

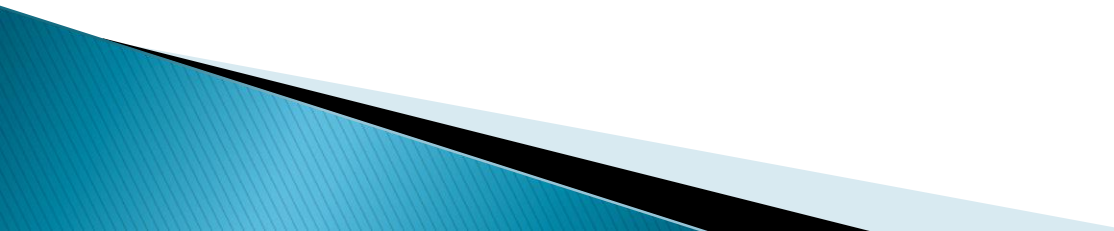


Reading, Writing & Phonics Workshop

Phase 6

September 2019

Letters and Sounds

- ▶ Phonics is taught through the *Letters and Sounds programme*
 - ▶ *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.
 - ▶ In the Year 1 children are expected to reach the end of Phase 5 at the end of the year and complete the Phonics Screening Check.
 - ▶ Today we will show you activities and expectations of Phase 6 and how you can support your child at home.
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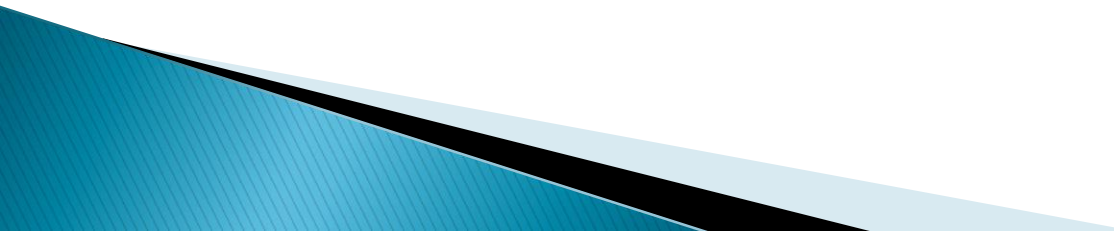
Phase 6

- Consolidating phase 5
- Adding suffixes and prefixes to words
- Teaching grammar alongside spelling rules e.g. suffix ed is used to create a past tense word

Phase 6 continued

Can read Y2 high frequency words

Can spell Y2 high frequency words



Phase 6 continued

Adding suffixes - ed, ing,
er, est, ful, ly, y

played

washed

singing

running

diver

footballer

runner

fastest

slowest

playful

sadly

quickly

funny

Phase 6 continued

Adding verbs to form nouns
- ment

enjoyment

encouragement

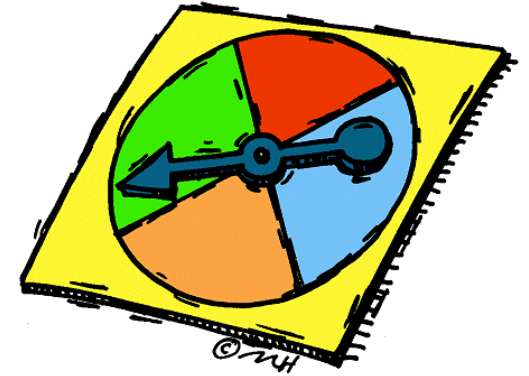
Phase 6 continued

Adding adjectives to form
nouns - ness

gladness

happiness

Games and activities



- * Highlighting tenses in books
- * Can you correct this passage?
- * Tenses
- * Fun with Words Dictionary Learning
- * Different types of sentences

Using Phonics in reading

If your child gets 'stuck', here are some helpful ideas:

- ▶ Encourage them to segment the word into the sounds.
- ▶ Use picture clues.
- ▶ Ask the child to read on (to get sense of sentence).
- ▶ Never delay too long in giving the word if above strategies fail.
- ▶ Re-read that sentence together (for reinforcement/fluency practice).

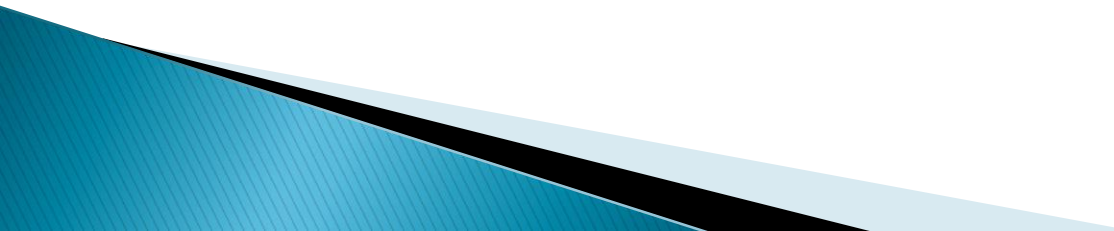


Talking about books is very, very important
- ask lots of questions about the text:

- ▶ *Why did that happen?*
- ▶ *What happened next?*
- ▶ *Where/When did it happen?*
- ▶ *How do you think it will end?*
- ▶ *Which was your favourite part?*
- ▶ *How did xxx feel?*
- ▶ *How do you know that?*
- ▶ *Who are the main characters in the story?*
- ▶ *Was there a part in the story that was sad/happy/funny/etc?*

