



# Parent/carer Phonics workshop

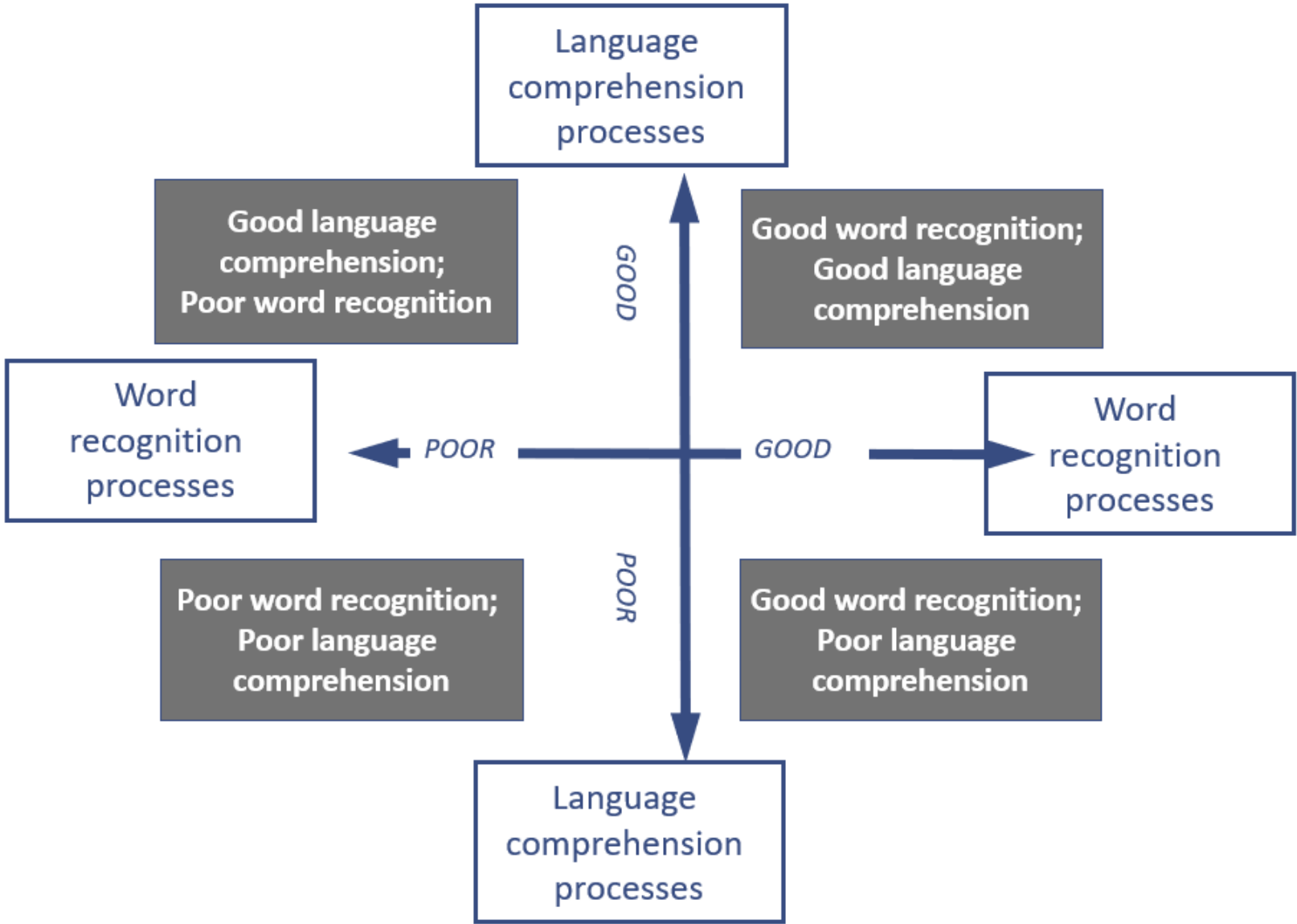
04.10.23

# Aims of this session:

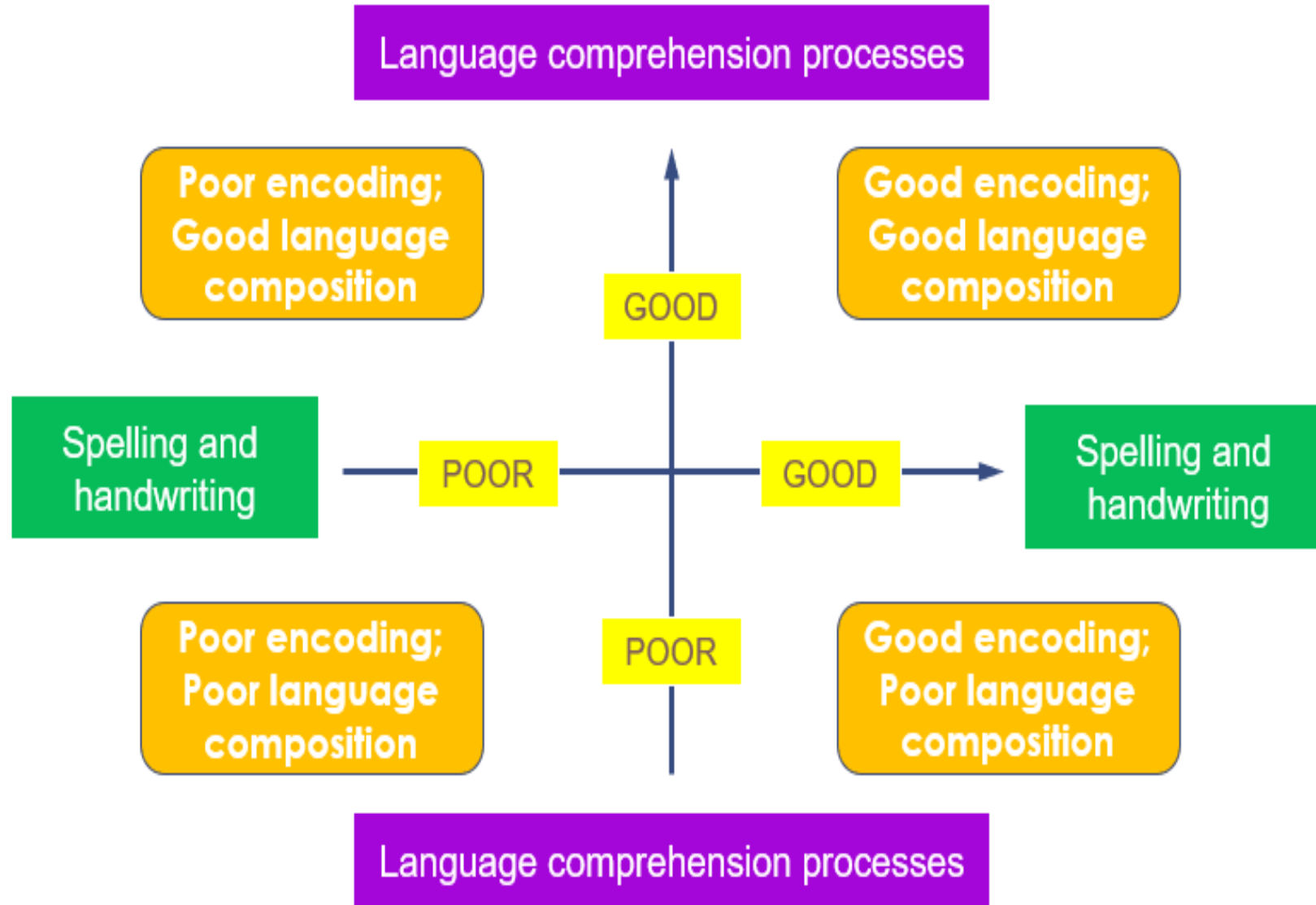


- Importance of reading regularly
- Understand how we teach early reading at Gayhurst
- Ways to support your child at home
- Answer any questions you may have

# The Simple View of Reading



# The Simple View of Writing



# Early communication



Birth- 6 months: communication by smiling, crying, and babbling

7 months- 1 year: babbling becomes differentiated

1- 1.6 years: learns to say several words

1.6- 2 years: word “spurt” begins

2- 3 years: talks in sentences, vocabulary grows

3+ years: vocabulary grows



Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching reading. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.



