

Letters and Sounds and Reading Workshop

- What is Letters and Sounds?
 - Phonics Screening Test
- What makes a successful reader?

Letters and Sounds

- Letters and Sounds is a six-phase programme designed to help teach children to read and spell with phonics.
- In school teach Letters and Sounds every day and do small group work.

The Phases

- **PHASE 1 – Nursery**
- The aim of this phase is to foster children’s speaking and listening skills.
- **PHASE 2, 3 & 4 – Reception / Year 2**
- In phase 2 - 4 children learn how to represent 42 sounds by a letter or a sequence of letters.
- They learn how to blend sounds together for reading and how to segment (split) words.
- They learn the Letter Names, however it is generally best to leave teaching letter names until the children are secure with letter sounds.
- They will learn how to read and spell some high frequency words.
- **PHASE 5 – Year 1 & 2**
- Children learn new ways of representing the sounds and practice blending for reading and segmenting for spelling.
- **PHASE 6 – Year 2**
- During this phase children become fluent readers and increasingly accurate spellers.

What is a phoneme?

- A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word ‘hat’ has 3 phonemes – ‘h’ ‘a’ and ‘t’.

What is a grapheme

- A grapheme is a letter or a number of letters that represent the sounds in our speech. English has a complex written code and in our code a grapheme can be 1, 2,3 or 4 letters. For example:
 - 1 letter grapheme – **m** a t (m)
 - 2 letter grapheme – **sh** i p (sh)
 - 3 letter grapheme – n **igh** t (igh)
 - 4 letter grapheme – **eigh** t (eigh)

What is a digraph and a trigraph?

- A digraph is a 2 letter grapheme (the clue is in 'di') e.g. 'ch' in 'chip'
- A trigraph is a 3 letter grapheme (the clue is in 'tri') e.g. 'igh' in 'high'

What are consonant and vowel digraphs?

- Consonant digraphs are 2 letters that are consonants that spell 1 sound e.g.: 's' and 'h' together spell 'sh'. As this is 1 sound, it cannot be called 2 adjacent consonants.
- Vowel digraphs or trigraphs are vowel sounds spelled by more than 1 letter e.g: 'oo' or 'ai' or 'igh'

High Frequency Words

- High frequency words are common words the beginner reader will come across very early in his/her reading experience as they appear in even the simplest of texts. The list of the first 100 high-frequency words includes words which are decodable e.g. 'dad' and words which are not initially decodable such as 'the' and 'where'.

PHASE 2: Children should be able to **say, recognise** and **write** each grapheme

- Set : s a t p
- Set : i n m d
- Set : g o c k
- Set : c k e u r
- Set : h b f, ff l, ll ss

PHASE 3: Children should be able to **say, recognise** and **write** each grapheme

Graphemes and Sample Words

ch chip

sh shop

th thin/then

ng ring

ai rain

ee feet

igh night

oa boat

oo boot/look

ar farm

or for

ur hurt

ow cow

oi coin

ear dear

air fair

ure sure

er corner

PHASE 4

- The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.
- **CVCC** words eg. **damp**
- **CCV** words eg. **tree**
- **CCVC** words eg. **spear**
- **CCVCC** words eg. **spend**
- **CCCVC** words eg. **street**
- **CCCVCC** words eg. **Shrink**
- Polysyllabic words; freshness, shampoo, twisting

PHASE 5: Children learn alternative ways to spell each phoneme

- ay day (ai)
- ou out (ow)
- ie tie (igh)
- ea eat (ee)
- oy boy (oi)
- ir girl (ur, er)
- ue blue (oo)
- aw saw (or, au)

PHASE 5 continued...

- wh when (w)
- ph photo (f, ff)
- ew new (oo, ue)
- oe toe (oa)
- au Paul (or)

PHASE 5 continued

Split Diagraphs

- a-e made > ae > mae > made
- e-e theme > ee > thee > theme
- i-e time > ie > tie > time
- o-e home > oe > hoe > home
- u-e huge > ue > hue > huge

PHASE 6

- During this phase, children become fluent readers and increasingly accurate spellers.
- Children's spelling should be phonetically accurate, although it may still be a little unconventional at times.
- Spelling usually lags behind reading, as it is harder.
- In Phase Six, many children will be able to read texts of several hundred words fluently at their first attempt.

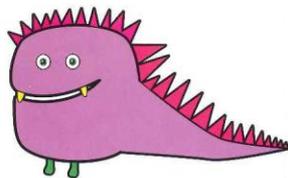
Phonics Screening Test

- Statutory assessment for children in year 1
- It is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- If they do not achieve the appropriate standard they should receive support from school and will be expected to retake the screening check the following year.

