

**THE MILL ACADEMY
READING WORKSHOP**

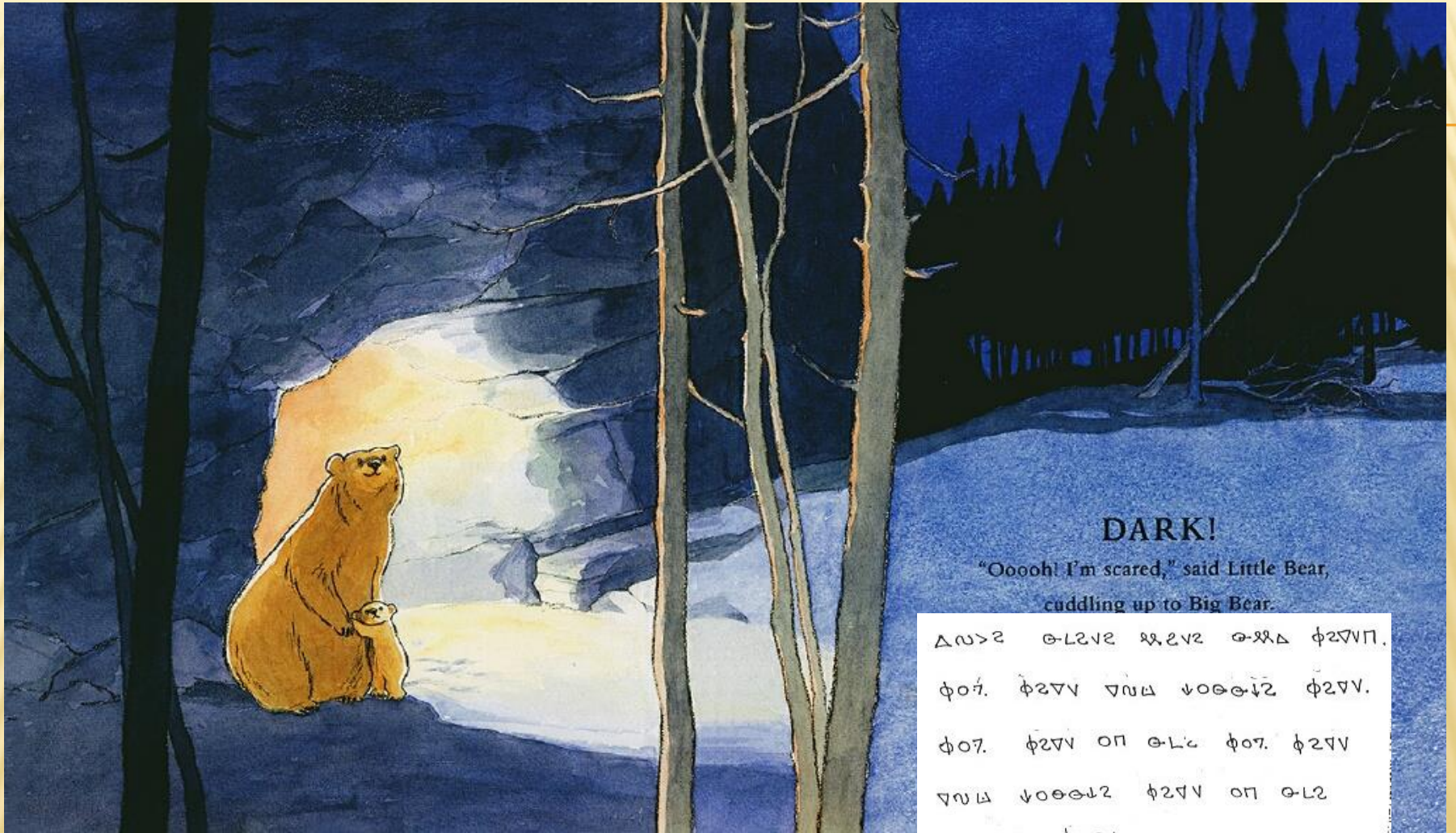
“..the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

The Rose Review

“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”

“Reading and writing float on a sea of talk...”

Sue Palmer



DARK!

"Ooooh! I'm scared," said Little Bear,
cuddling up to Big Bear.

