

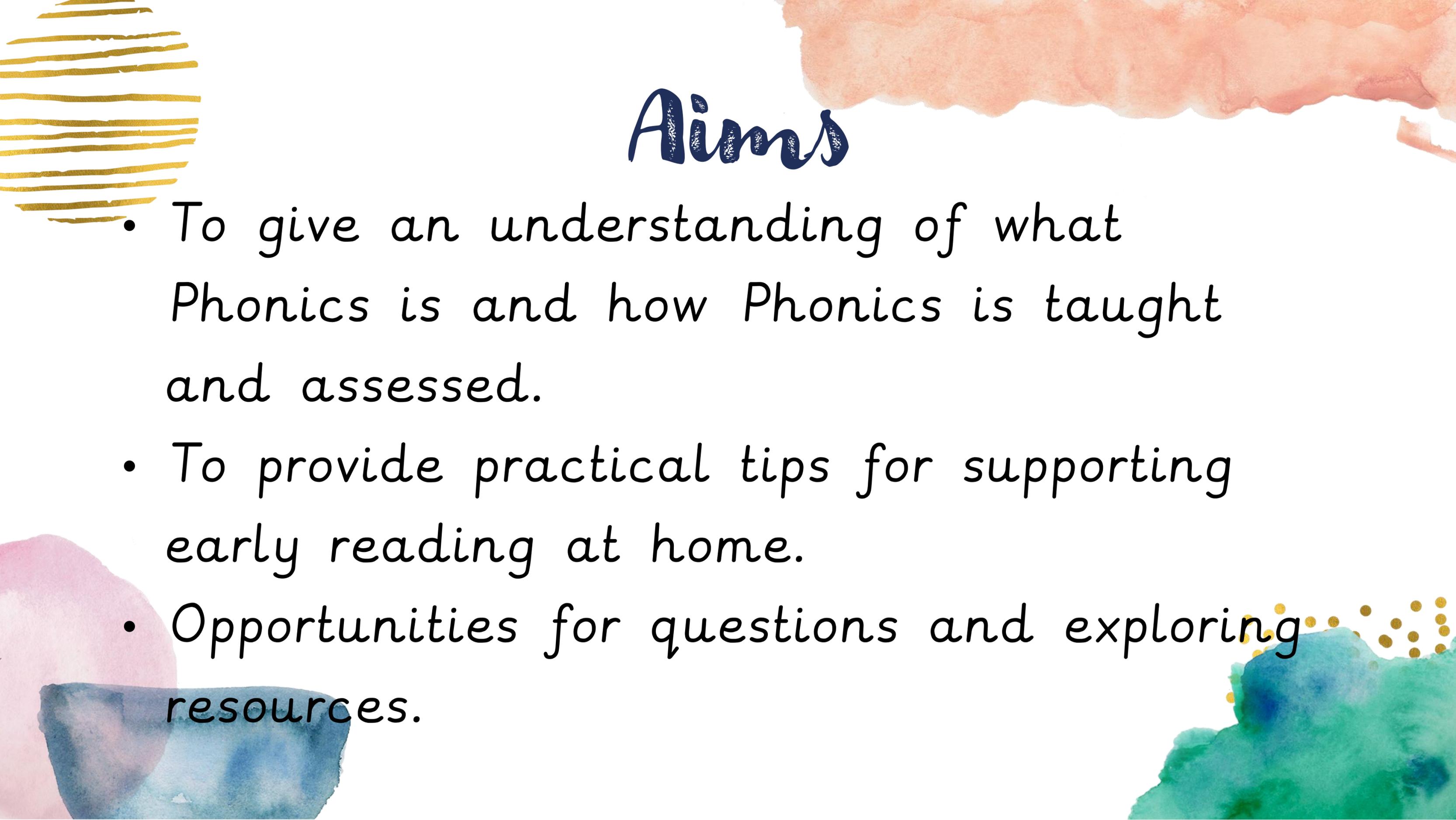
# Christ the King Catholic Primary School



Learning, growing, praying  
together with  
Christ our King



## Early Reading and Phonics Workshop



# Aims

- To give an understanding of what Phonics is and how Phonics is taught and assessed.
- To provide practical tips for supporting early reading at home.
- Opportunities for questions and exploring resources.



