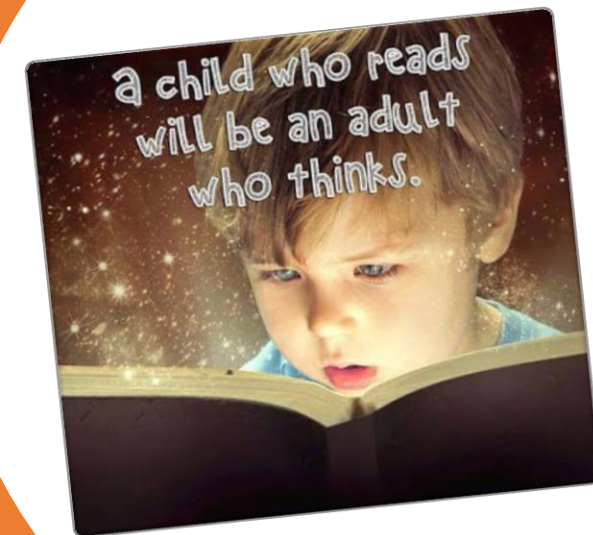




Ready Steady Phonics™
Letters and Sounds



The more that
YOU READ,
THE MORE THINGS
YOU WILL KNOW.
The more that you learn,
THE MORE PLACES
YOU'LL GO.
-DR. SENS



Phonics and Early Reading Workshop

Wednesday 13th December 2023



What will we cover?

- early reading and writing
- phonics at Smallwood
- phonics terminology and progression
- Year 1 Phonics screening
- how you can support at home



What is phonics?



