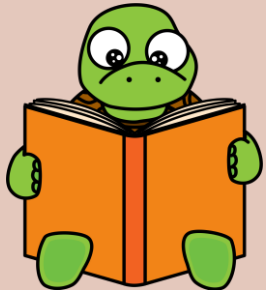


A wooden shelf at the top of the page holds several potted plants. On the left, there are two pots with green leafy plants. On the right, there are two more pots, one with a plant that has yellow flowers and another with a plant that has long, thin green leaves.

Welcome

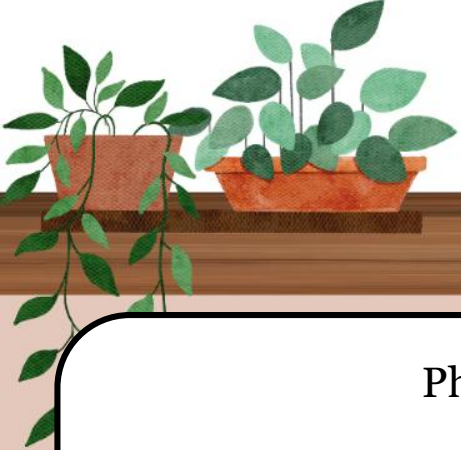
Early Reading
Workshop



Our Aims



- To share how we teach reading at Coupe Green
- To develop your confidence when helping your children with phonics and reading
- To share the basics of phonics and key vocabulary
- To outline the different stages in phonic development
- To share examples of activities and recourses we use to teach reading
- To share useful resources and websites
- To ask any questions you may have about reading and phonics



What is phonics?



Phonics is the first step in teaching children to learn to read.

Phonics...

- Teaches children the sound each letter makes and the different sound combinations of letters
 - Teaches children how to blend these sounds from left to right to make words
 - Teaches children how to segment the sounds in words

Reception

Phase 2, 3 and 4

Year One

Recap phase 3, 4 and
learn phase 5

Year Two

Recap Phase 5 and learn
phase 6



How we teach phonics and Coupe Green

We use the Lancashire Red Rose Phonics scheme to teach phonics. The children have a phonic session in class every day.

All lessons start with a revisit and review section followed by a teach of a new sound. Then the children will have opportunities to practise reading their new sound within words and then an application section to support writing/letter formation.

All phonic sessions are practical and encourage the children to play games and take part in fun activities to help support the recognition of sounds, reading and letter writing.

Top Tips



It is really important when teaching children new sounds we model the correct pronunciation of each letter correctly.

Below is a very useful video which models the correct and precise way to say each sound individual letters make.

<https://www.youtube.com/watch?v=IwJx1NSineE>

It is always a super idea to remind children the name of the letters when discussing sounds too.



Key Vocabulary



Phoneme	The sound that is made by letter/s eg- c, sh, ph
Grapheme	The written letters or group of letters that make one sound
Blending	Putting the letters together to make a word
Segmenting	Breaking words into sounds
Digraph	Two letters that make one sound (eg. ai, sh, ch, oa)
Trigraph	Three letters that make one sound (eg. igh, ear, air)
Sound buttons	Used to identify sounds within a word
Tricky words/common exception words	Words which are not easily decoded. (eg. was, said, the)
High frequency words	The most commonly used words
Sights words	Reading words without having to sound them out



There are 6
stages of phonics

Phase One



Phase one is preparing children for phonics, this is usually taught in nursery/ at home

Phase one consists of

- listening and remembering sounds such as nursely rhymes, songs and sound effects
 - talking about sounds we can hear and mimicking sounds
 - tuning into sounds we like and don't like
 - Thinking about if sounds are loud, quiet, silly.



Phase Two



Phase two is where children will learn phonemes to read and write simple words.

In phase two children will learn the first 19 phonemes.

Set 1-
s, a, t, p

Set 2-
i, n, m, d

Set 3-
g, o, c, k

Set 4-
ck, e, u, r

Set 5-
h, b, l, f, ff, ll, ss

Children will use these sounds to read and spell simple CVC (consonant-vowel-consonant words.) **Such as- sat, tap, duck, hill**



Phase Three



Phase three is where children will learn the long vowel phonemes.

