



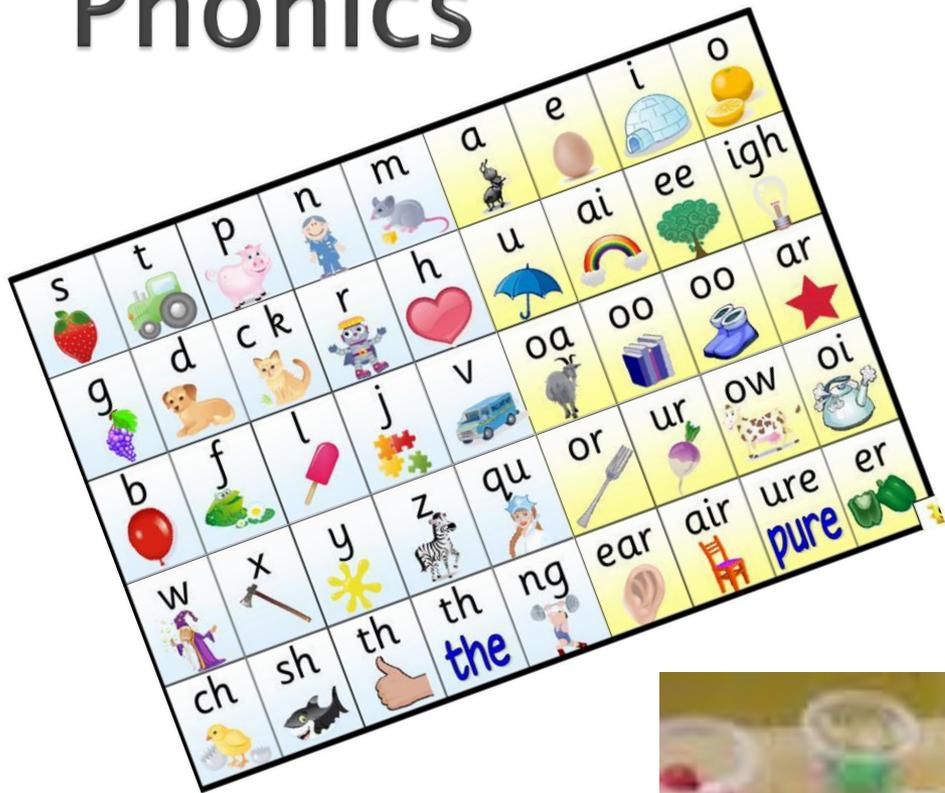
FS1 and FS2 Phonics and Reading Workshop

Wednesday 18th October 2017

This morning

- ▶ How we teach phonics in Nursery & Reception
 - ▶ Using phonics for writing
 - ▶ How you can help at home
 - ▶ How we teach reading in Nursery & Reception
 - ▶ Reading books
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Phonics



Letters and Sounds

- ▶ In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases. This is taught from nursery to year 2.
 - ▶ Children will use their phonic knowledge in their reading and writing.
 - ▶ Phase 1 and 2 are taught in Nursery, phase 2 and 3 are taught in Reception.
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Phonics

- ▶ We will no longer be streaming for phonics in school.
 - ▶ The children will have 5X20 minute systematic whole class phonic sessions per week, same time each day.
 - ▶ The teaching assistant will support the teacher during phonics by working with a small group.
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What a phonics session looks like

Revisit/review	Flashcards to practice sounds learnt so far.
Teach	Teach new sound
Practice	Games to practise using the new sound Eg: buried treasure, cross the river.
Apply	Reading and writing words and captions using the new sound and sounds previously learned.

Phase 1

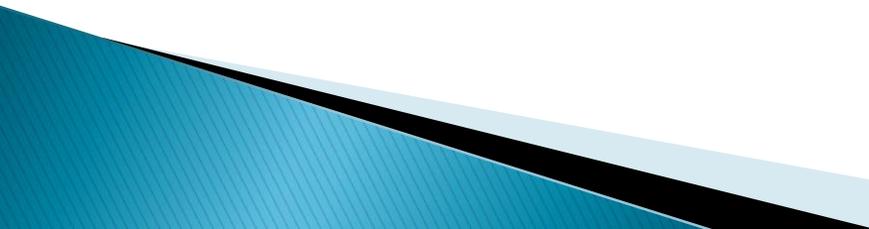
- ▶ Phase 1 phonics consists of 7 aspects:
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
 - Rhythm and rhyme
 - Alliteration
 - Voice sounds
 - Oral blending and segmenting

