



URMSTON PRIMARY SCHOOL

KS1 Phonics and Reading Workshop
Wednesday 5th October 2022

Growing together. Empowered to be more.



Welcome

Housekeeping

- Phones to silent please.
- We have not planned a fire drill, so if the alarm goes off, please make your way to the playground.
- All supporting materials will be uploaded to our website tomorrow.
- Please feel free to ask any questions at any time.



Welcome



Why are we here today?

- To take a look at how phonics works in KS1
- To understand the importance of reading and how to support your child.
- To look at the Phonics Screening Check in Year 1
- To understand the KS1 SATs



Phonics at UPS

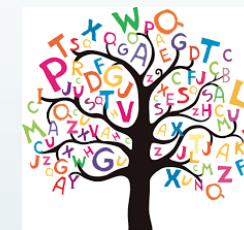


THERE ARE 44 PHONEMES (sounds) IN THE ENGLISH LANGUAGE AND WELL OVER 200 GRAPHEMES (how those sounds are written)...see the Alphabetic Code!

- Daily phonics sessions – linked to phonics phases from ‘Letters and Sounds’, where sounds are taught using synthetic phonics. This method looks at how sounds (phonemes) are represented by written letters (graphemes) and how they are blended together to make words
- *Phase 1* – Nursery: Recognising sounds in the world around us and some initial sounds
- *Phase 2* – Reception: Initial sounds
- *Phase 3* – Reception – Year 1: CVC words and beginning to blend
- *Phase 4* – Reception – Year 1: CVCC words and consolidating segmenting and blending of Phase 3
- *Phase 5* – Year 1: Segmenting, blending, introducing new sounds and alternative sounds – making choices!
- *Phase 6* – Year 2: Spelling rules and patterns

Note: There are ‘tricky words’ in each phase and these will be focused on as well as high and common frequency words (See Spelling Logs)

Phonics at UPS



Let's take a closer look at Phase 5 phonics and the order sounds are taught:

YEAR	YEAR 1														
PHASE	5														
SET	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
PHONEME	wh ph	ay a-e eigh ey ei (long a)	ea e-e ie ey y (long e)	ie i-e y i (long i)	ow o-e o oe (long o)	ew ue u-e (long u) u oul (short oo)	aw au al our	ir er ear	ou oy	eer ere are ear	k ck ch	ce c sc st se	ge g dge	le mb kn gn wr	tch sh al- ternatives ea (w)a o
FICTION	2 readers 	2 readers 	2 readers 	2 readers 	2 readers 	2 readers 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 
NON-FICTION	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 

Phonics at UPS



Let's take a closer look at Phase 6 phonics and the teaching sequence:

Type	Spelling Rule
Tricky words	Common Irregular verbs - to research and find
Suffixes	-ed for past tense verbs (inc. double consonants)
	-ing for present continuous tense verbs (inc. double consonants, dropping the e)
	-er added to adjectives (inc. double consonants, changing a y to an i)
	-est added to adjectives (inc. double consonants, changing a y to an i)
	-ful added to nouns to form adjectives (inc. changing a y to an i)
	-ly added to adjectives to form adverbs (inc. changing a y to an i)
	-ment added to verbs to form nouns
	-ness added to adjectives to form nouns (inc. changing a y to an i)
	-y added to nouns to form adjectives
	-y (inc. changing a y to an i - plural -ies)
	-en added to adjectives to form verbs (inc. double consonants)
	-s added to base word
	-es (inc. words ending in f and changing to -ves)
	-es (inc. revisiting changing a y to an i - plural -ies)

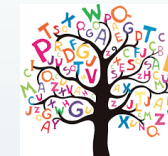
Phonics at UPS



Let's take a closer look at Phase 6 phonics and the teaching sequence:

The 'w special'	The 'or' sound after w (using an a)
	The 'ur' sound after w (using an o - were being an exception)
	The 'w' sound after qu
	The 'r' sound spelt wr
Ending in the 'v' sound (adding an e)	-ve
Common Prefixes	un-
	mis-
	dis-
	To research and find others.
-ant or -ent and -ance or -ence	-ant
	-ent
	-ance
	-ence

Phonics at UPS



Let's take a closer look at Phase 6 phonics and the teaching sequence:

