

Phonics

ee ur ow

wh y au

Wednesday 4th November 2015

Y1/2 Parent Workshop Phonics & Reading



This presentation was an aide memoire for staff during the recent Phonics and Reading Workshop (04.11.15).

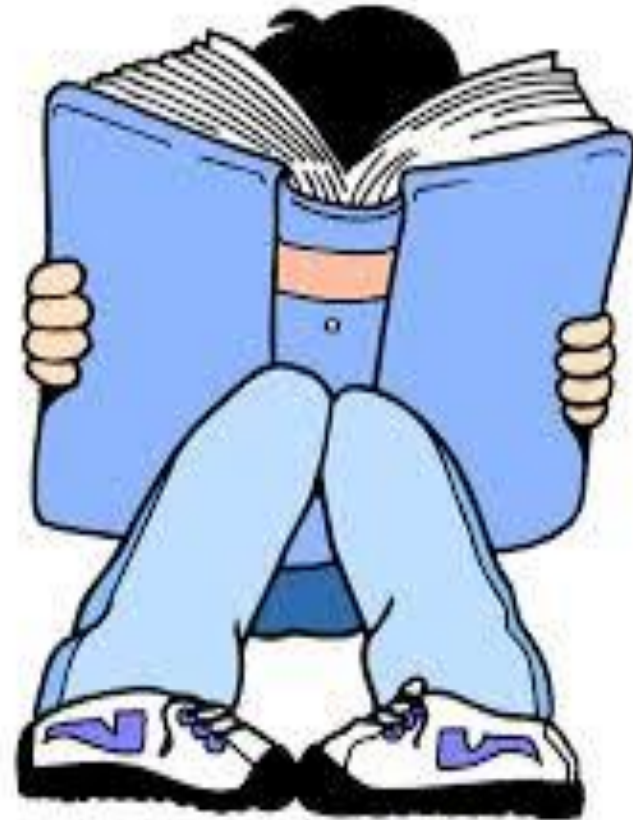
The aim of the presentation was to ensure that all parents felt confident to effectively support their child's reading.

Both staff and parents at the meeting felt it important to share these materials with all parents in Y1 and 2.

Please feel free to discuss any questions that may arise with Mr Dixon and we welcome your feedback.

Thank you for your continued support.

Year 1 and 2 Team



For your diaries:

Y1/2 Maths Workshop on Thursday 19th
November 2015 at 6.00pm.

Reading for Information

Word Problems: Choose an Operation

DIRECTIONS:

Out out the word problems on this page. Read each problem carefully. Decide which operation should be used to solve each problem. Glue each problem on the correct work mat. Complete each work mat.

There are 8 tables in Room 5B. There are 4 tables in Room 3C. How many more tables are there in Room 5B?

There are 8 chairs in Room 5B. There are 4 chairs at each table. How many tables are there in Room 5B?

There are 8 Tables in Room 5B. There are 4 chairs at each table. How many chairs are in Room 5B?

There are 8 tables in Room 5B. There are 4 chairs at each table. How many chairs are there in Room 5B?



Barnston Primary's Curriculum

- Five 25 minute discrete phonics sessions in ability groups.
- Five one hour English sessions in ability groups (from November).
- Overlearning through the whole Curriculum as appropriate.
- Marking - three spellings per activity are identified as decided by the class teacher.

Four Part Discrete Phonics Session

Synthetic Phonics - is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words.

Four Part Session:

1. Review.
2. Teach.
3. Practise.
4. Apply.

Phases 1-6.



Phonics
ee ur ow
wh y au

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

Useful terms:

Grapheme – way of writing a phoneme.

Phoneme – distinct/smallest unit of sound.

Digraph – two letters creating one phoneme.

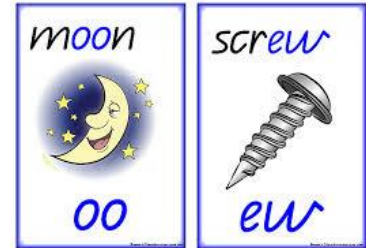
Trigraph – three letters creating one phoneme.

Split Vowel digraph (magic 'e') – u_e, a_e.

Blending – merging phonemes to read the word.

Segmenting – splitting phonemes to spell the word (e.g. burn = b-ur-n).

PHASE 1:



(7 Aspects)

- Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.



PHASE 2:

- Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling
- simple CVC words.
- Working on: Knowing that words are constructed from phonemes and that phonemes are
- represented by graphemes.
- Letter progression:

Set 5: h, b, f, ff, l, ll, ss

Set 4: ck, e, u, r

Set 3: g, o, c, k

Set 2: i, n, m, d

Set 1: s, a, t, p

PHASE 3 (end F2):



- Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.

