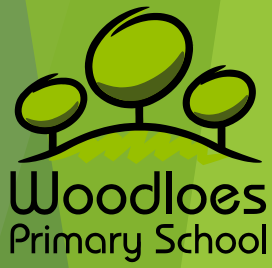


# Welcome to...



# Read 'n' Rave

An interactive phonics workshop for parents and carers  
26/11/24

# Aims of today's workshop:

- *Understand why and how we teach phonics to help children learn to read*
- *Know how to pronounce the sounds accurately*
- *Know how to segment and blend words*
- *Take away some hints and tips for supporting your child with their reading*
- *Opportunity to ask questions*

# In your take away booklet...

## Actions linked to sounds

### Actions for Sounds List

#### Phase 2

- s** Make a sunrise motion with both palms facing forwards
- ss** Trace your hands from your shoulders downwards
- a** Pretend to take a bite from an apple
- t** Mime turning on a tap
- p** Pretend to flip a pancake in a pan
- i** Make antennae by wiggling two fingers on top of your head
- n** Cup your hands and round them upwards
- m** Pretend to wipe your feet on a mat
- d** On both hands, point two fingers downwards like ears
- g** Pretend to stroke a goat's face
- o** Wave your arms at your sides like tentacles



## Top Tips

### Top Tips

My child can segment but finds it hard to blend

**Tips:**

- Incorporate segmenting and blending into every day tasks and yourself 'Can you put on your c-oa-t? Please can you pass the...'
- Make reading part of your daily routine eg. before bed/after breakfast
- Play games like 'I spy with my little eye' using phonemes rather than words
- Model segmenting and blending in slow motion
- Model using robot arms for segmenting words
- My turn your turn
- Your child will only be able to attempt segmenting and blending when they are confident with reading a book - avoid doing segmenting and blending practice until they are confident with reading a book
- Make flashcards with words from their reading book. Play a game of 'I spy' at home.
- Foster a love of reading! Read other books to your child to encourage reading such as magazines or visit the library for free so you can see what interests them.

## Phase 2, 3, and 5 sound mats

## Everyday vocabulary


### Everyday Vocabulary


This language is used every day, so we encourage you to use the same vocabulary at home.

**Phoneme** - the smallest unit of sound we can hear  
'sh' 'o' 'p'

**Grapheme** - the letter/s used to represent the phoneme

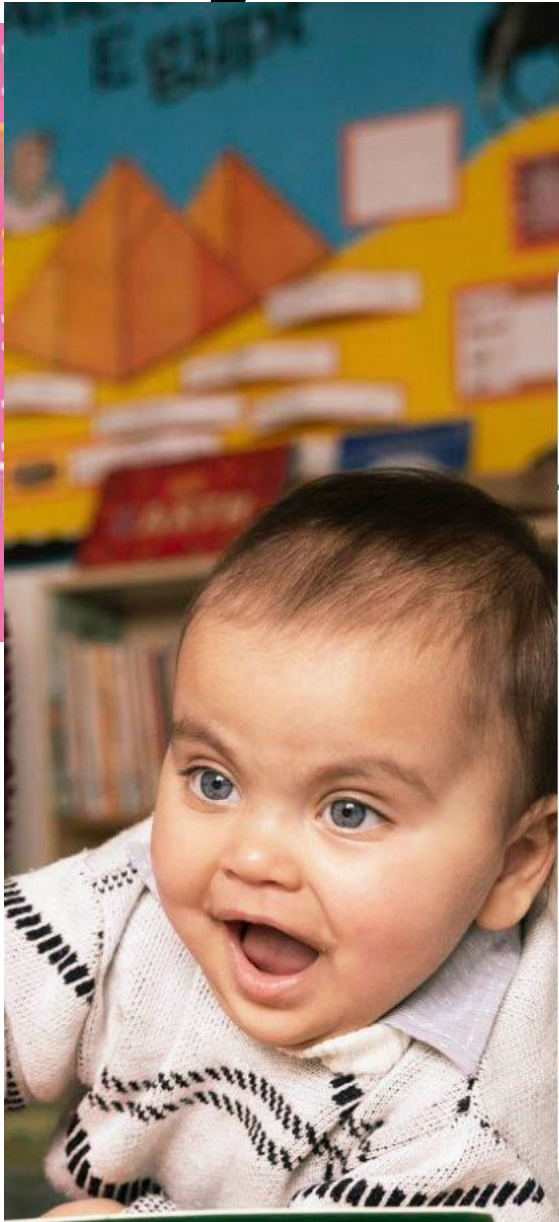
**Digraph** - two letters make one sound/phoneme - 'sh'

**Segment** - say the sounds separately - sh-o-p "Use your robot arms" 

**Blend** - put the sounds together - shop 

shop

# Did you know...



## READING SUPPORTS CHILDREN TO...

Develop better mental wellbeing, social skills and strong relationships



They feel more secure and develop deep bonds



They have healthy routines and habits



They have better social and emotional skills



They have better mental wellbeing and self esteem

## *Did you know...*

*Reading encompasses 85% of the curriculum? It's not just about phonics lessons!*

# What does phonics look like at Woodloes?

## Phase 1

To effectively teach a child to read, research tells us to teach using phonics. Phonics teaches the relationship between the letter/s and the sound that is made.

