



Dare to be remarkable

King's Academy Binfield and King's Academy Oakwood

Phonics Talk

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



TODAY A READER
TOMORROW A LEADER

- MARGARET FULLER

 BilingualKidspot.com

Opportunity and Success on a Global Stage



What is phonics?

There has been a huge shift in the past few year in how we teach reading in UK schools.

This is having a big impact and helping many children learn to read and spell.

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.



Language Development

Spanish



24 speech sounds

26 letters to make those
sounds

29 graphemes

English



44 speech sounds

26 letters to make
those sounds

150+ graphemes (e.g. 9
different ways to write
'or')



If there was a simpler way.....

If we had less ways of making the same sound, our language might look like this!

ay-play mayk trayn cafay strayt wayt brayk

ee-green dreem kee hee happee

igh-light kight fligh lgh igh tigh

ow-blow snowk flowt gow mowst

oo-moon broot bloo groo



Why ?

- Tried and tested over many years
 - Systematic and structured
 - Early success in reading
- Training and ongoing staff development



What is ?

A rapid ***learn to read*** programme

so that children.....

Read to learn for the rest of their lives

Who is it for?

Three-year-olds plus

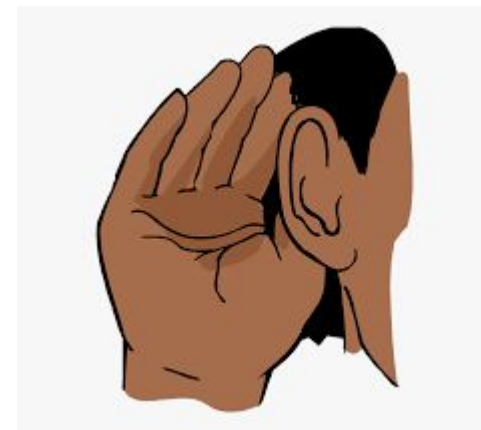
Older children who need to 'catch-up' (Fresh start)

Children new to English



Terminology

Phonemes



The smallest unit of sound is called a phoneme and your child will be taught about these as part of their phonics learning journey.

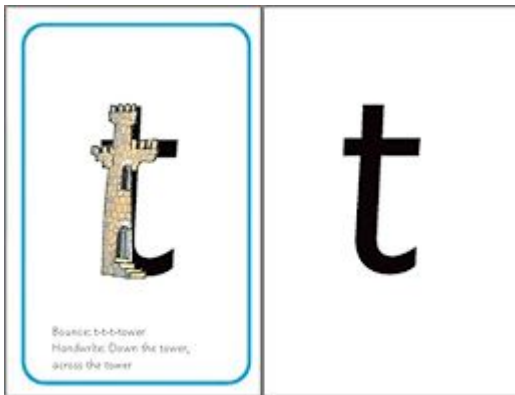
When a child says the sound /t/ this is a phoneme.



Graphemes

Graphemes are the written symbols that represent a sound (phoneme).

When a child writes /t/ this is a grapheme.





