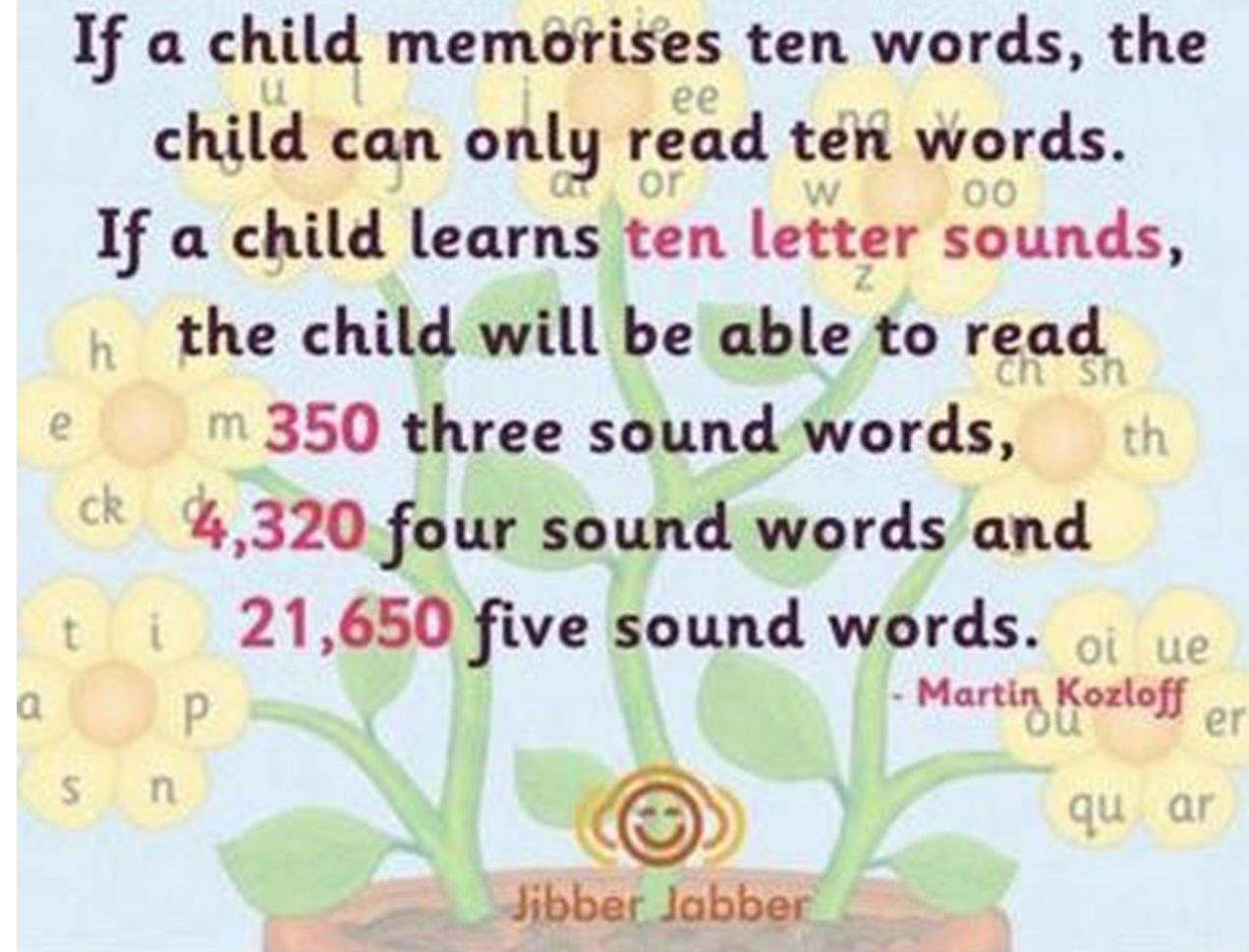


Parent Workshop - Reception -2023



Why Phonics ?



