
Workshop for Parents/ Carers Phonics & Reading

Windmill Primary School





Aims of session

- To provide an overview of the phonics and reading teaching at Windmill Primary School
- To provide you with ideas and resources to help at home
- To answer any questions you have – please ask along the way

" Dream Big

★ READ! ★



By the end of reception- Early Learning goals

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs (th, ch, sh, ng, nk etc)
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some exception words (the, I, to, go etc).



What is phonics?



Read Write Inc.
Phonics

Phonics is a systematic approach to teaching children to read and write. Giving them the tools to tackle words that they come across.

At Windmill, we follow the highly successful Read Write Inc. phonics scheme across the school and teachers/ staff are trained to deliver the teaching of phonics.

Phonics sessions follow a set plan and offer fun and exciting ways for children to learn new sounds and skills for reading.



What comes first?

Before children are ready to start formal phonics sessions they need to have some awareness of how words sound and how sounds are formed.

When your child starts school they will take part in a range of activities to assess and develop their awareness. This includes:

- Nursery rhymes, rhyming and rhythmic activities
- Hearing environmental sounds, instrumental sounds and sounds that our bodies and voices can make
- Alliterative activities – words that start with the same sounds – hungry hippo, silly snake
- Oral blending and segmenting – ‘Simon says s-i-t’
- PHONICS PLAY WEBSITE – LISTENING GAMES

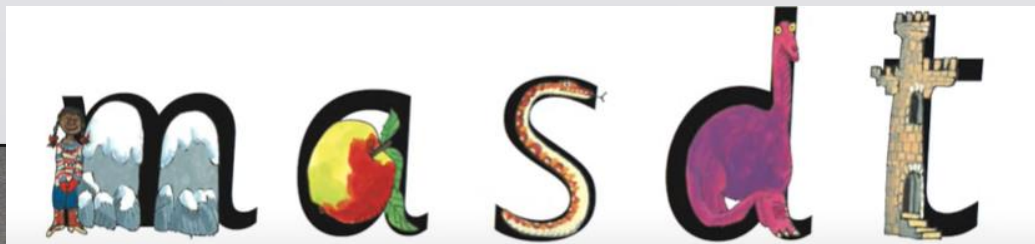
Starting with set 1

Children learn one way to read and recognise the sounds and begin to blend these sounds into words. The children will then learn to read the same sounds with alternative graphemes when ready.

We are currently learning Set 1 single sounds and special friends (digraphs).

Eg mmmmmmmmm

Maisie, mountain, mountain.



Speed Sounds Set 1			Sound Mat	
m 	a 	s 	d 	t
i 	n 	p 	g 	o
c 	k 	u 	b 	f
e 	l 	h 	sh 	r
j 	v 	y 	w 	th
z 	ch 	qu 	x 	ng
ll 	zz 	ss 	ck 	ff

Learning a new sound!

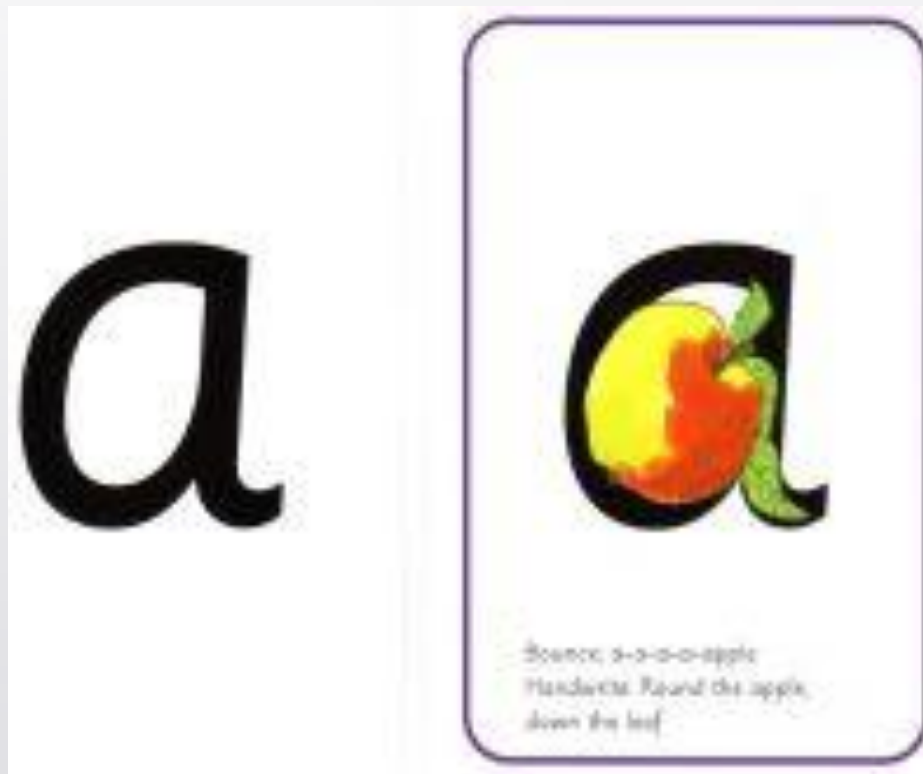
The teacher will introduce a new sound to the pupils each day during the phonics lesson (5-10 mins). 4 sounds a week and one day to review and practise.