Skills

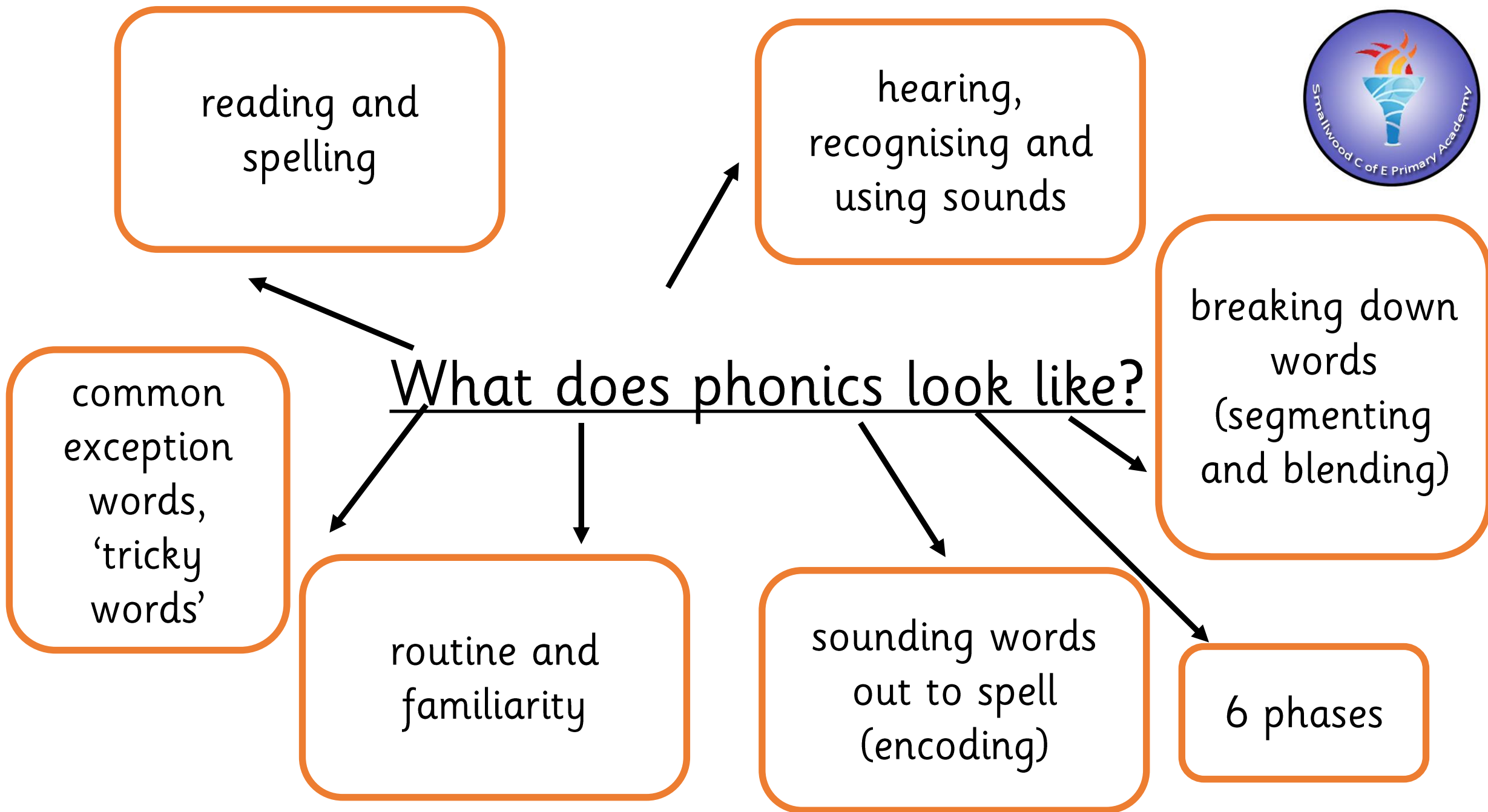
Segmenting and
blending

Knowledge

44 phonemes
26 letters of the
alphabet

Concepts

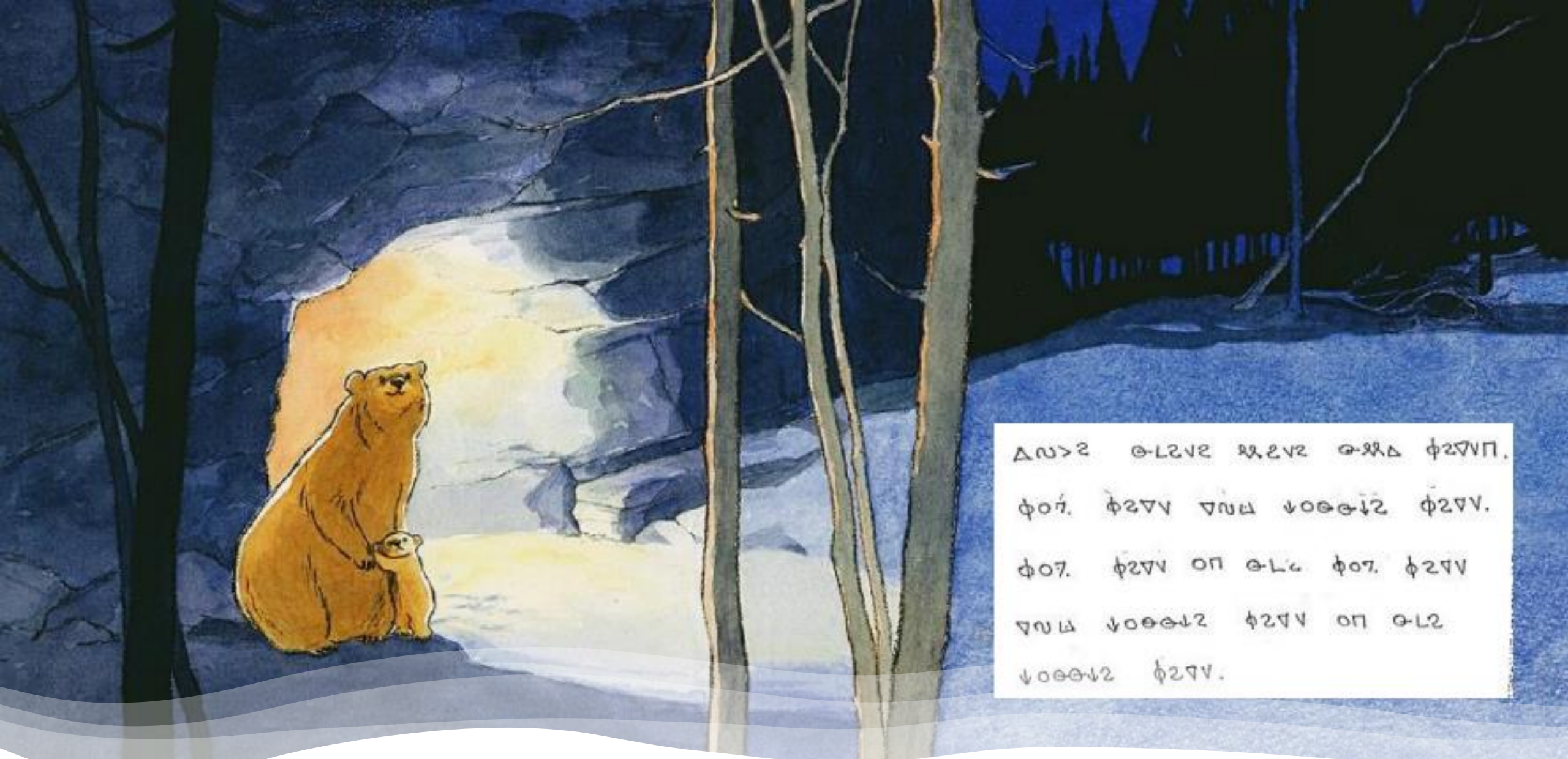
How to use the
code to decode
and spell



Key Terminology



Term	Meaning	Examples
Phoneme	The smallest unit of sound that you can hear within a word. Phoneme refers to the sound, not the letter/s that represent the sound in writing.	c/a/t – 3 phonemes w/i/sh – 3 phonemes ch/air – 2 phonemes
Grapheme	The letter/s that represent the phoneme.	'ay' as in crayon 'ai' as in snail 'a' as in apron 'a_e' as in grape 'ey' as in grey
Blend	To list the phonemes within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.)	
Segment	To split a word into its separate phonemes, as an aid to spelling.	



ΔΝ>2 Θ-Λ2Ν2 Ξ2Ν2 Θ-ΞΔ Φ2ΝΠ.
