

# Belleville Primary School



## Early Reading and Writing Workshop

# The problem with phonics

Challenges of the English Language and how tricky learning to read can be...

Ready for Phonics



I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble but not you  
On hiccough, thorough, slough and through.  
Well done! And now you wish perhaps,  
To learn of less familiar traps?

Beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead, it's said like bed, not bead-  
for goodness' sake don't call it 'deed'!  
Watch out for meat and great and threat  
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,  
Nor both in bother, broth, or brother,  
And here is not a match for there,  
Nor dear and fear for bear and pear,  
And then there's doze and rose and lose-  
Just look them up- and goose and choose,

And cork and work and card and ward  
And font and front and word and sword,  
And do and go and thwart and cart-  
Come, I've hardly made a start!  
A dreadful language? Man alive!  
I'd learned to speak it when I was five!  
And yet to write it, the more I sigh,  
I'll not learn how 'til the day I die

# Reading standards are consistently excellent across the school.

- Early Learning Goal (Word Reading and Comprehension)
- Phonics Screening Check (End of Year 1)

# Systematic, synthetic Phonics



# Synthetic Phonics

- 44 phonemes - sounds  
(with an accompanying action)
- the 26 letter names
- the **skill** of blending phonemes to read a word
- the **skill** of segmenting a word into its pure sounds for spelling
- strategies for learning 'tricky' words.
- correct letter formation

# Terminology

**Segmenting** – To split up a word into its individual phonemes in order to spell it.

**Blending** – To draw individual sounds together to pronounce a word.

**Phoneme** – The phonological units of speech.

**Grapheme** – Written representation of a sound.

**Digraph** – Two letters that make one sound.

**Split digraph** – Two letters, which work as a pair, to represent one sound, e.g. **a-e** in **make**.

**Trigraph** – Three letters which make one sound.

**GPC** – Grapheme Phoneme Correspondence

**CVC** – Consonant vowel consonant – CCVC, CVCC

**Fred Talk** – Skill of segmenting (robot talk)

# Correct Letter Formation



Handwriting guide for letters c, a, o, g, f, q, d, s, b, h, i, j, k, l, p, t, m, n, r, y, u, v, w, e, z, x. Each letter is accompanied by a mnemonic and directional arrows indicating stroke order.

**c** over the rainbow.. round and stop

**a** over the rainbow.. big fat tummy.. up down and jump off

**o** over the rainbow.. big fat tummy..

**g** over the rainbow.. big fat tummy.. up down and monkey tail

**f** over the rainbow.. down and fishy tail.. and make a spear

**q** over the rainbow.. big fat tummy.. up down and kick

**d** over the rainbow.. big fat tummy.. all the way up.. down and jump off

**s** over the rainbow.. and a snake's tail

**b** down in the lift.. bounce up.. round the roundabout and tuck in

**h** down in the lift.. bounce up.. over the hill and jump off

**i** down.. round the bend.. off and 'splat'

**j** down in the lift monkey tail.. off and 'splat'

**k** down in the lift.. bounce up.. stick its tongue out.. down the bumpy slide

**l** down in the lift and jump off

**p** down in the lift.. back up.. round the roundabout

**t** down in the lift.. round.. jump off and make a spear

**m** down, bounce up, over the hill.. over another hill

**n** down bounce up over the hill and jump off

**r** down.. bounce up and washing line

**y** down.. round the bend down monkey tail

**u** down, round the bend.. up down and jump off

**v** down, up

**w** down, up down up

**e** out and loop the loop

**z** zip along.. down, zip along again

**x** down the slide.. off down the slide.. off

# When do we teach reading? Every day!

- Daily phonic lessons (Phase 1 in Nursery. Phase 2 in Reception)
- Daily phonics lessons in Year 1
- Weekly phonics lessons in Year 2
- Reading aloud to class (reading enrichment)
- Reading at least weekly with the teacher



