

Phonics and Reading Workshop

2025





Aim:

*To support your child
at home with reading*



Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.

– Robert John Meehan

www.montessorinature.com

Why is reading so important for children?

Reading is fundamental to education

- To enjoy and understand stories
- To understand how stories start and finish
- To explore how a plot unravels and is resolved.
- To learn new vocabulary and sentence structure
- To learn punctuation
- To develop listening and attentions skills
- To learn inference and prediction skills

Every Minute Counts

Child 'A' reads
1 minute each day

180 minutes in a
school year

8,000 words



Child 'B' reads
5 minutes each
day

900 minutes in a
school year

282,000 words



Child 'C' reads
20 minutes each
day

3,600 minutes in a
school year

1,800,000 words



Literacy – Word Reading Early

Learning Goal Statements

- Say a sound for each letter in the alphabet and at least 10 digraphs [digraphs – two letters that make one sound. We call them 'special friends' – ch, sh, th, ng, nk, ay, ee, ow etc].
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy – Comprehension Early Learning Goal Statements

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 - Anticipate (where appropriate) key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy – Writing Early Learning Goal Statements

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences which can be read by others.

How is it taught?

Phonics is...

The teaching of letter sounds –
how they are read and written
and



Reading and writing words and
sentences

Levels 1—4 are taught in
Reception

Level 4 is consolidated in Y1



Level 1 – Listening to sounds

Listening, sound discrimination,
alliteration, rhyme and rhythm,
blending of sounds.



Level 2 – learning letter sounds

s  Make a snake's head with your hands and wiggle your body like a snake!	a  Pretend to bite into a crunchy apple.	t  Pretend to stir a teaspoon around a teacup.	p  Make one hand into a puppy's head and pat it with your other hand.	i  Flap your hands like an insect's wings.	n  Make your fist into a nut and tap it.
m  Yummy! Rub your tummy.	d  Pretend to play your drum kit.	g  Pretend to wrap your scarf like Gabi.	o  Pretend to squeeze a juicy orange.	c  Wiggle your finger like a caterpillar.	k  Pretend to spread your hand like a kite and fly it in the air.
ck  Make a duck's beak with your hands and pretend to pick up sticks.	e  Make an egg with one hand and tap it with the other.	u  Make one hand into an umbrella and sprinkle rain on it.	r  Move your arms like a robot.	h  Pretend to open the door of the house.	b  Pretend to throw and catch a ball.
f  Pretend to wave a magic wand.	l  Pretend to lick an ice lolly.	ff  Pretend to switch off the light.	ll  Pretend to ring a bell.	ss  Blow a kiss.	

Please do not add the 'uh'

fuh

nuh

muh

puh

huh

luh

ruh

tuh

fff

nnn

mmm

p

h

lll

rrr

t

*Follow the link
to hear the
sounds pronounced
correctly:*

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Level 3-

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yo-yo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

Level 4

No new sounds

Two-syllable words

Reading and writing four, five, six
letter words like sand, trunk, splash,

How can you help your child to read the graphemes?



Find sounds on the
sound mat

Use flashcards



Matching objects to
initial sounds



Go on a sound
hunt



How can you help your child to write the sounds?

Find fun ways to practise writing sounds! (It doesn't always have to be pencil to paper!)



Writing
Letters

Rachel (\"/>



Invisible Ink Pens



Please check the formation of:

k f

Our handwriting policy asks children to form their letters this way.

Saying the rhymes will help!


 <p>Around the apple, up the stalk and down the leaf.</p>	 <p>Down the bat, up and around the ball.</p>	 <p>Curly around the caterpillar.</p>	 <p>Around the drum, up and down the stick.</p>	 <p>Around the egg and under the cup.</p>	 <p>Over the fairy's head, down her dress and give her a wand.</p>	 <p>Around Gabi's head and wrap her scarf.</p>	 <p>Down the chimney to the floor, up and over the new front door.</p>	 <p>Down the insect's body and tail, dot the head.</p>
 <p>Down the jet, around its trail and dot the sun.</p>	 <p>Down Kit, up and around the kite and down its tail.</p>	 <p>Down the lolly and lick!</p>	 <p>Down the fork, over and over the meatballs.</p>	 <p>Down the leaf, up and over the nut.</p>	 <p>Around the orange.</p>	 <p>Down the puppy's neck and leg, up and around his head.</p>	 <p>Around the queen's head, down and up her arm.</p>	 <p>Down the robot's body, up and over its arm.</p>
 <p>Curly around and around the snake's body.</p>	 <p>Down the teaspoon and under the teacup, then across the top.</p>	 <p>Down one umbrella handle, up and down the other.</p>	 <p>Down the neck, up the neck.</p>	 <p>Down the wave, up the wave, down the wave, up the wave.</p>	 <p>Criss, cross.</p>	 <p>Swing the yoyo up, drop it all the way down and underneath.</p>	 <p>Zig, zag, path.</p>	

Blending for reading



What is it?