# What is Phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) to letters (graphemes).

Children learn to decode words by blending sounds together.

We follow the AnimaPhonics Phonics scheme at Christ the King.

Children have a phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.



# English Alphabetic Code

44 sounds

26 letters

Over 150+ graphemes  
(letter combinations)

One of the most complex alphabetic codes in the world!

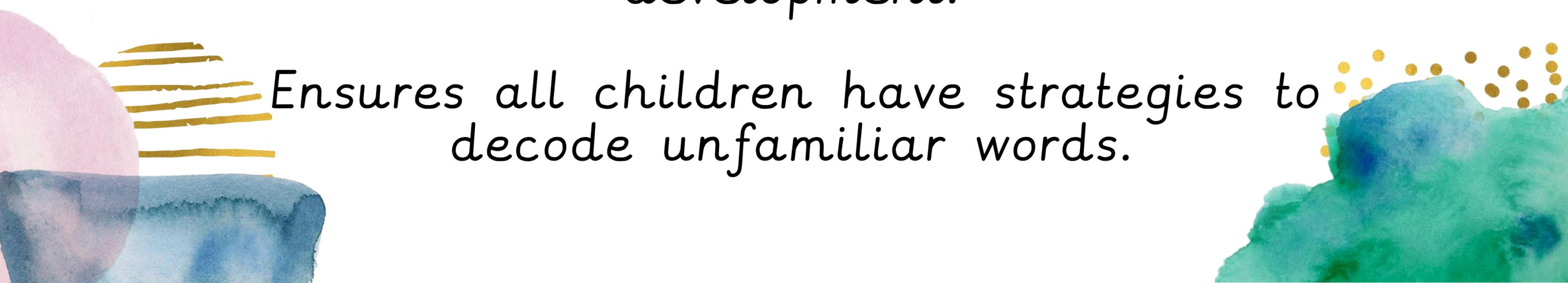


# Why Phonics matters

Builds strong foundations for reading and writing.

Helps children become confident, fluent readers.

Supports spelling and vocabulary development.



Ensures all children have strategies to decode unfamiliar words.

# Terminology

Term	Meaning	Example
Phoneme	Smallest unit of sound in a word	“s” in sun
Grapheme	Letter(s) representing a sound	“sh” in ship
Blending	Joining sounds to read a word	c-a-t → cat
Segmenting	Breaking word into sounds for spelling	dog → d-o-g
Digraph	Two letters making one sound	ch in chip, ee in see
Trigraph	Three letters making one sound	igh in night
CVC Word	Consonant-vowel-consonant word	cat, dog, pin
High-Frequency / Sight Word	Common words, not easily decodable	the, said, come

# Anima Phonics



Uses engaging stories, characters, and songs to make phonics fun.

Clear progression through phases of phonics learning.

Consistent approach across Reception and Year One.

Focuses on daily practice and interactive learning.

# Anima Phonics



	Autumn Term	Spring Term	Summer Term
Nursery	Phase 1: Early Worms		

	Autumn Term	Spring Term	Summer Term
Reception	Phases 2 & 3	Phase 4	Phase 5a

	Autumn Term	Spring Term	Summer Term
Year 1	Phase 5b	Phase 5c	Phase 6a

	Autumn Term	Spring Term	Summer Term
Year 2	Phase 6b	Phase 6c	Phase 6d

# Phase 1



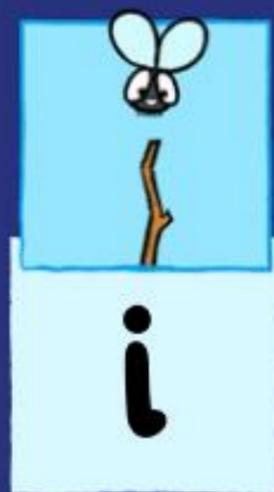
- Phase One concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.
- The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Each aspect contains three strands: tuning in to sounds, listening and remembering sounds, and talking about sounds.



