



Reading, Writing & Phonics Workshop

September 2016

Introduction

- ▶ The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Children's spoken language supports reading and writing



- ▶ In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing.
- ▶ Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

Letters and Sounds



- ▶ *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.
- ▶ In the EYFS children are expected to reach the end of Phase 4 at the end of the year.
- ▶ Today we will show you activities and expectations of Phase 1-4 and how you can support your child at home.
- ▶ We will also show you how Phonics link to your child's reading and writing.

In EYFS we have already assessed your child in Phonics.

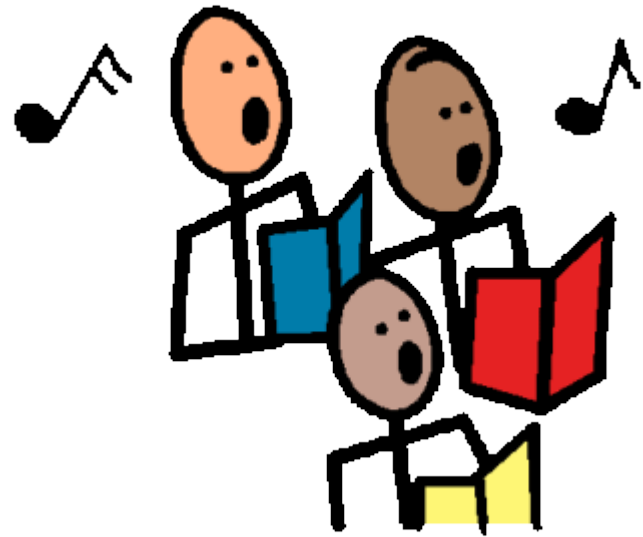
Your child will learn the sounds but most importantly they will learn how to blend and segment words.

These are vital skills when learning to read and write.



Phase 1

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Phase 2



- ▶ In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*) and which phoneme is represented by which grapheme. They may use pictures or hand movements to help them remember these.
- ▶ **VC (vowel, consonant) and CVC (consonant, vowel, consonant) words**

- ▶ a as in hat
- ▶ b as in bat
- ▶ c as in cat
- ▶ d as in dog
- ▶ e as in egg
- ▶ f as in fish
- ▶ g as in get
- ▶ h as in hat
- ▶ i as in hill
- ▶ j as in jelly
- ▶ k as in kite
- ▶ l as in hill
- ▶ m as in mat
- ▶ n as in net
- ▶ o as in pot
- ▶ p as in pen

- ▶ qu as in queen
- ▶ r as in rat
- ▶ s as in sun
- ▶ t as in net
- ▶ u as in bun
- ▶ v as in have
- ▶ w as in wig
- ▶ x as in extra
- ▶ y as in you (at beginning of word)
- ▶ y as in happy (at end of word)
- ▶ z as in zebra

Phase 2

▶ Sounds are introduced in sets

❖ Set 1: s a t p

❖ Set 2: i n m d

❖ Set 3: g o c k

❖ Set 4: c k e u r

❖ Set 5: h b f ff l ll ss

https://www.youtube.com/watch?v=5J2Ddf_00m8

Activity:

How many words can you make?

s a t p i n m d

Make as many CVC & VC words as you can?

At home have fun using the sound flashcards to make CVC and VC words.

Try adding sound buttons to CVC & VC words.

sat

Three blue, oval-shaped sound buttons are positioned below the word 'sat', one under each letter.