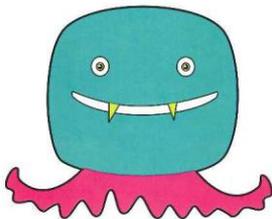
What does the check consist of?

- The phonics screening test comprises a list of 40 words that children read one-to-one with a teacher.
- This is a combination of real and nonsense words.
- Using nonsense words allows the assessment to focus purely on decoding using phonics.

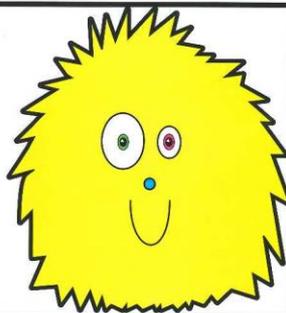
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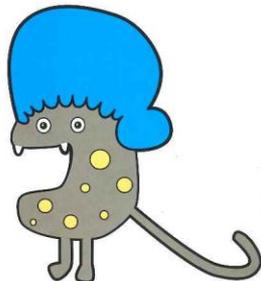
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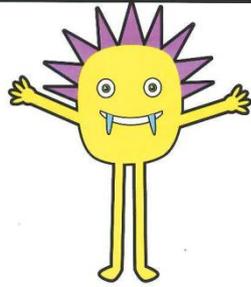
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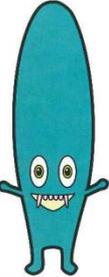
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Section 2

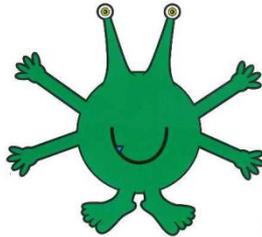
quigh



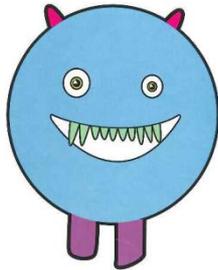
herks



jorb



zale



Section 2

props

spoilt

scram

strike

Reading: children should use different reading strategies

- Letters and Sounds; segment and blend words
eg cat > c, a, t, > cat
- High Frequency words; the, and, so
- Picture clues
- Repetition
- Make sense of what they have read

What makes a successful reader?

- To become successful readers, children must understand what they read.
- They need to learn a range of comprehension strategies and should be encouraged to reflect upon their own understanding and learning.
- Children need to be taught to go beyond literal interpretation and recall, to explore the greater complexities of texts through inference and deduction.
- Over time they need to develop self-regulated comprehension strategies:
 - activating prior knowledge;
 - clarifying meanings – with a focus on vocabulary work;
 - generating questions, interrogating the text;
 - constructing mental images during reading;
 - summarising.

Comprehension Question Types

Knowledge

- Who? What? When? Where?
How? Describe...

Who found Cinderella's slipper?

Describe how Cinderella felt when she couldn't go to the ball.

When did Cinderella have to leave the ball?

Comprehension Question Types

Retell....

Retell the story of Goldilocks in your own words but try to change the ending.

Comprehension Question Types

Application

How is an example of.....?

How is related to?

Why is significant?

Why are the materials the little pigs use to build their homes significant?

How are the actions of the wolf related to the end of the story?

Comprehension Question Types

Analysis

What are the parts of the story that....?

Classify....

How does Compare with.....?

What evidence can you list for.....?

What parts of the story could not have actually happened?

How does the character of the Fairy Godmother compare with the character of the Step Mother?

Comprehension Question Types

Create

What would you predict from...?

What ideas can you add to...?

What solutions would you suggest for....?

What solutions do you suggest for snow white when the Huntsman sets her free?

Comprehension Question Types

Evaluation

Do you agree with....?

What do you think about.....?

What is the most important....?

Do you agree that Goldilocks a bad person?

What do you think about the actions of the wolf?

Reading in School

- Children will read at least twice a week in school. This could be one-to-one with a teacher or teaching assistant, or as a guided read with a group of children.
- Children will progress through the levels only when the teacher feels they are ready. It is not a race to read through all the books and sometimes children may be asked to repeat for consolidation.
- Children **must** read **at least three times** a week at home. This is very important to practice skills and knowledge learnt in school.

- Later in the year we are going to offer the opportunity to come and watch us teach Letters and Sounds in your child's class. (After Christmas)
- All information from the Power Point and some useful resources will be uploaded onto the school website.
- Any Questions? Please stay at the end and I'll do my best to answer.