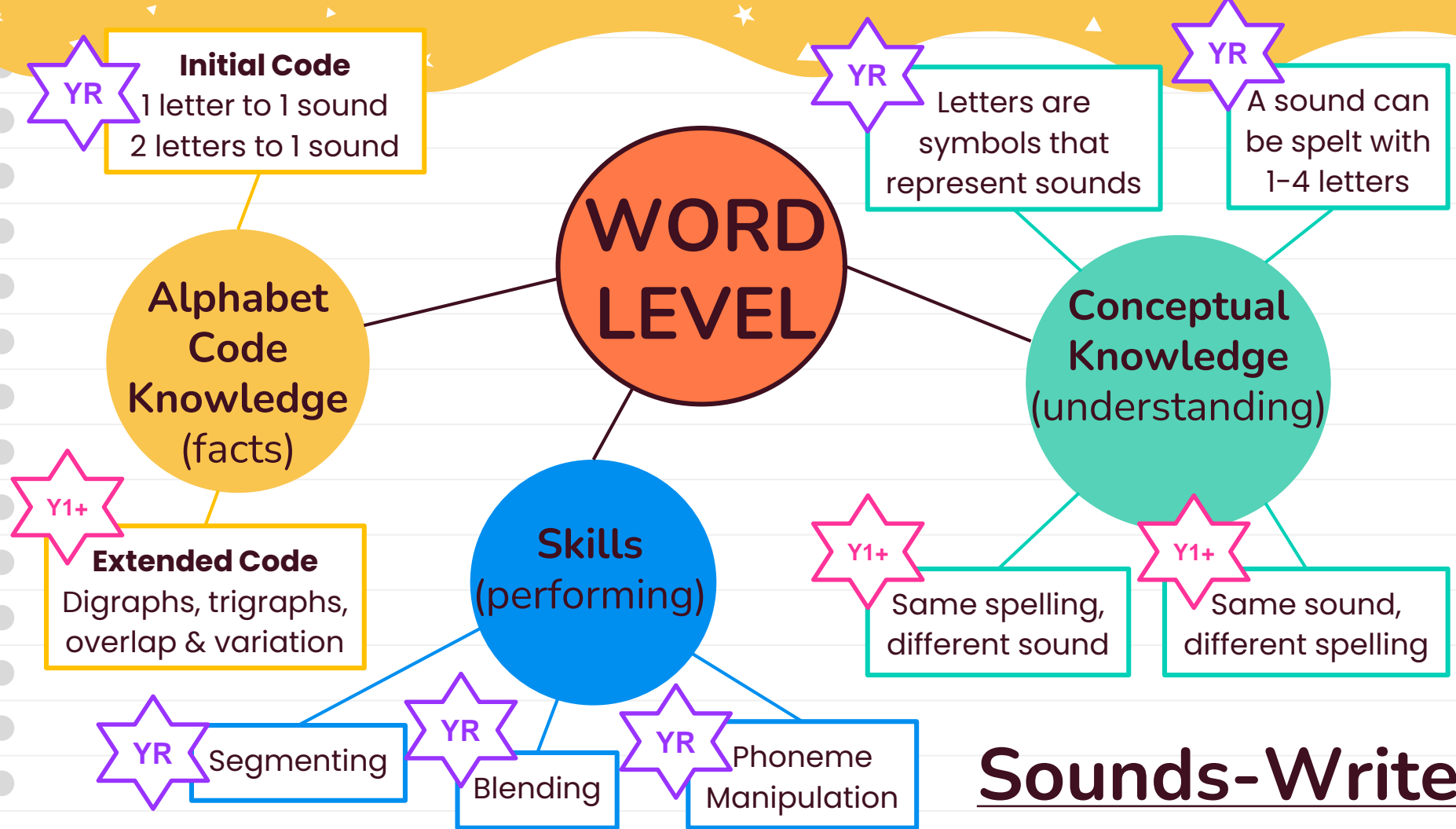
Two letters that work together to make one sound, separated by another letter



