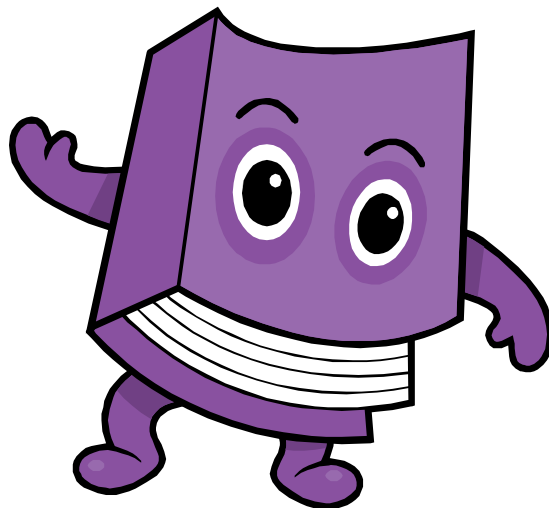


# Cherry Orchard Phonics and Reading Workshop for Parents

16th January 2015



# Aims of the workshop

- To introduce the Read Write Inc phonics programme used at Cherry Orchard.
- To explain and demonstrate strategies used in school to teach reading.
- To equip you with ways that you can support phonics and reading at home.



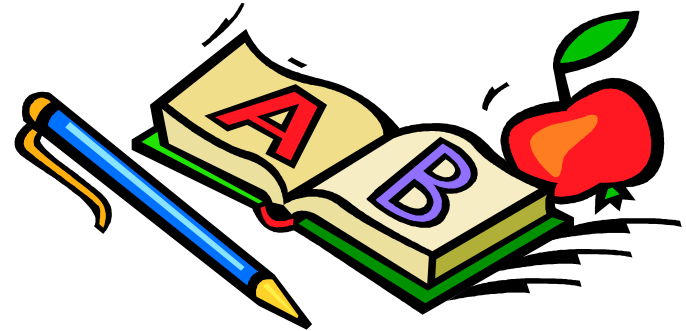
# Reading unknown words

When a child is reading and comes across a word they do not know, their first strategy should be to use their knowledge of phonics to sound it out, then blend the sounds together to read the word.



# Phonemes and Graphemes

In the English language, there are **26 letters**.



There are **44 phonemes** (sounds).

There are **over 100 graphemes**  
(ways to write these sounds).

# Pure Sounds



When children are learning to read and write it is much easier for them to say the sounds in a pure way.

- By saying these sounds in a pure way, children will find it much easier to blend these sounds in order to read words and segment for spelling of words.

# Pronunciation of sounds

- **Stretchy consonant sounds**  
(f l m n r s v z sh th ng)
- **Bouncy consonant sounds**  
(b c d g h j k p qu t w x y ch nk)
- **Bouncy vowels**  
(a e i o u)
- **Stretchy vowel sounds**  
(ay ee igh ow oo oo ar or air ir ou oy ire ear ure)



Website : [www.cherryorchard-bham.co.uk/](http://www.cherryorchard-bham.co.uk/)

Then go to: children-phonics and reading-

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) –home-reading-expert help

# Mnemonics

- Children find it easier to remember a sound if they have a mnemonic to remind them. A mnemonic is something that helps aid the memory.
- So we use pictures in the shape of the letters to help them remember.



# Segmenting and blending

When attempting to read or spell a new word, we separate the sounds, then blend them together.

c-a-t = 3 sounds, 3 graphemes

ch-a-t = 3 sounds, 3 graphemes

l-igh-t = 3 sounds, 3 graphemes

c-r-a-sh = 4 sounds, 4 graphemes

s-t-r-ee-t = 5 sounds, 5 graphemes

s-c-r-ea-m = 5 sounds, 5 graphemes

**Remember to use 'pure sounds'.**



**igh**

# Simple sounds chart

**ee**

With your partner, split up the following words into their separate sounds:

pin  
back  
help  
thin  
book

day  
boy  
girl  
chair  
right

shark  
weed  
out  
play  
mash

first  
quick  
food  
snow  
fork

**th**

**ay**

**oo**

Use the simple sound chart to help you.

