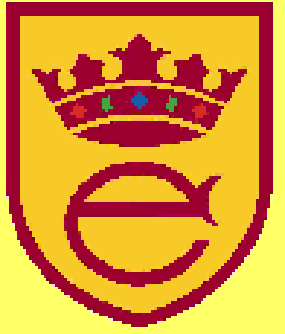




Phonics Workshop

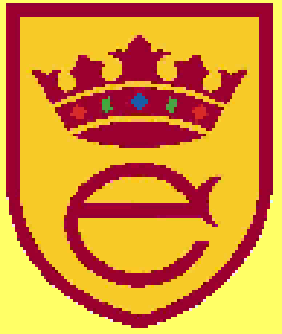
Reception

2021/2022



Aims of the session

- Terminology
- Where we are up to in Reception
- How we teach phonics in the classroom (a reminder)
- How we apply phonics to reading
- How we use reading books with the children in school
- How you can support your child at home



Vocabulary/ terminology

Phoneme - the pure sound a letter shape makes. A phoneme is the smallest unit of sound in a word.

Grapheme - a letter (or group of letters) representing one sound.

Digraph - two letters which together make one sound.

Tricky words- words that are not fully decodable and need to be read 'by sight'.

Blend- this is when you say the phonemes in order to read a word.

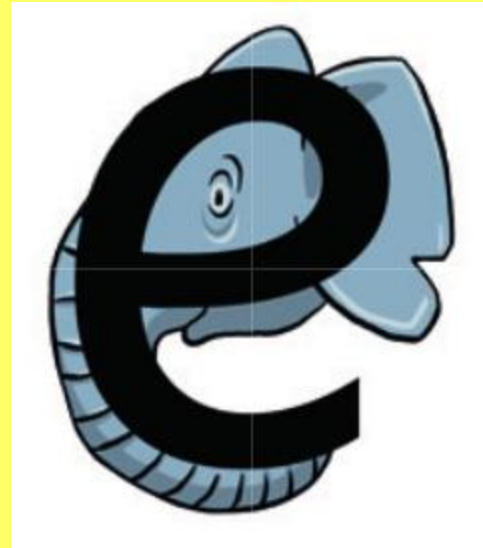
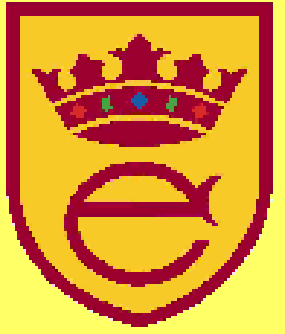
Orally segment- This is the act hearing a whole word and then splitting it up into the phonemes that make it.

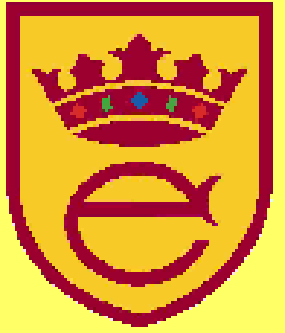
CVC- a word containing consonant, vowel followed by another consonant - 'sat'

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Sound button - these are dots that can be written underneath a sound to support reading. When you touch the sound button you then practise saying the sound aloud.

Teaching a new GPC





Oral blending

a p i n m d g o c
k ck

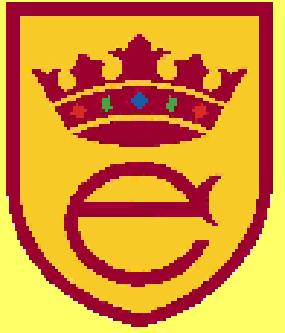
m-a-n

s-a-t

p-i-n

d-i-g

c-a-n



Reading words

a p i n m d g o c
k ck

m-a-n

s-a-t

p-i-n

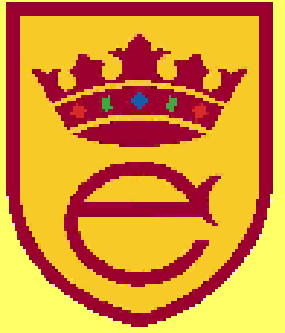
d-i-g

c-a-n

video

teacher led blending

independent blending



Tricky words

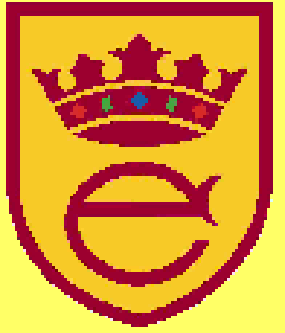
Why is the word ‘tricky’?