# 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.'



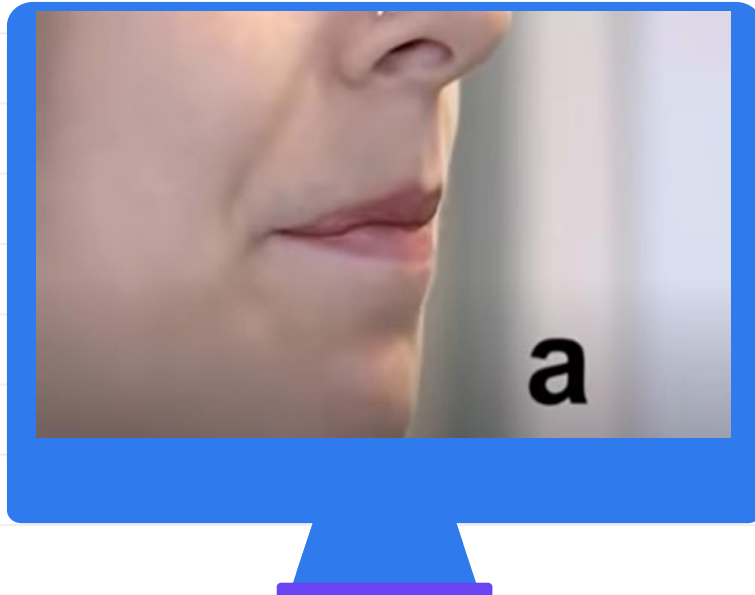
Sounds-Write



# 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=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



# Articulation of Phonemes

Pure Sounds	V	Schwa
"mmmm"	V	"muh"

# Intial 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 <b>VCC</b> and <b>CVCC</b>
9	Words with sound structure <b>CCVC</b>
10	Words with structure <b>CCCVC</b> , <b>CCVCC</b> and <b>CVCCC</b>
11	Introduce the two-letter spellings (digraphs) ch sh th ck ng wh, and <q> <u> for /k/ /w/

# Word Structure

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



VOWELS				CONSONANTS			
Sound	Example	Sound	Example	Sound	Example	Sound	Example
/a/	flat	/o/	pot	/b/	big	/p/	pig
/ae/	lady	/oe/	toe	/ch/	chop	/r/	run
/air/	pair	/or/	for	/d/	dog	/s/	sit
/ar/	star	/oy/	toy	/f/	fig	/sh/	shop
/e/	pet	/ow/	cow	/g/	go	/t/	tap
/ee/	me	/u/	bun	/h/	hat	/th/	thin
/eer/	cheer	/ure/	cure	/j/	jug	/th/	the
/er/	her	/oo/	book	/k/	kit	/v/	van
/i/	pin	/oo/	moon	/l/	lip	/w/	wet
/ie/	pie	/schwa/	about	/m/	mop	/y/	yet
				/n/	no	/z/	zoo
				/ng/	sing	/zh/	azure



# 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+

# 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

/b/	
b	bed
bb	rubber

/t/	
t	ten
tt	better
bt	debt

/v/	
v	vast
ve	give

/y/	
y	yet

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

/th/	
s	treasure
z	azure

# Common Spellings of the Vowels:

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

# 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 <sub>m/oo/n</sub> - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound <sub>b/oo/k</sub> by spellings oo u oul
13	Spelling <oo> representing <sub>m/oo/n</sub> & <sub>b/oo/k</sub>
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ <sub>m/oo/n</sub>
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 <sub>m/oo/n</sub> & /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 <sub>m/oo/n</sub> 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

# 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

# No colour levels!



	Colour	School / Year Group Expectation
	White	End of Year 2
10	Gold	
9	Gold	
8	Purple	End of Year 1
7	Cyan	
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	

- 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)



Viv had a pet pig. The pig had a pet hen.



The pig hid in a bed. The hen hid in a pot.  
Hen and Pig had a nap.