# Progression of Programme

## Nursery

- Emphasis on developing children's speaking and listening within a rich curriculum
- Concentrates on getting children attuned to the sounds around them – environmental, instrumental, alliteration, rhythm and rhyme

## Reception

- the start of systematic phonic work
- the introduction of grapheme-phoneme correspondences – one representation of each phoneme
- teaching the skills of blending for reading and segmenting to spell
- learn to read 'words to learn' and tricky words

# Progression of Programme

## Year 1

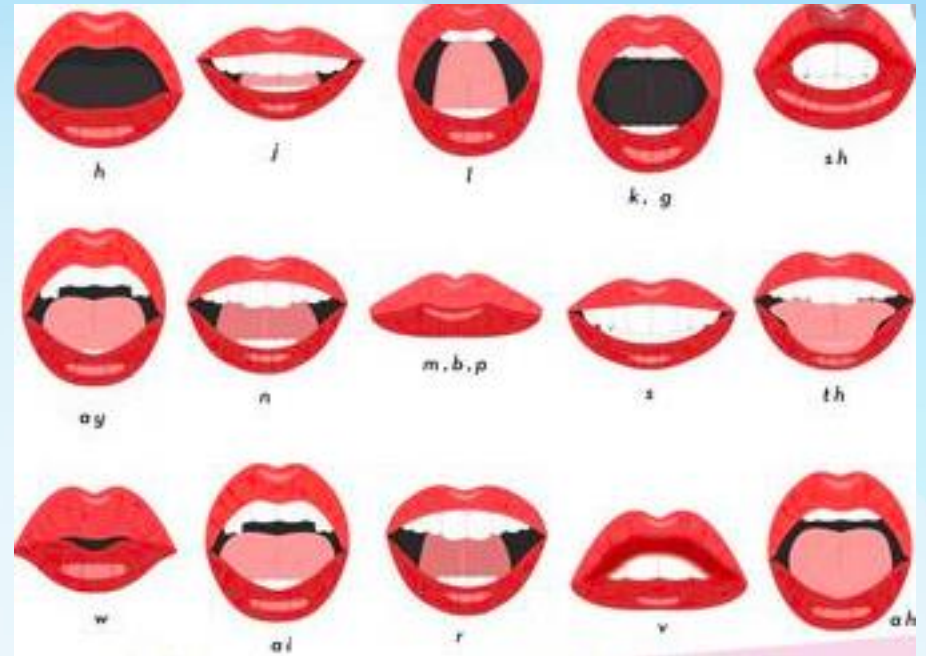
- Move on to the "complex code"
- Children learn more graphemes for the phonemes which they already know **Complex chart**
- Learn alternative ways of pronouncing the graphemes they already know  
eg: c cent ceiling icy December  
high tie like
- Read and accurately spell all the words in the Year 1 'words to learn' list – national curriculum expectation

# Progression of Programme

## Year 2

- segment words into phonemes to spell them
- the shift from learning to read to reading to learn
- applying knowledge – making appropriate spelling choices and choosing the right grapheme
- taught spelling rules and conventions systematically eg: doubling and dropping letters, prefixes and suffixes

Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation of phonemes to provide a positive model for pupils.



# The 'man' trap man

- Muh
- Ah
- Nuh

“Manner!”



















For correct pronunciation of each phoneme, and the accompanying action, visit the Belleville website and click on 'Our Learning – English – Phonics'

# Consonant sounds











## stretchy sounds

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

## bouncy sounds

 b bb	 c ck ck	 d dd	 g gg	 h	 j jg dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch	 nk
--	--	---	--	--	---	--	---	--	--	--	--	---	---

# Vowel sounds

 a	 e ea	 i	 o	 u	 ai ay a_e a	 ee ea e_e y_e	 igh ie i_e y_i	 oa oe ow o_e o	 ue ew u_e u
--	--	---	--	--	---	---	--	---	---

 oo	 oo ew ue u_e u	 ar	 or aw au al ore oor	 oi oy	 er ur ir or	 ow ou	 air are ear ere	 ire	 ear ere eer	 ure
---	---	--	---	---	---	---	---	--	--	--



