



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Teach reading:
change lives

Parent workshop: Phonics and Reading in Year 2





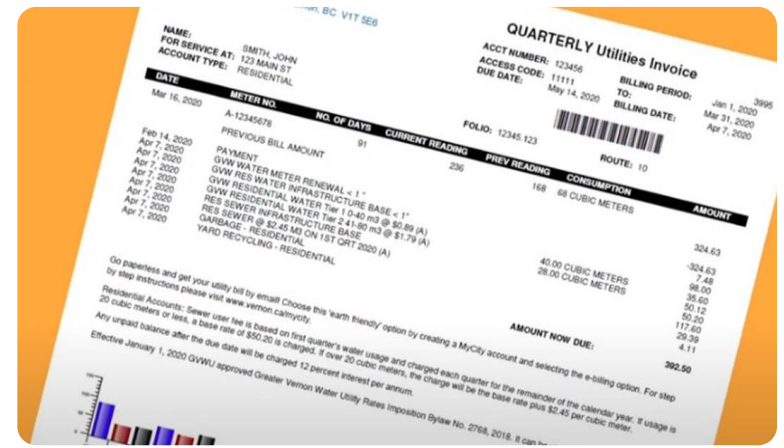
**A love of reading is the biggest indicator
of future academic success.**

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





How many times have you already read today?





Phonics

Teaching Early Reading Skills



Phonics is:

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





Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



Pure Sounds

It is very important that we say the sounds correctly. We should not add on the 'er' at the end of the sound as this confuses the children when they are blending and segmenting their words












Phonics: How to pronounce pure sounds | Oxford Owl








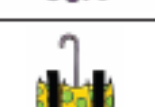


Alternative Pronunciations



In Year 2 we begin to look at the fact that there are many graphemes that represent the same sound.

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffffr fffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press ttttt ttttt	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvvv vvvvv	ve





Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshshsh	ch tl ssi sl cl
	Open your mouth wide and say e e e	ea
	Pull your lips back and make the l sound at the back of your mouth lll	y
	Make your mouth into a round shape and say o o o	a
	Open your mouth wide and say u u u	o-e o ou










*Note that the pronunciation of 'ture' has a slight schwa sound at the end.



Sounds Introduced in Phase 3



Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e eigh algh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e le y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	le l l-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	ue u-e ew ou ul
yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar	a* al*

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er lr or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air	are ere ear
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su sl

*depending on regional accent





There are also alternative pronunciations for the same grapheme. The children will begin to be able to select the correct/grapheme/pronunciation, the more that they read and understand what they are reading.

Phase 5 Alternative Pronunciation

i

mind



o

hero



c

city



g

giant



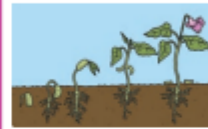
u

unicorn



ow

grow



ie

field



ea

bread



a

path



a

acorn



a

wasp



y

sunny



y

sky



y

gym



ch

school



ch

chef



ou

soup



ou

could

ou

shoulder



ey

grey





And all the different ways to write the phoneme sh:



shell

captshion

chef

mansshion

specshial

passshion



High Frequency/Tricky Words

Tricky words

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



I know the single letter consonant 'w'

↓
was

'a' as short /o/ like in 'swan' - too advanced

's' as /z/ like in 'as' - often seen in plurals

Look at the Tricky Word. Identify the sounds that you know... including digraphs... and the sounds that are irregular.

she ● ●	are ● ● ●
old ● ● ●	the ● ●
many ● ● ● ●	want ● ● ● ●

That o should say /o/ not /oa/!

I remember the y says /ee/. The a should not say /e/!

I don't hear the a or the e in this word!





Phase 2 to 5 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

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

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could

How to help your child with recognising The High Frequency Words/Tricky words





Reading

Reading Terminology



Inference

Retrieval

Prediction

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



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KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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Reading a book at the right level

This means that your child should:

- 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% -10% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan





Everybody read!

Why reading to your child really matters





Read to your child



The shared book is for **YOU** to read:

- 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.





Why read with your child at home?



Reading a book and chatting about it has a positive impact on children's ability to:

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



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Does it matter how we read with our children?



Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.





Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.





Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.





What if they always want to read the same book?



Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!





A love of reading is the
biggest indicator of future
academic success!