

# READING WORKSHOP



# PHONICS AT CRAWSHAWBOOTH

Phonics is taught daily to all children in Reception and Key Stage 1. We follow the **Red Rose Letters and Sounds** systematic, synthetic phonics planning programme.

**Phonics is a way of teaching children to read quickly and skilfully.**

## **They are taught how to:**

- Recognise the sounds that individual letters make
- Identify the sounds that different combinations of letters make such as 'sh' or 'oo'
- Blend these sounds together from left to right to make a word
- Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.
- The children are taught to read words by blending, which means pushing all the sounds together to make a word. The children are taught to spell words by segmenting, which means sounding out words and writing down the sounds they can hear.

# PHONICS VOCAB

- **Phoneme** – a unit of sound (the sound you hear).
- **Grapheme** – the letter/letters used to represent a sound (the letters you see).
- **Digraph** – two letter grapheme joined together to make one sound. e.g. sh, ai, zz
- **Trigraph** – three letter grapheme joined together to make one sound e.g. igh, ear
- **Split digraph** – two letter grapheme that is split by another grapheme e.g. same – a\_e is split by the m.
- **Adjacent consonant** - two or more consonants that are next to each other in a word that make two separate sounds e.g. sl
- **CVC words** - Consonant, Vowel, Consonant

# PHONICS PHASES

**Autumn**

**Phase 2  
Reception**

**Spring**

**Phase 3  
Reception**

**Summer**

**Phase 4  
Reception**

**All Year**

**Phase 5  
Year 1**

**All Year**

**Phase 6  
Year 2**

Reception

PHASE 2

This is the first phase of your child’s reading journey in school.

The children will be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. **f**in, hu**ff**.

The children will learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions.

| PHASE 2 | GPCs                            | Tricky words              |
|---------|---------------------------------|---------------------------|
| Week 1  | Teach s a t                     |                           |
| Week 2  | Teach p i n                     |                           |
| Week 3  | Teach m d g                     |                           |
| Week 4  | Consolidate s a t p i n m d g   |                           |
| Week 5  | Teach o c k                     | Teach the                 |
| Week 6  | Teach c k e u                   | Teach I to                |
| Week 7  | Teach r h b                     | Teach no go               |
| Week 8  | Consolidate o c k c k e u r h b | Teach into                |
| Week 9  | Teach f f f l                   | Recap the I to no go into |
| Week 10 | Teach s s                       | Recap the I to no go into |
| Week 11 | Consolidate f f f l s s         | Recap the I to no go into |
| Week 12 | Consolidate if required         | Recap the I to no go into |



