

FOX Primary School

# Reception Parents' Literacy Workshop Part 2

Polly Calvert – Foundation Stage Leader

# PART 2

## What will we cover?

- Early Learning Goals in literacy
- A Phase 2 phonics lesson
- Tricky vs Decodable Words
- Ideas for tricky words
- Ideas for reading
- Home Learning
- Questions

# Expectations by the end of Reception

## EARLY LEARNING GOAL

- Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

# Expectations by the end of Reception

## EARLY LEARNING GOAL

- **Writing**

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

The background of the slide features a large, light blue watermark logo. The logo consists of a circular emblem containing a stylized fox head profile. Above the emblem, the words "Fox Primary School" are written in a white, sans-serif font, following the curve of the top of the emblem.

We take steps towards these goals using phonics, guided reading and literacy sessions focusing on high-quality texts and excellent speaking and listening activities.

# PHASE 2

- Only begins after the child can blend and segment
- Children begin to learn the first representation of phonemes and how to write simple CVC words
- The phonemes are learnt in a specific order (not the order of the alphabet)
- The phonemes we will cover each week will be on boards outside the classrooms

# Pronouncing phonemes

## 1. Stretchy sounds

f l m n r s v z

## 2. Bouncy sounds

a k i p u t h b d

g o j c e ck w x qu

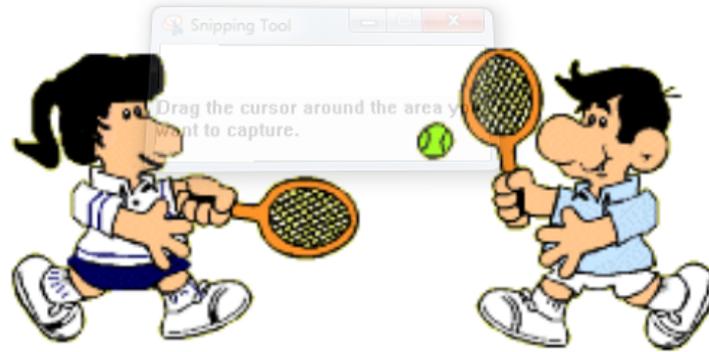
y

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How do we teach a new phoneme?

Revise, Teach, Practise, Apply

# Sound Tennis



S



p



i

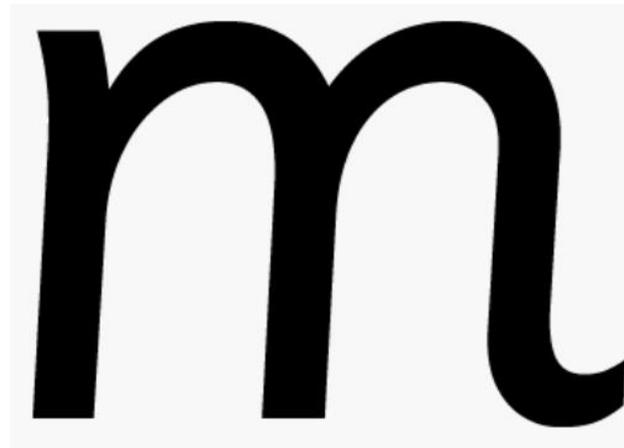
What phoneme can you hear at the beginning of all these words?



Stretch:  
mmmmountain



Write:  
Maisie, mountain,  
mountain



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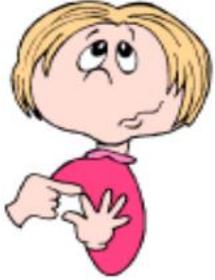


Let's practise writing

m



**A**



**B**



**A**



**B**



**s**

**i**

**p**

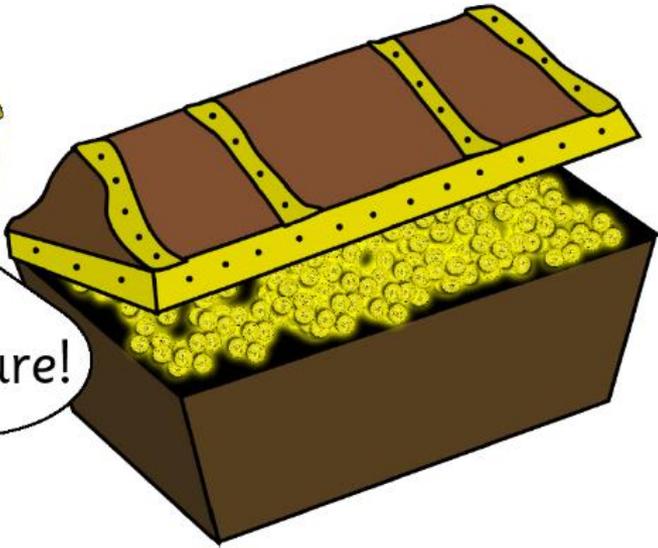
**a**

**t**

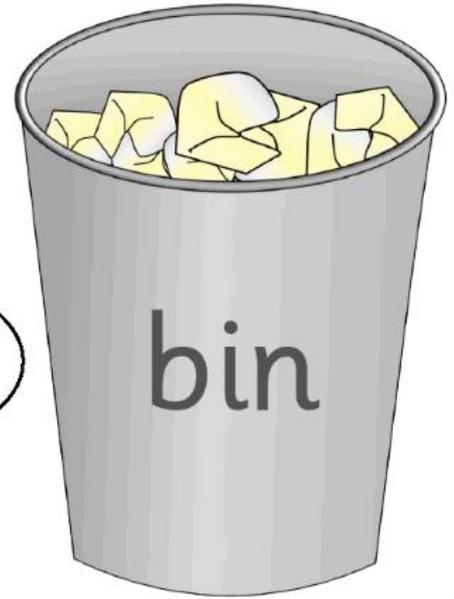
**m**



treasure!



