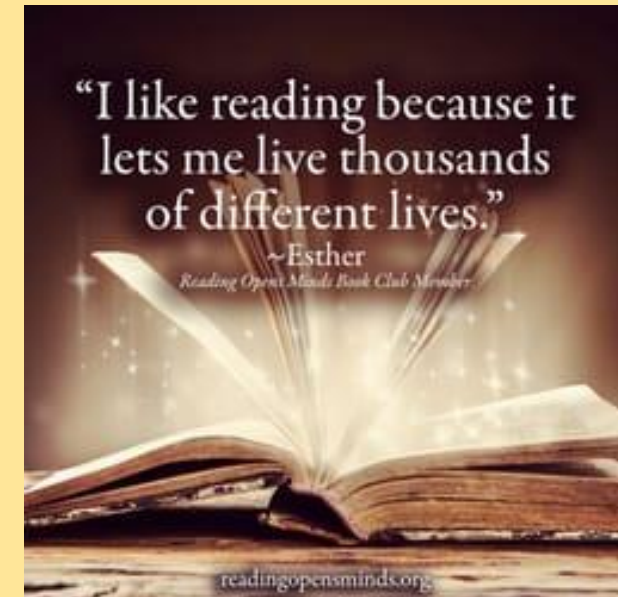
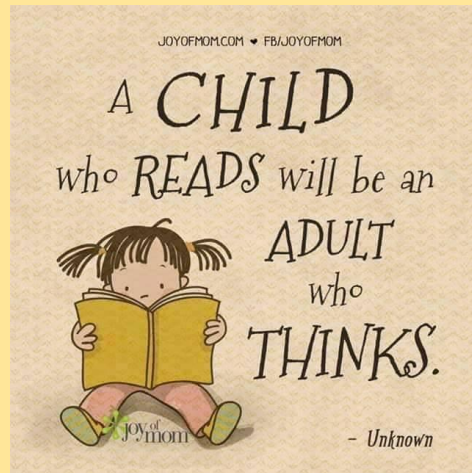
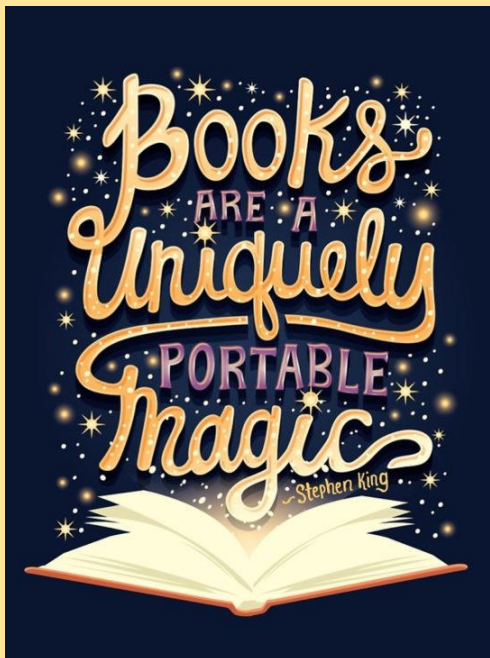