We are a 'Bug Club' school. This scheme is in line with the expectations of the Early Years Framework and the National Curriculum for Key Stage 1. The sounds/phonemes are split into Phases, with the most common phonemes being taught first in Phase 2.

Nursery and continued in Reception: Phase 1

Reception: Phase 2, 3 and 4

Year 1: Phase 5

Year 2 Autumn term: end of Phase 5 and Phase 6



# Bug Club

# Reception

During the Reception year, children learn Phase 2 and 3 sounds. When ready, they move on to Phase 4 which is a consolidation phase.

Children learn a new sound or 'phoneme' each day and an action to go with it.

**Phase 2 Sound Mat**

s	ss	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r	
h	b	f	ff	l	ll			

**Phase 3 Sound Mat**

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	er	ow	oi	ear	air	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

# Year 1

Year 1 usually starts with Phase 2, 3 and 4 revision and then quickly moved on to focus on learning alternate ways to represent phonemes.

*Eg. 'ay' can also be written as 'ey', 'ei', 'eigh' and 'ai'*

Phase 5

## Sound Mat

wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
aw	au	al	ir	ear	ou	oy	ere	eer	are	ear	ch	
c(e)	c(i)	c(y)	sc	st(l)	se	se	g(e)	g(i)	g(y)	dge	le	mb
kn	gn	wr	tch	c(ial)	c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	s(ual)
(w)a	o											

Whale, Dolphin, Tray, Grapes, Eight, Grey, Belt, Seal, At Mate, Shield, Monkey, Puppy, Tie, Bike, Fly, Child, Rainbow, Nose, Postbox, Toe, Screw, Blue, Flute, Bush, Should, Straw, Astronaut, Wall, Girl, Pearl, Mouse, Boy, Sphere, Deer, Square, Bear, Anchor, Cement, Pencil, Cymbal, Sissors, Castle, Horse, Pause, Gears, Giraffe, Gym, Bridge, Candle, Comb, Knot, Gnome, Wrist, Match, Special, Musician, Perambulator, Station, Chef, Feather, Explosion, Treasure, Visual, Swan, Skeleton

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Some children may require additional practice of Phase 2 and 3 before moving on to Phase 5.

# How to say the sounds

It is really important that we model the correct pronunciation of the sounds. We do learn the alphabet, however the alphabet teaches the letter names, not the sounds.

## Top Tips

- **Keep your pronunciation short. Don't say 'uh' at the end ie. 's' not 'suh'. This could be confusing for your child if they hear *shuh-o-puh* rather than *sh-o-p***
- **Use the sounds, not the alphabet letter names**
- **Encourage your child to look at your mouth if they**
- **are finding it tricky**



# Your Turn!

Practice saying the sounds accurately, being careful not to say 'uh' at the end of each phoneme.

**Phase 2 Sound Mat**

s	ss	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r	
h	b	f	ff	l	ll			

**Phase 3 Sound Mat**

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	er	ow	oi	ear	air	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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shop

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**Digraph** - two letters make one sound/phoneme - 'sh'

**Segment** - say the sounds separately - sh-o-p

"Use your robot arms"

**Blend** - put the sounds together - shop



# Your Turn!

chat

chin

Segment and  
blend the  
words.

chest

chips

Josh

shock

shut

dish

# Tricky Words

‘Tricky words’ are words which cannot be decoded using segmenting and blending.

*Eg. the some of*

At school we teach children that not all words follow the same pattern. We teach them why the word is tricky

*Eg. ‘of’ is a tricky word because the ‘f’ makes the ‘v’ sound*

We just have to learn them!

# Top Tips

## My child can segment but finds it hard to blend

### Tips:

- Incorporate segmenting and blending into every day tasks and play by modelling it yourself 'Can you put on your c-oa-t? Please can you pass the b-r-i-ck-s?'
- Make reading part of your daily routine eg. before bed/after breakfast etc
- Play games like 'I spy with my little eye' using phonemes rather than letter names
- Model segmenting and blending in slow motion
- Model using robot arms for segmenting words
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- Your child will only be able to attempt segmenting and blending in their allocated reading book - avoid doing segmenting and blending practice with other books.
- Make flashcards with words from their reading book. Play active games in your home.
- Foster a love of reading! Read other books to your child to encourage a love for reading such as magazines or visit the library for free so your child can read about what interests them.

# Key Take-aways

- ✓ Use the sound, not the letter names
- ✓ Model sounds correctly and correct your child if they say 'uh' at the end of a sound
- ✓ Encourage your child to segment and blend using 'robot arms' and show them how by modelling this yourself
- ✓ Read as much as possible and keep it positive - use lots of praise
- ✓ Keep reading fun - go to the library, join for free, read anything that piques your child's interest!

Thank you for coming - we hope you have found it useful!

Do you have any questions?



Before you leave, please complete a brief **evaluation form** - this will inform us how we can continue to support you .