**ow**

oi

# Complex sounds chart

oa

In each sound box on the chart there is one sound, but often more than one way of writing it (grapheme).

ea

Children will learn the different sounds and refer to the chart when reading different words with these sounds .

ou

a-e

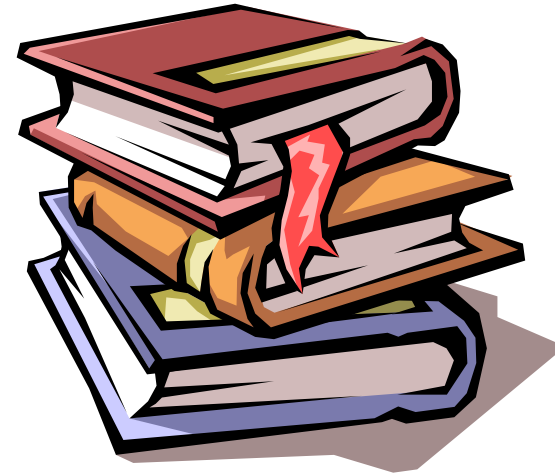
ir

ai

or

# Read in syllables

If your child can't read a word and it is too long to sound out without losing track, help them to read the word in syllables.



fo/llo

con/cen/trate

de/cide

a/lone

re/cog/nise

bo/rrow

be/tween

ex/tra/va/gant

croc/o/dile

ac/tion

dis/grace/ful

de/li/cious

# Assessing Phonics

- Phonic every 8 weeks-reading of sounds and words.
- Nonsense words too e.g maf mang
- Ability groups focus on needs: whether its recapping sounds, blending, reading simple sentences and/or writing words and sentences.



# Y1 Phonics Screening Check

start

phone

trains

finger

# Y1 Phonics Screening Check

bim



tord



blurst



fape



# Ditties

- **Speed sounds:** to be read in any order.
- **Green words:** 'fred talking'/blending words that will appear in the ditty.
- **Red words:** words that need to be learnt by sight
- **Read through:** purpose of this is to be able to read independently. Will read several times.
- **Jump in:** child to 'jump in' when you pretend to hesitate on a word.
- **Question:** the purpose is to check children's understanding of what has been read.
- **Hold a sentence:** to remember a simple sentence and write it down.
- **Write the sentence:** to use 'fred fingers' for each word. Read the sentence back to you.

# ‘High-Frequency’ words...

- There are common or ‘high-frequency’ words that reoccur frequently in much of the written material young children read as well as much of what they need to write.
- Most of these are decodable by sounding and blending.
- However, some ‘tricky’ words need to be taught as whole words. It is only these exceptions that should be directly taught as ‘sight vocabulary’ – time should not be wasted teaching phonically decodable words such as *went, am, had*.
- Learn to read common (high frequency) and ‘red/tricky’ words from memory by using flashcards and practising little and often, e.g. *said, was, because, who*.



# Reading and Understanding

- Reading is not just about being able to read the words in a text but to be able to understand what it is they are reading.
- Children need to be able to talk about characters and setting in a book as well as knowing where to find the title of a book.
- Sharing a book with your children and asking questions are a good way of practising this.



# Questions to ask when reading.

- First share the front cover with your child.
- What do you think this book is about?
- Do you think it is a story/information book?
- Who do you think is in the story?
- Share the title with your child.



# Reading and Questions

- Do a 'walk through' of the book with your child. This means after every page your child has read, stop and talk about the page and ask questions about what they have read.

- Focus on new vocabulary in the sentence.

e.g. Do you know what 'gong' means? If a child doesn't know what the word means then explain.

- Get your child to make predictions.

e.g. What do you think Goldilocks will do next?

What do you think is going to happen to the little chair when she sits on it?

Get your child to give opinions about the book.

e.g. What was their favourite part and why?

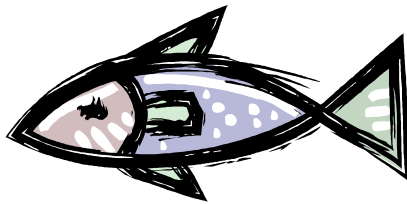


# Writing



- When a child is blending confidently, this will then start to have an impact on their writing as it will help with segmenting.
- **What is segmenting?**

