

Phonics Workshop

Wednesday 13th November 2024

Today we will:

- Look at how phonics is taught at school
- Go through our phonics scheme, Read Write Inc.
- How you can support your child at home
- Tips and ideas

Phonics Progression:

Pre-School: Sound discrimination, rhyming, early sounds

Reception: Set 1 & some set 2 sounds- learning single sounds, blending, segmenting, reading simple sentences, comprehension.

Year One: Set 2 & some set 3- reading longer pieces of work, learning alternate spellings, comprehension, speedy reading.

Year Two: Set 3 and consolidation before ending RWI- reading longer pieces of work, learning alternate spellings, comprehension, speedy reading.

We use the Ruth Miskin's
RWI Phonics scheme at Avanti Brook.

Pre-School children play early sound games each day and build up to learning some single letter sounds by then end of their final year in PS. Children in Reception receive a 20-30 minute daily session and children in KS1 receive 45 minutes, building to 1 hour.



'Additional extra's'

15 minutes Speed Sounds lesson every
afternoon. (KS1)

Fred Games every afternoon (EYFS)

'Pinny time' 1:1

1:1 Tutoring

Early Sounds

Helps children develop their listening skills!

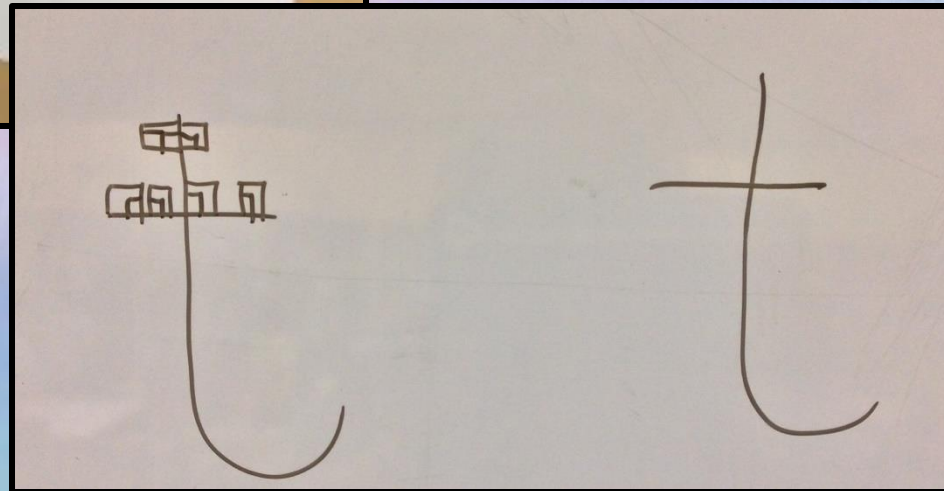
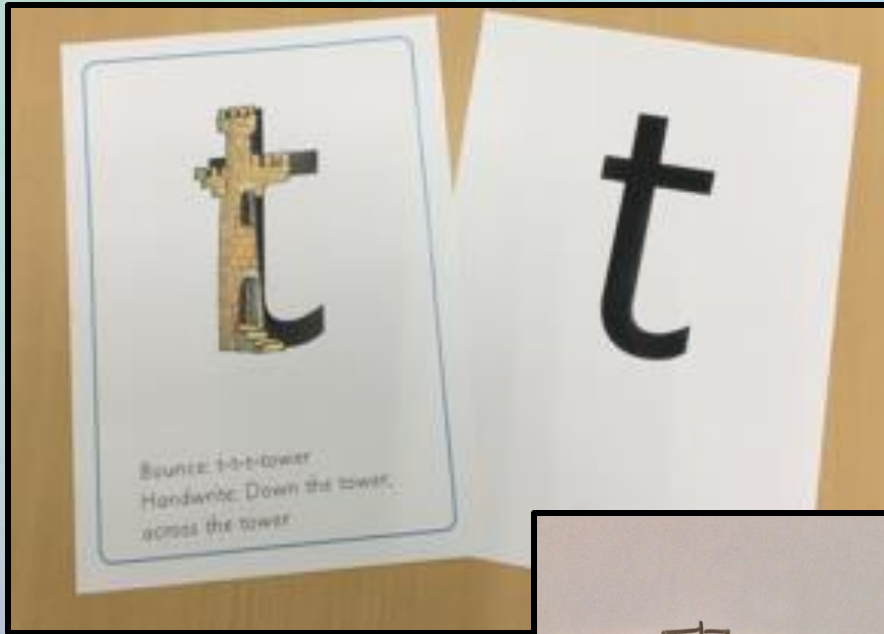
Does this through games and songs:

- Stop! ... and listen
- I-Spy
- Listening bag
- Silly soup

Songs and tongue twisters

- Nursery rhymes
- Songs we enjoy together
- Tongue twisters: red lorry, yellow lorry
- Encourages children to experience how sounds feel in their mouth and to experiment with those sounds

Set 1 Sounds






























‘Down the tower, across the tower’

“t t t tower”

Set 1 Sounds

Speed Sounds Set 1

m 	a 	s 	d 	t 			
i 	n 	p 	g 	o 			
c 	k 	u 	e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 			
z 	ch 	qu 	x 	ng 			

Initial sounds and special friends.

