

Belleville Primary School



Early Reading and Writing Workshop

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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)

What is 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. Each letter is accompanied by a mnemonic and directional arrows indicating stroke order.

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 out and loop the loop

z zip along.. down, zip along again

x down the slide.. off down the slide.. off

Handwriting

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 c ce	 v ve	 z zz s se	 sh ti ci	 th	 ng
--	--	--	--	--	---	--	---	---	---	---

bouncy sounds

 b bb	 c ck ch	 d dd	 g gg	 h	 j ge 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 e_e	 igh i_e ie i_y	 ow o_e oa o	 u_e ue ew
--	--	--	--	--	---	--	--	---	--

 oo	 oo u_e ue ew	 ar	 or oor ore aw au	 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

Vowel sounds



a



e
ea



i



o



u



ay
a_e
ai



ee
y
ea
e_e
e_e



igh
i_e
ie
i_y



ow
o_e
oa
o



u_e
ue
ew



oo



ar



or
oor
ore
aw
au



air
are



ir
ur
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



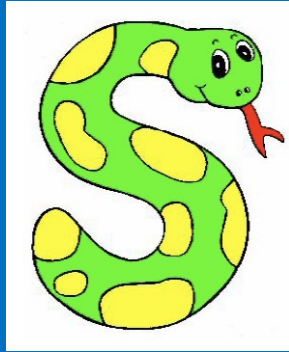
ACTION
Roll hands over and over each other, and say 'er, er (as in the or her)'.

(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.

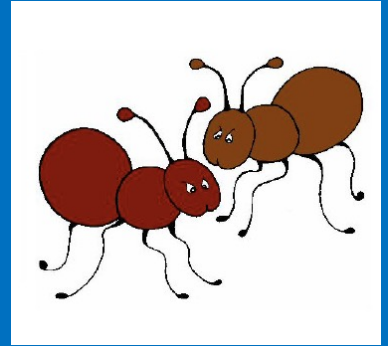


But...sounds are
not enough!

s



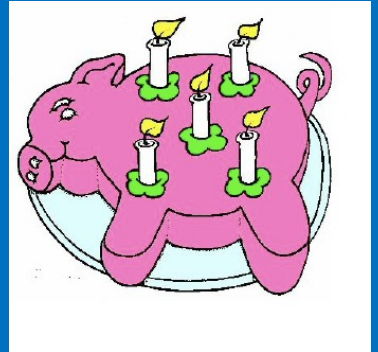
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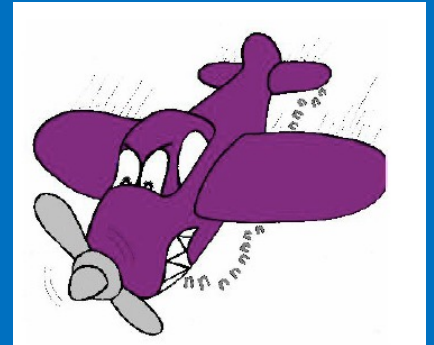
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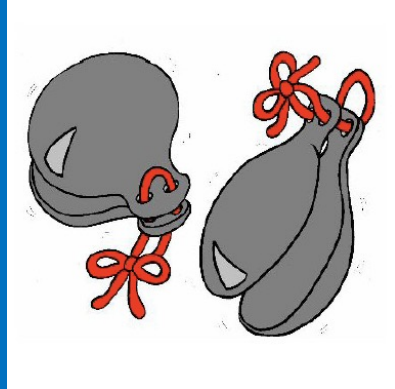
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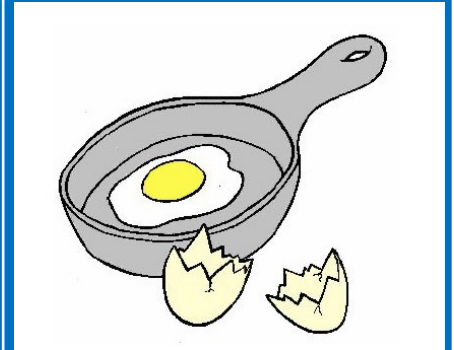
Videos on Belleville website

