

Oliver Goldsmith Primary School "Inspiring a love of learning"



Phonics Parent Time 11th October 2.20-3.10pm



"Inspiring a love of learning"

Introductions & Housekeeping...

Mrs Dhall-English and Languages Faculty Leader

Mr Thorogood- Year 1 teacher

Evacuation if alarm sounds (not planned)- exit the hall and turn left, walk down the stairs and turn right. Line up in the KS2 playground

Aims of this session

- To explain our school's approach to Phonics and Early Reading.
- To provide information about the Year 1
 Phonics Check
 - To offer some ideas for how you can support your child/children further at home

What is phonics?

- Phonics is a body of knowledge and skills about how the alphabetic system works.
- Phonics is the link between letters and the sounds they make.
- Although there are 26 letters in the English alphabet, there are 44 speech sounds.

Why teach phonics?

- Research shows that when phonics is taught in a structured way, it is the most effective way of teaching children to read.
- It is particularly helpful for children aged 5-7.
- They can then go on to read any kind of text fluently and confidently, and read for enjoyment.

Rocket Phonics

- Systematic, synthetic phonics programme
 - Daily 30 minute sessions
- · Review, teach, practice, apply

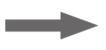


<u>Terminology</u>

Word	Definition
Phoneme	The smallest unit of sound in a word.
Grapheme	A letter or group of letters representing one sound (phoneme.)
Segment	The process of using phonics for spelling and writing. Children
	listen to the whole word and break it down into phonemes,
	choosing the corresponding grapheme to represent each phoneme.
	For example, 'lunch' can be segmented as l-u-n-ch.
Blend	The process of using phonics for reading. Children identify and
	blend the phonemes in order to hear and say a whole word.
Common	A high frequency word with an unusual letter-sound
exception	correspondence, e.g. one, their, because. These words are taught
words	by decoding the familiar part and pointing out the unusual part.
Digraphs	Two letters which together represent one sound, e.g. ai, ea, mb.
	There are different types of digraph – vowel, consonant and split.
Vowel	A digraph in which at least one of the letters is a vowel, e.g. ee,
digraph	oi, or.
Consonant	Two consonant letters which represent one sound.
digraphs	
Split	Two letters, which work as a pair to represent one sound, but are
digraphs	separated within the word, e.g. a—e in cake; o—e in note
Trigraphs	Three letters which together represent one sound, e.g. igh, eer.

Knowledge of the English Alphabetic Code

(150+ graphemes that represent 44 speech sounds)



- see the letters, say the sounds for reading to automaticity
- hear the sounds, recall the letters for spelling to automaticity
 (these are reversible processes)

Skill of blending for reading



- oral blending
- modelled blending
- supported blending
- independent blending at word, sentence and text levels

Skill of segmenting for spelling



- oral segmenting
- modelled segmenting
- supported segmenting
- knowing which spelling alternative to use

Skill of handwriting



- pencil hold
- letter formation
- positioning on a writing line
- print before cursive

Knowledge of the English Alphabetic Code

(150+ graphemes that represent 44 speech sounds)



- see the letters, say the sounds for reading to automaticity
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- One sound, one letter /a/ a
- One sound many ways to spell it: /or/ or ore oor au aw



Reading Planet Rocket Phonics: Half-termly expectations.