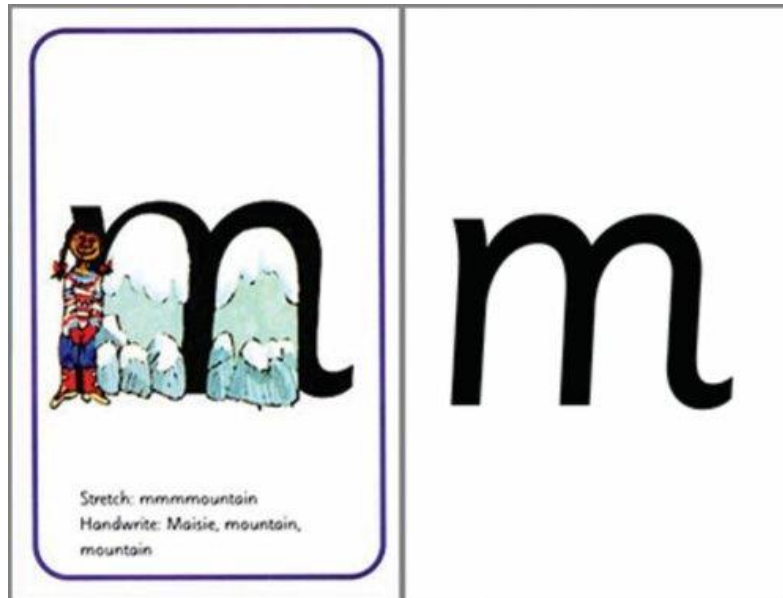
This is used in writing and is separating the sounds in a word in order to spell it correctly.



f-i-sh = fish

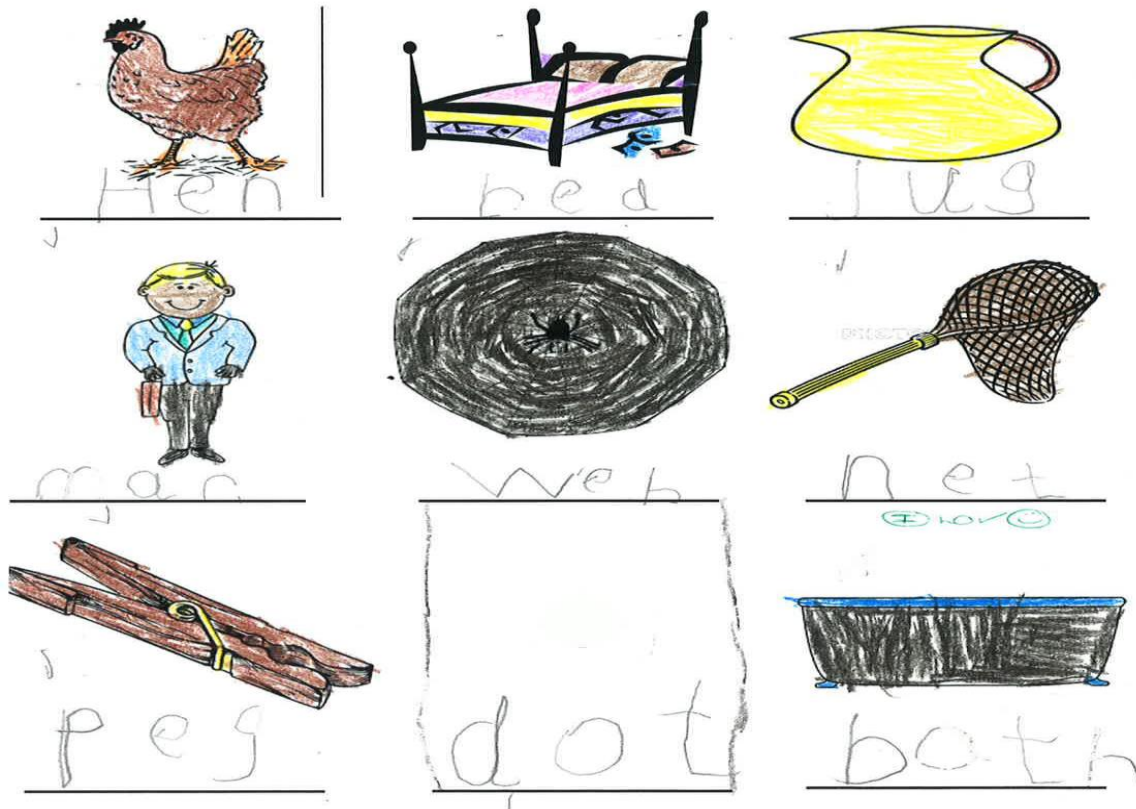
# Handwriting

- We use phrases as an aid to help form the letters.
- We say these while 'air writing' or with a pencil.



# Writing

An example of a Reception child's independent writing using segmenting.



# Support at home



- Practice saying sounds- use website
- Blending and segmenting 'real' and 'nonsense' words.
- Reading of ditties/ Floppy phonic books.
- Ask questions about stories read.
- Letter formation
- Writing of words and simple sentences.

A light blue, multi-pointed starburst shape with a black outline, centered in the upper half of the image.

**Thank you for coming!**

A pink, multi-pointed starburst shape with a black outline, centered in the lower half of the image.

**Any questions?**