Φ07. Φ2Ν ΝΝΔ ↓0ΘΘ↓2 Φ2Ν.
Φ07. Φ2Ν ΟΠ Θ-Λ2 Φ07. Φ2Ν
ΝΝΔ ↓0ΘΘ↓2 Φ2Ν ΟΠ Θ-Λ2
↓0ΘΘ↓2 Φ2Ν.

Building the foundations...



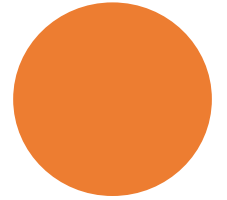
“the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

The Rose Review (review of the teaching of early reading, 2006)

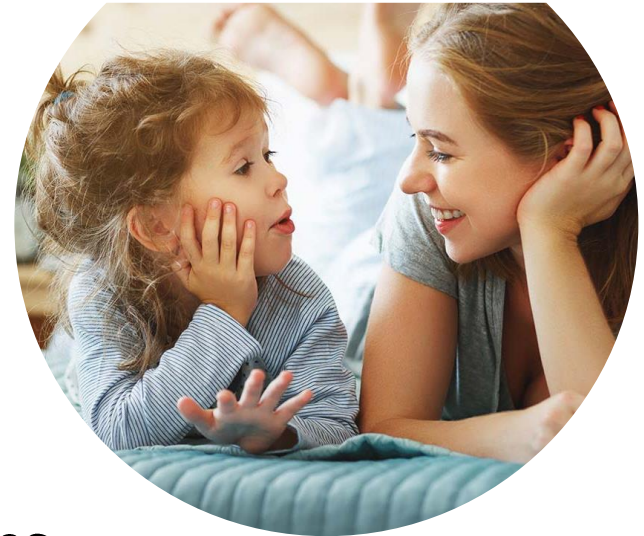
“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”



The Importance of Conversation



- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- asking closed and open questions and answering the questions that they ask you
- explaining why things happen
- deliberately connecting current and past events (“Do you remember when...?”) providing models of accurate grammar
- extending children’s vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences

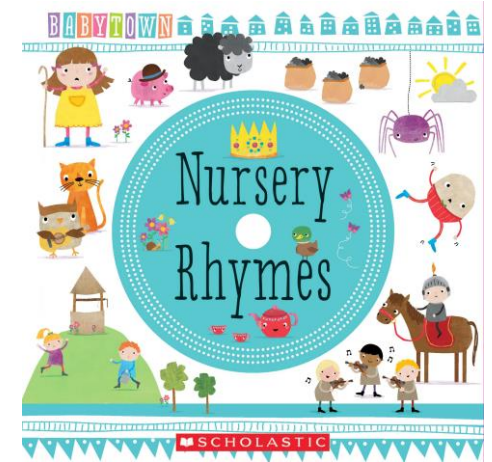
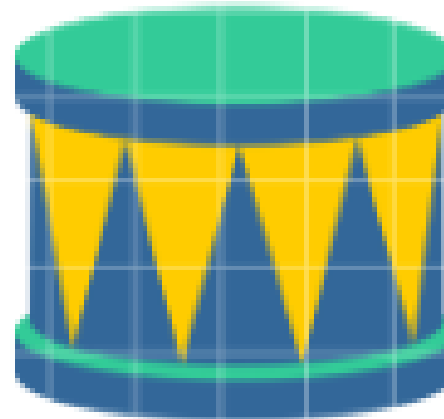