# Phase 1

- Voice sounds - find a picture of a dog and listen to the adult sound it out - d-o-g. Child to repeat.
- Go on a listening walk
- Drumming on different objects and comparing the sounds
- Make sounds/playing instruments alongside with a story
- Sing along with and listen to songs and rhymes
- Clap out syllables in words
- Play I-Spy games

# Phase 2



Reception

# Phase 3



j



v



w



x



y



z



qu



ch



sh



th



th



ng



ee



ar



oa



or



oo



oo



ai



igh



ear



ow



ur



oi



air



ure



er



ue

# Phase 4

Focus on common exception words and digraph "Twin letter" e.g  
-ff as in off, -ss as in dress, hiss, -ll as in doll, fill  
Reading and writing of four phoneme words e.g gran, green,  
bump, chimp.

## Phase 4 Rainbow Words

go

no

into

put

he

she

you

they

we

be

all

# Phase 5



ay  
a\_e  
a



ea  
e\_e  
e  
ie  
y



ie  
i\_e  
i



ow  
o\_e  
o  
oe



ew  
u\_e  
u



Can sometimes represent 'oo' depending on word or accent.



aw  
au  
ore



ir



oy



ou



nk



ph



wh



ve



tch



are



ea

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Started at the end of Reception  
Year 1

## Phase 6



er

wor



g

ge

dge



kn

gn



ti

ssi

ci



al

all

war



ear



y



c



wr



mb



ey



s



o



wa

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Started at the end of Year 1  
Year 2

# Phase 6

Phase 6 also focuses on learning spelling rules for suffixes.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness

# Phoneme 'c'

- Hard 'k' sound e.g. cat, cone
- Soft 'c' e.g. cent, city
- Silent 'c' e.g. scissors, muscle
- Pacific Ocean - all different sounds but same grapheme
- Letter names versus phonemes
  - ❖ c-a-t = cat
  - ❖ f-i-sh = fish

# Grapheme 'ough'

- (oh): dough, though, although
- (ooh): through
- (uff): rough, tough, enough
- (off): cough, trough
- (ow): plough, bough, drought
- (aw): thought, bought, fought, ought
- (uh): thorough, borough, burrow



# Rainbow Words

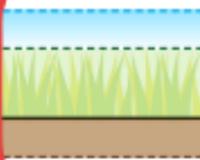


Rainbow Words – these are high frequency or common exception words that need to be known “on-sight”

These can not be sounded out.



# Phase 2 and Phase 3 Rainbow Words

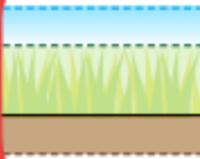
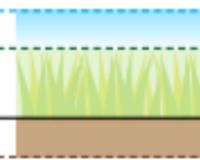


the

to

I

is

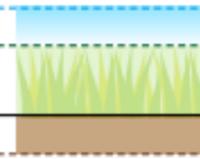


me

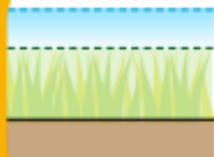
was

my

of



# Phase 4 Rainbow Words

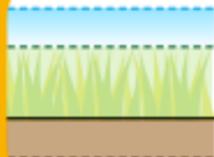
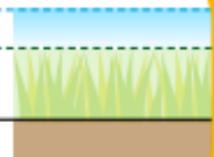


go

no

into

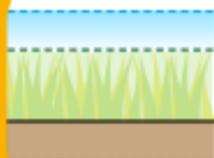
put



he

she

you

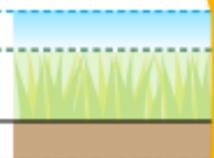


they

we

be

all



## Phase 5a Rainbow Words

their

are

her

his

said

like

have

do

one

so

some

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## Phase 5b Rainbow Words

what

where

why

when

who

people

children

does

live

word

sentence

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## Phase 5c Rainbow Words

friend

your

today

says

were

there

by

here

has

love

come

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## Phase 6a Rainbow Words

because once ask house

school push pull full our

door floor poor climb

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## Phase 6b Rainbow Words

old cold gold hold told every

everybody even great break

steak pretty beautiful after

fast last past pass grass class

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## Phase 6c Rainbow Words

plant path bath hour

move prove improve sure

sugar eye could would should

whole any many busy

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## Phase 6d Rainbow Words

earth water again half

Mrs Mr Christmas parents

woman women thought fruit

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# Assessment

- We regularly assess children (at least half termly) to track progress.
- Interventions in place for those who are not making expected progress.
- Assessment includes recognising sounds, to blending words and spelling words.

