

Can you make some words using these sounds?

s a t p i n m d

# Reception, Year 1 and Sharks Phonics, Reading and Maths



# Overview of the session...

- Phonics terminology
- Information on how phonics is taught at Raglan
- Interactive workshop
- How we teach reading at Raglan
- How we teach maths at Raglan

# Why teach phonics?

- Phonics teaches children to listen carefully and identify the smallest units of sound (phonemes) that make up each word. This helps children to learn to read words and to spell words.
- The ability to read and write is a vital skill for all children, paving the way for an enjoyable and successful school experience and beyond.

# Some definitions...

- A phoneme (sound) is the smallest unit of sound in a word.

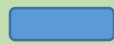
s

Grapheme Phoneme Correspondences (GPCs) is/  
are letter(s) representing a phoneme

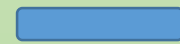
t



ai

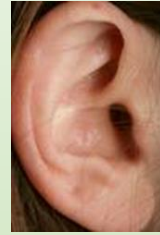


igh



# Remember...

A phoneme you hear



A grapheme you see



# CVC words

Consonants (C) and vowels (V) in CVC words relate to the phonemes (sounds) rather than the alphabetic letters

p i n  
● ● ●

d o g  
● ● ●

s h e e p  
— — ●

n i g h t  
● — ●



# Digraph

Two letters which make one sound e.g.

ai

ee

sh

oa

ch

Examples of words that contain digraphs can be found below:

- rain
- feet
- shop
- boat
- chip

# Trigraph

Three letters which make one sound

igh

ear

Examples of trigraphs can be found below:

- light
- hear
- hair

# Split Digraphs

A digraph in which the two letters work as a pair to represent one sound but are split.

ee → e\_e

ie → i\_e

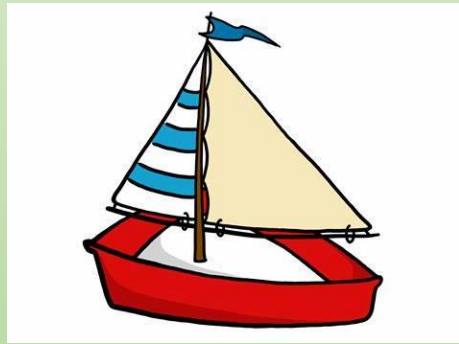
oe → o\_e



# Oral Blending and Segmenting

Oral Blending is hearing a series of spoken sounds and merging them together to make a spoken word. *For example, when a teacher calls out 'm-a-t', the children say 'mat'.*

Oral segmenting is splitting a word into its individual phonemes in order to spell it.



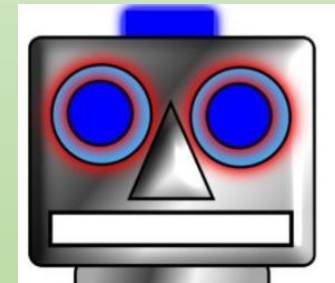
These skills are taught *before blending printed words but continue through their phonics learning.*

# Blending for Reading & Sound Buttons

- To be able to read a word children need to be able to:
  1. Recognise the grapheme phoneme correspondences in a written word  
c o a t  
● — ●
  2. Blend them in the correct order to pronounce the word 'coat'
- Phoneme or sound buttons help recognition of GPCs.
- Robot arms and 'Sound it, blend it, say it!'
- We also practise these skills using 'alien' non words.

g a i r  
● —

s t i k e  
● ● —



# Segmenting

- Identifying the individual sounds in a spoken word (separating each sound e.g. p-i-g)





# What Happens in Phonics Lessons?

## REVISIT AND REVIEW

Recently and previously learned grapheme-phoneme correspondences, common words, or blending and segmenting skills as appropriate.



## TEACH

New grapheme-phoneme correspondences; skills of blending and segmenting; tricky words



## PRACTISE

New grapheme-phoneme correspondences; skills of blending and segmenting.