Jolly Phonic order of sounds

Children learn 1 sound a day and can blend words like sat by day 3.

s sun	a ant	t tap	i ink	p pet	n nut
ck cup kick	e egg	h hot	r run	m man	d dog
g goat	o on	u up	l leg	f fun	b bat
ai aim	j jet	oa oak	ie tie	ee tree	or born
z zoo	w wind	ng ring	v van	oo book	oo moon
y yap	x fox	ch chop	sh ship	th with	th thin
qu queen	ou out	oi oil	ue cue blue	er herb	ar farm

y sunny	a_e late	e_e theme	i_e time	o_e bone	u_e cube flute
ay day	oy toy	y pyramid dry	ea eat	igh night	ow snow cow
ir fir	ur burn	ew ewe flew	au haunt	aw saw	al talk
ph photo	c (-e/i/y) cent city cycle	g (-e/i/y) gentle giant gymnastics	air chair	are stare	ear bear

This is the order we learn the sounds in - this can be found IN READING RECORDS

Growing the code

The Jolly Phonics scheme teaches one way of making each sound. Then, we **grow the code** (this helps with spelling too) throughout the rest of infants and juniors. Children now learn that a sound can be represented in many ways.



Finally children learn that a letter or group of letters can represent different sounds.



Phonics does not stop in infants – there are 10 ways of making the 'ai' sound !

/ai/	<ai> aim	<a-e> lake	<ay> play	<ei> vein	<eigh> weigh	<ey> grey	<a> apricot	<et> ballet	<ea> great	<ae> sundae
------	-------------	---------------	--------------	--------------	-----------------	--------------	----------------	----------------	---------------	----------------

Grow the code

ON WEBSITE - PARENTS PAGE

This shows the whole overview of phonics - the yellow sounds are the ones that we teach first in Reception. Then as the children become more confident we teach them the other ways of making the sounds.

English Alphabetical Code: frequently to rarely used letter-sound correspondences

English Alphabetic Code – frequently to rarely used letter-sound correspondences

Initial 42 letter sounds – Jolly Phonics

Alternative spellings – Jolly Phonics

Unusual alternative spellings – Jolly Phonics

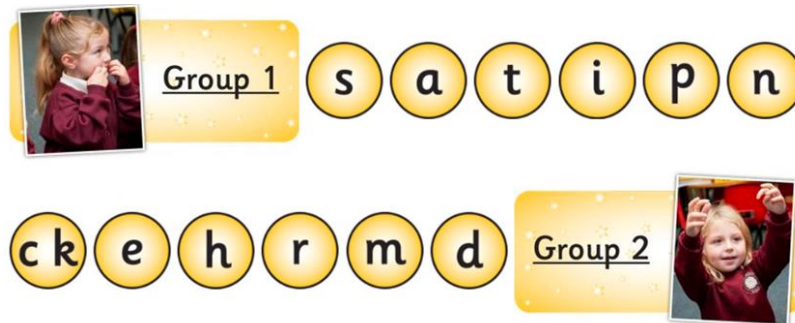
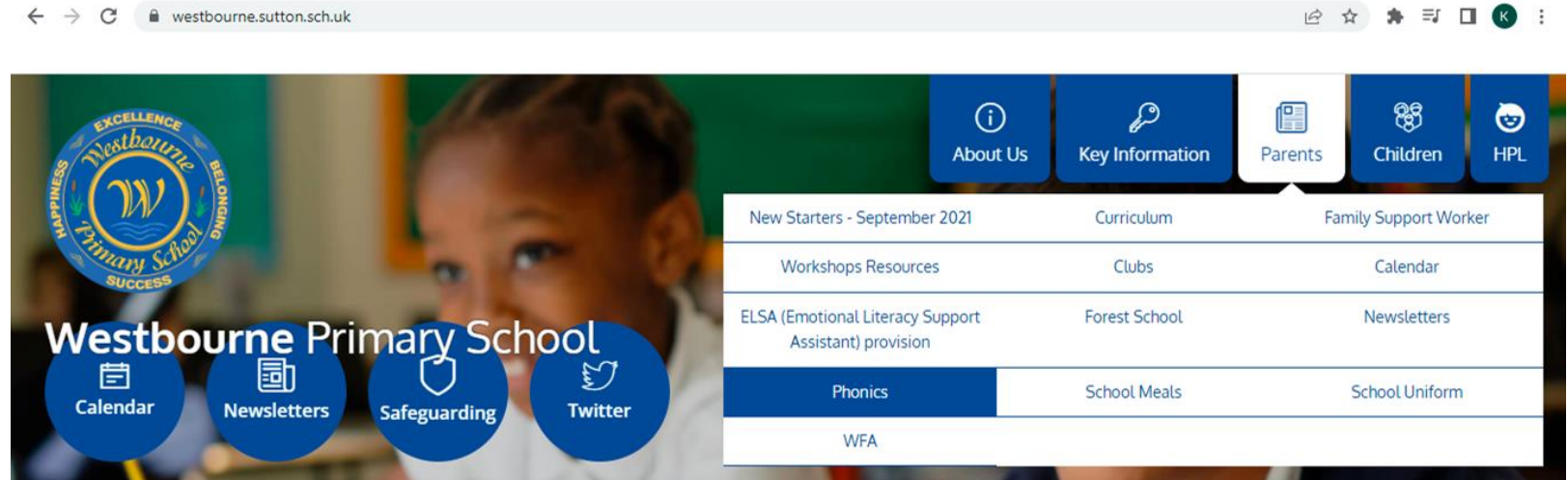
sounds a
Then as
them the

