

Year One Phonics workshop for Parents.

What is the purpose of this workshop?

- ▶ To share why reading is so important!
- ▶ To share information about how phonics is taught at school.
- ▶ To share information about the Phonics Screening Check in Year 1.
- ▶ To give ideas to support your children in their reading.
- ▶ To answer any questions regarding the teaching and learning of reading.

Why Reading Matters!



Teaching children to read as well as possible produces advantages for the individual. Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops. This is why the national curriculum says:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

What is "Phonics"?

- Phonics is one of the most robust and recognised ways of teaching children to learn to read and write.
- It involves teaching children to hear the different sounds (phonemes) that make up words. For example in the word cat we can hear three sounds...



What is "Phonics"?

- We then teach the children how each of these sounds are represented in print with a letter (grapheme)

c-a-t

c a t



So to read.....

- Children learn to
 1. Recognise letters and say what sound each one makes
 2. Blend those sounds together to read a word.
 3. Say the word and understand what it means.

- This is how your child is learning to read.
- Let's practice a few together...



Sounds



Reading

Spelling

Writing

Follow-up



Navigation controls: left arrow, empty text box, right arrow, eye icon, Blend button, Undo button

pig

p i g



a b c d e f g h i j k l m n o p q r s t u v w x y z



Sounds

Reading

Spelling

Spelling

Writing

Follow-up



hop

h o p



a b c d e f g h i j k l m n o p q r s t u v w x y z



Sounds

Reading

Spelling

Writing

Follow-up



Navigation bar with a left arrow, a text input field, a right arrow, an eye icon, a 'Blend' button, and an 'Undo' button.

lot

l o t



a b c d e f g h i j k l m n o p q r s t u v w x y z

To write...

Writing is the same skill but in reverse.

1. Say a word.
 2. Segment (break up the word) to hear each sound (phoneme)
 3. Choose the right letter (grapheme) to write for each sound they hear.
- Let's practice a few together...

b a g



r a t



Diagraphs and Trigraphs

Unfortunately in the English language it gets a little more complicated than this... we have some sounds (phonemes) that have more than one letter (grapheme) to represent it!

Sounds with 2 letters are called diagraphs

Sounds with three letters are called trigraphs.

shut

sh u t



high
























h igh



Children learn to read and write these words in the exact same way as we have just practiced, recognising the letters and saying the correct sound they make together.




























Children spend a busy year in Reception learning one way to read and write each of the 44 sounds in the English language!

Phase 2 Sound Mat

s	a	t	p	i	n	m	d	g
								
o	c	k	ck	e	u	r	h	b
								
f	ff	l	ll	ss				
								

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Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	er	ure
								

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Some children may enter Year 1 needing to consolidate these sounds.
In Year 1 (and Year 2 if needed) children then develop their reading even further by learning there are sometimes different ways to spell the same sound. For example...

mail

m ai l

say

s ay

name

n a m e

weight

w eigh t

they


th ey























reins


r ei n s

Phase 5

Sound Mat



wh	ph	ay	ey	ea	ie	oe	ew	ew
								
ue	ue	aw	au	ir	ou	oy	a-e	e-e
								
i-e	o-e	u-e	u-e					
								















































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Phase 5 Alternatives

Sound Mat



eigh	ey	ei	ie	y	y	i	ow	o
								
u	oul	al	ear	ere	eer	are	ear	ch
								
c(e)	c(i)	c(y)	sc	st(l)	se	g(e)	g(i)	g(y)
								
dge	le	mb	kn	gn	wr	tch	ch	ci
								
ssi	ti	si	ea	(w)a	o	s		
								

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How do we teach all of this?

When children are taught a new grapheme they are taught the spelling rules that go with it.

For example, when teaching the 'ay' grapheme the children learn that this is usually found at the end of a word.

This helps the children decide which spelling of the sound to use when applying phonics in their writing.

The more they read the more confident they become recognising all of these different spellings and they begin to choose the right one for writing.

Tricky words!

On top of all of this children are also taught that some words can not be decoded with the rules they have learned.

We call these **tricky words** and the best way children can learn to read them is by remembering what they look like. We show them these words daily to help them recall them quickly.