Tricky words = you can’t sound out and blend the words.

I
is
was

Phonics for reading

How to apply phonics



s a t p i n m d g o

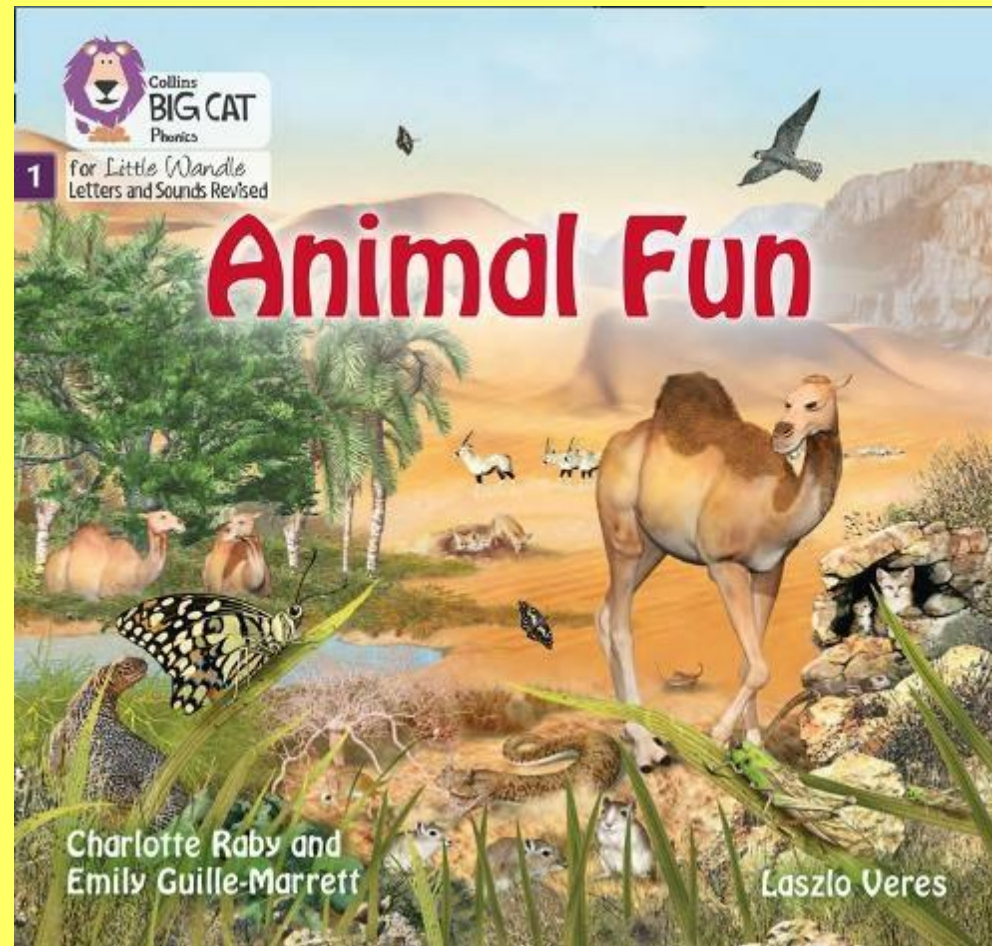
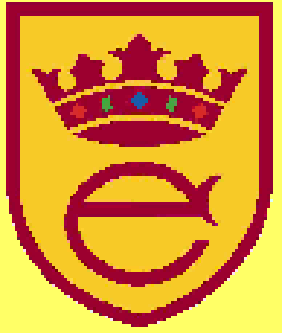
Tricky word - I