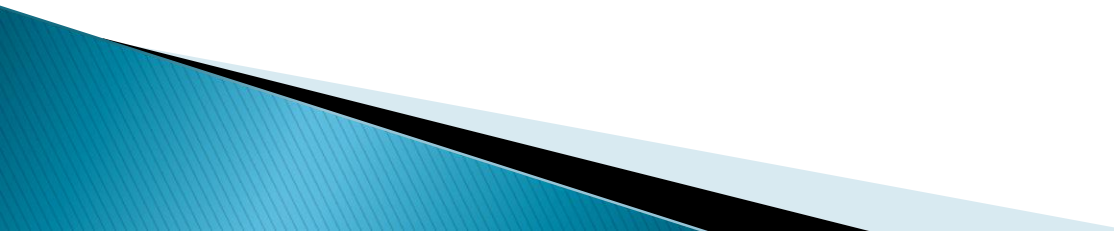
Some activities to try at home

- * What's in the Bag?
- * Trash or Treasure?
- * Phonics Play
- * Teach Your Monster to Read



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**
 - practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
 - learn all letter names and begin to form them correctly
 - read more tricky words and begin to spell some of them
 - read and write words in phrases and sentences.
- 

Phase 3

- ▶ **CVC words containing graphemes made of two or more letters**
- ▶ Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**
- ▶ Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!
- ▶ **Tricky words**
- ▶ The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**

Phase 3

j v w x

y z zz qu ch sh th

ng ai ee igh oa oo ar

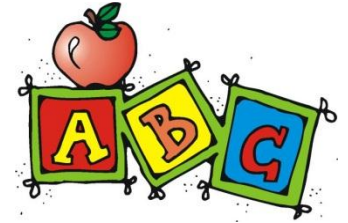
or ur ow oi

ear air ure er

Bingo using High Frequency Words

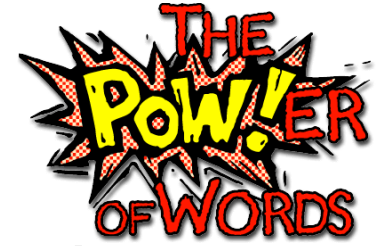


Phase 4



- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: tent, damp, toast, chimp
- For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
- and **CCVC** words: swim, plum, sport, cream, spoon
- For example, in the word 'cream', c = consonant, r = consonant, ea = vowel, m = consonant.
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**
- said, so, do, have, like, some, come, were, there, little, one, when, out, what

Compound Words



How many compound words can you make using the flash cards below?

card bow sand robe flower sun

shine pan bag rain white moon

castle board pot sauce suit light

black case ward book hand

Phoneme Frames



Treasure or Rubbish?



How can I help?



- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg:
r-ai-n = rain blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words
- Look at the list of tricky words in your hand out
- Look for phonic games
- Play pairs with words and pictures



Phonics and how to support your child to read

Children have been assessed and given a reading book. Books vary from picture books to books with phonic words.

Then children move onto books with tricky 'high frequency' words.

Children will be given a copy of the YR high frequency words. Children will receive Rainbow certificates to celebrate learning these words.



Phonics and how to support your child to read



Firstly, make sure that you and the child are sitting comfortably.

- ▶ At the beginning stages of reading the child should be encouraged to point to the words as he/she reads them (below words).
- ▶ Sometimes it can help if the adult helper points from above the word too.
- ▶ Comment on what is being read and on the picture content.
- ▶ Ask the child to predict what will happen next.
- ▶ Talk about the story when the book is finished.

If a child gets 'stuck', here are some helpful ideas:

- ▶ Use picture clues.
- ▶ Ask the child to read on (to get sense of sentence).
- ▶ Ask the child the initial sound of the word (what sound does the word begin with?). ** See index of letter sounds at the back of this booklet **
- ▶ Never delay too long in giving the word if above strategies fail.
- ▶ Re-read that sentence together (for reinforcement/fluency practice).



Talking about books is very, very important
- ask lots of questions about the text:

- ▶ *Why* did that happen?
- ▶ *What* happened next?
- ▶ *Where/When* did it happen?
- ▶ *How* do you think it will end?
- ▶ *Which* was your favourite part?
- ▶ *How* did xxx feel?
- ▶ *How* do you know that?
- ▶ Who are the main characters in the story?
- ▶ Was there a part in the story that was sad/happy/funny/etc?



