



"Reading is to the mind what exercise is to the body."

Reception Phonics and Reading Workshop

September 2019

"Children are made readers on the laps of their parents."



AIM OF THE MORNING

Explanation of our phonics, reading and handwriting practices at Almondsbury Primary

How you can help

Q and A

WHAT IS PHONICS AND WHY DO WE TEACH IT?

- Method of teaching children to read and write (spell) words
- It teaches children to connect letters of the alphabet to the sounds they make
- Blending from left to right to make a word
- Segmenting for spelling



THE TECHNICAL BIT!

There are 26 letters in the alphabet

These letters and combinations of letters make 44 sounds

A **phoneme** is the smallest unit of sound in a word

A **grapheme** is a way of writing down a phoneme. It can be made up of...

1 letter - p

2 letters - sh

3 letters - igh

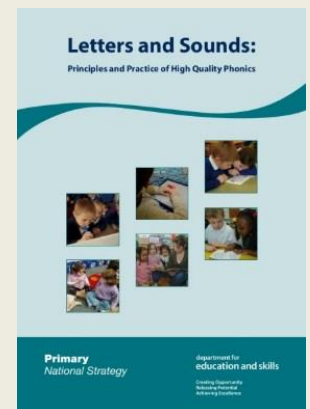
4 letters - ough

HOW IS PHONICS TAUGHT IN RECEPTION AT ALMONDSBURY?

We follow the Letters and Sounds programme but we also dip into other schemes (Read Write Inc./The Phonic Fairy) to ensure provision is current, engaging and of a high quality.

Letters and Sounds is a programme published by the Department for Education and Skills.

It has 6 phases that the children will work through throughout Key Stage 1.



PHASE 1

Your child will be learning to have fun with sounds and develop their listening skills



General sound discrimination

Raise children's awareness of the sounds and rhythms around them. Activities include listening walks, playing instruments, making loud and quiet sounds, listening to music

Rhythm and rhyme

Develop children's awareness of sounds and rhythms. Activities include rhyming stories and games, clapping syllables in words and odd one out. Children also understand that spoken words are split into syllable

Alliteration

Focuses on the initial sound in words. Activities include matching objects that have the same initial sound and I-Spy games

Oral blending and segmenting

Develop blending and segmenting skills.

PHASE 2

Children begin to formally learn the sounds in the English language. Letters and their sounds are introduced one at a time. They will learn an action, picture and/or a rhyme to help them remember each sound. The children learn 3 new sounds a week.

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



Whoosh up around the apple
and down the leaf and off
we go



Whoosh up down the laces to
the heel then around the toe
and off we go



PHASE 3

Set 6: j, k, l, m

Set 7: n, o, oo, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar,
or, ow, oi, ear, air, ure, er

And alternative spellings: au, ou, ou, ie

HOW IS PHONICS TAUGHT?

20 minutes everyday

Each lesson will follow this format:

Revisit/Review, Teach, Practice, Apply

- Revisit old sounds
- Introduce new sound delivered by the Phonic Fairy!
hear and say
- Read new sound
- Multi-sensory activities to practise recognising and identifying new sound
- Write/spell new sound
- Blend and segment



WHAT IS BLENDING?

Blending is how we teach children to read.

The separate sounds (phonemes) in a word are spoken aloud, in order. They are then merged together to make the whole word.

This merging is called **blending** and is a vital skill for reading.

e.g. c-a-t = cat (say c-a-t **not** cuh-ah-tuh. Avoid saying 'uh' after consonants)

Stretchy sounds = llllll mmmmm fffffff

Bouncy sounds = c-c-c, p-p-p

LET'S PRACTICE...

Sound out the following words. Say the last sound gently.
Spell the words using your 'fairy fingers'. Touch each finger as you say a sound.

Eyes are for reading, fingers are for spelling!

m-a-d

s-a-d

g-r-a-n

b-l-a-ck

m-e-t

b-e-s-t

b-e-ll

l-e-ss

b-i-n

th-i-ck

h-i-n-t

th-i-ng

g-o-t

f-r-o-g

s-t-o-p

c-o-s-t

h-u-t

l-u-m-p

g-u-ll

c-r-u-s-t

WHAT IS SEGMENTING?

Children will also learn to do this the other way around. It is the opposite of blending.

The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.

This is called *segmenting* and is a vital skill for spelling.



LET'S PRACTICE...

How many sounds are in the word...

cat c a t
 • • •

queen qu ee n
 • • •

speak s p ea k
 • • • •

TRICKY WORD TROLL & KEYRING WORDS

Your child will also learn several tricky words. These are words that cannot be sounded out.

e.g. the, to, I, go, no

Your child will receive a keyring with the tricky words that they will learn by sight to support them with gaining fluency when reading. More words will be added when they are ready.



LETTER FORMATION



It is important that your child is encouraged to hold a pencil correctly with the thumb and forefinger pinching the pencil and the third finger supporting underneath. Most children by now will automatically use their dominant hand but some may swap between right and left.

Left handed children will find it helpful to sit slightly at an angle to the table and have their page also at an angle to see their writing.



LETTER FORMATION

At Almondsbury we teach the children to write in a cursive style. They are taught the correct way to form their letters.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

EARLY YEARS FOUNDATION STAGE PROFILE - WRITING

30 - 50 months

- Sometimes gives meanings to marks as they draw and paint
- Ascribes meanings to marks that they see in different places

40 - 60 months

- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says initial sounds in words
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things, such as labels and captions.
- Attempts to write short sentences in meaningful context.

Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

HOW CAN YOU HELP?

