



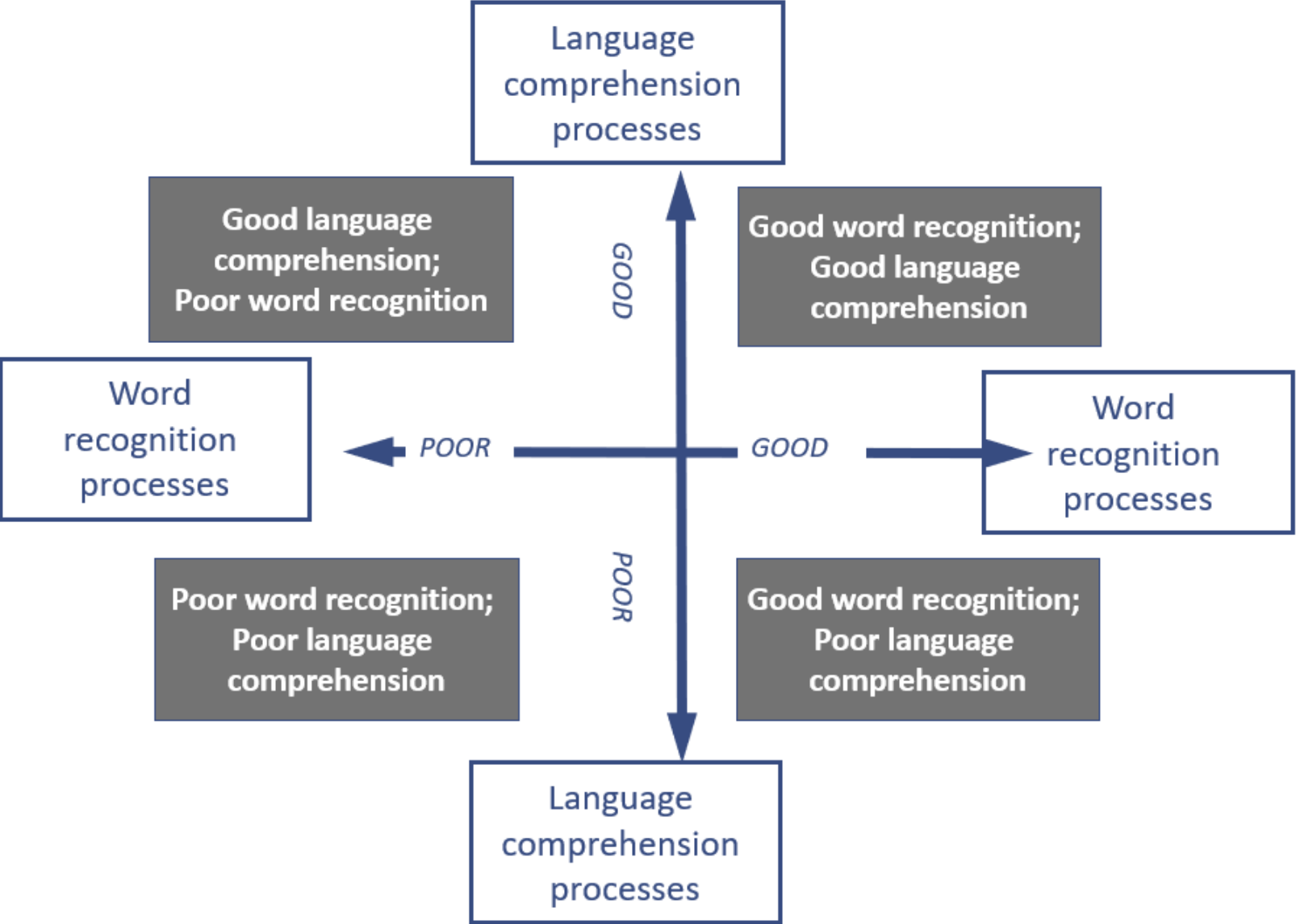
Parent/carer Phonics workshop

02.10.24

Aims of this session:

- Importance of reading regularly
- Understand how we teach early reading at Grasmere
- Ways to support your child at home
- Answer any questions you may have

The Simple View of Reading



Early communication

Birth- 6 months: communication by smiling, crying, and babbling

7 months- 1 year: babbling becomes differentiated

1- 1.6 years: learns to say several words

1.6- 2 years: word “spurt” begins

2- 3 years: talks in sentences, vocabulary grows

3+ years: vocabulary grows



Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching reading. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

Our goal is to teach children to read and write.
We know children learn at different rates and ages.
We want to foster a love of reading.