School Website – Parents - Phonics

All of the information about the scheme we use and how to pronounce the sounds are on the school website on the parents page - phonics..

Order of sounds taught in Jolly Phonics – REMEMBER PURE PRONUNCIATION

	s	Weave hand in an s shape, like a snake, and say <u>ssssss</u>
	a	Wiggle fingers above elbow as if ants crawling on you and say <u>a, a, a.</u>
	t	Turn head from side to side as if watching tennis and say <u>t, t, t.</u>
	i	Pretend to be a mouse by wriggling fingers at end of nose, squeak <u>i, i, i.</u>
	p	Pretend to puff out candles and say <u>p, p, p.</u>
	n	Make a noise, as if you are a plane - hold arms out and say <u>nnnnnn.</u>
	c k	Raise hands and snap fingers as if playing castanets and say <u>ck, ck, ck.</u>
	e	Pretend to tap an egg on the side of a pan and crack it into the pan, saying <u>eh, eh,</u>
	h	Hold hand in front of mouth panting as if you are out of breath and say <u>h, h, h.</u>
	r	Pretend to be a puppy holding a rag, shaking head from side to side, saying <u>rrrrr.</u>
	m	Rub tummy as if seeing tasty food and say <u>mmmmm.</u>
	d	Beat hands up and down as if playing a drum and say <u>d, d, d.</u>
	g	Spiral hand down, as if water going down the drain, and say <u>g, g, g.</u>
	o	Pretend to turn light switch on and off and say <u>o, o, o.</u>
	u	Pretend to be putting up an umbrella and say <u>u, u, u.</u>
	l	Pretend to lick a lollipop and say <u>llllll.</u>



1. Learn the sounds

Jolly phonics – multi sensory - each sound has a....

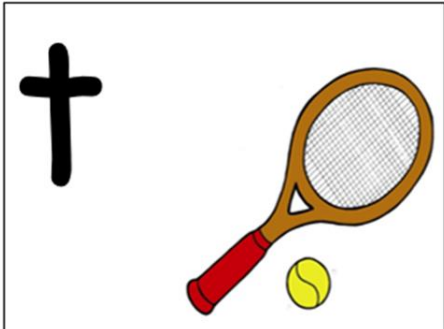
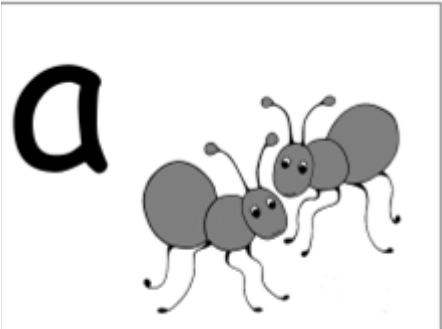
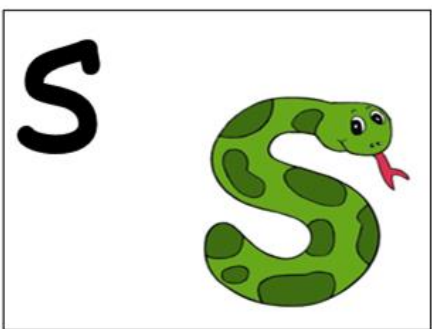
- picture
- action
- songs

Fun and multi-sensory

Jolly Phonics is fun and multi-sensory, ensuring teachers enjoy teaching and children enjoy learning! There are songs, stories and actions for each of the 42 letter sounds to help all children begin their reading and writing journeys.