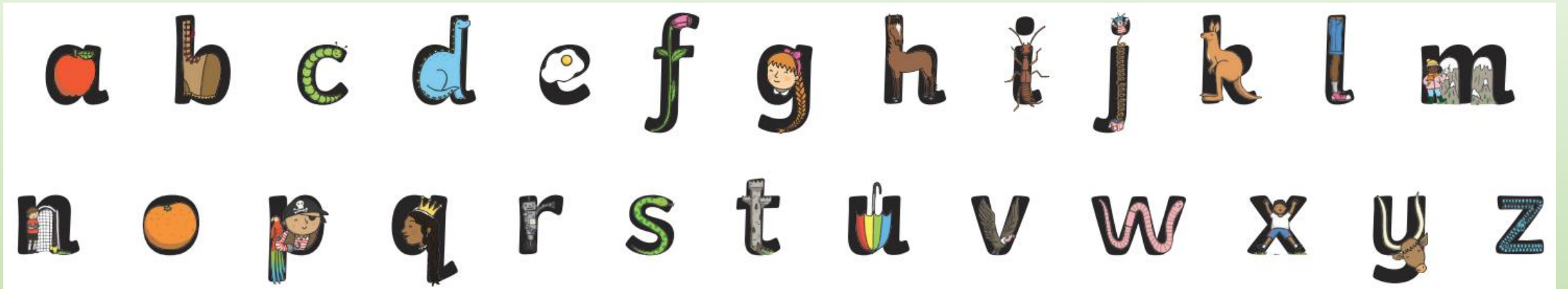
## APPLY

New knowledge and skills while reading and writing captions or sentences.

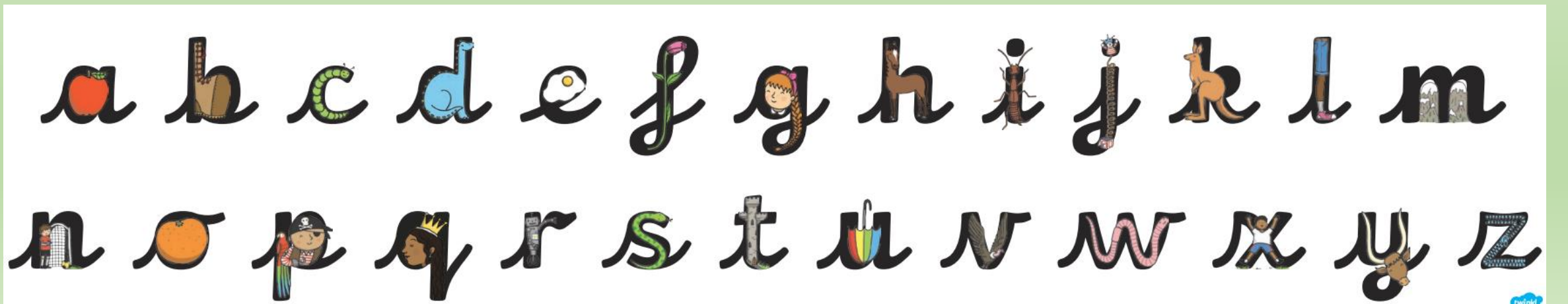


# Letter Shapes and Formation

Reception



Year 1


























# In Reception ...

tin

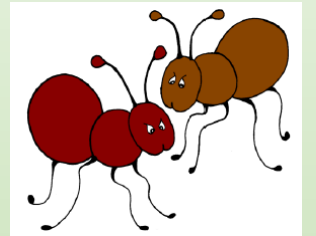
## Phase 2

### Sounds

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

### Tricky Words

I	no
the	to
into	go
is	his
has	of



Letter names are also taught but the phonemes are the most essential.