Special friends are a combination of two or three letters that make one sound.

Learning to blend

Blending is the ability to smoothly and fluidly combine individual sounds together into words.

For example, smooth blending is sounding out the word 'mast' as /mmaasst/ instead of a choppy or segmented /m/.../a/.../s/.../t/.

To read, children need to learn to blend individual sounds smoothly together into words without choppy pauses between the sounds. The ability to seamlessly combine individual sounds together into the fluid word is not only vital for developing correct phonologic processing, it is also critical for developing eventual fluency.

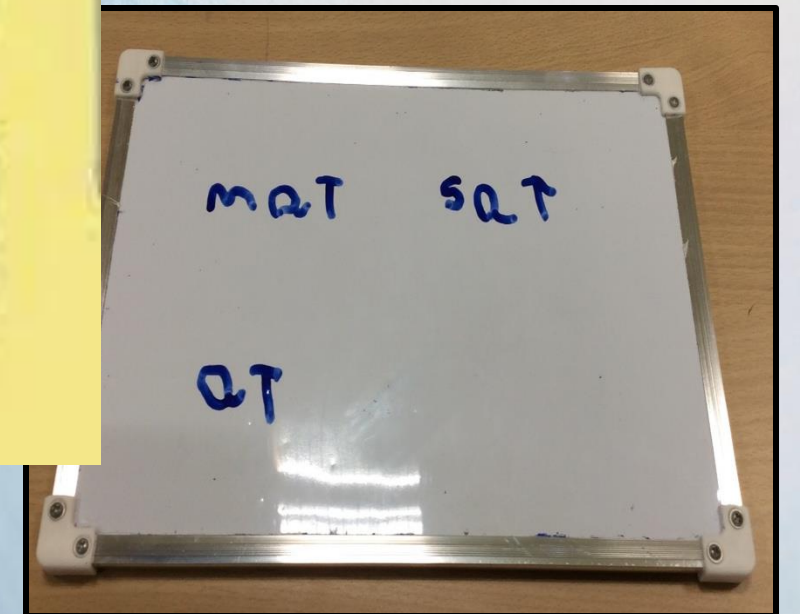
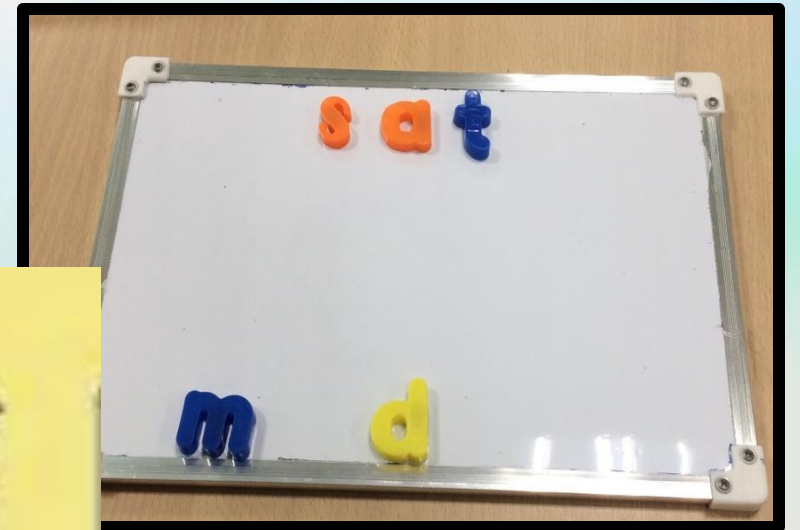
'Fred Talk' and 'Fred Fingers'



When writing a word, children will use their 'Fred fingers' to sound it out and decide how many sounds it has.

They will then have opportunity to use magnetic letters to recognise and build the word.

They then begin to independently word build by saying the sounds out loud as they write them down.



'Green words' and 'Red words'

'Green' words are phonetically decodable words that the children learn to read.

They allow children to become fluent readers because regular reading of these words mean that they become familiar and are able to recognise/read them on sight.

