

Phonics Parent Workshop

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Aims for the Session

- To increase your subject knowledge of phonics and the way that we teach it at Avonmore.
- To give you practical ideas of how to support your child in preparing to take the Phonics Screening Tests later in the year.
- To give you guidance and resources to take away and use to help improve your child's reading at home.

An overview of Phonics Phases

Phase 1 - hearing sounds / segmenting and blending

Phase 2 - first grapheme (spelling) for consonant sounds and short vowel sounds e.g. s, a, t

Phase 3 - digraphs and first spelling of long vowel sounds e.g. ch, ay,

Phase 4 - blending adjacent consonants, polysyllabic words and revision e.g. stamp, playground

Phase 5 - alternative spellings of long vowel sounds e.g. ay, ai, a-e

Phase 6 - range of spelling rules (ongoing) e.g. sion, tion, cian

Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

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

Teaching sequence for tricky and decodable words

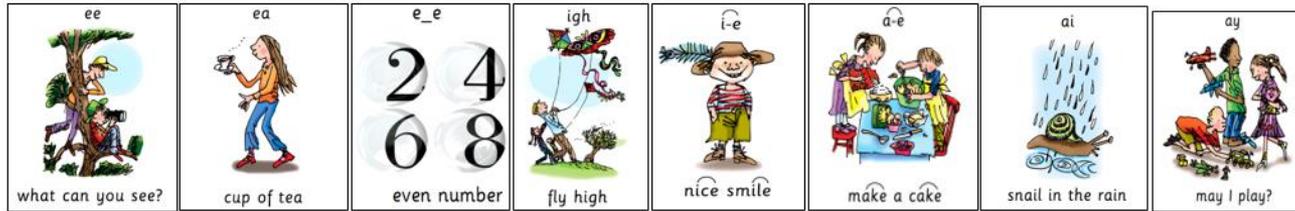
Teaching sequence for all high frequency words [Compatibility Mode] - Microsoft Word

Teaching order for Red (tricky) words and other decodable high frequency words

Phase 2		Phase 3 (i-ii)		Phase 3 (iii)		Phase 4		Phase 5	
Tricky	Decodable	Tricky	Decodable	Tricky	Decodable	Tricky	Decodable	Tricky	Decodable
the	if	he	than	now	or	said	went	oh	don't
to	an	she	that	by	day	have	first	their	old
I	mum	you	much	put	for	like	from	people	I'm
no	at	they	them	going	see	so	children	Mr	by
go	but	we	this	door	too	do	just	Mrs	time
into	in	all	then	new	play	some	help	looked	house
of	up	me	with	push	away	come	nest	called	about
a	it	are	will	pull	look	were	three	asked	made
as	dad	be		live	night	there	jump	could	came
is	off	my		love	girl	little	must	would	make
his	on	was		once	seen	one	tree	should	saw
has	can	her		two	way	when	it's	buy	here
	get			ball	took	where		your	down
	had			call	good	what		here	very
	back				may	isn't		because	
	and				been	who		laugh	
	not				boy	want		lived	
	big				out	can't		more	
	him				far	water		half	
	got					over		again	
	am					after		our	
						last		these	
						school		other	
						how		another	
						many		brother	

Page: 1 of 1 Words: 196

How we teach Phonics



ee ea e_e igh i_e a_e ai ay



ow o_e oa oo u_e ew oo are ar or aw

The Phonics Screener

National test of real and nonsense words to assess a child's reading ability.