# Phase 3

## Sounds

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

## Tricky Words

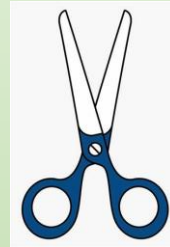
we	me
all	are
they	my
her	was
be	you
she	he

ring

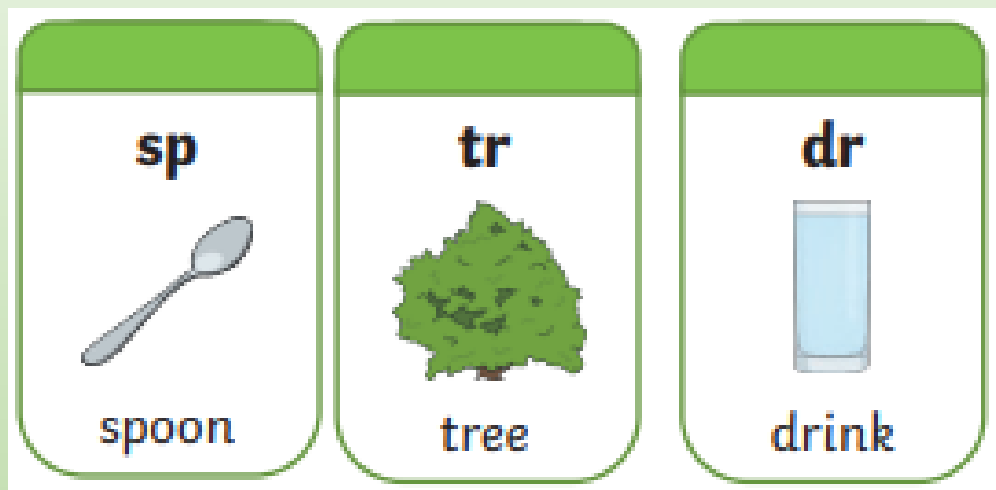
# End of Reception and Start of Year 1

## Phase 4: Reading Longer Words

- Snowball technique **paints**
- Blending each syllable **shelter**
- Words in words including compound words **told**
- Analogy **could, would**
- Mnemonics



Trickier consonant blends, for example .....

























## Phase 4

### Tricky Words

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

# Phase 5

## Sounds

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 	*even	

## Tricky Words

asked

called

could

looked

Mr

Mrs

oh

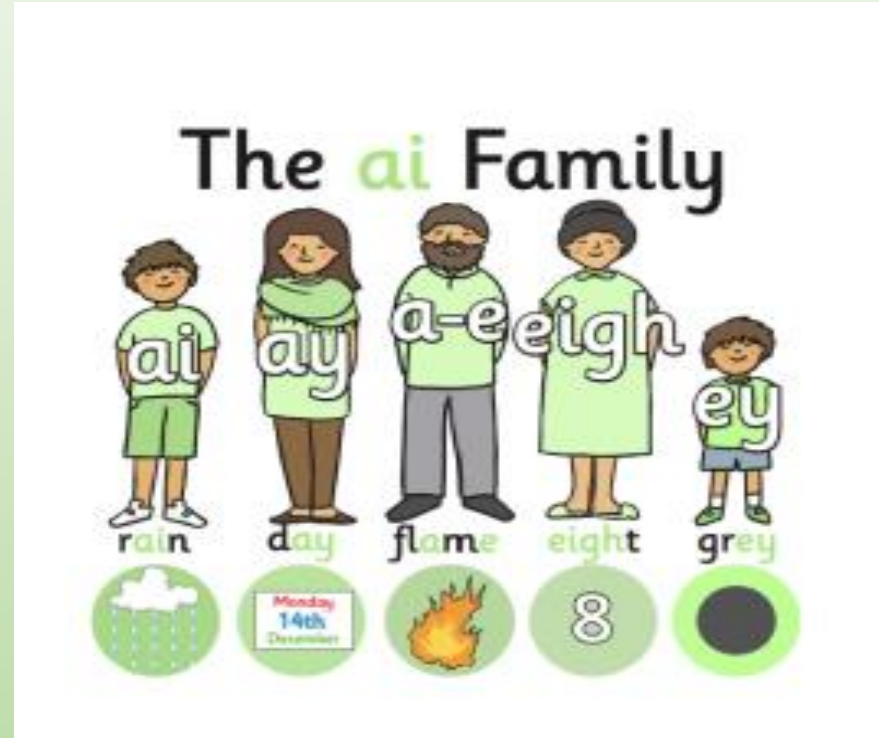
people

their

# In phase 5 they also learn:

- To read and write more common exception (tricky) words.

- That the same phoneme can be represented by different graphemes together with any 'best bets'.



