

Belleville Primary School



Early Reading and Writing Workshop

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The problem with phonics

Ready for
Phonics



I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
On hiccough, thorough, slough and through.
Well done! And now you wish perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead-
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's doze and rose and lose-
Just look them up- and goose and choose,

And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart-
Come, I've hardly made a start!
A dreadful language? Man alive!
I'd learned to speak it when I was five!
And yet to write it, the more I sigh,
I'll not learn how 'til the day I die

Reading standards
are consistently
excellent across the
school.

What is our approach to teaching
phonics?

Synthetic Phonics



Synthetic Phonics

- 44 phonemes - sounds
(with an accompanying action)
- the 26 letter names
- the **skill** of blending phonemes to read a word.
- the **skill** of segmenting a word into its pure sounds for spelling
- strategies for learning 'tricky' words.
- correct letter formation

Correct Letter Formation



Handwriting guide for letters c, a, o, g, f, q, d, s, b, h, i, j, k, l, p, t, m, n, r, y, u, v, w, e, z, x. Each letter is shown with its formation instructions and a small illustration.

c over the rainbow... round and stop

a over the rainbow... big fat tummy... up down and jump off

o over the rainbow... big fat tummy...

g over the rainbow... big fat tummy... up down and monkey tail

f over the rainbow... down and fishy tail... and make a spear

q over the rainbow... big fat tummy... up down and kick

d over the rainbow... big fat tummy... all the way up... down and jump off

s over the rainbow... and a snake's tail

b down in the lift... bounce up... round the roundabout and tuck in

h down in the lift... bounce up... over the hill and jump off

i down... round the bend... off and 'splat'

j down in the lift monkey tail... off and 'splat'

k down in the lift... bounce up... stick its tongue out... down the bumpy slide

l down in the lift and jump off

p down in the lift... back up... round the roundabout

t down in the lift... round... jump off and make a spear

m down, bounce up over the hill... over another hill

n down bounce up over the hill and jump off

r down... bounce up and washing line

y down... round the bend... down monkey tail

u down, round the bend... up down and jump off

v down up

w down up down up

e cut and loop the loop

z zip along... down, zip along again

x down the slide... off

When do we teach reading?

Every day!

- Daily phonic lessons (Phase 1 in Nursery. Phase 2 in Reception)
- Weekly phonics lessons (Years 1 and 2)
- Reading aloud to class (reading enrichment)
- Reading at least weekly with the teacher

Progression of Programme

Nursery

- Emphasis on developing children's speaking and listening within a rich curriculum
- Concentrates on getting children attuned to the sounds around them – environmental, instrumental, alliteration, rhythm and rhyme

Reception

- the start of systematic phonic work
- the introduction of grapheme-phoneme correspondences – one representation of each phoneme
- teaching the skills of blending for reading and segmenting to spell
- learn to read 'words to learn' and tricky words

Progression of Programme

Year 1

- Move on to the "complex code"
- Children learn more graphemes for the phonemes which they already know **Complex chart**
- Learn alternative ways of pronouncing the graphemes they already know
eg: c cent ceiling icy December
ie tie field belief shield
- Read and accurately spell all the words in the Year 1 'words to learn' list – national curriculum expectation

Progression of Programme

Year 2

- segment words into phonemes to spell them
- the shift from learning to read to reading to learn
- applying knowledge – making appropriate spelling choices and choosing the right grapheme
- taught spelling rules and conventions systematically eg: doubling and dropping letters, prefixes and suffixes

Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation of phonemes to provide a positive model for pupils.