+	Reading Plans +	NEW grapheme-phoneme cor	respondences			Common exception words
+	Reception/	21				
*	Autumn 1	/s/ as in s un /a/ as in a pple /t/ as in t ap /i/ as in i nsect	/p/ as in p an /n/ as in n et /m/ as in m ouse /d/ as in d og	/g/ as in g oat /o/ as in o ctopus /k/ as in c at /k/ as in k ite		I, the, to, go, no,
+ +	Autumn 2	/k/ as in du ck /e/ as in e lephant /u/ as in u mbrella /r/ as in r abbit	/h/ as in h at /b/ as in b at /f/ as in f rog and cli ff	/I/ as in ladder /I/ as in she II /s/ as in dre ss	Double consonant letters Two-syllable words	into
+	Spring 1	/j/ as in j ug /v/ as in v an /w/ as in w eb	/k+s/ as in fo x /y/ as in y ellow /z/ as in z ebra and pu zz le	/z/ as in bug s /k+w/ as in qu een		he, she, we, me, be,
* *	Spring 2	/ch/ as in ch ick /sh/ as in sh eep /th/ as in th umb and fea th er /n+g/ as in ri ng	/ai/ as in tr ai n /ee/ as in b ee /igh/ as in l igh t	/oa/ as in b oa t short /oo/ as in b oo k long /oo/ as in m oo n		was, my, you, her, they, all, are
*	Summer 1	/ar/ as in c ar /or/ as in f or k /ur/ as in p ur se	/ou/ as in ow l /oi/ as in c oi n /eer/ as in ear	/air/ as in ch air /y+oor/ as in man ure /uh/ as in hamm er		some, one, said, come, do, so, were,
+	Summer 2	/w/ as in wh eel /f/ as in dol ph in /ai/ as in cr ay on	/ai/ as in c ake /ai/ as in a corn /ee/ as in sc ene	/ee/ as in sh ie ld /ee/ as in p ea ch		when, have, there, out, like, little, what

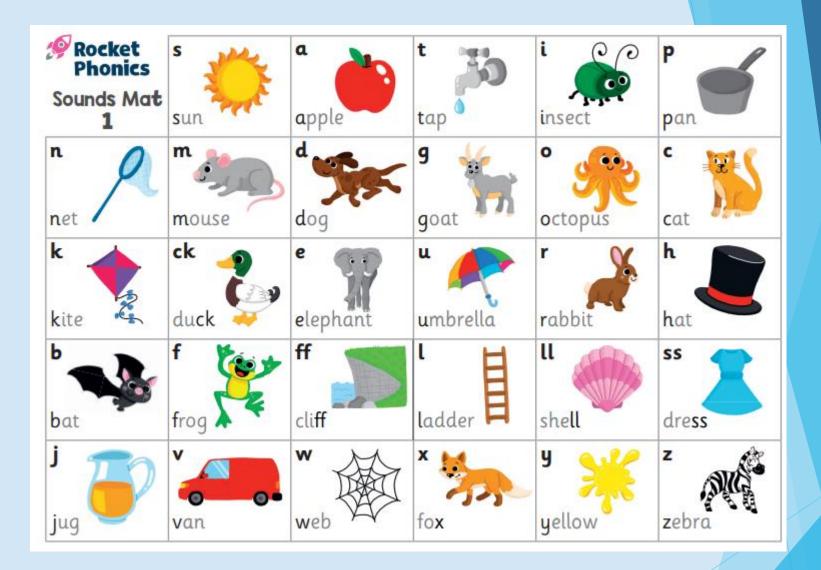




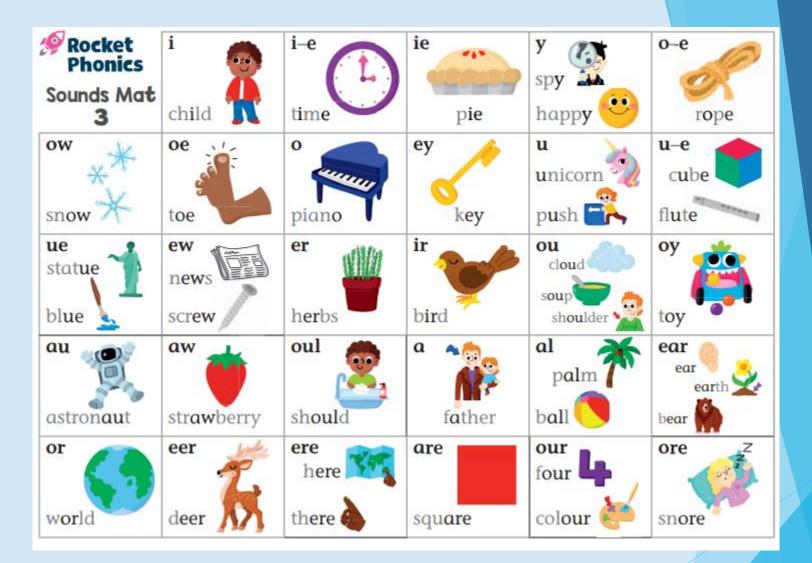
Reading Planet Rocket Phonics: Half-termly expectations.**

