

Reading and Phonics

Workshop for Parents and Carers
At St. Bernadette's

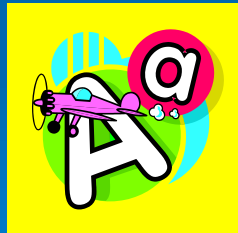


Why Phonics?

Phonic work should be an ambitious, enjoyable and time-limited part of the reading journey. Children progress from 'learning to read' to 'reading to learn', as they secure the alphabetic code, become confident in decoding and recognising words, and begin to read for purpose and pleasure.

What is Phonics?

- Hear, identify, segment and blend sounds in words
- Sound and name letters of the alphabet
- Exploring rhyme, alliteration, sound patterns
- Identify syllables in words
- Recognise that the same sounds may have different spellings and same spellings may relate to different sounds



Phonics – 6 Phases

Phase 1

Developing sound awareness whilst at Nursery

Phase 2

Letter-sounds (SATPIN)

Phase 3

Teaching one way for writing each of the 44 sounds e.g ai oa ee

Phase 4

Year 1 consolidation of phase 3

Phase 5

Recognising and using other ways of pronouncing and spelling the sounds already taught. Eg ai, ay, eigh, a-e ey

Phase 6

Developing skills and automaticity in reading and spelling

How's your blending?

Breasley

Leyhamton

Cirencester

Brewood



How's your segmenting?