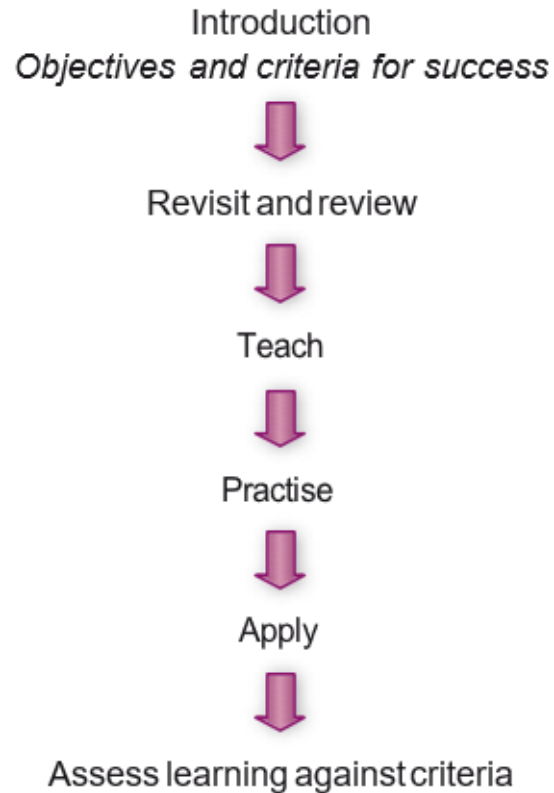
The 'dge' sound	-dge
	g
	j
The 'n' sound at the start of some words	kn-
	gn-
The 's' sound spelt c	Before e, i and y
The 'l' sound at the end of words	-le
	-el
	-il
The 'i' sound as a y	At the end of a word
The 'or' sound	al
	all
	alk
The 'ee' sound as ey (plural -eys)	At the end of words.
Contractions (using apostrophes to shorten two words into one)	not as the second word
	will as the second word
	have as the second word
Possessive apostrophes	For singular nouns.
-tion word endings	
Homophones	there (relating to here and where)
	their (relating to they and them)
	To research and find others.
Compound words	To research and find others.

Phonics at UPS

What does a typical lesson look like?



Sequence of teaching in a discrete phonics session



Recommended Teaching Sequence	Bug Club Phonics Lesson Structure
Introduce	Learning intentions and outcomes for the day are discussed at the start of the lesson.
Revisit and Review	Every Phoneme Session begins with Revision to review previous learning. In Reception (P1) the Revision is not just of the previous day's target grapheme-phoneme correspondence, but also of blending for reading and segmenting for spelling of the relevant words. In Key Stage 1 (P2&3) the Revision is sometimes a review of previous learning which links with the planned teaching for that day.
Teach	Every Phoneme and Language Session is composed of Teaching Elements (e.g. Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. The teaching of grapheme-phoneme correspondences and high-frequency (common) words is covered.
Practise	Practise opportunities are available in the following areas: <ul style="list-style-type: none"> • 'Follow-up' parts of the lessons • Unit-linked pupil games • Unit-linked photocopy masters • 'Free-teaching' within the software's Magnetic Board.
Apply	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers Irregular (not fully decodable) common words. In addition, phonic skills can be applied when using the linked decodable readers, starting as early as Unit 2 of <i>Bug Club Phonics</i> .
Assess Learning	Assessment guidance and materials provided within this guide and in the software enable ongoing formative assessment during the daily lessons and summative assessment at regular periods through the programme. The <i>Bug Club Phonics Prepare and Assess Handbook</i> and online resources can be used to prepare children for the Phonics Screening Check in Year 1.



How do UPS use Bug Club with phonics for reading and spellings?

(LETTERS AND SOUNDS)

Reading, writing and spellings are inextricably linked, especially in KS1!



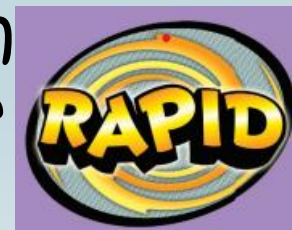
Spelling at UPS



- Daily phonics sessions – linked to phonics phases from 'Bug Club'



- Y1 – predominantly **Phase**
- Y2 – predominantly **Phase 6**
 - **Spelling logs** aid our focus and enable children to make informed spelling choices (these can be found on our website)
 - **Rapid Phonics** – Used as an intervention for some pupils who are struggling to retain the sounds at the end of words in the later phases.