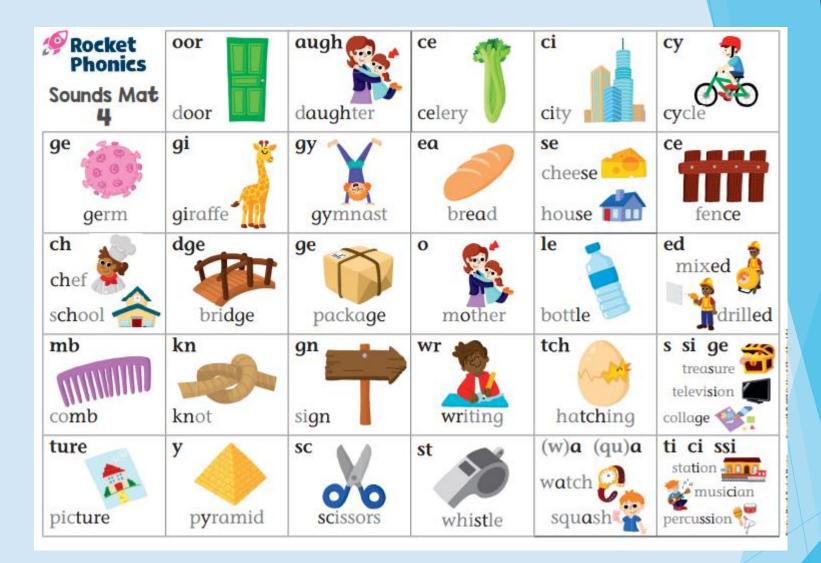


+	* A *	NEW grapheme-phoneme corresp	ondences		Common exception words
۲	Year 1/P2				
+	Autumn 1	/igh/ as in ch i ld /igh/ as in t ime /igh/ as in p ie /igh/ as in sp y	/oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano	/ee/ as in happ y /ee/ as in k ey	Consolidation: some, one, said, come, do, so, were, when, have, there, out, like, little, what
,	Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute	/y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw	/ur/ as in h er bs /ur/ as in b ir d /ou/ as in cl ou d /oi/ as in t oy	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
+	Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should	/ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball	/or/ as in f our /or/ as in c ore /or/ as in d oor /or/ as in d augh ter	who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
+	Spring 2	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house	/s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge	/j/ as in packa ge /uh/ as in m o ther	Consolidation:
+	Summer 1	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb	/n/ as in kn ot /n/ as in si gn /r/ as in wr iting /ch/ as in ha tch ing	/zh/ as in trea s ure, televi si on, colla ge	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
+	Summer 2	/ch+u/ as in pic ture /i/ as in p y ramid /s/ as in sc issors .com/RocketPhonics	/s/ as in whi st le /o/ as in w a tch /sh/ as in sta ti on	/sh/ as in musi ci an /sh/ as in percu ssi on	Validated

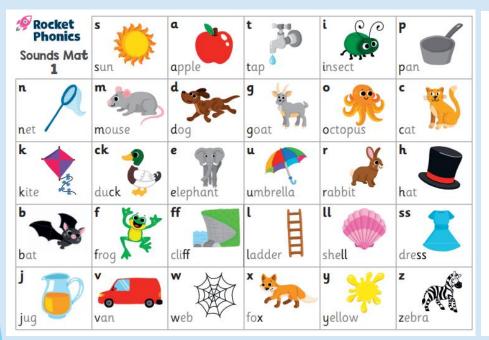








Now it's your turn...