In phase three the children will learn the next 26 phonemes.

Set 6-
j, v, w, x

Set 7-
y, z, zz, qu

Set 8-
ch, sh, th, ng

Set 9-
ai, ee, igh, oa, oo

Set 10-
ar, or, ur, ow, oi


Set 11-
ear, air, ure, er

Children will use these sounds to read and write more complex words.













Phase Four

In phase four children will learn to read and write words containing adjacent consonants.

My Phase 4 Initial Blends Sound Mat

bl  blackberry	br  brush	cl  clown	cr  crab	dr  drawing	fl  flag	fr  frog	gl  glasses
gr  grandpa	sm  small	sn  sniff	pl  plane	pr  printer	sc  scarf	scr  screw	shr  shrew
sk  skunk	sl  sleep	sp  spade	st  starfish	str  string	thr  thread	tr  tree	tw  twins

My Phase 4 Final Blends Sound Mat

ft  gift	lf  shelf	lk  milk	lp  help	lt  belt	mp  lamp	nch  bench
nd  hand	nk  ink	nt  tent	pt  script	sk  tusk	xt  text	

Phase Five

In phase five children will be taught the alternative pronunciations for graphemes they already know.

Eg. children know the ow grapheme in cow but the children will now learn the ow can make an /oa/ sound as in blow.

Children will learn new graphemes in the way of sound families too.

My *ee* Family Sound Strip





Phase Six



Phase six is the final stage in phonics.

The main aim of phase six is to encourage the children to become more confident and fluent readers.

Children should be able to...

- read the words automatically if they are very familiar
- decode them quickly and silently because their sounding and blending routine is now well established.

Phase six is also aimed at improving children's spelling and writing by teaching spelling rules by...

- using suffixes to indicate tenses
- teaching the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y
- Teaching rules for plural spelling
- using prefixes to change words

Blending and Segmenting

Blending (for reading)

Children need to be able to hear the separate sounds in a word and then blend them back together to say the word as a whole.

/b/ /e/ /d/ = bed
/sh/ /i/ /p/ = ship
/ch/ /i/ /ck/ = chick

Segmenting (for writing)

Children need to be able to hear the word as a whole and then say every individual sound they can hear.

Bed = /b/ /e/ /d/
Ship = /sh/ /i/ /p/
Chick = /ch/ /i/ /ck/

Sound Buttons

Children will use sound buttons when reading to help to develop their blending and segmenting skills.

Underneath the single letter phonemes we put a dot.

c a t
○ ○ ○

Then under our digraphs and trigraphs we put a line, to indicate that these 2/3 letters together create one sound

e.g r ai n l igh t
○ ai ○ ○ igh ○

Sound Buttons

Children will use sound buttons when reading to help to develop their blending and segmenting skills.


Under consonant clusters the children are taught to add a wiggly line to indicate the sounds can be heard individually but can be a blend when pushed together.

e.g. st u mp



Split digraphs are digraphs that are split up in a word by a consonant. The e at the end of the word is always silent. When drawing a sound button for these we connect the digraph together so it looks like a smile under the word

e.g. c a k e



Compound Words



cupcake

sandpit

cobweb

football

Tricky Words



These are words that can not be decoded. When teaching tricky words, we first identify the tricky part.

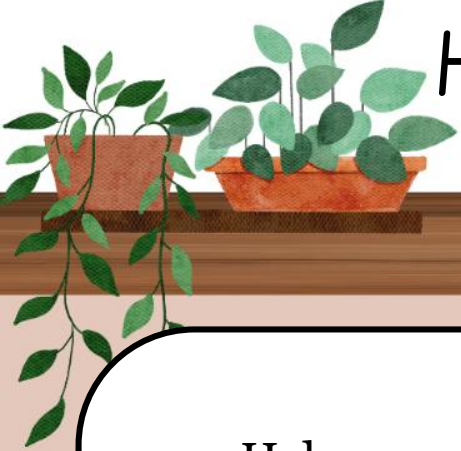
was said

Tricky words need to be seen and heard as often as possible so that children remember them.

