

FOX Primary School

Reception Parents' Literacy Workshop Part 2

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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
- Supporting writing
- 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 purple watermark of the Fox Primary School logo. The logo consists of a stylized fox head in profile, facing right, with the words "Fox Primary School" written in a white, sans-serif font across the top of the fox's head.

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

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Phonics Re-Cap



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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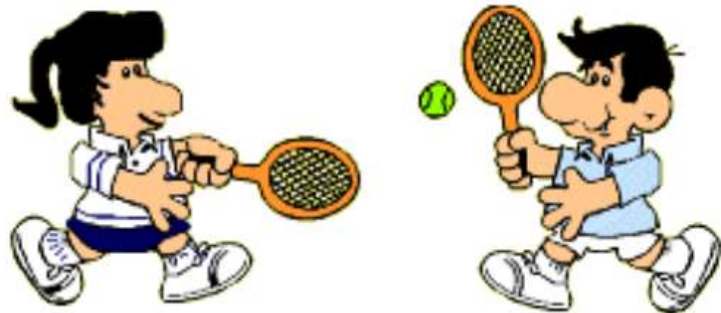
How do we teach a new phoneme?

Revise, Teach, Practise, Apply

Sound Tennis



S



p



j

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



Stretch:
mmmmountain



Write:
Maisie, mountain,
mountain





Let's practise writing

m



A



B



A



B



s

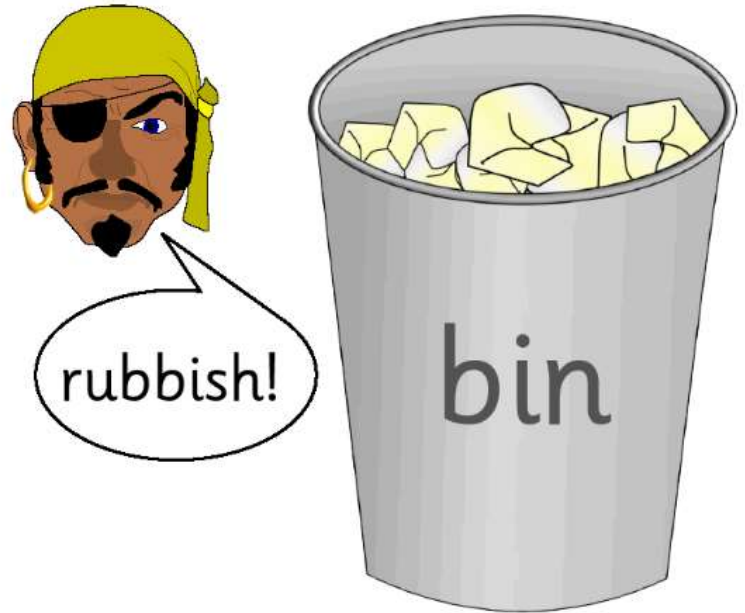
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Phase 2

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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
- **Practise often and for short bursts of time – not too many words at once**

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**

- Look at the cover together and **predict** what they think the story is going to be about
- Decide together 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 **tricky 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 (or not!)

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?
- Can you **act out** parts of the book together?

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!
- Fluency takes a while to develop



Supporting your child's reading



- Our primary strategy is **sounding out**
- Say the **sounds** in each word, pointing at them with your reading finger
- **Blend** the sounds together to make the word
- Continue to the end of the sentence
- Go back and **say the full sentence** without sounding out – needs lots of support!
- Check for **understanding** ('What just happened?'), ask for a prediction ('What might happen next?')
- At the end of the book, check for **overall understanding** - 'Who made a mess?' What did he dig up? What did the dog say at the end?'

Reading strategies

sharp I sounded it out think

I checked it made sense

I read to the  of the sentence

away
from I recognised it went
come

I remembered it from a previous page



I looked at the picture



Writing



- Don't feel you need to push your child to do this yet
- **Supporting the learning of tricky words and reading to and with your child are the most valuable activities you can do at home.**
- Let children watch you write for a variety of purposes
- **Any attempts at writing should be celebrated!**
- Encourage your child to read their writing to you even if you find it unrecognisable

Writing



! ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
I went bike riding.

I went bike riding.

"A note for Daddy."

"Macaroni"

I love you



A t
F
W i
y l
t

1.



1. Put the soil in
the pot.

2.



2. Make a hole and
put the seed in.

3.



3. put the water in.

4.



put it in the sun
and watch it grow.



is for
writing
in
culet

Thank you!

- Maths workshop 9th January 8.30am

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Useful electronic phonics resources

- **Phonics Play:** 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

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.*