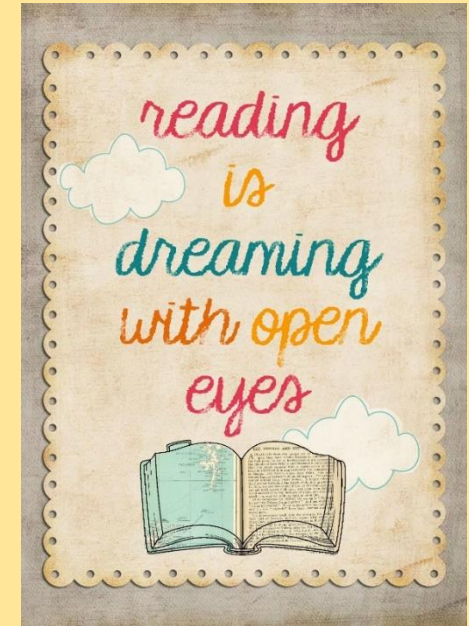
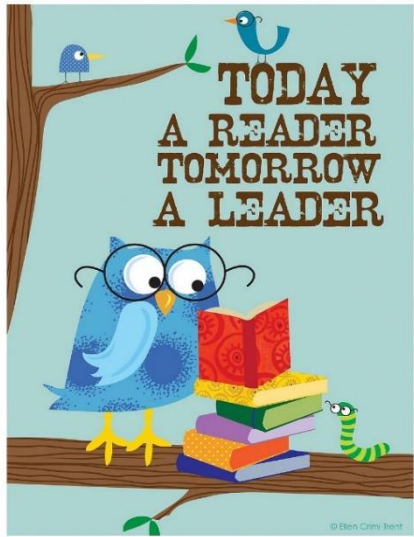
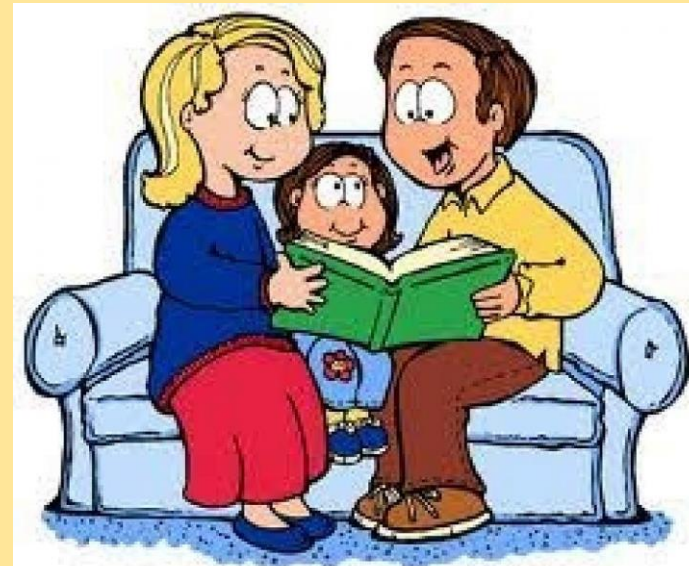


