

Reading and Phonics at Stoke Bishop Primary School



Year 1 workshop- Thursday 28th September

Reading

- Promote the love of reading through a range of platforms
- Helps children find out information
- Read the world around them
- Access learning in all areas of the curriculum



What is phonics?

Link between the sounds we say and the letters that represent each sound.

- **Grapheme** – the written letter or groups of letters e.g. sh
- **Phoneme** – the sound the grapheme makes
- **Segmenting**- breaking the word down into its component phonemes, e.g. hat = h-a-t
- **Blending** – saying phonemes together to make a word e.g. sh o p m
a t
- **Digraph**- a single sound (i.e. a phoneme) that is made up of two letters, e.g. ee as in t-r-ee or ie as in t-ie
- **Trigraph**- a single sound (a phoneme) that is made up of three letters, e.g. igh as in high
- **Split digraph**- a digraph that is separated by one or more consonants, e.g. the /ee/ sound in complete is split by the letter t

Unlocking Letters & Sounds



- The programme we use at Stoke Bishop is Unlocking Letters and Sounds.
- Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4 and 'common exception words' linked to each phase.
- In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional 'common exception words'.
- By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.
- On the 'Our Curriculum' section of the website, there is a section containing more information about phonics and which sounds are taught in each phase.

Parents as Partners



- Building positive relationships between home and school is essential in developing confident young readers.

Reading at home



- Be positive and celebrate successes
- Model your love of reading!
- Encourage your child to read as much as possible in a range of contexts- magazine, leaflets, cereal boxes, posters, timetables
- Ask questions about what has happened to check understanding
- Support vocabulary- explore new words together
- Make predictions

Retell a story!