Reading at UPS



- Guided reading (small groups in Class)
 - dual focus on phonetic reading/fluency and comprehension
- Individual reading (one-to-one)
 - dual focus on phonetic reading/fluency and comprehension
- Home reading books linked to phonics phases...let's take a look at these...
 - dual focus on phonetic reading/fluency and comprehension



Helping at Home



-RESOURCES TO HELP AT HOME...

- *Phonics with Mr Thorne on YouTube*



<https://www.youtube.com/playlist?list=PLqh11DN6jmbBHVCDDeYtWRgJcZLowiu9cv>

Helping at Home



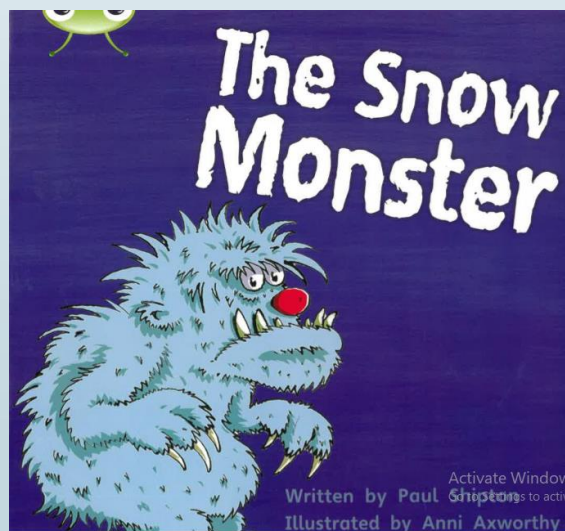
Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Helping at Home



-RESOURCES TO HELP AT HOME...

- Home reading books with Bug Club



Before and during reading

1 Say the sounds and look at the new spellings

/oa/ ow o-e o oe

2 Blend the sounds

Joe	home	told
nose	on/ly	snow/ing
both	sha/dow	showed
grown	toes	strolled

3 Read the tricky words

who a/gain

Point out the tricky bits of the words ('o' sounds /oa/ in 'who', 'ai' sounds /e/ in 'again') and then blend the rest.

Blending more than one syllable? Do one syllable at a time. e.g. shadlow



Story comprehension

Ask the children to read the cover. What do they think a 'Snow Monster' might be like? Look at the first page and point out the two characters, Joe and Jade. Where does the story begin?

Vocabulary check

Check the children understand the meaning of the following words: strode, bellow, cool. Do the children know what we mean by the phrase 'froze in fear'?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out any places where there are speech marks on the page. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak.
- On page 12, point out to the children that 'HAVE' is in capital letters. What does this tell them about how to say it?
- When they get to page 16, ensure the children read the old man's speech bubble. Why does he say 'What?!!' What is he thinking?

Activate Window
Go to Settings to activate

After reading

Story comprehension

- Can the children tell you what the old man warned Jade and Joe about? (The Snow Monster.) What did he say it was like?
- Ask the children to look at page 7. Did Jade and Joe believe him?
- What happened next?
- Was the Snow Monster like the old man had described?
- How did the story end?
- Ask the children to tell you how they think Jade and Joe felt about the Snow Monster.

Picture detective

Ask the children to find the object in the picture that contains the:
/oa/ sound, spelt 'o-e' (page 2 - smoke)
/oa/ sound, spelt 'ow' (page 2 - window)



Don't necessarily do all of the activities - just those that your children need.

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Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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Helping at Home

- RESOURCES TO HELP AT HOME...

- *Online reading with Bug Club*



Brave Little Beasts - Google Chrome

resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=528740&resourceTitle=Brave%20Little%20Beasts&activeTextSkin=BugClub&isPupil=fal...

Bug Notes

Words asked
day
don't
could
looked

This book practises

Alternative spellings*

ay (as in play)
ew (as in flew)
ir (as in bird)
y (as in tiny)
ie (as in tired)
u (as in bush)

* At this level, children will be learning new ways of spelling familiar sounds.

Top Tip

When reading with your child, make sure you get comfy! Find somewhere cosy and quiet to read.

Your child may need help with these words:

they're roar
dance course
mouse house

Have a go!

Spelling sounds

Write these sounds on strips of paper:

oy ay

Encourage your child to think of words with these sounds.
E.g. boy, toy, say, play

Skill builder

Look together at the first page of the book. Ask your child whether they have heard of a griffin before. What do they think a griffin might be?