The 'man' trap

- Muh
- Ah
- Nuh



Consonant sounds

stretchy sounds

| | | | | | | | | | | |
|---|---|---|---|---|---|--|---|--|--|--|
|  f ff ph |  l ll le |  m mm mb |  n nn kn |  r rr wr |  s ss se ce |  v ve |  z zz se |  sh ti ci |  th |  ng |
|---|---|---|---|---|---|--|---|--|--|--|

bouncy sounds

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|--|---|---|---|---|---|--|
|  b bb |  c ck ch |  d dd |  g gg |  h |  j age dge |  p pp |  qu |  t tt |  w wh |  x |  y |  ch tch |  nk |
|---|---|---|---|---|---|--|--|---|---|---|---|---|--|

Vowel sounds

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|
|  a |  e ea |  i |  o |  u |  ay a-e ai |  ee y ea e |  igh i-e ie i-y |  ow o-e oa o |  oo u-e ue ew |
|---|---|---|---|---|---|---|---|--|---|

| | | | | | | | | | |
|--|--|--|--|--|--|---|---|---|---|
|  oo |  ar |  or oor ore aw au |  air are |  ir ur er |  ou ow |  oy oi |  ire |  ear |  ure |
|--|--|--|--|--|--|---|---|---|---|

stretchy sounds



f
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ph



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bouncy sounds



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My Little Sound Book

My little
sound book
ar/er

ar



ACTION
Open mouth wide and say 'ah'.

(Tune: Camptown Races)
"Open wide,"
the doctor said.
/ar/! /ar/!
"Let me look
at your sore throat.
Please say, 'ar/!'"

er



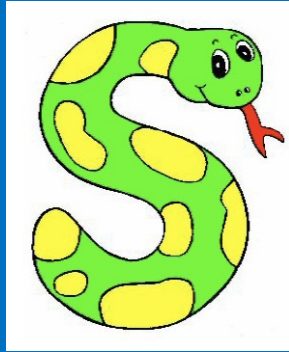
ACTION
Roll hands over and over each other, and say 'er, er (as in the or her)'.

(Tune: The Wheels on the Bus)
The mixer in the bowl
goes /er/-/er/-/er/,
/er/-/er/-/er/,
/er/-/er/-/er/.
The mixer in the bowl
goes /er/-/er/-/er/,
mixing the food together.

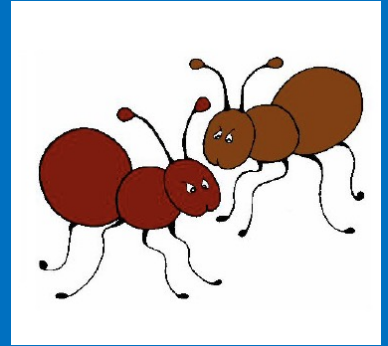


But...sounds are
not enough!

s



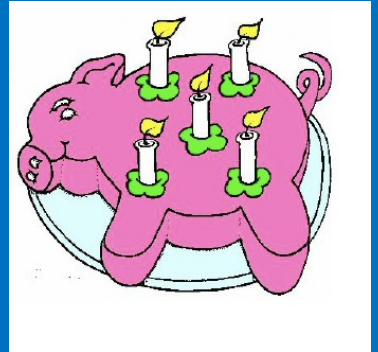
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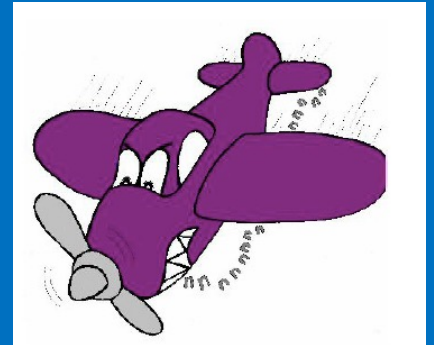
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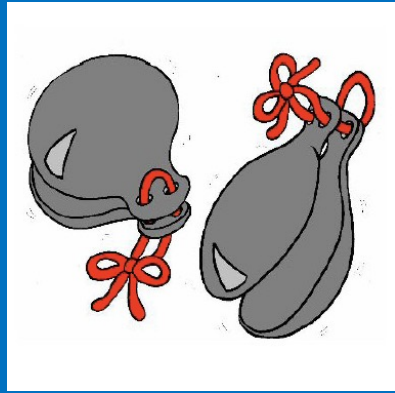