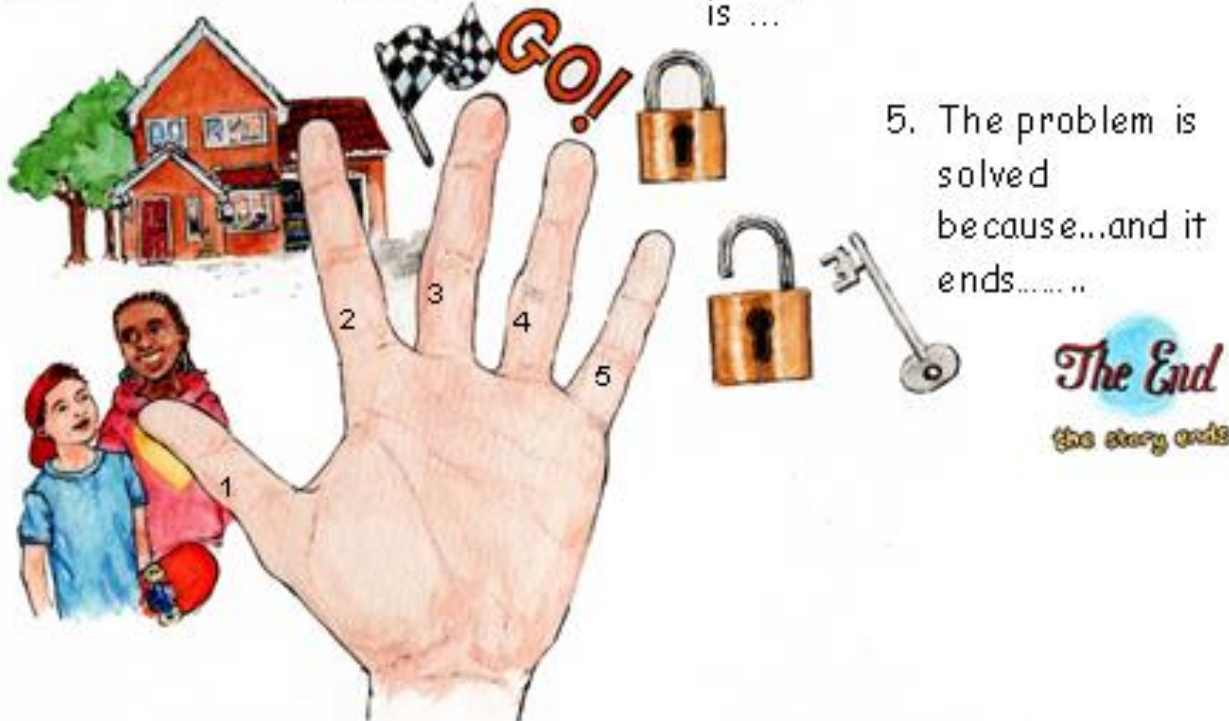
2. The story takes place

3. The story starts

4. The problem is ...

5. The problem is solved because...and it ends.....

1 The characters in this story are



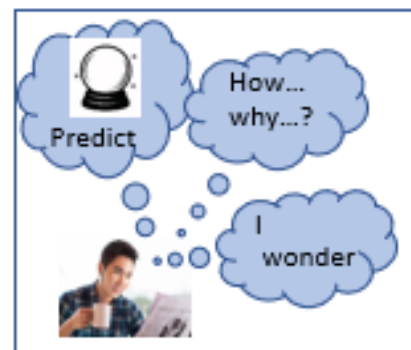
The diagram features a central hand with fingers numbered 1 to 5. Finger 1 points to an illustration of two children. Finger 2 points to a house. Finger 3 points to a checkered flag and the word 'GO!'. Finger 4 points to two padlocks. Finger 5 points to a key and the text 'The End the story ends'.

1. Characters 2. Setting 3. It starts... 4. The problem is 5. It is solved because...and the story ends

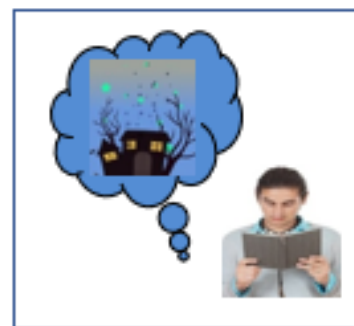
Strategies to help us understand and enjoy reading. As we read we



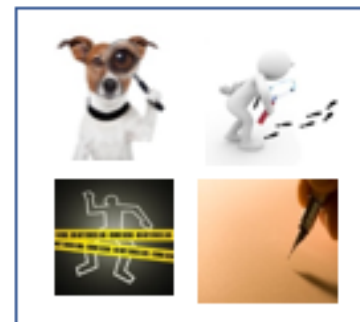
Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



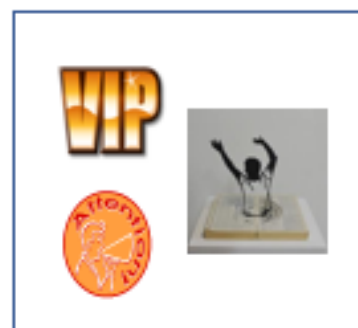
Think like a detective- use inference



Notice meaning breakdown...



...and repair it



Watch out for VIP words/ phrases/ideas..



...and put together to build GIST

Fotolia.com

Expectations at Stoke Bishop







- Children are regularly assessed. They will then be given books that are matched precisely to their phonic attainment.
- They will bring home 2 phonics books a week.
- We change books in groups: your child will have a consistent day each week.
- Record when you have read in the monkey book – children receive a stamp at the end of each week if they have read 5 times. As part of our whole school reading policy the children will be asked to read for 5 minutes during their breaktime if they have not read 5 times.
- Please ensure your child has their reading books in school everyday.

Why read 5 x a week ?

- The more we engage in a story the more we take away from it.
- It provides opportunities for children to develop a range of different skills which together helps a child become a fluent, confident reader. This allows a child to have a greater capacity for paying attention to what they have read.

Further ways to support at home

- Phonics homework- this is set on Seesaw each week- it is linked to the learning we have been doing in class that week.
- When writing, support your child with correctly forming each letter correctly. There is a phrase modelling how to form these below (handout provided).

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

Further support & time for questions

- If you require any further support with reading or phonics, please speak to your child's class teacher who will be able to assist you with this.
- Time for questions.

