

# Phonics and Reading Information Evening

Wednesday 11<sup>th</sup> October  
2023



**Our Lady's Catholic**  
Primary School

A place of learning - A community of Christ

# Aims of workshop

- ▶ To share an understanding of reading development with you
- ▶ Introduce the way we teach phonics and reading in KS1 and enhance your knowledge of systematic phonics
- ▶ Share strategies to support you at home with reading

# Phonics at Our Lady's School

At Our Lady's we teach phonics using the RWI scheme.  
Ruth Miskin, Read, Write Inc.

This is a systemic approach to phonics which means teaching  
the smallest parts (phonemes).

These can then be blended together, to make words.

Reading is daily and in small groups.

We regularly assess and review pupil progress.

# Why do we need to teach phonics?

- ▶ Main strategy supporting word recognition for reading.
- ▶ Teaches children to connect letters of the alphabet to the sounds they make, blending them from left to right to make a word. We teach sounds first and letter names come later!
- ▶ Supports children in identifying those individual sounds (phonemes) within words
- ▶ Children learn to segment (split) words for spelling and blend them for reading.

# Technical Language

- ▶ Phoneme - the most pure way of making a sound
- ▶ Grapheme - the visual representation of that sound i.e. the letter.
- ▶ Segment - split the word into its sounds
- ▶ Blend - put the sounds together
- ▶ Digraph - 2 letters that make one sound e.g. ay
- ▶ Tri graph - 3 letters that make one sound e.g. igh
- ▶ CVC - consonant, vowel, consonant e.g. c-a-t
- ▶ CVCC - consonant, vowel, consonant, consonant e.g. tram
- ▶ CCVC - consonant, consonant, vowel, consonant e.g. snap

# Segmenting

Chopping up the word to sound it out - 'Fred Talk'  
for example, p-a-t  
Not 'puh-a-tuh'



# Blending

- ▶ blending them in the order in which they are written to pronounce the word 'pat'.
- ▶ It is vital that you articulate the sounds correctly.

See Link below for guidance.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

# Green Words

- ▶ These contain sounds we have learnt.
- ▶ First read it through using Fred Talk
- ▶ Then Fred Talk in your head
- ▶ Finally, no Fred Talk - you recognise the word and speedy read.

## Red Words

- ▶ 'If it's red it's 'hard to Fred'
- ▶ Sight words children just have to know.

# A typical phonics session...

## Teach

- ▶ New letter sound (around the world)
- ▶ Teach segmentation and blending (Green words)
- ▶ Read red words for colour band

## Revisit and review

- ▶ Practise previously learnt sounds (in the pack)

## Practise

Practise reading and/or spelling words with the new sound.

## Apply

- ▶ Read or write on whiteboards (with the teacher) words containing the new sound. Use 'Fred in your Head'.

## Assess regularly

Read the book in school and consolidate at home.  
(2 days per book)



# Helping your child with decoding unfamiliar words

- ▶ Say each sound in the word from left to right.
- ▶ Blend the sounds gliding under each word with your finger.
- ▶ Try to ensure that you enunciate each sound accurately.
- ▶ Talk about the meaning if your child does not understand the word you have read.
- ▶ Work at your child's pace.
- ▶ Always be positive and give lots of praise and encouragement.
- ▶ Practise **READING** with them!

# Reading support at home.

- ▶ Guided reading
- ▶ Strategies
  - ▶ Use phonics, but not if you know the word.
  - ▶ Does it make sense? What would make sense?
  - ▶ Look for clues in the pictures or context of book.
  - ▶ Have you seen this word on another page?
  - ▶ Are there any bits of the words you recognise?
  - ▶ Read ahead, miss out the word, and work out what it could be when you finish the sentence.
  - ▶ Back track and read again for fluency.
  - ▶ Model for your child if they need a confidence boost.
- ▶ Fluency (including use of punctuation).
- ▶ Comprehension - ask questions, What, why, who, where and when.

# Reading at home

- ▶ Little and often - books come to school daily please
- ▶ Reading *with* and reading *to* children
- ▶ Reading for purpose
- ▶ Comprehension
- ▶ Using reading records
- ▶ Having fun...



## Reading with your Child

Reading with your child can mean sharing books, stories, rhymes, or any other writing.

You can:

- Read books together.
- Tell each other stories.
- Chat about the things that you have read.
- Talk about pictures in books.
- Share stories even when you don't have a book in front of you. Why not re-tell your favourite stories?

## Why read?

### Sharing books and stories with your child is fun!

It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day.

It also helps children:

- Understand the world around them.
- Develop social and emotional skills.
- Improve at school in English, science, maths and other subjects.
- Build confidence with communication.
- Strengthen their bond with you and other family members.