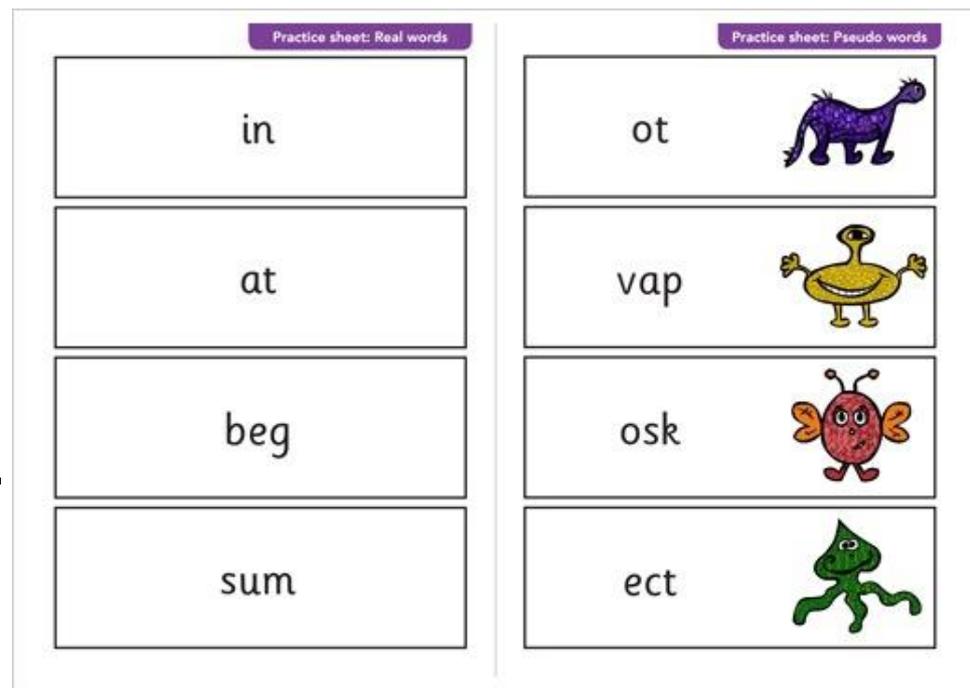
It's main purpose is to help schools understand which children have secured a good level of decoding ability and which may need extra support.

The test contains 40 words.

The pass mark is 32.

If a child does not pass, they simply retake the test in Year 2.

Takes place in early June.



How to prepare your child

Practise! Practise! Practise!

Put sounds everywhere!

Play games - Hunt the sounds you know / make up words

Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

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

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

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How we teach reading at school.

- **Phonics**
- **Guided Reading (including individual and paired reading)**
- **Shared Reading**

Speed sounds

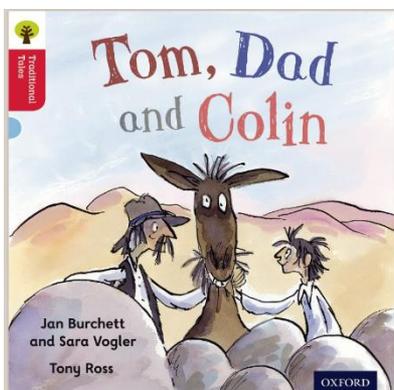
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll				ss		zz			nk	
b	c	d	g	h	j	p	qu	t	w	y	ch
bb	ck										
a	e	i	o	u	ay	ee	igh	ow			
					a-e	ea	i-e	o-e			
oo	oo	ar	or	air	ir	ou	oy				



Books coming home.

• Banded Books

Colour
Lime
White
Gold
Purple
Turquoise
Orange
Green
Blue
Yellow
Red
Pink (dark)
Pink (light)



Traditional Tales

About the story
Traditional tales have been told for many years. This story is based on Aesop's fable, 'The Man, the Boy and the Donkey', written in Greece long ago. Enjoy sharing and retelling the timeless story with your child again and again.

Tips for reading together

Talk together

- Look at the cover and read the title. Ask: Which name do you think belongs to which character?
- Look at pages 2 and 3, where the main characters are introduced. Ask: Where are they going?
- Turn to page 3 to find out which character is Tom. Ask: So who is Colin? Did you guess correctly?

About the words in this story

- Your child will be able to read most of the words in this story using their phonic skills. Encourage your child to sound out and blend any new words.
- These words are common, but your child may find them tricky.
said have so were
little when
If necessary, read these words to your child.

