



# Phonics Information Session

Thursday 17th October

# Why read?

Reading is magical!

Reading makes you better at maths.



It builds connections!

Reading builds empathy.

It builds self-esteem and communication.





# The importance of Phonics

“Research has shown phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. It is the most effective approach for teaching pupils to decode. This means all children will know the alphabetic code by the end of KS1.”

Department for Education, July 2021

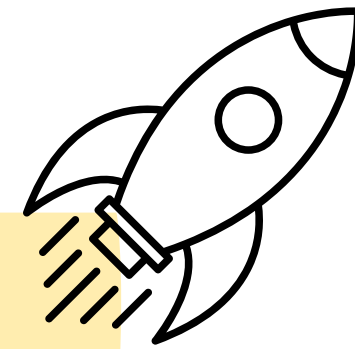
# How do we teach Phonics?



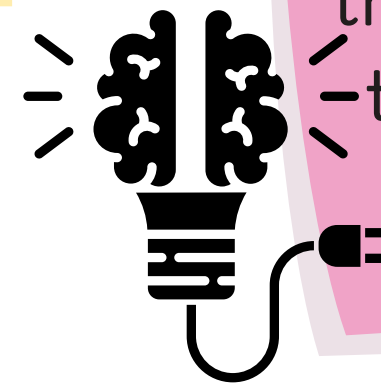
We teach phonics everyday in a systematic and multi-sensory way.



We have launched a new program called 'Rocket Phonics'. This links with the reading books we send home.

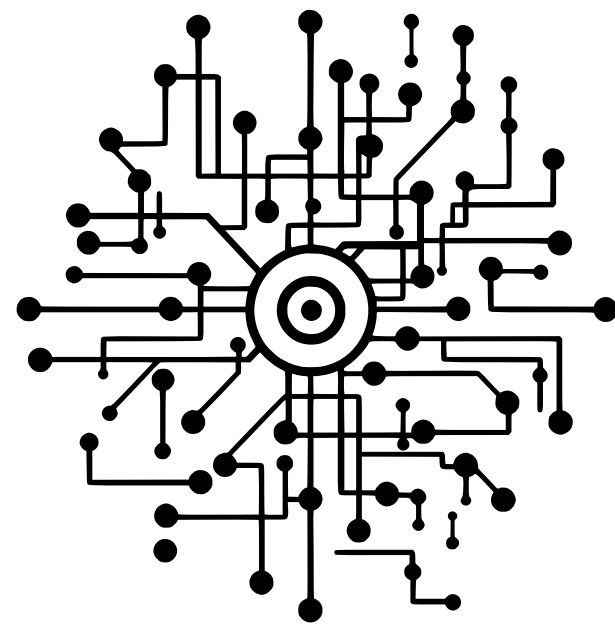


We are an experienced team of teachers using all the tricks in our bag to make it fun and memorable.



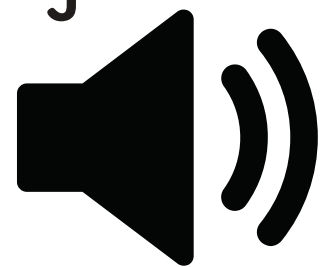


# What is it?



There are 44 phonemes in the alphabetic code. We teach the children to crack this code!