## stretchy sounds



f  
ff  
ph



l  
ll  
le



m  
mm  
mb



n  
nn  
kn



r  
rr  
wr



s  
ss  
c



v  
ve



z  
zz



sh














th



ng

## bouncy sounds

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





# Vowel sounds





oo



oo  
ew  
ue  
u\_e  
u



ar



or  
aw  
au  
al  
ore  
oor



oi  
oy



er  
ur  
ir  
or



ow  
ou



air  
are  
ear  
ere



ire



ear  
ere  
eer



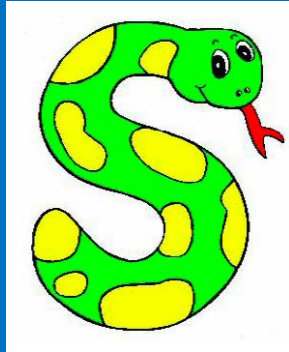
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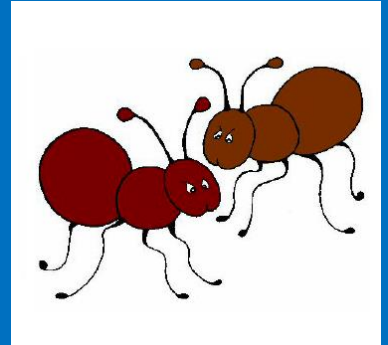
# But....sounds are not enough!

For correct pronunciation of each phoneme, and the accompanying action, visit the Belleville website and click on 'Our Learning – English – Phonics'

s



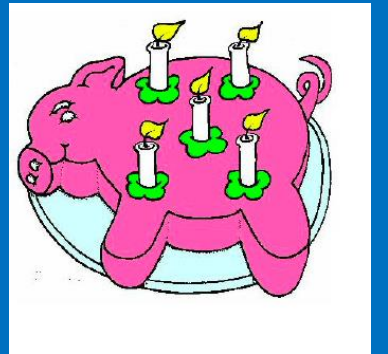
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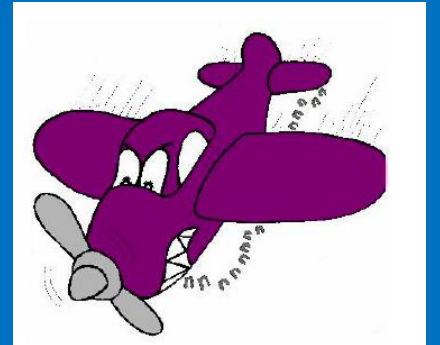
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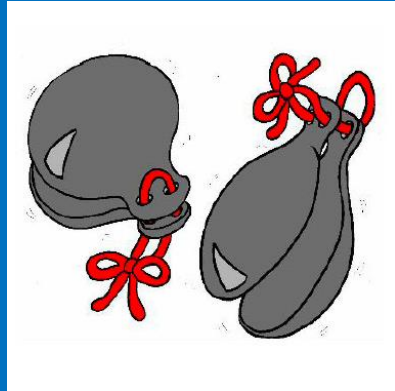


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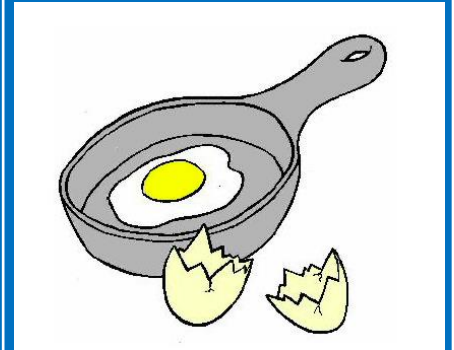


