

# Reception 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 give ideas to support your children in their reading.
- ▶ To share Bug club online with you!
- ▶ To share Boom Reader with you!
- ▶ 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.

# What is "Phonics"?

Phonics 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.

map

m a p



# Enunciate!

It is important that we pronounce the sounds correctly so that the children can blend the sounds correctly. We do this by making the sounds pure and taking off any "uh"s when we say sounds.

s	not	suh
t	not	tuh
c	not	cuh
l	not	luh
f	not	fuh
h	not	huh

etc.

sat

s a t





















Not... Suh - a - tuh


suhatuh

# Let's Practice...


Phase 2

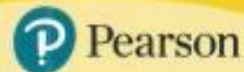
## Sound Mat

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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Sounds



Reading

Spelling

Writing

Follow-up



Navigation bar with left arrow, empty input field, right arrow, eye icon, Blend button, and 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



Blend

Undo

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



Blend

Undo



fog

f o g





Sounds

Reading

Spelling

Writing

Follow-up



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



# 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!



# 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				
								

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
								

In Year 1 children will 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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# 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 Tricky Words

the

to

I

no

go

into

## Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

## Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

# Phonic Screening Check

- ▶ 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.

This week your child will come home with a book bag!

Inside will be a homework book! Inside here there will be an activity to do every week at home to help with their learning.

You will also find your log ins to the different websites on the inside page.



Your child will also bring home a reading book!

To start off with children will bring home a lilac book with no words inside.

Use the inside cover to help you share the book with your child.

### Bug Notes



### Top Tip

Encourage your child to talk about their experiences of going to the beach or about what they would like to do at the beach if they haven't been before. What did they do there? What sounds could they hear?

### Storyteller

This story is about a trip to the beach. A father and two children visit the seaside, where they make sandcastles, have a picnic, and get an ice cream. Then a seagull steals the father's ice cream.

### How to use this wordless book

1. With your child, do the 'Sound practice' below.
2. Look at the front cover together.
3. Talk about where you should start the book.
4. Ask your child to use the pictures to tell you the story. Encourage them to talk about the things they can see in the pictures.
5. Ask questions such as: 'What do you think they are going to do at the beach?', 'What do you think the seagulls are doing?' and 'What do you think will happen next?'.

