

Reception
Parents' Literacy Workshop –
Part 1

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PART 1

What will we cover?

- Early **reading** and writing
- Phonics at Fox
- Phonics Phases
- Pronouncing phonemes
- Teaching a new phoneme
- Tricky and decodable words
- Any questions

“..the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

The Rose Review

Everything starts with speaking and listening. This is our focus at the beginning of Reception.

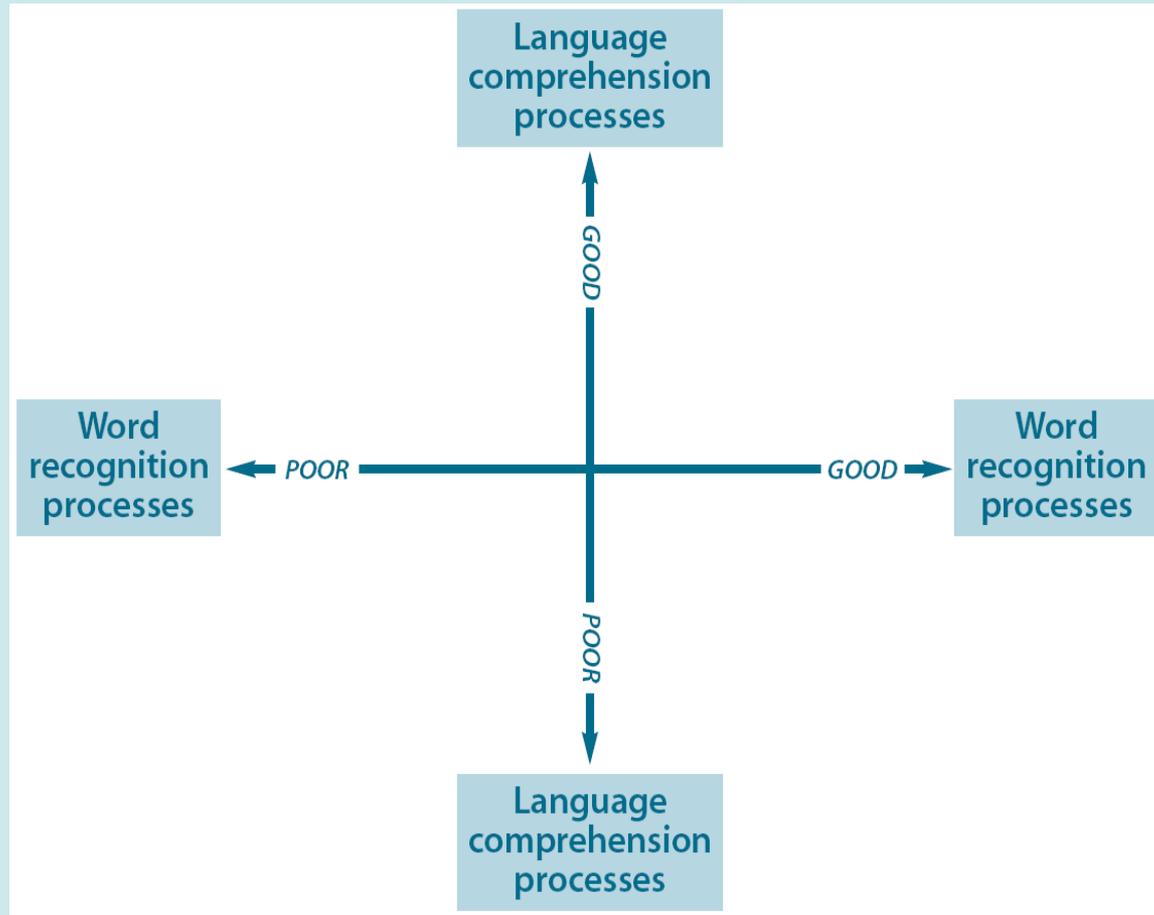


