

Phonics Workshop



Wednesday 24th January 2024
Mrs. McVean - Phonics and Literacy
Coordinator

Workshop Aims

- To provide an overview of the phonics curriculum at Hatfeild Primary School.
- To provide access to materials and support so that you can fully support your child with their reading at home.
- Information, demonstration and time for Q&A



At Hatfeild Primary School, we use the highly successful **Read Write Inc** programme to teach your children to read

Our vision is for **every child** to become a confident and fluent reader **at the first attempt**. Every child who completes Read Write Inc. learns to read fluently and confidently.

Reasons to read

Escapism

Relaxation

Empathy

Parent/Child relationship

Communication skills

Motivation to learn

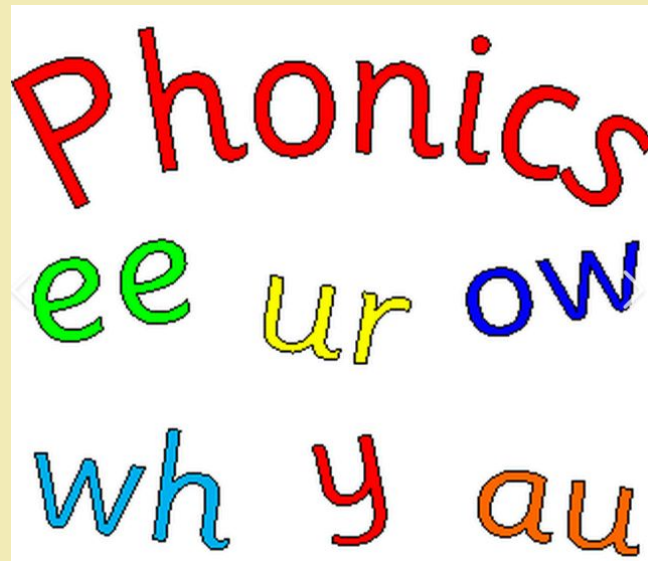
Listening skills

Academic success

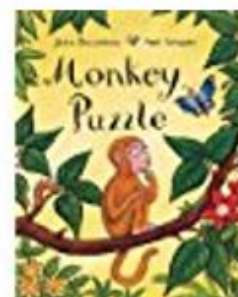
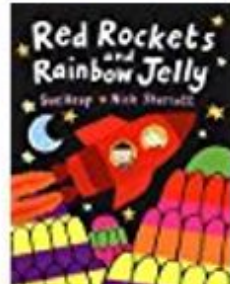
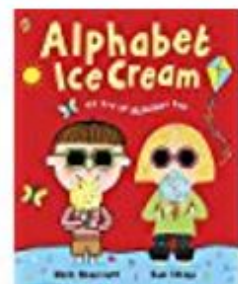
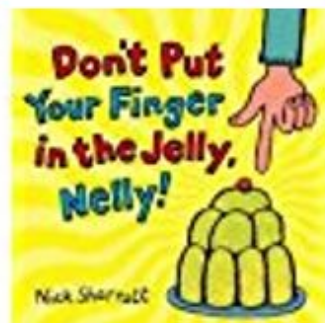
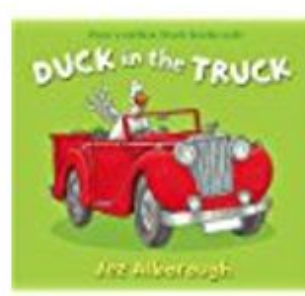
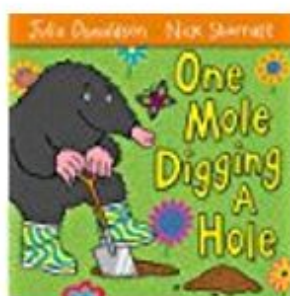
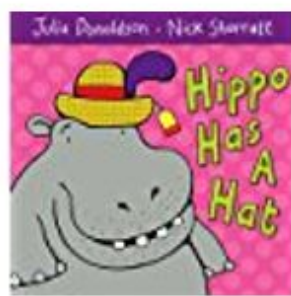
20 Minutes of reading each day
= 3600 minutes/school year
= 1,800,000 words

teachbesideme.com

Progression in Phonics



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



Early oral blending games

Early reading skills

The best time to start oral blending is when children can:

1. Join in with simple listening games.
2. Have some simple awareness of alliteration and rhyme
3. Know some simple songs and chants
4. Differentiate the sounds instruments make
5. Can hear rhythm in spoken words

For our youngest children start with syllables. Can you point to the win – dow?