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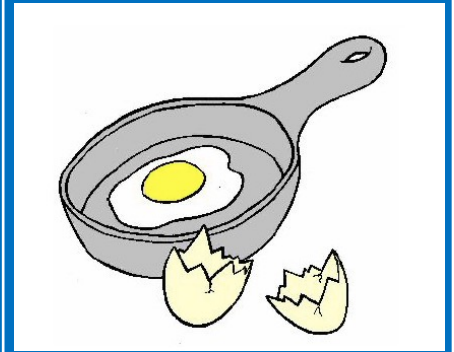


Videos on Belleville
website

c/k



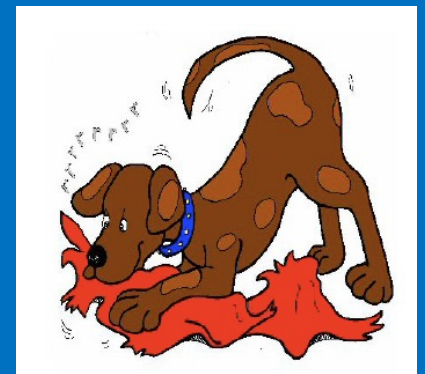
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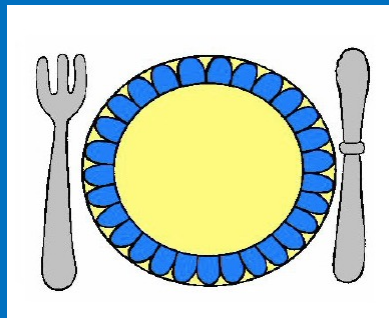
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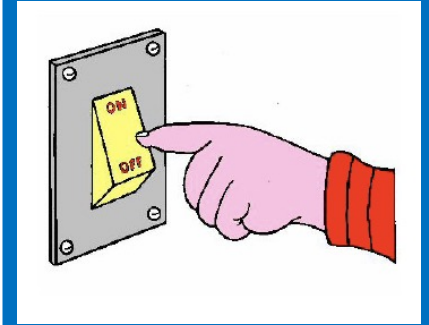
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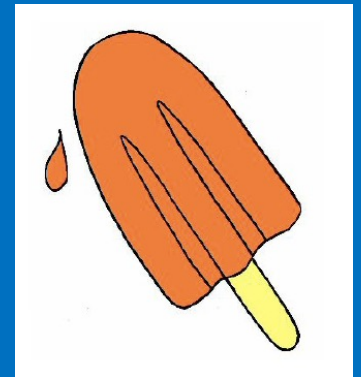
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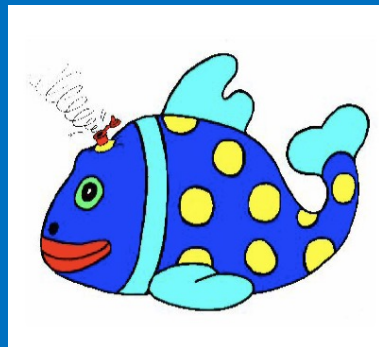
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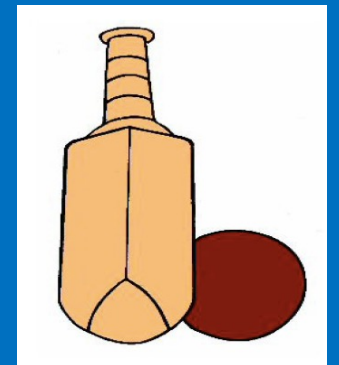
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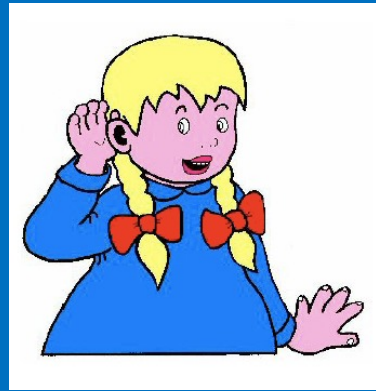
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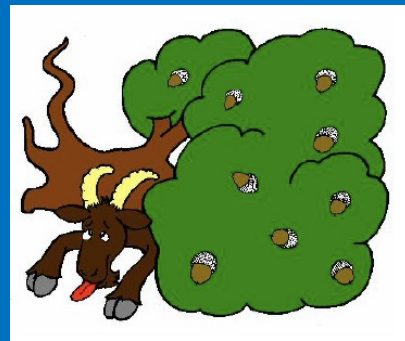