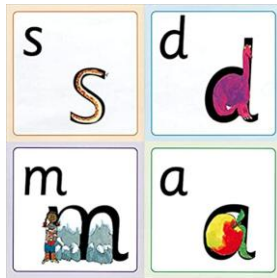
Phonics enables children to blend and segment words.
They apply this skill when reading unfamiliar texts and in
spelling. Which extends to their independent writing.



Leaders make sure that pupils learn to read as quickly as possible. Their approach is systematic and makes sure that nobody falls behind. Staff use assessment well to plan what children need to know next in phonics. Pupils practise with books that are matched well to the sounds they have learned. Pupils who fall behind are helped to catch up quickly. Teachers often use books that link to other subjects. This supports pupils' understanding across the curriculum. **Throughout the school, pupils read very well.**

How we teach reading at Grasmere?

Nursery/Reception



| | |
|-----|-----|
| mad | at |
| dad | sad |
| mat | sat |

KS1 – Year 1 and 2



Complex Speed Sounds

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | th | nk |
| ph | le | mb | kn | wr | se | c | se | ci | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|-----|----|-----|-----|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | a-e | y | i-e | o-e |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |

oo oo ar or air ir ou oy ire ear ure

oo u-e ue ew

oo are aw au

ir ur er

ow oi



Practise reading

| | | |
|--------|-------|-------|
| blow | snow | show |
| know | flow | |
| home | hope | spoke |
| note | broke | phone |
| goat | boat | road |
| throat | toast | coat |

Daily supported reading.

KS2 – Year 3 to 6



catch up if needed

| Learning Behaviour | Destination Reader Learning Behaviour stems | How did we do? |
|---------------------------------------|--|----------------|
| Support and actively listen to others | | |
| Support | Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it. | 1 2 3 4 |
| Active listening | Good point That's interesting I hadn't thought of that point. Can you explain? | |

Guided reading.

There is a study called “Reading Aloud To Children: The Evidence” that shows engaging in “decontextualized” talk while reading aloud is especially great for language enhancement! This means relating the story to the child. For example, if there is ice cream involved in the story, you could say to your child “you like ice cream!” This creates conversation between you and your child, keeps them involved in the story, and hopefully prompts them to continue discussing the book. It’s definitely one of the best read aloud strategies for parents!

'Special friends'

'Fred Talk'



'Fred in your
head'

'blending'

Learning to read in Key Stage One



| Assessment and grouping | |
|---------------------------------|--|
| Sound and Word Entry Assessment | |
| A | m a s d t i n p g o c k u b f e l h r j v y w v x z |
| B | sad fan tap map cup bid run hen gep rup baf lid ved |
| C | sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip |
| D | splosh thick hand dress click scomp roll steff pand plick |
| E | ay ee igh ow oo oo play sleep flight blow spoon shook |
| F | ar or air ir ou oy part horse fair whirl shout toy |
| G | night round joy chair girl hard slorf slair flarf zay stoon trow ploun pleeg |
| H | a-e i-e o-e ea shake pipe smoke clean pake jike doke feap |
| I | u-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap ruke graip hure |
| J | complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious |

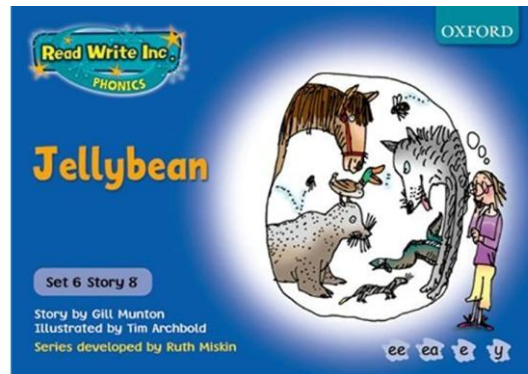
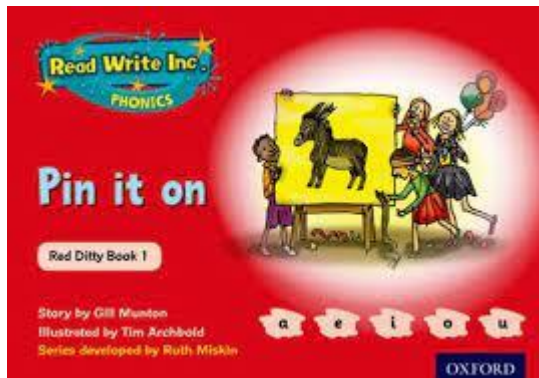
We assess children in decoding words and then the organise children into groups based on number of graphemes they recognise in reading.