Our goal is to teach children to read and write.  
We know children learn at different rates and ages.  
We want to foster a love of reading.

Phonics enables children to blend and segment adjacent and non adjacent consonants in words.  
They apply this skill when reading unfamiliar texts and in spelling. Which extends to their independent writing.



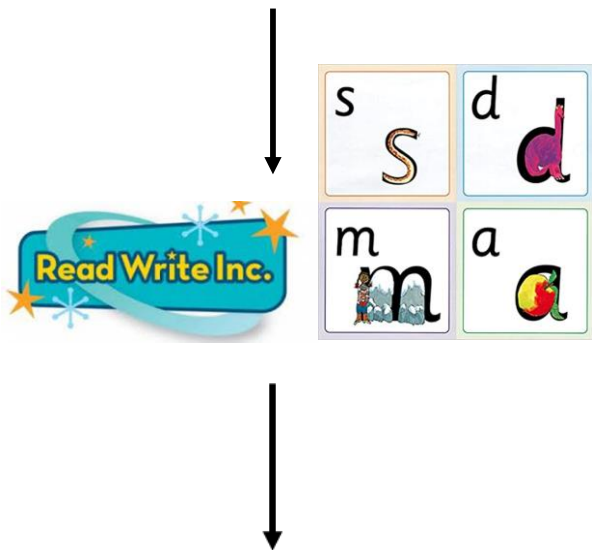
Leaders make sure that pupils learn to read as quickly as possible. Their approach is systematic and makes sure that nobody falls behind. Staff use assessment well to plan what children need to know next in phonics. Pupils practise with books that are matched well to the sounds they have learned. Pupils who fall behind are helped to catch up quickly. Teachers often use books that link to other subjects. This supports pupils' understanding across the curriculum. **Throughout the school, pupils read very well.**