Helps them to remember !

The children need to be able to look at the letter without the picture and QUICKLY say the sound it makes. The better they are at this skill the better they will be at reading !



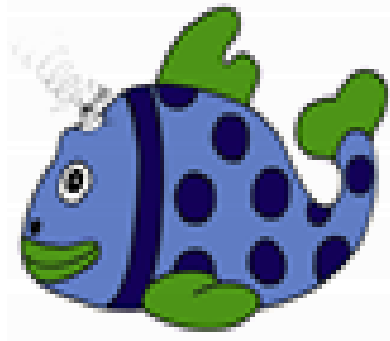
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	l	Pretend to lick a lollipop and say <u>l l l l l</u>

Pure pronunciation

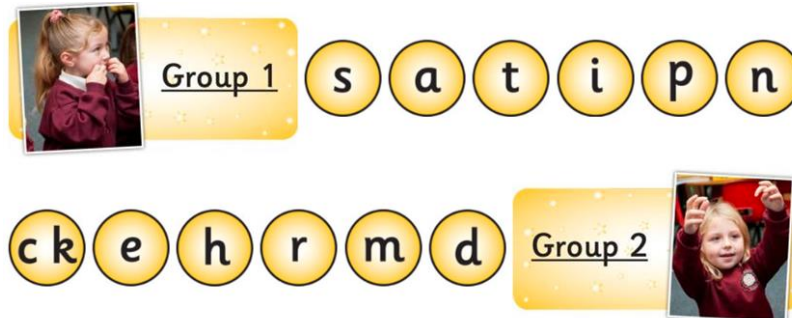
Pure Sound

What is pure phonics sound? Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

The actions will help !



..... And the audio on our school website.



Pure pronunciation



Cuh -a - tuh

cuhatuh

Adding an uh sound
when saying
The sounds means that
when blending the word
sounds like cuhatuh

Adding an uh sound (not pure pronunciation) makes
blending harder. Listen to the sounds on our website to
hear how to pronounce them purely.



c - a - t

PURE PRONUNCIATION



Sounds - how can you help ?



Learn the sounds when they are sent home.

To start with children may need the picture or action to help them but with practise they will be able to say the sound when they are shown the letter.

Stage 1 - pre blending skills



The first stage is being able to hear a word blended.

If the adult sounds out c-a-t can the child blend the sounds to hear and say the word cat.

These oral blending games are vital as a pre reading skill.

Play games where you ask them to get their b-a-g can they hear the word you sound out and do it !

Reading words - blending

If they can hear to blend a word the next stage is to say the sounds they see and blend them to read the word. This takes LOTS of practise.

1

cat

Can I read this word? No? Step 2.

2

cat
• • •

Identify the sounds.

3

cat
→

Blend the sounds together.

4

cat



Say the word and identify its meaning.

as
pat
sit
sat
tip
it
pit

Blending - How can you help ?

as
pat
sit
sat
tip
it
pit

When your child is ready they will be given a word list.