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

How do we teach phonics?

- ▶ Holy Trinity C of E Primary School adopts the Systematic Synthetic Phonics programme (SSP) of Bug Club Phonics. Lessons are taught in line with the planning, resources and structure laid out in this scheme.
- ▶ Children receive lessons daily.
- ▶ As a school we have a fidelity to this programme, which ensures that there is a consistency of practice across all classrooms.
- ▶ You can also access the lessons and resources that we use with the children at home! We will allocate these to you regularly so you know which sounds your child is learning. The books we send home will also match the sound your child is working on in school!





Year 1 Phonics
Screening Check.

Week commencing: 5th June 2023.

Why is this phonic screening important?

- ▶ Children complete a phonic reading check at the end of Year 1.
- ▶ Accurate word reading at the age of 6 is a good predictor of future reading success.

The procedure of the test.

- ▶ The children will be asked to read 40 words.
- ▶ They will complete the test one at a time with a familiar adult.
- ▶ It takes between 2 – 5 minutes.
- ▶ If they don't manage to read at least 32 words, they are given extra support and are asked to repeat the test in Year 2.
- ▶ It means that all children will be able to read accurately before they begin Year 3.

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
bem			
dax			
kig			
eld			
besh			
quab			
barp			
chell			
grux			
smung			
nesk			
foint			
thud			
hang			
coin			
shell			
twig			
flick			
vest			
horns			

Section 2			
Word	Correct	Incorrect	Comment
vair			
cloat			
tirt			
whike			
plunt			
flards			
spran			
splew			
globe			
teams			
bowl			
chase			
print			
clouds			
spre			
stroke			
visit			
fabric			
trapeze			
concrete			

What to expect in the test?

- ▶ They will read words with 2 and 3 sounds. For example,

in

dog

ship

play

What to expect in the test?

And then words with different letter combinations like

scream

phone

And longer words like

second

tractor

What to expect in the test?

- ▶ Children will be encouraged to sound out each word.

ship





light

snow

What to expect in the test?

Children will see words that look like this in the test.

Section 2

nigh	voo 
brown	jound 
main	terg 
rude	fape 

Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are provided as **practice aids only** and cannot be used during the Year 1 phonics screening.

Real words

Alien words

After the test.

Children who pass the screening will no longer receive phonics lessons in Year 2. They will have demonstrated that they can confidently decode words and will be given reading books that help develop their fluency in reading further.

Children who have not met the standard will retake the check when they are in Year 2. All children are individuals and all develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

How can you help?

Read as much as possible with your child.

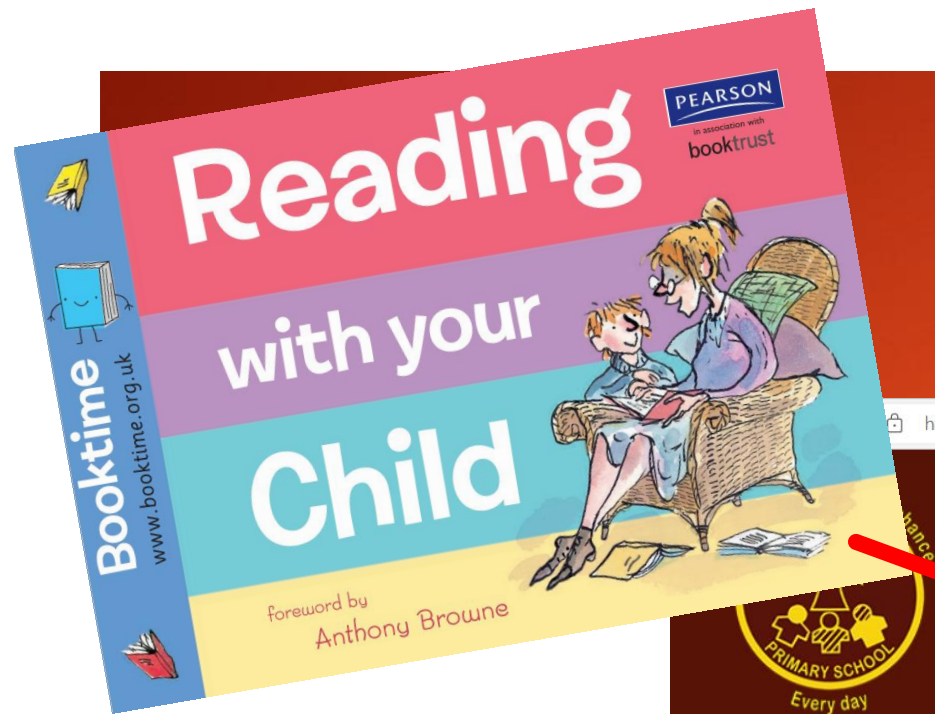
- “Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.”
- “Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.”