# How we teach reading at Gayhurst?

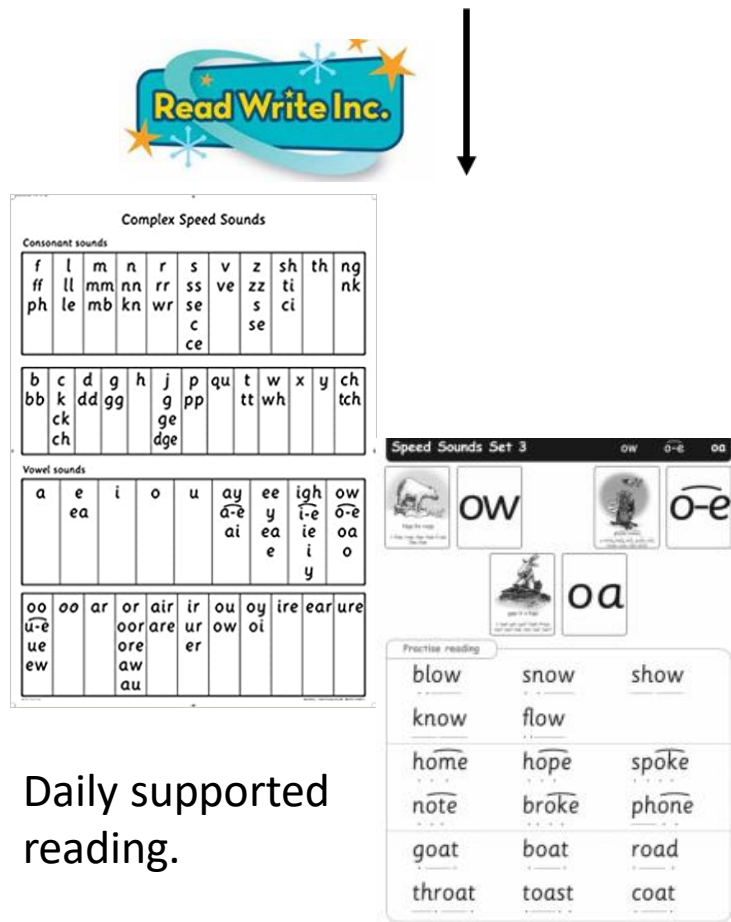


Nursery/Reception



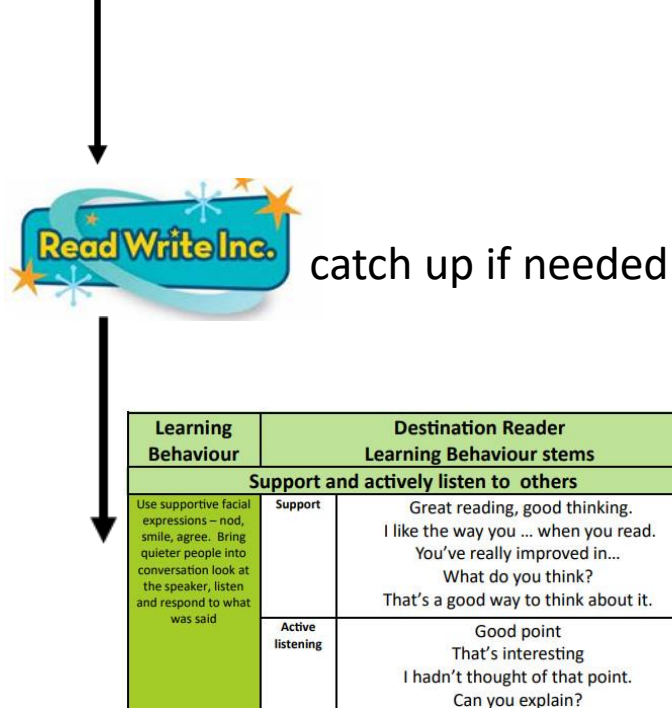
mad	at
dad	sad
mat	sat

KS1 – Year 1 and 2



Daily supported reading.

KS2 – Year 3 to 6



Learning Behaviour	Destination Reader Learning Behaviour stems	How did we do?
Support and actively listen to others		
Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	1 2 3 4
Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	

Guided reading.



There is a study called “Reading Aloud To Children: The Evidence” that shows engaging in “decontextualized” talk while reading aloud is especially great for language enhancement! This means relating the story to the child. For example, if there is ice cream involved in the story, you could say to your child “you like ice cream!” This creates conversation between you and your child, keeps them involved in the story, and hopefully prompts them to continue discussing the book. It’s definitely one of the best read aloud strategies for parents!

‘Special friends’

‘Fred Talk’



‘Fred in your  
head’

‘blending’

# Learning to read in Key Stage One



Assessment and grouping	
Sound and Word Entry Assessment	
A	m a s d t i n p g o c k u b f e l h r j v y w v x z
B	sad fan tap map cup bid run hen gep rup baf lid ved
C	sh th ch qu ng nk shop chip rush thin ring sink quan loch chup ling thip
D	splosh thick hand dress click scomp roll steff pand plick
E	ay ee igh ow oo oo play sleep flight blow spoon shook
F	ar or air ir ou oy part horse fair whirl shout toy
G	night round joy chair girl hard slorf slair flarf zay stoon trow ploun pleeg
H	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap
I	u-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap ruke graip hure
J	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious

We assess children in decoding words and then the organise children into groups based on number of graphemes they recognise in reading.

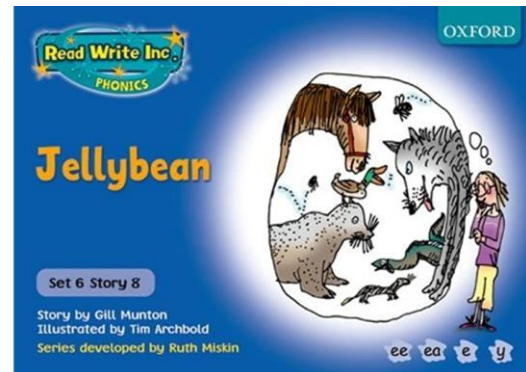
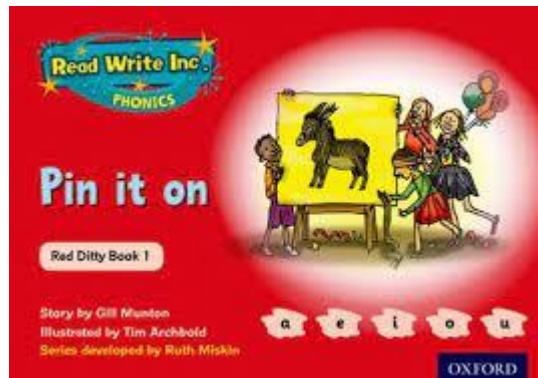
We assess children once every 5/6 weeks.