Hear it

Say it

Read it

Write it





<https://www.youtube.com/watch?v=KUbrJPA65g>

Bouncy or stretchy... pure sounds.

Short and sharp	Stretched to blend
b, c , k, d, g, h , j, p, q, t, w, x, y, a, e, u, i, o, ch, nk	f, l, m, n, r , s , v , z , sh, th, ng, nk



m uh

~~uh~~

muh ah tuh



m a t

mat



Fred talking (Oral blending)

Fred the Frog is used in phonics lessons, he can only talk like a robot and this helps the children to hear all of the sounds in a word. Ready to blend sounds for reading and writing.

We play lots of games that develop listening skills and encourage oral blending of sounds which will lead to the children being able to read the words and then put this onto paper.



- To help children read, Fred (the teacher) says the sounds and then children say the word.
- For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.
- Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds.
- For example:
 - Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.
 - Put on your c-oa-t/ h-a-t/ s-c-ar-f.
 - Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.



‘Fred in your head’

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

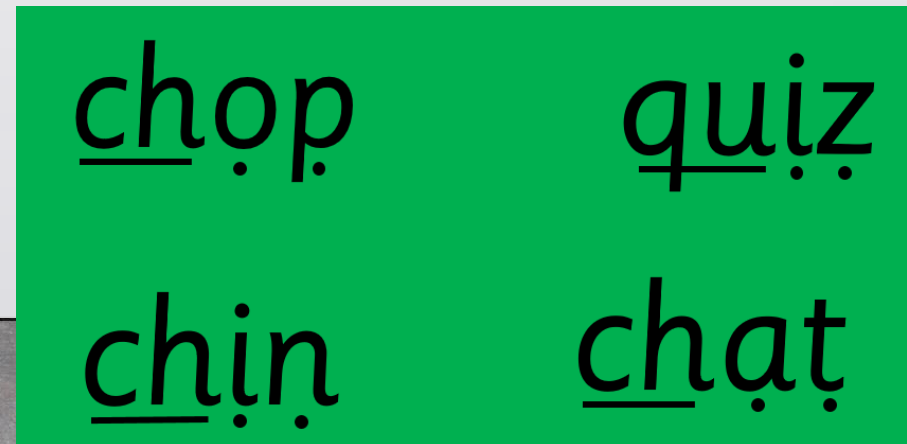
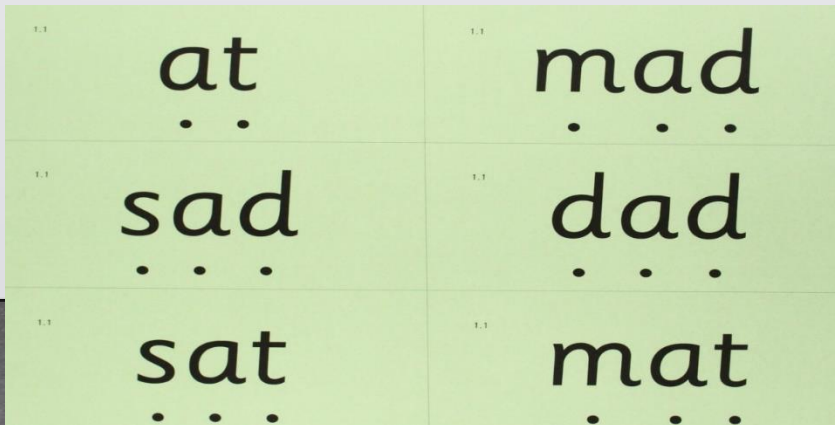
1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.