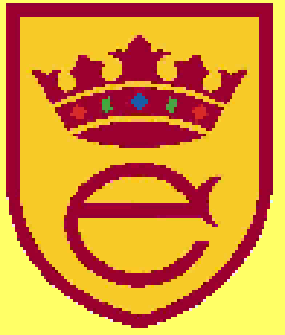
‘Not I’ said the pig

‘Not I’ said the cat

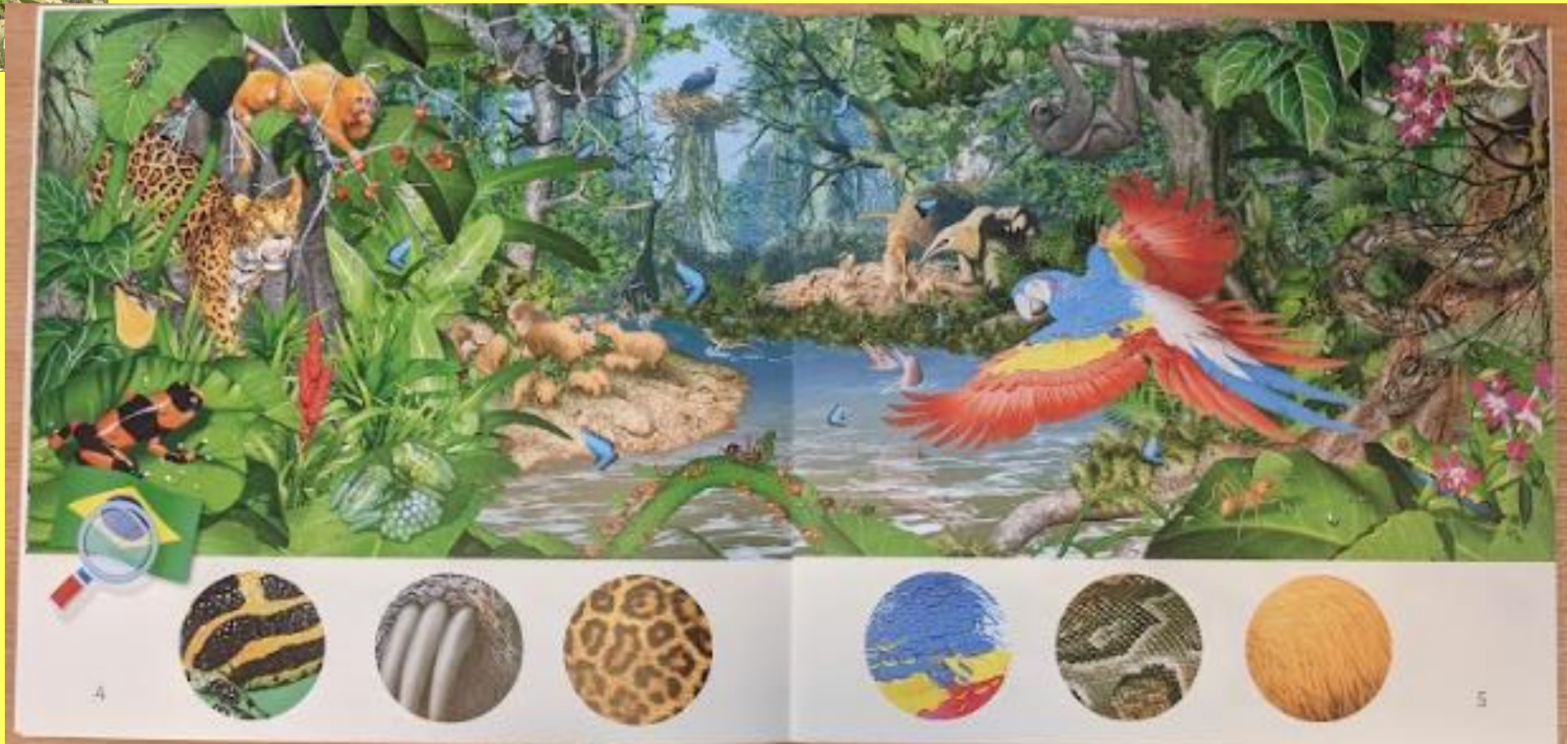
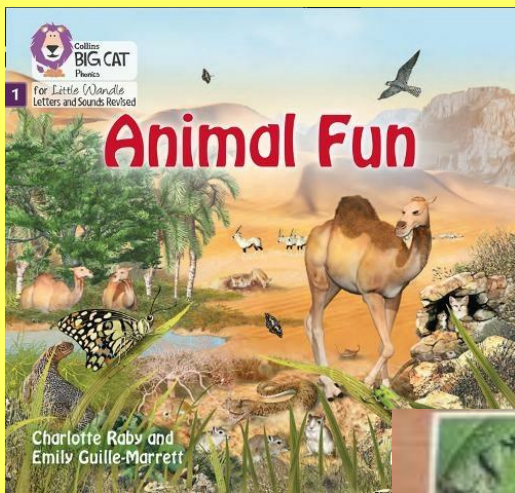
‘Not I’ said the rat.