# Learning to read in Key Stage One



Children will have a daily phonics lesson where they practice the sounds they are working at and develop their decoding and comprehension skills.



# ay

1. Recap sounds taught so far – not by sound cards, but by blending CCVC words. Then as you teach set 2, recap words with those sounds in them.
2. Show picture side, explain the story and say “May I Play?”. Turn over to the other side, say the sound “ay”. Two letters making one sound. Mix new sound up with all other sounds known, can they spot it?
3. Go through green words linked to sounds and get children to fred talk and then blend. Add these all to grapheme chart (spread the red and stack the green)
4. Go through spelling each word, using fingers. For each sound, show a finger e.g p-l-ay.
5. Get children to record sounds in their books.
6. Introduce reading book and then children read the book.



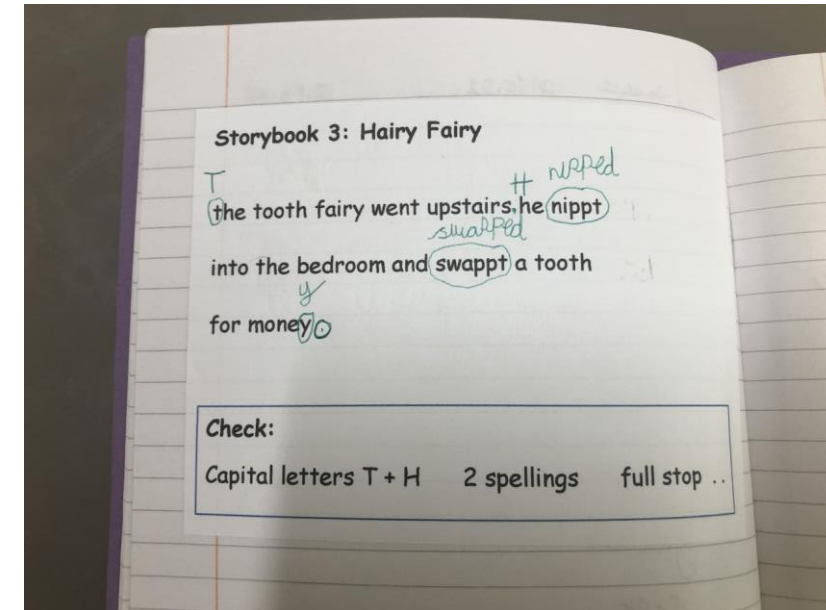
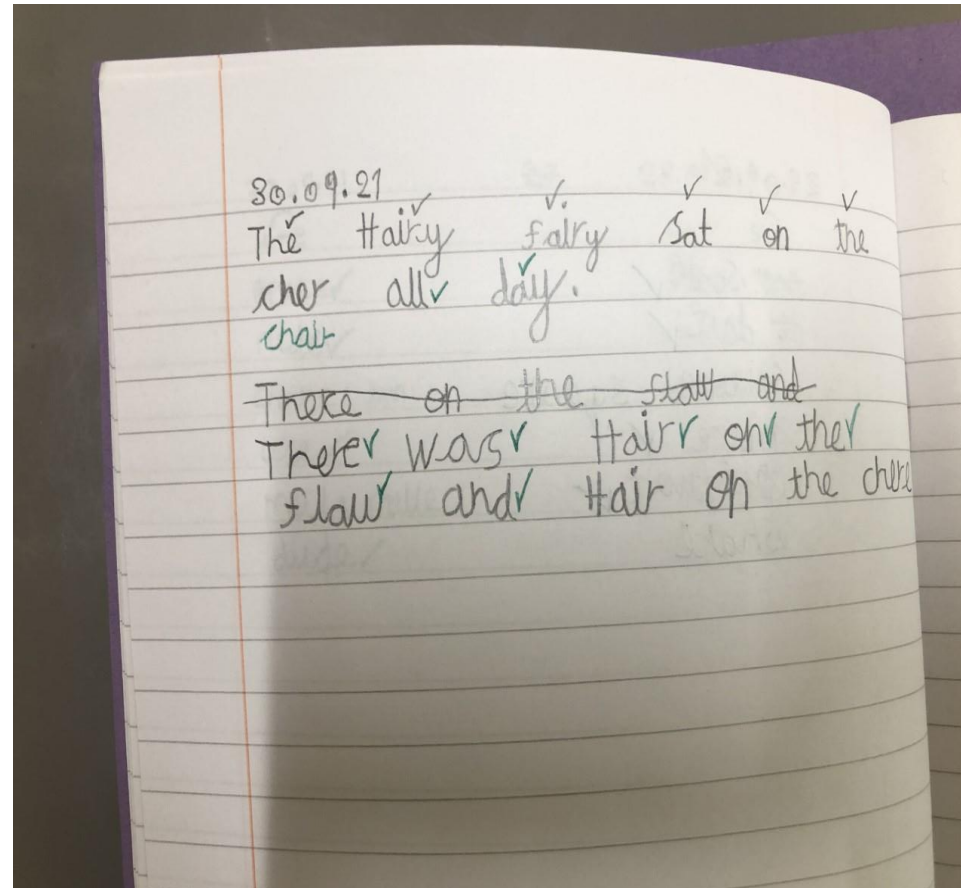
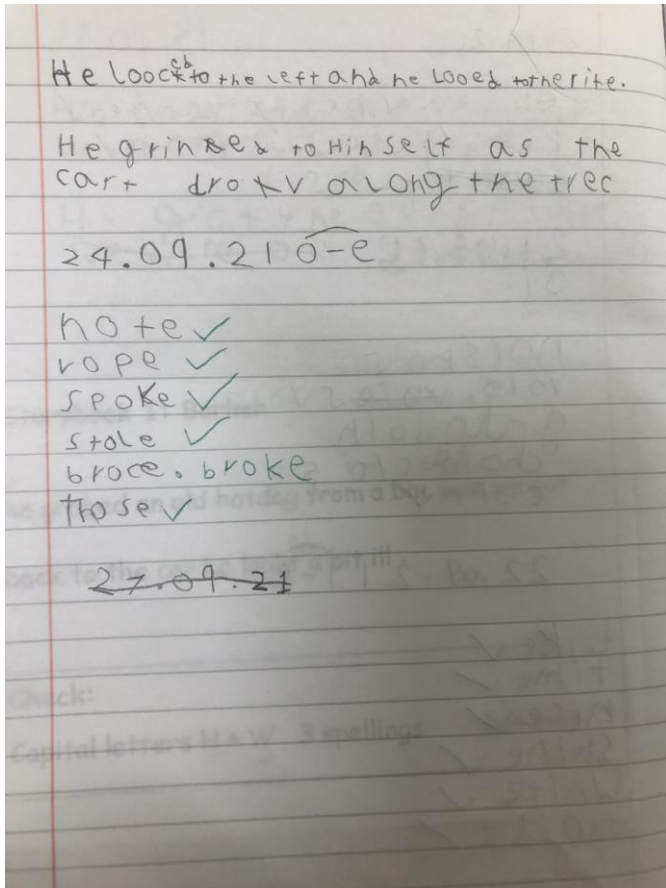
CCVC words

spit	clog	drop	slug
drag	skid	flop	plus
grim	brag	slid	scab
blob	bred	plan	slab
slim	sled	swim	glad
fled	trim	drum	club
slob	crop	plum	grub

# Learning to read in Key Stage One



Children will also get the opportunity to apply the sounds they have been learning to their writing.



# Learning to read in Key Stage One

## Year one

- Learning to track a text
- Pointing and following the text
- Decoding
- Sight recognition of red words
- Developing fluency
- Applying phonics to assist decoding trickier words

## Year two

- Reading a wide range of texts
- Sight reading, following text with eyes only
- Sight recognition of red words
- Developing fluency and expression
- Developing comprehension - both retrieval and inference based.





## Learning to read in Key Stage One



Daily supported reading. Children read with an adult daily, working on decoding, fluency, comprehension and expression.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

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





Any questions?