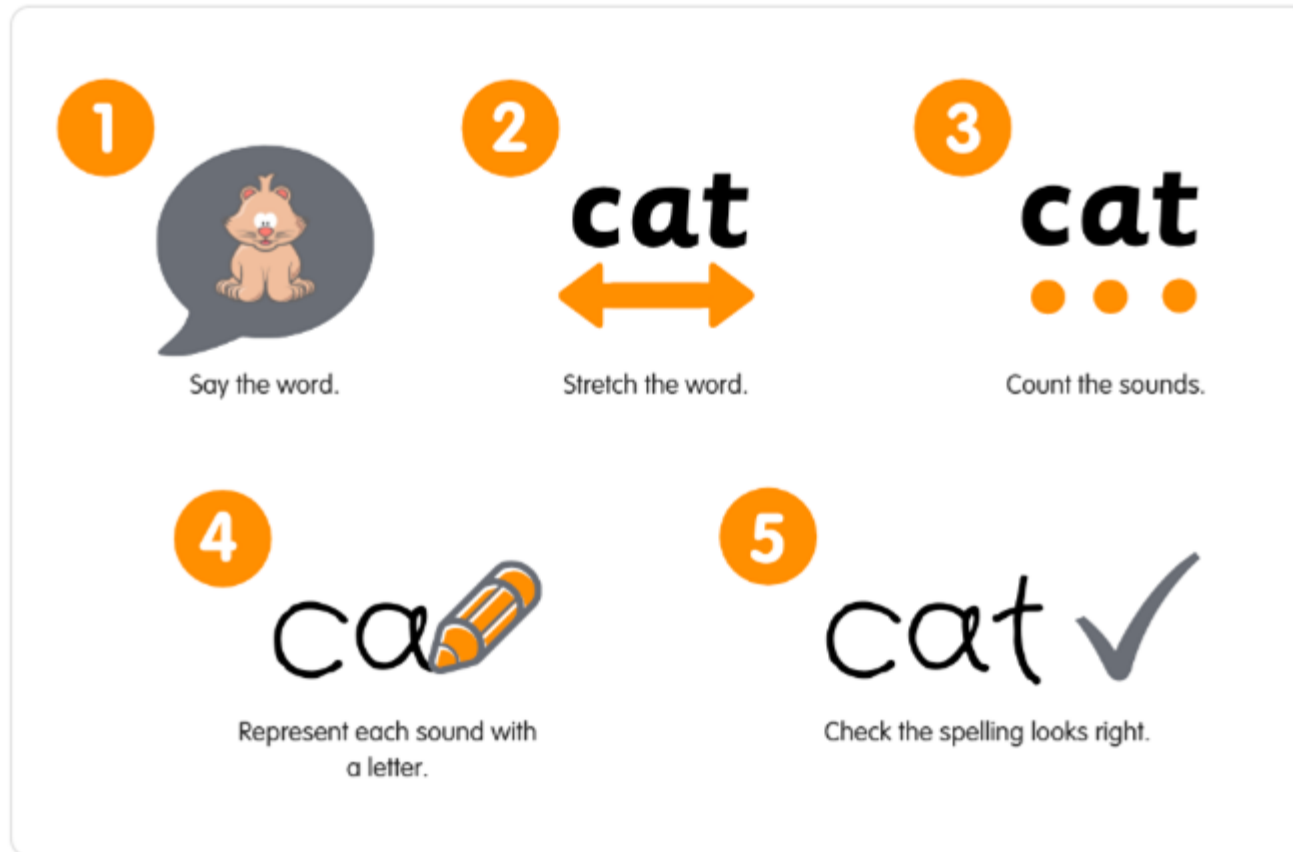
They are not expected to learn the words but to be able to say the sounds and blend them to make a word. This is why being able to recognise and say the sounds quickly is vital.

You could ask them what the words mean too.

Segmenting – for writing

We use sound buttons to help

The process of spelling is the reverse to reading. It requires children to identify the sounds in a word and then to match a letter (or letters) with that sound to essentially 'make' the word. This takes a five step process:



We use phonic fingers too.



Applying the phonics

Once children can sound out and blend to read words the next step is to learn how to read words in phrases and short sentences. This is trickier than reading words on their own and we use phonic books that contain only the sounds they have learnt to practise this.