BLENDING (Green Words)

Green words are words that we learn to read phonetically using the sounds that we have already learnt. After children have been taught a certain number of sounds, they are taught to read these sounds in a word. This is called 'blending.'

The letter tiles and words the children bring home are only sounds and words that they know.

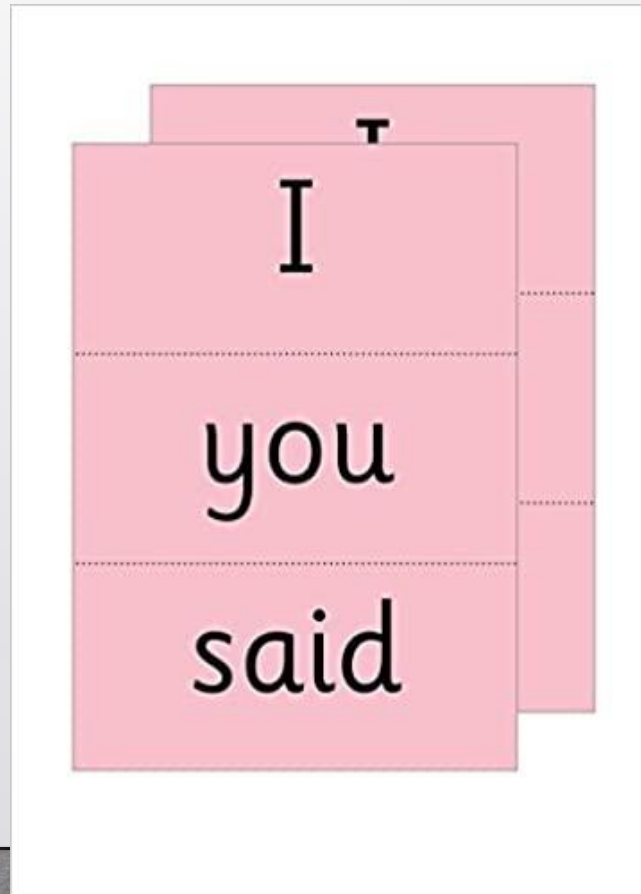


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You can't 'Fred a Red' (exception words- do not follow a rule)



www.buzzfeed.com/andrewjackson





Assessment

- Children are currently taught whole class and will be assessed once we have learnt the single sounds and special friends.
- After Christmas **we will split groups across Reception** and children will be taught phonics in a group either consolidating and practicing previous sounds or beginning to learn a range of new sounds such as Set 2 (ay, ee etc).
- All pupils on the phonics programme are assessed half-termly and re-grouped accordingly.
- Phonics is continued all the way until Year 2 when children will leave the scheme if ready.



Home learning Set 1 sounds



Activities should take around 5-10 minutes a day!

- Practise reading and writing the sounds using your child's home sheets
- Practise writing the new sound – you can make this fun by using a range of writing tools not just the sheets that we send
- Identify the initial sounds of words/ objects – eg what does cat start with?
- Begin to blend the single sounds together to read simple words – using the letter tiles or playing games like Fred.
- Receive reading materials linked to the new sounds that we have learnt. These are for you to share with your child (guidance in yellow reading records when ready)

Set 2 sounds

Once the children have learnt all Set 1 sounds and are secure with them, they will move on to learn Set 2 sounds, which are a combination of digraphs (2 letters) and trigraphs (3 letters) that are commonly used.