Phonemes

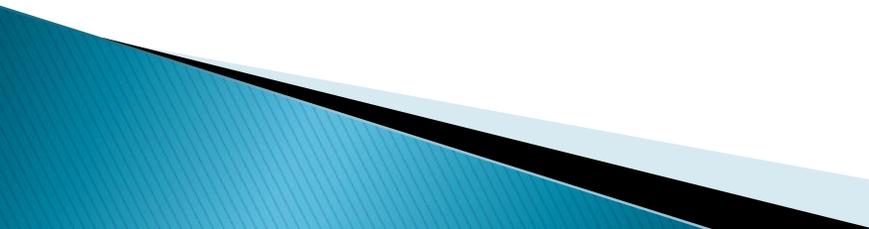
- ▶ Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- ▶ Sounds should be sustained where possible (eg, sss, mmm, fff)
- ▶ If not, 'uh' sounds after consonants should be reduced where possible (eg, try to avoid saying 'b-uh', 'c-uh')
- ▶ https://www.youtube.com/watch?v=BqhXUW_v-ls

Phase 2

19 single sounds / 4 double letters

- ▶ Set 1: s, a, t, p
 - ▶ Set 2: i, n, m, d
 - ▶ Set 3: g, o, c, k
 - ▶ Set 4: ck, e, u, r
 - ▶ Set 5: h, b, f, ff, l, ll, ss
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- ▶ Don't worry if the children don't know all these sounds on entry to Reception – we have been working on them during Autumn 1 and will continue to recap them in Autumn 2 for those children who may require it.
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Phase 3

- ▶ **Set 6: j, v, w, x**
 - ▶ **Set 7: y, z, zz, qu**
 - ▶ **Consonant digraphs (2 letters making 1 sound): ch, sh, th, ng**
 - ▶ **Vowel digraphs/trigraphs (3 letters making 1 sound): ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**
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Phonics in reading/Blending

Building words from phonemes to read.

c a t
c a t

Phonics in reading/Blending

qu ee n

• • •
queen

Phonics in Writing/segmenting

- Breaking down words for spelling.

cat

c a t



Phonics in writing/Segmenting

Queen

qu ee n



Phonics in writing

Don't worry if children's writing is not spelt correctly – it's about the children using the sounds they know to represent the sounds in a word.

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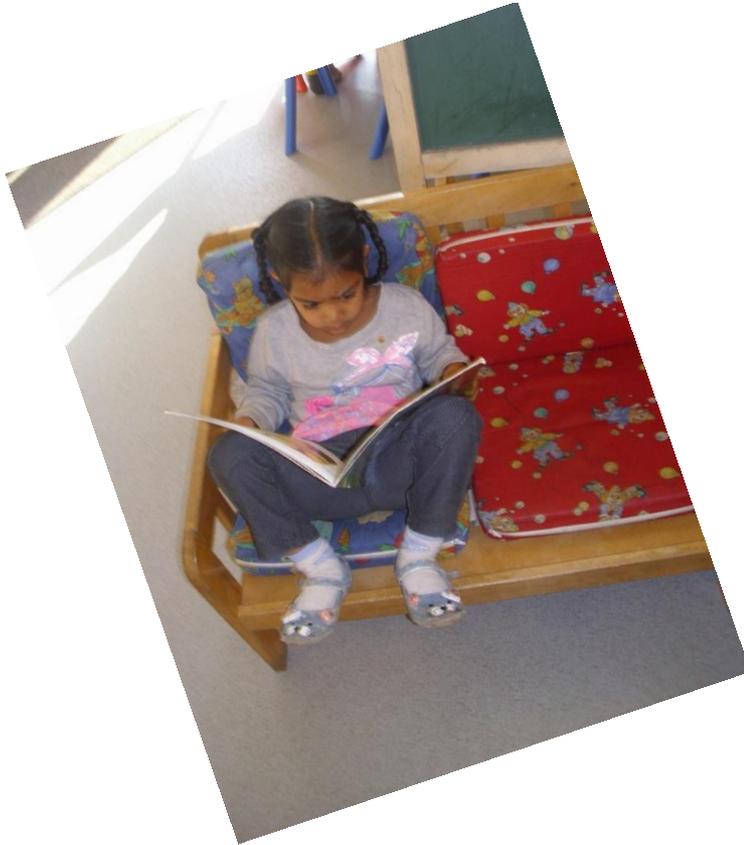
Please don't correct it!



