

# Dorothy Barley Junior Academy

## Reading & Phonics Workshop

Tuesday 24th January 2023



**Dorothy Barley**  
Junior Academy

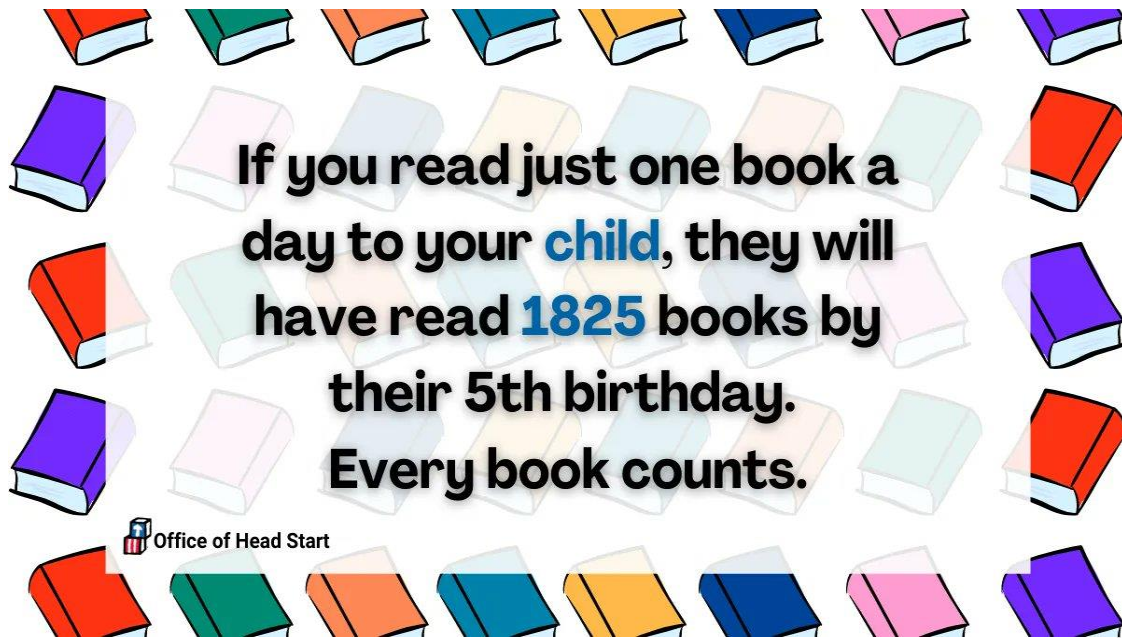




# Why are we here?

To share information on reading and how we can support our children both in school and at home.

“If children are to become fluent readers...they need to read a lot.”



# Why are we here?

What is our School doing...








- Reading lessons
- Phonics lessons
- Class library
- School library
- World of Stories Programme
- Bug Club
- Reader of the Week

## What is Phonics?

The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

## Phonics screening check

A statutory national assessment in England, conducted internally, by schools, towards the end of Year 1. Its sole purpose is to determine whether a child can phonically decode single words to an annually predetermined national standard. Every Year 3 child undergoes a screening check when joining DBJA.

Section 1		Section 1		Section 2		Section 2	
sut		shop		brend		label	
yad		yell		throst		vanish	
dop		peel		stret		blossom	
uct		check		spraw		thankful	

## Segmenting

When you break the word down into its sounds (phonemes).

c a t

r a i n

l i g h t

## Blending

After segmenting the word into the sounds, you blend the sounds together and say the word.

cat

rain

light



Numb  
'm' sound represented  
by 'mb'

At home!

ice  
's' sound  
represented by 'ce'

Grow the code grapheme chart

Phase 2, 3 and 5

s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y y	z z zz s se ze	qu qu	ch ch ture	sh ch ti ssi si ci	th th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

cue  
tube  
stew

Torn  
Autumn  
adore



# Terminology used during Phonics and Reading

## Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

## Compound word

A word made by joining two individual words together, for example, 'football' is 'foot + 'ball'.

## Digraph

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra *'two letters, one sound'*. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

## Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.



# Fluency



I can read accurately with expression,  
& understand what I read

read.

## Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound'.

## Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being



# Phonics Phases

## Phase 1

What is Phase 1 phonics?