Blending is the strategy we use to help children read. They say the sounds and then read the whole word e.g.



t-o-p, top

p-a-n, pan

f-i-x, fix

How is it taught?

Blending: We press the sound buttons and blend the sounds together.



tin

Some examples. . .

ship

truck

quack

This helps them to identify which sounds they need to say, especially when two are together like ll or ck

How can you help your child to blend?

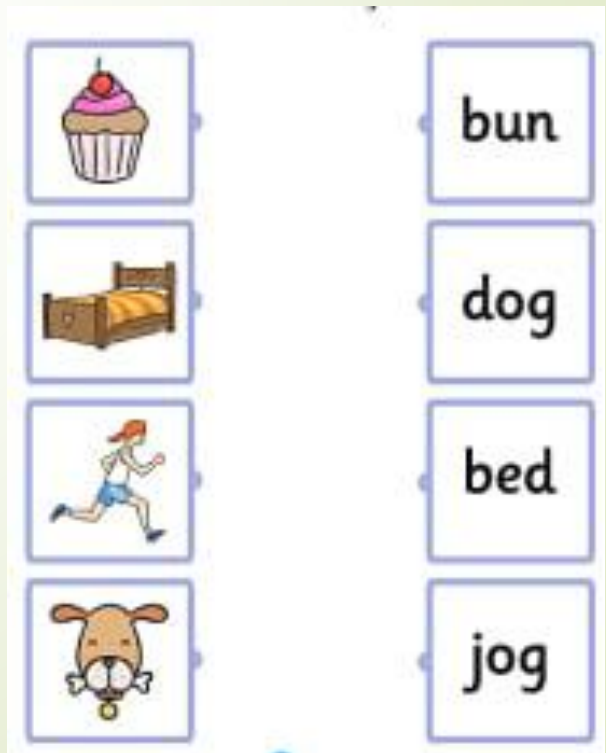
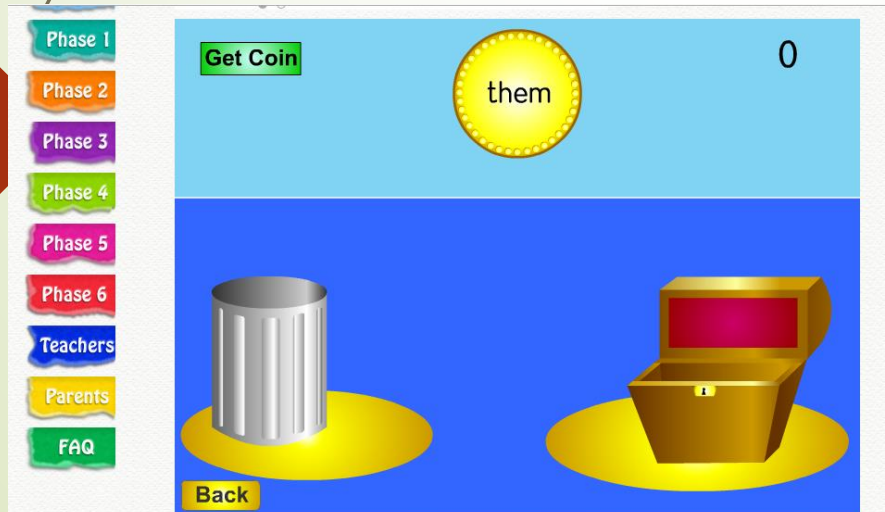
Blending:

Useful websites:

phonicsplay.co.uk

Reading books
with words

Match words to
pictures



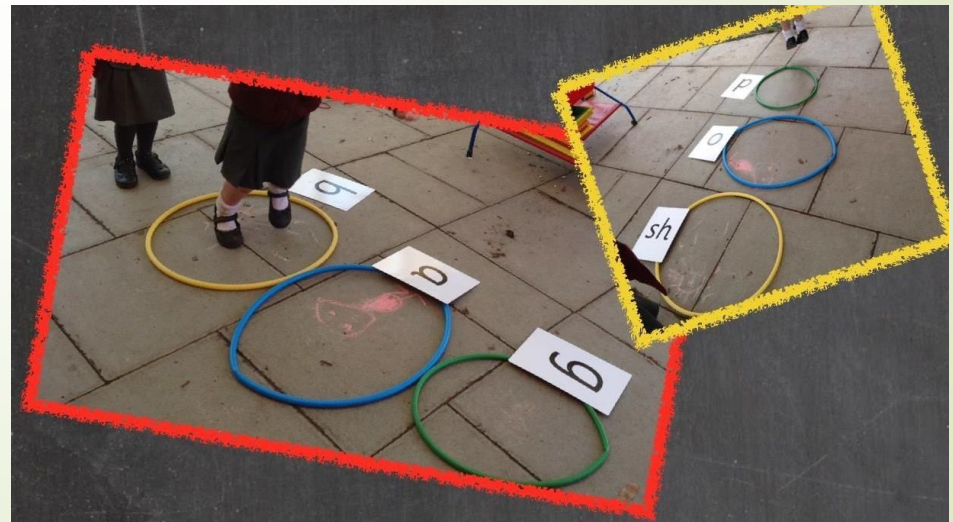
Blending:

Make the words with magnetic letters and let them blend.



Write words on the floor and let them jump and blend.

ictgames.com



Segmenting
(sounding out)
for writing



What is it?

Segmenting is the strategy we teach that helps the children to write. They say the word, listen to which sounds make that word and then write them e.g.



cat c-a-t

man m-a-n

How is it taught?

Encourage your child to use 'Spelling Fingers' when spelling words.

For example, ask your child to say the word they want to spell, and count how many sounds they hear on their fingers. As they spell, they then press the sounds onto their fingers to help them.

For example, if your child is trying to write 'cat' they would count the sounds on their fingers (3), hold up 3 fingers and then press them c – a – t.

How can you help your child to write?

Provide pens, pencils, felt tips, note pads, envelopes, post it notes, diary





Find opportunities for your child to write:

Messages

Signs

Shopping lists

Cards

Invitations

To do lists

Labels

Check lists

Stories

Tricky Words

Tricky words need to be read on sight
– they cannot be sounded out



I no go to the

into was here they

How can you help your child to read tricky words?

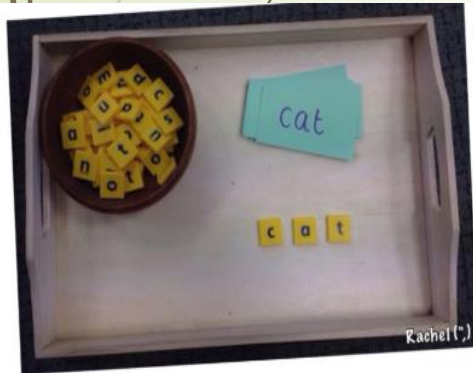
Tricky words:

Place tricky words around the house

Play games like bingo

Use flashcards

Go on a tricky word hunt



Tricky Word Bingo		
like	by	old
have	down	when






Reading Books

Book bands:

Level 2, 3, 4

Reading books match your
child's phonic knowledge.





Reading Books

- ➡ Home reading books are only given out when we feel your child is ready.
- ➡ As soon as children can recognise enough sounds and blend the sounds they read, then they can have a reading book

Guided Reading

- ➡ Guided Reading- Guided reading is a teaching method used to support children towards independent reading.
- ➡ Through guided reading, children learn how to solve problems.
- ➡ Children read a different book in school than they do at home so that we can assess their decoding, blending, and comprehension skills.





Reading Record



Record:

- Achievements
- Sounds or words they struggled with
- If they struggled to answer questions about the story
- Comments will be read and responded to, if needed

Practise at home

Reading Book (words with specific taught sounds from phonics sessions) – every day if possible

When your child is ready, they will also be given Common Exception Word bookmarks. These are words that cannot be sounded out and need to be learned using sight recognition, not sounding out. Bookmarks do not need to be returned to school. They are for you to keep. We will check Common Exception Words each week.

Common Exception Word Bookmarks

Common Exception Words-
Bookmark 1



to
the
no
go
I

Common Exception Words-
Bookmark 2



he
she
we
me
be

Common Exception Words-
Bookmark 3



was
my
you
they
here

Common Exception Words-
Bookmark 4



all
are
said
so
have

Please do not
hesitate to come
and see me if
you have any
questions 😊





Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.

– Robert John Meehan

www.montessorinature.com