



Phonics and Reading

Berewood Primary School

## Aims of the session:

- ▶ To help you to understand what phonics is and how we use phonics at school.
- ▶ To provide you with an understanding of how we teach reading and writing at school.
- ▶ To provide you with ways that you can help support your child with their reading and writing.



# What is 'phonics'?

- ▶ Phonics is one method of teaching children how to read and write.
- ▶ It is all about the sounds the letters make.
- ▶ There are 44 sounds in the English language, which we put together to form words.
- ▶ Some are represented by one letter, like 's', 'a', 't' (grapheme), and some by two or more, like 'ck', 'sh', 'ai' (digraph) and 'air' in chair (trigraph).
- ▶ Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.
- ▶ Phonics is taught in year R, 1 and 2. Is it taught beyond year 2 for those children that need it.

# Phonics

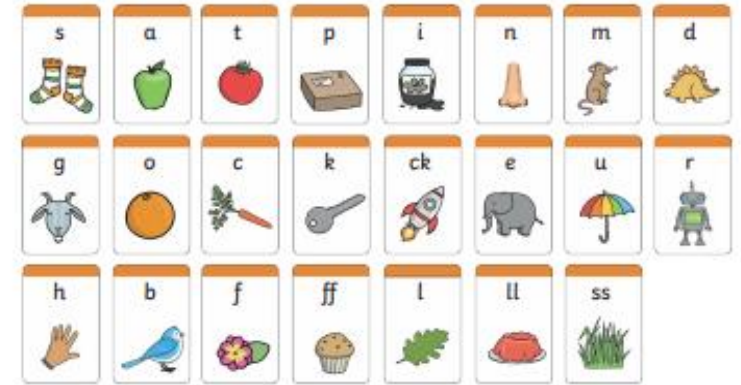
Phonemes – the sounds the letters make  
Graphemes – the letter shapes

The 'uh' factor

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Reading message books have phonics help at the front.

Phase 2 Sound Mat



Phase 3 Sound Mat



Phase 5 Sound Mat



# Phase 1 Phonics Activities

- Aspect 1: Environmental sounds

Stories - Walk around local area

- Aspect 2: Instrumental sounds

Bag of instruments - Add sound effects

- Aspect 3: Body percussion

Action songs and rhymes

- Aspect 4: Rhythm and rhyme

Rhyming stories - What rhymes with...?