Tricky Words

- ▶ An exception....
 - ▶ Each phonic phase (2–5) has tricky words. These are common words that cannot be phonetically decoded and must just be learnt.
 - ▶ **Phase 2** : I, no, go, to, the, into
 - ▶ **Phase 3** : He, she, me, we, be, my, was, you, her, all, are, they
 - ▶ You will come across these words a lot in your child's reading books.
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Reading



Reading – Nursery Expectation

- ▶ The Foundation Stage Profile identifies skills needed to be a good reader. These are:
 - developing an interest in books.
 - Knowing that print conveys meaning.
 - Recognising a few familiar words.
 - Knows that, in English, print is read from left to right, top to bottom.
 - Shows an understanding of the elements of stories, such as main character, sequence of events, openings.
 - Reads a range of familiar words & simple sentences independently
 - Retells narrative in the correct sequence, drawing on language patterns of stories.
 - Shows an understanding of how information can be found in non-fiction texts, to answer questions about where, who, why, how.
 - **Can blend sounds in simple words**
 - **Reads words and simple sentences independently**
 - **Reads some irregular words (tricky words)**

Reading – Early Learning Goal (Reception)

- ▶ The Foundation Stage Profile identifies skills needed to be a good reader. These are:
 - ▶ To read and understand simple sentences.
 - ▶ To use phonic knowledge to decode regular words and read them aloud accurately.
 - ▶ To read some common irregular words
 - ▶ To demonstrate understanding when talking with others about what they have read.
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Reading at home – Nursery

- ▶ During the Autumn term Nursery children will take a story book home of their choice along with their reading record.
 - ▶ CAP – Concepts around print
 - ▶ It is essential that books are returned to ensure that all children have access to as many stories as possible.
 - ▶ Some children will be introduced to pre blending books earlier than others. Children will then move on to early blending books once comfortable with Phase 2 sounds.
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Reading at home – Reception

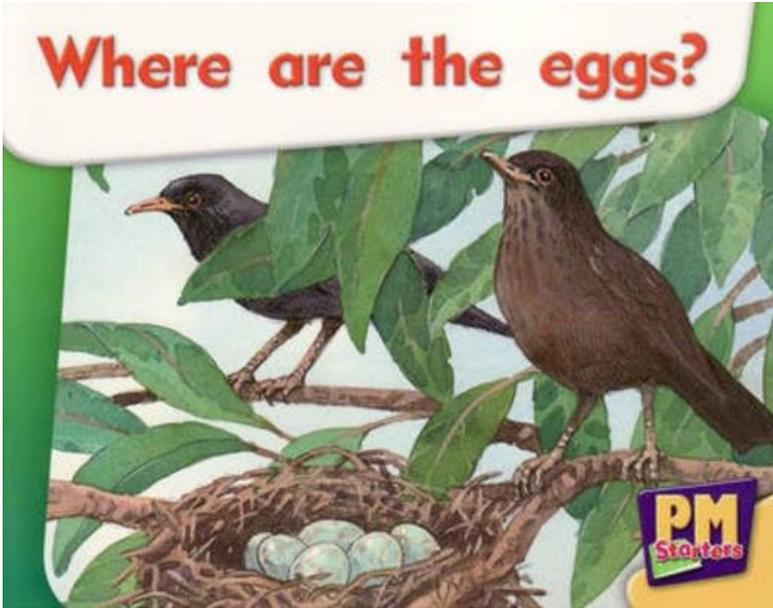
- ▶ Children's reading books are changed once a week. At this time the teacher will also read with your child and record a comment in their reading diary.
 - ▶ Guided read – Done once a week in small groups with children working at a similar stage. Focuses on both **comprehension** and phonics. (To commence in Spring Term)
 - ▶ We may have helpers in from time to time to read with the children.
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Pre blending books

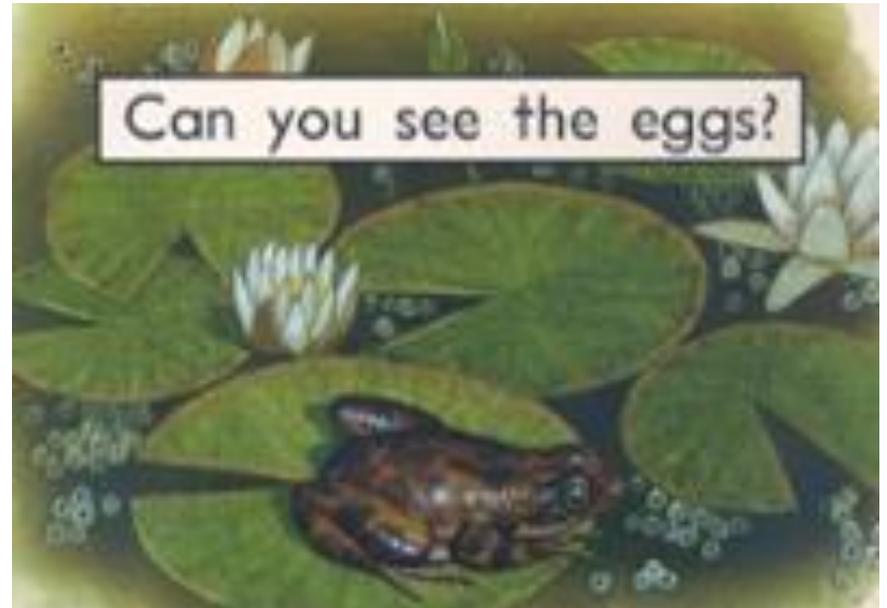
- Not expecting children to read these independently although they might recognise repeated words.
- Look at title. What do you think it might be about? Prediction.
- Let the children hold the book and turn the pages independently.
- Talk about the pictures. Using picture clues is valuable.
- Point one finger to each word.
- Spot the sounds they know.
- How do I know it says e.g. Banana? Begins with b and bananas are in the picture. Lots of open questions/ exploration questions.
- As you read through the book can they pick up the word pattern? Can they predict the next page?
- After reading, chat about the book e.g. Do you go shopping? What sort of things do you put in your trolley? Lots of opportunities for discussion.
- How many “ins” can we spot?/Can you spot any tricky words?