Videos on Belleville website

**c/k/  
ck**



**e**



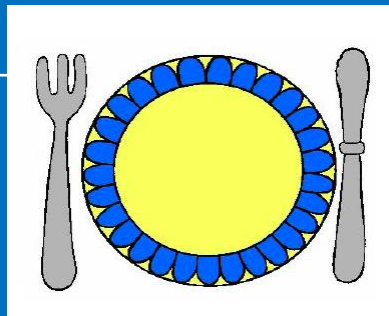
**h**



**r**



**m**



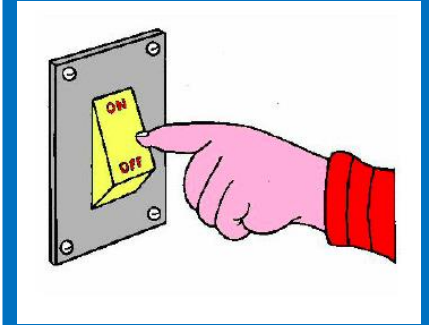
**d**



g



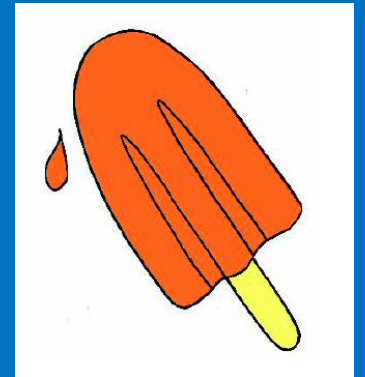
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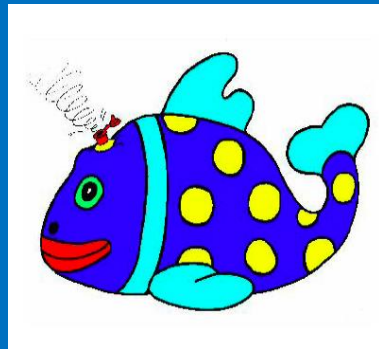
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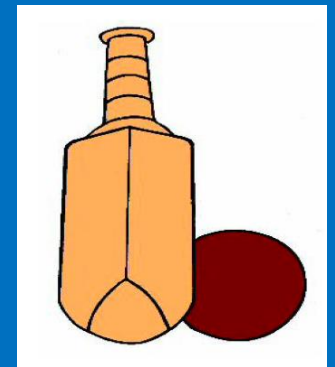
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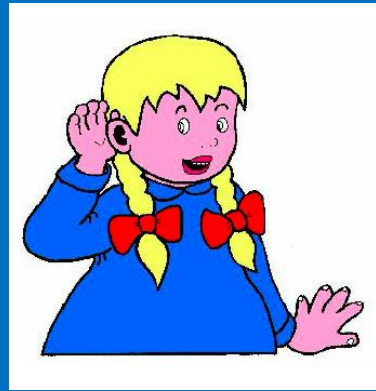
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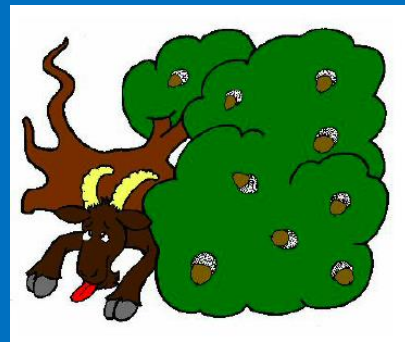
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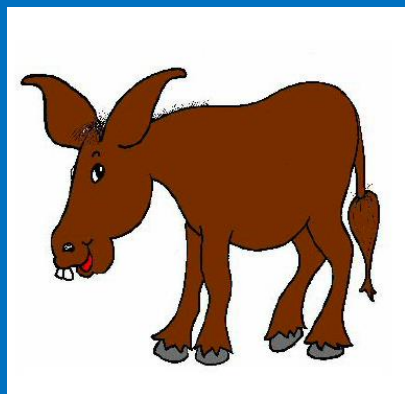
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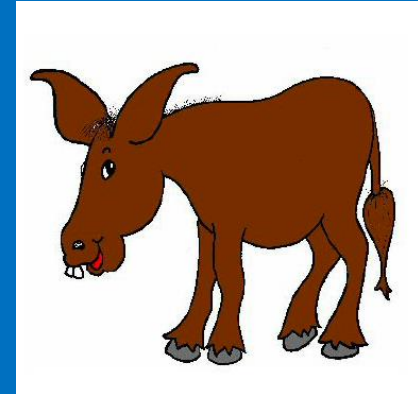
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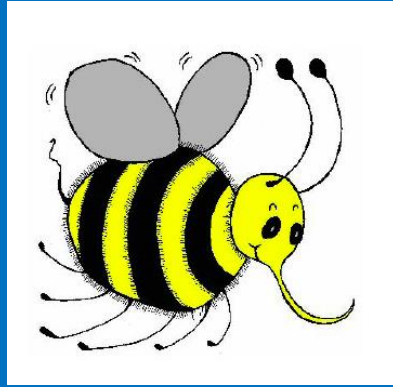
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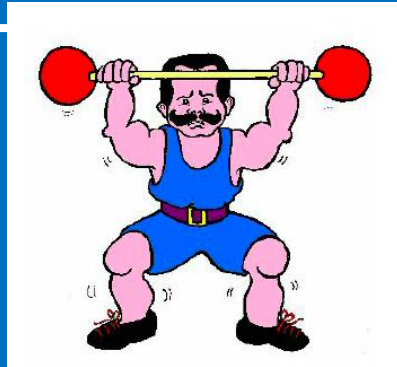
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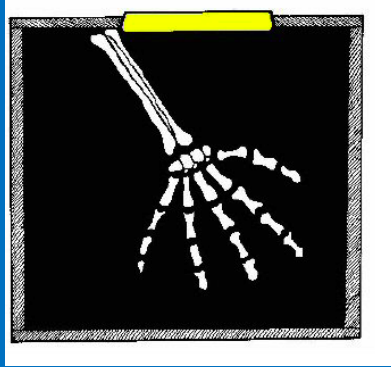