### Sound practice



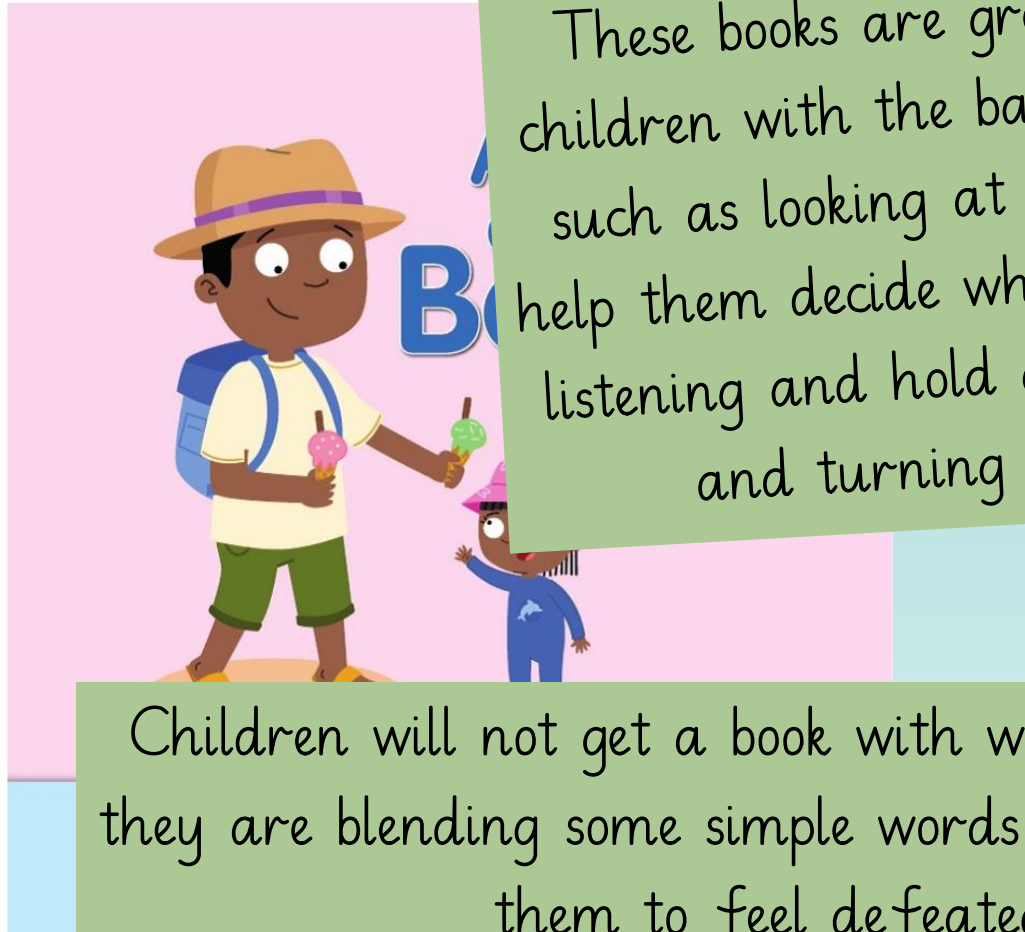
### Sound spotting

As you look through this book together, ask your child to find all the things that start with the 'b' sound.

Bug Time fun is on the back page!

These books are great to support children with the basics of reading such as looking at the pictures to help them decide what is happening, listening and hold a book correctly and turning the pages!

Children will not get a book with words inside until they are blending some simple words – we don't want them to feel defeated!



We will also send home some flashcards for you to practice with your child at home.

Initially we will send home the letter sounds and then we will move on to sending words.

When your child successfully reads them please tick the back of them so we can see they have been successful. we will send one set out at a time and change them as soon as they are confident.

s	i	g
a	n	o
t	m	c
p	d	k
Unit 1	Unit 2	Unit 3

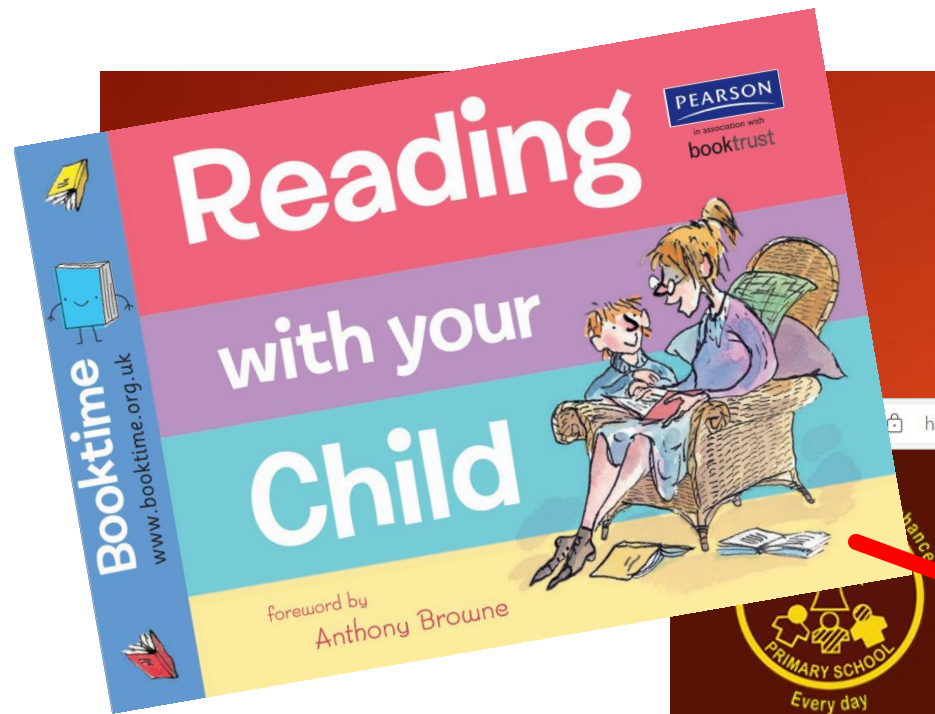


# How can you help?

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.