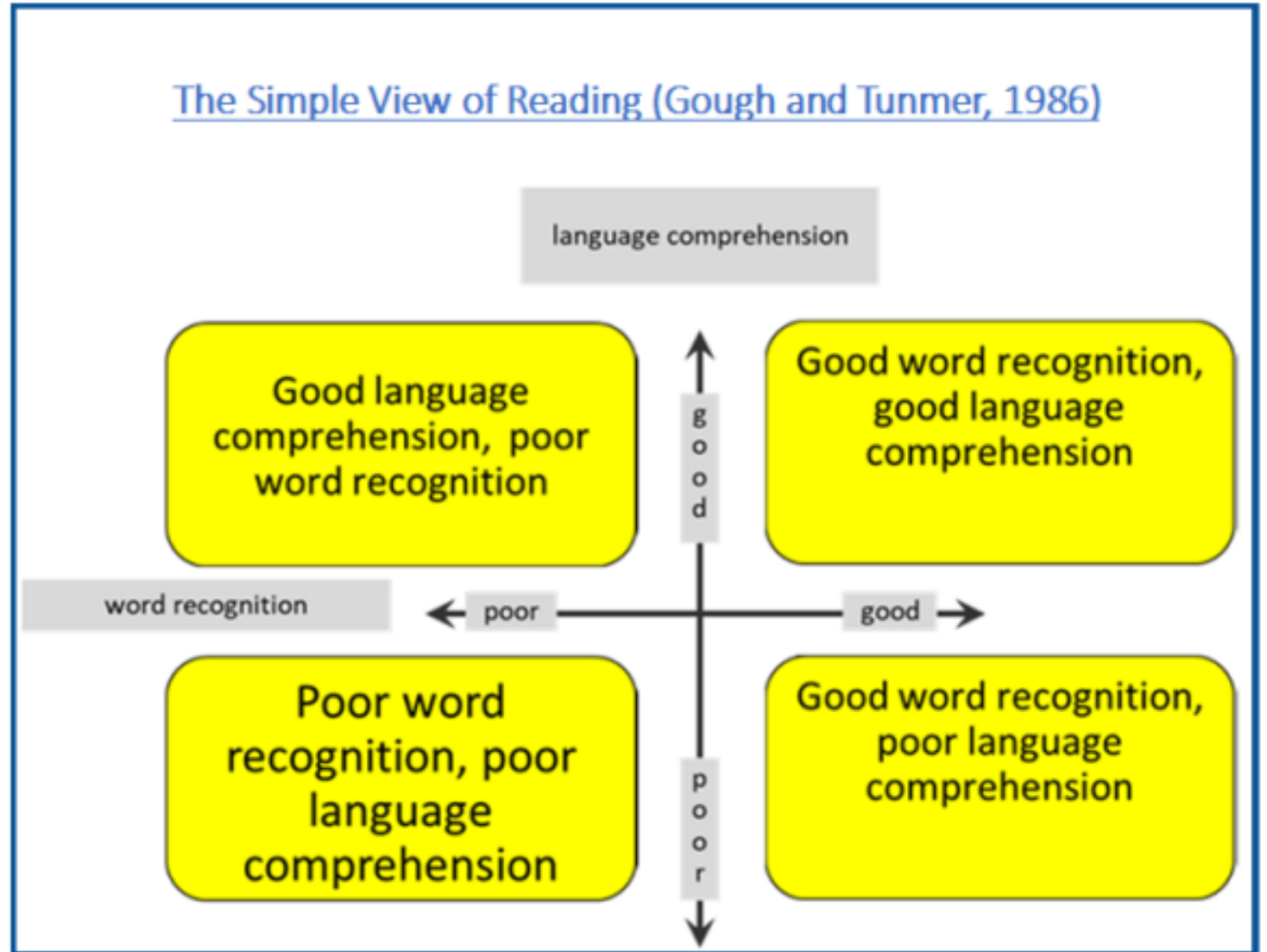
Phase 1 – Listening Skills


Phase 1 phonics is the first stage of the phonics teaching programme. At this stage, the focus is primarily on developing **speaking and listening skills**. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of your children's further learning.

Children will explore environmental sounds, body percussion, instrumental sounds, vocal sounds, songs, rhymes and alliteration before they begin to identify sounds, segment and blend.



Our aim at Smallwood is to create successful readers





So what does
phonics at
Smallwood look
like?

Ready Steady Phonics



- Systematic, sequential progression through the phonics phases
- Meets the requirements of the revised Early Years Framework (2021)
- Covers requirements from The Reading Framework (July 2021)
- 5 lessons a week – 4 lessons focus on introducing a new grapheme phoneme correspondence and the 5th lesson allows opportunity to consolidate that week's learning.
- Each lesson follows the same structure – revisit and review, teach, practise and then apply.
- Assessment points usually around every 6 weeks.

Ready Steady Phonics



Ready Steady Phonics: Termly Progression Overview

Year Group	Phase	Progression	Decodable Readers	CEW	Additional Information
Reception Weeks 1-7 (Aut 1)	Phase 2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss,	Readers 1-6	is, I, the, to, into, no, go, so,	Lowercase letter formation introduced Week 1 Letter names and Capitals introduced in Week 7
Reception Weeks 8-24 (Aut 2 - Sum 1)	Phase 3	j, v, w, x, y, z, qu, zz, ch, sh, th, th , ng, nk, ai, ee, igh, oa, oo, oo , ar, or, ur, er, ow, oi, tt, gg, pp, nn, mm, air, ear, ure, CVC containing 2 or more digraphs, adding plural -s &-es,	Readers 7-20	he, me, we, be, she, was, my, by, her, you, they, all, are	Lowercase and Capital Letter formation from week 7 onwards
Reception Weeks 25-32 (Sum 1&2)	Phase 4	CCVC short vowel, CCVC long vowel Longer words and longer compound words Adding - ing	Readers 21-26	said, have, like, some, come	Phase 4 uses the phase 2 & 3 digraphs & trigraphs

