

Reception and Year 1 Phonics and Reading Parent Workshop



Hackwood Primary Academy
Our Reading Vision is for our children to...

Read to Achieve to Succeed

to understand to reach our goals to be our BEST

HACKWOOD PRIMARY ACADEMY BELIEVE • ACHIEVE • SUCCEED
THE HARMONY TRUST READ • ACHIEVE • SUCCEED

The poster features three icons: a rocket with letters, a target with a pencil, and a stack of books with a ladder. It also includes the logos for Hackwood Primary Academy and The Harmony Trust.



Phonics
A Systematic and Synthetic Approach

A Harmony Trust Framework

The poster is a collage of images showing children reading and writing. It includes a girl in a purple costume reading, a boy and girl reading together, a girl writing on a card, and a boy reading a book. A sign on a chalkboard says 'freez zoo rot tick my charship'. The background features a purple and blue geometric pattern.

Aims of the session

- To understand the importance of early reading and what this looks like at Hackwood and the skills involved in learning to read.
- To know a range of strategies to support your child to read.
- To have an understanding of phonics to help early reading
- To discuss what can you do at home to help your child become a successful reader?

Comfy reading

Developing a LOVE of reading

Book band books
1) Familiar
2) Unfamiliar

Developing reading habits

Weekly reading with an adult in school.



Daily Phonics

Dream Reads

Reading ambassadors

Library times and library books

Reading buddies across the school

Phonic interventions

Phonetically decodable books – Book band books!

Colour	School / Year Group Expectation
Lime	
White	Accelerated Reader
Gold	
Purple	
Turquoise	
Orange	
Green	
Blue	
Yellow	End of Reception
Red	
Pink (dark)	
Pink (light)	

Familiar book : **EASY READING MAKES READING EASY!**

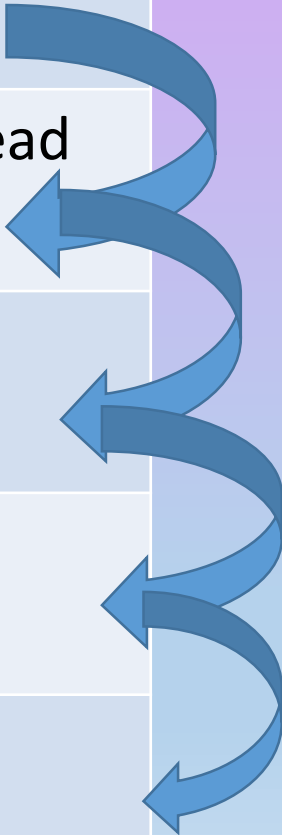
- Phonemes they have been taught in phonic lessons
- Read with support from an adult
- Have an understanding of the books meaning/ story line

UN familiar book:

- A book they may have not read with support
- New phonemes
- Unfamiliar words

How to effectively reading with a child...

Steps to Succeed	
1	Choose the book and 'book talk' Familiar book or unfamiliar book (library, comic, magazine etc)
2	Look at the pictures, key words, unfamiliar words before starting to read
3	Supportive reading – It's not a test. Phonemes, key words, echo reading, listening.
4	Checking understanding and engagement - VIPERS
5	Model reading, shared reading and echo reading The 6 P's



What is phonics?

Phonics is

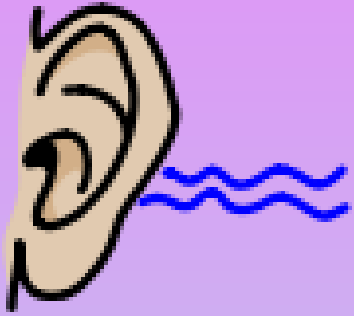


the awareness of how spoken sounds
(**phonemes**) link to letters (**graphemes**).

t i n
● ● ●

b o a t
● — ●

Learning to read at Hackwood is a Multisensory approach!



Hear it!



Say it!

ai



See it!

ai 



ACTION
Cup one hand over ear, as if hard of hearing, and say **ay** (as in main)



Act it!

Find it!

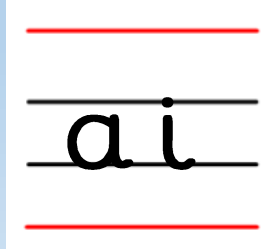
b	k	d	f	g	h	j	l	m	n
p	qu	r	s	t	v	w	x	y	z
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er						



Read it!




Write it!

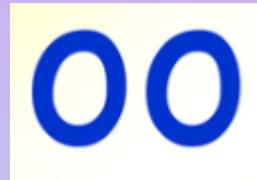


What does a phonics lesson look like?

Revisit



Teach



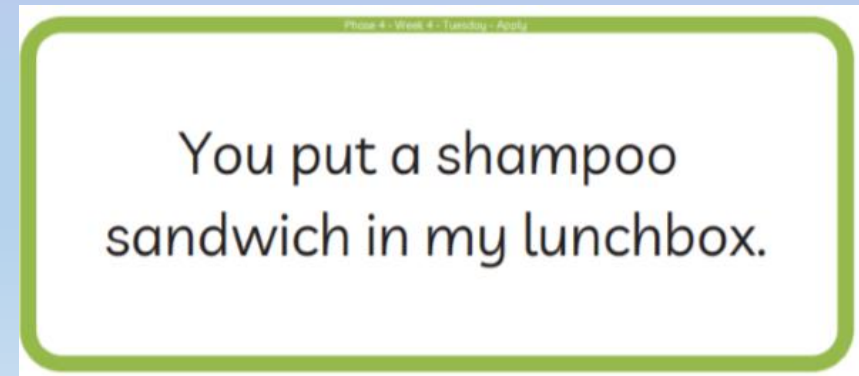
Practise



Apply



b	c k ck	d	f ff	g	h	j	l ll	m	n
p	qu	r	s ss	t	v	w	x	y	z
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er						



Phonic Vocabulary

b	c k ck	d	f ff	g	h	j	l ll	m	n
p	qu	r	s ss	t	v	w	x	y	z
ch	sh	th	ng		a	e	i	o	u
ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er						

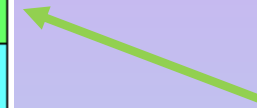
Consonant digraphs



Consonants



Short vowels



Long vowel phonemes
and R controlled vowels



There is a copy of this in your child's reading diary for you to use at home!



