



Parent/carer Phonics workshop

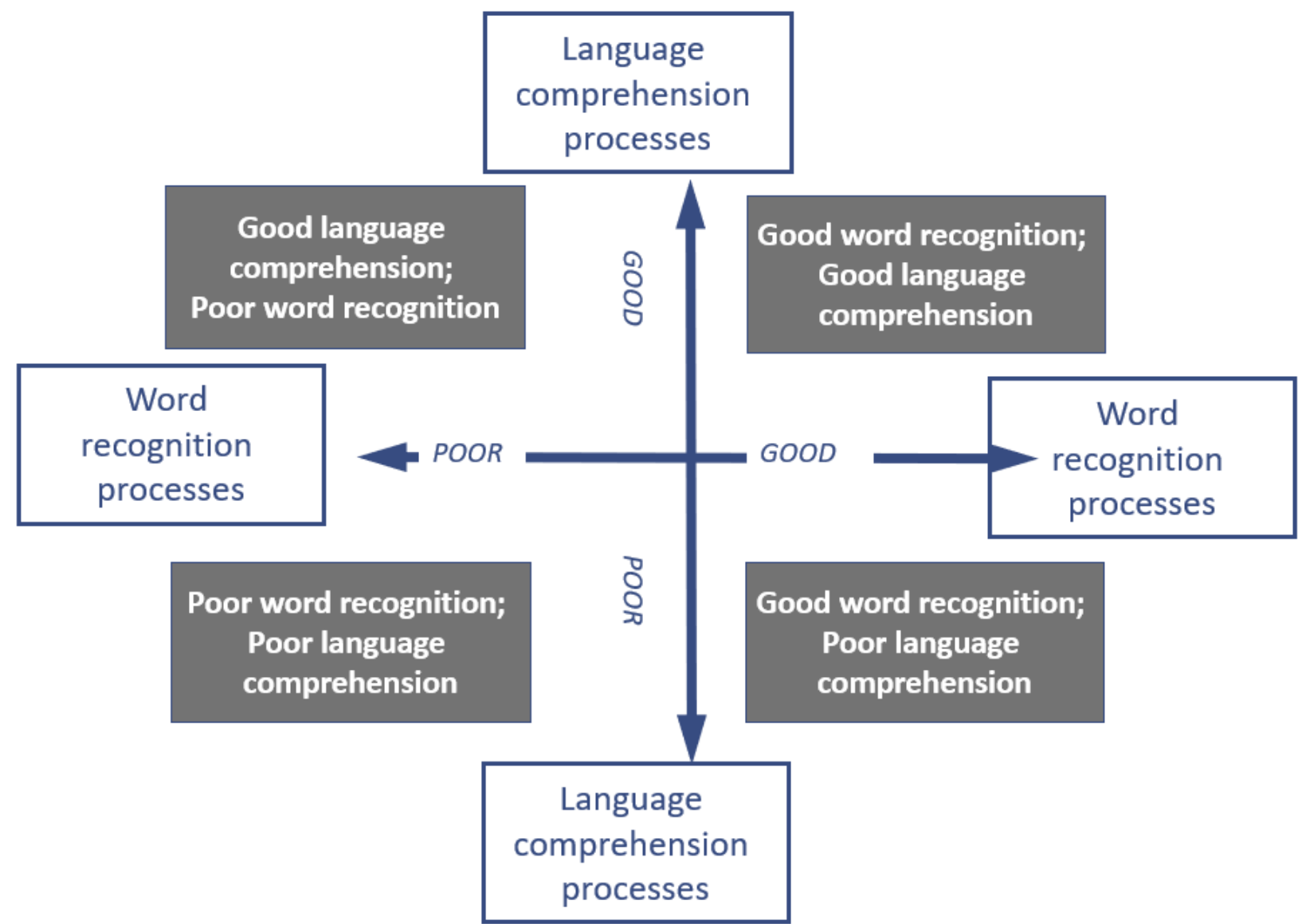
14.10.26

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

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!

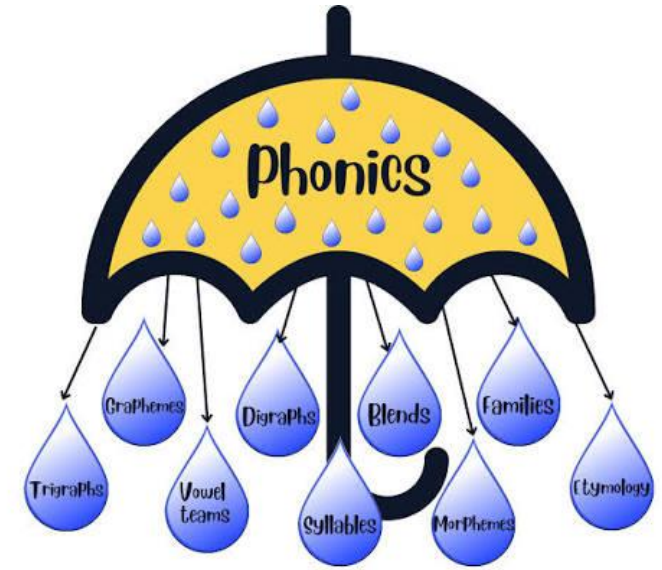


Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching reading. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

What is phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



What is phonics?