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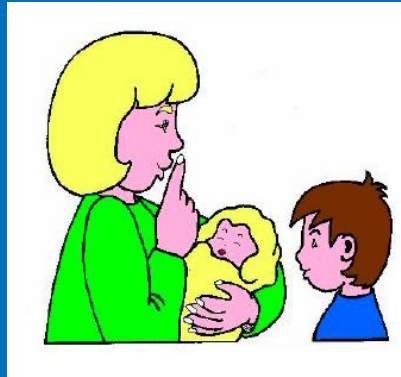
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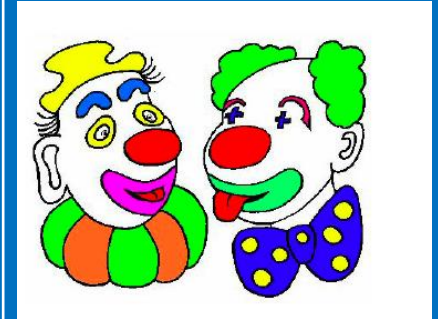
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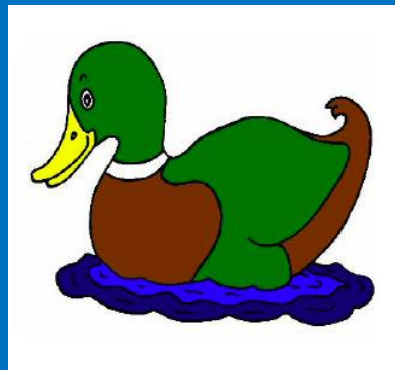
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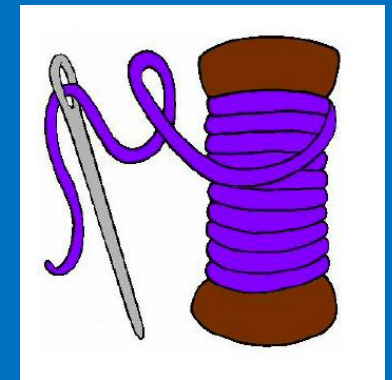
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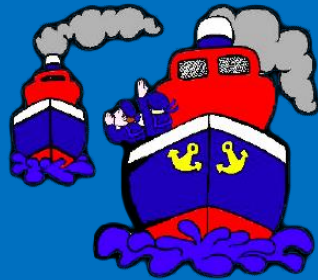
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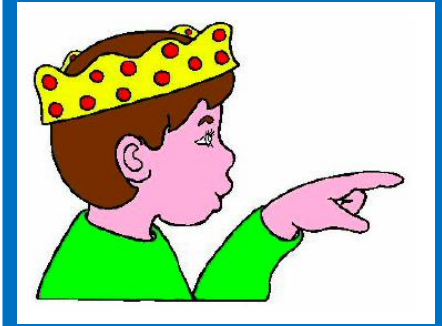
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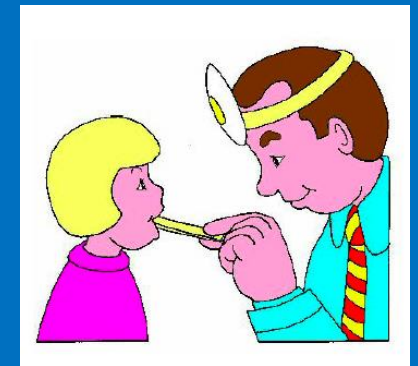
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er