Conversations

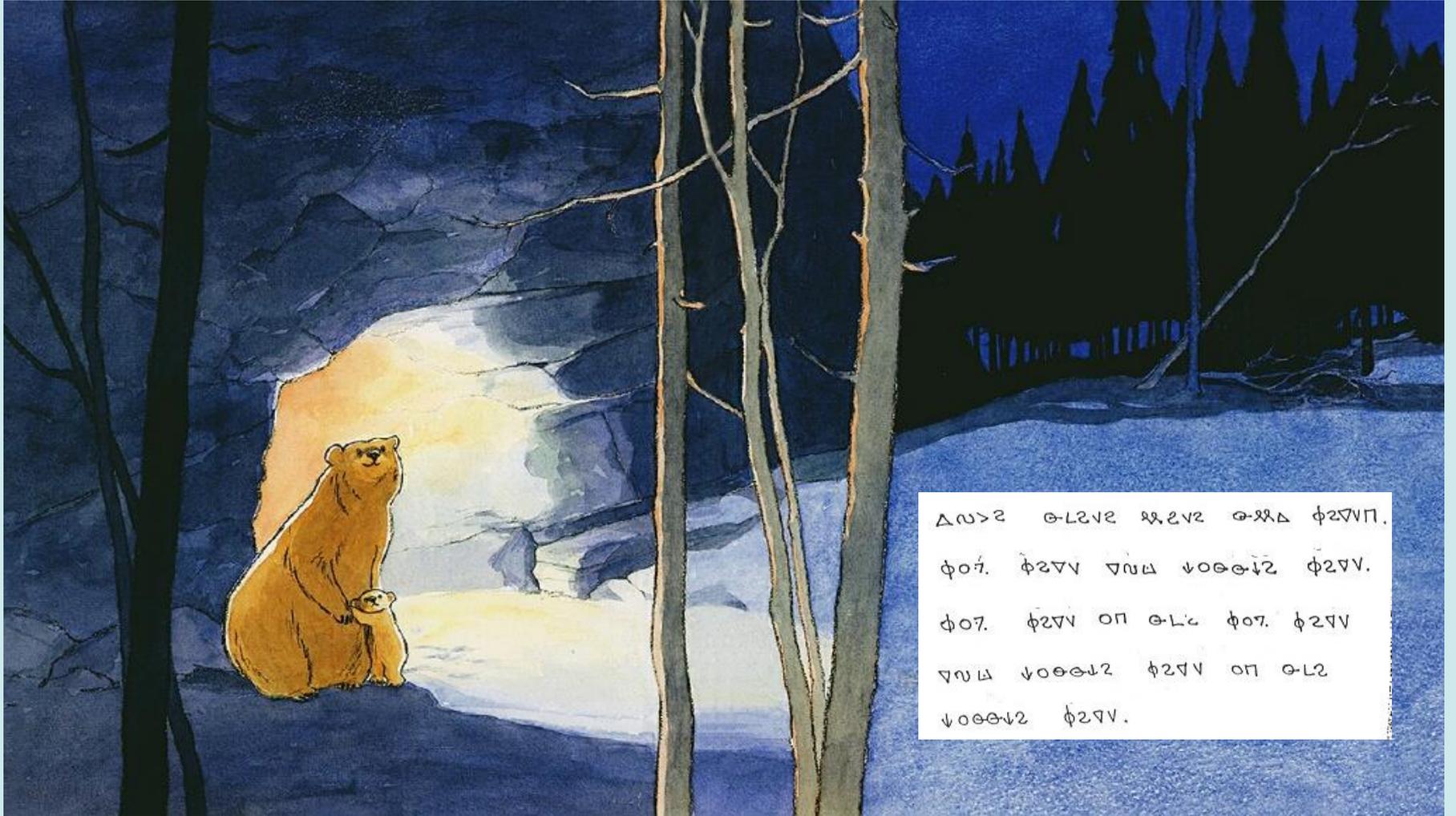
- The best support for children's language development is good conversation with an interested adult
- Shared attention – i.e. on wordless picture books
- Aim for at least five 'serve and returns' in each conversation



Simple view of reading



Speaking and listening **MUST** come first!



Δύο βελγικά βελγικά βελγικά φωνή.
φόν. φωνή νύα βελγικά φωνή.
φόν. φωνή οπ βελγικά φόν. φωνή
νύα βελγικά φωνή οπ βελγικά
βελγικά φωνή.

How we teach reading at school.