We assess children once every 5/6 weeks.

Learning to read in Key Stage One



Children will have a daily phonics lesson where they practice the sounds they are working at and develop their decoding and comprehension skills.



ay

1. Recap sounds taught so far – not by sound cards, but by blending CCVC words. Then as you teach set 2, recap words with those sounds in them.
2. Show picture side, explain the story and say “May I Play?”. Turn over to the other side, say the sound “ay”. Two letters making one sound. Mix new sound up with all other sounds known, can they spot it?
3. Go through green words linked to sounds and get children to fred talk and then blend. Add these all to grapheme chart (spread the red and stack the green)
4. Go through spelling each word, using fingers. For each sound, show a finger e.g p-l-ay.
5. Get children to record sounds in their books.
6. Introduce reading book and then children read the book.



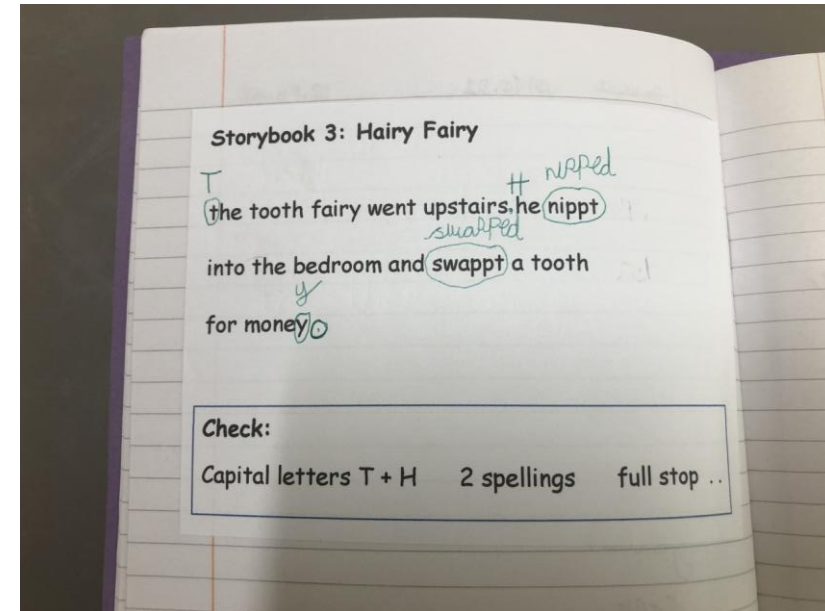