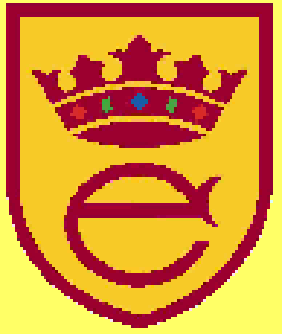
Reading books



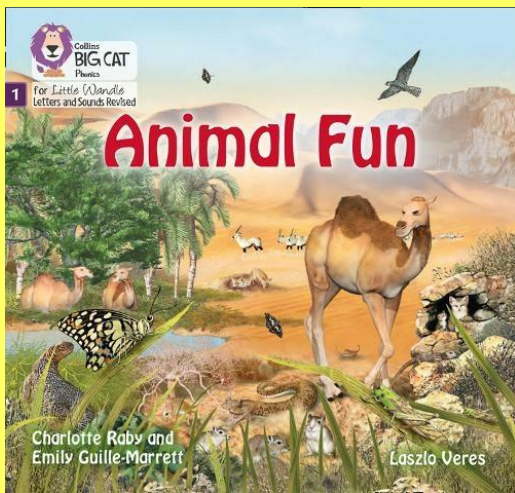


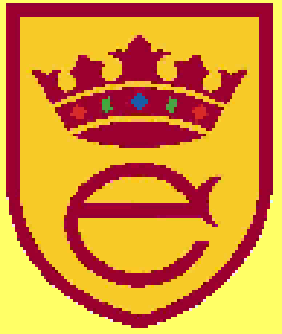
Reading books



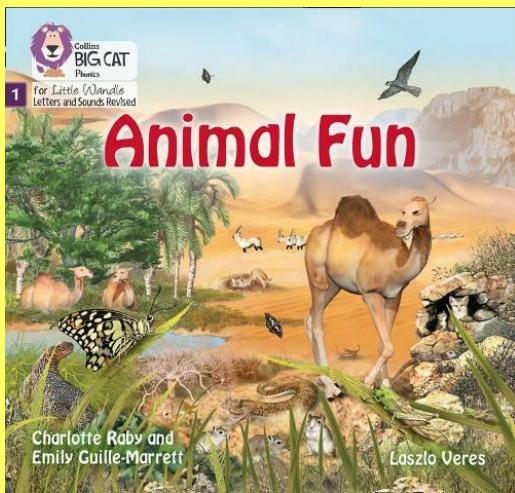


Reading books

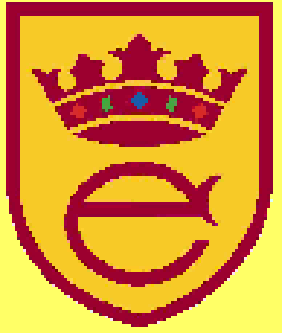


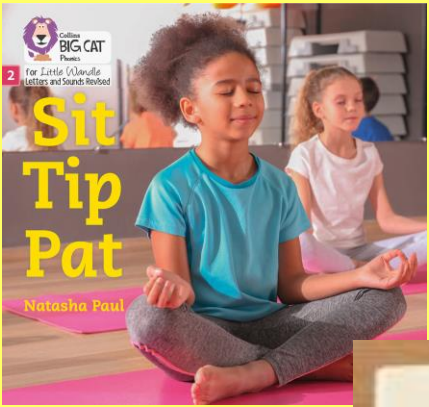


Reading books

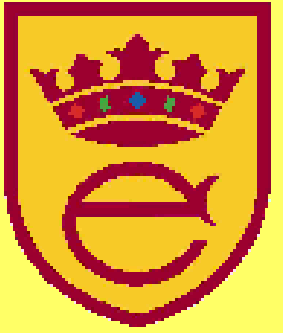


Reading books



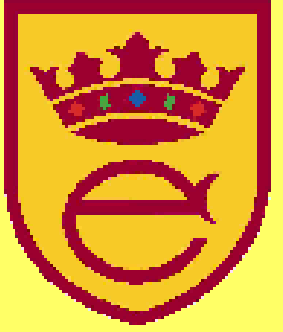


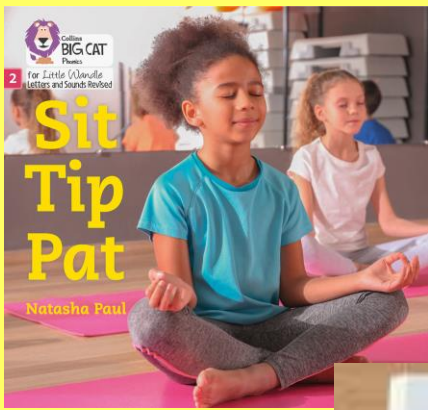
Reading books



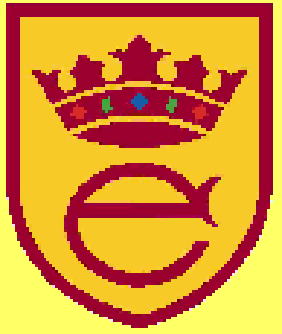


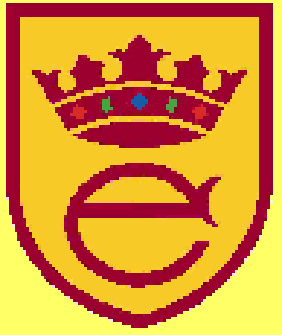
Reading books





Reading books

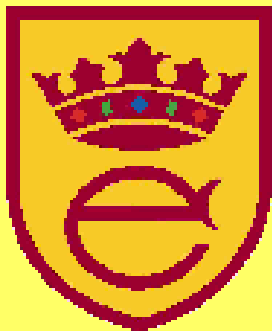




A book with GPCs the child does not know



I can read: s a t p i n m d g o c k c k e u r h b f l l f f and s s

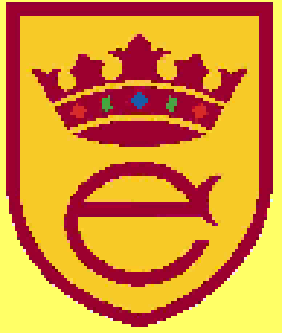


A book with GPCs the child does not know

I can read: s a t p i n m d g o c k c k e u r h b f l l ff and ss

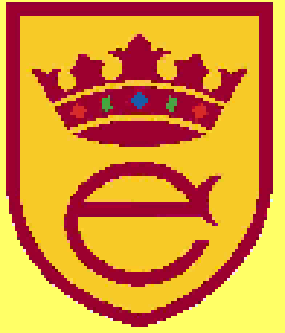
Sinbad ③Ⓢ⑩ a ⓈⓈ⑩l⑥⑨ from Bagdad. HⓈ had
①Ⓢi⑤Ⓢ♦ t⑥ sell, l⑩kⓈ ⑥⑩l, ⓈⓈⓈ⑨♦ and
cⓈ⑨pets.

Sinbad ⓈⓈ⑩led t⑥ distant land♦ t⑥ sell hi⑩
g⑥⑥d♦. HⓈ set up a ⑩Ⓢop



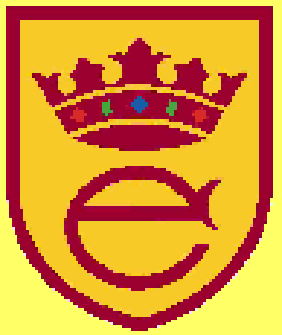
Phonics support at home