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep



Technical Vocabulary

Phoneme – spoken sounds – there are about 44 in the English language

Grapheme – how we write each of the spoken sounds e.g the spoken sound ‘f’ can be written using the graphemes f, ff, ph.

Red words – words that cannot be sounded out e.g. I, said, they

Green words – words that can be sounded out using our phonics

Fred talk – (Fred is the frog) he can only talk in sounds e.g. sh-o-p

Digraph – two letters that make one sound e.g. sh, ch, th,

Trigraph – three letters that make one sound e.g. igh (set 2 onwards)

Split digraph – Two letters that are split to make one sound e.g. a-e in cake (set 3)



Extra support

- Some children might need extra support to embed phonics learning – this could be due to a range of factors normally specific to individual children
- Teachers are assessing and observing all the time and will talk with parents/ carers should they think that any children need extra support
- Extra support will be given through catch up sessions throughout the day by a member of staff and teachers will also give advice to parents/carers ideas of how to support their child at home should they need it




Reading at home

- Once Set 1 sounds have been taught and children have been assessed on recall
- Only when children can orally blend and recall sounds quickly will they bring home reading books
- Children will only bring home texts with sounds that they know
- Texts will be changed once a week
- Spend 5-10 minutes a day reading and looking at the text with your child
- It is important that your child goes over the text a few times to improve fluency and confidence – it is not too easy your child is reading what they know.
- Make notes in the yellow reading record of how often you read and any significant points about the reading eg- could blend a new word, could recognise tricky words.



Reading for
pleasure...





Here are some top tips for story time:

- Make it a treat – introduce each new book with excitement
- Make it a special quiet time – cuddle up!
- Show curiosity in what you’re going to read
- Read the story once without stopping so they can enjoy the whole story. If you think your child might not understand something say something like ‘Oh I think what’s happening here is that...’
- Chat about the story e.g. I wonder why he did that? Oh no, I hope she’s not going to...
- Avoid asking questions to check what they remember
- Link to other stories and experiences you have shared e.g. this reminds me of...
- Read favourite stories over and over again – encourage your child to join with the bits they know. Avoid saying ‘not that story again!’
- Use different voices – be enthusiastic!
- Love the book – read with enjoyment



Useful websites

- <https://www.oxfordowl.co.uk/>
- <https://www.phonicsplay.co.uk/>
- <https://www.phonicsbloom.com/>
- <https://www.ruthmiskin.com/en/programmes/phonics/>
- <https://www.teachyourmonster.org/>

Back

Parents

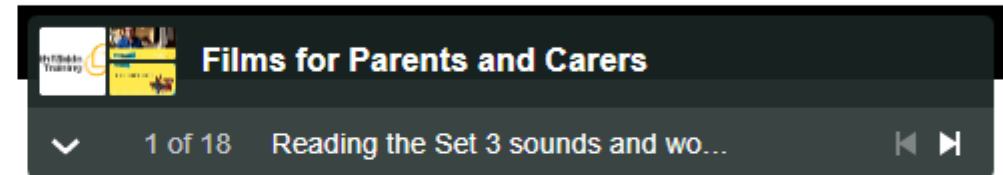
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Read Write Inc. Phonics - Learning to read at home

Parents films

The films below show parents and carers how we teach children to read and write with *Read Write Inc.* Phonics. If your child is in a school that teaches *Read Write Inc.* or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) or [Twitter](#) pages and subscribe to our [YouTube](#) channel.



<https://www.ruthmiskin.com/parentsandcarers/>



Tapestry



- What you will receive from school:
- A weekly update about the learning taking place in school
- Key communication regarding dates, activities etc.
- Observations including photos, videos and written observations about your child's learning in class. These will be specifically focused on new learning for your child and there is no set amount or frequency, just as and when it happens.

Our main focus in class is to spend quality time with your child and embed learning through play.



Tapestry AT HOME

You can use Tapestry at home to share significant moments in your child's development linked to our learning and goals in school and to share exciting moments/news.

Here are some ideas linked to each area of learning that you could create an observation for.



WEBSITE –

Tapestry has a brilliant website with lots of support and training about how to upload an observation etc.

<https://tapestry.info/parents-carers.html>



THANK
You! 😊