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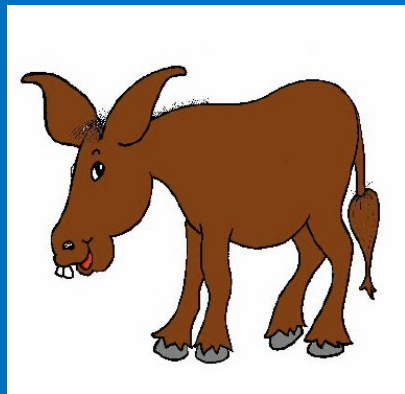
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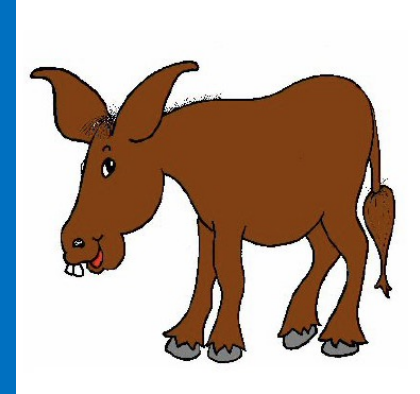
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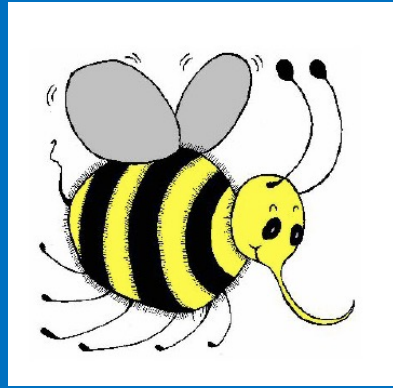
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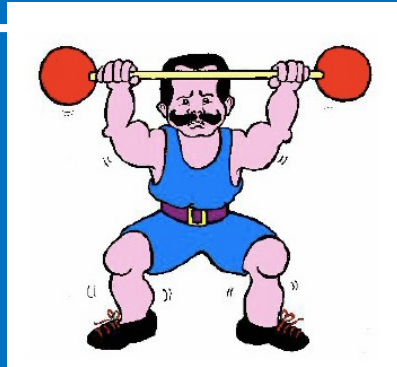
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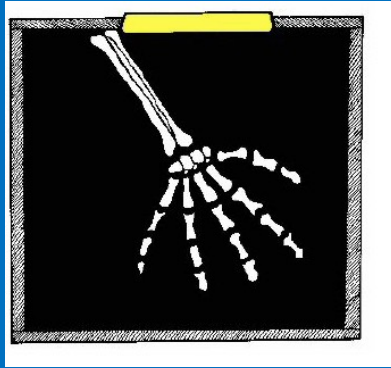
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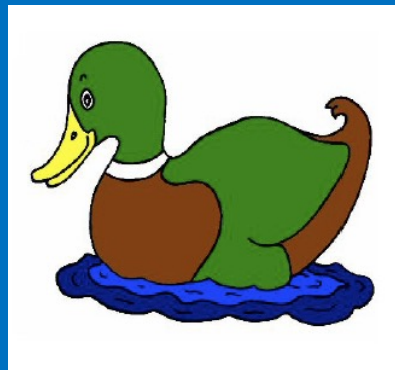
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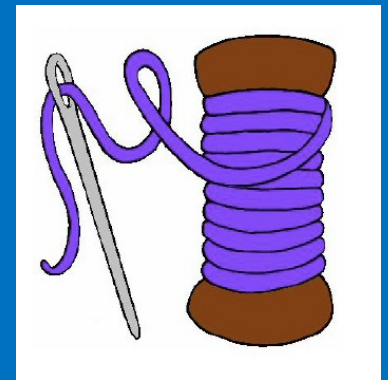
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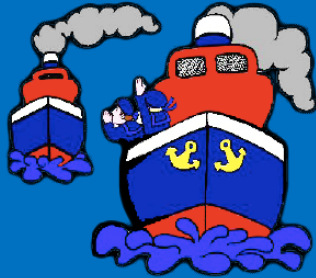
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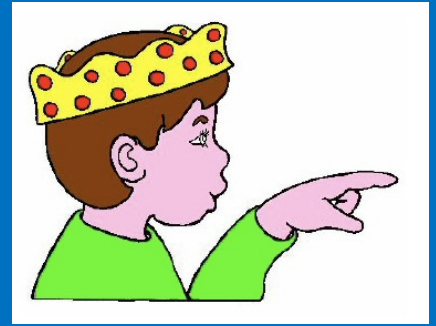
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Meet Fred