Phonics and early Reading



Thank you for coming!

- A short information session regarding phonics and early reading.
- Workshop activities set up in Foundation Stage.
- Opportunities to ask teachers and support staff questions.
- All information and website links will be available on our website.



Reading – National curriculum objectives

The National Curriculum focus on two dimensions for reading:

- **word reading**
- **comprehension (both listening and reading).**

Skilled word reading involves both the **speedy working out of the pronunciation** of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (said, was etc)

Comprehension skills develop through pupils' experience of **high-quality discussion**, as well as from reading and discussing a range of stories, poems and non-fiction.

Every Minute Counts

Child 'A' reads
1 minute each day

**180 minutes in a
school year**

8,000 words

Child 'B' reads
5 minutes each
day

**900 minutes in a
school year**

282,000 words

Child 'C' reads
20 minutes each
day

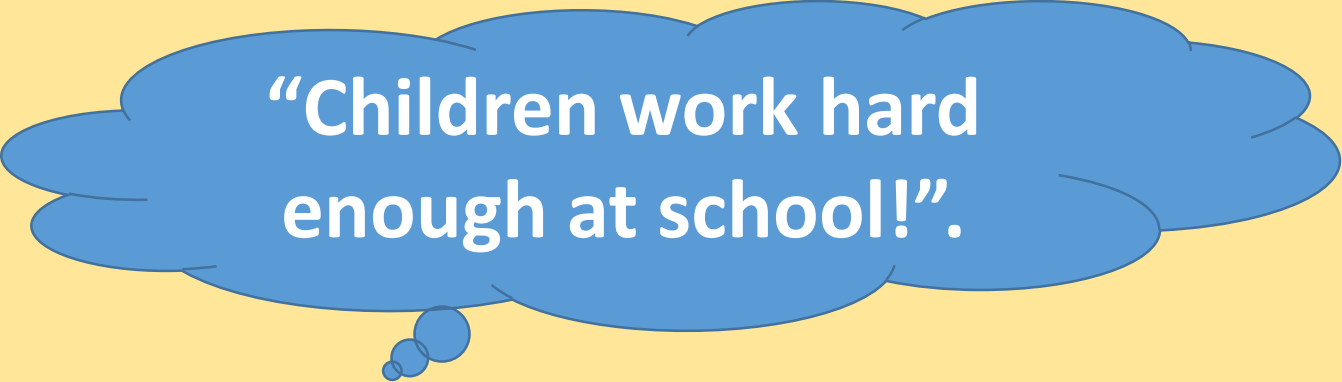
**3,600 minutes in a
school year**

1,800,000 words



Is reading
really that
important?

Does it make
that much
difference?



“Children work hard enough at school!”.

We agree... they do.

However, if children struggle to read they struggle to access the full curriculum. It must be a priority.

We have tried to make homework less onerous and we know you and your children have busy lives.

Family time and social time is just as important, however reading can be an enjoyable activity.

The literacy trust - The Power of Reading:

“What happens beyond the school gates is just as critical to children’s enjoyment of reading.

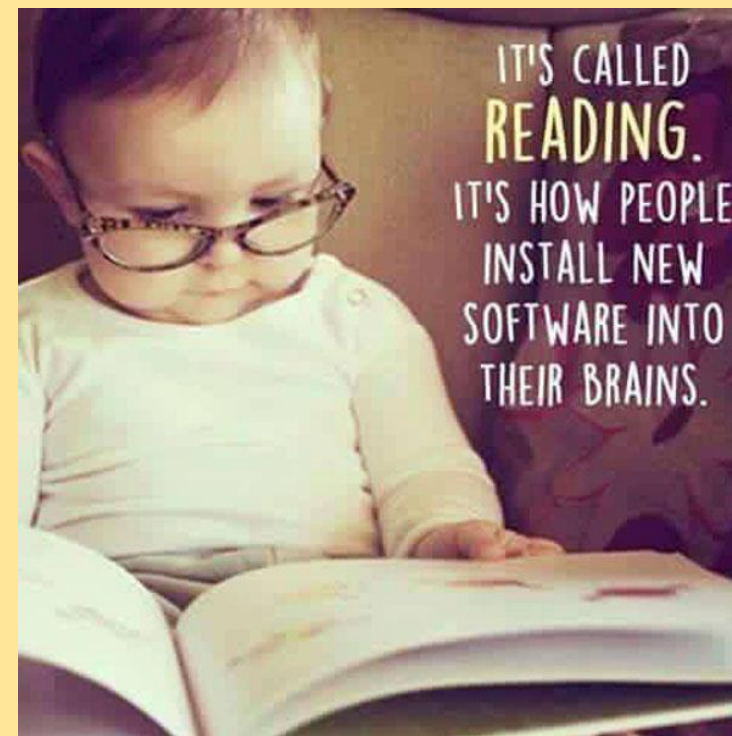
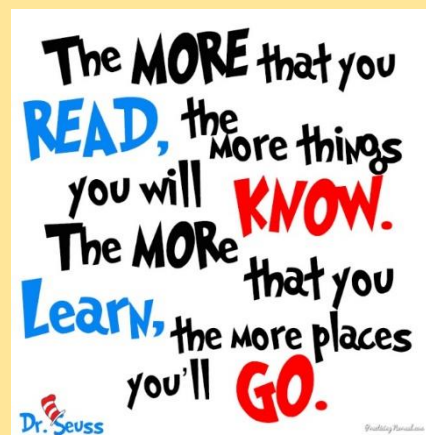
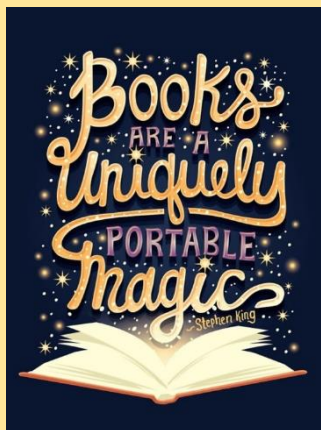
Access to books and choice about what to read are important drivers of reading for pleasure among children.”