Diagraphs and Trigraphs

ch sh th wh ph
ck ay ai ey ue ee
oo ie qu ow er
ew oa oe ar ur

A diagraph is when 2 letters make 1
sound e.g. oa/ay/ee

A trigraph is when 3 letters make 1
sound e.g. igh/tch/ear

ear air ure
eau igh tch
ear air ure
eau igh tch



Sound Cards



Stretch: mmmmountain

Handwrite: Maisie, mountain,
mountain



Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back



r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink





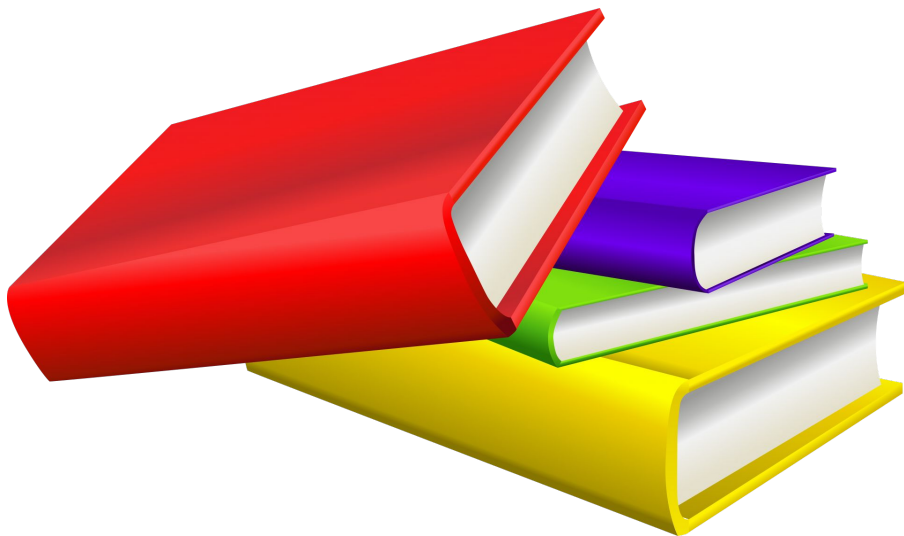
Pure Sounds



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.



Over to Miss Mederson!





At school we use a puppet called Fred who is an expert in sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck. Fred doesn't talk in words-just sounds!



Blending and Segmenting

Segmenting is saying only the sounds to help to spell a word.

C-A-T cat

Blending is putting the sounds together to read a word.

S-I-P sip

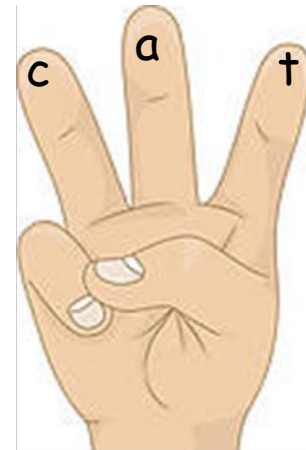
Assisted, whole-class, blending as soon as the first 5 sounds are learnt! Moving towards independent blending.

D-O-G dog

Fred Fingers for spelling/segmenting

*Say the word and pinch on the sounds

Eyes for reading,
fingers for spelling!





Set 2 and 3

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	



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							



Red Words and Green Words

Red words-tricky words that you can't sound out and must be able to sight read.

Green words-decodable words which your child can sound out independently. They may include dots and dashes to show the sounds in the word.



Nursery and Reception

Nursery

When appropriate, children will be introduced to the initial sounds in short five minutes sessions.

Activities to develop pre-reading and phonemic awareness.































Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

The children:

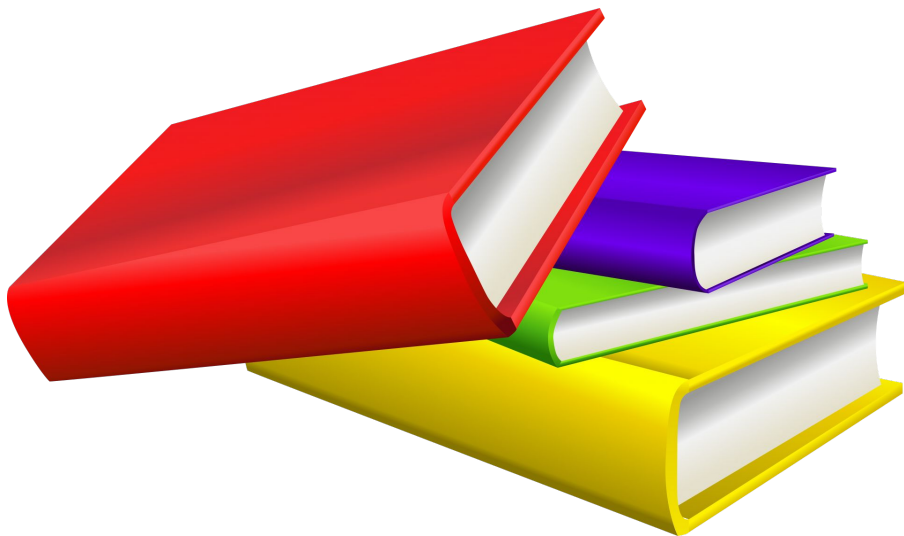
- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- Learn how to write the sound at the same time as learning the sound