Phase 1 phonics is **the first stage of the phonics teaching programme**. At this stage, the focus is primarily on developing speaking and listening skills. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of your children's further learning.



## Phase 2

What is Phase 2 phonics?

Phase 2 aims to develop the following skills:

- Knowledge and understanding of at least 19 letters
- Practising letter recognition for reading and recall for spelling
- Practising oral blending and segmentation
- Practising blending for reading VC (at, in, it etc) and CVC words (cat, dog, tin, den).

## Phase 3

What is Phase 3 phonics?

Digraphs - ar s t ar t ow - b r ow n  
ee b ee p or - corn

Trigraph - igh l ight ear f ear

### Digraph

A grapheme using two letters to represent one phoneme.

### Trigraph

A grapheme using three letters to represent one phoneme.




Grapheme chart Phase 2 and 3

s	š	p	n	m	d	g	c	r	h	b	f	t	j	w
ss	tt	pp	nn	mm	dd	gg	ck	rr	bb	ff	ll			vv
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

# Lesson Structure

## Rapid Catch-up weekly grid

## Phase 3 week 2

Lesson/session		 Quick review	 Teach and practise				 Practise and apply	
Phonics	Day	GPCs, words and tricky words	Teach new GPCs	Oral blending words	Independent reading words	Example definitions and sentences	Tricky words	Activities
	1 (20 mins)	oa oo ar boat room car to into you	oo or ur	c-oo-k w-oo-l b-or-n sh-or-t t-ur-n s-ur-f	look good book for sort torch fur hurt curl	A <b>torch</b> is a light that you hold in your hand. <i>You will need a torch when you go camping.</i>	they	<b>Spelling/Mix it up:</b> rain light <b>Spelling tricky words:</b> has they If time, do an additional read of last week's book.
	2 (20 mins)	oo or ur look for curl no go they	ow oi ear	c-ow t-ow-n oi-l f-oi-l d-ear h-ear	down now owl join soil coin near year beard	<b>Soil</b> is what we grow plants in. <i>I planted the sunflower seed in the soil.</i>  A <b>coin</b> is a metal piece of money. <i>Dad gave Tim a coin for doing some chores.</i>	my by	<b>Change it:</b> burn born corn thorn thin think <b>Spelling/Mix it up:</b> cook torn turn owl boil hear <b>Spelling tricky words:</b> go my
	3a Review (10 mins)	oo or ur ow oi ear	Precision teaching of week 2 GPCs, words and tricky words					<b>Match the words to the pictures:</b> book torch fur owl coin beard
Reading practice	3b (10-15 mins)	Decoding: pre-read	Reading practice session 1: Decoding (Decodable book/Blending practice book)				Reading practice review: Decoding	
	4 (10-15 mins)	Prosody: pre-read	Reading practice session 2: Prosody (Decodable book/Blending practice book)				Reading practice review: Prosody	
	5 (10-15 mins)	Comprehension: pre-read	Reading practice session 3: Comprehension (Decodable book/Blending practice book)				Reading practice review: Comprehension	

Quick review - Revisit previous learning

Teach and practise - new GPCs (Grapheme Phoneme Correspondence)

Orally blending words - segmenting sounds and blending them together

Independent reading words - sounding out new words, defining them and using the words in sentences

Activities - a range of different activities e.g., mix it up

# Phonics Spelling Rules

Suffixes - Butter fly = butterflyies

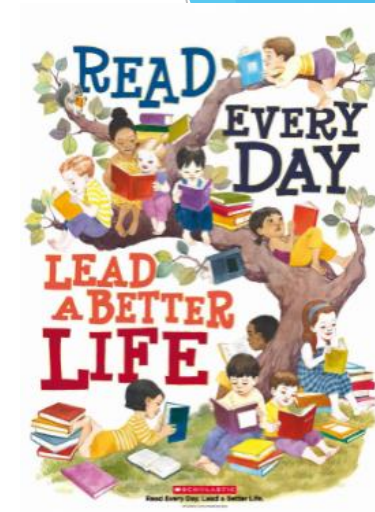
wr - write / wrong

can't

## The Importance of Reading

Every parent has an important role to play in helping their child to read. Research shows that reading has a huge impact on your children's overall progress, so reading is a priority.