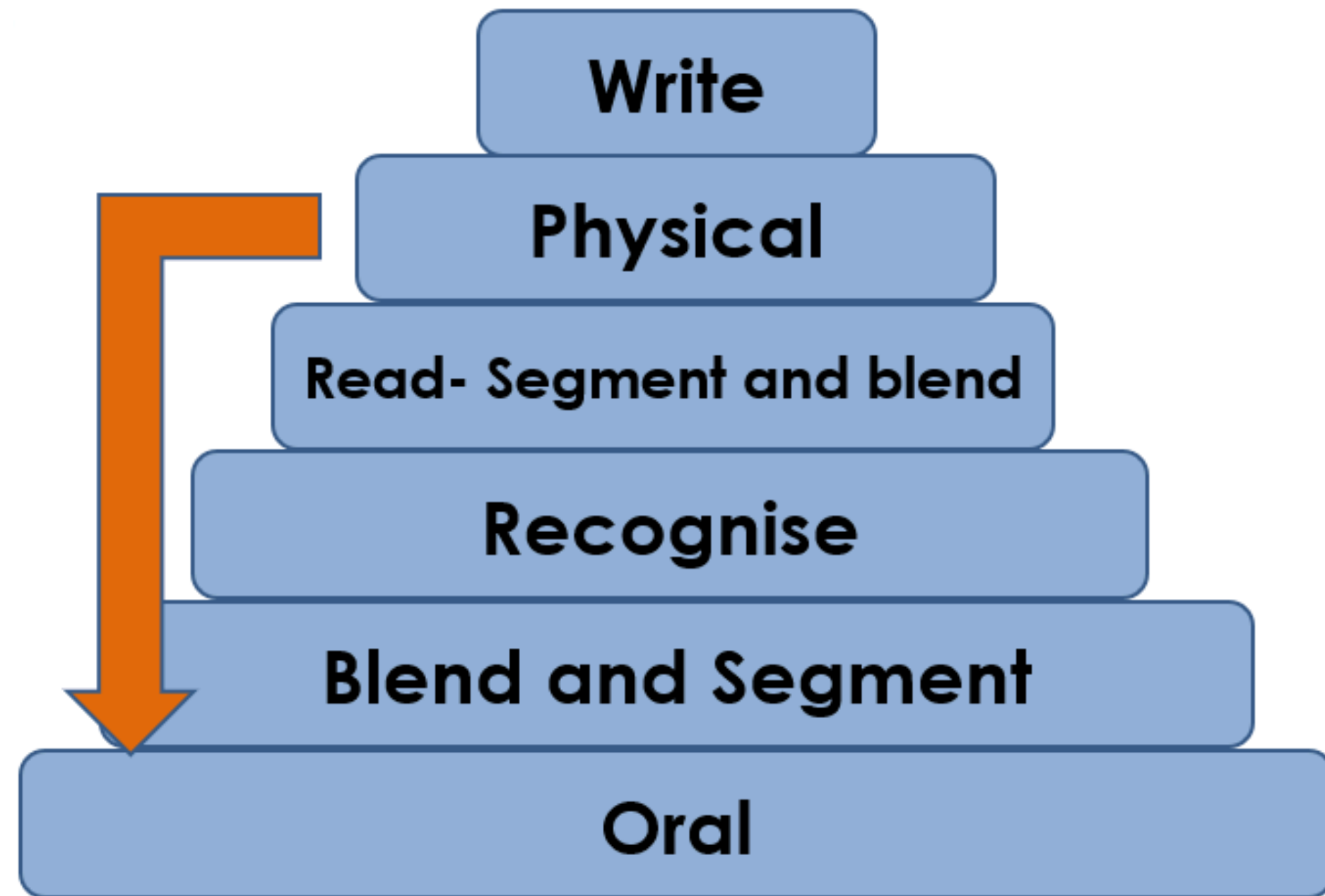
Phoneme  
= a unit of  
sound.



The children learn to...

- segment and blend sounds.
- recognise the corresponding letters (grapheme)
- blend sounds and decode words.

# How does it work?



# The Alphabetic Code



## Consonants: stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

## Consonants: bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

## Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

*Consonants: stretch*

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

*Consonants: bounce*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

*Vowels*

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

How simple it could be...



**play**

mayk, trayn, strayt

**green**

dreem, kee, happee

**moon**

broot, bloo, groo



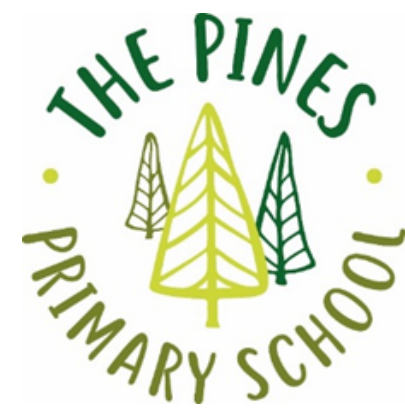
# Our Week



Each week the children will learn two sounds.