- AND the same grapheme can be pronounced in different ways.
  - **ki**d      **ki**nd
  - **ye**t      **hai**ry

# Reading Tricky Words

- Explore the word and picking out the tricky bit.
  - Sound it out. Does it make sense?
  - Pick out the tricky phoneme.
  - Explain that the letter has a different phoneme, it can't just be sounded out.
  - Repetition is the key as it needs to go into their visual memory.





# Repetition is the Key to Reading Tricky Words!



- Write the word in the reading journal to practise each day.
- Remind them that it is a tricky word. It can't all be sounded out, it just needs to be remembered.
- Point out when you see the word in books, out shopping, etc.
- Write it (or get your child to) and pin it up to read each time they see it.
- Make it fun, you could:
  - Have a word hunt and try to spot the word in environmental print. How many times can you find 'was'?
  - Make a word collage.
  - Make secret words or messages.
  - Play splat the word!
  - Create a tricky word pairs game.
  - Labelled cups. Where is the toy hiding



True Aim Education

# Time to explore!



Spotting phonemes and reading words in the environment. I spy ...



Reading the phoneme mat and, if needed, referring to it when reading.



Play games



Making words for your child to read using objects that interest them.



# Language Provision

- The children in Sharks use cued articulation and Makaton signing to help them identify sounds and read words.
- Cued Articulation was developed by a speech and language therapist called Jane Passey. Cued articulation is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.



# Year 1 Phonics Screening Check



- At the end of Year 1, children will complete the Phonics Screening Check.
- The children will read 20 real words and 20 'alien' words using phonemes from Phase 2, 3 and 5.

- For example:

cheek      tantrum      diving      strom      thrand      foib

- Children work one to one with their teacher.
- They see it as a game or extra reading time with their teacher.
- There is no pressure and they are not told what words they got right or wrong.
- Historically children need to read 32 out of the 40 words accurately to meet the required standard.
- Results are shared with parents in the end of year reports and are sent to the Bromley Local Education Authority.
- If they don't pass, extra support will be put in place in Year 2 and they will be retested at the end of the year.

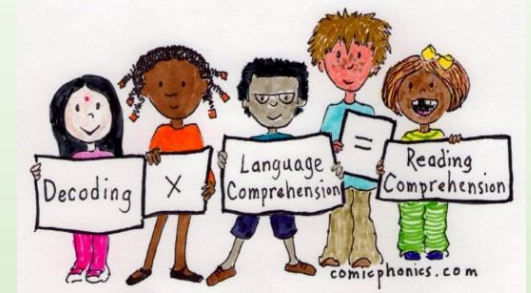
# Reading in School



- We believe in creating a love and excitement for reading and books.
- Children have story time everyday and books are available for children to access during continuous provision.
- We will hear each child read at least once a week this is usually through guided reading but might be individual reading.
- The children take home:
  - 1 colour banded book linked to the phonic sounds they are learning to support specific aspects of their reading development. They choose which book from a selection.
  - A 'free choice' book which is usually a picture book for them to share with their grown up at home. For children in Year 1 this is a school library book.
- Choose books helps them to develop their opinions. Please ask your child, 'Why did you choose this book?' or after reading, 'What did you enjoy about the book?', 'What was your favourite part and why?' and 'What part didn't you enjoy and why?'
- In Reception and Sharks the children change their books on set days. In Year 1 they can change it any day but the expectation is that they will change it at least once a week.
  - If the reading journal isn't signed to show it has been read then the book cannot be changed!

# Reading Expectations for Colour Banded Books

- We suggest someone at home hears the child read 3 times a week but preferably everyday.
- They change their book at least once a week.
- For children that are not reading fluently, read the book at least twice - once for decoding and at least a second time for understanding, confidence, fluency and expression.
  - Also ask questions for understanding. What happened? How do you think they were feeling? Why? What pictures or words tell you that? Why do you think they did that? What do you think will happen next?
- Record this in the reading journal. Bug Club books also count! When your child reads the colour banded book, write the date, title and pages read together with a comment or just a signature.
- Please bring in the reading journal and book everyday.