Phase 6 Spelling

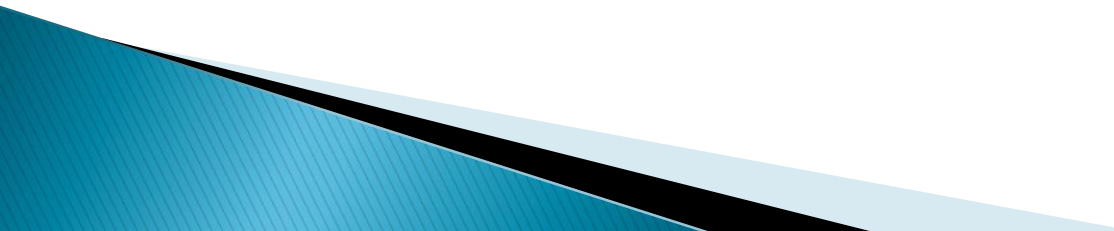
Word Class

- ▶ Verb
 - ▶ Noun
 - ▶ Adverb
 - ▶ Adjective
- 

Types of suffixes

- ▶ ed/ing
 - ▶ s/es
 - ▶ Ly
 - ▶ ment
 - ▶ ness
- 

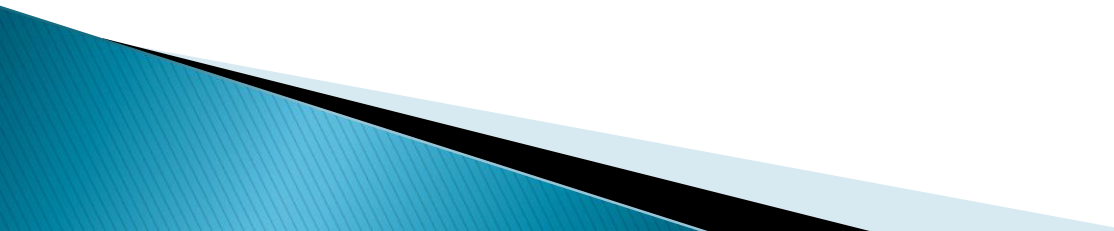
Adding suffixes

- ▶ Understanding what a vowel and consonant is
 - ▶ Doubling consonants at the end of words with a short vowel e.g. hop = hopped
 - ▶ Drop the e add ed/ing
 - ▶ Change the y to an i
 - ▶ Do nothing if a digraph or double consonant e.g. play = played huff = huffed
 - ▶ Something different (irregular verb) run = ran
- 


Spelling & Words Families

- ▶ Using the spelling of known words to help with the spelling of unknown words e.g. could, would, should
- ▶ Use syllables to help spell quickly e.g. carpet = car + pet
- ▶ Having a root/base word and building on e.g. happy, happiness, unhappy

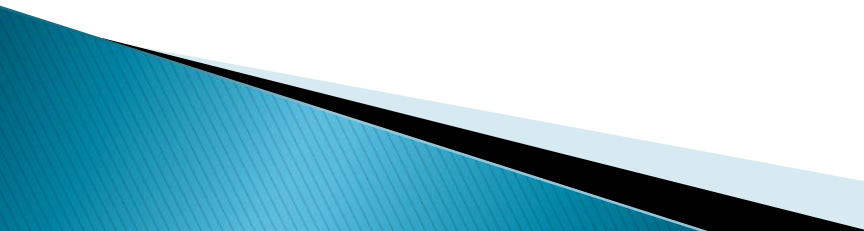
Mnemonic

- ▶ Because
 - ▶ Wh- gang/question words
 - ▶ O U Lucky Duck- would, could should
 - ▶ B E A U Tiful
 - ▶ Mrs D, Mrs I...
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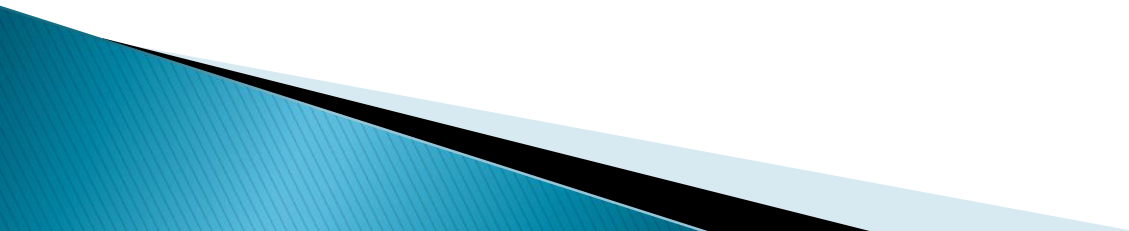
Grammar & Punctuation

- ▶ Tenses: past, present, future
 - ▶ Plurals: s / es something different
 - ▶ Sentence type: statement, question, command, exclamation
 - ▶ Using commas in lists
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Grammar & Punctuation

- ▶ Contractions– using an apostrophe
 - ▶ Comparatives & superlatives
 - ▶ Homophones– sound the same, spelt differently with different meanings
 - ▶ Synonyms
 - ▶ Antonyms
 - ▶ Using commas to separate clauses
- 

Ways to support your child



Thank you for coming.

