



Good evening.
Welcome to our 'Barn Owls'
Parents Phonics Workshop.





The letters and sounds we are learning in the Barn Owls Class

Recap of Phase 5

Going back over all the alternative pronunciations of the Phase 5 phonemes and the blending and segmentation that goes with this.

Thinking about rules that will help us learn when to use a particular spelling.



HIGH MEADOW INFANT SCHOOL

Welcome to

Phase 5 Sounds

ay 	ou 	ie 	ea 	oy 	ir 	ue 	aw 	wh 
ph 	ew 	oe 	au 	ey 	a_e 	e_e 		
i_e 	o_e 	u_e 						





HOW we teach these letters and sounds in the Barn Owls Class

We still use the same structure of the phonics lesson:

REVIEW, TEACH, PRACTISE, APPLY

But because the children have been introduced to these phonemes before, they will be working on more than one each day.





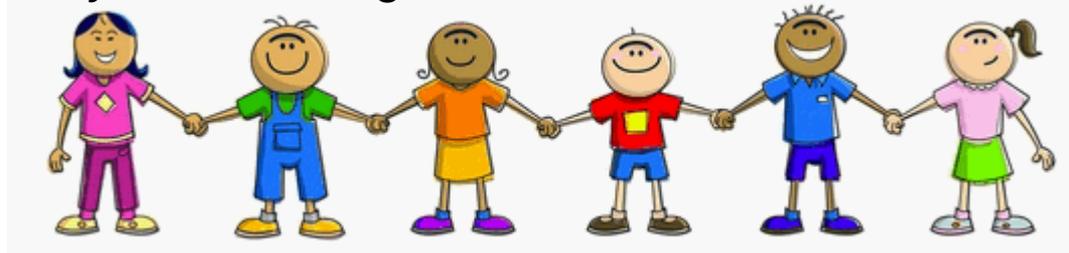
The 'Tricky for now Words' we are learning in the Barn Owls Class

We are looking again at all the 'Tricky for Now Words' in Phase 5 and making sure we can spell them and use them in our writing.

oh their people Mr Mrs* looked called asked would should could*

*As shortened forms of words, Mr and Mrs cannot be taught in this way. You could write out Mister in full and show that the shortened version is the first and last letters, Mr. Then show how Mrs is a shortened version of Mistress.

It is easy when you are spelling one word to concentrate on that word, but more difficult when you are writing it in a sentence in the middle of a story.





How we teach the 'Tricky for now Words' in the Barn Owls Class

- We have the words on our Learning Wall so that we can refer to them every day.
- We practise using Look, Cover, Write, Check.
- We have word fans on tables.
- We play games.
- We write the words in sentences.
- We learn them for our spellings.





PhonicsPlay.co.uk

Interactive phonics games Printable resources Ideas for teachers Advice for parents Assessment ideas Inspiration Planning Fun

<http://www.spellingplay.co.uk>

Letters and Sounds



HIGH MEADOW INFANT SCHOOL



Strategies

Explanations

1. Syllables

To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by).

1. Base words

To learn my word I can find its base word (e.g. smiling = smile + ing, women = wo + men).

1. Analogy

To learn my word I can use words that I already know to help me (e.g. could: would, should).

1. Mnemonics

To learn my word I can make up a sentence to help me remember it (e.g. because = big elephants can always understand small elephants).



HIGH MEADOW INFANT SCHOOL



Phase 6

This phase has changed so that it now includes more teaching of new sounds and their spelling rules.

The children learn that there is not always obvious connection between the way a word is said and how it is spelt.

There is a more in-depth look at words with suffixes, contractions, homophones and polysyllabic words.