So read stories to them, with them and get children to read their reading books with you daily even if just for 5 minutes. Short sessions regularly will be better than a long session once a week.



We will send library books home with your child for you to enjoy together.

Don't forget you can access West Bromwich Library too!



<https://www.holytrinitycofe.co.uk/reading-with-your-child/>

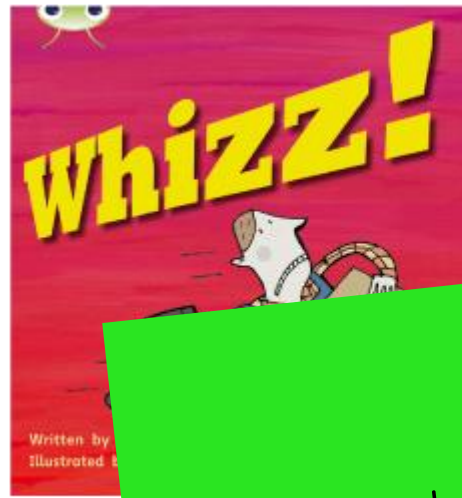
You can find some top tips on how to share story books with your child and encourage them to love reading on our website!

A screenshot of the Holy Trinity C of E Primary School website. The page has a yellow navigation bar with links for "ABOUT US", "KEY INFORMATION", "NEWS & EVENTS", "PARENTS", "CHILDREN", and "COMMUNITY". The "PARENTS" menu is open, showing a list of options: "Useful Information", "Admissions & New Intake", "School Clubs", "E-safety", "Mental Health and Well-being", "Young Carers", "Phonics!", "Reading with your child", and "Attendance". A red arrow points from the "Reading with your child" menu item to the URL above. The main content area features a large image of a classroom with a bookshelf and a sign that says "Welcome to Holy Trinity C of E Primary School 'Every child, every chance, every day.'". A sidebar on the left contains various utility links like "Noticeboard", "Calendar", "Newsletters", "Awards", "Twitter", "Phone", "Find Us", "Translate", and "Search". The footer includes copyright information and a visitor count.

