

# Phonics and Reading for Year One Parents

October 2022

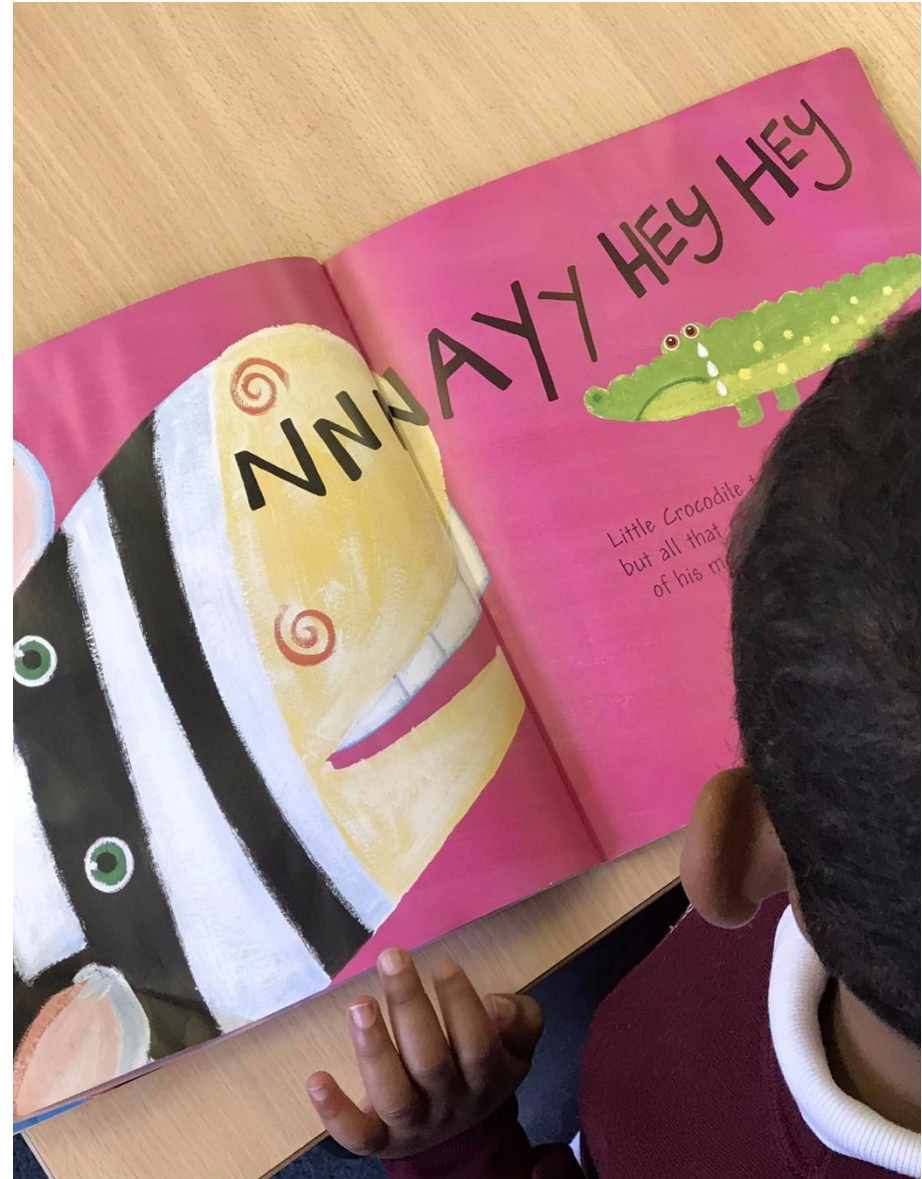


- **What is Phonics?**
- **Phonics in Year 1**
- **Reading in Year 1**
- **How can you support your child?**