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Year 1 Weeks 1-2 (Aut 1)	Revisiting Phase 4	Revisiting CVC, CCVC, CVCC words Adding suffix - ing, -ed, -er, -est CCVCC words CCCVC words	Readers 27-28	were, there, oh, their, do, little, one, out	Phase 4 uses the phase 2 & 3 digraphs & trigraphs
Year 1 Weeks 3-29 (Aut 1 - Sum 2)	Phase 5	Alternative graphemes: ay, ou, ie, ea, ey, oy, ir, ue, aw, au, oor, wh, ph, oe, ew, a-e, e-e, i-e, o-e, u-e, tch, t, ci, ti, gn, kn, wr, se, st, o, al, our, augh, ear, or, eer, ere, ear, oul, dge, ge, mb, s, ss, ssi, si, Alternative pronunciations: i, o, e, c, u, y, ow, er, a, ch, ey, ie, ea, ou,	Readers 29-49	I'll, I'm, it's, didn't, we'll, what, when, people, Mr, Mrs, looked, could, asked, call, called, where, who, again, two, water, thought, through, because, any, many, laughed, eyes	Includes Optional Screening Check Revision Week
Year 1 Weeks 30 - 34 (Sum 2)	Phase 6	Alternative graphemes : Revisit: c, oor, Teach: ce, sc, ar, ea, eigh, ough, le, our, ear, ve, o Revisit adding suffix: -ed, -er, -ing, -ment, -ly, -ful, -less, -ness	Readers 50-53	different, once, friends, beautiful	Rarer GPCs taught
Year 2		Teachers may choose to use Phase 6 at the beginning of Year 2 before progressing to Ready Steady Spelling (due 2023)			





a

Start at the yellow dot.
Curl left, round, straight up to join,
back down and flick

Trace then practise.

a _____

a _____

a _____

a _____

a _____

© Ready Steady Phonics™ from Literacy Counts Ltd

Phonics and Writing

During RSP sessions, children are developing their aural, visual and motor memories for the graphemes and phonemes within the lesson.

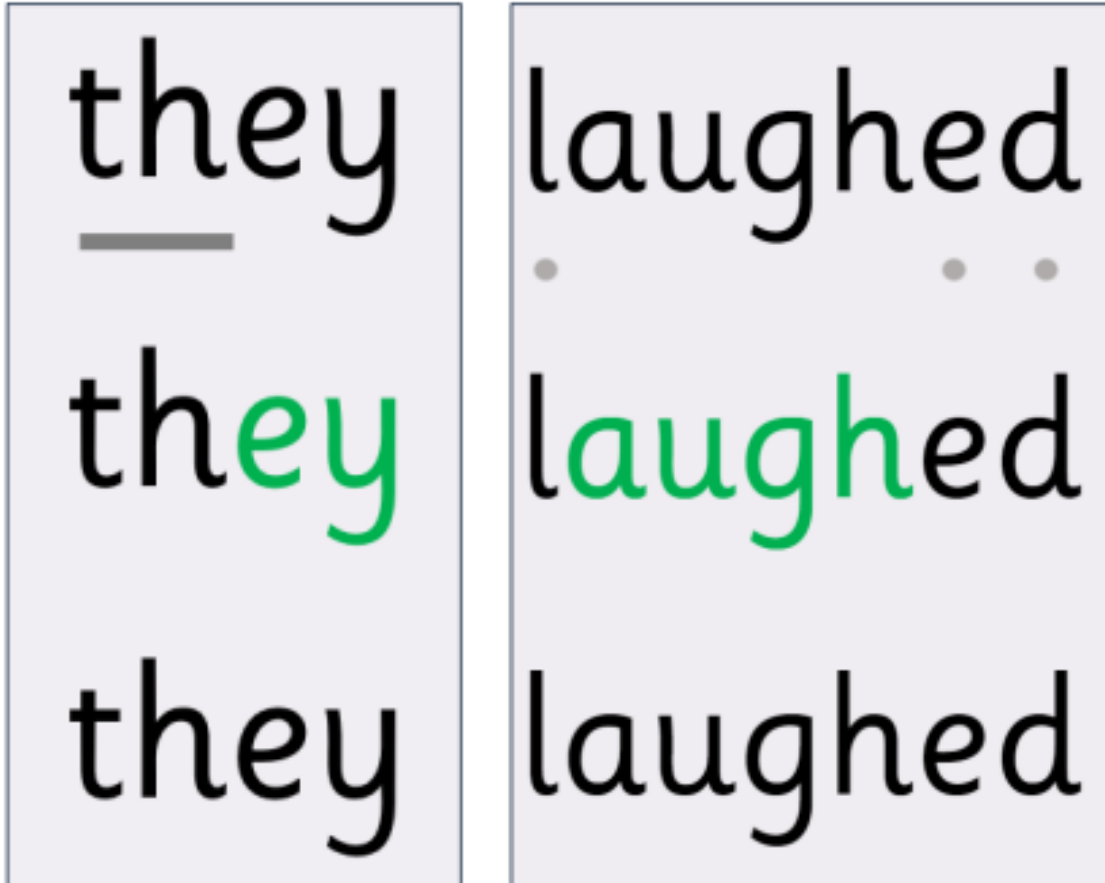
Each letter has its own rhyme to support your child to accurately form their letters.

