



EARLY YEARS READING AND PHONICS WORKSHOP

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them with eye contact and no screen-distractions. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

AIMS:

- **To share how phonics and reading are taught at Bessemer**
 - **To outline the different stages in phonic development**
 - **To develop parents' confidence in helping their children with phonics and reading**
 - **To share websites which parents can use to support their children**
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PHONIC TERMS

- Phoneme (sound)
- Grapheme (letter formation)
- Blending (putting sounds together to make word)
- Segmenting (breaking word into sounds)
- Diagraph (2 letter sounds /oo/ /ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button
- High Frequency Words/ Tricky Words/
Sight words

PHASE 1

Developing children's speaking and listening skills as a basis for sound discrimination.

The more words a child knows and understands the better equipped they are to start a phonic programme.

Sound discrimination games (sounds on a CD, on a walk, to a story, musical instruments, rhyming games and (alliteration) tongue twisters)

HOW CAN YOU HELP AT HOME?



- Nursery rhymes, song, action rhymes.
- Adding sound effects to stories.
- Practising ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:
 - ‘Shall we go to the sh-o-p shop?.’
 - ‘I spy a c-u-p – cup.’
 - ‘Where’s your other s-o-ck – sock?’
 - ‘It’s time to brush your t-ee-th.’
 - ‘Simon says – touch your ch-i-n.’
- Silly sentences : ‘A tall tin of tomatoes!’ ‘Tommy, the ticklish teddy!’ ‘A lovely little lemon!’ This is called alliteration. Use names, for example, ‘Georgia gets the giggles’, ‘Milo makes music’, ‘Naheema’s nose’.

SAYING THE SOUNDS

Sounds should be articulated clearly and precisely.

<http://www.teachfind.com/national-strategies/letter-and-sounds-%E2%80%93-articulation-phonemes-vowels-and-consonants>

PHONICS WORDS

Your children will learn to use the term:

Blending

Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



BLENDING

/b / /e / /d / = bed

/t / /i / /n / = tin

/m / /u / /g / = ???

PHONICS WORDS

Your children will learn to use the term:

Segmenting



Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

SEGMENTING

bed = /b / /e / /d /

mug= /m / /u / /g /

dog= ???

PHASE 2

In Reception we use Jolly Phonic actions to support our teaching as a mnemonic (memory tool)

Children are taught to recognise letter (grapheme) sound (phoneme) correspondence. (which letters make which sounds) s,a,t,p,i,n this order allows for early word building.

The letter sounds (phonemes) are short sounds e.g ss,rr,hh,mm (careful not to include a uh sound at the end)

As soon as they know the first few they are taught to blend and segment with them.

Children will develop a variety of strategies when reading but it is vital that they use their phonic knowledge as their main strength.

Using the preceding text and knowledge of the story along with the pictures is ok, however the decoding skills of blending allows children to progress from learning to read to reading to learn.

We read a variety of books, non-fiction, phonic based, picture clues and books with repetition of text, all of which develop children's confidence and enjoyment of books.

When children begin to write spontaneously, producing spellings such as *frend* for friend; their attempt is recognised and sensitively corrected so that incorrect spellings do not to become ingrained.

Letter names are important to the Foundation Stage curriculum once children know the sounds of words. They are taught through alphabet songs and rhymes.

HOW CAN YOU HELP AT HOME?



Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Use the newsletter to find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

Making little words together (blending)

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: ‘*a-m – am*’, ‘*m-e-t – met*’.

Breaking words up (segmenting)

Now do it the other way around: read the word, break the word up and move the letters away, saying: ‘*met – m-e-t*’.

Both these activities help children to see that reading and spelling are reversible processes.

Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Make or buy an alphabet poster.

PHONICS WORDS

Your children will learn to use the term:

sound (*phoneme*)

sounds that can be heard
in words

e.g. c-a-t



PHONICS WORDS

Your children will learn to use the term:

Letter name (*grapheme*)

This is how a sound is written down



PHONICS WORDS

Phoneme frame and sound buttons

c	a	t
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f	i	sh
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PHONEME FRAMES ACTIVITY



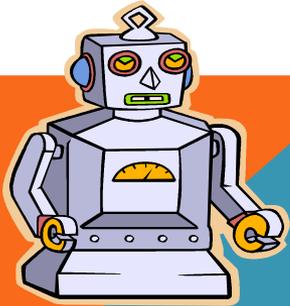
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ANSWERS

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HIGH FREQUENCY WORDS

TRICKY WORDS

SIGHT WORDS

There are many words that **cannot** be blended or segmented because they are irregular.

the go to you was



PHASE 3

The purpose of this phase is to:

teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat
and 'sh' as in shop

practise blending and segmenting a wider set of CVC words, for example, fizz, chip, sheep,
light

learn all letter names



HOW CAN YOU HELP AT HOME?



Sing an alphabet song together.

Play 'I spy', using letter names as well as sounds.

Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:

r-ai-n = *rain* blending for reading

rain = *r-ai-n* – segmenting for spelling

b-oa-t = *boat* blending for reading

boat = *b-oa-t* – segmenting for spelling

h-ur-t = *hurt* blending for reading

hurt = *h-ur-t* – segmenting for spelling

Praise your child for trying out words.

Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.

Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: the the, to to, no no, go go, I I

Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

CONTINUING INTO YEAR 1

As your child enters Key Stage 1 (Year 1) they will continue to take part in daily sessions on phonics.

They will learn that most sounds (phonemes) can be spelled in more than one way. For example, the f sound can be written as f as in fan or ff as in puff or ph as in photo.

This develops their knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond.

They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme ea can be read as /ee/ as in leaf or /e/ as in bread.



READING EXPECTATIONS

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately, e.g. cat, slip, sing.

Read high frequency words e.g. the, she, said.

They demonstrate an understanding when talking with others about what they have read.



HOW YOU CAN HELP AT HOME WITH READING



Teach lots of nursery rhymes – each one tells a different story and helps to develop the concept of rhyme.

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they blend all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped*, *roared*.

Listen to story tapes.

Teach your child some action rhymes – ‘Heads, shoulders, knees and toes’, ‘Here we go round the mulberry bush’. Use tapes and CD-ROMs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

A quiet area with some cushions and toys is a comfortable place where you and your child can go to look at a book together.

WRITING EXPECTATIONS

Children write their name.

Children use their phonic knowledge to write simple sentences which can be read by themselves and others.

They also write some tricky words correctly e.g. to, she, going.

They use capital letters, finger spaces and full stops.



HOW YOU CAN HELP AT HOME WITH WRITING~



Magic writing boards are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!

Write with your child – ‘think aloud’ so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

Talk about the words they see in everyday life – food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.

Write a shopping list together.

Send an email to a family member or a friend – your child says the message, you write it!

Provide your child with a shoe box full of things to write with – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.

Praise them for their play writing – those early squiggles and marks show that your child is beginning to understand writing.

REMEMBER



Reading

Make sure your child sees you reading.

Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voi

Spread books around your house for your child to dip into.

Let your child choose what they would like to read – books, comics, catalogues.

Read favourite books over and over again. Enjoy!

Writing

Make sure your child sees you writing.

Compose an email together, inviting a friend over to tea.

Continue to make words together, using magnetic letters.

Leave a message on the fridge door and encourage them to write a reply to you.

Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.

Buy stickers of a favourite film or TV programme and make a book about it.

USEFUL WEBSITES

www.readingeggs.co.uk

www.ictgames.com

www.phonicsplay.co.uk

<http://www.northwood.org.uk/phonics.htm>

www.ictgames.com/literacy.html

www.bbc.co.uk/schools/wordsandpictures/phonics/