Pre blending books

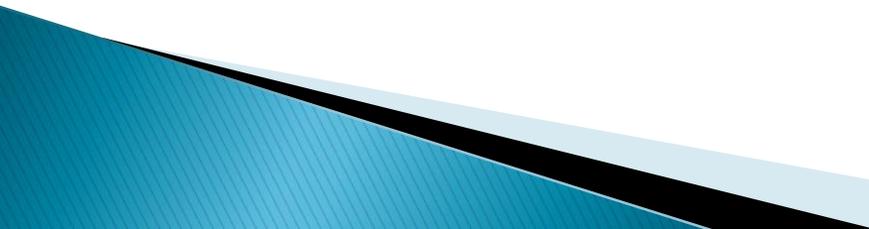
Where are the eggs?



Can you see the eggs?



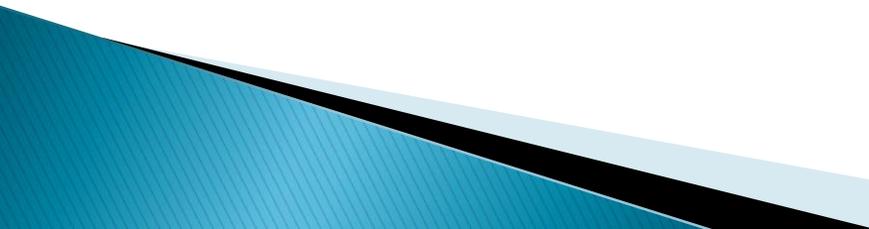
Blending books

- Same skills as with PM starters, especially being able to read the title.
 - We expect the children to read these independently with you.
 - Contain decodable cvc words (consonant, vowel, consonant) e.g. d-o-g, sh-u-t
 - As the children read the sentence once let them work out the words then ask them to read it again so they don't lose the story.
 - It is okay if the children read the book easily, this will build their confidence and give them the opportunity to enjoy the story instead of spending the time decoding a word more than once if it appears more than once to encourage sight recognition of words.
 - Challenge them and encourage them to try using pictures to help them.
 - At the end ask them whether they enjoyed the story and why.
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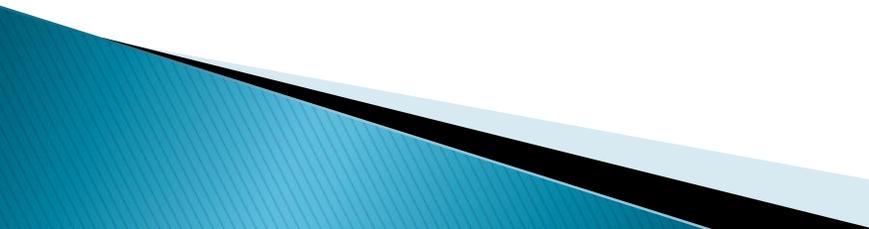
Reading simple captions



Supporting reading at home

- ▶ Please read your child's school reading book with them.
 - ▶ You don't have to read it all in one go!!!! You may want to look at it a couple of times over the week.
 - ▶ When you have read it please sign or comment in the reading diary so the teacher knows you are ready for a new book.
 - ▶ Please make sure that your child's book and diary are in their book bag on the correct day or they may not be changed that week.
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Supporting reading at home

- ▶ We will be sending out phase 2 tricky words in Nursery and for some Reception children also.
 - ▶ All Reception children will receive phase 3 tricky words for you to keep. The children need to be able to read and write these words independently by the end of Reception.
 - ▶ Reading other books (eg:from the library) is a vital way of developing comprehension skills.
 - ▶ Reading a range of texts eg: magazines, non fiction books is really important to develop children's awareness of different texts.
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Thank you

- ▶ Thank you very much for coming today
- ▶ Does anyone have any questions?