Cloughton

Heysham

Towcester





Grammatical Knowledge

Word Recognition

Phonics

Picture Clues

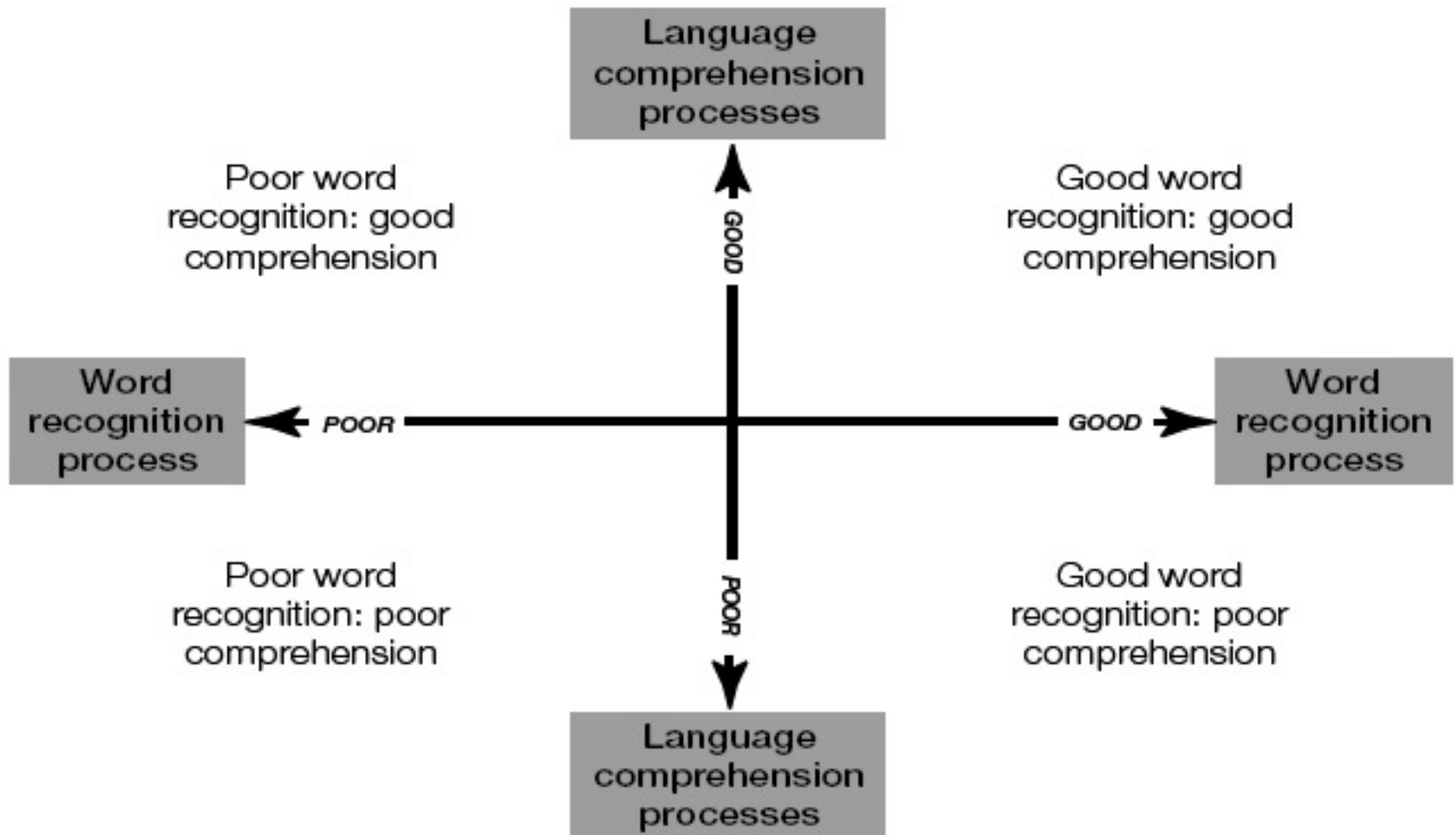
**Reading
Strategies**

Graphic Knowledge

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

Simple view of Reading



The Assessment Focuses

What the reader does



AF1:

I can blend phonemes to read and understand words. I know high frequency words. I know what strategy to use when stuck.

AF2:

I can find information and ideas in the text and quote them in the answer.

AF3:

I can find the author's clues about what is happening or how characters are feeling.

AF4:

I can explain why the writer has organised the text in the way she or he has.

AF5:

I can explain the meaning of words and phrases and the intended effect of the language chosen by the author.

AF7:

I can explain how this text relates to others I have read or to the place or time in which it was written.

AF6:

I can explain how the author feels about the text and how he wants the reader to feel or to think.



Links with own experience

Prior knowledge

Prediction

Identifying themes

Asking Questions


Re-telling stories

Mental Images

**Reading
Comprehension**

AF3 - Reading Detectives

Miss Groan strode into the classroom. She took one look at 3B and there was silence. No one breathed. Even the gerbil stopped pedalling on his tread wheel.

The background of the slide features several faint, concentric circles in a lighter shade of blue, resembling ripples in water, located in the bottom right and bottom center areas.

Katie lay in bed, clutching her teddy bear, listening to her mummy talking to HIM.

Mummy had tucked her in and then had gone straight back to him. She could hear her mother now in her bedroom, murmuring to him in that special loving voice she used just for him. Katie hated him.

It had all changed since he arrived. Mummy spent all her time with HIM. Where was her daddy? Why wasn't he there with mummy? Suddenly Katie got out of bed. She was going to find her daddy. She slipped out of her room to the top of the stairs.

"Daddy?" she called.

"Oh Katie," said her mummy's voice softly, from the bedroom.

"Daddy's having a nap on the sofa. He's so tired. Let him sleep. Come and say goodnight to your new baby brother and then I'll tuck you up again."

Book Talk

Miss Jenkins grabbed the wheel.

**“Matty,” she said shaking her
bubbly blonde hair towards the
passenger in the front seat.**

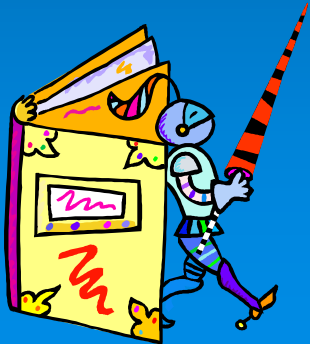
**“I need to know that you will
try.”**

INTO THE
FOREST

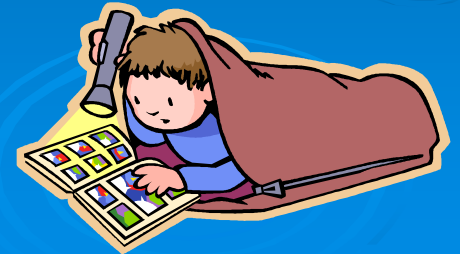


Reading at home – more than the school reading book!

- Share books, newspapers, magazines, comics
- Encourage the need for reading: TV Times, recipes, instructions for games, information on packaging, football results, internet etc
- Join a library
- Talk with your child about their books: discuss, ask questions



Enjoy Reading Together



*The more you read
The more things you will
know*

*The more you learn
The more places you will go.*

Dr Seuss