When sharing stories, ask you child to spot tricky words that they know.

They also enjoy it if they can correct you, so try reading them as they sound!

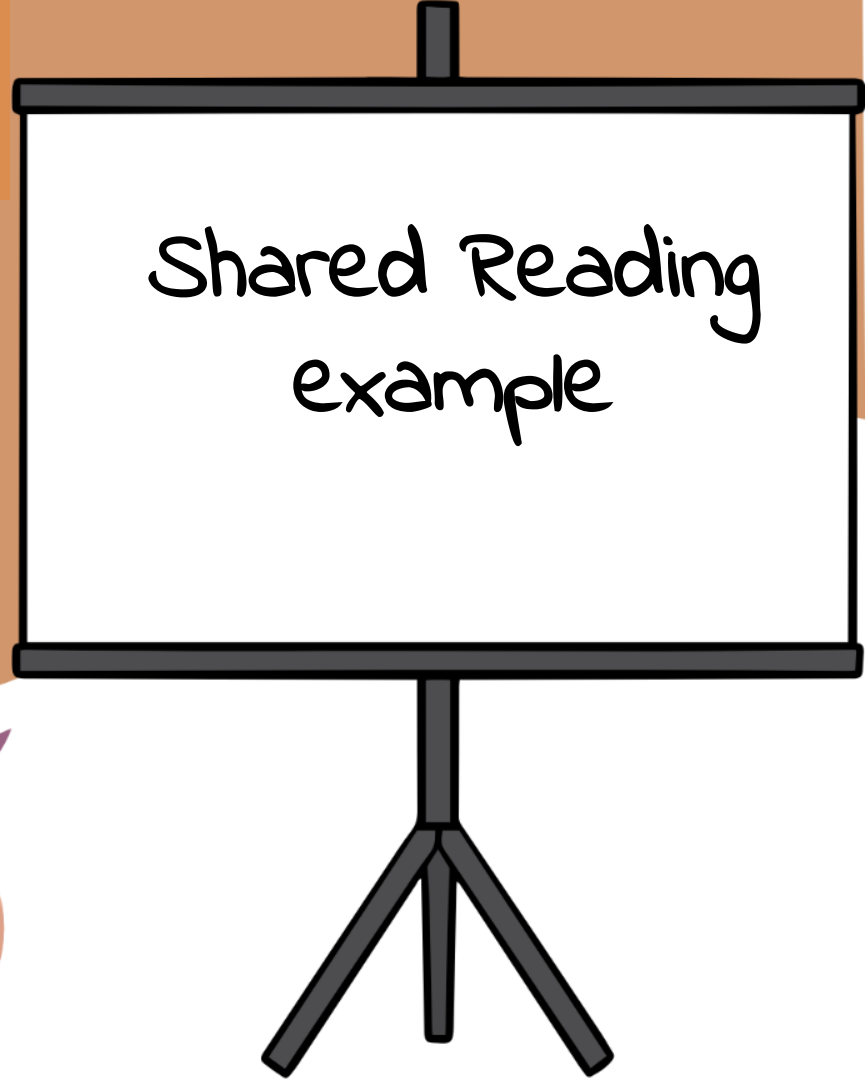
How to improve fluency?



- Help your child to spot sounds and words that they already know before beginning to read.
- Once your child has segmented words, always ensure that they blend them together to say the word before moving on to the next word.
- Practise re-reading words and sentences using a 'speedy reading' voice.
- Overread books to build confidence and recognition of high frequency and tricky words.