Brave Little Beasts

Contents

Bertie Dragon Bakes a Pie
Page 2

Teach a Griffin How to Fly
Page 9

Poems by Wendy Meddour
Illustrated by Stephanie Laberis and Agnes Baruzzi

Bug Time fun is on the back page!

Back Read to me Next

0/1 of 17

Helping at Home


- RESOURCES TO HELP AT HOME...
- *Online reading with Bug Club*



Brave Little Beasts - Google Chrome

resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=528740&resourceTitle=Brave%20Little%20Beasts&activeTextSkin=BugClub&isPupil=fal...

But Bertie Dragon liked to bake.
He liked to dance and sing.



He was a happy dragon,
Not a sad and grumpy thing.

4 5

Back Read to me Next

4/5 of 17

Type here to search

13:04 25/11/2020

Helping at Home



- RESOURCES TO HELP AT HOME...
- *Online reading with Bug Club*

Rewards

- When your child has finished all of the quiz questions in an eBook, they will gain some coins
- When they have read a few eBooks, they will have enough coins to gain a reward
- They can spend their coins in one of the multiple activelearn reward worlds on games, items for their treehouse etc.



Helping at Home



My Library

- When your child has finished an eBook, the eBook will move to My Library where they can read it again, if they want to
- They can choose a new eBook from 'My Stuff'





Helping at Home

Reading Records Reception & Year 1



Top Tips for the Reading Helper

- 1 Try to make reading time fun, and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
- 2 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 3 **Blending** - encourage the reader to break words down into a series of sounds, e.g. c-r-a-sh. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
- 4 Identify some key letter groups in the reading material and ask the reader to look out for them. Use the child's reading log to record the new letters / letter groups you are focussing on in each session.
- 5 Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
- 6 Make a note in the reading log of any tricky words or words with unusual spellings, e.g. school. In particular, look out for the common exception words (listed in this book).
- 7 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 Draw attention to punctuation marks and help the reader to read with feeling, e.g. "HOORAY!" they shouted.

Checking Understanding

- Talk to the reader about each book as much as possible.
- Before starting a new book, ask the reader to look at the cover and any pictures on the inside pages. Invite him/her to guess what might happen in the story.
- Ask questions as the reader progresses through the book:
 - What do you think is going to happen now?
 - What/who is the story about?
 - Where did the story take place?
 - What do you think -- looks like?
 - Why did -- do that?
 - How do you think -- feels now?
 - What would you do if you were --?
 - Which part of the book did you like best?
- Choose some key words and ask the reader to tell you what the words mean. Encourage the reader to use a dictionary to check the meanings of words.
- At the end of the book, ask the reader to retell parts of the story in their own words, or tell you what their favourite part was.
- Encourage the reader to try to remember some short rhymes and poems by heart.
- Play games with the reader. For example, you could:
 - Ask her/him to find a word on the page that rhymes with fish.
 - Try making up nonsense words for the reader to blend, e.g. twock.
- Use flash cards to practice tricky words, common exception words or letters/ letter groups and their sounds.
- Invite the reader to draw a picture of a character/scene from the book.

Phonics - A Guide for the Reading Helper

d-o-g **b-o-o-k** **sh-ee-p**

Phonics - a simple overview
Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent, e.g. 'ch' or 'ai'
- blend these sounds together from left to right to make a word.

Children can use this skill to decode new words.

On the following pages, you will find a list of the common letters and letter groups. There are pictures and example words to show the common sound linked to each one.

The language of phonics
The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme. (E.g. the **aw** sound in **cow** is the same as the **au** sound in **out**.)
- Some graphemes represent more than one phoneme. (E.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