Jolly Phonic readers

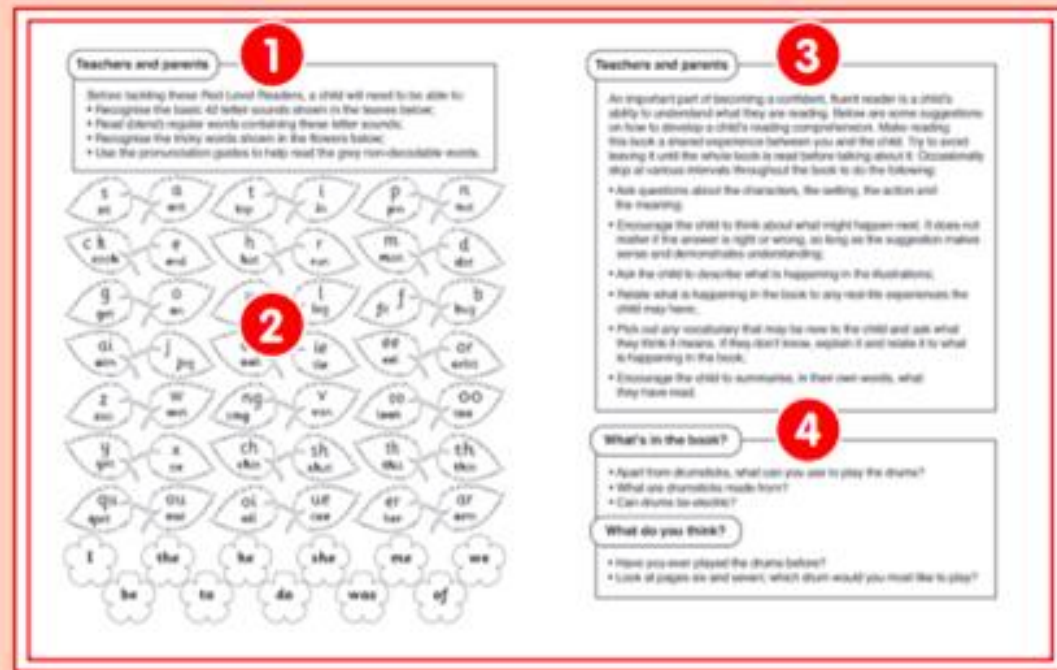
Each book in the Jolly Phonic Scheme has these features to help you when using the book at home.



2. Each book lists the main alternative letter-sound spellings and a small number of tricky words.

3. Tips for teachers and parents.

4. Reading comprehension questions and discussion topics.



Books matched to sounds

The books in our scheme are coloured and these match to the sounds contained in each book. The children need to know these sounds BEFORE they can read the book.

s sun	a ant	t tap	i ink	p pet	n nut
ck cup kick	e egg	h hot	r run	m man	d dog
g goat	o on	u up	l leg	f fun	b bat
ai aim	j jet	oa oak	ie tie	ee tree	or born
z zoo	w wind	ng ring	v van	oo book	oo moon
y yap	x fox	ch chop	sh ship	th with	th thin
qu queen	ou out	oi oil	ue cue blue	er herb	ar farm

y sunny	a_e late	e_e theme	i_e time	o_e bone	u_e cube flute
ay day	oy toy	y pyramid dry	ea eat	igh night	ow snow cow
ir fir	ur burn	ew ewe flew	au haunt	aw saw	al talk
ph photo	c (-e/i/y) cunt city cycle	g (-e/i/y) gentle giant gymnastics	air chair	are stare	ear bear

There are lots of games to help the children learn these sounds on the children's page on our school website.

Tricky words

Each book contains some tricky words (these are words that can't be completely sounded out). These are also colour coded to match the books and children can only read that colour WHEN THEY KNOW THE TRICKY WORDS. There are games for these on the children's page on our website.

Tricky words (words that have a part that is tricky and can't be sounded out) are taught in this order.

Tricky words for set 7 Readers in <u>Orange</u>	Tricky words 1 <u>Red</u>	Tricky words 2 <u>Yellow</u>	Tricky words 3 <u>Green</u>	Tricky words 4 <u>Blue</u>	Tricky words 5 <u>Purple</u>
I	I	are	go	live	any
the	the	all	no	give	could
he	he	you	so	little	many
she	she	your	my	down	should
me	me	come	one	what	more
we	we	some	by	when	would
be	be	said	only	why	before
	was	here	old	where	right
	to	there	like	who	other
	do	they	have	which	were
	of				because
					goes
					four
					does
					made
					their
					mother
					always
					father
					upon
					cover
					eight
					every
					once
					also
					after
					love

Reading books / sharing books



**RECORD ANY
READING OR
PHONIC ACTIVITY
IN THE YELLOW
READING RECORD.**

Free choice
Non-decodable
Changed as often as required
SHARED with an adult
Widen their range



Decodable (able to sound out) Phonic books.
Designed to practise & apply phonic knowledge – read more than once for fluency.