Phoneme count

s-t-ar

3 phonemes



r-ai-n-b-ow

5 phonemes



w – i – tch

3 phonemes



4 Phoneme count

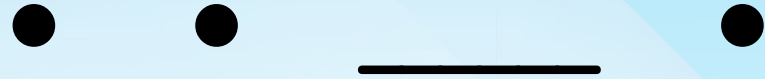
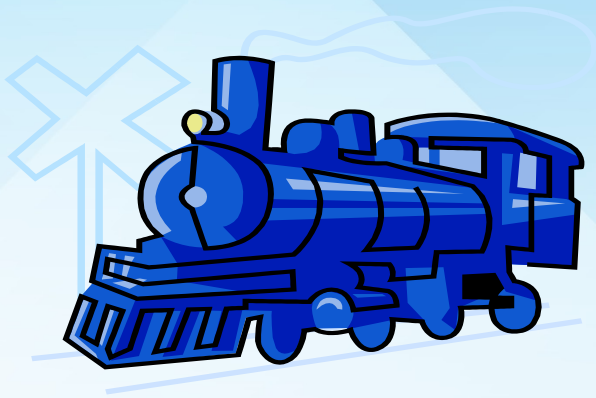
colour

food



Please put your ideas in the chat!

Sound Buttons



Sound buttons key children into the fact that there are 2 letters making a single sound when they are decoding new words.

Sound buttons act as a holding station when planning to write a new or challenging word.

Words to Learn/

Tricky words

- Children are taught about tricky words right from the start

be I the was said

- We use a range of strategies;

Visual aids, words within words, mnemonics

We do NOT ask children to 'sound all through the word' for
tricky words!

How would we read this sentence?

The rain was dripping.

Reading Record

Poem of the half term to learn by heart

Reading Targets

- 2-3 targets for each half-term for children to work on at home and at school
- Guide to teacher's comment abbreviations

Autumn 1



Poems to Learn

Poem of the half term to learn by heart

- Half termly poems to learn off by heart at home.
- Stuck on the first page of every half term.
- Children to practise reciting the poems at home.
- Encourages a love of literacy and understanding of different text types.
- Continues throughout the school.

