



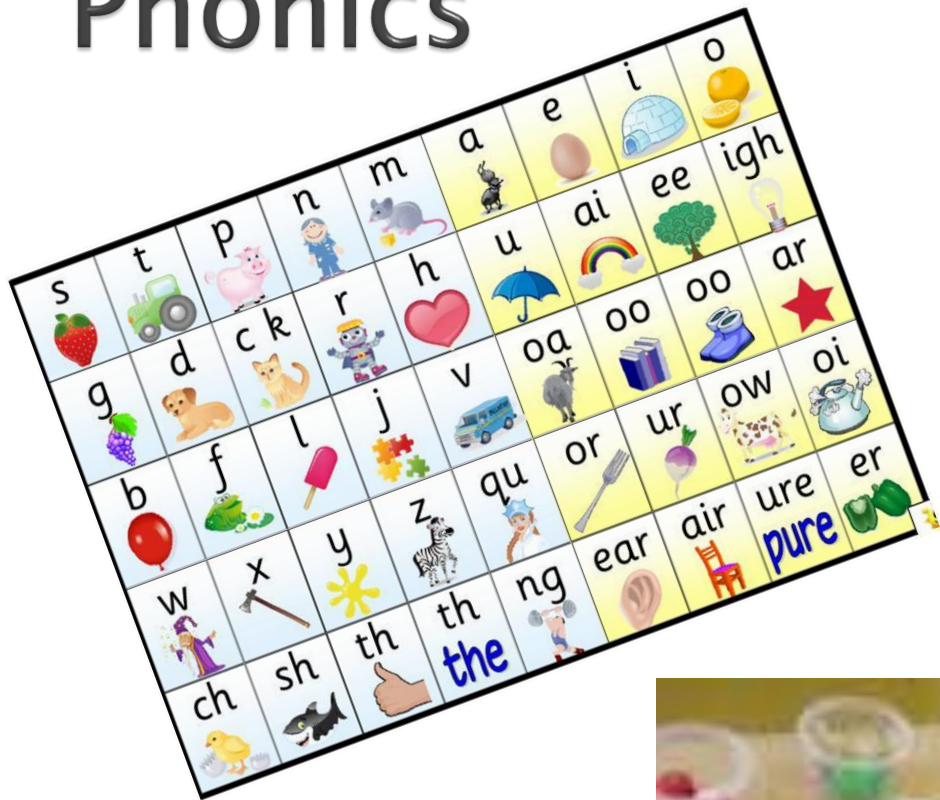
# FS2 Phonics and Reading Workshop

Thursday 1<sup>st</sup> October 2015


# This morning

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

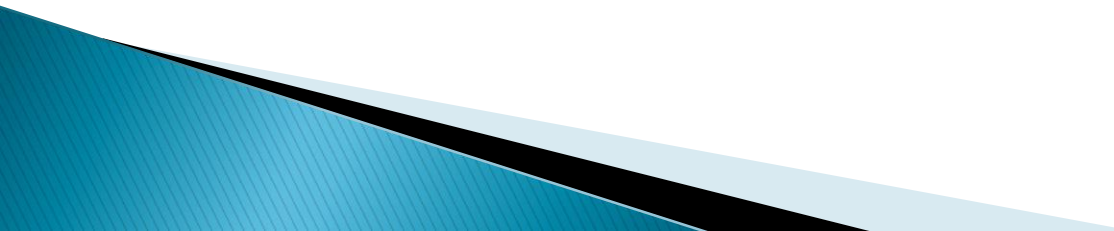
# Phonics



# 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.
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# Phase 1

- ▶ There are 7 aspects with 3 strands.
  - ▶ A1 – Environmental
  - ▶ A2 – Instrumental sounds
  - ▶ A3 – Body Percussion
  - ▶ A4 – Rhythm and rhyme
  - ▶ A5 – Alliteration
  - ▶ A6 – Voice sounds
  - ▶ A7 – Oral blending and segmenting.
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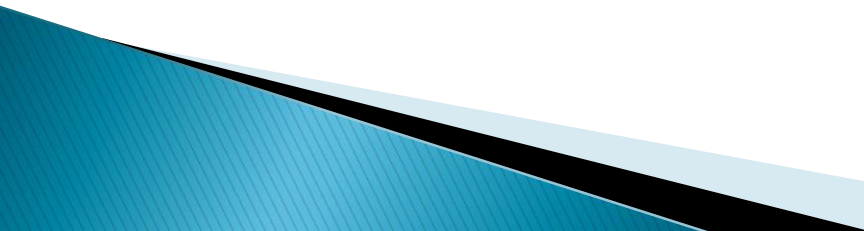
# Phase 2

- ▶ 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
- 
- ▶ Don't worry if the children don't know all these sounds on entry to Reception – we will be working on them during the school day in small groups.