Rhymes for letter formation - taken from Read Write Inc.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				



Over to Miss Kenney!





Year 1 and 2

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for around 20 minutes.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.



How to support your child at home.....





Read favourite stories **over and over** again.

Read some stories at a **higher level than they can read themselves.**

Listen to them reading their **home reading books.**

Use the handouts from tonight

Ask lots of questions.....

Who? What? When? Why? Where?



- Can you retell the story in 5 sentences?
 - Think about...
 - The beginning
 - The build-up
 - The problem
 - The resolution
 - The ending
- Can you use the text to find answers to these questions?
 - What did...?
 - When did...?
 - Who was...?
 - Where was...?
 - Why did...?
 - Which...?
 - How did...?

Non-fiction?



- How is this book...?
 - ⇒ **structured?** (e.g. chapters, specific categories, alphabetically etc.)
 - ⇒ **sequenced?** (e.g. in order etc.)
- Can you use the text to find answers to these questions?
 - What** are/is...?
 - When** do/did...?
 - Who** was/are...?
 - Where** was/are...?
 - Why** is/do/are...?
 - Which**...?
 - How** do/did...?
- Can you find the following features in your book?

contents	ca
index	si
glossary	fr
labels	l

Wonderful words!



- Find your **favourite words** and/or **phrases** in the text
 - ⇒ Why do you like these words?
 - ⇒ Why do you think the author used these?
 - ⇒ Can you think of another word to replace this one?
- Can you find the following **features** in your book?
 - ⇒ **Rhyming words**
 - ⇒ **Repeated words**
 - ⇒ **Alliteration** - when words share the same beginning sound (e.g. *silly squirrels smiling*)
 - ⇒ **Similes** - when 2 different things are compared but have strong similarities. They use **LIKE** or **AS** to make the comparison (e.g. *red like roses, as small as an ant*)
 - ⇒ **Onomatopoeia** - a word that imitates a sound (e.g. *plp, splash*)

Poetry



- How is this poetry book **structured?** (e.g. chapters, themes, categories, alphabetically etc.)
- Choose a poem which you are familiar with.
 - How** has the author **displayed** this poem on the page? Why do you think they did this?
 - Can you **learn** this poem by heart – think about how you use your voice to make the meaning clear
- Use the poem to answer these questions...
 - What**...?
 - When**...?
 - Who**...?
 - Where**...?
 - Why**...?
 - Which**...?
 - How**...?



Talk to your child as much as possible and ‘feed’ them new and different words:

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”



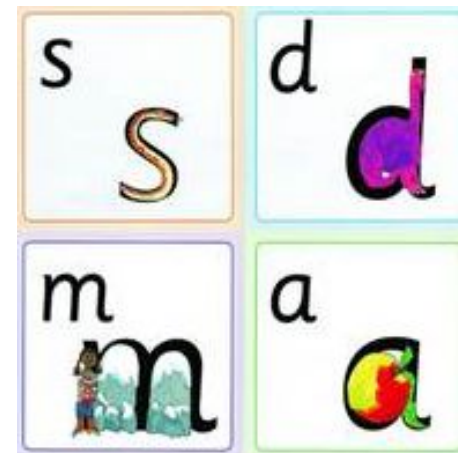
Have fun with FRED talk



“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”



Happy reading!

Thank you for
listening.