# Home-School Reading Journal

Date	Book and page number	Comments
11.3.22	Queen's Maid →end p8	VA
12.3.22	" →end	Remembered ai and ow. Retold story. VA
14.3.22	" Read all again	Sight read lots of. Read more fluently. VA

### 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

### Common Exception Words - Year 2







door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas		

### Tricky words, or words to practise

they ✓		

### New sounds I have spotted (e.g. night rain)

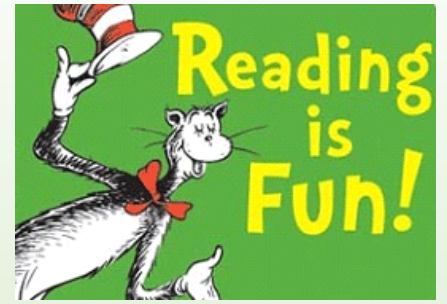
ai ✓	ow ✓	

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
s	sun 	a	ant 
t	tap 	p	pig 
i	igloo 	n	net 

### Some Other Frequently Used Words

and	up	little	very	came	help
in	had	as	look	oh	called
it	her	mum	don't	about	off
on	what	them	will	got	asked
for	out	down	into	their	saw
at	this	dad	back	too	make
but	have	big	from	day	an
that	went	when	him	made	
with	like	it's	get	time	
all	not	see	just	I'm	
can	then	looked	now	if	

# Reading at Home



- Read the books from school.
- Log into Bug Club and Teach Your Monster to Read.
- Continue to read regularly to your child so they can continue to develop pleasure for reading. They will also experience and learn new vocabulary.
- Have a special time or place for reading together.
- Make it fun by giving characters funny voices or actions and engaging with the pictures.
- Read a range of different texts – stories, information texts, poems, recipe books, nursery rhymes, instructions, leaflets, traditional tales and fairy stories.
- Also encourage your child by ensuring they see you reading too! For both pleasure and during daily routines (recipes, instructions, signs, in the supermarket).
- Join your local library.

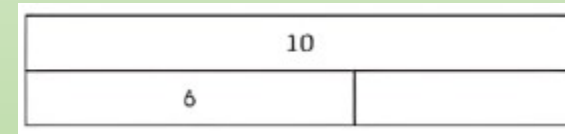
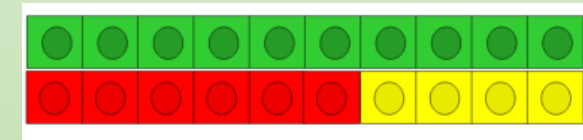
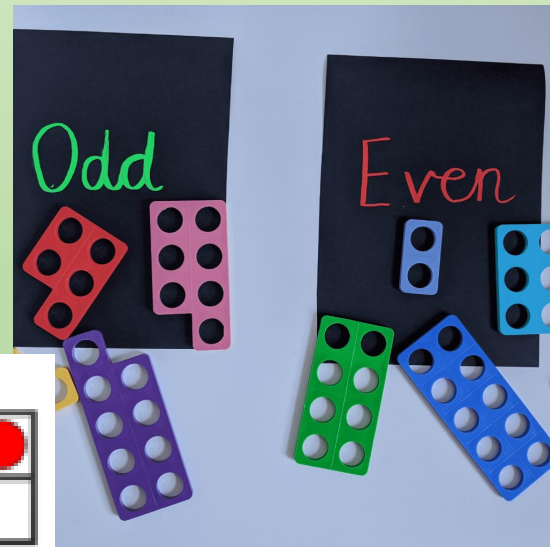
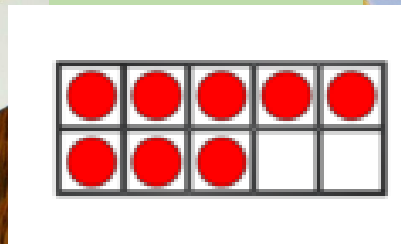
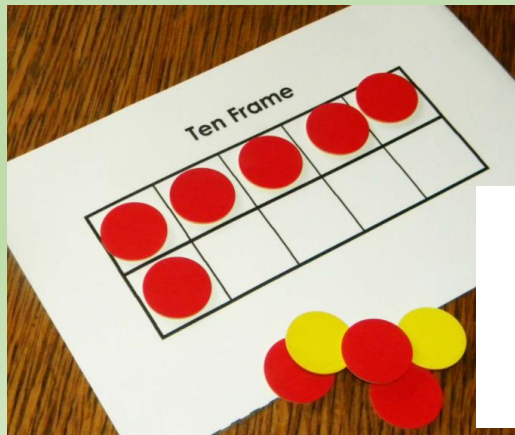
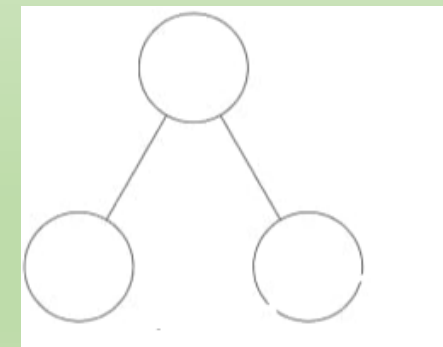
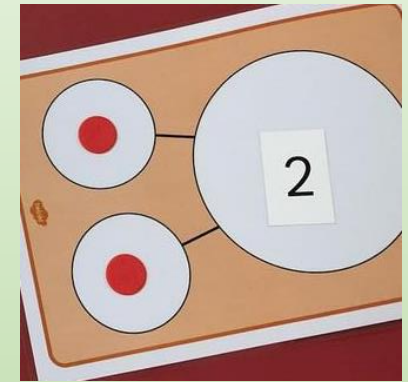