Fact:

Reading increases a child's **vocabulary**. Children become familiar with words that are not in everyday conversations.

Fact:

Reading also feeds a child's **imagination** – essential for being a successful writer.



Learning to read: phonics

What is phonics and how can we help our children?

- Children are taught to read letters or groups of letters (graphemes) by saying the sound(s) they represent (phonemes).
- For example, they are taught that the letter 'm' sounds like 'mmm' when we say it.
- Children can then start to read words by blending the sounds together to make a word (e.g. '*m-a-t*').

Phonics

Phonics sessions are taught daily in Foundation Stage and Key Stage 1 using the '**Letters and Sounds**' Phonics Programme.

We also teach the children a variety of **songs and actions** to help them learn the phonemes.

The children are taught following a six phase programme and follow the same lesson structure **each day for 20 minutes**.

Children are **regularly assessed** and are streamed into groups dependant on their next steps to make progress.

We use the assessments to identify children who may need additional phonics support.

Phonics Teaching Sequence

All phonics sessions follow the same four part teaching sequence:

- **Revisit and review**- where previously taught sounds are revised
- **Teach**- new sounds or tricky words are taught.
- **Practice**- reading and writing letters and words with the new sound in.
- **Apply**- read and writing caption and sentences with the new sound in.

Oxford Owl – audio guides

Audio guide for all sounds:

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

How to blend words:

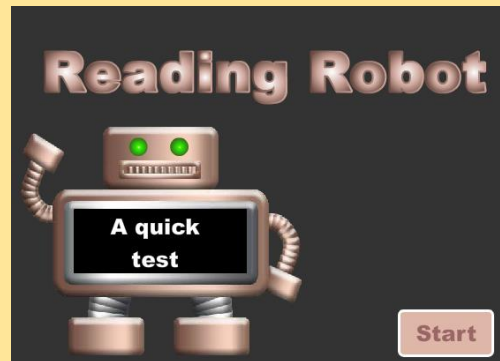
<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Animations for each sound:

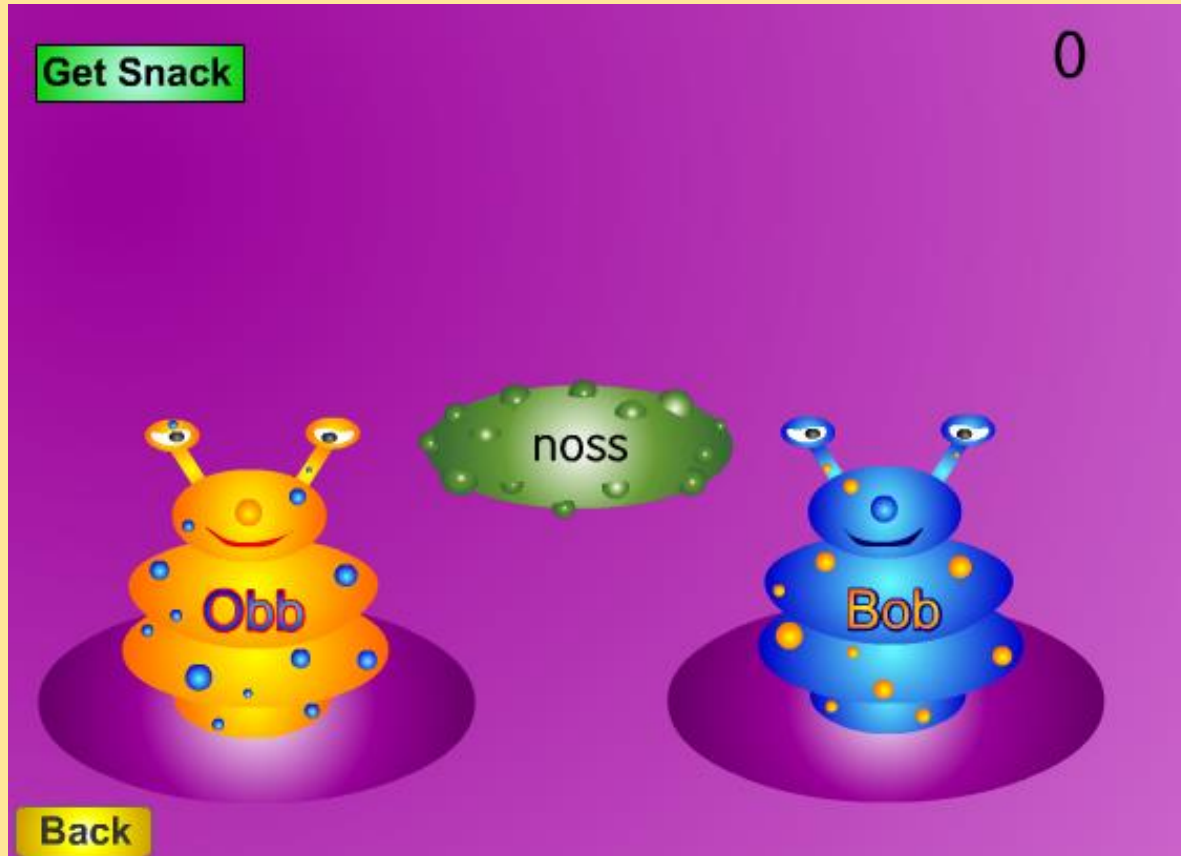
BBC bitesize - <https://www.bbc.co.uk/bitesize/topics/zvq9bdm>

Phonics screening check

At the end of Year 1 your child will complete a phonics assessment which is made up of real and **nonsense words**. This assesses how well children can use their knowledge of phonics to read words. You will be told your child's result at the end of Year 1 and if your child has or has not met the benchmark grade. If your child does not achieve the benchmark grade then further intensive support will be given in Year 2.



Phonics play



Some of the games will use 'nonsense' words.

This is to help prepare children for the phonics screening check at the end of year 1.

If children are comfortable with all of their sounds they will be able to apply them to reading all kinds of words.

Reading aloud to your child

Hearing stories exposes children to a wider vocabulary than they would typically experience in everyday conversation.

Both at home and at school, listening to books being read aloud introduces children to words and language that perhaps they wouldn't be able to or choose to read independently yet. It also helps them to hear what fluent reading sounds like and to hear the pronunciation of unfamiliar words.

Strategies

- Using the picture to help with unfamiliar words (it's not cheating!).
- Sounding out the words:

l - igh - t light

- Breaking a word into parts:

think - ing thinking

- Read around the text and return – make a good guess.
- You read the tricky words and stop and ask for 'help' to read the easier ones.

Reading at home – how can you help?

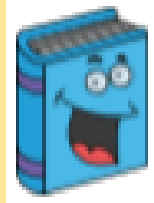
- Listen to your child read – ideally every day, but little and often is best.
- It's really important also to read to your child.
- Use your local library to find books together.
- Comics, football annuals...
- Keep encouraging and praising your child.
- Talk about and ask questions about the book.
- Home reading books are supposed to be set at a comfortable level for your child.
- The books they read at school are set at a more challenging level.



Comprehension

'Delving deeper'.

Asking questions about the book.



Guided Reading Questions

Who are the key characters in your book?

What is your favourite part of the story? Why?

How many paragraphs are on the page?

What does the glossary tell us?

Where and when did the story take place?

What happened in the story?

What questions would you ask your favourite character?

What do the pictures tell us?

Find 3 words that describe your favourite character.

What do you think the story is going to be about?

What do you think might happen next?