At this point, your child will also be taught how to accurately hold a pencil, using a tripod grip. This gives the child the ability to write fluidly.





Common Exception Words



Throughout the scheme, children are exposed to a variety of 'common exception words' often known as 'tricky words.' These are words that cannot be decoded using the normal phonics rules.

Children are encouraged to decode the GPC within the word and identify the 'tricky bit.'

These words are routinely read to support automaticity in reading and spelling of these words.

Phonics Screening Check

Children in Year 1 will all be taking part in a phonics screening check during the same week in June 2024. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

The check consists of 40 words, 20 of these are 'real' words and 20 are pseudo words (nonsense or alien words). Your child will know during the check if it is a pseudo word as the word will be accompanied by an alien image. These are included because these words will be unfamiliar to all.





Reading Expectations

A new decodable reader is sent home every week which focuses on what has been covered that week in phonics. In school, you child will have read this book independently and as part of a group read.

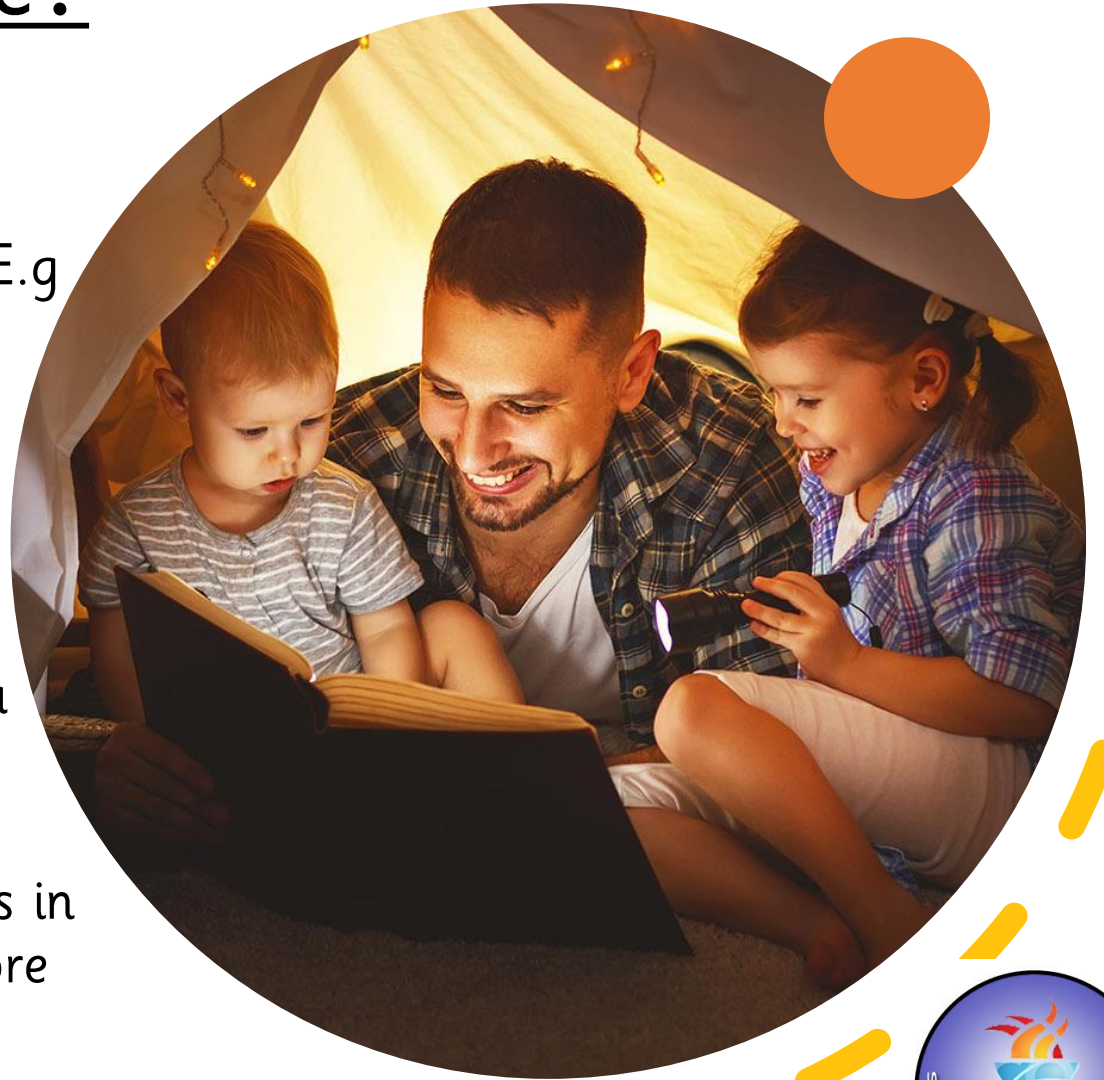
In Reception they will also bring home a 'book to share.' This is to help promote a love for reading and to develop your child's comprehension and broaden their vocabulary.