# Maths Mastery

We follow the White Rose Progression that breaks learning down into small steps of learning so:

- All achieve – high expectations
- Deeper level understanding through manipulatives, variations and pictorial representations.
- Fluency- representations in different concrete and abstract ways.
- Problem solving and reasoning
- Justifying
- Explaining



$$10 - 6 =$$



# Manipulatives at Raglan

## Resources Available

Numicon

Dienes

Bead Strings

Place value coins

Double sided counters/ counters

Unifix / Multilink

## Visuals

Place Value Charts

Part Whole Models

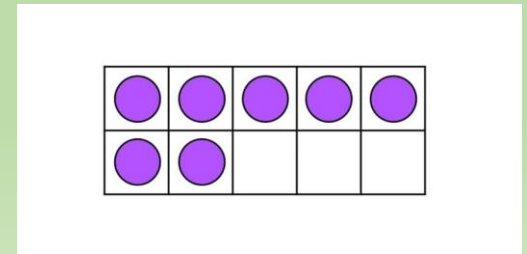
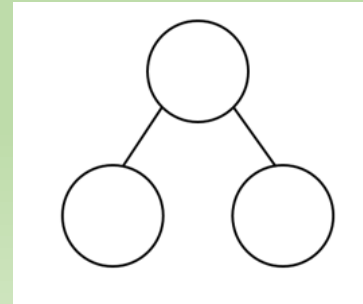
Tens Frames

Bar models

Number Tracks

Number lines

100 Squares



# Maths is everywhere ...



# Help Your Child with Maths

## Counting

Practise counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.



## Cooking

Measure ingredients and bake something yummy together and set the timer for it to cook.



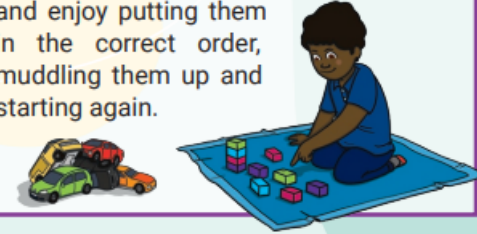
## Number Spotting

Try and spot numbers wherever you go – on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.



## Ordering Numbers

Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the correct order, muddling them up and starting again.



## Songs and Rhymes

Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.



## Shapes

Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

## Every Day

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine – most activities we do with our child involve maths.

## Matching

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

## Talk

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

## Sorting

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'



## Play

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face or boat) or used to prompt discussions about shape.



twinkl

Count anything and everything!

Thank you for your continued  
support