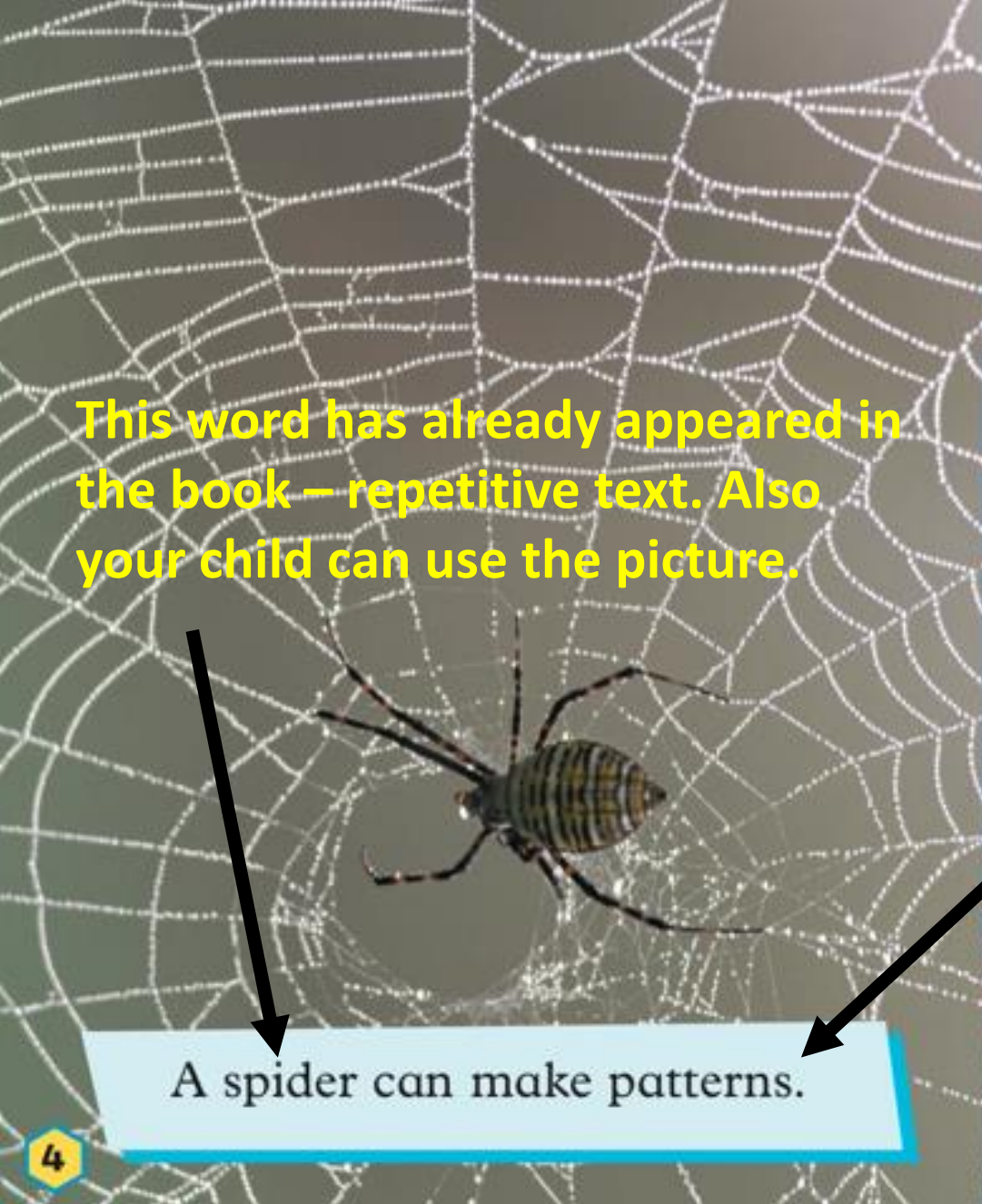
Why is the text organised in this way?