## What should we read?

### You can read anything.

Try out a range of picture books, comics, poems, and rhymes.

You can read the same book over and over again. Familiar books are comforting and build confidence.

You can choose new books. Pick something together that you can both enjoy.

Books don't have to be full of words. Picture books are perfect for sharing and talking about with your child. You can use pictures to explore stories and help your child understand books that are more difficult.

- Find your local library and see what your child likes.
- Ask teachers, librarians or other parents to recommend books.
- Visit the bookfinder on the Book Trust website for some ideas: [booktrust.org.uk/bookfinder](https://booktrust.org.uk/bookfinder)
- You can find storytelling apps and stories on tablets and computers too. Just be sure to stay with your child and enjoy sharing the story with them.

## When should we read?

### Share stories whenever you can find the time.

Reading for just ten minutes a day with your child makes a huge difference.

- Take books with you so you always have a story to share. You can read on the train or bus, or even if you are waiting in a queue together.
- When you are outside, take time to notice what is going on around you. Make up stories about what you see with your child.
- Bedtime is the perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.

## What if I'm using a tablet or computer?

### Digital books and story apps are great fun!

When you are reading using a tablet or a computer, stay with your child. Talk to them about what they are doing, and help them use the device.

- It is a good idea to put the device into 'Airplane Mode' before giving it to a child to avoid any unexpected costs or internet access.
- Ask the same questions about the story that you would with a printed book.



## Who?

### Be a reading role model!

If your child sees you reading, they will want to read too.

- Involve your family in what you are reading – talk about what you have read and what you liked about the story.
- Encourage friends and family to share books with your child. The more people your child sees reading, the more they will want to read too.



## What if English isn't my first language?

### You don't have to only read books in English.

Carry on sharing books, stories and rhymes in your first language!

- Your child may use English words – you can still reply or repeat what they have said in your own language. Children love the sound of your voice and can cope with two languages.
- Sharing stories is about more than just learning to read – it's about snuggling up and spending time together.



[BookTrust: Getting children reading | BookTrust](#)

# Phonics screening check

- ▶ In June, all Year 1 children will undertake the phonics screening check to assess what they can and cannot decode.
- ▶ Those children in Year 2 who did not meet the expected level in phonic decoding will also undertake the check.
- ▶ The check involves reading phonetically decodable words *and non-word (alien words)*.



# Activity 1

Put your phonics skills to the test. Use your phonics skills to read the following passage.

The three tinee lighons had an ighdear to mayk a shop out of stror. They got sum jighnt brix and sument to stick them. Wen they had bilt it they had a rest and a creem cayk that was dlishus.



# Useful Websites

- ▶ <https://www.phonicsplay.co.uk/>
- ▶ [Parent guide to Read Write Inc. Phonics - Oxford Owl](#)
- ▶ [BookTrust: Getting children reading | BookTrust](#)

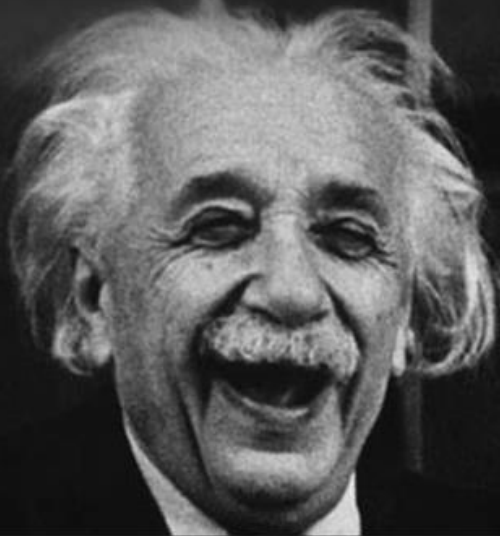
# Feedback - Phonics workshop 2023

- ▶ What was most useful? / What will you takeaway from the session today?
- ▶ How do you now feel about supporting your child's reading at home?
- ▶ What will you do now that you did not do before to support reading at home?
- ▶ What if any further support / advice would you like?
- ▶ Any other comments.
- ▶ Thank you for your feedback.

# Thank you for coming

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

- Albert Einstein



Sarah Copley 2023



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

**James**

reads 20 minutes per night,  
5 times per week



**Travis**

reads only 4 minutes per night  
...or not at all



**In one week:**

**100**

minutes of reading



**20**

minutes of reading

**In one month:**

**400**

minutes of reading



**80**

minutes of reading

**In one school year (9 months):**

**3600**

minutes of reading



**720**

minutes of reading

**By the end of sixth grade:**

**21,600**

minutes of reading



**4320**

minutes of reading

Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



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# Parent sign in sheet