Phonics, Reading and Writing Workshop

Rose Report

2006, Sir Jim Rose - Independent Review of the Teaching of Early Reading.

The review recommended '**high quality phonics work**' as the main way to teach beginner readers to learn to read.

It emphasised importance of **speaking and listening** from birth onwards at home, in early years settings and in schools.

Report emphasised 2 elements to reading **Word Recognition** and **Comprehension**

What is Phonics?

- A method of teaching people to read and spell by correlating sounds with symbols in an alphabetic writing system.

- Multi-sensory – see, hear, feel, do.

Why Phonics?

- Being able to read is the most important skill children will learn during their early schooling and supports lifelong confidence and well-being.
- High Quality phonic teaching secures the skill of word recognition.
- Once mastered, enables children to read fluently and automatically.
- Once children are fluent readers they are able to concentrate on the meaning of the text.
- Move from learning to read to reading for pleasure and purpose.
- Teaches skills for spelling – being a resilient speller

English Language

- The English language is made up of:
- 42 phonemes
- Represented by 26 graphemes
- In over 100 combinations (a, b, c, ss, igh)

Key Definitions

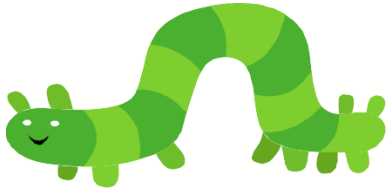
Phoneme – The **smallest unit** of sound in a word.
Grapheme – **graphical representation** of a sound/ phoneme (for some phonemes, this could be more than one letter e.g. ai, igh)
Digraph - 2 letters making one phoneme
Trigraph - 3 letters making one phoneme
Consonant digraph - contains two consonants next to each other, but they make a single sound (e.g. sh, ck, th, ll)
Vowel digraph - contains at least one vowel but the two letters still make a single sound (e.g. ai, ee, ar, oy)
Adjacent consonants - two or three consonants that can be sounded out separately cr, sp, bl, tw, sk. They can be in the initial or final point in a word (e.g. **st**op, po**nd, tw**i**st, str**eet)

Skills Used in Phonics

Blending for reading – Blending is the ability to merge phonemes together to pronounce a word. To read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word (e.g. sh – o – p, t– ai – l). This is known as Grapheme-Phoneme Correspondence (GPC)

Segmentation for spelling – Segmentation is hearing individual phonemes within a word (e.g. crash has 4 phonemes c – r – a – sh). To spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes. For example a child may write: *'The cat was blak. It had a wiet tayl and a pinc noas.'*

It is important that children know and understand that blending and segmenting are reversible.



It iz tighm too gow hoam
sed v kator pilla.
But iy doat wont 2 gow
howm sed th butorflie.
iy wont to staiy heyr.

Phoneme buttons & robot arms

s i t l e g m o p

c a n f i t

f r o g t e n t

● = One grapheme for one phoneme

ch i ll f or t d u ck

th a t w ai t sh e d

b ear d s t r o ng ch ur ch

— = Two/ three graphemes for one phoneme

High Frequency and Tricky Words

- Alongside the teaching of phonics “tricky” high frequency words are not segmented but taught as whole words, recognised on sight.

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

Pronunciation of Sounds

- **Careful pronunciation** of sounds is very important to ensure we are good language models to children.

- Sounds should be pronounced softly and in a **clipped, short manner**. Otherwise: Spelling ‘cat’ e.g. cur- a –tur

- For early reading it is important to spell words using **sounds** rather than alphabet names. Otherwise if you were to spell cat using the letter name it might be written: see-ai-tee.

Phonics Phrase Progression

Phase 1 – preparing the ground including phonic awareness – listening, alliteration, oral blending and segmenting, rhythm and rhyme (taught in Nursery but continued alongside Phase 2 in Reception and into KS1).

Phase 2 – knowledge of common consonants and vowels, blending and segmenting CVC/CVCC words. Learning to read some tricky words.

Phase 3 – Knowledge of one grapheme for each of the 44 phonemes, blending and segmenting CVC/ CVCC/ CCVCC words. Learning to read and spell tricky words.

Phase 4 – Blending and segmenting previously learnt graphemes. Revision phase. (adjacent consonants & polysyllabic words).

Phase 5 – Learning alternative graphemes for phonemes – spelling & pronunciation. Learning to spell and read tricky words (throughout Year One).

Phase 6 – Revision, consolidation, building fluency in reading. Focus on spelling including suffixes, past tense, spelling strategies (throughout Year 2).

What does a Phonics Lesson Look Like?

Typically it is made up of 4 parts:

Revisit/Review – practise previously learned letters or graphemes.

Teach – Teach new phonemes or graphemes. Teach one or two new tricky words.

Practise – Practise blending and reading words with new sounds. Practise segmenting for spelling words with new sounds..

Apply – Read and/or write a caption or sentence using one or more tricky words and words containing the new phoneme/grapheme.

