



Year One Phonics Workshop

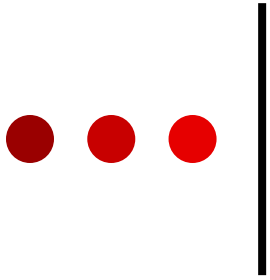
October, 2019



Our aim is to...

- explain how we teach phonics (Letters and Sounds) for reading and spelling;
- give you ideas on how to support your child at home;
- have time for questions at the end of the session.





Phonics is ...

Phonics = **Knowledge of the Alphabetic code** + **Skills of segmentation and blending**





Term	Meaning	Examples
Phoneme	The smallest unit of sound that you can hear within a word. The word phoneme refers to the sound, NOT the letter(s) which represent the sound in writing.	c/a/t = 3 phonemes th/e/n = 3 phonemes ch/air = 2 phonemes ough/t = 2 phonemes Ch/ur/ch = 3 phonemes
Grapheme	The letters used to represent a phoneme	f – fit, telephone a – pain, hay, cake
Blend	To list the phonemes within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.)	
Segment	To split a word into its separate phonemes, as an aid to spelling .	





○ Blending

Reading individual words with increasing speed:

p e n

a l a r m i n g

a l a r m i n g

alarming





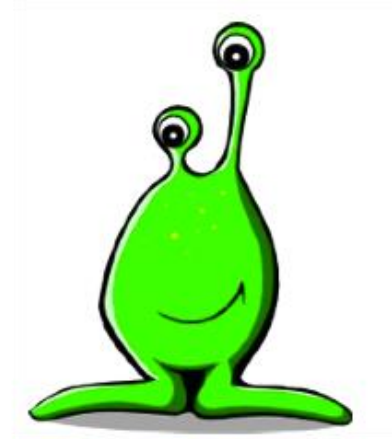
Sound buttons

Alien/silly words

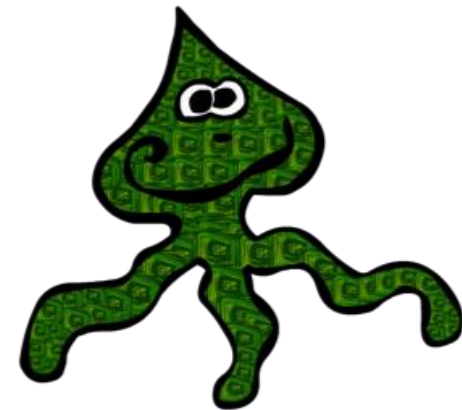




jair



spay





Sound buttons help to read the sounds that are there:

night

crowds

Break up larger words into smaller words or parts:

pumpkin





<http://www.phonicsplay.co.uk/>

www.busythings.co.uk (LGFL login)





Tricky Words

into

people

some

was





Spelling

Look, cover, write, check.

Practise spelling words that rhyme or have the same pattern e.g.

Rain, train, may, play, stay – what do you notice?

Spelling tricky words: look for parts of the words you can recognise or sound out e.g. 'was' – w as (worms and spiders).

Encourage your child to use letter names (as in the alphabet) when learning to spell tricky or common exception words – come

When reading, point out alternative sounds for the same grapheme:

cat, cell

goat, magic



Reading Ideas

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 story (fiction) book or an information (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 (on the back of the book) and read it to your child
- Do a picture walk through the book and let your child tell you what they think the book is about.



● ● ● | Reading Ideas

During the book

- Ask your child lots of questions about the characters in the book as you read the story.
- Encourage your child to use his/her finger to follow the direction of the text (top to bottom, left to right).
- Look at the sentences and see if your child can identify any of the sounds in the words or any of the HF (high frequency) words they have learnt.



● ● ● | Reading Ideas

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?
- Choose a character and ask your child if they would like them as a friend, encourage them to explain why.



● ● ● | Please.....

- Read to your children as often as you can.
- Talk to your children about the books you share.
- Sing with your children.
- Sing the alphabet song.
- Allow time for your child to read to you.
- Be interested in language and words – have an interesting word place at home.
- Play ‘I spy’ to practise initial sounds.
- Make it an enjoyable experience, keep it fun!





Example of parent's comments from a reading record

Date	Name of Book and Page Number	Comments and Signature
7/10/2013	Jake Cake Up to p22	Very well read. Jack loved this! UF
8/10/2013	Jake Cake Up to p.45	Fantastic reading + understanding. Jack is really enjoying this book. UF
9/10/2013	" " Up to p54	Very good reading + expression. UF
10/10/2013	The Canterville GHOST Read Chap.1	Great reading. UF
14/10/2013	Jake Cake	Up to p. 71. Excellent reading UF.





○ Any Questions?

- Please practise phonics regularly with your child: sounds and specific sounds in words e.g. ai **rain**, **snail**.
- All sounds and tricky words can be found in the centre pages of your child's reading log.
- Thank you for coming.