During reading

- Encourage your child to read the story to you. Talk about the pictures with them as they read.
- Encourage your child to say the sounds in a word, from left to right. Tell them to point to the sounds as they say them. Then they can blend the sounds into a whole word. e.g. c-k-e-y-o, b-r-e-n-d.
- Give your child lots of time to sound out each word.
- Re-read the sentence encouraging your child to read with expression.
- Look out for repeated phrases, e.g. down the long, hard road.

Use lots of praise to encourage your child!



• Short Chapter Books

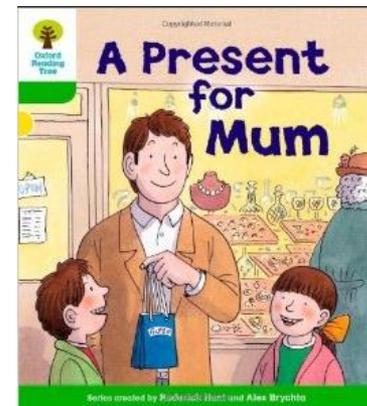
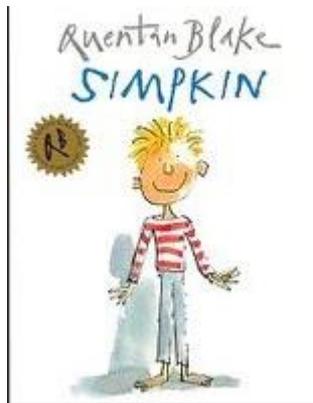
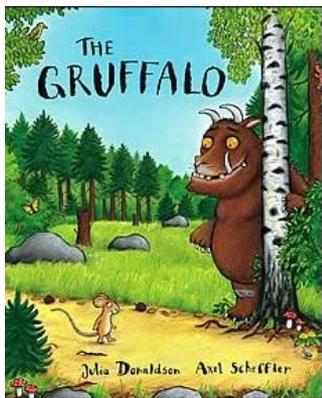
Reading at home with your child...

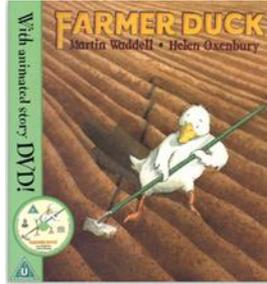
- Try to build this into your daily routine
- Have a set space you can read in
- Remember, both reading the school book and reading to your child are important
- Reading aloud is **ESSENTIAL** in KS1 in particular, so do not let your child read in their head. If nobody can be with them, ask them to make you an audio book using a phone or iPad.



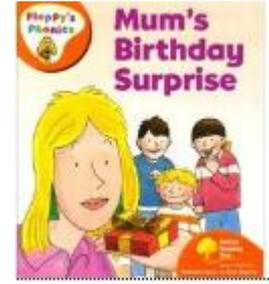
Before Reading.

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book (do a picture walk).





During reading



- Ask your child many questions about the characters in the book as you read the story
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the HF words they have learnt
- Discuss the meaning of any unfamiliar words

Reading strategies

I read to the  of the sentence



I looked at the picture



sharp I sounded it out think

away
from

I recognised it

went
come

Effective decoding

If your child loses their place when reading, use a ruler to help them with their tracking along the page.



Reading for Meaning.

If you are asking questions which your child must infer from the text (the answer is not stated) can you ask them, 'Why do you think that' or 'Can you find the word or phrase that makes you think that?'

Inference - 'Prove it questions'



Reading for Meaning.



What time of year was it when this photograph was taken?

Where in the world was this photograph taken?

Why have all these people gathered together at this location?