<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 &amp; EVENTS", "PARENTS", "CHILDREN", and "COMMUNITY". A dropdown menu is open under "PARENTS", listing "Useful Information", "Admissions &amp; 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 book cover to the "Reading with your child" menu item. The main content area features a large image of a classroom with the text "Welcome to Holy Trinity C of E Primary School" and the motto "Every child, every chance, every day." A sidebar on the left contains various utility links like "Noticeboard", "Calendar", and "Newsletters". The footer includes copyright information and a visitor count.

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

When your children is recognising their letter sounds and blending some words, they will start bringing home a book with words in! 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 every week to practice their reading at home. The log on will be in their homework books!



## Before and during reading

### 1 Say the sounds

h b f ff l ll ss

### 2 Blend the sounds

hops	off	licks
less	bobs	bet
ill	bed	but
big	fat	



### 3 Read the tricky words

I in/to

Point out the tricky bit of the word (i.e. the 'o' in 'into' sounds /oo/) and then blend the rest.

*Dots and dashes?*  
The dots show one sound made by one letter. The dashes show one sound made by two letters.



### Story comprehension

Ask the children to read the title and look at the picture on the cover. Who do they think the story is going to be about? What might a 'big fat rat' do?

### Vocabulary check

Check that the children understand what we mean by the following expressions: 'bobs up', 'tucks in'. What kind of sleep is a 'nap'? Also, ensure that the children understand that the phrase 'Less of it!' is a way of saying 'Don't do that!'

### Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out that there are speech marks on the pages 2 and 3. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak. Who is speaking here?
- Stop on page 5 and ask the children to predict how they think the story will end.

# Big Fat Rat



Written by Nicola Sandford  
Illustrated by Jess Mikhail



# 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’.



Rat naps.  
“I bet Rat is ill.”

6



“Get into bed, Rat.”

7



6/7 of 9



# Accessing Bug Club



You will find this  
in your child's  
homework  
book!

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Let's have a little look around...

# Accessing Bug Club

3 items



Cat and Dog

New

3

The book cover for 'Cat and Dog' features a purple cat, a green frog, and a brown dog. The title 'Cat and Dog' is written in a playful font. Below the title is a green 'New' button and a yellow circle with the number '3'.

It is a ...?

New

6

The book cover for 'It is a ...?' shows a golden retriever and a boy. The title 'It is a ...?' is in a large, bold font. Below the title is a green 'New' button and a yellow circle with the number '6'.

Kits

New

6

The book cover for 'Kits' depicts a young boy in a soccer uniform kicking a ball. The title 'Kits' is in a large, bold font. Below the title is a green 'New' button and a yellow circle with the number '6'.

We will regularly set your child books that match their learning in school...



# Accessing Boom Reader

## Our online Reading Record



### Parents

Download the free app to log your child's reading in seconds!



Search: BoomReader Parents



### Holy Trinity C of E Primary School Test Reception

Login to your account using the details below.  
Keep these details safe and secret!

Scan the QR Code or type the web address in your browser then use the school code and your PIN code to login



[pupils.goapps.app](https://pupils.goapps.app)

School code: 95460

PIN code: 92582



Dashboard

New book



## Log your reading

What page have you read up to?

to

What do you think of what you read?

Give us your thoughts

Have you finished the book?

no

ADD READING LOG

## Reading log history

 1 – 4 27/09/2022

Miss Lewis comments:

Child X read well today they pointed to the sounds and said the correct one each time and then used their finger to blend the word. They could read all words with 3 letters. They struggled with some tricky words.

Problem words:

# 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>