

# Belleville Primary School



Early Reading and Writing Workshop  
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Lead (RB)

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# The problem with phonics

Challenges of the English Language and how tricky learning to read can be...

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.

- Early Learning Goal (Word Reading and Comprehension)
- Phonics Screening Check (End of Year 1)

# Our approach to teaching phonics?

Systematic, 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 with formation instructions.

**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  
high tie like
- 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

man

- Muh
- Ah
- Nuh

"Manner!"



## 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 ow ou	 air are	 ir ur er	 ou ow	 oy oi	 ire	 ear	 ure
---	---	---	---	---	---	--	--	--	--



## stretchy sounds



f  
ff  
ph



l  
ll  
le



m  
mm  
mb



n  
nn  
kn



r  
rr  
wr



s  
ss  
se  
c  
ce



v  
ve



z  
zz  
s  
se



sh  
ti  
ci



th



ng

# bouncy sounds



b  
bb



c  
k  
ck  
ch



d  
dd



g  
gg



h



j  
g  
ge  
dge



p  
pp



qu



t  
tt



w  
wh



x



y



ch  
tch



nk



a



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ea



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air  
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er



ou  
ow



oy  
oi



ire



ear



ure



# 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)'.

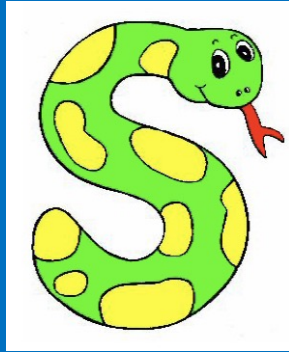
(Tune: The Wheels on the Bus)  
The mixer in the bowl  
goes /er/-/er/-/er/,  
/er/-/er/-/er/,  
/er/-/er/-/er/.  
The mixer in the bowl  
goes /er/-/er/-/er/,  
mixing the food together.



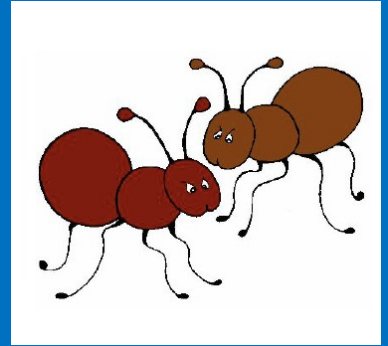


But...sounds are  
not enough!

s



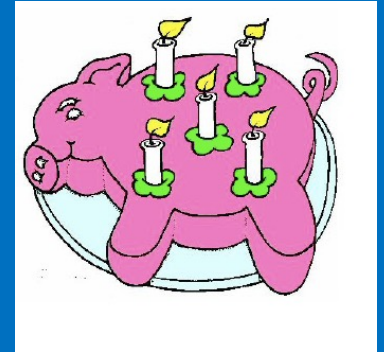
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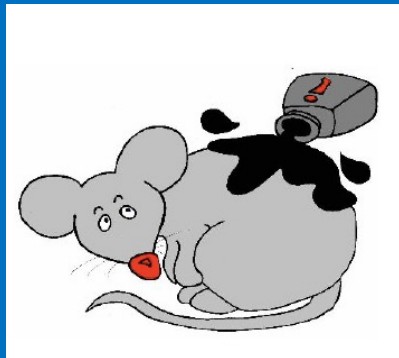
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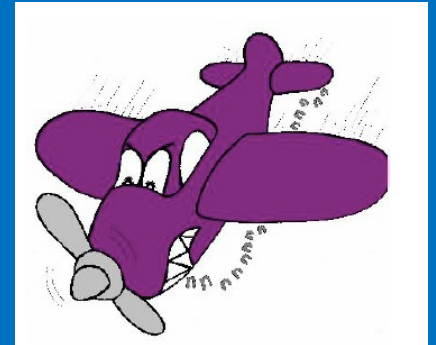
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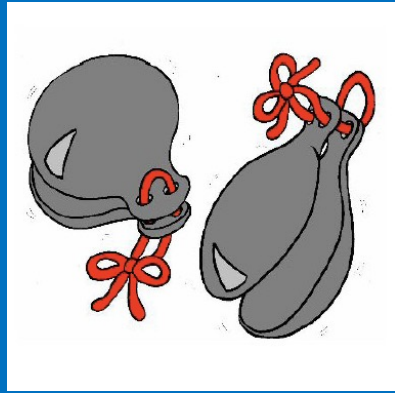