Phase 1

Your child's phonic journey.

23 graphemes
Phase 2



No new graphemes
Phase 4

scr

sp

ld

25 new graphemes
Phase 3

ear
lgh
air

Phase 5

More graphemes and phonemes!
Stamina!
Comprehension!

ee	happy	even
chief	money	beads

1. Encourage digraphs/trigraphs spotting in a word first.
2. We need to dot and dash

Have a go at identifying the digraphs and trigraphs for yourself!

Floyd

© www.letters-and-sounds.com

sprout

© www.letters-and-sounds.com

huge

© www.letters-and-sounds.com

threw

© www.letters-and-sounds.com

stray

© www.letters-and-sounds.com

turkey

© www.letters-and-sounds.com

nawgs 

Pseudo
words

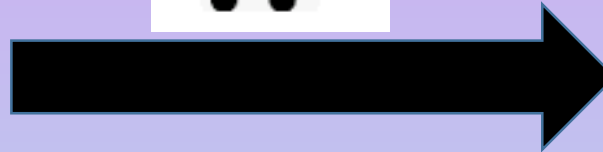
Our aim is for children at the end of year one to be able to:

Know all 40+ phonemes

Use phonic knowledge to smoothly blend to read whole words and alien words.

Speedy recognition of common exception words.

Begin to develop expression and pace - 60 words a minute.



Achieved by

The children have a 30 minute phonic lesson everyday.

Taught and tested regularly on their recognition of Year One common exception words that are situated in the front of their reading record.

Given two reading books – **familiar book** to develop speed and confidence and an **unfamiliar book** to practise their phonic skills.

Regular home practise x 4weekly

What can you do to help your child at home?

- Help them learn the **graphemes**.
- Practise phase words.
- Help them to learn by sight the Tricky and Common Exception words



Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

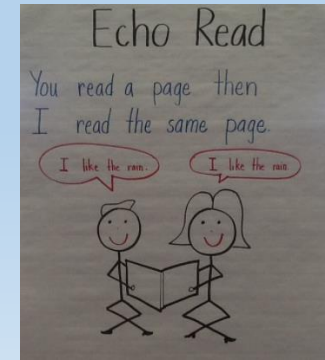
Phase 5 words
Please help your child learn to read these words by sight.

Oh their people
Mr Mrs looked called
asked would
should could

- Hear your child read at least 4 times a week.
- Familiar and unfamiliar book
- **EASY READING MAKES READING EASY!**



Bedtime stories are still very important!
READING IS WORTHWHILE!



Common exception

words

- They are taught in class regularly.
- Need to be learnt by sight.
 - Helps build fluency.
- Find them in your child's reading record.

Phase 3 words
Please help your child learn to read these words by sight.

I go no
the to into

Phase 3 words
Please help your child learn to read these words by sight.

he she we me
be you was
they my are
all her

Phase 4 words
Please help your child learn to read these words by sight.

said like do so
come some were there
little one when
out what

Phase 5 words
Please help your child learn to read these words by sight.

Oh their people
Mr Mrs looked called
asked would
should could

Phase 5b words
Please help your child learn to read these words by sight.

water through different where
work any who mouse eyes
again many friends thought
laughed once because please

Tops tips to help your child to blend.

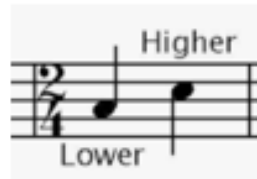


- Sound talk words and see if they can blend orally without seeing any words.
Eg It's time to go to b-e-d!
- Listen out for your child adding *uh* at the end of the sound. M – u - duh
- Ask you child to point to the graphemes as they read.
Repeat it three times to hear the word.
- Ask them to sing the vowel sound in the middle of the word. b-oa-t



The 6 P's for developing fluent reading.

Pitch:



Listen to the musicality when reading. How does the tone and intonations change?

Power:



Strength in the reading voice. How does the volume and emphasised words.

Pace:



How does the speed and rhythm change when reading?

Punctuation



How the marks on the page that the author has used to help read the passage.

Passion:



Showing emotions when reading. Showing empathy and sympathy.
How do you show a love of reading?

Pause:



Knowing when to read and when not to read.

Phonic screening test in year one.

<https://www.youtube.com/watch?v=W4q-AGktBIM>

June 2023

Read 20 real words and 20 alien words by a teacher they know.

Pass mark is normally 32 correctly.

No time limit and the teacher will stop the test if your child is struggling.

You will be informed whether your child has passed the test. Any children who have not passed will retake the test in Year 2.



**DON'T
WORRY,**

The children are assessed regularly each term and will be well prepared for this test by their class teacher.

The power of helping your child read.

It's not too late to make a change!

Read! Achieve! Succeed!

