

Reading Workshop

Bug Club Phonics

at East Rainton
Primary



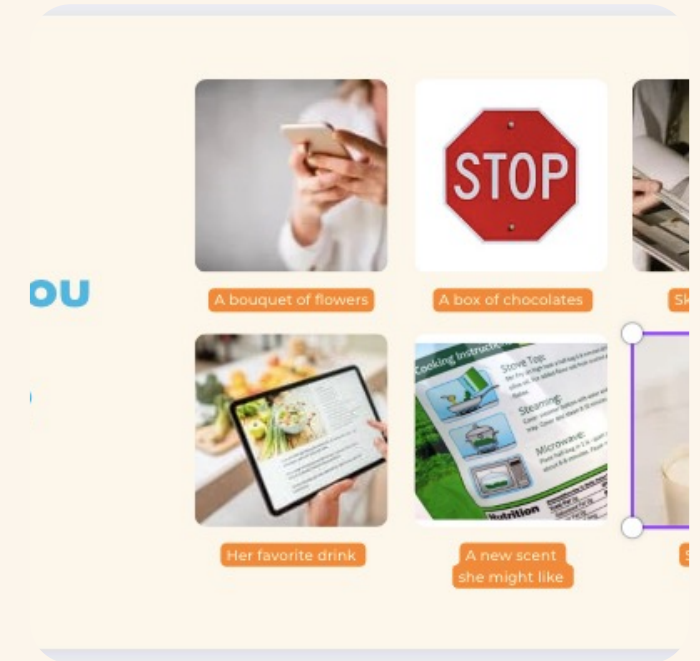
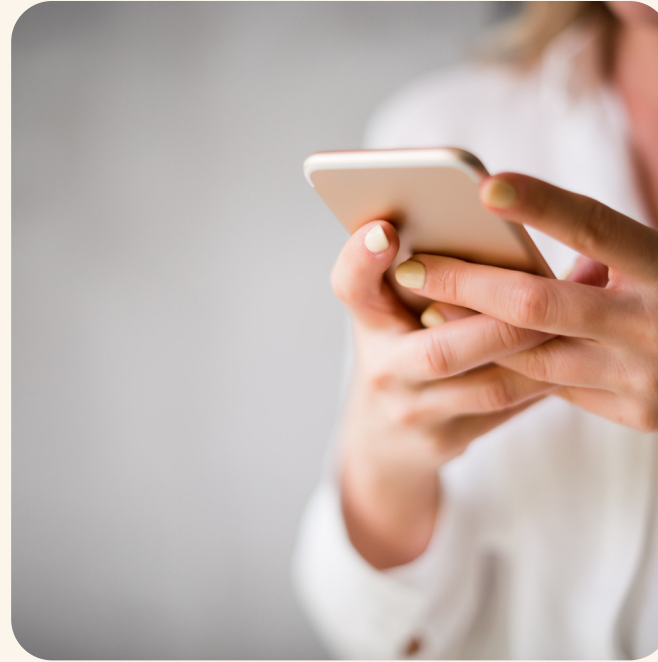
With Mrs Metalfe
& Mrs Hellens



**Bug Club
Phonics**

How many times have you read today?

Reading is an essential but overlooked skill for life



Impact of reading

Amount of reading	<i>20 mins</i>	<i>5 mins</i>	<i>1 min</i>
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

Before phonics

Your child needs to develop their listening skills



Sound discrimination while seeing object

Sound to picture matching

Recognise sounds that are similar, different, and the same

Sound discrimination without seeing object

Clap syllables

Rhyme

What is Phonics?

A written language is basically a kind of a code. Teaching phonics is just teaching children to crack that code



What is Phonics?

Words are made up from small units of sound called phonemes. There are 44 sounds in the English language that we teach the children. A grapheme is the written version of the sound



What is Phonics?

However, we only have 26 letters in the alphabet so some graphemes are made up from more than one letter. Digraphs are two letters that make one sound (sh, ch, th). Trigraphs are three letters that make one sound (air, ear, ure).