c/k/

ck



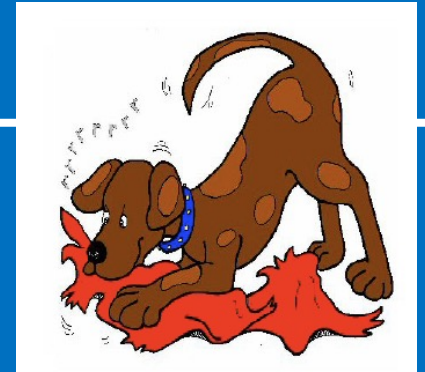
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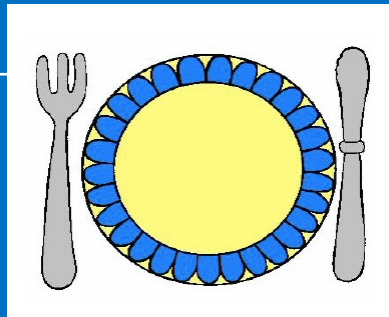
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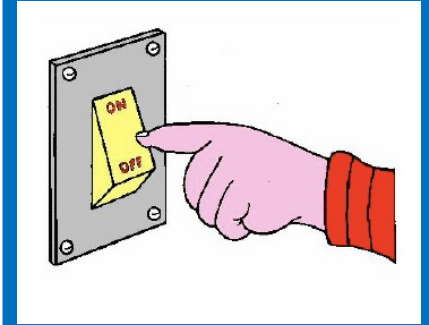
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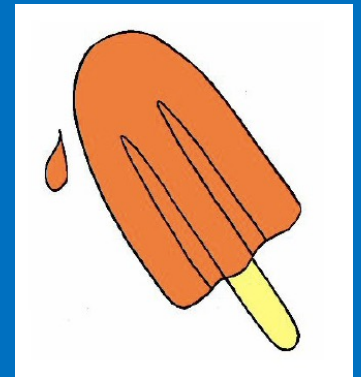
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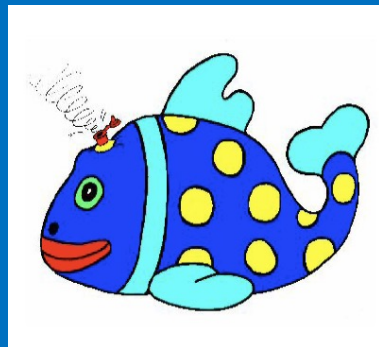
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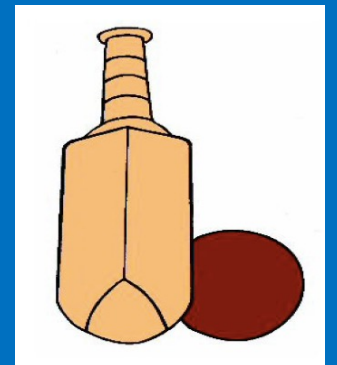
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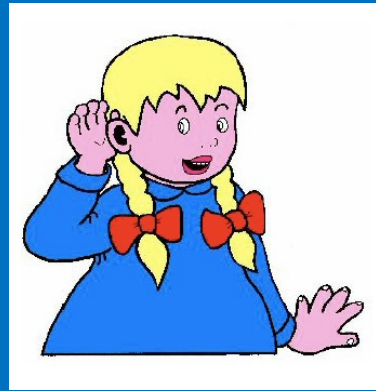
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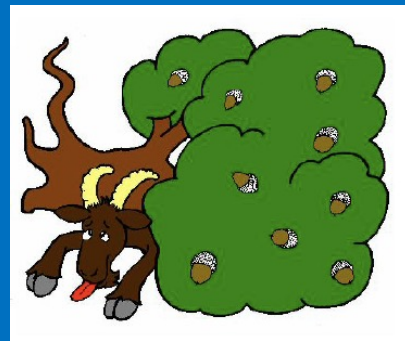
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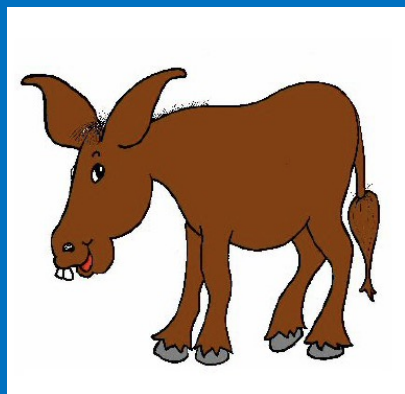
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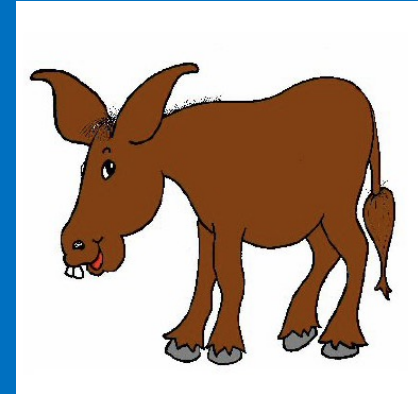
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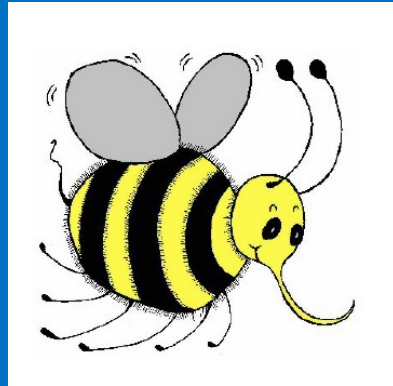
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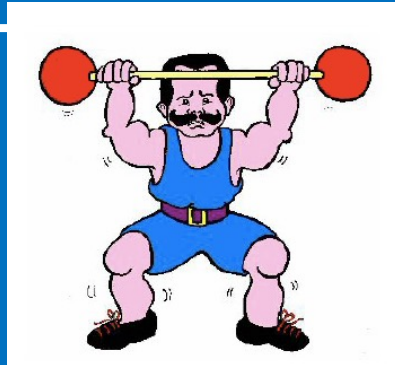
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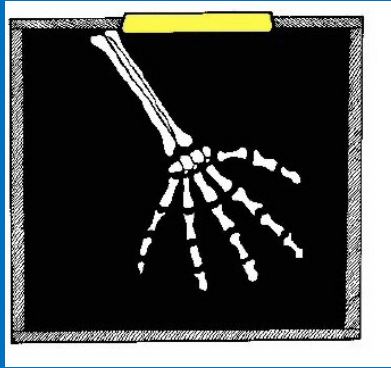
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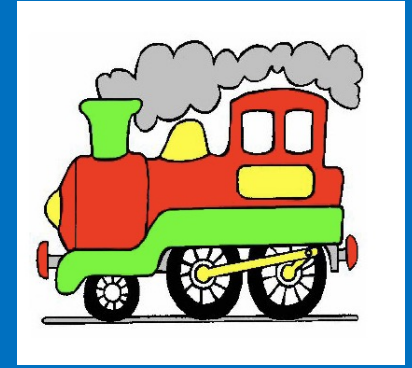
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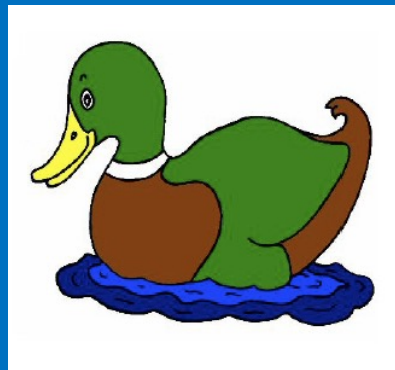
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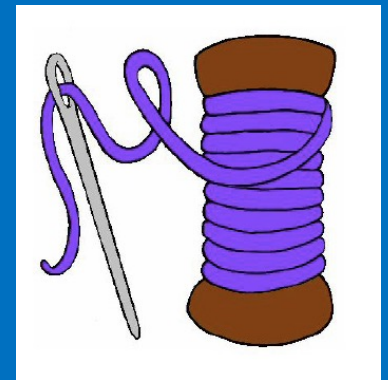
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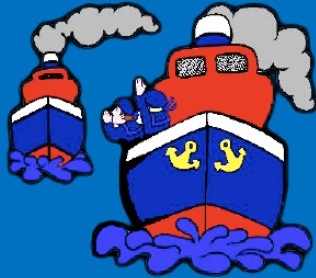
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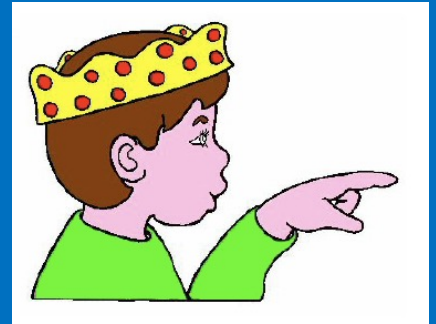
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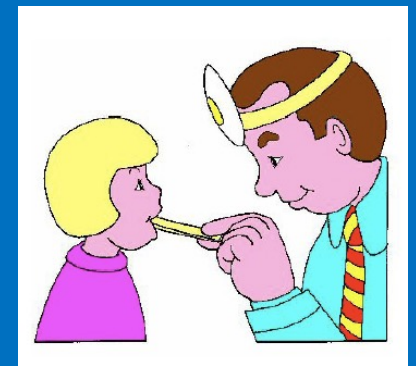
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er