ar



air



ire



ear



ure



nk



# Phoneme count

s-t-ar

3 phonemes

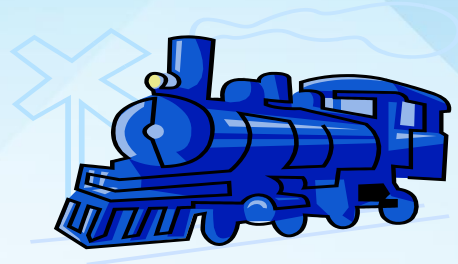


**r-ai-n-b-ow**

**5 phonemes**



# Sound Buttons



**t r ai n**  
• • \_ •

Sound buttons key children into the fact that there are 2 letters making a single sound when they are decoding new words.

Sound buttons act as a holding station when planning to write a new or challenging word.

# Words to Learn/ **Tricky** words

- Children are taught about tricky words right from the start

be            I            the            was    said

- We use a range of strategies;

Visual aids, words within words, mnemonics (was),  
putting the tricky bit in red

**We do NOT ask children to 'sound all through the word' for tricky words!**

“The ultimate goal  
of reading is  
comprehension”

- Learning to Read



- Reading to Learn



# Reading to Learn



## Trigger Prior Learning

What do we need to know to access this text?  
What do we already know about this?  
What does the cover/title/blurb tell us?



## Predict

What do you think will happen next?  
What might we find out?  
What new information might be introduced?



## Read

Are you using appropriate expression?  
Are you reading fluently?  
Are you reading accurately?



## Clarify

Which words did you not understand?  
What concepts need to be explained?  
What doesn't sound/feel right?



## Question

Which ideas in the text do not make sense?  
What are you wondering/interested in finding out?



## Summarise

What has happened in what you have just read?  
What are the main points?  
What do you now know that will help prediction?

# Parent Readers

- To read with **targeted individuals** or small groups, using our synthetic phonics approach to support reading and writing.
- To help **develop a love** of reading.
- To help develop **understanding of what has been read**.

# Parent Readers

You will be in the classroom or just outside.

You must have a DBS check done.

You will be told which child/children to read with.

Quality over quantity.

You will make a difference!



# DBS check

- To enable parents to work one to one with children.
- See Maria/Katherine in the office to arrange a time to complete the relevant forms.

# Any questions?



**KEEP  
CALM  
AND  
READ  
ON**