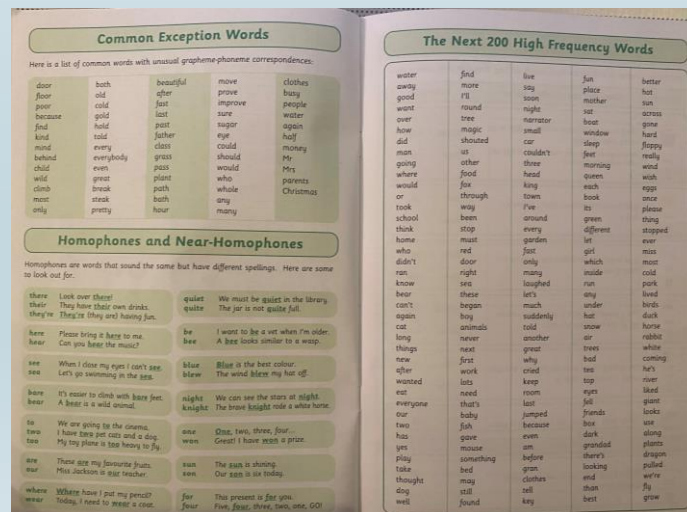
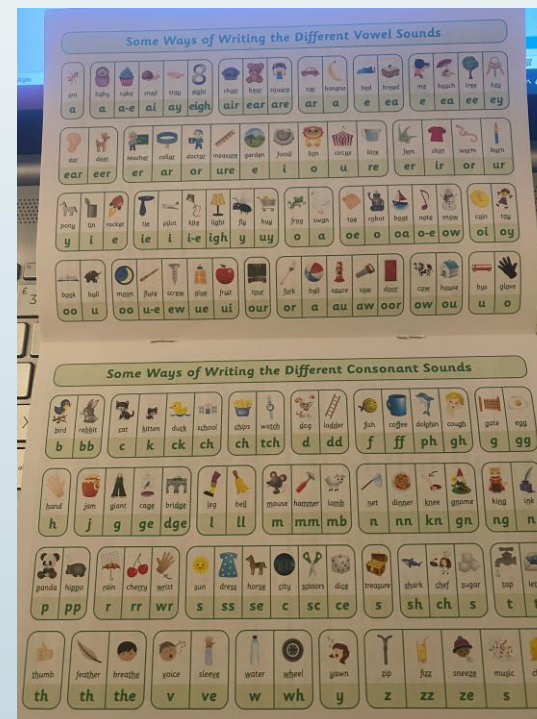
Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ng	ring	ay	play
ee	bee	ea	beach
oa	boat	ie	slip
oo	book	oe	toe
or	fork	ue	blue
ow	cow	ew	threw
ear	ear	oy	boy
ure	picture	aw	saw
ai	snail	ph	photo
igh	right		
igh	right		
oo	moon		
ar	car		
ur	curt		
oi	coin		
air	hair		
er	hammer		

Common Exception Words - Year 1

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our








100 High-Frequency Words in Order

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



Some Important Sounds

Prompting your reader to look out for these sounds will help them with their spelling skills.

Sound	Note for the reading helper	Examples
 jam j	The j sound as in jam is written as dge or ge at the ends of words <i>(More information: dge after 'short' vowels, and ge after other vowels or consonants.)</i>	badge edge huge change
 sun s	s as in sun is sometimes spelt c before e, i and y	sell city fancy cyber
 net n	n as in net can be written kn or gn at the start of words	knee know gnat gnome
 rain r	The r sound as in rain is sometimes written wr at the beginning of words	wrong write wrap wrist
 leg l	When the l sound as in leg is at the end of a word, it is usually spelt le	table apple bottle little
 pilot i	At the ends of words, the i sound as in pilot is mainly written y	cry fly try July
 fork or	Before l and ll, the or sound as in fork is usually written a	walk always all ball



Helping at Home

RESOURCES TO HELP AT HOME...

Spelling homework – based on phonics, spelling rules, high/common frequency words and ‘tricky words’. Children will have sounds to learn each week, words containing those sounds and a small dictation passage to support them using these words in context.

11.10.21

Name: _____

Look, Say, Cover, Write and Check!

Look at the words in the 'look' column. If you spell the word incorrectly, write it again in the 'write' column. If you spell the word correctly, write it again in the 'check' column.

	look	say	cover	write	check	correction
brown						
sport						
trash						
trip						
swim						
sniff						
plum						
gran						
clap						

Dictation:

I had a **sniff** of the **brown** **plum** then gave it to **gran**. She put it in the **trash**. She took me for a **trip** to play **sport**. I **clap** when I **swim**.

11.10.21

Name: _____

Look, Say, Cover, Write and Check!

Look at the words in the 'look' column. If you spell the word incorrectly, write it again in the 'write' column. If you spell the word correctly, write it again in the 'check' column.

	look	say	cover	write	check	correction
five						
time						
slide						
high						
fright						
cry						
my						
kind						
tie						
today						
the						

Dictation:

Today went to **the** park with **five** **kind** friends. I wore my shirt and **tie**. I went on the **slide** with them and got a **fright**. It was too **high** so I began to **cry**. Then **my** Mum said that it was **time** to go.