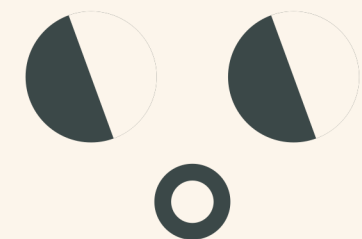


Phonics at School

Regular phonics lessons to learn about letters and their sounds and to teach them to segment and blend these sounds. (e.g. sh ar p sharp)

Shared reading with the class and their teacher where the teacher models good reading skills

Story reading by the teacher where children hear the rich storybook language.



At Home: Printed Books

Before and during reading

1 Say the sounds

ch sh th ng



2 Blend the sounds

chick	this	slips
then	bumps	a/long
bench	peck/ing	fish
rush/es		

3 Read the tricky words

they she

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

Story comprehension
Ask the children to read the title. Can they guess what the story might be about? Have they ever been lost? How did they feel?

Vocabulary check
Check that the children understand the meaning of the following words: pecking, bench, bumps.

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 the words in speech bubbles throughout. Who says these? Remind the children to read these words as expressively as they can to show how the character might speak.
- Stop on page 9. What do the children think will happen next?

More than one syllable? Blend one syllable at a time:
p-e-ck → peck/i-ng
→ pecking



- Read sounds
- Practice blending
- Read tricky words



At Home: Printed Books

Magic 3

- Read using phonics
- Read for fluency
- Read for comprehension



At Home: eBooks

- **Your child can enjoy reading books on screen and completing fun quiz questions found in the eBooks**
- **The quiz questions will help the children practise their reading skills**
- **The Foundation and KS1 eBooks are also audio-books, so children can enjoy hearing an expressive reading of the story**

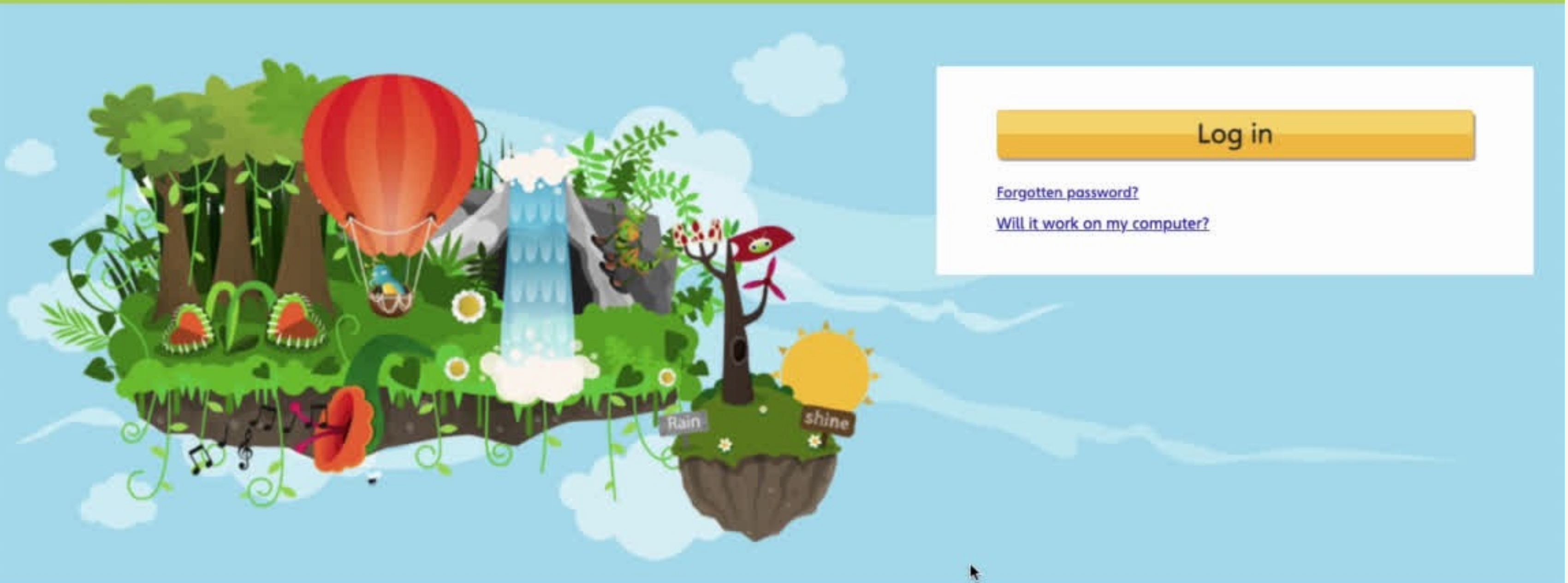


At Home: online bug club.