1 Book – 3 Tasks !

1 book - 3 tasks

- Decoding-Applying Phonics to their Reading. Once children have learnt all their sounds and tricky words- They must then practise how to identify them in words and sentences and apply this knowledge to both their reading and writing.
- Comprehension- Answering different questions about the text e.g inference and prediction. This is the understanding and interpretation of what is being read. To be able to accurately understand written material, children need to be able to decode the words first.
- Prosody- reading with expression and intonation, this comes when a child is more confident in their reading.

The aim is that your child reads with 90% - 95% fluency (as the book is fully decodable). This means that the children should not be reading books that include sounds they have not learnt .

Your child should be able to read the book without any significant support.

**If they are reading fluently,
this is the appropriate book and is not too
easy for them.**

Reading at home

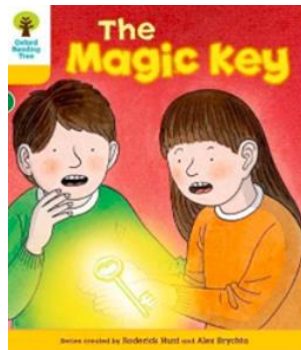
Never read to	4662 words
1-2 times a week	63,570 words
3-5 times a week	169,520 words
Daily	296,660 words
5 books a day	1,483,300 words

Book bands / decodable books

Book Bands (like Biff & Chip) were created for an entirely different method of teaching, based on the number of words and the difficulty of these words, many of which are not decodable.

The philosophy of this method was to encourage the children to read books by memorising the words and using picture clues, predictable text and some incidental phonics to support their reading.

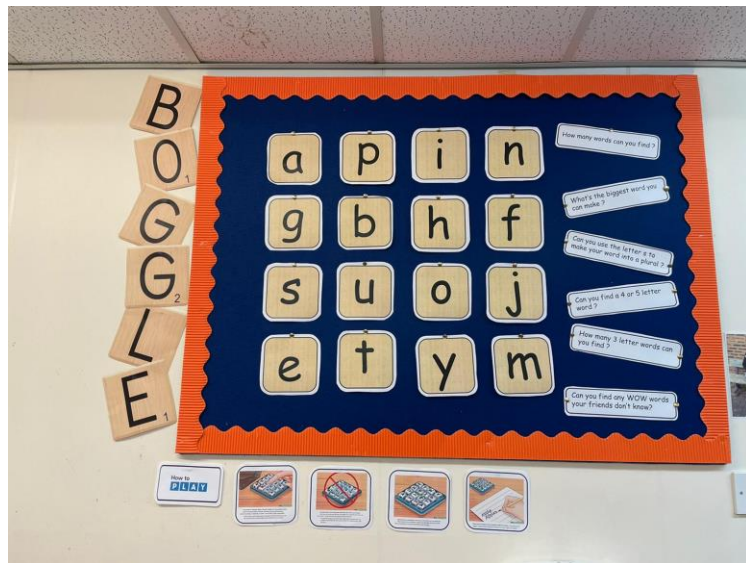
Children would often guess words, read what they thought the text would say and then be stuck without a reliable strategy for reading longer, complex or unfamiliar words.



The box was by Chip's bed. Something was glowing inside it.



I Spy phonic boards



At Westbourne we make
phonics fun !

How can you help ?

This is a great resource for parents - they have come up with some great ideas for phonics using resources you will have at home. Great idea to follow them on facebook or instagram.



Activities at Home

We have lots of resources on our school website.
Online games that give feedback to the teacher & ideas
for games that are not screen based.

The word bank can be
used to give words for
games you are playing.
They are organised by
sound and in the order of
sounds taught in Jolly
Phonics.

The screenshot shows a web browser window with multiple tabs open. The active tab is 'Phonics' and the address bar shows 'westbourne.sutton.sch.uk/phonics/'. The main content area has a background image of children in a classroom. At the top, there is a 'Word Bank:' section with a text block and a PDF link 'Word Bank.pdf'. Below this is a 'Resources for Parents' section with a list of PDF links: 'Phonic games.pdf', 'Phonics and Reading Workshop Presentation.pdf', 'Phonics and Reading Workshop Booklet.pdf', 'Parent Teacher Guide.pdf', and 'Phonics Screening Check Information for Parents.pdf'. A line from the text on the left points to the 'Word Bank.pdf' link. Another line from the text on the right points to the 'Phonic games.pdf' link. The footer contains links for 'Sitemap', 'Cookie Information', 'Website Policy', a visitor count of '313378', a 'Log In' button, and copyright information. The Windows taskbar is visible at the bottom with the search bar and system tray.