rubbish!



map

mip

Sam

Pam

im

# Useful Phonics resources

- **Phonics Play:** [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- **CBeebies Alphablocks:**  
<http://www.bbc.co.uk/cbeebies/alphablocks/>
- **BBC Words and Pictures:**  
<http://www.bbc.co.uk/schools/wordsandpictures/>
- **Learn to read with Pip** app
- **Reading eggs** app
- **Twinkl:** [twinkl.co.uk](http://www.twinkl.co.uk) (app also available)
- Talking book apps – Cat in the Hat
- Michael Rosen clips on youtube

# Tricky Words vs Decodable Words

High Frequency Words :

- Decodable / **GREEN** words:

Frequently used words in English language. **Mostly phonetically plausible.**

For example: c – a – t

- Tricky / **RED** words :

High frequency words which **are not** completely phonetically plausible.

For example: the/no/to

# Ideas for tricky words



- Whilst out and about go ‘word spotting’
- Play guess the word – write a tricky word on child’s back with your finger
- Play dominoes or pairs or snap or memory games with words
- Count how many times you can find a particular word in a reading book – your child can read the word to you whenever it appears
- Ask children to write the word with objects, i.e. toy cars, beads, stickers etc.
- Use magnetic letters or letter cards, e.g. give children letters ‘t’, ‘h’, ‘e’, ‘i’ and ‘n’ – ask them to spell ‘the’
- Practise putting the word into context in a sentence verbally
- Focus words for the week will be displayed downstairs
- **Practise often and for short bursts of time – not too many words at once**

## Phase 2

Tricky

Decodable

the

if

to

an

I

mum

no

at

go

but

into

in

of

up

a

it

as

dad

is

off

his

on

has

can

get

had

back

and

not

big

him

got

am



# Ideas for reading



- With your partner...
- How often do you read with your child?
- What kinds of texts does your child **enjoy**?
- How do you keep yourselves engaged with a text?
- Strategies for favourite books!

# Ideas for reading

- **Before reading the book**

- Have your child look at the cover and **predict** what they think the story is going to be about
- Have your child decide whether the book is a fairy tale/imaginary (**fiction**) book or a real (**non-fiction**) book – what lets us know this?
- Point out the name of the book (title), the person who wrote the book (author) and the person who drew the pictures for the book (illustrator)
- Ask your child to look for the **blurb** and read it to them
- Do a **picture walk** through the book and let your child tell you what they think the book is about
- Don't look at the last page of the book, **predict** how the story might end

# Ideas for reading

- **During the book**

- Ask your child questions about the characters in the book as you read the story – link to personal experiences
- Have your child use his/her finger to follow the direction of the text (left to right, top to bottom)
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the HF words they have learnt
- Discuss any unusual words/ideas or features of the text
- Encourage your child to join in with repeated refrains
- Decide together on voices for the characters