Shared Reading
example





The Bike Race



Liz Miles
Howard McWilliam



In this story:



Jay



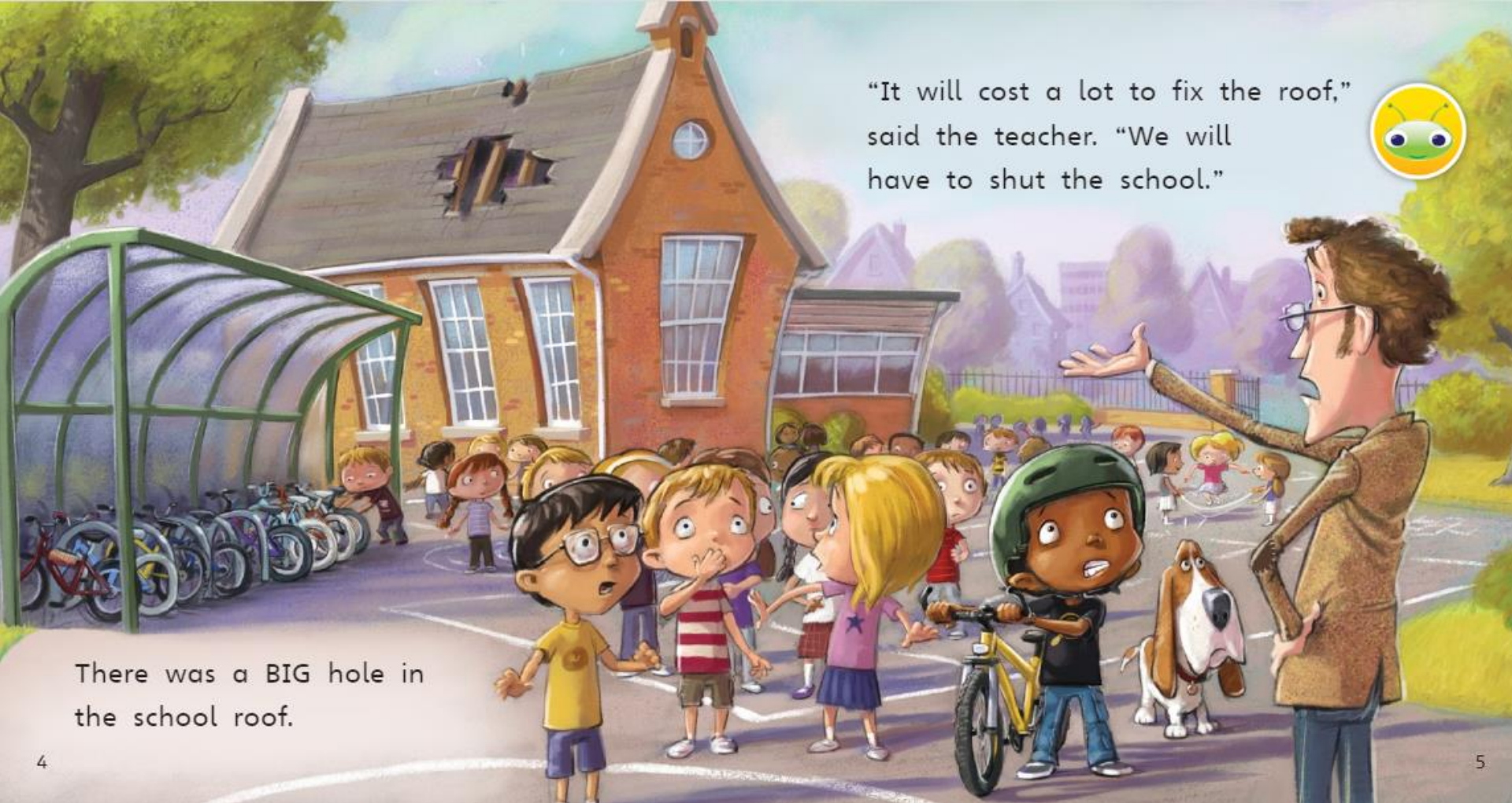
Sniffer



Mr Slime



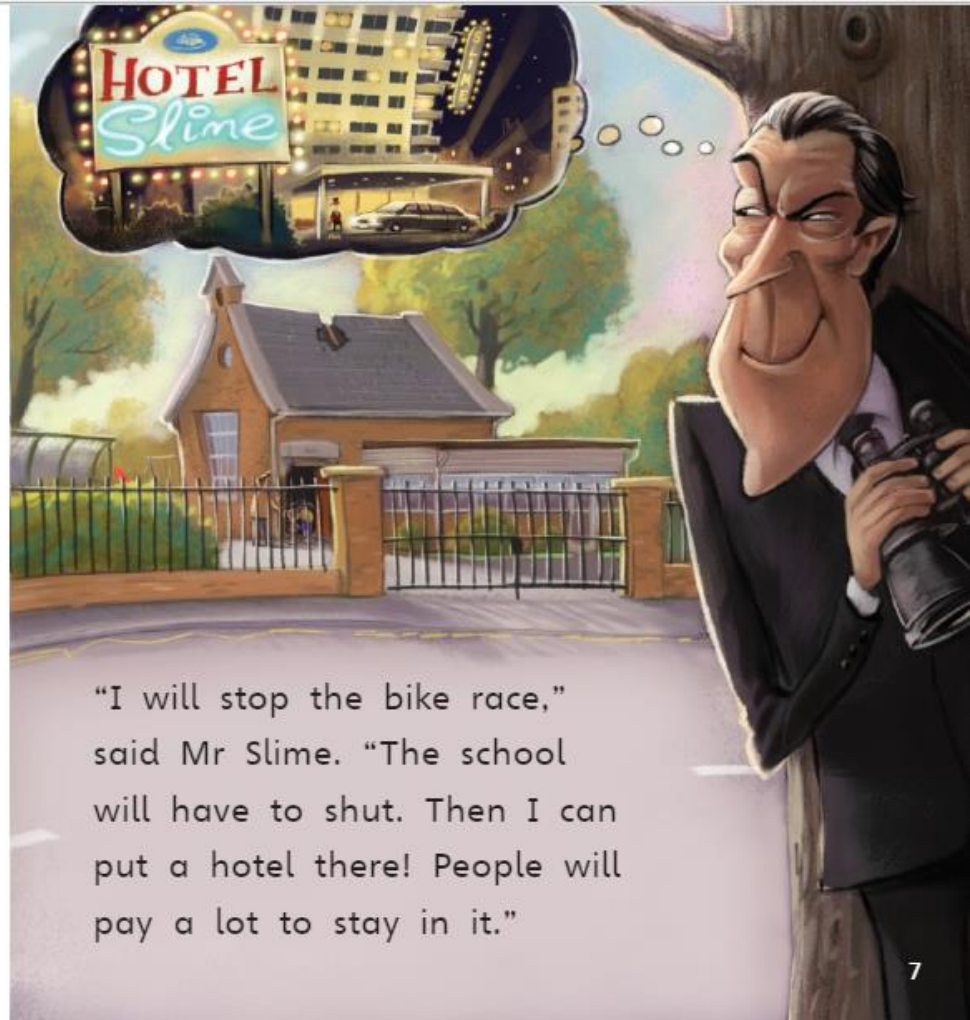
The teacher



“It will cost a lot to fix the roof,”
said the teacher. “We will
have to shut the school.”

There was a BIG hole in
the school roof.

“Let’s have a bike race!” said Jay.
“People will pay a lot to see the race.”



“I will stop the bike race,”
said Mr Slime. “The school
will have to shut. Then I can
put a hotel there! People will
pay a lot to stay in it.”

Reading at home



1. Explore the front cover – “What can you see? What type of book might this be? How do you know? Can you spot any sounds or words that you know?”
2. Before reading, ask your child to spot words that they already know. “How many tricky words or common words can you see?”
3. Support your children to segment words to read.
4. Always encourage your child to blend the sounds back together before moving onto the next word.
5. Practise a speedy reading voice to support fluency.
6. Ask your child questions about what they have read. Concentrate on characters feelings/actions and ask them to explain why

Thank you!



Please have a look around
at the reading and phonics
games on the tables.

If you have any questions
please ask 😊