Graphemes:

ear, air, ure, er,

ar, or, ur, ow, oi,

ai, ee, igh, oa, oo

- Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.

Consonant digraphs:

ch, sh, th, ng

- Working on: Reading and spelling CVC words using letters and short vowels.

Letter progression:

Set 7: y, z, zz, qu

Set 6: j, v, w, x

PHASE 4:

- Working on: Segmenting adjacent consonants in words and apply this in spelling.
- Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.





PHASE 5 (end Y1):

- Working on: Reading phonically decodable two-syllable and three-syllable words.
- Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

/ee/(ee, ea, y, e), /ie/(igh, y, ie, i-e, i), /oe/(oa, ow, o-e, o),
/ae/(ai, ay, a-e, a), /ue/(oo, ew, ue, o), /oo/(oo, ou, u),
/ow/ (ow, ou), /oi/(oy, oi), /ar/(ar, a), /au/(ar, a), /ur/(er, ir, ur),
/air/(air, are, ear,), /ear/(ear, eer, ere), /ure/(ure, our).

- Working on: Spelling complex words using phonically plausible attempts.

Phase 6 and Beyond!

- Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences.
- e.g. /s/ can be represented by 's', 'ss', 'se', 'ce' or 'c'
- Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

Spelling Conventions

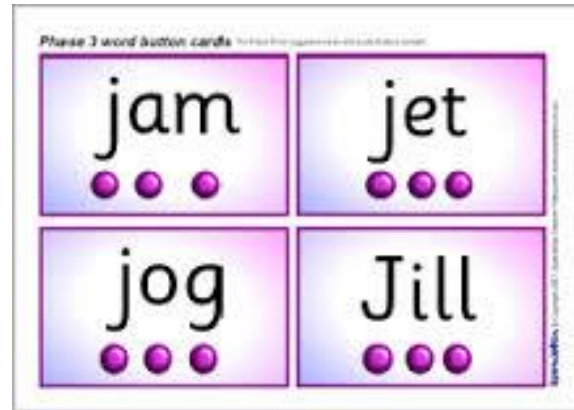
National Curriculum 2014:

This can be accessed through a google search.

ACTIVITIES:

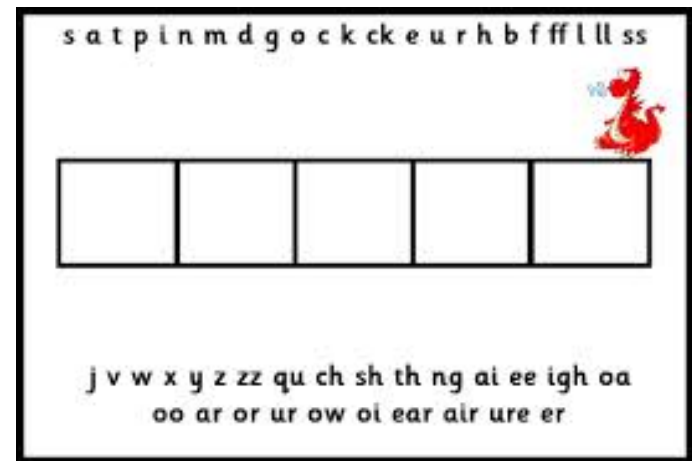
READING:

- Flashcards and IT sources.
- Sound buttons.
- Various games.
- Blending.



SPELLING:

- Segment using phoneme frames.
- Identifying patterns in spelling.
- Learning conventions/rules.
- Does it look correct?
- DICTATION!!



ASSESSMENT:

Y1 Phonics Test:

Focus is upon reading words using phonic knowledge up to and including Phase 5.

Reference example words in the handout.

Tips for home

Little and often...

Game based.

Competition.

Useful Websites:

www.phonicsplay.co.uk

www.letters-and-sounds.com

www.bbc.co.uk

www.topmarks.co.uk

Note: Many of these resources are free and may help you to support your child's learning, but we stress that we in no way expect parents to purchase resources.

Expectations in Reading

Are children shouting out print? Or do they use a range of cues?

Cues:

1. Pictorial – encourage studying the pictures first.
2. Visual (grapho-phonetic)
3. Grammar (syntactic) – does it seem right among the other words? What do you think it would be?
4. Meaning (semantic) – does it make sense?