FM 2021

Fred eye spy

"Fred can spy with his blending eye"

c l o c k































Fred says

"Fred says"

j u m p

Phonics in Reception

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 



FM 2021

‘Set 1’ sounds – demonstration

Watch this video to show you how to correctly pronounce the letter sounds

<https://youtu.be/TkXcabDUg7Q>

“Stretchy”

m – mmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

“Bouncy”

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

Learning a new sound

The teacher will introduce a new sound to the pupils each day during the phonics lesson.

Hear it

Say it

Read it

Write it



Blending



After children have been taught a certain number of sounds, they are taught to read these sounds in a word. This is called 'blending.'

A puppet named Fred the frog is used to help.

First, Fred says the sounds and the pupils will orally blend them e.g Fred says put on your 'h-a-t'. Pupils in YR should be able to do this by Christmas to be on track for the rest of the year.

The next step is to blend the sounds like this:



Fred games

Speaking like Fred helps children understand that words are made up of sounds. Use Fred Talk throughout the day to help children practice blending sounds together.

Fred says...

Say: Fred says put your hands on your l - e - g.

Pause to allow children to jump in with the whole word and do the action.

Repeat with different words. Eg: h- o - p s-k-i-p

Fred I Spy

Fred's fridge
























Fred's wardrobe

Phonics in Year 1

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo	oy  toy for a boy
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl	ou  shout it out
ph  take a photo	wh  whisk, whisk	kn  knock knock, who's there?	ck  tick tick clock		

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	a-e  make a cake	e-e  nice smile	i-e  phone home	o-e  phone home
u-e  huge brute	aw  yawn at dawn	au  Paul the astronaut	are  care and share	ur  nurse with a purse	er  a better letter
ow  brown cow	ai  snail in the rain	ie  terrible!	oa  goat in a boat	ue  come to the rescue!	ew  chew the stew
ire  fire, fire!	ear  hear with your ear	ure  sure it's pure	tion  excuse me	cious tious  excuse me	

Phonics in Year 2

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo	oy toy for a boy
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl	ou shout it out
ph take a photo	wh whisk, whisk	kn knock knock, who's there?	ck tick tock clock		

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	a-e make a cake	e-e go to the park	i-e nice smile	o-e phone home
u-e huge brute	aw yawn at dawn	au Paul the astronaut	are care and share	ur nurse with a purse	er a better letter
ow brown cow	ai snail in the rain	ie terrible! ouch!	oa goat in a boat	ue come to the rescue!	ew chew the stew
ire fire, fire!	ear hear with your ear	ure sure it's pure	tion sometimes delicious	cious tious sometimes delicious	