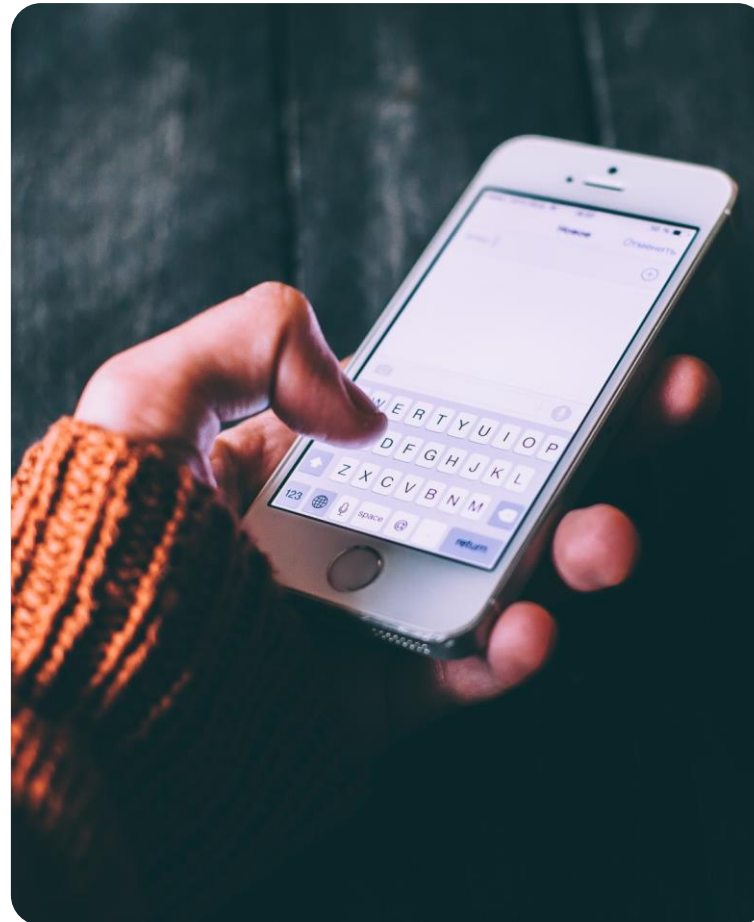
**A love of reading is the  
biggest indicator of  
future academic success.**

**OECD (The Organisation for Economic  
Co-operation and Development)**





# How many times have you read today?



QUARTERLY Utilities Invoice

**NAME:** SMITH JOHN  
**FOR SERVICE AT:** 121 MAIN ST  
**ACCOUNT TYPE:** RESIDENTIAL

**ACCT NUMBER:** 123456  
**ACCESS CODE:** 11111  
**DUE DATE:** May 14, 2020

**BILLING PERIOD:** Jan 1, 2020  
**TO BILLING DATE:** Mar 31, 2020  
**DATE:** Apr 7, 2020

**METER NO.** A-12345678  
**NO. OF DAYS** 91  
**CURRENT READING** 236  
**PREV READING** 168

**FOLIO:** 12345 123  
**ROUTE:** 10

	CONSUMPTION	AMOUNT
PREVIOUS BILL AMOUNT		324.63
PAYMENT		-324.63
Apr 7, 2020		7.48
Apr 7, 2020		98.00
Apr 7, 2020		35.60
Apr 7, 2020		50.12
Apr 7, 2020		50.20
Apr 7, 2020		117.60
Apr 7, 2020		29.39
Apr 7, 2020		4.11
		<b>392.50</b>

68 CUBIC METERS  
 40.00 CUBIC METERS  
 28.00 CUBIC METERS

**AMOUNT NOW DUE:**

Go paperless and get your utility bill by email! Choose this 'earth friendly' option by creating a MyCity account and selecting the e-billing option. For step by step instructions please visit [www.vernon.ca/citycity](http://www.vernon.ca/citycity).