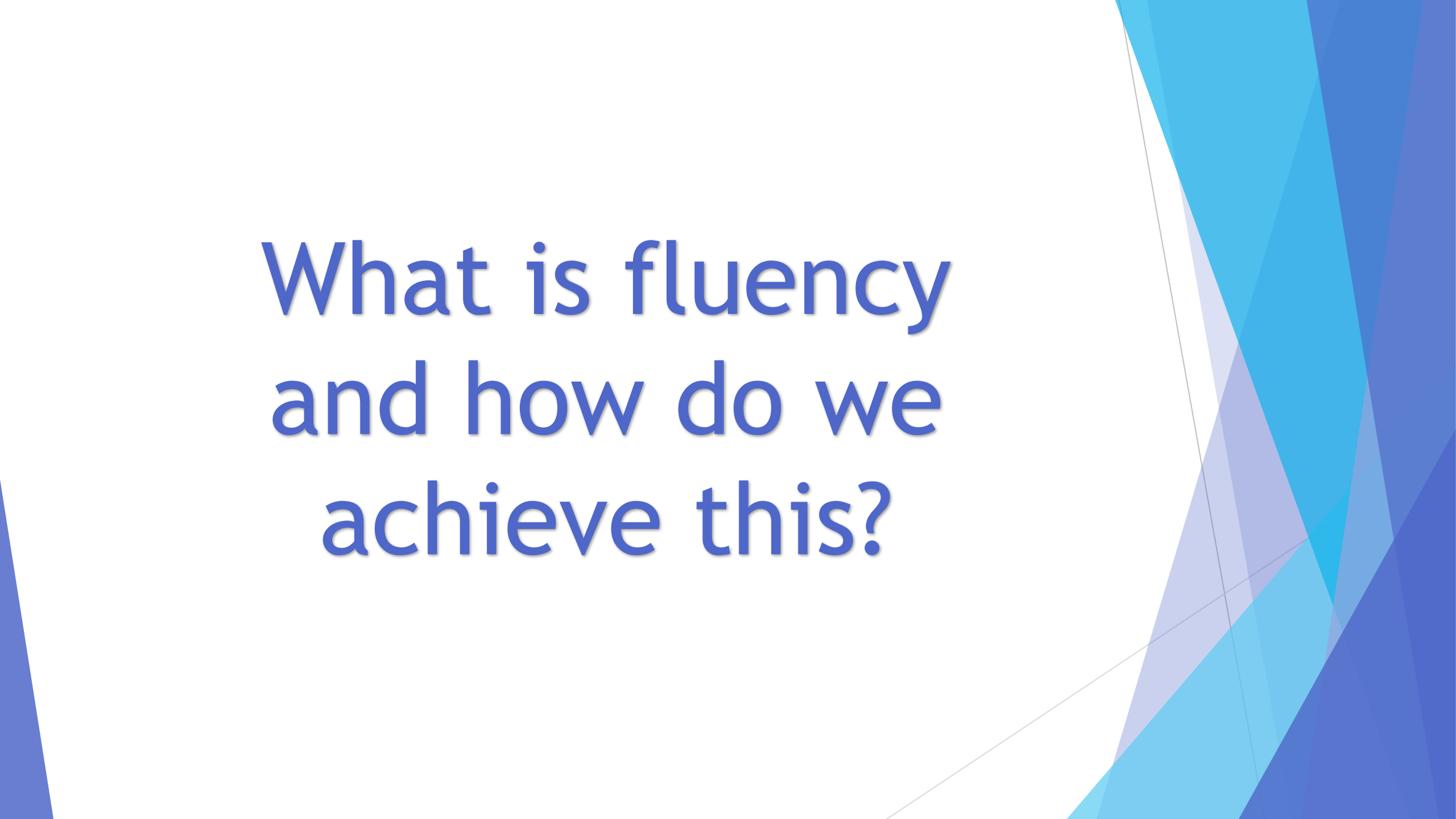
Being a fluent reader will help your child to access all areas of the curriculum. To be fluent at writing, you need to be a fluent at reading.



1:1

Small group

Whole Class Reading

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The text is centered on the left side of the image.

What is fluency  
and how do we  
achieve this?