Skill of blending for reading

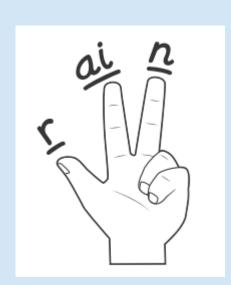


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Skill of segmenting for spelling



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Skill of handwriting



- pencil hold
- letter formation
- positioning on a writing line
- print before cursive

Rocket Phonics

- Teaches one letter sound over two days
- Day one: Blending skills
- Day two: Segmenting skills
- Repeated twice through the week
- Day five: Consolidation

Day 1: Blending focus WALT hear, say and identify the sound/s/

▶ 1) Revisit and review

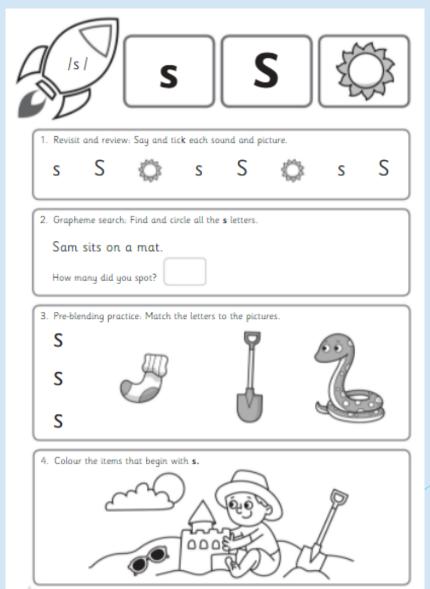




> 2) Teach



Day 1: Blending focus WALT hear, say and identify the sound/s/→ 3) Practice and application



Day 2: Segmenting focus WALT practise writing the sound [S]

▶ 1) Revisit and review





> 2) Teach

sun sit sand pans pins

<u>Day 2: Segmenting focus</u> <u>WALT practise writing the sound /s/</u>

3) Practice and application

I Is	7	S		Š		
Revisit	and review:	Listen to the sou		o the lette		tures.
2. Graph	eme write: C	opy the letters an	d say the soun		rite.	
S.	S	_ S_		S		
3. Pre-segmenting practice: Say the word and write s.						
4. Apply:	Let's write.					

Year 1 Phonics Screening Check

- A statutory phonics assessment for pupils in Year 1 (and Year 2 pupils who did not previously reach the expected level)
- Pupils are assessed in June each year (there were changes in the normal schedule due to the pandemic). This year- w/c 12th June
- Pupils are given 40 sounds (phonemes to read). These include some pseudo/alien words (made-up words to further consolidate pupils' knowledge and confidence in their use of phonics).
- The assessment take approximately 5-10 minutes for each individual child

Year 1 Phonics Screening Check

- The assessment take approximately 5-10 minutes for each individual child.
- Pupils need 32 to reach the expected level
- Results are shared with parents/carers at the end of the Summer term
- The assessment helps inform pupil progress and identify any gaps so that further support is given to those pupils who need it.

- Spot the digraph /Split-digraph /trigraph (real and nonsense words)
- I spy with objects or in the environment.
- Phonics Hangman
- Trash and Treasure
- Discussing the beginning, middle and end of sounds in words
- Clapping out syllables in words



- Reading at home is just as important as reading at school.
 - Read to your child.
 - Build reading into your child's daily routine.
- Child doesn't need to read whole book in one go.
 - Encourage reading a variety of materials.
 - Develop child's love of reading.



- Find a comfortable and quiet place to read
- Remind children to decode books from left to right
 - Encourage child to sound out word aloud.
- If children are finding a word tricky, model blending words and read this again.
 - Encourage children to re-read to develop fluency
 - Model how to use intonation (variation in spoken pitch) and expression
 - Discuss new vocabulary
 - Ask children to talk to you about the book
 - Give lots of support and encouragement

- Try not to:
- Immediately correct them if they read word incorrectly.
 - Read the words for them.
- Ask your child to guess what the word might be.
- Ask your child to look at the pictures for clues to guess what the word might be.
- Ask your child to re-read the sentence and think what the word could be.

Any Questions?

Thank you for your time

Please can you complete the evaluation forms provided