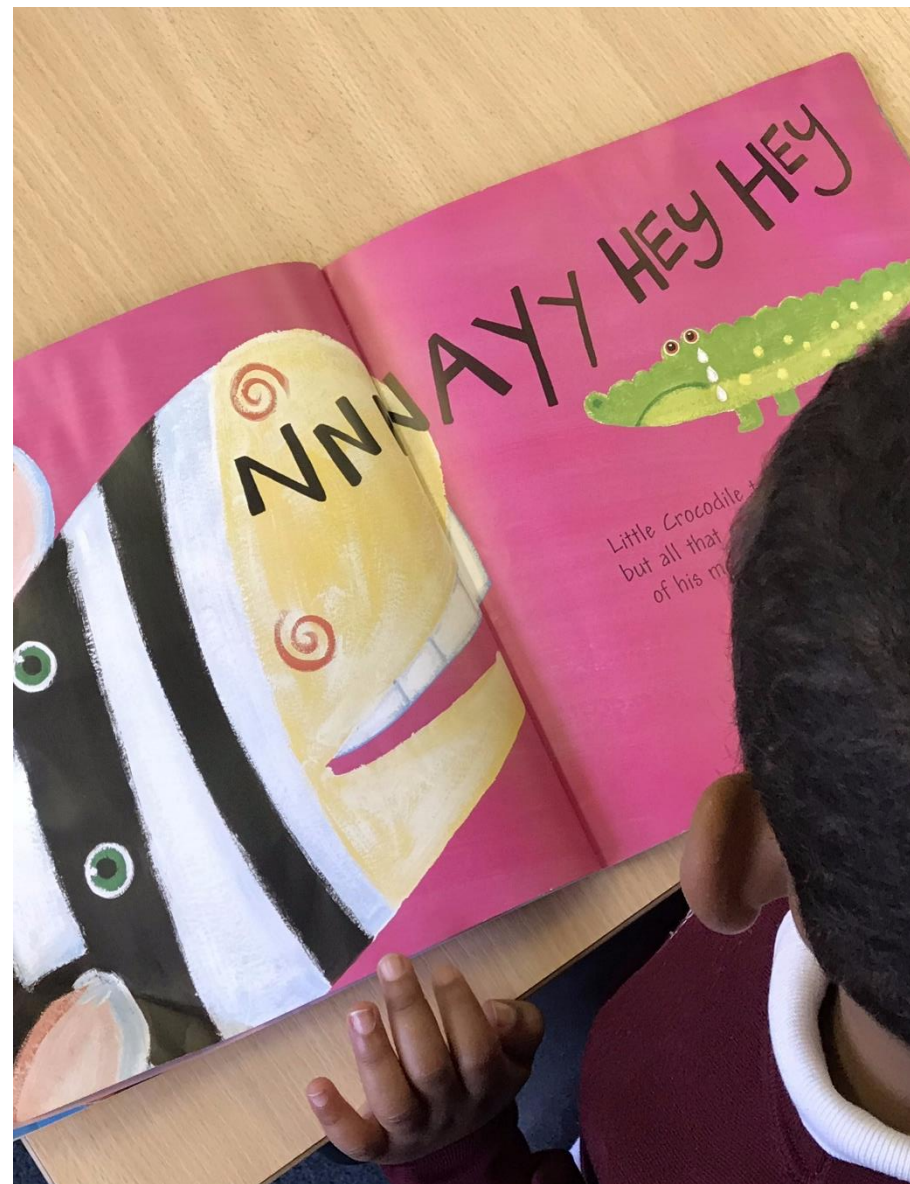
Residential Accounts: Sewer user fee is based on first quarter's water usage and charged each quarter for the remainder of the calendar year. If usage is 20 cubic meters or less, a base rate of \$50.20 is charged. If over 20 cubic meters, the charge will be the base rate plus \$2.45 per cubic meter.

Any unpaid balance after the due date will be charged 12 percent interest per annum.

Effective January 1, 2020 GVWU approved Greater Vernon Water Utility Rates Imposition Bylaw No. 2768, 2018.