Phonics in Year 2

Complex Speed Sounds

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	ea	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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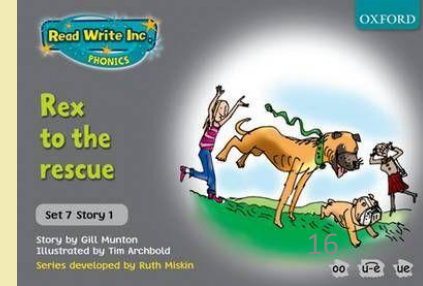
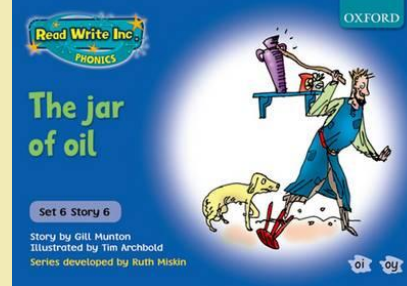
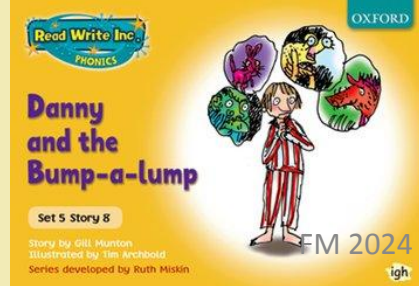
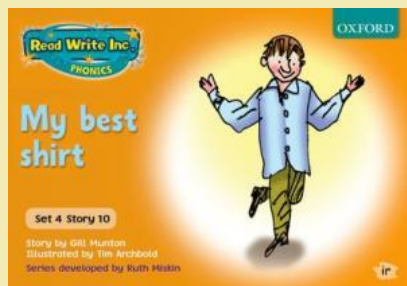
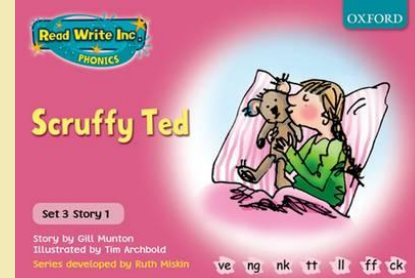
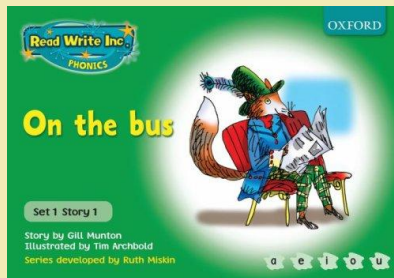
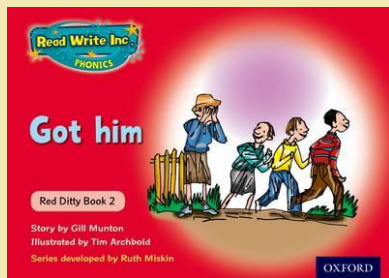
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Reading books

When children become confident at blending and can do so quickly and independently, they will begin to read stories and non-fiction books that match their current level of development. The expectation is that pupils complete the whole series by the 2nd term of Year 2 to be at age related expectations.

There are 10 books in each colour stage, although pupils do not need to read every book.



RWI Terminology

Special friends: 2 letters that make one sound. They are always together.

Fred talk: Fred can't read words. He can only sound them out. Eg:
c a t.

Fred in head: When your child is gaining fluency they can sound out in their head.

Speedy reading: Reading familiar words without sounding them out.

Oral blending: put on your **h a t** saying the sounds out loud and hearing the whole word.

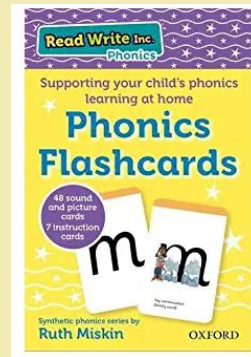
Blending to read: blending letters together to read a word.

Segmenting to spell: starting with the whole word – break it up into sounds to support spelling.

How to help at home

‘Fred talking and Fred games’ words e.g. *“Put your c-oa-t on”*

Practise reading and writing the sounds **Purchasing the same materials that we use at school. You can buy these on Amazon for around £6. Search for ‘RWI Phonics Flashcards.’**



Ruth Miskin website – Has a range of support materials for parents:

<https://www.ruthmiskin.com/parentsandcarers/>

Oxford Owl – Many useful resources to support at home

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford/levels/read-write-inc-phonics-guide/>



How to help at home

- Your children have a weekly visit to our school library. They will be able to choose a book to bring home and change every week. Your child's teacher will let you know what day their weekly visit is.
- Read as many stories to your child as you can. Talk about the stories together.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.
- What you read to your child today, he or she will be able to read for themselves very soon!

Questions

Any individual concerns please feel free to ask me or contact your child's class teacher.