Monday	Tuesday	Wednesday	Thursday	Friday
Learn a new sound	Apply new sound	Learn a new sound	Apply new sound	Review
Oral blending and segmenting	Reading and spelling	Oral blending and segmenting	Reading and spelling	Apply new sounds in phonics games

Fred and how he helps...



# Fred Talk - Oral Blending



ch-i-p

l-igh-t

s-a-n-d

f-air



Fred Talk - Oral Blending  
Try these...



sling  
film  
flower

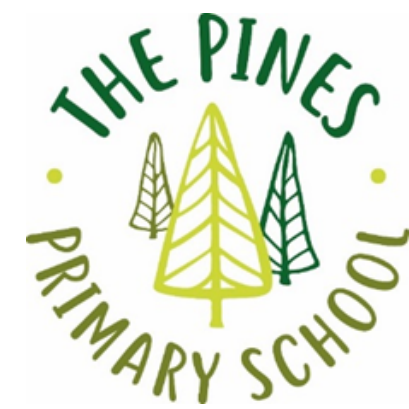
# Fred Talk - Oral Blending

Try these...






s-l-i-ng  
f-i-l-m  
f-l-ow-er





# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Gray and Ferraro, 1992.)

**WANT TO BE A BETTER READER? SIMPLY READ.**

# Fred fingers- spelling



- We orally segment the sounds in a word.
- We pinch or press onto each finger.
- We model spelling.
- The children have a go.





## How can you help?

- By saying the sounds in a pure way- no 'uh'.
- Knowing the letters and groups of letters that make the sounds.
- Practising Fred talk and knowing how this helps your child to read.

# Pure sounds



s	a	t	i	p	n	m	d	g	o	c
---	---	---	---	---	---	---	---	---	---	---

k	ck	e	u	r	h	b	f	l	ss			
							ff	ll				



# Pure sounds

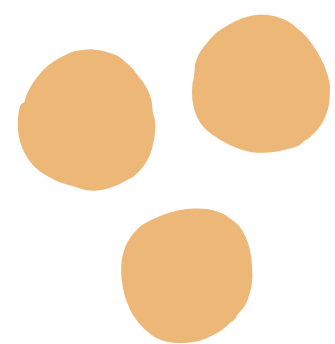


<i>j</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i> <u>zz</u>	<i>qu</i>	<i>ch</i>	<i>sh</i>
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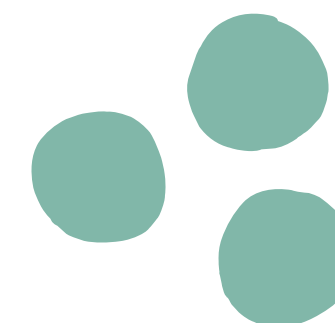
<u>th</u>	<i>ng</i>	<i>ai</i>	<u>ee</u>	<u>igh</u>	<i>ow</i>	<u>oo</u> <i>oo</i>	<u>ar</u>	<i>or</i>
-----------	-----------	-----------	-----------	------------	-----------	------------------------	-----------	-----------

<u>ur</u>	<i>ow</i>	<i>oi</i>	<i>or</i>	<i>air</i>	<i>ear</i>	<u>ure</u>	<i>er</i>
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# Rocket Phonics