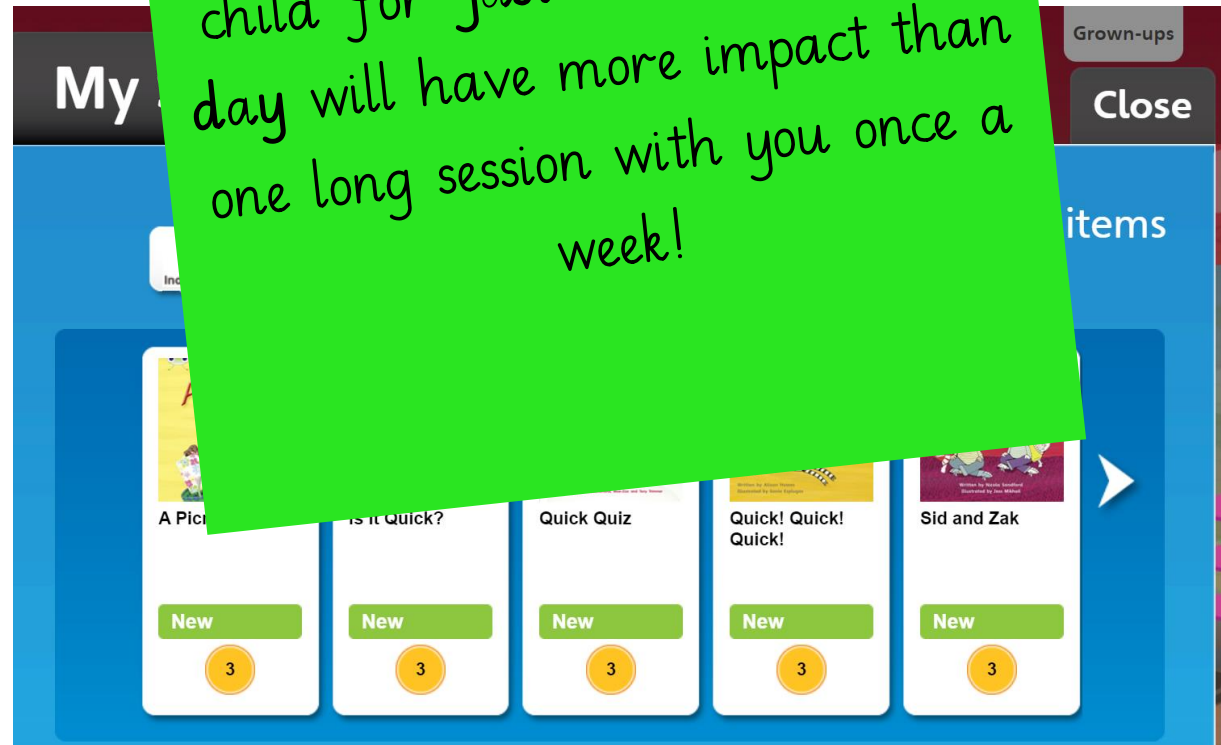
Both of our e-safety pages have been revamped and can be found

Your child will bring home a reading book each week that matches their phonics learning. Please read it with them!

Your child also has a log on to Bug Club! We will set them extra books and games to play to practice their reading at home. The log on will be in their homework books!



Reading these books with your child for just 5 minutes every day will have more impact than one long session with you once a week!



Before and during reading

1 Say the sounds and look at the new spellings

/w/ wh /f/ ph

2 Blend the sounds

e/e/phants



whop/per

which

whizz

whoosh

wheel

whoops

3 Read the tricky words

oh their

Point out the tricky bit of the word (i.e. the 'eir' sounds /air/ in 'their') and then blend the rest.

Blending more than one syllable? Do one syllable at a time, e.g. e/e/phants



Comprehension

Ask the children to look at the cover and read the title. What is this book going to be about? Do they have any pets, or do they know someone who does? Can they predict what sorts of things the book might tell them about keeping a pet?

Vocabulary check

Check that the children understand the meaning of the following words: whopper, shredded, bedding, hamster mess. If necessary, explain any words which they do not know.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Explain to children that this book has questions and answers. The letter Q is used to stand for the word 'Question' and the letter A stands for the word 'Answer'. If appropriate, ask children to take turns to read the questions and the answers.
- Encourage the children to look for any labels on each page and to read them after reading the text in the panel.
- Remind the children to read the words in speech bubbles. What do speech bubbles show us?