## What is Fluency?

Fluency is the ability to read, write or speak at a comfortable pace without undue hesitation which could impact on meaning or understanding. Fluency is a key component of the English curriculum at both KS1 and KS2, and developing fluency is crucial for child development. Fluency is split into three main components: reading and writing fluency and speaking fluently.

## What is Reading Fluency?

Reading fluency is the ability to read with pace and accuracy. To allow children to understand what they are reading they must be able to read fluently, both aloud and silent. Fluency is a crucial cornerstone of reading, and educators have acknowledged the importance of supporting and developing a child's ability to read fluently. Whilst reading aloud, children will read in phases (book tubs) and use correct intonation if they are fluent. Children's reading will sound disjointed and they will add or omit words when reading aloud if they struggle with reading. They will have little understanding of the sentence if they are still decoding.

Developing fluency is crucial to allow students to cope with the increase in the length and complexity of texts as they progress through the national curriculum.



Let's start with a reading assessment:

Die Maus spazierte im Wald umher,  
Der Fuchs sah sie kommen und freute sich sehr.  
»Hallo, kleine Maus, wohin geht die Reise?  
Bei mir im Bau gibt's Götterspeise.«



# Applying this to the text:

Die Maus spazierte im Wald umher,  
Der Fuchs sah sie kommen und freute sich sehr.  
»Hallo, kleine Maus, wohin geht die Reise?  
Bei mir im Bau gibt's Götterspeise.«

This might be how children view a text but break it down with the sounds they know. This helps them begin to understand how to pronounce words.

# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

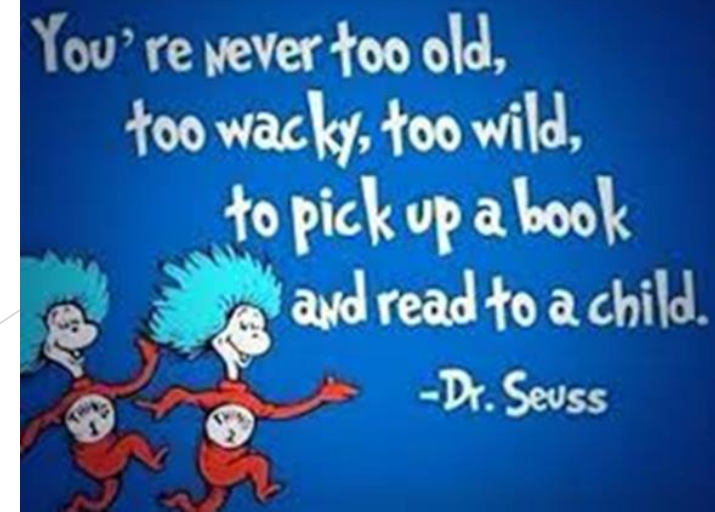
will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests

WORD AWARE



# Encourage reading?

- Reader of the Week and Bug Club - certificates
- Record how your child is reading in their diary so we can give them Dojos
- Access to Bug Club - over 500 levelled books with interactive eBooks
- Read yourself - newspapers, magazines or books
- Value books and keep them safe
- Show enthusiasm for books and reading
- Talk about your favourite books
- Visit the library
- Make time for reading together - not just at bedtime
- End each day with bedtime reading
- Help your child to understand and enjoy reading
- Be patient and unhurried - show that you're happy to spend the time together



## Talking about the Pictures

- Try to get your child to tell you what they can see, does this relate to their life?
- Ask them if the picture helps them to work out what is going to happen next.
- Get them to name the characters and objects they can see and describe what they look like
- Encourage them to say the words that are in the text (and what they mean)
- What words would you use to describe the loft?



# During reading...

- ✓ Time to decode (blend, segment and try different phonemes)
- ✓ Re-read every sentence twice
- ✓ Discuss the language involve (WORD AWARE). Are there any words you don't know the meaning of?
- ✓ Link to own life
- ✓ Read the sentence to them (after they have decoded) so they hear how it should sound.

**WHY??**



## After Reading

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

Possible questions might be:

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?
- Which character are you most like and why?
- Which point in the story was the most important part and why?
- How did the author keep you interested?
- What new words have you learnt and what did they mean?
- How did it make you feel?

What did you learn?