sat



s a t p i n m d g o



c k c k e u r h b f



f f l l l j v w x y



Reception

# TRICKY WORDS

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

**“Words we can’t sound out, we just have to know them!”**

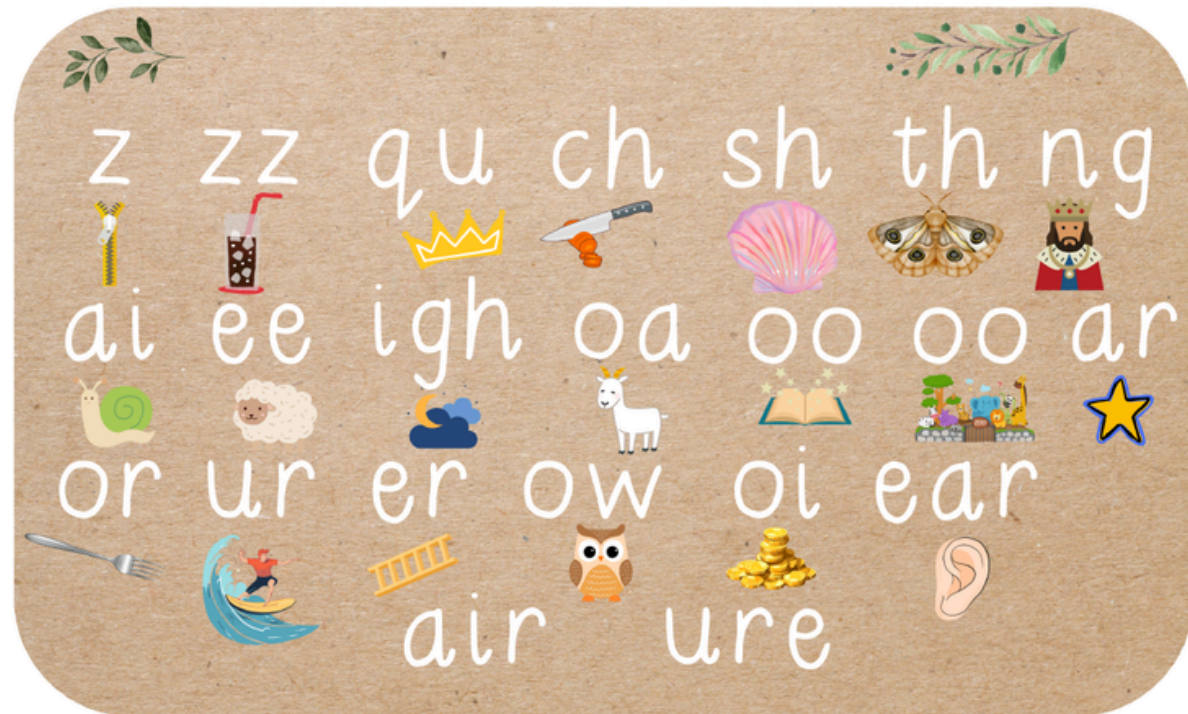
the I to go no into

**The cat sat on the mat.**

## Reception

# PHASE 3

- Learn the remaining alphabet sounds, including digraphs and trigraphs.
- Practise blending and segmenting a wider range of words.
- Read and begin to spell more tricky words.
- Develop word recognition, reading familiar words automatically rather than sounding them out.



he

she

we

me

be

you

all

are

her

was

they

my

rain

ch air

**The chair was black.**



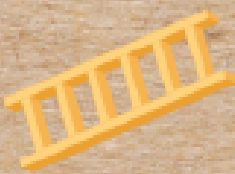
z zz qu ch sh th ng



ai ee igh oa oo oo ar



or ur er ow oi ear



air ure

## Reception

# PHASE 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) and multisyllabic words.

- **tr:** trip, trap
- **fr:** frog, from
- **cl:** clap, clown
- **br:** brick, brush

During this phase we begin to see children independently reading more **complex sentences.**

The frog had a swim in the  
pond. The frog went to sit on  
a rock.

## Phase 4 Tricky Words Word Mat

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

# 5 MINUTES OF READING EVERYDAY

## Monday

Read the new book together.  
Encourage your child to sound out and blend the words.  
Help them if they get stuck.

- Reading books are changed every Monday and Thursday.
- Recommended reads are changed every Monday.
- We promote Reading for Pleasure!

## Tuesday

Read the book again.  
Encourage your child to read words they know.  
Practise any tricky words.

## Wednesday

Read the book again.  
Encourage your child to read with confidence.  
Praise them for having a go.

## Thursday

Read the new book together.  
Talk about the pictures.  
Encourage your child to sound out and blend unfamiliar words.

## Sunday

Read the book together for enjoyment.  
Let your child show you what they can do.  
Celebrate their reading!

## Saturday

Read the book together.  
Ask one simple question about the story.  
For example: "What happened?" or "Where did they go?"

## Friday

Read the book again.  
Let your child have a go at reading independently.  
Praise their effort.

# SUPPORTING YOUR CHILD AT HOME

Using the sounds the children have been exposed to, the following games and activities can be used to support your child.

**Regular  
Reading**

**Flashcards**

**Magnetic letters**

**I Spy**

**Sound hunt**

**Regular Praise**

# RED ROSE DITTIES

|                                                                                                                                  |                                                                                                                                                                        |                                                                                                                                                   |                                                                                                                                                                        |                                                                                                                                   |                                                                                                                                       |                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Round the anchor<br/>and down the rope.</p> |  <p>Down the bat and<br/>round the ball.</p>                                        |  <p>Curl round<br/>the cat.</p>                                |  <p>Back round the<br/>dog's body, up to<br/>his ears and down<br/>to his tail.</p> |  <p>Across the shelf<br/>and over the elf.</p> |  <p>Follow down<br/>the flamingo<br/>and fly.</p>  |  <p>Go round the<br/>gorilla and swing<br/>from the vine.</p>       |
|  <p>Down the hill and<br/>over the hedge.</p>   |  <p>Down the insect<br/>and don't forget<br/>his cap.</p>                           |  <p>Jump off the jetty<br/>and don't forget<br/>your cap.</p>  |  <p>Down the koala's<br/>body, arm and leg.</p>                                     |  <p>Down the long<br/>ladder.</p>              |  <p>Down the mound<br/>and over the moles.</p>     |  <p>Down the nose and<br/>over the nostril.</p>                     |
|  <p>Back round the<br/>octopus.</p>           |  <p>Down the path, up<br/>the path and round<br/>the pond.</p>                    |  <p>Quick! Back round<br/>the pond, down<br/>and splash.</p> |  <p>Rain down to the<br/>ground and over<br/>the rainbow.</p>                     |  <p>Slip down<br/>the slide.</p>             |  <p>Down the tree and<br/>across the branch.</p> |  <p>Down under the<br/>sea, up for breath<br/>and down again.</p> |
|  <p>Down the vase and<br/>up the vase.</p>    |  <p>Down the wave and<br/>up the wave. Down<br/>the wave and up<br/>the wave.</p> |  <p>Cross the box and<br/>cross the box.</p>                 |  <p>Down the yo-yo,<br/>up the yo-yo<br/>and swing.</p>                           |  <p>Zip, zap, zoom!</p>                      |                                                  |                                                                                                                                                        |