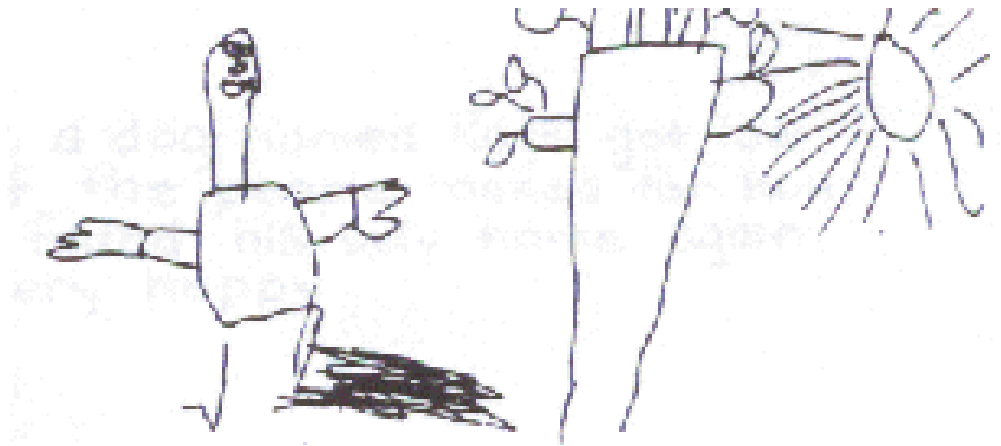
Writing



EMERGENT WRITING STAGES

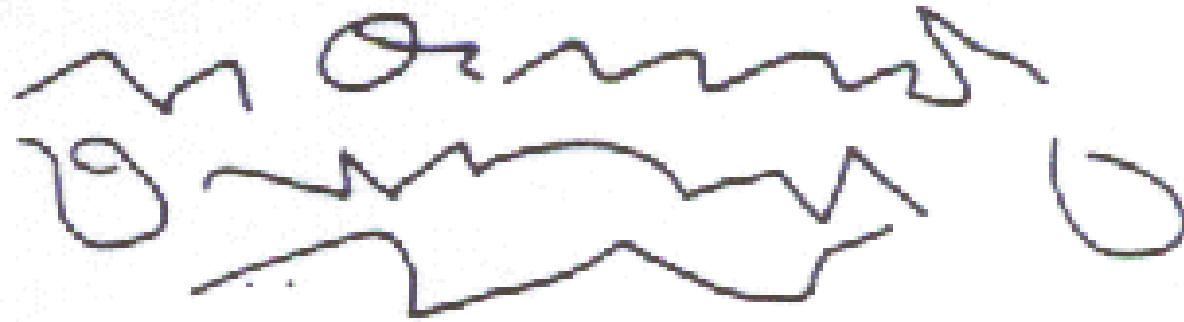
Stage 1

- uses drawing to stand for writing
- believes that drawings / writing is communication of a purposeful message
- read their drawings as if there were writing on them



Stage 2

- scribbles but intends it as writing
- scribbling resembles writing
- holds and uses pencil like an adult



Stage 3

- shapes in writing actually resemble letters
- shapes are not actually letters
- look like poorly formed letters, but are unique creations

b d C Z o b j ob
w c C ' o Z m

Stage 4

- uses letter sequences perhaps learned from his/her name
- may write the same letters in many ways
- long strings of letters in random order

C H P F D P E 3 d P 4
A C r m S O Z + d /

Stage 5

- creates own spelling when conventional spelling is not known
- one letter may represent an entire syllable
- words may overlay
- may not use proper spacing
- as writing matures, more words are spelled conventionally
- as writing matures, perhaps only one or two letters invented or omitted

I w/ b hope wen skul iz t
I lK + pla wt mi fredz in te
Sumr tatz l+2 OV fn

Stage 6

- usually resembles writing as we know it

Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.



Thank you for coming and we hope this evening has been informative.