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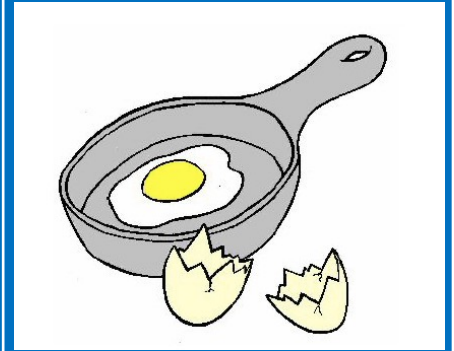


Videos on Belleville  
website

c/k



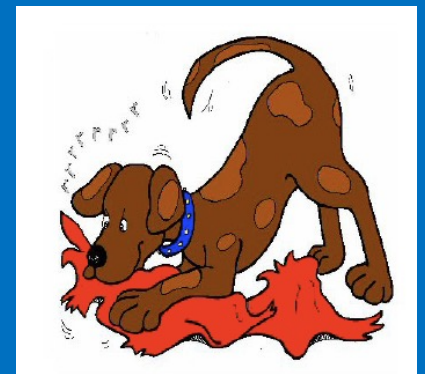
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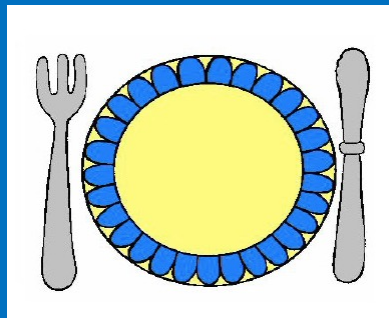
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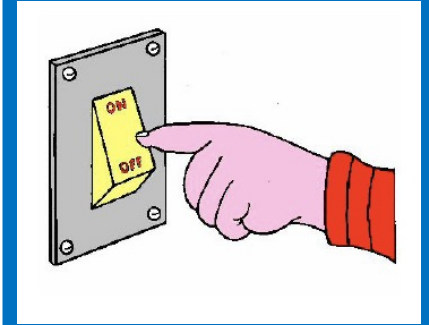
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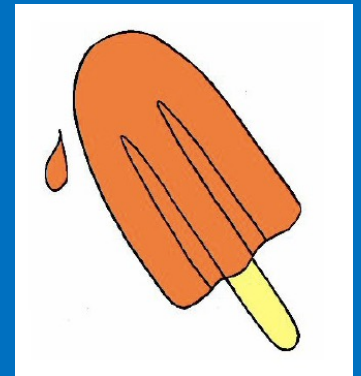
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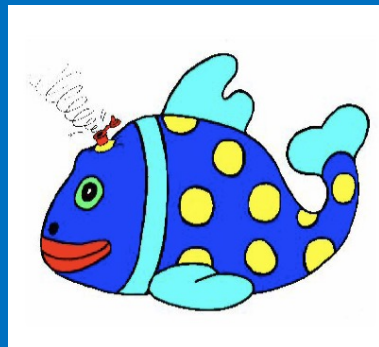
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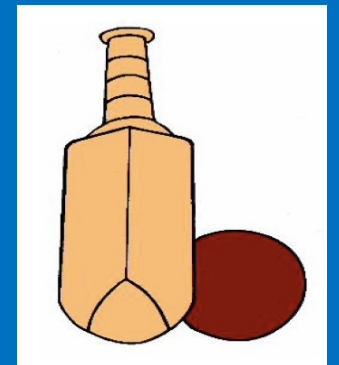
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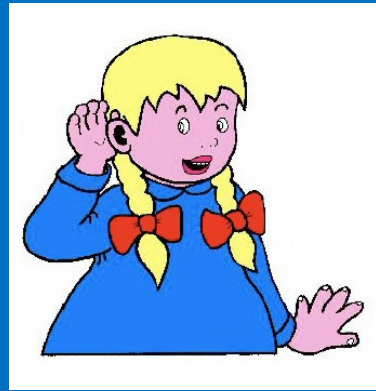
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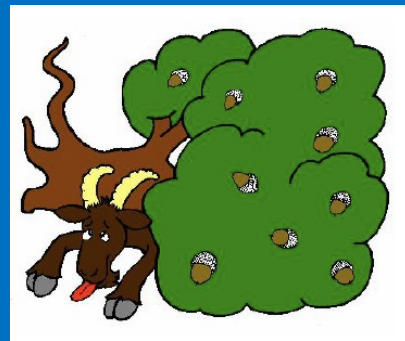
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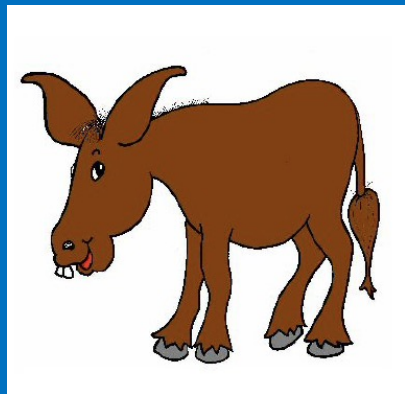
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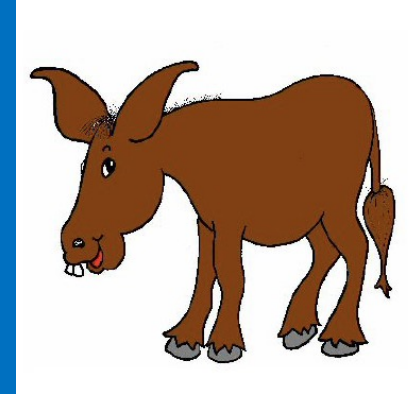
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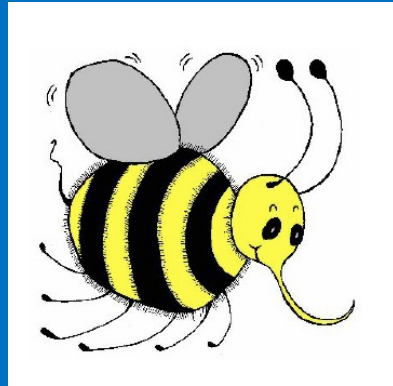