- Aspect 5: Alliteration

Having fun with names - Story characters

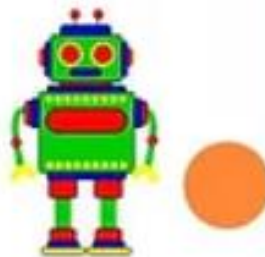
- Aspect 6: Voice sounds

Adding different voices to stories

- Aspect 7: Oral blending and segmenting

Robot speech c-a-t and Put it together

*We're Going on a Bear Hunt*  
Michael Ayrton  
Julia Donaldson



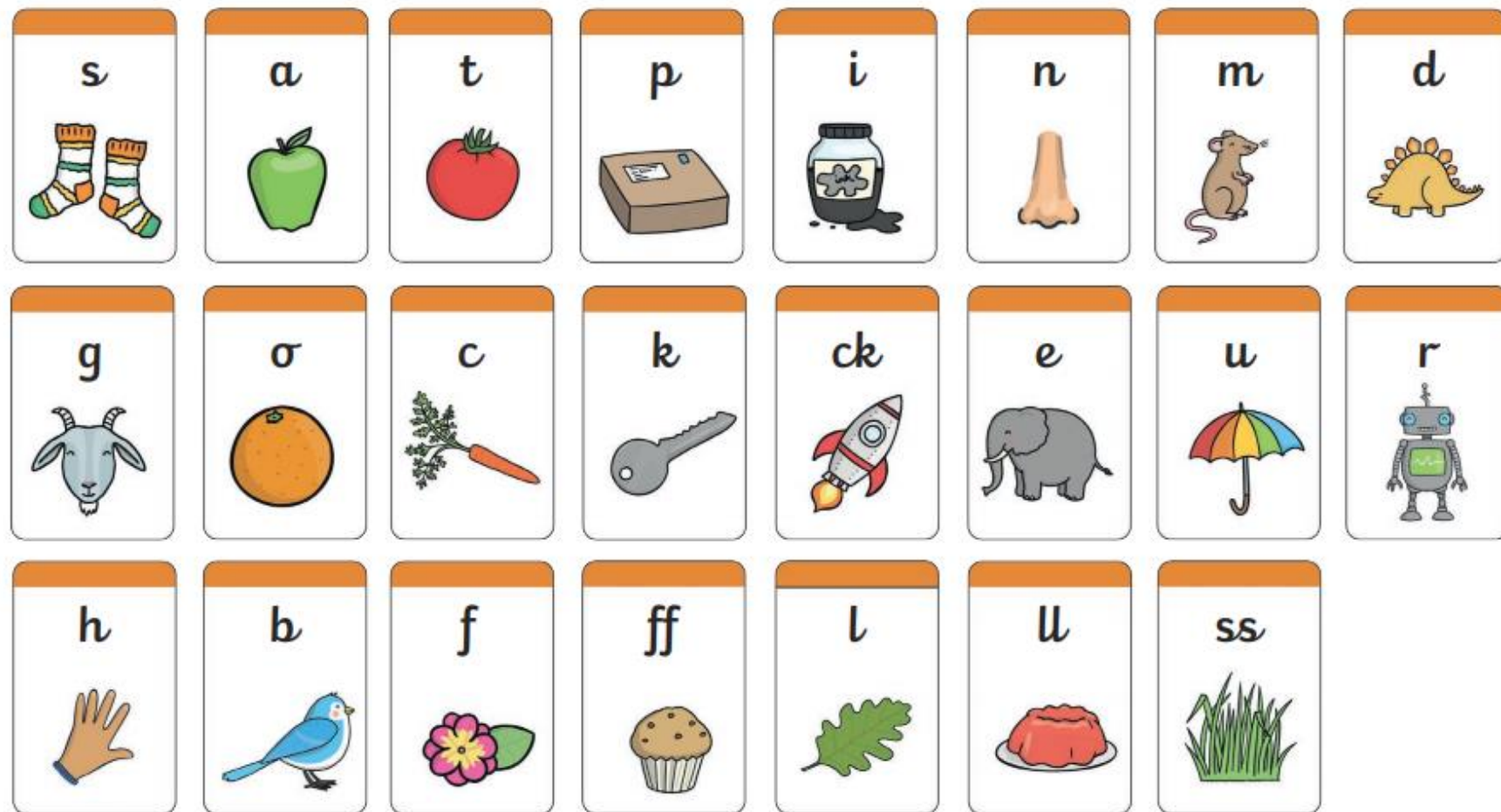
Taught in nursery

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Children need to have a solid understanding about recognising and making sounds, keeping a beat, understanding speech sounds as well as learning how to talk about the sounds they hear.



## My Phase 2 Sound Mat



























Taught in  
reception



# My Phase 3 Sound Mat

Taught in  
reception

## Phase 4 Blends and Clusters















st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drink	gr  grandpa
cr  crab	br  brush	fr  frog	bl  black	fl  flag	gl  glasses	pl  plum	cl  clown

twinkl visit [twinkl.com](https://www.twinkl.com)

These are not digraphs but adjacent consonants as they can be sounded out individually. The purpose of phase 4 is to provide practice of blending and segmenting adjacent consonants as it is a common area of difficulty.

Taught in reception























## Phase 4 Blends and Clusters

sl  sleep	sp  spoon	st  starfish	tw  twins	sm  smell	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screen	shr  shrimp	thr  thread	str  string		

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# My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

\*even

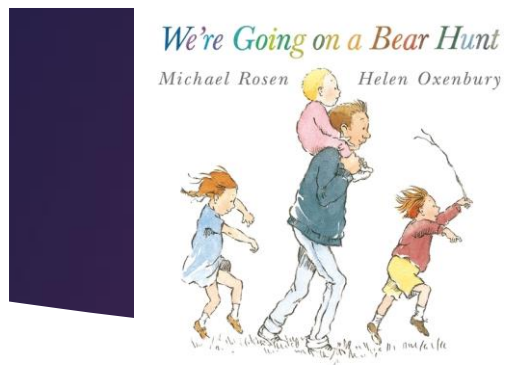
Taught in  
year 1

# What can you do at home?

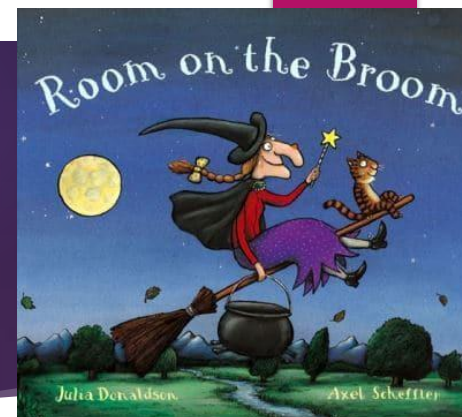
- ▶ Practise oral blending, e.g. I spy with my little an eye, a b-u-s
- ▶ Practise phonics before reading and use the letter sounds, not the letter names when reading.
- ▶ Try to avoid the 'uh' factor.
- ▶ Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels.
- ▶ Turn finding letters into a competition e.g. Who can spot the most m's on a walk to the shops?
- ▶ Card games such as pairs or snap.
- ▶ Play phonics games on websites and apps such as Cbeebies, phonics play, Teach your monster how to read, Jolly Phonics, Alphablocks etc

<http://www.teachyourmonstertoread.com/games/tm1>





# Starting Reading



The process of reading begins with activities such as book browsing and sharing stories.