**Successful Readers  
who Enjoy Reading**

**Successful Writers  
who Enjoy Writing**

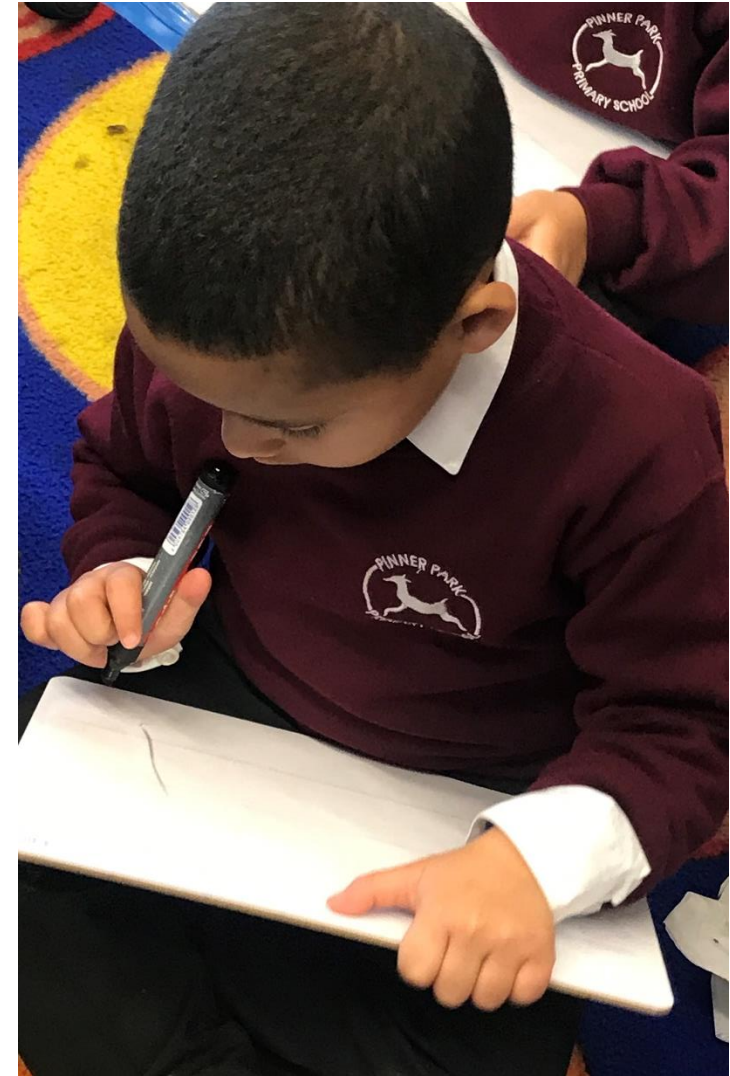




# The Simple View of Reading

- Grapheme-Phoneme Correspondence (GPCs)