In Year one upwards your child will begin to bring home a benchmark book, this will have a level on as they are 'banded' by difficulty. Some of these books may be predictable or repetitive but will contain words that they may struggle to decode. They will also bring home a 'Reading Rocket' list, which focuses on the common exception words.



How can I support at home?

- Remind children to look for any known GPC.
- ‘Chunk’ larger words so they are easier to decode. E.g ‘wishing’ ‘wish – ing’
- Use illustrations as prompts to support with fluency automaticity when reading.
- Model reading and let your child see that you are a reader!
- Read in the environment, identify sounds and words in everyday settings. Make it more fun by reading in more unusual settings.
- Read familiar books.



Before reading Adult Supported Activities

Child point to and say each sound

igh 	oa 	oo 	oo
---------	--------	--------	--------

Vocabulary quick check with child:
room

Child blend through to read

igh sigh high night light	oa coat Joan room oak	oo too zoom loop shoot moon	oo book look hood good	Adding s boots coats woods
---------------------------------------	-----------------------------------	--	------------------------------------	--

Child read common exception words

Introducing: her
Consolidating: he she by was

Activating prior knowledge question:
What superheroes do you know?

After reading Adult read questions and child locate answers in the text.

Questions about our text (get answers from the text)

- Why was Joan sad at the start of the story? (Page 2)
- What was Joan's book called? (Page 4)
- What can you wear to be a superhero? (Page 11)
- What will Joan do? (Page 14)



Developing Comprehension with Ready Steady Phonics



Comprehension continued...

Before reading...

- Why did you choose this book?
- What do you think it is about, why?
- What is the title?
- Have you read any other books by this author?

Explore the features of the book, illustrations, author, blurb, contexts.

During reading...

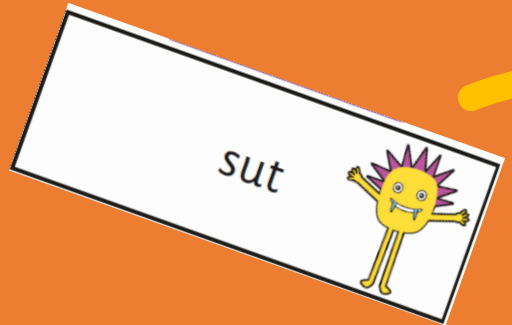
- What can you see from the illustrations?
- What do you think will happen next?
- What type of character is ...?
- How would you feel?
- Has this ever happened to you?

If factual,

- What new things have you learnt?
- What page would you look for to find out information about...?

After reading...

- What happened in the story?
- Which part did you enjoy the most/least?
- Did you learn any new vocabulary?
- Does this story remind you of anything?
- Did you like and if so, why?



Design your own alien headband and give your alien a name!