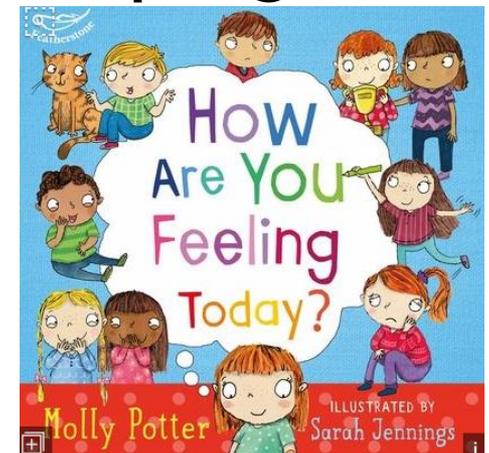
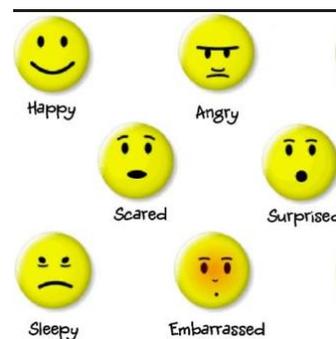
Answer these questions by looking for clues and discussing with your partner.

Make sure you are detailed in giving the **reasons** and the **evidence** you have found in the photograph that helped you answer each question.

Reading for Meaning.

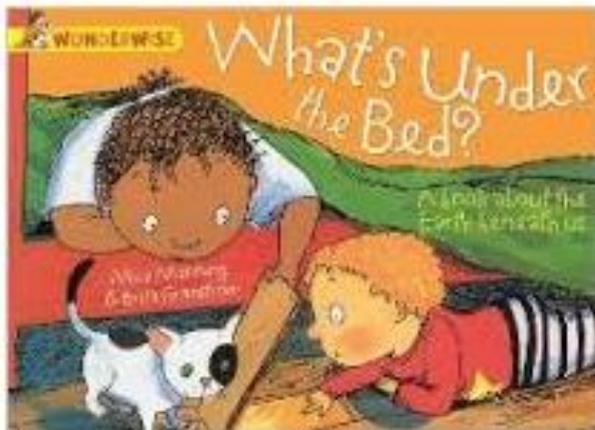
There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’. ‘Why is he/she feeling that way?’ ‘How do you know?’

Sometimes pupils need help developing their feeling words vocabulary.

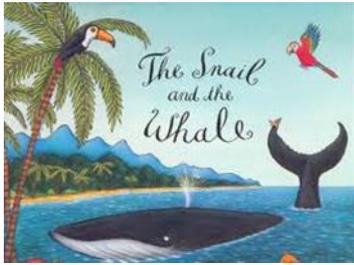


Reading for Meaning.

If your child is reading a non-fiction book, help them to use indexes, pictures, graphs and so on. Ask them a question based on the text which they need to use the contents/glossary to answer.



Contents		Introduction	
Introduction	3	 <p>Julia Donaldson writes stories, poems and songs for children. Children love the people and animals in her stories. Best of all, they like <i>The Gruffalo</i>.</p>	3
Julia's childhood	4		
Playing games	6		
Saying poems	8		
Writing stories	10		
Reading books	12		
Acting in plays	14		
Singing songs	16		
Getting married	17		
Julia's first book	18		
Julia's family	20		
More than 150 books	22		
Julia's best books	24		