# Ideas for reading

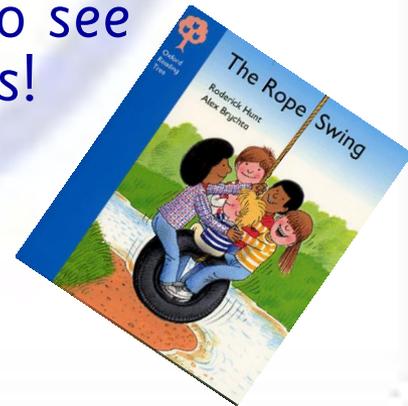


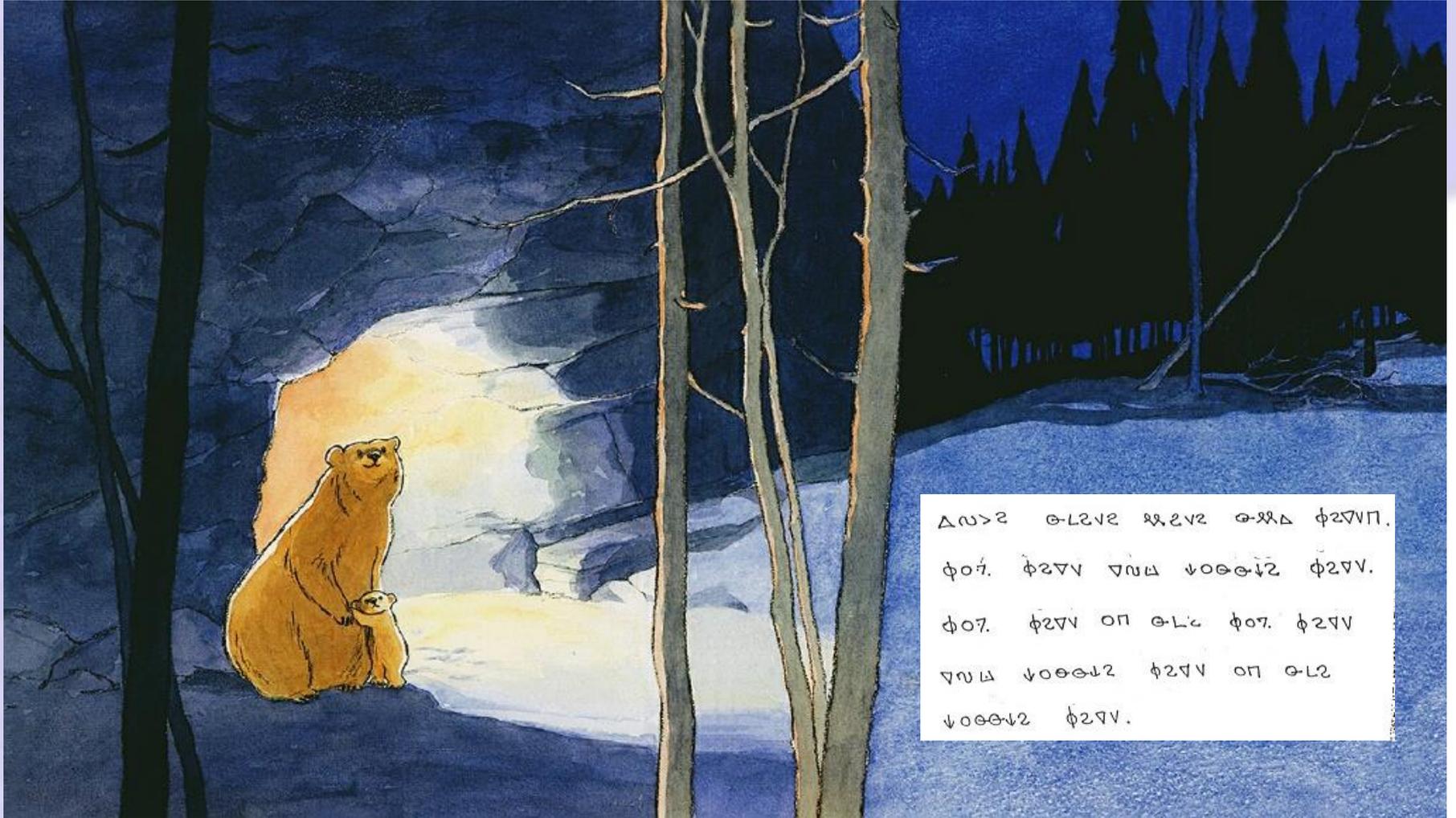
- **After the book**

- Discuss with your child what they liked/disliked about the story and why
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can they summarise what happened at the beginning, in the middle and at the end?
- Can they recall key events from the story and find them in the book?

# Books sent home for your child to read

- Your child will start getting books to read at home later this half term
- Books for them to read will have a coloured sticker on the spine
- These books are 'banded' by difficulty
- Some books are decodable
- Some books are predictable and repetitive but will have words within them that your child might struggle to decode
- Please don't be afraid to give your child a word!
- What is most important is that your child begins to see themselves as a 'reader' and is proud of themselves!





Δύο θλιβερά αδέλφια φώναζαν.  
Φοβόταν τον σκοτεινό φάντασμα.  
Φοβόταν τον θάνατο φοβόταν φώναζαν  
τον σκοτεινό φάντασμα τον θάνατο  
σκοτεινό φώναζαν.

# How to help your child read a word

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Could the picture give you a clue?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.

Always go back and read the sentence again!

# General Home Learning Ideas

## Break it down into smaller tasks...

- Have a look at the book bag together on day 1 – what do we have to do? (This will also be on boards outside the classrooms)
- Decide together with your child which part of the home learning they would like to do first
- Try to spread out the home learning – a little a day

## Get into a routine...

- Try to have a consistent, calm space for home learning
- Try to find a regular time that works for you and your child – they are more likely to respond to routine
- Be clear with them from the beginning how long you will be spending on the home learning and what needs to be done in that time – use visual reminders if necessary

# General Home Learning Ideas

## Build their confidence...

- Give them lots of encouragement and descriptive praise
- Play the fool – they can be your teacher
- Work alongside them – try the task yourself
- Apply the learning in a different context/place and link to real life experiences as much as possible
- Make use of siblings!
- *Please always come and see your class teacher if you need to feedback or would like more help.*

# Questions?



- Next parent workshops:
- Maths – Wednesday 16<sup>th</sup> November
- Characteristics of Effective Learning – Wednesday 30<sup>th</sup> November
- 3<sup>rd</sup> literacy workshop TBC – reading and writing

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