A word which cannot be decoded phonetically but must be learned by sight.

at	mad
sad	dad
sat	mat

high	night
light	fright
bright	might

what	they
do	said
you	to
the	what

Set 2 Sounds



Set 2 Speed Sounds		
Sound	Phrase	Words to practice reading and spelling
ay	<u>ay</u> : may I play	play, day, may, way, say, spray
<u>ee</u>	<u>ee</u> : what can you see	see, three, been, green, seen, sleep
<u>igh</u>	<u>igh</u> : fly high	high, night, light, fright, bright, might
ow	ow: blow the snow	blow, snow, low, show, know, slow
<u>oo</u>	<u>oo</u> : poo at the zoo	too, zoo, food, pool, moon, spoon
<u>oo</u>	<u>oo</u> : look at a book	took, look, book, shook, cook, foot
<u>ar</u>	<u>ar</u> : start the car	car, start, part, star, hard, sharp
or	or: shut the door	sort, short, horse, sport, fork, snort
air	air: that's not fair	fair, stair, hair, air, chair, lair
<u>ir</u>	<u>ir</u> : whirl and twirl	girl, bird, third, whirl, twirl, dirt
<u>ou</u>	<u>ou</u> : shout it out	out, shout, loud, mouth, round, found
oy	oy: toy for a boy	toy, boy, enjoy

Set 3 Sounds

ea oi

a-e i-e o-e u-e

ur er ow ai oa

ew ire ear ure are

Make a cake Nice smile Phone home Huge brute Yawn at dawn

Nurse with a purse A better letter Brown cow Snail in the rain Goat in a boat

Chew and stew Fire fire Hear with your ear Sure us pure Care and share

Set 3 Speed Sounds		
Sound	Phrase	Words to practice reading and spelling
ea	Cup of tea	clean, dream, seat, scream, real
oi	Spoil the boy	join, voice, coin
a-e	Make a cake	make, cake, name, same, late, date
i-e	Nice smile	smile, white, nice, like, time, hide
o-e	Phone home	home, hope, spoke, note, broke, phone
u-e	Huge brute	tune, rude, huge, brute, use, June
aw	Yawn at dawn	saw, las, dawn, crawl, paw, yawn
are	Care and share	share, dare, scare, square, bare
ur	Nurse with a purse	burn, turn, spurt, nurse, purse, hurt
er	A better letter	never, better, weather, after, proper, corner
ow	Brown cow	how, down, brown, cow, town, now
ai	Snail in the rain	snail, paid, tail, train, paint, rain
oa	Goat in a boat	goat, boat, road, throat, toast, coat
ew	Chew the stew	chew, new, blew, flew, drew, grew
ire	Fire! Fire!	Fire, hire, wire, bon/fire, in/spire, con/spire
ear	Hear with your ear	hear, dear, fear, near, year, ear
ure	Sure it's pure	pure, sure, cure, pic/ture, mix/ture, ad/ven/ture

How to help at home

Talk 😊

Talking with your child will develop their language and literacy skills.

At the early stages of learning the language, talk is the best method to develop their vocabulary and understanding.

How to help at home

Read with your child as much as possible. Create a 'special' time to read with them everyday.

Show that you enjoy reading too! They will copy you.

Talk about reading. Ask them questions about their favourite characters.

How to help at home

- Dress up
- Draw pictures of favourite characters
- Make up characters and tell stories about them
- Sock puppets
- Read a wide variety of texts – books, signs, magazines
- Play ‘Simon Says’ and Fred Talk the command, i.e. ‘Simon says j-u-m-p’

Reading at home

The books children receive are based on their most recent assessment.

These include words with the sound the children are learning that week.

It is important for children to be exposed to these words to practice their fluency and reading comprehension.



Reading at home

In addition to reading the story...

Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng		
b	c	d	g	h	j	p	qu	t	w	x	y	ch

Vowels Ask children to say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

Each box contains one sound but sometimes more than one grapheme. Focus graphemes for this story are circled.

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

their	you	your	want
some	they	are	small
of	fall*	call	any
to	school	were	the
what	watch		

Questions to read and answer

(Children complete without your help.)

- You can grow your own radishes in **six weeks / one week / three weeks**.
- You need to fill the plant pot with **sand / potting compost / bin bags**.
- The plant pot must be in a **dark spot / a sunny spot / the wind**.
- Radishes will have grown below the compost when the plants are **25cm high / 5cm high / 10cm high**.
- You can add the radishes to a **salad / the compost**.

Questions to talk about

Ask children to TYP each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (FF) When should you sow the radish seeds?
- p.10 (FF) What should you use to plant the radishes in?
- p.11 (FF) What should you lay on top of the compost?
- p.12 (FF) Why should you put a black bin bag on top?
- p.13 (FF) What are the radish plants called when they are still very small?
- p.14 (FF) What should you do if there are weeds growing in the pot or window box?
- p.15 (HaT) Why is it a good idea to grow your own radishes?

Vocabulary Check

Discuss the meaning (as used in the story) after the children have read each word.

	definition:	sentence:
crop	lot or load	You can grow your very own crop of radishes.
sow	plant seeds in the earth	If you want lots, sow a batch of seeds every three weeks.
shallow	not deep	a shallow plant pot or window box
compost	loose soil	a bag of potting compost
level	top	The seeds must be below the level of the compost.
damp	slightly wet	Keep the compost damp, ...
weeds	plants you don't want	and pull out any weeds.