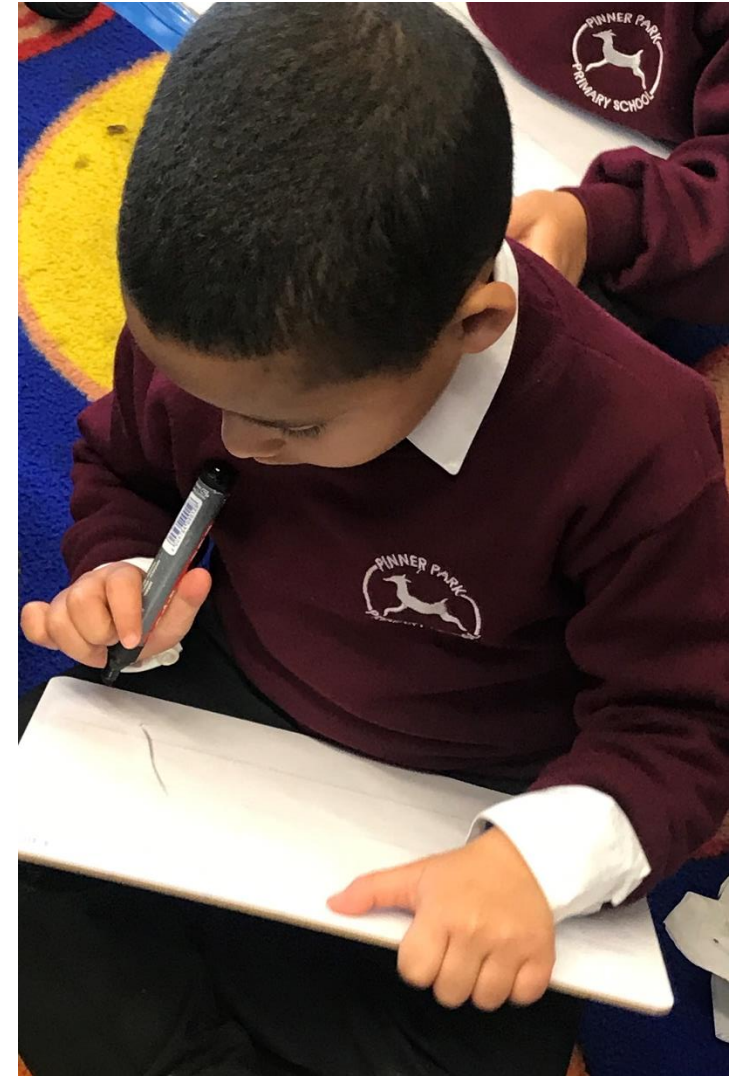
d o g



# The Simple View of Reading

- Word Recognition

dog



# The Simple View of Reading

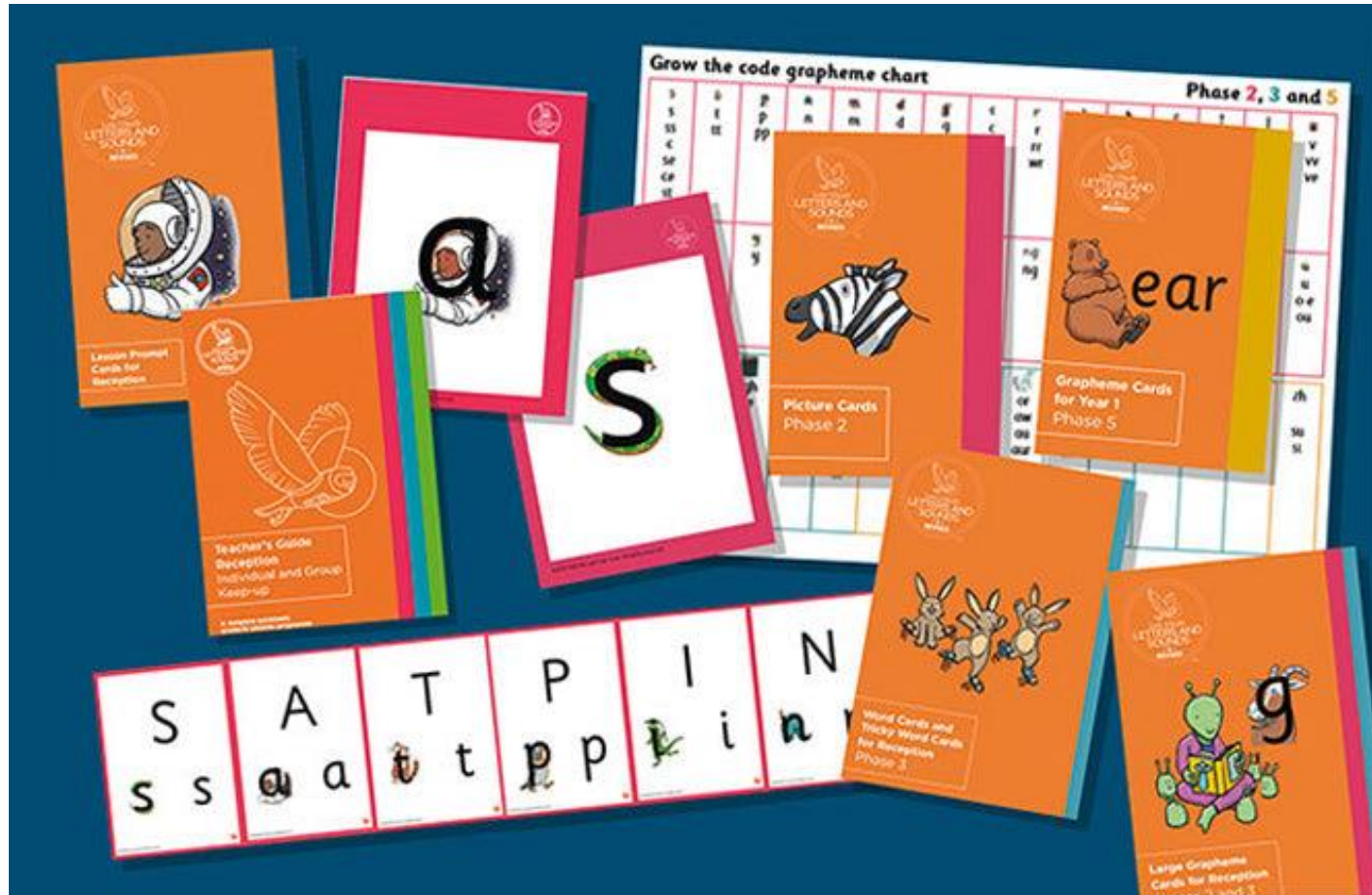
- Language comprehension

dog





# What is phonics?



“

**Phonics is:**

**making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.**

”

# Quiz time!





# How many letters are there in the English alphabet?

a b c d e f  
g h i j k l m  
n o p q r s t  
u v w x y z



# How many sounds are there in the English language?



44

# How many ways are there to write those sounds?



150+



**Phonemes**

**Graphemes**

delirious  
purple  
pinch  
picture  
your  
see  
stair  
through  
eat  
prod  
fr  
n  
m  
s  
eat  
s  
prod  
fr  
n  
m  
s

# Understanding Phonics

All words are  
made up of  
sounds  
(phonemes)

cat  
chip  
sight  
phonics



# Understanding Phonics

Each phoneme  
is represented  
by letters -  
graphemes.

cat  
chip  
sight  
phonics



v sh igh



# Understanding Phonics

**Blending for  
reading**

**chip**  
— • •

**Segmenting for  
spelling and  
writing**

cat





# sheep



# light



**The correct articulation of  
the sounds (phonemes)**

**Pure Sounds**



# The Teaching Sequence

- Every day
- 20 minutes
- Little Wandle Letters and Sounds Revised
- Review and Revisit
- Teach and Practice
- Practice and Apply