www.activelearnprimary.co.uk

ActiveLearn

Help



Log in

[Forgotten password?](#)

[Will it work on my computer?](#)

Find out more about the other resources and Professional Development on the online learning world of ActiveLearn

English

Maths

Extended Curriculum

Cr

At Home: Homepage

- **When your child has finished all of the quiz questions in an eBook, they will gain some coins**
- **When they have read a few eBooks, they will have enough coins to gain a reward**
- **They can spend their coins in one of the multiple activelearn reward worlds on games, items for their treehouse etc.**



Example login details

Username

Password:

School ID



www.activelearnprimary.co.uk

2

Welcome
Test

Click My Stuff to get started!



What to do if your child is struggling.

We will continually assess as we teach so don't be concerned if it looks like your child is going backwards. We are supporting their retention of phonics skills.

**Sound
cards**

**Key
words**

**Break words
down using
syllables or
sound buttons**

ship

**Use
actions
for
sounds**

Actions for each grapheme



s

Make a sunrise motion with both palms facing forwards



ss

Trace your hands from your shoulders downwards



a

Pretend to take a bite from an apple



t

Mime turning on a tap



**Find the actions
on our school
website**

Our version coming soon!

Keeping track of progress at home

EVERY CHILD LEARNS AT THEIR OWN PACE

Tick or highlight the sounds as you learn them.

Autumn 1	<input type="checkbox"/> s <input type="checkbox"/> a <input type="checkbox"/> t <input type="checkbox"/> p <input checked="" type="checkbox"/> i <input type="checkbox"/> n	<input type="checkbox"/> m <input type="checkbox"/> d <input type="checkbox"/> g <input type="checkbox"/> o <input type="checkbox"/> c <input type="checkbox"/> k	<input type="checkbox"/> ck <input type="checkbox"/> e <input type="checkbox"/> u <input type="checkbox"/> r
Autumn 2	<input type="checkbox"/> h <input type="checkbox"/> b <input type="checkbox"/> f(ff) <input checked="" type="checkbox"/> l (ll) <input type="checkbox"/> s (ss)j <input type="checkbox"/>	Application of single letter graphemes.	Lowercase and uppercase letters
Spring 1	<input type="checkbox"/> j <input type="checkbox"/> v <input type="checkbox"/> w <input type="checkbox"/> x <input type="checkbox"/>	<input type="checkbox"/> y <input type="checkbox"/> z <input checked="" type="checkbox"/> zz <input checked="" type="checkbox"/> qu <input type="checkbox"/>	

Graphemes



Common Exception Words



Autumn 1 <i>Word List 7</i>	<input type="checkbox"/> went <input type="checkbox"/> from <input type="checkbox"/> children <input type="checkbox"/> just	<input type="checkbox"/> help <input checked="" type="checkbox"/> <u>said</u> <input type="checkbox"/> have	<input type="checkbox"/> like <input type="checkbox"/> so <input type="checkbox"/> oh
Autumn 2 <i>Word List 8</i>	<input type="checkbox"/> some <input type="checkbox"/> come <input type="checkbox"/> were <input type="checkbox"/> there	<input type="checkbox"/> little <input type="checkbox"/> one <input checked="" type="checkbox"/> <u>when</u>	<input type="checkbox"/> out <input checked="" type="checkbox"/> <u>what</u>
Spring 1 <i>Word List 9</i>	<input checked="" type="checkbox"/> <u>their</u> <input type="checkbox"/> people <input type="checkbox"/> Mr <input type="checkbox"/> because	<input type="checkbox"/> Mrs <input type="checkbox"/> looked <input type="checkbox"/> called	<input type="checkbox"/> asked <input checked="" type="checkbox"/> <u>where</u> <input type="checkbox"/> again

Effects of parents and schools

The younger a child is, the stronger the impact.

**At age 5 it is some 5 x the impact of school.
At 11 it is about the same strength as school.**



Source: Sacker, Amanda et al (2002) 'Social inequality in educational achievement and psychological adjustment throughout childhood: magnitude and mechanisms' Social Studies and Medicine, 55, 863-880

Any questions?