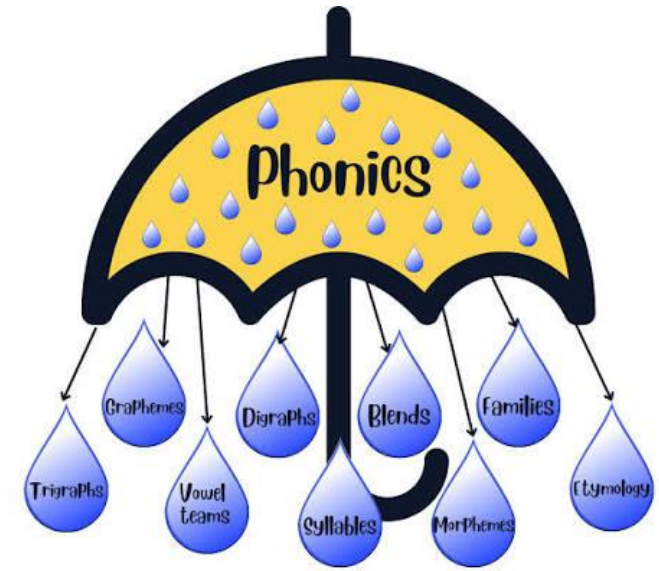
Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word '**sh**op'.

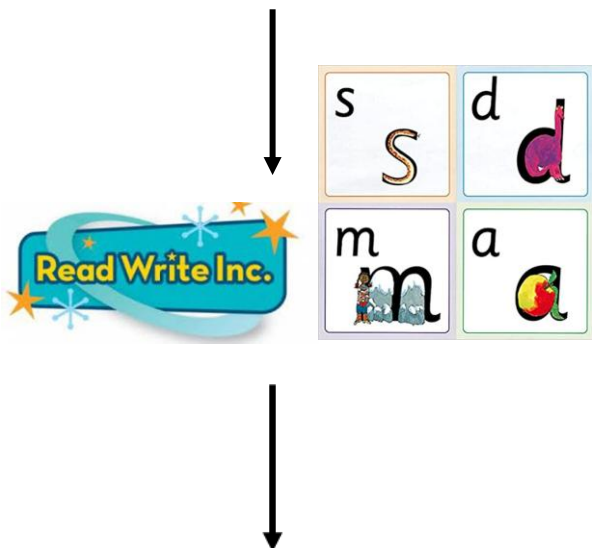
Trigraph: three letters making one sound. For example, /igh/ in the word '**igh**t'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word '**a**ce'.



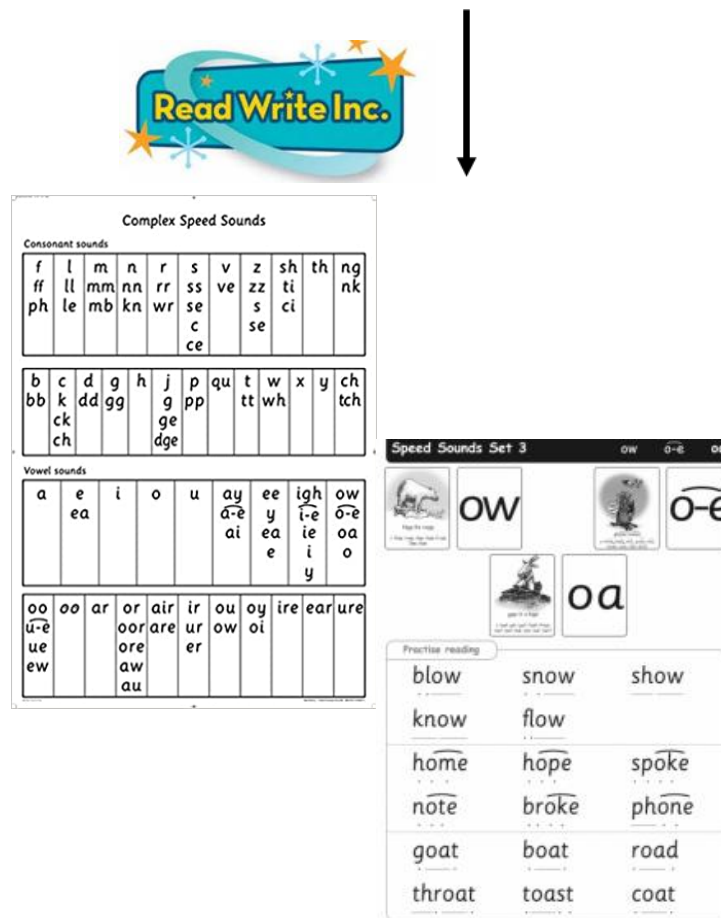
How we teach reading at Grasmere?