# In Reception – the simple code

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

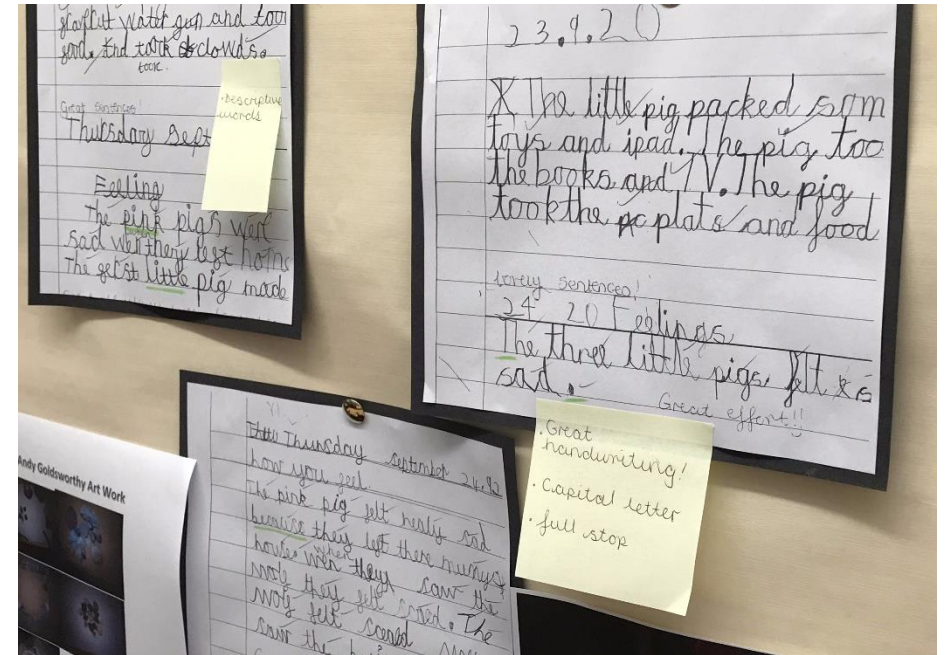


# Reception – The Simple Code

code = c-oa-d = coad

kite = k-igh-t = kight

play = p-l-ai = plai



# Reading Tricky Words

put

the

so

said

when

do



# Phonics in Year 1

Phase 5 – the  
entire year!

ea

each /ee/  
head /e/  
break /ai/



**Over 150 ways to  
spell the 44 sounds**



# New graphemes

ay (day)

ou (out)

ie (tie)

ea (eat)

ey (honey)

oy (boy)

ir (girl)

ue (blue)

aw (saw)

au (Paul)

wh (when)

ph (photo)

ew (new)

oe (toe)





# New graphemes

**a-e (make)**

**i-e (like)**

**u-e (rule)**

**e-e (these)**

**o-e (home)**



# Specific Issue – split digraph!

rat

rate

cod

code

mad

made

kit

kite

them

theme



# Alternative pronunciations

**u:** but unit pull

**a:** ?



# Alternative pronunciations

**u:** but unit pull

**a:** hat acorn fast was



# Alternative spellings

/k/: c k ck qu ch

(**c**at **k**it lock unique **ch**aos)

/sh/: sh ch t ss s c

(ca**sh** **ch**ef station press**ure** **s**ure, o**c**ean)