- **Phonics**
- **Guided Reading**
(including individual and paired reading)
- **Shared Reading**

Speed sounds

| | | | | | | | | | | | |
|----|----|---|---|---|----|---|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng | |
| ff | ll | | | | ss | | zz | | | nk | |
| b | c | d | g | h | j | p | qu | t | w | y | ch |
| bb | ck | | | | | | | | | | |
| ck | | | | | | | | | | | |

| | | | | | | | | |
|----|----|----|----|-----|-----|----|-----|-----|
| a | e | i | o | u | ay | ee | igh | ow |
| | | | | | a-e | ea | i-e | o-e |
| oo | oo | ar | or | air | ir | ou | oy | |



Early Reading & Writing at Fox

- The children are taught synthetic **phonics**
- We follow the Primary National Strategy called Letters and Sounds and use Ruth Miskin images
- In reception, year 1 and year 2 phonics is taught 4/5 times a week for half an hour
- Phonics is our primary approach and acts as the building blocks for reading and writing.

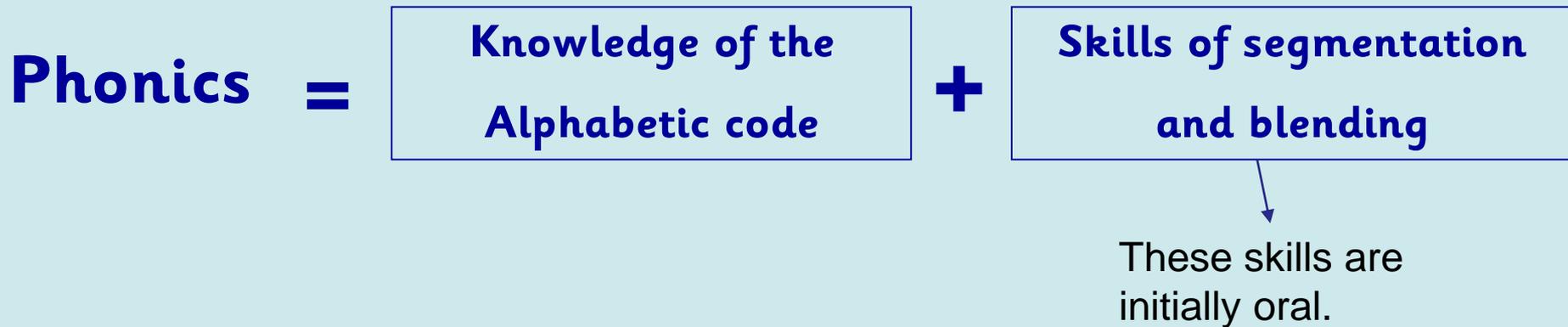


What knowledge and skills would your child need to be able to read this word?

sun



Phonics is ...



Terminology

| Term | Meaning | Examples |
|----------|--|--|
| Phoneme | The smallest unit of sound that you can hear within a word. The word phoneme refers to the sound , NOT the letter(s) which represent the sound in writing. | c/a/t = 3 phonemes th/e/n = 3 phonemes ch/air = 2 phonemes s/t/r/aigh/t = 5 phonemes ough/t = 2 phonemes |
| Grapheme | The letters used to represent a phoneme (children learn one representation to begin with) | f – fat, enough, telephone ae – pain, hay, make |
| Blend | To list the phonemes within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.) | |
| Segment | To split a word into its separate phonemes, as an aid to spelling . | |
| CVC word | Consonant, vowel, consonant word | cat |

Where do we begin?

- The teaching of phonics is broken down into 6 Phases
- Phase 1 and Phase 6 are ongoing
- Phase 2 to Phase 3 focus on teaching new phonemes and graphemes
- Nurseries should begin Phase 1
- In Reception, we always start with Phase 1

PHASE 1

Tuning in to sounds around us – describing them, comparing them, differentiating between them, making them and responding to them.