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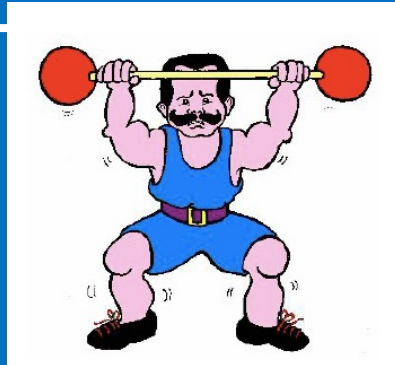
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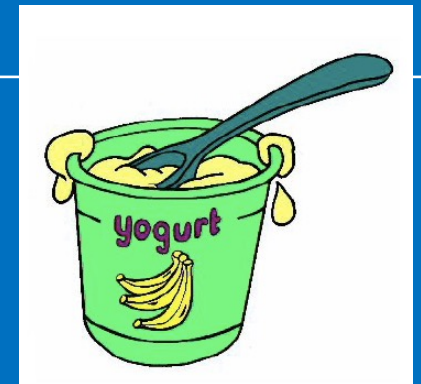
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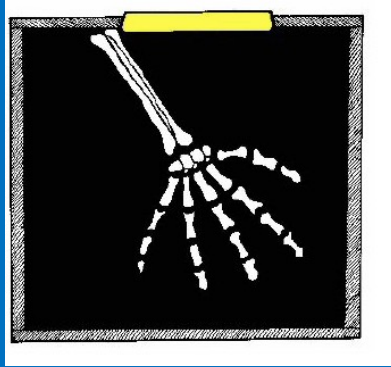
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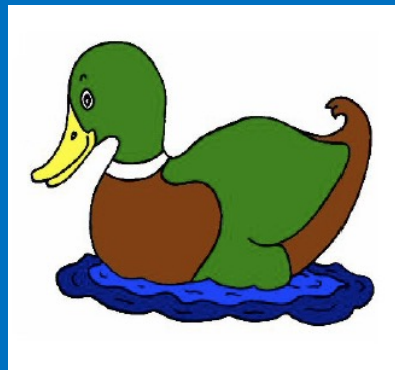
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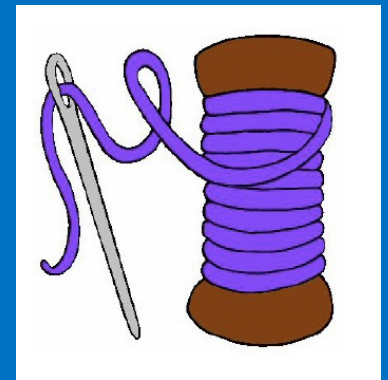
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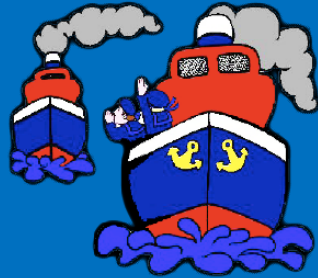
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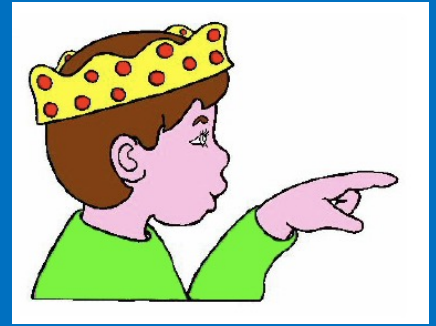
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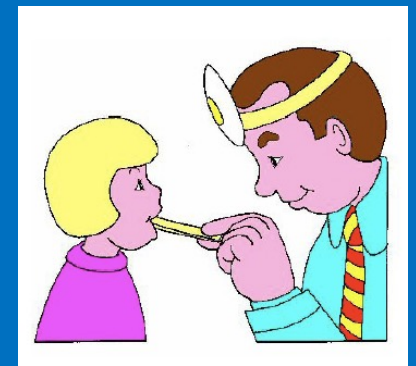
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er