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

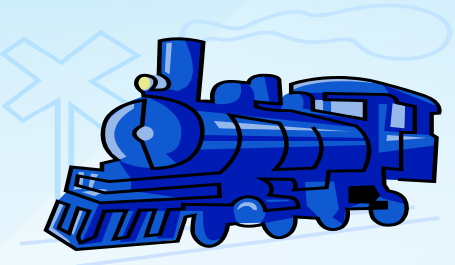
colour

food



Is anyone happy to share?

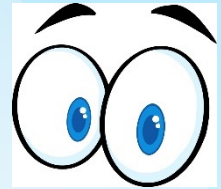
Sound Buttons



• • — •



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 |



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

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”

- Learning to Read



- Reading to Learn

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

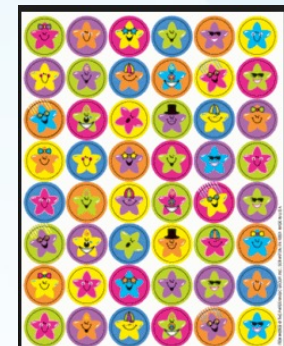
- Reading little and often!
- Use pure sounds to 'sound all through the word' and encourage Fred talk!
- Use actions
- Use sound buttons
- See the possibility for reinforcement...everywhere!
- Model reading to Learn skills when sharing a book with your child.
- **TELL** children the tricky words

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 Reader 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.

Any questions?



**KEEP
CALM
AND
READ
ON**