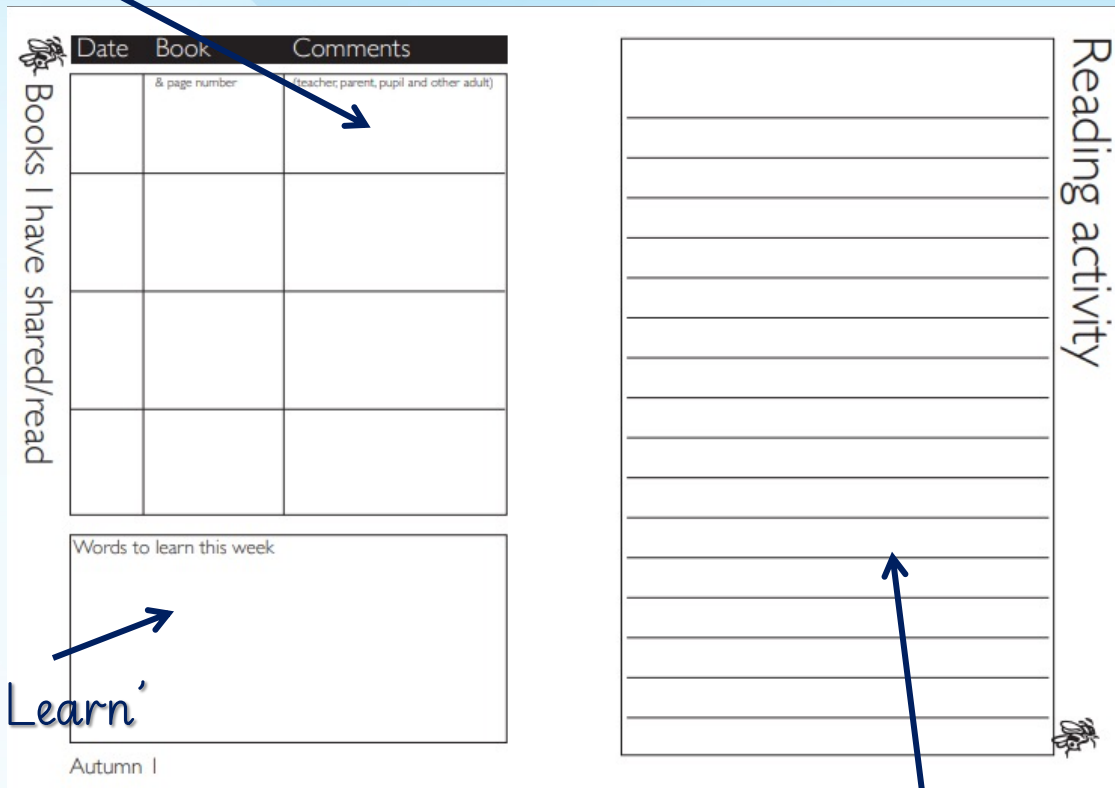
Reading Targets

Autumn 1



Reading Record

- Teachers will write a comment every other week using the Belleville marking code.
- Parents/carers to write a comment each week.



The form is divided into two main sections. The left section contains a table with three columns: 'Date', 'Book & page number', and 'Comments'. Below the table is a box labeled 'Words to learn this week'. The right section is a large area with horizontal lines for writing, labeled 'Reading activity' on the right side. A small logo is visible at the bottom right of the 'Reading activity' section.

| Date | Book & page number | Comments (teacher, parent, pupil and other adult) |
|------|--------------------|---|
| | | |
| | | |
| | | |
| | | |

Words to learn this week

Reading activity

'Words to Learn'

Children to complete weekly homework

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



“The ultimate goal of
reading is
comprehension”

How you can help

- continue to be the positive role models of implicit and explicit teaching
- See the possibility for reinforcement... everywhere!
- hear/share a book with your child.
- implement the 'sound all through the word' strategy
- **TELL** children the tricky words
- encourage Fred talk!

Praise, praise, praise!

Award a sticker for their efforts.

Write in the teacher/helper communication book that they have read with you adding any pertinent comments about words they found difficult. Any comments are useful.



Useful websites

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk/>



**KEEP
CALM
AND
READ
ON**

Parent Volunteers

- To read with *targeted individuals* or small groups, using our synthetic phonics approach to support reading and writing.
- To help *develop a love* of reading.
- To help develop *understanding of what has been read*.

Parent Volunteers

You will be in the classroom or just outside.

You must have a DBS check done.

You will be told which child/children to read with.

Quality over quantity.

You will make a difference!



DBS check

- Regular classroom volunteers must have a DBS check done to allow them to work one to one with children.
- ID - drivers licence, passport
- Utility bill (within the last 3 months) or a bank statement
- See Maria in the office to arrange a time to complete the relevant forms.
- While you are waiting for the DBS to arrive, you can read with the children inside the classroom and wear a red lanyard.