Find a few words or phrases that tell you about the setting.

Who would you like to meet in the story?

Why are some sentences shorter than others?





This word has already appeared in the book – repetitive text. Also your child can use the picture.

A spider can make patterns.

4



This word could be broken up in to patt –erns.

This climbing frame is like a spider's web.

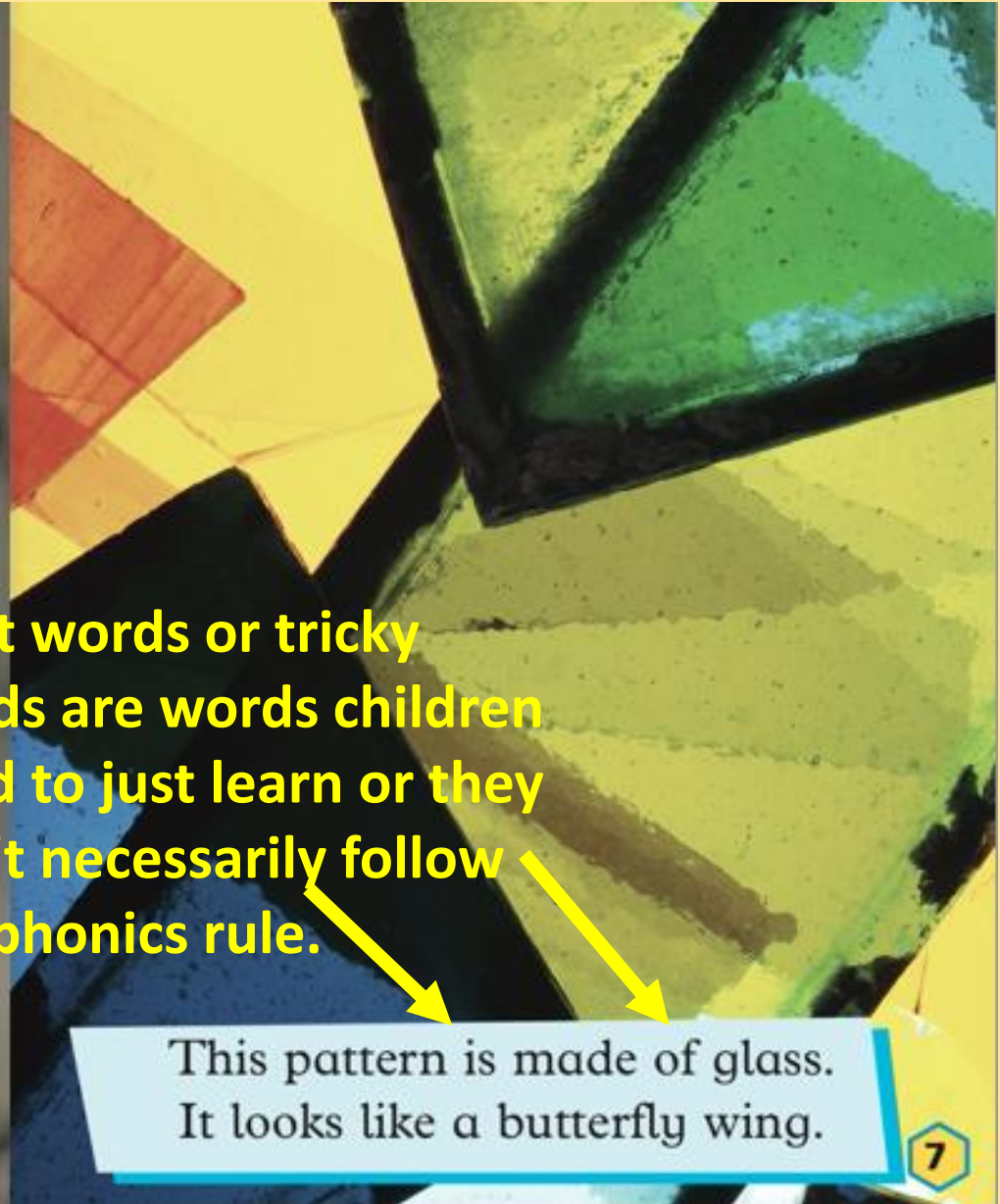
5



A butterfly has patterns
on its wings.

