



# EYFS Phonics and Reading Workshop

Friday 18th October 2019

# This morning

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

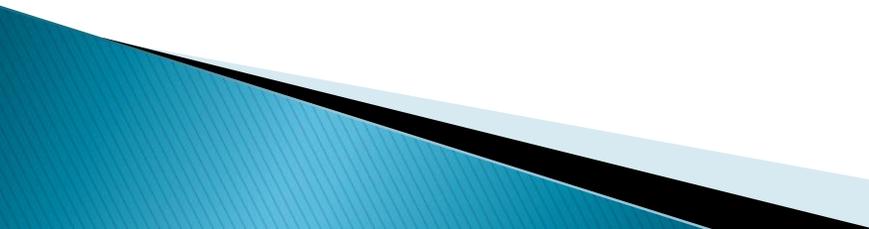
# Letters and Sounds

- ▶ 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 our nursery and Phase 2 & 3 in Reception.
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# Phonics

- ▶ The children will have 5 x 25 minute whole class phonic sessions per week.
  - ▶ The teaching assistant will support the teacher during phonics by working with a small group who may need consolidation or are not yet blending.
  - ▶ We will be starting with phase 3 after half-term.
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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
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- ▶ We have now covered all of these sounds during this half term.
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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)
- ▶ ‘uh’ sounds after consonants should be reduced where possible (eg, try to avoid saying ‘c-uh’, ‘t-uh’)
- ▶ [https://www.youtube.com/watch?v=BqhXUW\\_v-ls](https://www.youtube.com/watch?v=BqhXUW_v-ls)

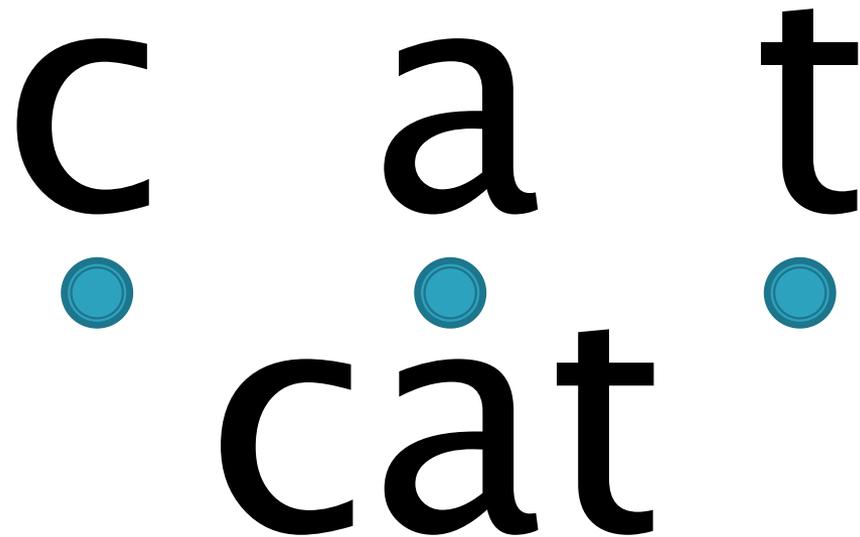
# What a phonics session looks like

<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 and using sound buttons

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 wrihting 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 linked to that phase. 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

- ▶ By the end of Reception children who are on working at age related expectations should be able to...
  - Can blend sounds in simple words
  - Reads words and simple sentences independently
  - Reads some irregular words (tricky words)
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# Pre blending books

- 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.
  - 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.
  - Can you spot any tricky words?
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# Blending books

- Same skills as with pre-blending books, especially being able to read the title.
  - We expect the children to read these books independently with you.
  - They contain decodable CVC words (consonant, vowel, consonant) e.g. d-o-g.
  - We encourage children to sound out the words out loud.
  - Once the children have sounded out the word we would always encourage them to say the blended word out loud.
  - As the children read the sentence once let them work out the words then support your children in reading the sentence back so they don't lose the story.
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# Blending books

- ▶ 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.
  - ▶ At the end ask them whether they enjoyed the story and why.
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# Strategies

- ▶ Using the pictures.
  - ▶ Breaking up longer words.
  - ▶ Reading on.
  - ▶ Thinking about what makes sense.
  - ▶ Recognising words they have previously seen in the book.
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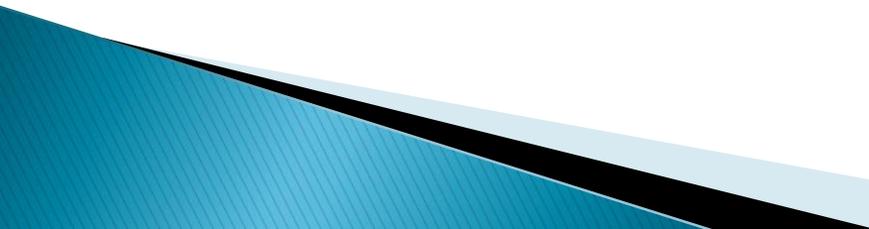
# Comprehension

- ▶ For many children, reading becomes a real strength and they begin decoding words very quickly. Many parents ask why children do not move through the bands quicker.
  - ▶ Just because a child is decoding really well, doesn't mean they necessarily have fully comprehended the text.
  - ▶ This is done to support their move in Key Stage 1 where comprehension becomes a key objective for literacy.
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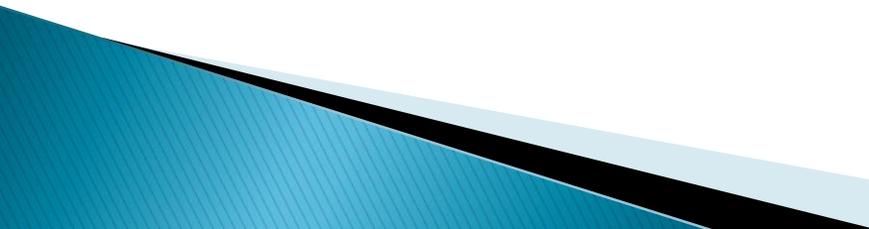
# How can you extend your child :

- ▶ Does your child understand the humour in the book?
  - ▶ Can they answer questions around the text?
  - ▶ Can they read between the lines if there is an opportunity for inference?
  - ▶ How much can they recall and how well can they retell the story in their own words?
  - ▶ Can they remember any new vocabulary and what it means?
  - ▶ Can they identify any key teaching points eg: speech marks, question marks, speech bubbles etc.
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# 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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# Thank you

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