- Sounds will be sent home each week for the children to practise (saying and forming)
- We will also send home tricky words that we have covered that week. These words cannot be sounded out.
- Two reading books will be sent home once a week.
One will be marked as a '**set reader**'. This is the book that the children will have shared with an adult.
The other book will be an '**additional reader**'. This is a text chosen by your child within their current phonic knowledge.
Initially, children will only be taking home their set reader as they start their reading journey.
- Library books will be sent home on a Friday.



We are teaching the children to be readers.

Phonics is only one part of that.



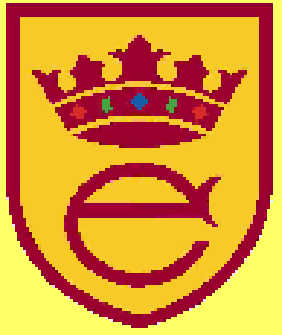
Language comprehension

Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.

Decoding (word reading)

Decoding refers to:

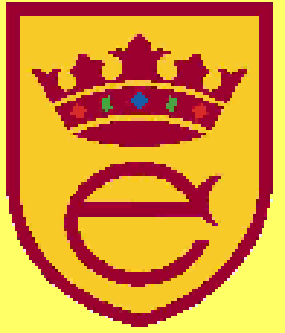
- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently



Word reading and language comprehension require different sorts of teaching.

When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

Reading for pleasure



Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

Writing - what to expect at this stage