Monday

# REVIEW IT!

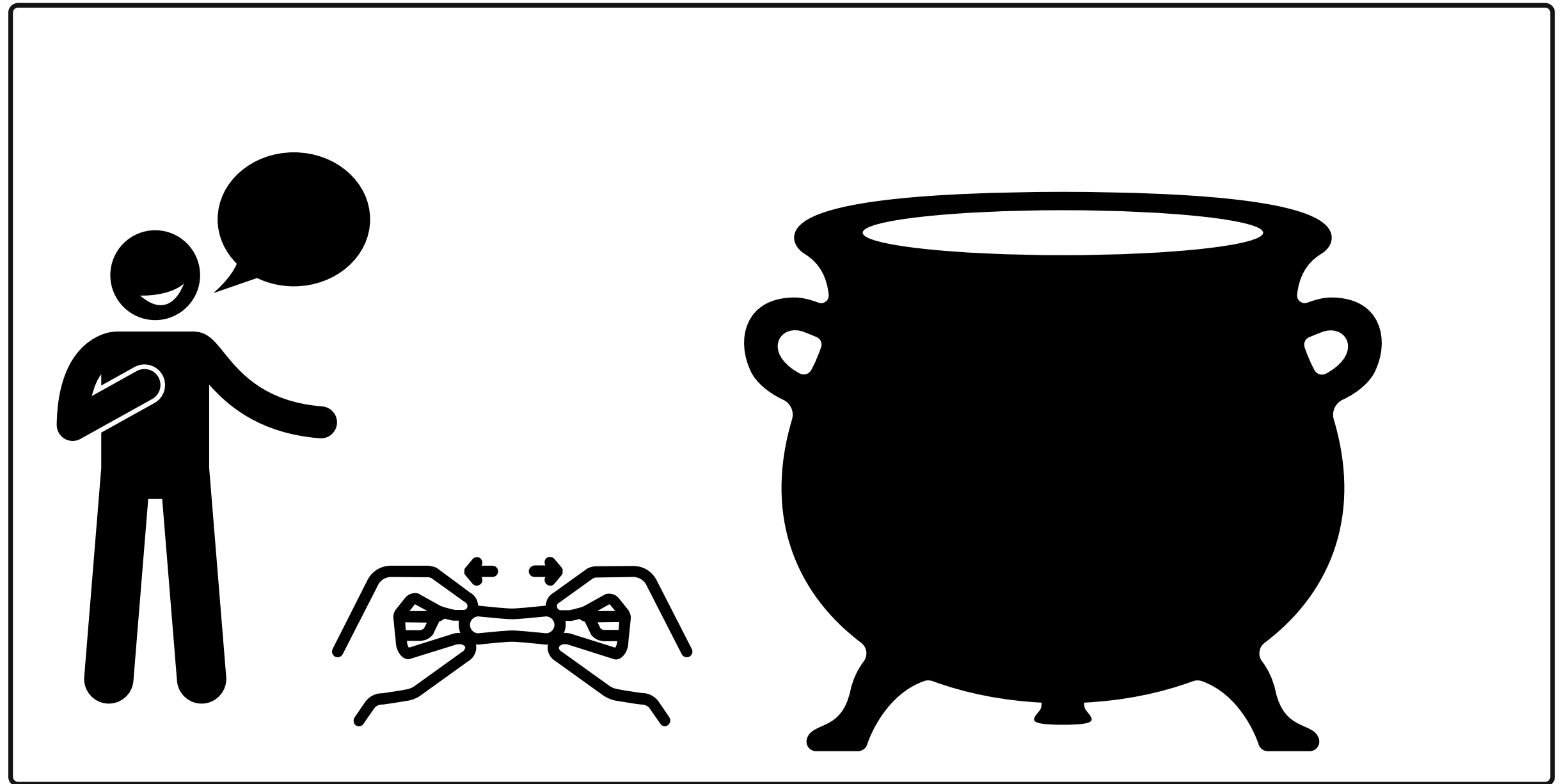
I can remember  
the sounds!



s a t i  
p n

# SAY IT!

I can say  
today's sound!



# WRITE IT!

I can air write  
today's sound!



# SAY IT!

I can say  
today's sound!





# SPOT IT!

I can spot  
today's sound!

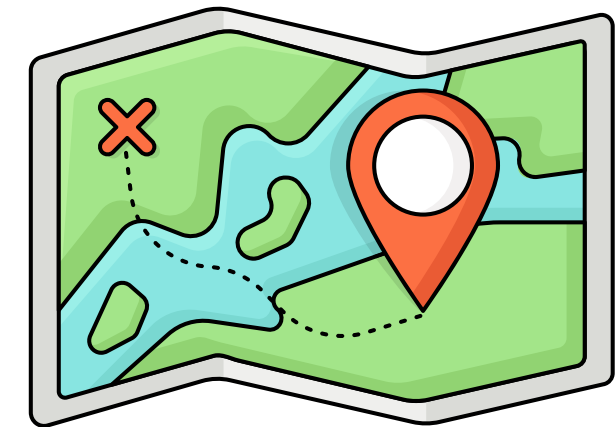


# BLEND IT!


m



I can orally  
blend with  
today's sound!