Nursery/Reception



mad	at
dad	sad
mat	sat

KS1 – Year 1 and 2



KS2 – Year 3 to 6



Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	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.	
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	

Reception:



This is the
focus at the
moment.

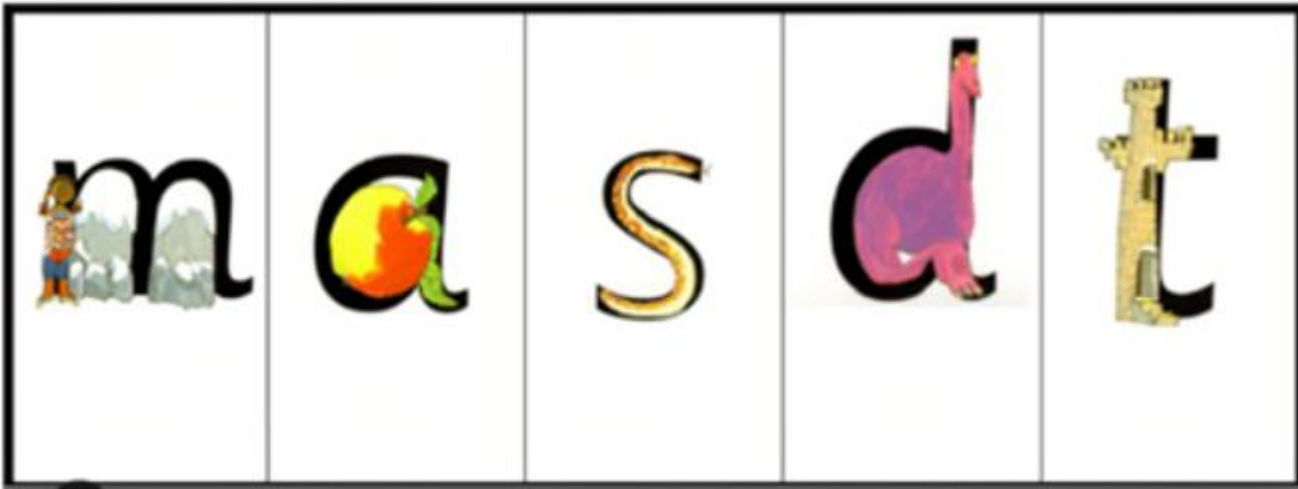
Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'





mad	at
dad	sad
mat	sat

1

cat

Can I read this word? No? Step 2.

2

cat
...

Identify the sounds.

3

cat
→

Blend the sounds together.

4

cat



Say the word and identify its meaning.

Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork

/sh/



/i/



/p/



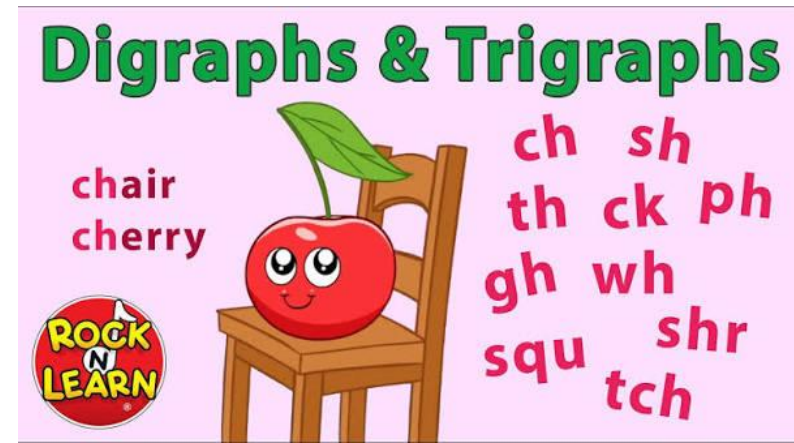
Once children are good with single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh dge



How many phonemes in these words?

Shelf

Dress

Sprint



Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes

Reception High Frequency Words

I	go	come	want	up
you	day	was	look	are
the	of	we	this	dog
me	like	going	big	she
and	they	my	see	on
away	mum	it	at	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in

- Used often
- Some can be sounded out
- Others can not be sounded out

Learning to read in Reception



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 loch 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 start assessing children in Spring term in Reception.

Learning to read in Reception



Children will start taking home phonics sound blending books alongside the previous sound they have learnt on **Mondays**. On **Thursdays**, children will take home a book corner book.

It is so important children are read to daily.

- ✓ Improved literacy skills
- ✓ More extensive vocabulary
- ✓ Greater concentration
- ✓ Higher levels of creativity



Red Words

I

said

This is Red Hat Rob.



"I will grab that cash box," he said.

Words that cannot be sounded out because they break the phonetic rules.

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!