S



**s**

**ss**

**se**

**c**

**ce**



s	sat
ss	dress
se	horse
c	circle
ce	piece

# One new phoneme!

**/zh/ vision leisure Asia**



# New tricky words

**oh**

**their**

**people**

**Mr**

**Mrs**

**looked**



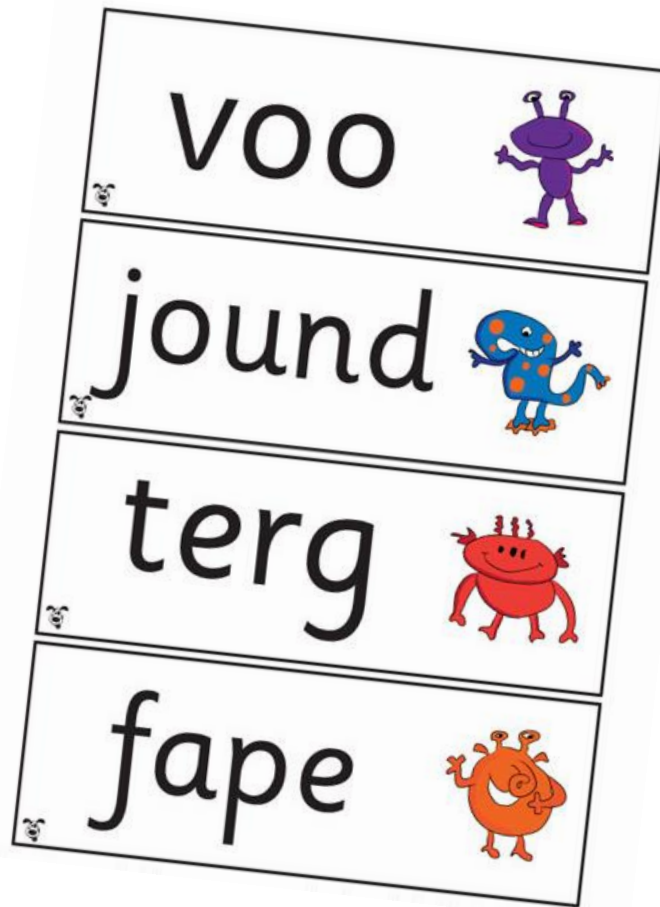
# The Phonics Screening Check

- All Year 1 children in England
- June 2023
- 40 words
- 5 – 10 minutes
- Real and Pseudo words – all decodable