Progress in Reading

	AT1 Use a range of strategies to read for meaning.	AT2 Describe, retrieve or select information.	AT3 Infer and deduce.	AT4 Structure and organisation.
Level 3	<ul style="list-style-type: none"> · range of strategies used mostly effectively to read with fluency, understanding and Expression. 	<ul style="list-style-type: none"> · simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from different places in the text · some comments include quotations from or references to text, but not always relevant, e.g. often retelling or paraphrasing sections of the text rather than using it to support comment. 	<ul style="list-style-type: none"> · straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"' · responses to text show meaning established at a literal level e.g. "'walking good" means "walking carefully"' or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text. 	<ul style="list-style-type: none"> · a few basic features of organisation at text level identified, with little or no linked comment, e.g. 'it tells about all the different things you can do at the zoo'
Level 2	<ul style="list-style-type: none"> · range of key words read on sight · unfamiliar words decoded using appropriate strategies, e.g. blending sounds · some fluency and expression, e.g. taking account of speech marks, punctuation 	<ul style="list-style-type: none"> · some specific, straight forward information recalled, e.g. names of characters, main ingredients · generally clear idea of where to look for information, e.g. about characters, topics 	<ul style="list-style-type: none"> · simple, plausible inference about events and information, using evidence from text e.g. how a character is feeling, what makes a plant grow · comments based on textual cues, sometimes misunderstood 	<ul style="list-style-type: none"> · some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation
Level 1	<ul style="list-style-type: none"> · some high frequency and familiar words read fluently and automatically · decode Familiar and some unfamiliar words using blending as the prime approach · some awareness of punctuation marks, e.g. pausing at full stops 	<ul style="list-style-type: none"> · some simple points from familiar texts recalled · some pages/sections of interest located, e.g. favourite characters/events /information/pictures 	<ul style="list-style-type: none"> · reasonable inference at a basic level, e.g. identifying who is speaking in a story · comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style 	<ul style="list-style-type: none"> · some awareness of meaning of simple text features, e.g. font style, labels, titles

Progress in Reading

STANDARD ONE READING ASSESSMENT CRITERION	
CAN I:	
1.	Find a letter, a space and different words?
2.	Point to a full stop?
3.	Read some of the Foundation words?
4.	Use phonics to read unknown words?
5.	Listen to stories carefully?
6.	Use pictures and texts to say what is happening?
7.	Find information to answer questions?
8.	Talk about a text?
9.	Retell familiar stories with growing confidence?
10.	Can talk about things which are the same in different stories, rhymes and information books?
11.	Say what will happen? (titles, cover, blurb and/or pictures).
12.	Read aloud with expression to show full stops?
13.	Can read most Foundation words? ()
14.	Can find Foundation words in texts? ()
15.	Say what I like or do not like when reading?
16.	Find interesting words?
17.	Choose and talk about a book? (from a selection)
18.	Read Foundation and some Y1/2 words?
19.	Use letters, sounds and words to understand what is happening?
20.	Retell stories that I know? (significant events in sequence)
21.	Say what I think will happen in a story?
22.	Say what I think the characters will say or do?
23.	Find information to answer questions about the book?
24.	Say what I think about the events or characters?
25.	Say when it does not make sense and correct myself?

Progress in Reading

STANDARD TWO WRITING ASSESSMENT CRITERION	
CAN I:	
1.	Read most of the Y1/2 high frequency words?
2.	Use my phonics to read unknown words?
3.	Explain what a full stop does and use them when I read aloud?
4.	Retell a story I have just read? (beginning, middle and end)
5.	Choose the books I will read? (front cover, title, illustrations, words)
6.	Find information on a page to answer a question?
7.	Finds links between my experiences and stories I am reading?
8.	Describe what a character says, does and how they treat others?
9.	Explain the differences between fiction and non-fiction?
10.	Use my phonics skills to read unknown words?
11.	Identify when reading does not make sense and correct my reading?
12.	Read aloud showing I understand !.?
13.	Find a piece of information on a non-fiction page?
14.	Make predictions about a text using different clues? (author, book title, cover, blurb)?
15.	Talk about things that are the same or different in texts? (characters, settings, themes)
16.	Explain events or information that I have read about? (why a character acted in a certain way)
17.	Talk about the features of different non-fiction texts? (non-chronological reports, letter, information poster).

Tips for reading at home

10/15 mins at a time.

3 to 4 times weekly.

Predict – title page.

Read – use all cues.

Hiding the book????

Questions – reference handout.

Of course please encourage children to read widely and beyond their school reading book.

Attached Resources:

You should also receive:

1. Phoneme Families Chart.
2. Y1 Phonics Tests sample words for reading (non or pseudo-words and real words)
3. List of comprehension questions – *which can be asked before, during and after reading as appropriate. The list is not exhaustive and we suggest you focus on two or three for a week or so at a time.*