# Phonics Screening Check

A short, simple assessment for Year One pupils.

Children read 40 words (real and 'nonsense' words).

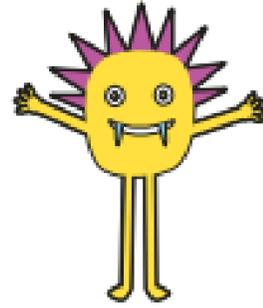
Helps teachers identify children needing extra support.

Takes place in June.

# Phonics Screening Check

## Section 1

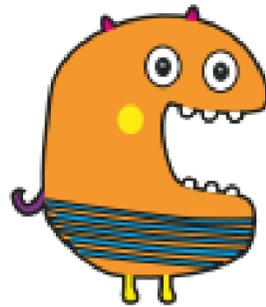
dup



hib



gox



ags



## Section 2

pie

found

boom

shake

Reading is the key  
which unlocks the  
doors to all areas of  
the curriculum

# Supporting Reading at Home

Read with your child 4 times a week, even for a 5-10 minutes.

Encourage sounding out and blending unfamiliar words.

Play phonics games and sing rhymes.

Use praise to build confidence and enjoyment.

Make reading part of your daily routine.



# The Research



+ Children who read regularly with adults in early years, learn language faster, enter school with larger vocabulary and become more successful readers in school



(Mol, 2008)



# The Research

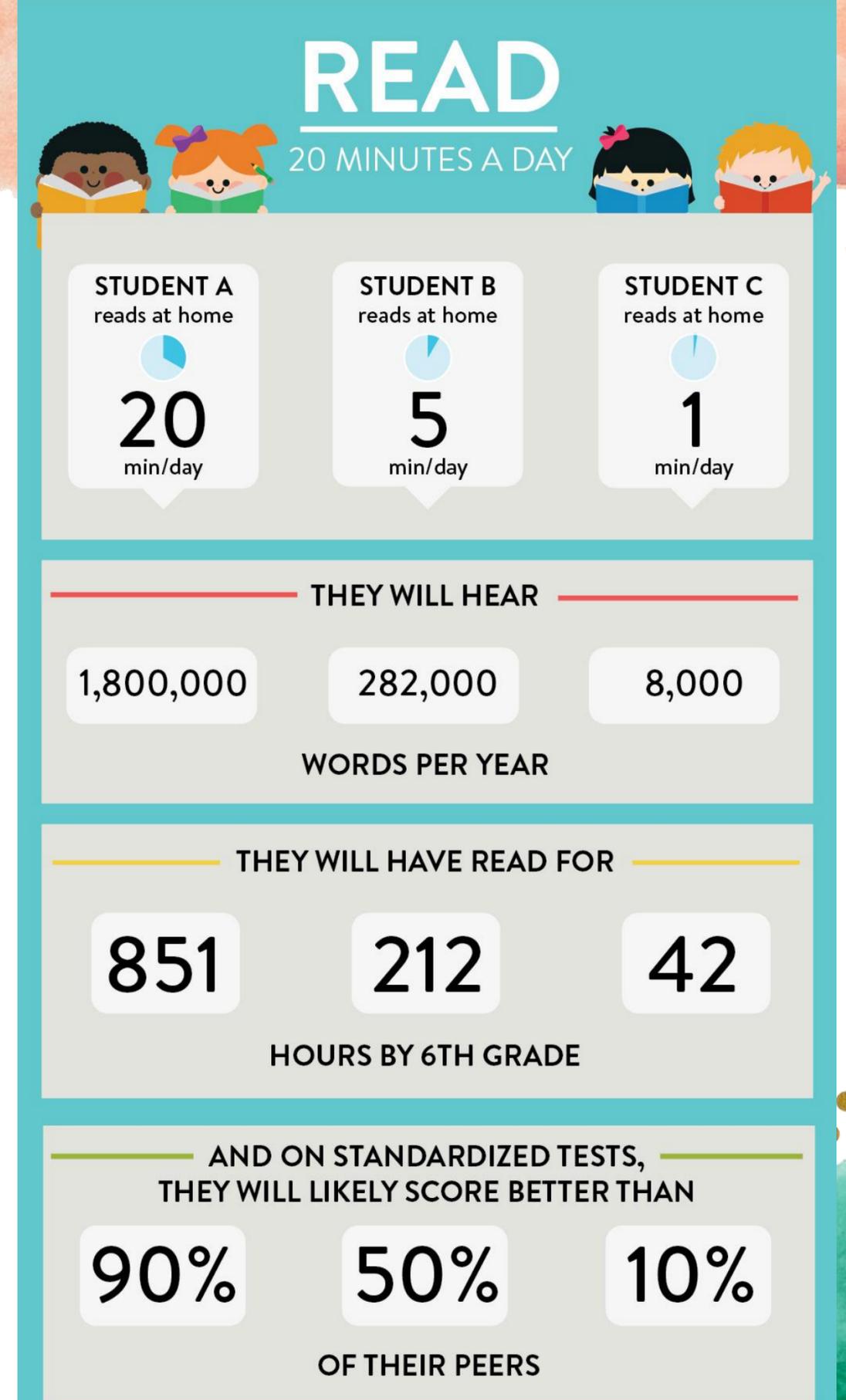
✚ Research by Guyonne R.J. Kalb and Jan C. van Ours (2014) found that parents reading to children at age 4-5 has significant positive effects on their reading and cognitive skills (including numeracy) for years to come. The positive effects last until at least age 10-11.