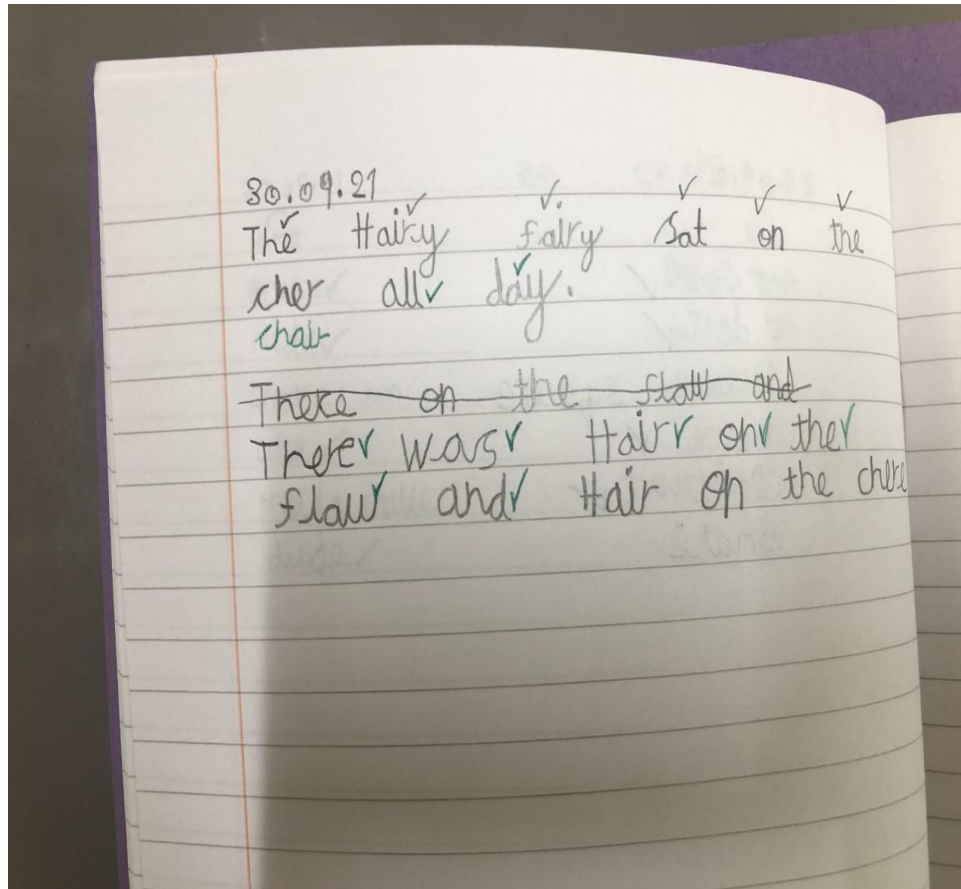
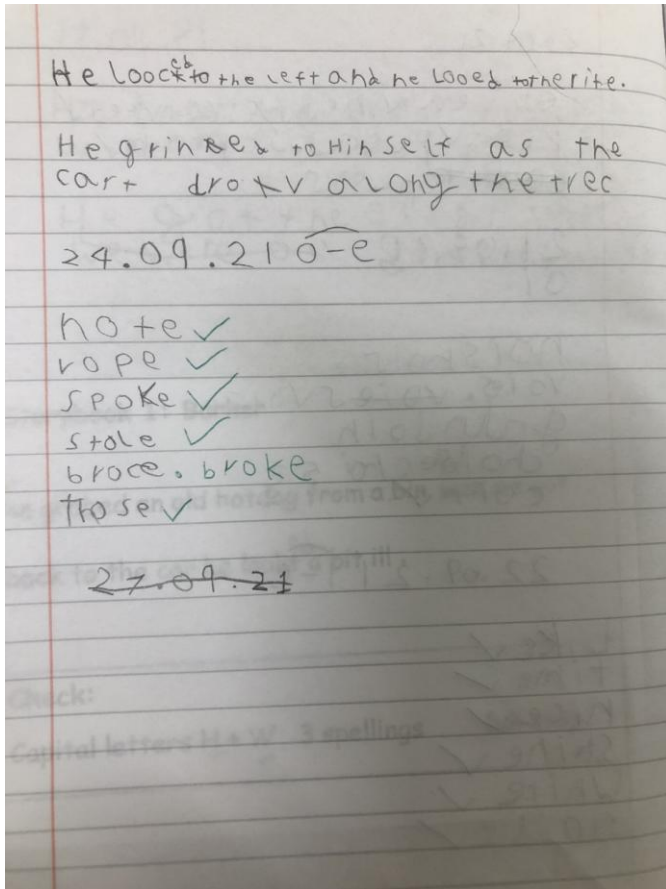
CCVC words

| | | | |
|------|-------------|------|-------------|
| spit | clog | drop | slug |
| drag | skid | flop | plus |
| grim | brag | slid | scab |
| blob | bred | plan | slab |
| slim | sled | swim | glad |
| fled | trim | drum | club |
| slob | crop | plum | grub |

Learning to read in Key Stage One



Children will also get the opportunity to apply the sounds they have been learning to their writing.



Learning to read in Key Stage One

Year one

- Learning to track a text
- Pointing and following the text
- Decoding
- Sight recognition of red words
- Developing fluency
- Applying phonics to assist decoding trickier words

Year two

- Reading a wide range of texts
- Sight reading, following text with eyes only
- Sight recognition of red words
- Developing fluency and expression
- Developing comprehension - both retrieval and inference based.