# Phonics

- ▶ We will no longer be streaming for phonics in school.
  - ▶ The children will have 5X20 minute whole class phonic sessions per week.
  - ▶ The teaching assistant will support the teacher during phonics by working with a small group.
  - ▶ We will be starting with phase 3.
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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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# 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](https://www.youtube.com/watch?v=BqhXUW_v-ls)

# What a phonics session looks like

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

# 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

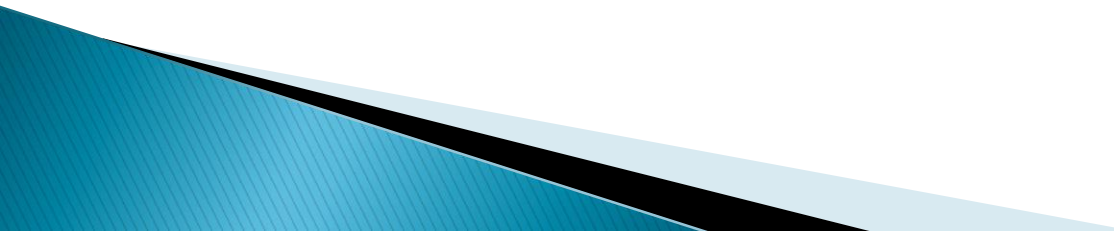
Don't worry if children's writing is not spelt correctly – it's about the children using the sounds they know to represent the sounds in a word.

Doant wuree if childrens wrighting is not spelt corectlee – its abowt the children yoosing the sownds they noa to repreezent the sownds in a wurd.

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

- ▶ 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)**

# When we read

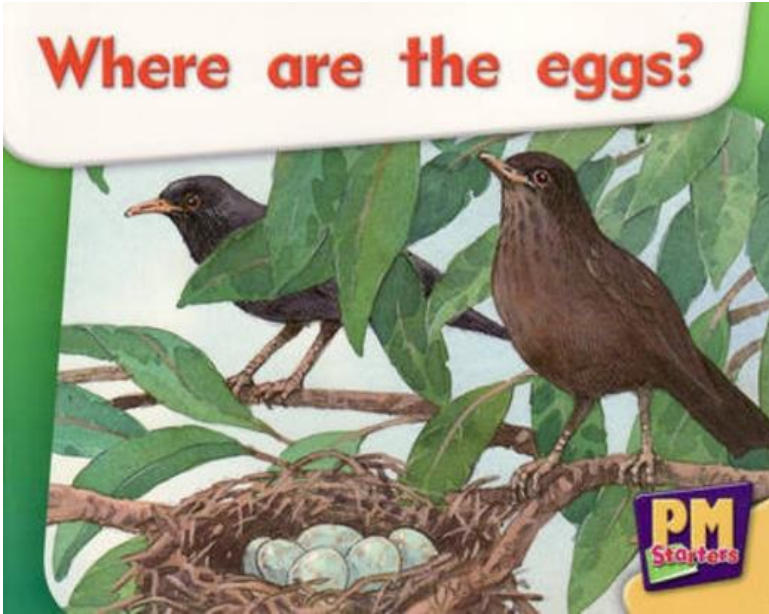
- ▶ Children's reading books are changed once a week. At this time the teacher will also read with your child and record a comment in their reading diary.
  - ▶ Guided read – Done once a week in small groups with children working at a similar stage. Focuses on both comprehension and phonics.
  - ▶ We 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?



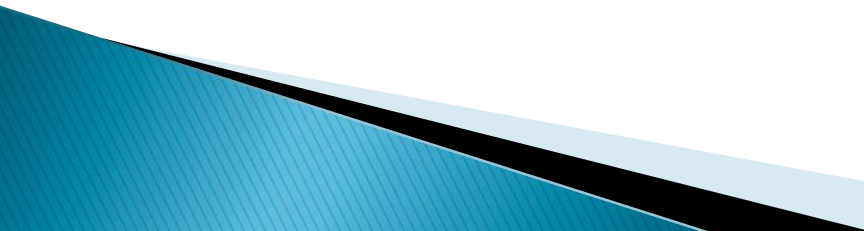
# Blending books

- 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
- decode a word more than once if it appears more than once to encourage sight recognition of words.
- Challenge them and encourage them not
- At the end ask them whether they enjoyed the story and why.

# Reading simple captions

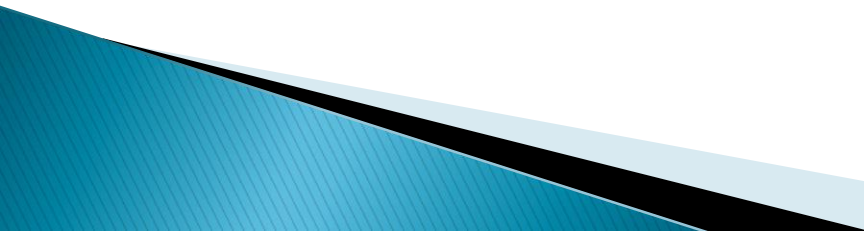


# Supporting reading at home

- ▶ Please read your child's school reading book with them.
  - ▶ You don't have to read it all in one go but 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 and 3 tricky words for you to keep. The children need to be able to read and write these words.
  - ▶ 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.
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# Bug Club

- ▶ Each child will be given a bug club log in and password before half term.
- ▶ Books will be uploaded for them to access at home.
- ▶ The books will be a similar level to the ones given out each week.
- ▶ [http://resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=207651&resourceTitle=A%20Bad%20Lad&activeTextSkin=BugClub&isPupil=false&keyStageld=1&useScorm=false&allocationId=0&userId=1399092&scormUri=https://www.activelearnprimary.co.uk/scorm/epub-scorm-handler.php&readToMe=true&type=bugclub\\_ebook](http://resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=207651&resourceTitle=A%20Bad%20Lad&activeTextSkin=BugClub&isPupil=false&keyStageld=1&useScorm=false&allocationId=0&userId=1399092&scormUri=https://www.activelearnprimary.co.uk/scorm/epub-scorm-handler.php&readToMe=true&type=bugclub_ebook)

# Thank you

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