- Aspect 1 Environmental Sounds
- Aspect 2 Instrumental Sounds
- Aspect 3 Body Percussion
- Aspect 6 Voice Sounds
- Aspect 5 Alliteration
- Aspect 4 Rhythm and Rhyme
- Aspect 7 Oral Blending and Segmenting

PHASE 2

- Should begin after the child can orally blend and segment
- Children begin to learn the first representation of phonemes and how to write and read simple CVC words
- The phonemes are learnt in a specific order (not the order of the alphabet) – this is so the children can apply their knowledge almost immediately

Progression of Sounds Taught

| Phase 2 | Letters and Sounds |
|----------------------|---|
| Set 1 | s, a, t, p |
| Set 2 | i, n, m, d |
| Set 3 | g, o, c, k |
| Set 4 | ck, e, u r |
| Set 5 | h, b, f, l |
| | |
| Phase 3 (i) | |
| Set 6 | j, v, w, x |
| Set 7 | y, z, zz, qu |
| Set 8 | ck (revise), ff, ll, ss |
| | |
| Phase 3 (ii) | ch, sh, th, ng/nk |
| | |
| Phase 3 (iii) | ay, ee, igh, ow |
| | oo, oo, ar, or, |
| | air, ir, ou, oy |
| | ire, ear, ure |
| | |
| Phase 4 | CVCC/CCVC words |
| | Polysyllabic words |
| | |
| Phase 5 | a-e, ea, i-e, o-e |
| | u-e, aw, are, ur |
| | ow, oi, ai, e_e, oa, ew, er, ear, ie, ore, oor, au |

The sounds of spoken English

- 44 sounds or 'phonemes'
 - 19 – vowel sounds
 - 25 – consonant sounds
 - Phoneme – smallest unit of sound in a word
- ! We focus on the sound of the letter and not on the letter name. Letter names are taught incidentally (names/tricky words) and when introducing digraphs.

Pronouncing phonemes

1. Stretchy sounds

f l m n r s v z

2. Bouncy sounds

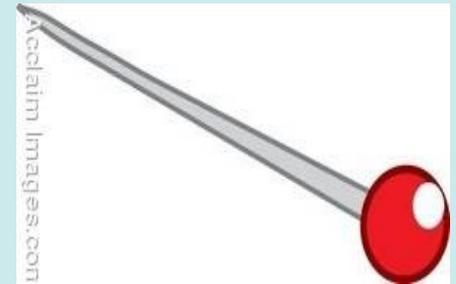
a i p u t h b d g o j
c k ck e w x qu y

Can you segment these words?



How do we teach a new phoneme?

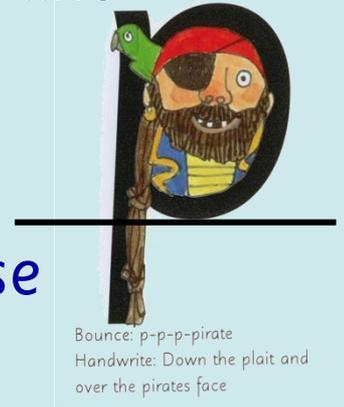
- Show the children pictures which include the phoneme we wish to teach



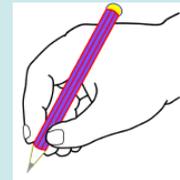
- Stretch each word
- “Robot talk” each word
- Count the number of phonemes on our fingers
- Listen out for the phoneme which is the same in each word
- Decide if it is a bouncy or stretchy sound

How do we teach a new phoneme?

- Show the children what that phoneme looks like
- Discuss what the letter looks like and practise forming the letter with our bodies



- Model how to hold our pencil
- Model how to write the phoneme – print initially
- Lower case letters not capitals



How do we teach a new phoneme?

- Write 3 - 4 CVC words including the new phoneme (remembering sound buttons!)
- For example :



p o t

• • •

- Read a sentence/phrase including the new phoneme

“ pat the dog ”



PHASE 3

- Children begin to learn the first representation of digraphs
- Digraphs
qu ch sh th (think / with) ng ay ee igh ow oo oo

ar or air ir ou oy ire ear ure

NB! We refer to the digraphs by the letter names, not as individual phonemes.

We consider a child's spelling to be developmentally appropriate if they are applying their phonics knowledge using the sounds they have been taught e.g. rayn.