Alien Words

- **Alien Words** will be used with the children throughout the year.
- They are often also called nonsense words and are words **made up of sounds** the children have already been taught.
- Alien words are included in the **Year 1 Phonics Screening Check**, as a way of assessing their ability to blend sounds into words.

The Importance of Reading

- Young children absorb linguistic knowledge by listening to others, and the **more words** they hear, the better.

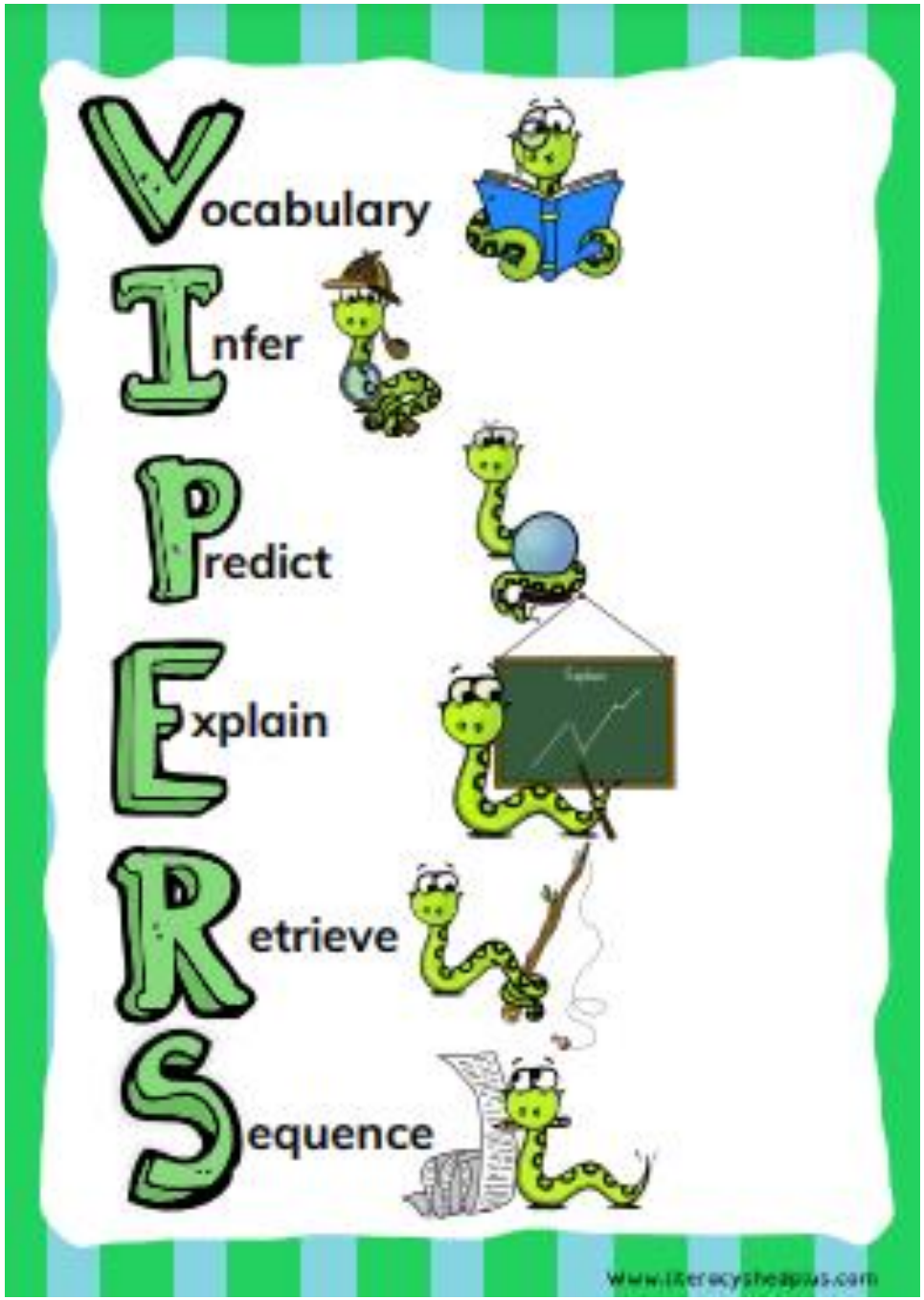
- A child who is read to every day will hear approximately **169,570** words by the time they are five years old, while a child who is never read to will only hear about **4,662** in the same period.

- Reading early to children boosts their vocabulary and increases their understanding of grammar, which will benefit them at school and in adult life.

- It enhances a child's attention span and concentration, and helps them understand and express their feelings as well as develop empathy and understanding of different perspectives.

Reading at Home

- Ideally try to read ***5 times a week*** with your child for ***5-10mins*** (a regular routine with this often helps).
- Ask the children questions when you are reading with them as this develops **comprehension (VIPERS).**
- Read stories to them and discuss words with them as this will develop vocabulary.
- Record any reading or sound work in your child's reading record book.
- Ultimately, reading needs to be fun!


Vocabulary
Infer
Predict
Explain
Retrieve
Sequence