Keeping a Pet



Written by Jeanne Willis



Back

Read to me

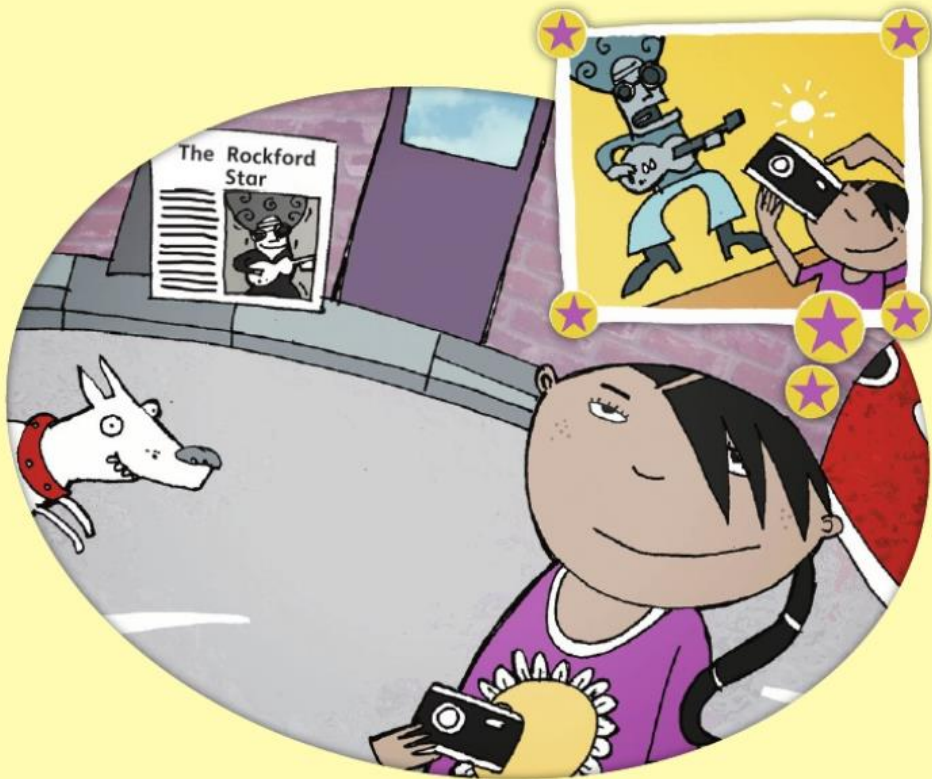
Next

0/1 of 17



How can you help at home?

- If your child is struggling to decode a word encourage them to say each sound from left to right.
- Encourage your child to blend the sounds by moving their finger from left to right under the whole word.
- Encourage your child to read the whole sentence back and ask them “so what happened” to check they understand what they have read.
- Discuss the meaning of words that they might not know with them.
- For longer words get them to read a syllable at a time.
- Encourage and praise – get them to have a ‘good guess’.



Jess hears Phil. She has a camera.
"I wish *my* photos were in *The Rockford Star!*"

4



All the little boxes are on the van.
Phil and Bill turn to their last box.
It is a whopper!

5



Flash cards

Year 1 Common Exception Words.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9
a	the	me	so	was	do	said	your	friend
I	is	he	by	ask	are	here	our	school
no	his	be	my	push	they	there	one	love
go	has	she	you	pull	today	where	come	once
to	put	we	of	full	says	were	some	house

We will also send some flash cards home with some key words we want the children to be able to read and spell. They will be in the children's book bags. You could tick the back of them for us to show each time your child reads a word accurately. We will send a set at a time and change them when they are confident!

Boom Reader (Previously called Go Read)

Please leave us a comment on Boom Reader when you read with your child! Your log on will be in your child's homework book!

Children will receive book prizes for every 10 books they read.

The van

Reading Book

Log reading History Settings

Reading Date & Time

Just Now

1 to 8

Comments

... read his book well at home. He could read all words with the "wh" sound in but ... tricky words. He could tell me what was happening

...ands?

...use a comma or press enter to separate different words or sounds.

...y comma or press enter

CANCEL

A final note.

Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each day (even for 5 minutes) and encourage them to:

- ← Make their reading sound like talking
- ← Re-read it if it doesn't make sense- they may have made a mistake!
- ← Talk about what they read. You could say "Tell me about this story" or "what has happened so far?"
- ← Most importantly... ENJOY READING!

Useful Links

- Our Website

<https://www.holytrinitycofe.co.uk/phonics/>

<https://www.holytrinitycofe.co.uk/reading-with-your-child/>

- A parents guide to Bug Club <https://www.youtube.com/watch?v=OdCRWLLNXPo>

- Year 1 phonic flashcards

<https://primarysite-prod-sorted.s3.amazonaws.com/holy-trinity-primary-school/UploadedDocument/9d800c70-15aa-464a-b2ae-4e2a9ee5f57b/year-1-phonics-flashcards.pdf>

- Year 1 Phonics screening links

<https://www.theschoolrun.com/what-parents-need-know-about-year-1-phonics-screening-check>