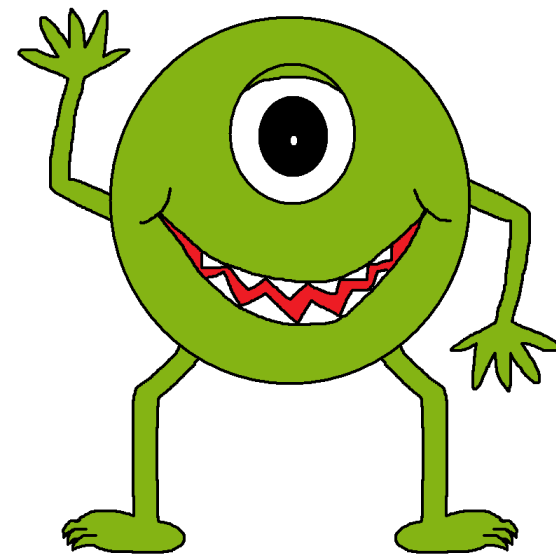




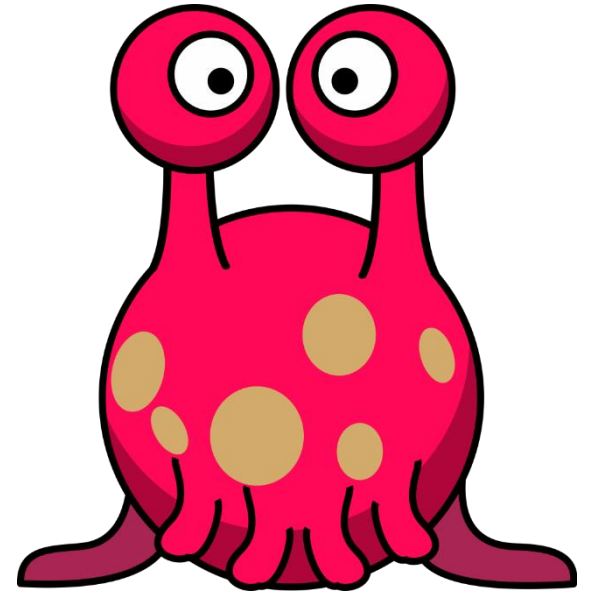
# Pseudo – Alien words



# clights



# quorst



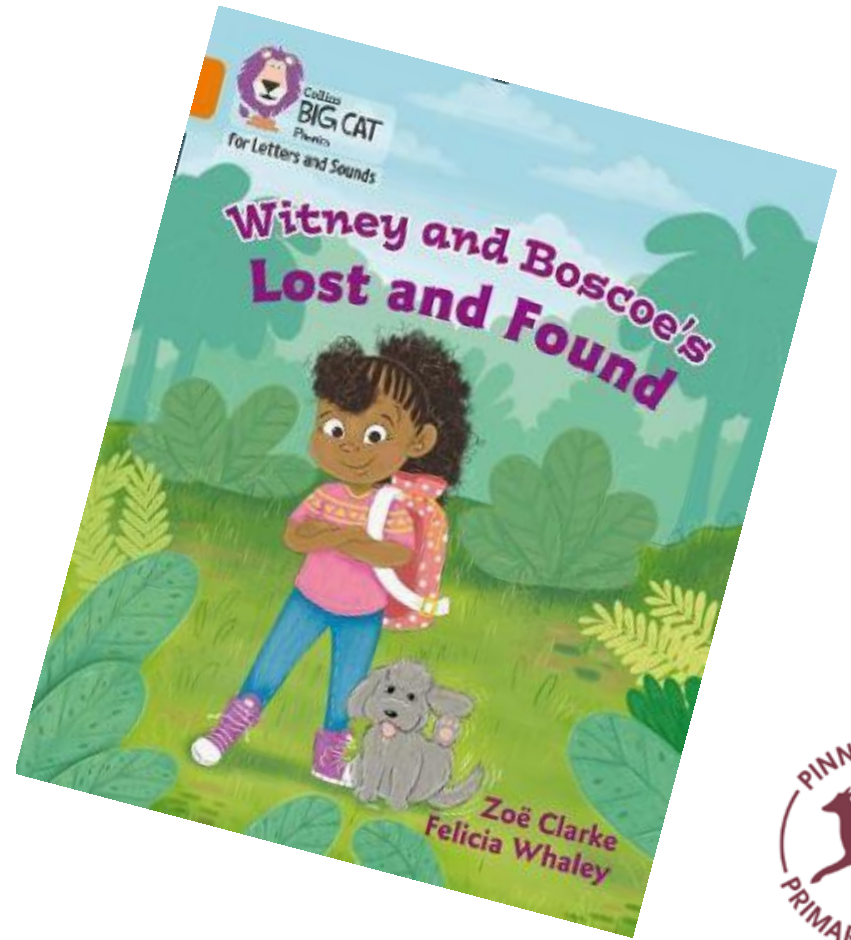
# Reading in Year 1

- Daily Phonics sessions
- Reading practice sessions 3 times a week
- Shared reading and story times



# Reading practice sessions

- Decoding
- Prosody
- Comprehension



# Carefully matched texts

## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

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

sat	man	hug	red	pe <u>ck</u>
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# Carefully matched texts

- 90 – 95% fluency
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





# Comprehension

Last night after closty, my flimers and I went downtown to the shillybog. It was late and my other flimers were already there. Some of them were trogging and others were lutzing to the blane. I'm not a very good lutzer, but I love to listen to the blane. My friends nelled me a few trogs and pretty soon I was lutzing, too!



# How can you support your child?



# Read!



**Reading a book and chatting had a positive impact a year later on children's ability to...**

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

# Books from school

## Reading practice book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



# Sharing Books with Children



Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see.



# Reading for Enjoyment

- Libraries
- Little Local Book Hub  
Pinner/Eastcote
- The Book Trust



# Homework

- Reading
- Phonics – revisiting the week's learning.
- Make it fun!

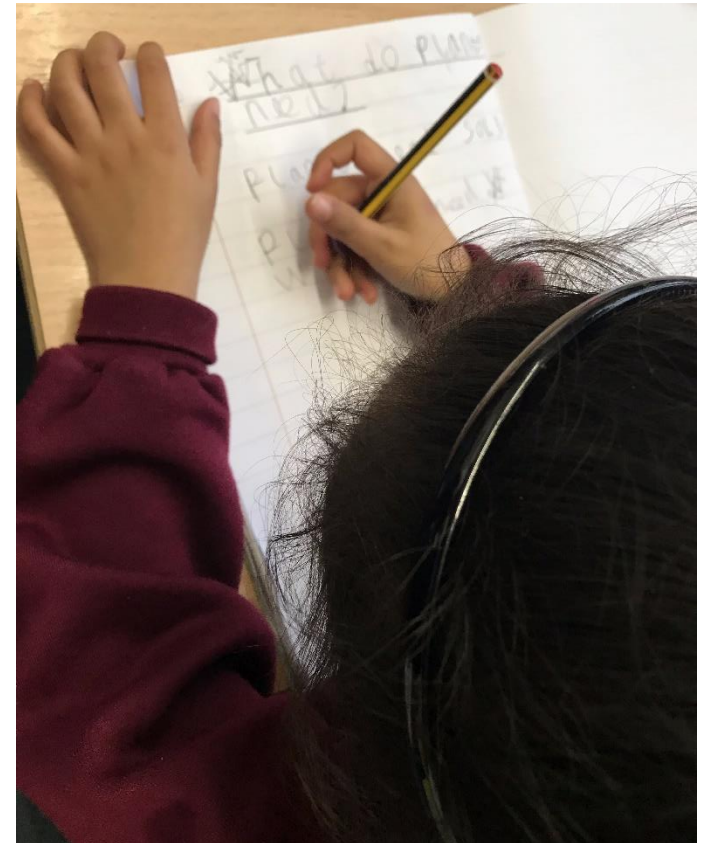


# Independent Writing

## The children need to know:

- What they want to say
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

**The children's spelling will not be accurate, but their work can be read.**












# Handwriting









## Phase 2 grapheme information sheet

## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth say yo without	Down and round the yo-yo, then follow the string and

The more that you  
**READ**



the more things  
you will know.

The more you

**LEARN**



the more places  
you'll go!

Dr. Seuss



# Questions and Answers