Children like to read certain books over and over again. Let them do this...they learn the words, which develops their vocabulary.

As the children become more confident they will want to extend these activities by telling their own stories and making their own books.

Once they are ready the children will use their sound knowledge to look for letters they know and then build and read simple words.

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Reading at Home

The children will bring home a book they have read in school with an adult.

Encourage them to read it several times, over the week – little but often.

They do not have to read the whole book in one go.

Can they retell the story before they read it?

Practise builds fluency – to further support this try echo reading.

Allow them to use the pictures and other clues to support their reading.

Encourage them to track the text with their finger.

Talk about what has been read.





# Reading at Home

Make sure that your child sees you reading. Children like to copy what their parents do, if they see you reading then they are more likely to want to read too.

Read with your child every day, sign their home school diary and practice their high frequency word lists.

Make up your own stories together.

Remember bed time stories are an important time together.

Visit the library so that your child regularly gets to see new books.

Remember not all reading is done from a book.



# “But I Don’t Want to Read!”

Make sure the text isn’t too hard or too easy.

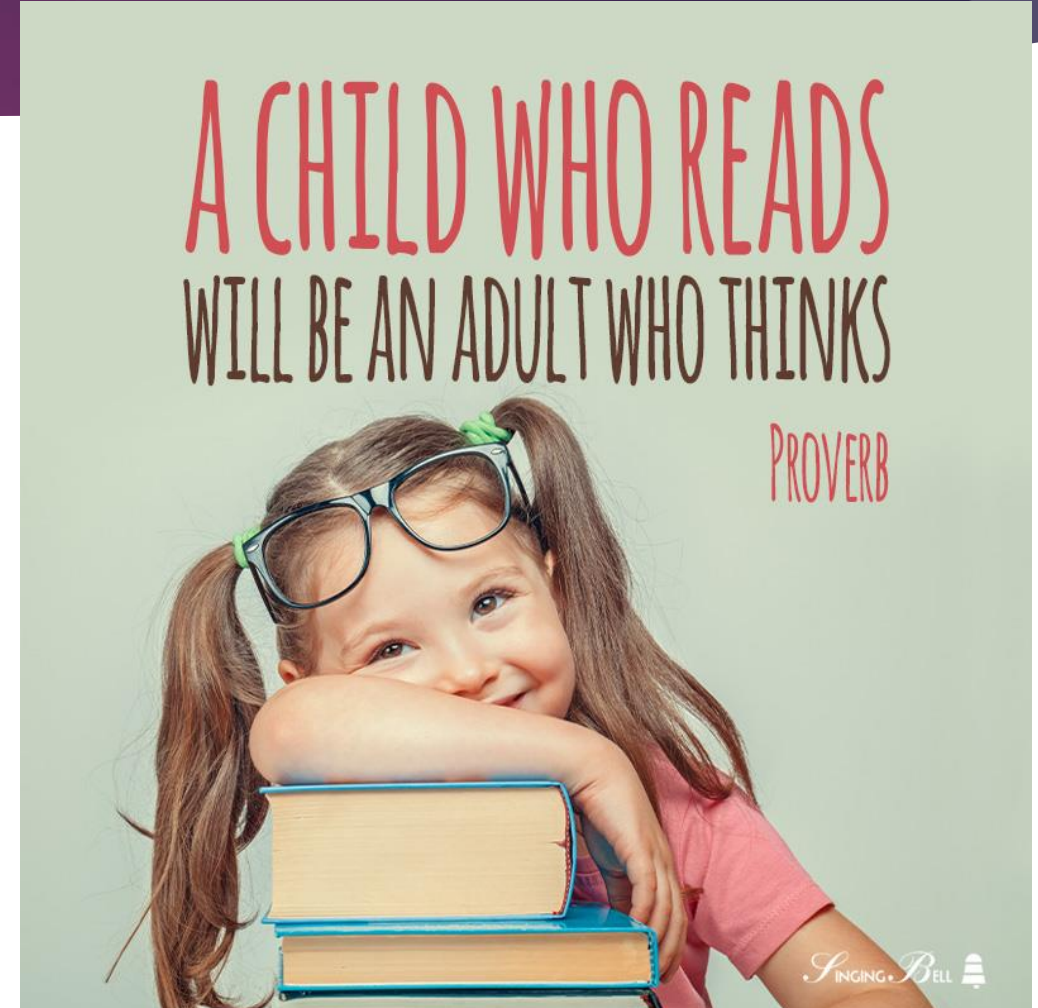
Let them have choice.

Are they interested in the book?

Are they scared of getting it wrong?

What is the point? – Boys especially like to know the purpose of something as soon as they learn it; so give them a reason to read, e.g. Help read shopping lists, create a set of instructions, look at construction manuals and non-fiction texts.

# Reading Underpins The Whole Curriculum



Any Questions?