READ IT!

m 

I can read with  
today's sound!

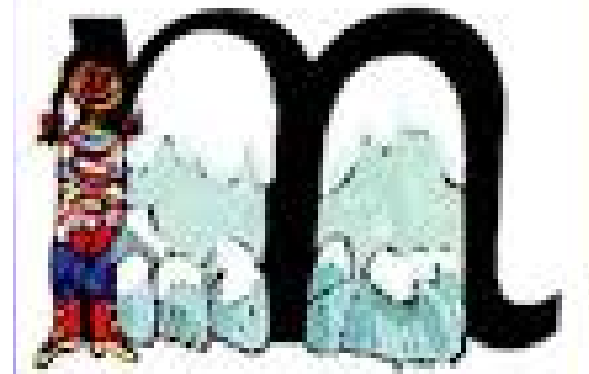


mat



READ IT!

m



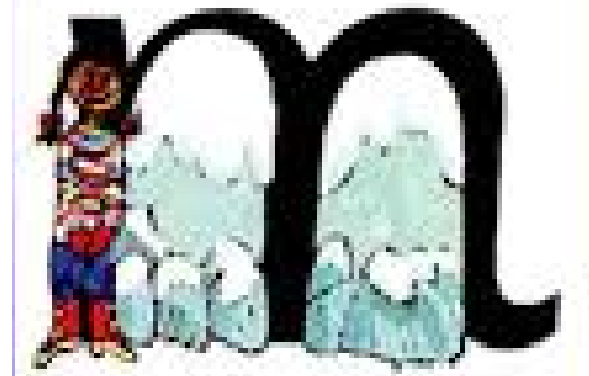
I can read with today's sound!



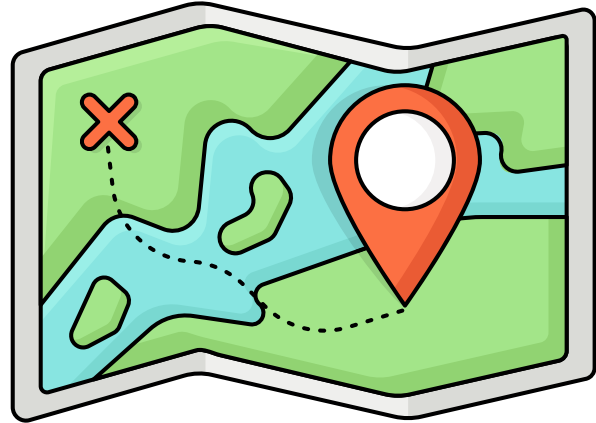
mop

READ IT!

m



I can read with today's sound!



map





Before Nan was able to catch a glimpse of the aliens, they whizzed away at lightning speed. They didn't want humans to know about their mission ... at least, not yet.

Moments later, their space-pod was flying through the mist. Ahead they could see the peaks of the Rocky Mountains. Nip and Nap had arrived in Canada!



The aliens passed a moose eating moss in the mountains. Then they saw a man called Tom, riding on a dog sled.

"Mush! Mush!" shouted Tom. He wanted to make the dogs run fast down the snowy slopes.



Tom stopped for a moment. He looked at a map of the mountain trail to find the best way home.





# RAP IT!



I can read  
tricky words!

the





# Word time!

Review  
recognising and  
saying the  
sounds.



Begin to read  
and write  
sentences.

Learn common  
exception words.

Practise letter  
formation.

Learn to read  
and spell using  
the sound.

# How can you help?

Practise the sounds.

Little and often.

Practise the common exception words.

Praise all attempts.

Talk about books and ask questions.



# Your child's reading book...



I wonder  
who is in  
the tree?