ar



air



ire



ear



ure



nk





# Meet Fred





# Phoneme count

s-t-ar

3 phonemes



r-ai-n-b-ow

5 phonemes



w – i – tch

3 phonemes



# 4 Phoneme count

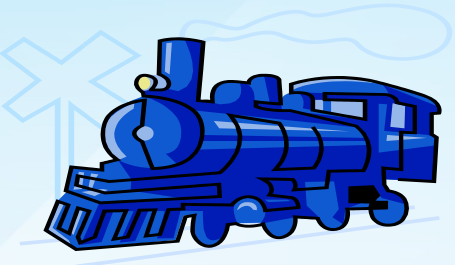
colour

food



Please put your ideas in the chat!

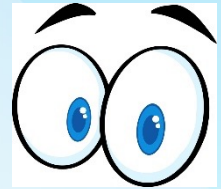
# Sound Buttons



• • — •



t r ai n



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                    |                    the                    was                    said

- We use a range of strategies;

Visual aids, words within words, mnemonics (was), putting the tricky bit in red

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

# 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

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.

	Date	Book	Comments
Books I have shared/read		& page number	(teacher, parent, pupil and other adult)

Words to learn this week

Autumn 1

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”

- Reading to Learn
- Learning to Read

# Reading to Learn



## Trigger Prior Learning

What do we need to know to access this text?  
What do we already know about this?  
What does the cover/title/blurb tell us?



## Predict

What do you think will happen next?  
What might we find out?  
What new information might be introduced?



## Read

Are you using appropriate expression?  
Are you reading fluently?  
Are you reading accurately?



## Clarify

Which words did you not understand?  
What concepts need to be explained?  
What doesn't sound/feel right?



## Question

Which ideas in the text do not make sense?  
What are you wondering/interested in finding out?



## Summarise

What has happened in what you have just read?  
What are the main points?  
What do you now know that will help prediction?

# How you can help

- Reading little and often!
- Use pure sounds to 'sound all through the word' and encourage Fred talk!
- Use actions
- Use sound buttons
- See the possibility for reinforcement...everywhere!
- Model reading to Learn skills when sharing a book with your child.
- **TELL** children the tricky words

Use the phonics sound chart in the reading record

Encourage correct letter formation

Write in the reading record

Use Excellent Learner and Care Values when giving specific praise



# Useful websites

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

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

[Belleville Primary School, London - Home \(belleville-school.org.uk\)](http://belleville-school.org.uk)

Jolly phonics songs - YouTube



# Parent Volunteers – Years 1 to 6

- 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

- To enable parents to work one to one with children.
- See Maria in the office to arrange a time to complete the relevant forms.



**KEEP  
CALM  
AND  
READ  
ON**