You will know which phase and sounds to focus on because the books your children bring home (or have been allocated online) are linked to the sounds that they are learning, along with the phonics homework and the videos that are set on Seesaw.



Phonics at UPS

What is the Phonics Screening Test and when will it take place?

Week commencing 12th June 2023

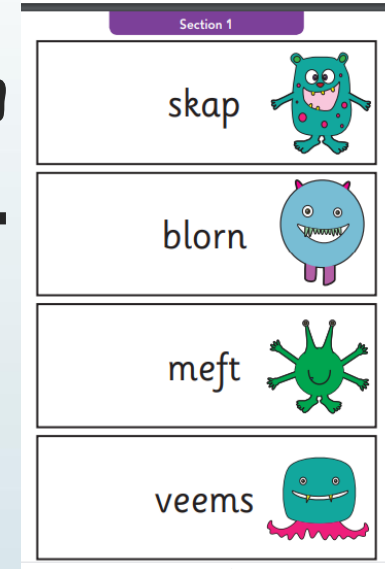
There are two sections in this 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1. Your child will read up to four words per page for their teacher and they will probably do the check in one sitting of about 5–10 minutes.

<https://www.youtube.com/watch?v=KKZS'VB6wmGs>

How can I help my child to prepare for this?

Please, please complete all the phonics activities that you will be receiving and read regularly with your child.

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

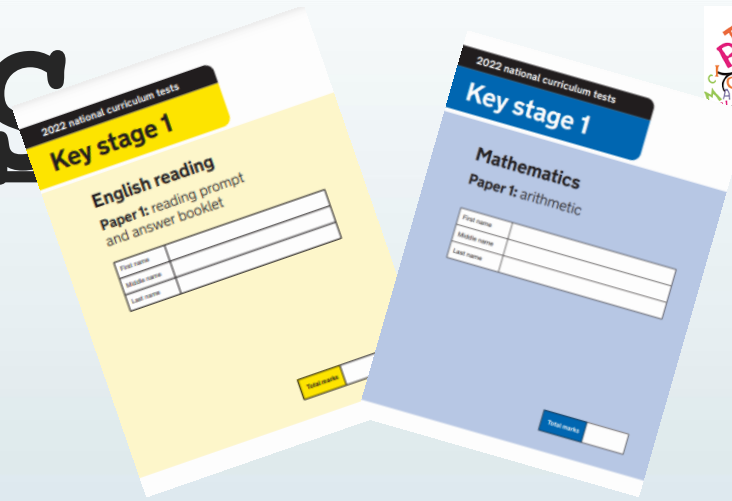


KS1 SATs at UPS



What are the SATs and when will it take place?

SATs, simply stands for Standard Assessment Tests.



There are 2 maths papers, 2 reading papers and a SPaG (spelling, punctuation and grammar) paper

KS1 SATs will take place in May 2023. At UPS, the KS1 SATs usually take place after the KS1 SATs as our children need space to partake in them and staff to administer them.

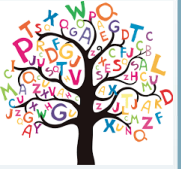
We aim to make the process seem as 'normal' as possible for the children and not a daunting experience.

If we deem that certain pupils need extra space or extra time, then that is sorted in advance, in discussion with the team of teachers.

Unlike KS2, the papers are marked by the teachers (in line with the marking scheme) and they act to support the teacher's judgement on whether a child is working below the expected standard for Year 2 (WTS), at the expected standard (EXS) or are exceeding the expected standard – also known as greater depth (GDS)



KS1 SATs at UPS



What are the SATs and when will it take place?

The best thing that you can do is simply support your child with their reading and spelling / phonics homework each week. No extra preparation is needed.

As stated, these assessments are simply a tool for teachers to use to sit alongside the informal assessments made by teachers regarding attainment in English and maths.

It is important to remember that at UPS, learning is about more than a score and at our very core of learning is our UPS Being More Curriculum, which is centred around our values, and ensuring that our pupils become good citizens is key to us here.

If you are interested in what the papers look like, you can take a look at past papers on the government website at:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>



Any Questions?