Provide your child with lots of different opportunities to speak and listen with others:

- Preparing meals
- Tidying up
- Putting shopping away
- Getting ready to go out

Switch off the TV, radio, iPads and mobile phones

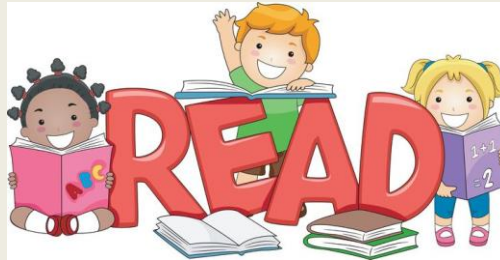
Show you are interested in their conversation

Sing an alphabet song together

Play 'I spy'



HOW CAN YOU HELP?



*Read, read, read and
read some more!*

- Read stories. Use puppets and toys to tell stories and bring them to life
- Make reading relaxing and low-key for a short part of the day
- Read aloud funny or interesting parts of your favourite children's books. Talk about good books together
- Let children pick out their own books
- When reading: *'Sound it out'*
- When spelling: *'What sounds can you hear?'*
- Play with magnetic letters *cat = c-a-t* segmenting for spelling
- Allow your children to make mistakes, encourage self-correction and praise them for trying new words
- Play phonic games
- Practise reading the keyring of tricky words

WHAT DOES READING MEAN IN RECEPTION?

Reading is more than being able to read the text!

It is just as important that a child understands what is happening in the story as well as the process of reading itself.

EARLY YEARS FOUNDATION STAGE PROFILE - READING

30 - 50 months

- Listens to and joins in with stories and poems
- Begin to be aware of how stories are structured
- Listens to stories with increasing attention and recall
- Shows interest in illustrations and print
- Looks at books independently and handles them carefully

40 - 60 months

- Hears and says initial sounds in words
- Begins to read words and simple sentences
- Enjoys an increasing range of books

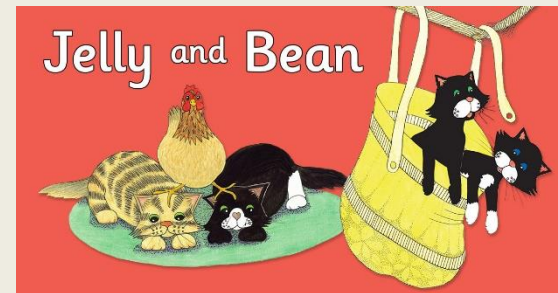
Early Learning Goal

- Children read and understand simple sentences using their phonic knowledge. They demonstrate an understanding of what they have read.

ALMONDSBURY READING SCHEME

Our reading scheme consists of a variety of both fiction and non-fiction books. These books from *The Bug Club*, *Oxford Reading Tree Scheme*, *Jelly and Bean* and *Collins Big Cat*.

Your child will bring books home from across the reading scheme range to introduce them to a variety of different texts.



ALMONDSBURY READING SCHEME

Children are only given a book when we feel they are ready to engage.

Initially children will be given a picture book.

Parents will need to prompt their child with questions to support their story telling!

Encourage your child to ask questions about the pictures they see.

Our aim is to create children who will become able independent readers.

Not all children develop at the same time or pace.

We aim to introduce reading books which are of interest to the child and that they will want to pick up.

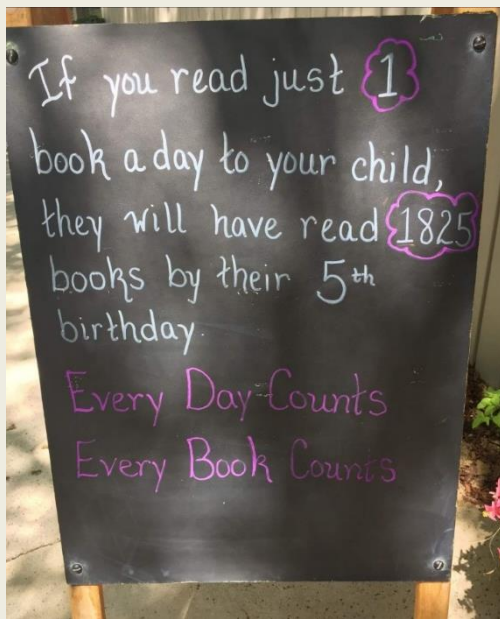
ALMONDSBURY READING REWARD SYSTEM

Every child's reading target is to read at home at least 4 times every week. This will start from Monday 7th October.

At the end of each school term, children who have achieved this target will receive a reward/treat agreed on as a Key Phase.

We accept that this is not always possible to read every week and will accept one week's non-achievement per term.

We will send out a letter explaining more about the reading target when books start getting sent home.



READING AT HOME

Children who read regularly at home really do make more progress with their reading than those who do not.

Just a few minutes everyday.

Read anything – shopping lists, road names, letters, they ALL count!

Your child will bring things home to support their reading:

- Keyring Words - to practise reading and writing.
- Reading Books
- Blending Bookmarks

Please ensure this is kept in your child's book bag and brought into school everyday.



YOU MAY WANT TO TALK ABOUT...

Emotions and feelings of characters

The weather and clothing worn by characters

Likes and dislikes

Predict what might happen next.

Their experiences, past, present and future events.




Who are the characters? (names, description, place in the family and where they live)

Where does the story take place?



Reception Phonics

This week we have learnt 3 new sounds, practise them at home.

Sound	Visual	Action	Letter Formation Rhyme
s	snake 	Wiggle hand and arm forward like a snake.	Whoosh up and slither down the snake.
a	apple 	Pretend to bite an apple.	Whoosh up around the apple and down the leaf.
t	tower 	Stretch both arms up tall and meet at the top.	Whoosh up the tower and down the tower, pencil off and then whoosh across the tower.

Let's practise writing them, follow the arrow to write inside each letter, use the rhymes to help you.



Now write your own on the line below.