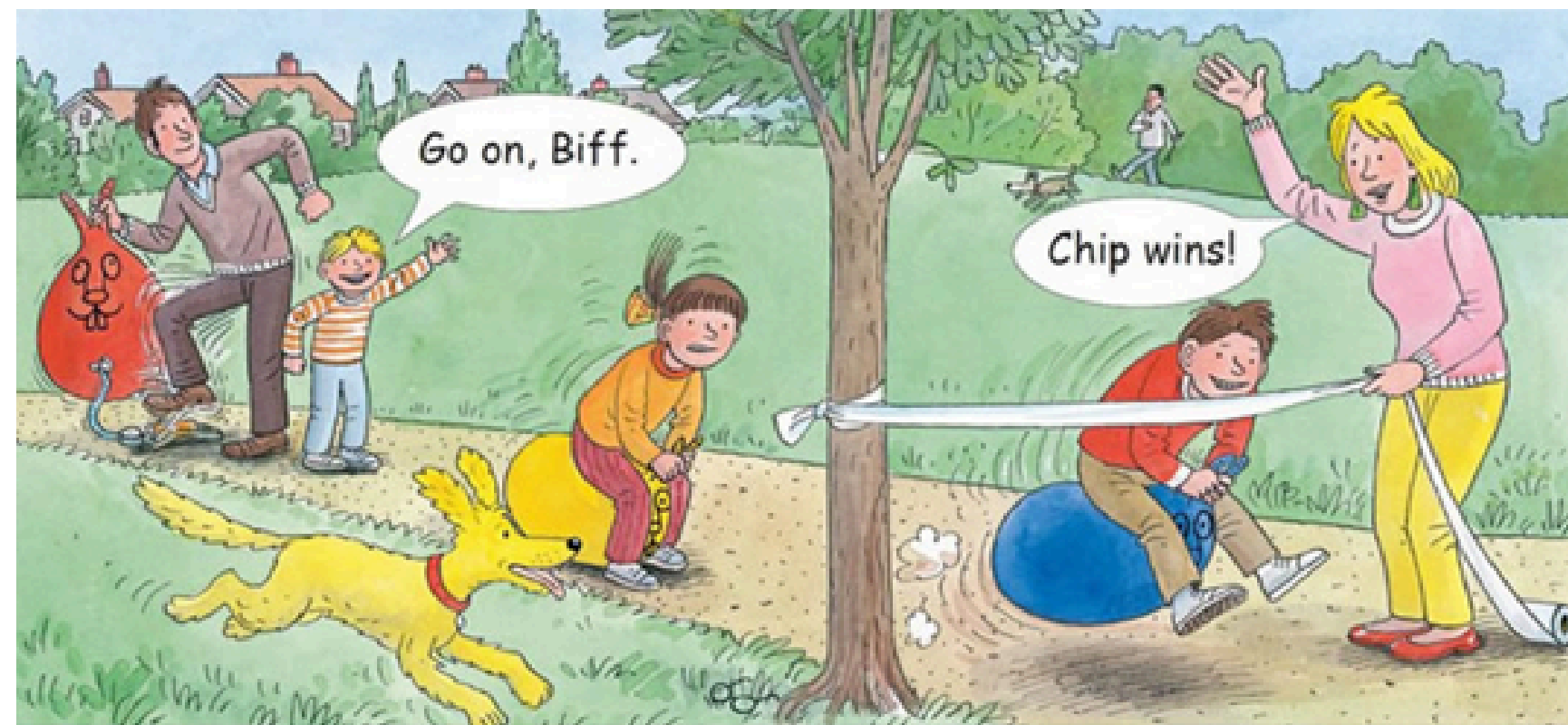
Why do you  
think the  
children are  
in the shed?



What game  
could they  
be playing?

What  
games do  
you like to  
play in the  
garden?

# Your child's reading book...



Biff and Chip **set** off.

Together decode words by sounding them out. For example: s-e-t set.

Tell your child about any punctuation and what it means. For example: This is a full stop and it means it is the end of a sentence.

# Your child's reading book...

Date:	Title and Page Number	Comment

Read as much as you can - aim for a little everyday.



We will change books every Monday and Thursday.



# Slow and steady wins the race...



Childhood is not a race to see how quickly a child can read, write, and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.





## Next steps...



- Collect your packs.
- Sign up for a session WB 11th November.
- Ask for help if you need it.
- Read, read and read.

To finish...



The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.  
-Dr. Seuss