✚ The study showed that reading to young children provides a "head-start" in life

# Supporting Reading at Home

✚ **Read, read, read EVERY NIGHT.** Research shows that children who read at home daily perform **better** at school than those who don't. This is regardless of the age, profession, language or background of parents.

✚ Do not underestimate the value of reading aloud to your children. They love it!



# Supporting Reading at Home

✚ Do not limit yourself to school reading books (information books, newspapers, magazines, comics, road signs, menus etc). Encourage your child to talk about the book.

✚ Join the local library - access to a whole range of books and it's free!

✚ Use 'pure sounds' e.g 'mmm' not 'muh'  
m-a-t

# Reading Diaries

Reading diaries are a record of reading at home. Please ensure you record in your child's Reading Diary at least 4 times a week.

We use the Oxford Reading Tree books and the book banding system. The books are phonetically decodable and are used in line with the AnimaPhonics programme, which is used to teach phonics. The book band your child is on is assessed against phonic knowledge, vocabulary, sentence length, number of words on a page and use of illustrations.

# Flashcards

<https://animaphonics.com/shop>



## Phonics Flashcards

£15.00

Add to cart



Or make your own!

# Interactive Activity

Explore some Anima Phonics songs and characters

Practise oral blending words - robot talk!

Practise blending sounds together as a group.

m-a-p

b-u-s

sh-ee-p

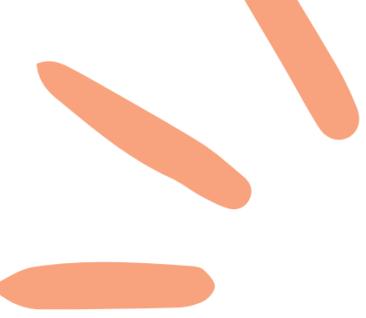
Practise segmenting these words

# Interactive Activity

Practice simple phonics games parents can play at home.

I Spy  
Snap

Make real or nonsense words  
Splat the sound / word  
Clap the sounds  
(r-a-t, sh-ee-p, f-r-o-g)



# Phonics Packs



- Sounds Chart
  - Anima Phonics Parent information booklet
    - Letter formation phrases
  - Phonics Handout with tips and key terminology definitions.
- 
- 
- 

# Useful Websites

Anima Phonics : <https://animaphonics.com>

Phonics Play: <https://www.phonicsplay.co.uk>

Teach Your Monster to Read:

<https://www.teachyourmonstertoread.com>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home>

BBC Bitesize - Phonics:

<https://www.bbc.co.uk/bitesize/topics/zf2yf4j>

Alphablocks:

[www.bbc.co.uk/cbeebies/shows/alphablocks](http://www.bbc.co.uk/cbeebies/shows/alphablocks)

Spelling Shed <https://www.spellingshed.com/en-gb/>

ICT games <https://ictgames.com/>



Where to find the information on our website...

All information shared today  
will be available on our school  
website under 'Year Group  
Information'



and also in the Phonics  
section under  
menu - curriculum - phonics



Thank you!