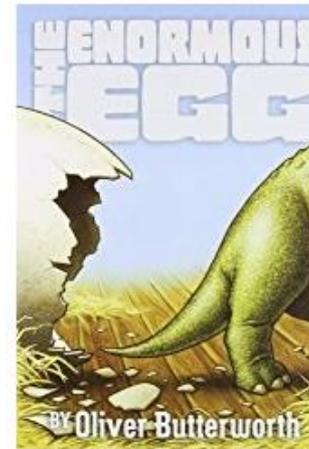
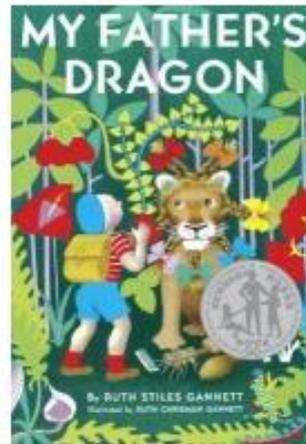
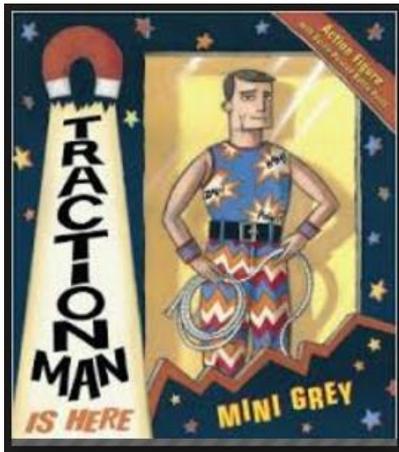
After reading



- Discuss with your child what they liked/disliked about the story
- Can your child think of another title for the book and why?
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can your child think of another character which he/she might want to add to the story and why?
- With richer picture books, you can ask, ‘what was the big idea of the story?’

Sharing more advanced books with your child.

It is still important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone.



<http://www.whatdowedoallday.com/read-aloud-chapter-books-for-4-and-5-year-olds/>

<http://www.whatdowedoallday.com/first-grade-read-alouds/>

Oxford Owl

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>
- Book lists
- E-books



A Mighty Girl

http://www.amightygirl.com/books



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Filter By

CATEGORY

Mighty Girls & Women	636
Fiction	2314
General Interest	1814
History / Biography	992
Personal	2575
Development	
Social Issues	1095

RECOMMENDED AGE

Birth - 2 (Baby)	98
3 - 5 (Preschool)	1123
6 - 8 (Elementary)	1591
9 - 12 (Pre-Teen)	1250
13+ (Teen)	896
Adult	1

SPECIAL FEATURES

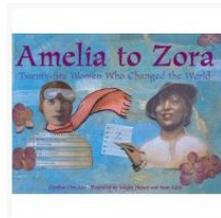
Mighty Girl Top Picks	73
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AWARD WINNERS

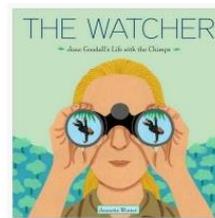
Newbery Medal	23
Newbery Honor	43
Caldecott Medal	8
Caldecott Honor	21

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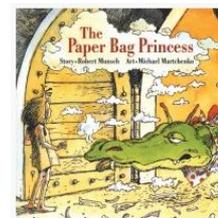
Show Options 



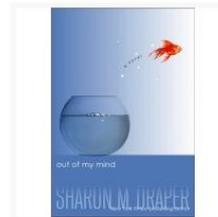
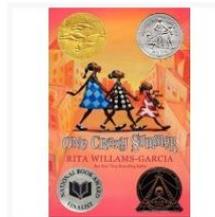
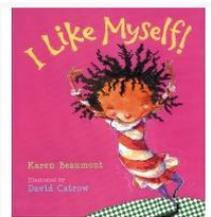
Amelia to Zora: Twenty-Six Women Who Changed the World \$6.16



The Watcher: Jane Goodall's Life with the Chimps \$14.45



The Paper Bag Princess \$14.10



Reading Eggs

<http://readingeggs.co.uk/>

How Reading Eggs and Reading Eggspress can work for your child!

Reading eggs

3-4 Years
First Steps
The playroom is perfect for getting 3 and 4 year olds started.

5 Years
Ready for School
Your child can build on the reading skills they have been introduced to at school.

6-7 Years
Fun Practice Makes Perfect
Your child can take a simple placement test that will ensure they start at a suitable level.

7-13 Years
Continue the Reading Journey
Packed full of hundreds of great online activities & games, Reading Eggspress is a great way for your child to continue developing their reading skills.

Reading Eggspress

And remember...CELEBRATE success!

You can always come and speak to your class teacher about your child's reading progress.