# Websites & Apps

## For you:

- [https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097\\_content/index.html?id=ae](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.mykajabi.com/offers/KdRNaE2u/checkout>

- **'Sounds-Write Initial Code'** (app for iPads only)



- <http://www.phonicsplay.co.uk>

- <https://www.ictgames.com/mobilePage/literacy.html>

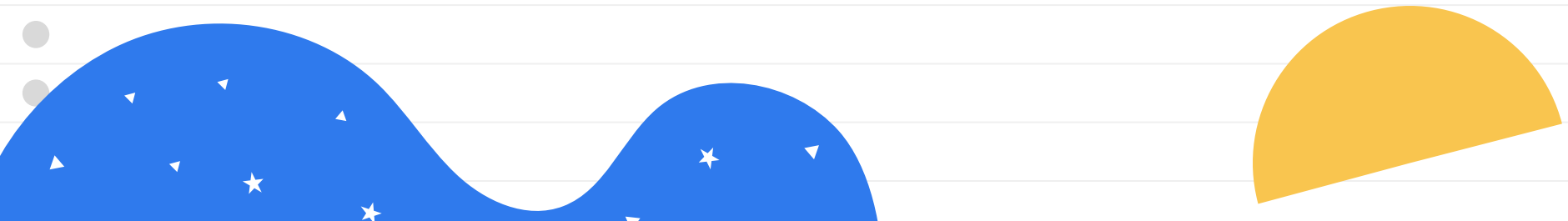
- **'Teach Your Monster To Read'** game


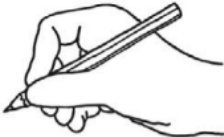
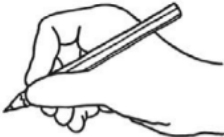












<https://www.teachyourmonster.org/> (also available as an app for mobile devices)



# 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 and ICT Games



 Look and Say	Look, Say and Write 	Cover and Write 
		
		
		
		

**a**

**mum**

**dad**

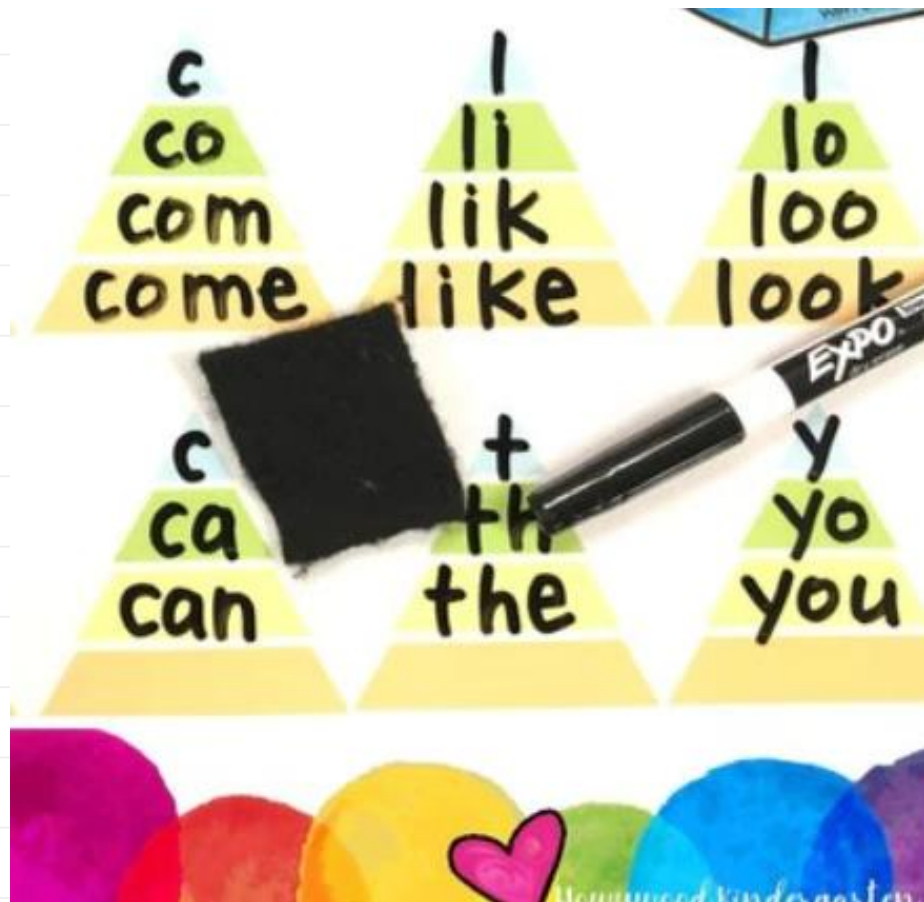
**at**

**I**

**big**

**it**







Thank you