6

Sight words or tricky words are words children need to just learn or they don't necessarily follow the phonics rule.



This pattern is made of glass.
It looks like a butterfly wing.

7

Comprehension

Reluctant reader

- If your child is tired or you're having a battle to get them to read...
- Offer to share read. You read a page they read a page.
- Have a night off. Just enjoy sharing a story.
- Set a time limit or just read a few pages.



Reading records

- Most teachers will wait until you have signed to say your child has read before they change their book.
- Don't feel the need to write lots of detail in the record.
- From year 1 children start changing their own book. Sometimes they may take the wrong colour or phase, or the books may have got mixed up. Just make a note then the teacher knows.
- Add any books that they have read at home or at the library.



Target

Your child's teacher should share with you their reading target at parents evening. For example:

- To be able to retell a story they have read or been read.
- To predict the next event in a story.

- To build up fluency.
- To be able to answer simple questions about a characters thoughts, feelings or actions.

If you are unsure as to how to support your child please ask.

Websites:

Libraries in and around Blackburn <https://blackburn.gov.uk/library/>

Letters and Sounds www.letters-and-sounds.com

Phonics Play www.phonicsplay.co.uk

Oxford Owl www.oxfordowl.co.uk

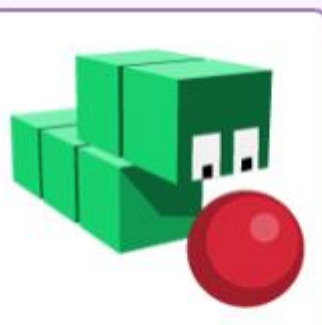
Purple Mash www.purplemash.co.uk

www.lovereadng.co.uk

www.booktrust.org.uk



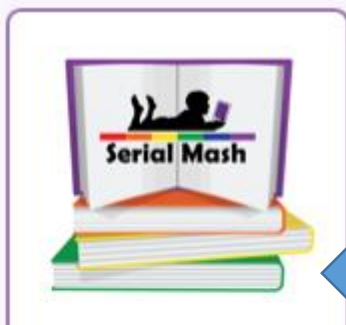
Tools



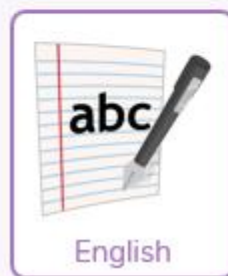
Games



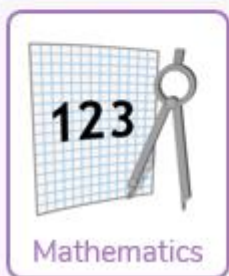
Mini Mash



Serial Mash



English



Mathematics



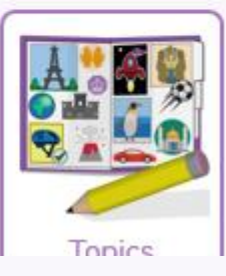
Science



Computing



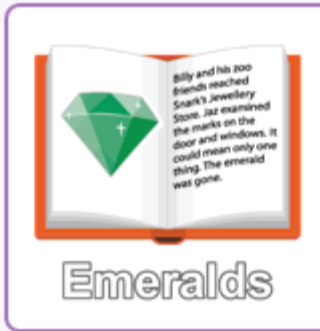
Art



Topics



Diamonds



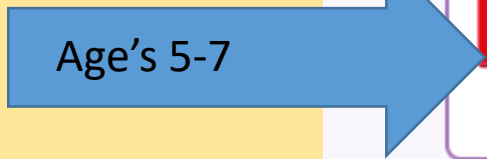
Emeralds



Sapphires



Fire Bolts



Purple Mash

Not suitable for very early readers.