Word Bank:
-Please see the PDF below which contains a word bank providing a list of suitable words that can be made using the sounds learnt – great for practising phonic skills at a level suited to your child's stage of learning!

Resources for Parents

- Word Bank.pdf
- Phonic games.pdf
- Phonics and Reading Workshop Presentation.pdf
- Phonics and Reading Workshop Booklet.pdf
- Parent Teacher Guide.pdf
- Phonics Screening Check Information for Parents.pdf

Translate Search

Sitemap Cookie Information Website Policy 313378 visitors Log In

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Type here to search 18°C Mostly cloudy 13:16 28/09/2023

Non-screen based games ideas.(see next slide)

Practical games for phonics

Tricky word / sound fishing



Use a game you have at home to help with learning. Stick the sounds or words on the pieces. Games make learning fun !

Sound sticker book



Write the sounds you are learning in a book – find pictures/ stickers that have that sound in them. You could write the words too by sounding them out. The word bank will help with ideas.

Paint strip words



Use the sections on the paint strips to sound out the words.

Paint strip jumble



Cut up the sections and jumble them – can your child put them in the right order ?

Silly soup



Make a soup with a given sound – only add the object that contains the chosen sound.

Tricky word / sound hunt



Choose a tricky word / sound you are learning. Look for it in a book or piece of writing – use coins or counters to cover them.

GAMES YOU CAN MAKE & PLAY AT HOME

Full set available on

School website - Parents page - phonics

Activities at Home

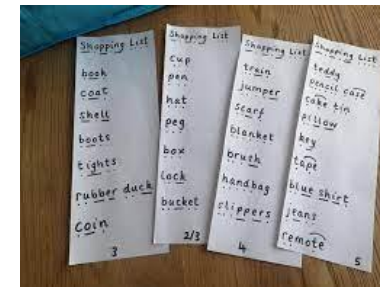
Don't feel like the activities have to take long periods of time 5 minutes is enough.



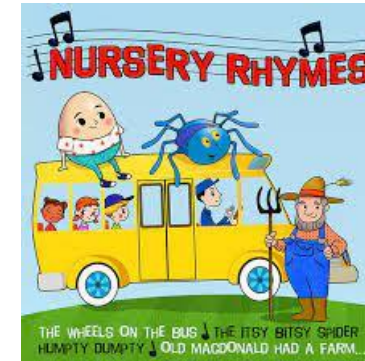
Play hunt the sounds...
Can you find something that begins with
the sound....



Lots of opportunities to form the letter shapes.
In the bubbles in their bath,
With pasta
In the sand
In the air
On your back-play can you guess the sound.



Encourage your child to help you write a shopping list. Even if they can only hear the first sound.



Singing nursery rhymes in the car or on the walk to school is a great first step into phonics.



Playing I spy with first sounds is a brilliant way to engage children. They will love trying to trick you out!

Reading Record Activities

PHONIC GAMES - Play our online games see the Westbourne Website.



a little  AND often



RECORD ANY READING OR PHONIC WORK IN THE READING RECORD.



WORD LISTS - sound out & blend the words. Check for understanding of the word meaning. Can they put it into a sentence (doesn't have to be written)
Unusual words - replicate alien words .



LEARN THE SOUNDS - Practise recognising and saying the sounds - the quicker they are at this the easier they will find blending to read.



READ LOTS - Share books as much as possible - enjoy stories together. Read lots of different things - recipes, magazines, leaflets - it's all reading !

HAVE FUN - turn the learning into a game. Look at the non screen time games ideas on the website.

Contact us

If you have any ideas for games that you would like to see on our website please contact us via our phonics e mail and we will do our best to make them.

Also, if you have any questions or suggestions for further workshops please let us know via e - mail

Thank you for all of your support with reading and phonics.



Phonics at Westbourne Primary School
phonics@westbourne.sutton.sch.uk