Δουε ε-λενε ρενε ε-αδ φενηπ.
φο7. φενν ννα υοεε-2 φενν.
φο7. φενν οπ ε-λε φο7. φενν
ννα υοεε-2 φενν οπ ε-λε
υοεε-2 φενν.

WHAT IS PHONICS?

- ✘ Phonics is a method for teaching reading and writing by developing learners' ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns

TERMINOLOGY

- ✘ Phoneme -A phoneme is the smallest unit in the sound system of a language.
- ✘ Grapheme -A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word.
- ✘ Some sounds (phonemes) can be spelled by different graphemes (spellings) e.g.:
 - the sound /ee/ can be spelled 'ee, ea, ie, ei, e, e-e, etc'

TERMINOLOGY

- ✘ Graphemes are the broken down into the following
- ✘ Diagraph-The diagraphs are two letters joined together to form a specific sound. They include: ch, sh, th and wh.
- ✘ Trigraph-a combination of three letters used to represent a single speech sound or phoneme.
- ✘ Split diagraph-two letters, split, making one sound, e.g. a-e as in make or i-e in site.

HOW IS PHONICS TAUGHT ?

- ✘ Phonics is taught daily in short sessions of approximately 15 minutes.
- ✘ Children work in ability groups depending on their phonological ability.
- ✘ Phonics is taught using the Letters and Sounds programme where children work through phases.
- ✘ Phonemes are taught by introducing , applying, practising and reviewing

Phase	Phonic Knowledge and Skills
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

TRICKY WORDS

High Frequency Words :

✘ Decodable words:

Most frequently used words in English language. **Mostly phonetically plausible.**

✘ Tricky words :

High frequency words which **are not** phonetically plausible.

IDEAS FOR 'TRICKY WORDS'

- ✘ Whilst out and about go 'word spotting'
- ✘ Play guess the word – write a tricky word on child's back with your finger
- ✘ Play dominoes or pairs or snap with words
- ✘ Count how many times you can find a particular word in a reading book
- ✘ Ask children to write the word with e.g. toy cars, beads, stickers etc
- ✘ Use magnetic letters, e.g. give children letters 't', 'h', 'e', 'i' and 'n' – ask them to spell 'the'

IDEAS FOR READING

✘ Before reading the book

- + Have your child look at the cover and predict what they think the story is going to be about
- + Have your child decide whether the book is a fairy tale (fiction) book or a real (non-fiction) book
- + Point out the name of the book (title), the person who wrote the book (author) and the person who drew the pictures for the book (illustrator)
- + Have your child look for the blurb, read it to your child
- + Do a picture walk

IDEAS FOR READING

✘ During the book

- + Ask your child many questions about the characters in the book as you read the story
- + Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- + Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the HF words they have learnt

IDEAS FOR READING

✘ After the book

- + Discuss with your child what they liked/disliked about the story
- + Can your child think of another title for the book and why?
- + Did the story have a sad or happy ending?
Can your child think of a different ending for the story?

HOW TO HELP YOUR CHILD READ A WORD

- ✘ Which letter phonemes do you recognise? Can you blend them together?
- ✘ Does the word make sense? Read the sentence again to check.
- ✘ Is there another word that would make sense?
- ✘ Is it a word you know?
- ✘ Have you read the word before? Is it on another page?
- ✘ Are there any bits of the word you recognise?
- ✘ Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- ✘ In a rhyming book, think of a word that rhymes.
- ✘ Use the first 1 or 2 sounds with another strategy

Always go back and read the sentence again!

PLEASE.....

- ✘ Read to your children as often as you can.
- ✘ Talk to your children about the books you share.
- ✘ Sing with your children.
- ✘ Allow time for your child to read to you.
- ✘ Be interested in language and words – have an interesting word place at home.
- ✘ Encourage your child to spell phonetically – don't correct it if it is incorrect!
- ✘ Play 'I spy' to practise initial sounds.
- ✘ Don't correct 'mis-spelt' words, if they are phonetically correct (unless it's a red word).

USEFUL WEBSITES

- ✘ <http://www.letters-and-sounds.com/>
- ✘ <http://www.phonicsplay.co.uk/InteractiveResources.htm>
- ✘ <http://www.primaryresources.co.uk/english/englishA1.htm>