HIGH MEADOW INFANT SCHOOL



1 s/es	2 s/es	3 ed	4 ing	5 er	6 er
thoughts	thinks	looked	caring	bigger	reader
leaves	goes	stopped	wasting	hairier	runner
books	sees	landed	flying	whiter	listener
tables	has	worried	hoping	nicer	teacher
legs	is	waved	hopping	funnier	worker
hairs	pushes	ripped	getting	taller	rider
brushes	cries	played	feeling	fatter	player
tins	feels	suggested	carrying	thinner	carer
glasses	gets	faked	biting	richer	ruler
7 est	8 ness	9 ment	10 y	11 ful	12 less
biggest	happiness	development	smelly	careful	penniless
hairiest	emptiness	enjoyment	hairly	fearful	hopeless
smelliest	silliness	employment	bony	beautiful	fearless
tallest	sadness	amusement	nosy	thoughtful	useless
fattest	kindness	agreement	cheeky	tasteful	clueless
richest	coldness	entertainment	sunny	hopeful	helpless
smallest	tenderness	amazement	funny	powerful	endless
loneliest	weakness	payment	fatty	dreadful	thoughtless
thinnest	goodness	disagreement	noisy		



Converting past tense to present tense (regular verbs)

I walked to the park and played on the swings. I shouted to my friend and she skipped over to the play area.





Convert past simple to past continuous

We travelled to the shops on the bus and it broke down. In town people looked in the windows and talked about the clothes they liked.

We use the past continuous to explain what was happening while something else was going on. For example: When I was eating my dinner the phone rang. She was talking to her friend while I tried to explain what to do.





Change full words to contracted versions

I am very tired today. Me and my family have just got home. We have been at the theme park today. My brother is happy because he is going again next week with his friends. They have been three times this summer! My sister is angry because she is working early tomorrow and it is very late now.





A homophone is a word that sounds the same as another but which has a different meaning. The words can be spelled the same (e.g. 'rose' which can be the past tense of 'rise' or the name of a flower) or spelled differently (e.g. cereal/serial).

The children should know the difference in meaning between homophones and near-homophones. Near homophones include very similar words such as quite/quiet which the children often mix up.

The children need to know the meaning of both and then find ways to remember which spelling goes with which particular meaning.





Proof reading work

I have a barbie doll. She is very pretty but my friend's doll is prettyer. I told my Mum I wantid a new one and she sayed it was too much money and I haved to wait until my birthday.





How we use to teach your child to read in the Barn Owls Class

Every day we have a guided reading session where our 5 reading groups will all be doing a reading activity, with the teacher or TA or working independently.

- I. Reading with the teacher.
- II. Reading or working with the TA.
- III. Completing an activity about their reading book to show their understanding of the text.
- IV. A free writing activity.
- V. A phonic activity.





The reading books we send home in the Barn Owls Class

Reading at home should be a pleasurable shared experience where the child is practising what they already know.

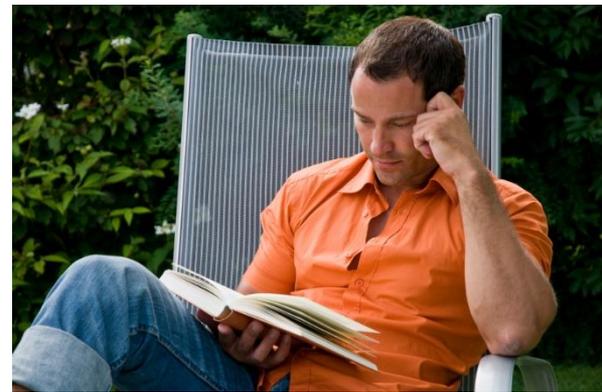
We will do the teaching and will be working on books that are in the next book band.





How you can help your child at home.

Read their home reader with them,
ask questions about the text,
share other wonderful books,
model a love of reading with your child –
let children see that you value books.
Seeing adults enjoying reading from books,
newspapers, magazines, recipes or menus
will make children want to read themselves.
Take them to the library and
take part in the library schemes.





Reading is one of the most valuable and rewarding skills your child will learn. Children who read regularly to an adult at home, make greater and quicker progress in the development of their reading and comprehension skills and therefore any time you can spend hearing your child read will provide valuable support to their learning.





Any Questions?

Please take time to explore the resources that we have laid out in the classroom.

Thank you for coming this evening.