How many phonemes are there in the following words?

| | |
|--------|-------|
| top | scan |
| shower | fire |
| bird | fish |
| high | chair |

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/my

Tricky words need to be practised regularly in short bursts

Teaching sequence for tricky and decodable words

| To be read by end of Rec | | | | To be read by end of Y1 | | | | | |
|---|--|--|--|---|--|---|--|--|--|
| Phase 2 | | Phase 3 (i-ii) | | Phase 3 (iii) | | Phase 4 | | Phase 5 | |
| Tricky | Decodable | Tricky | Decodable | Tricky | Decodable | Tricky | Decodable | Tricky | Decodable |
| the to I no go into of a as is his has | if an mum at but in up it dad off on can get had back and not big him got am | he she you they we all me are be my was her | than that much them this then with will | now by put going door new push pull live love once two ball call full | or day for see too play away look night girl seen way took good may been boy out far | said have like so do some come were there little one when where what isn't who want can't water over after last school how many | went first from children just help nest three jump must tree it's | oh their people Mr Mrs looked called asked could would should buy your here because laugh lived more half again our these other another brother says friend ask | don't old I'm by time house about made came make saw here down very |
| To be spelt by end of Rec | | To be spelt by end of Y1 | | | | | | To be spelt by end of Y2 | |

What is coming home?

- Red and green words – to be practised regularly
- Phonics book – practise 2 phonemes a week

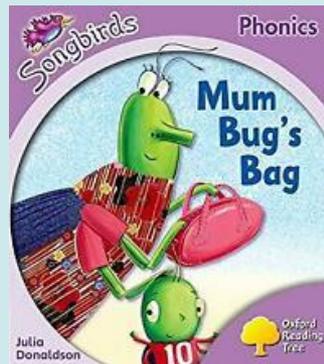
Phase 2 Tricky Red Words – To be learnt on sight.

| | | |
|-----|----|---|
| the | to | I |
|-----|----|---|

- Picture books x2 – to share and enjoy with your child
- Wordless picture books – to develop storytelling an vocabulary
- Banded Books x 1 then build up



| Number | Book band |
|--------|------------|
| 1 | Pink |
| 2 | Red |
| 3 | Yellow |
| 4 | Light Blue |
| 5 | Green |
| 6 | Orange |



Traditional Tales

About the story
Traditional tales have been told for many years. This story is based on Aesop's fable, 'The Man, the Boy and the Donkey', written in Greece long ago. Enjoy sharing and retelling this timeless story with your child again and again.

Tips for reading together

Talk together

- Look at the cover and read the title. Ask: Which name do you think belongs to which character?
- Look at pages 2 and 3, where the main characters are introduced. Ask: Where are they going?
- Turn to page 3 to find out which character is Tim. Ask: So who is Cain? Did you guess correctly?

About the words in this story

- Your child will be able to read most of the words in this story using their phonics skills. Encourage your child to sound out and blend any new words.
- These words are common, but your child may find them tricky:
 - said
 - have
 - so
 - were
 - little
 - when

If necessary, read these words to your child.

During reading

- Encourage your child to read the story to you. Talk about the pictures with them as they read.
- Encourage your child to say the sounds in a word, from left to right. Tell them to point to the sounds as they say them. Then they can blend the sounds into a whole word, e.g. i-c-a-t, be-er-ath.
- Give your child lots of time to sound out each word.
- Re-read the sentence encouraging your child to read with expression.
- Look out for repeated phrases, e.g. down the long, hard road.

Use lots of praise to encourage your child!

The books your child brings home...

- We ALL want the children experience success:
- We aim to provide books that are directly linked to phonics phases – ‘banded books’
- We aim to use a variety of schemes and text-types
- Please use your PARENTAL judgement, to ensure the support/challenge at home is at the right level...
- Prepare them for unfamiliar phonemes/words/
- Share the ‘reading’ load
- Provide your child with additional books than those from school where necessary

Reading at home with your child...

- Try to build this into your daily routine
- Have a set space you can read in
- Remember, both reading the banded book and reading to your child are important
- Little and often!



In Summary

- Have lots of conversations
- Read to them – LOTS!
- Encourage your child to explore new words, question things and respond in full sentences
- Play with words, listening to the specific sounds in words and investigating what your mouth is doing while saying these sounds (what are your lips doing, where is your tongue? etc.)
- This can be done in your home language!
- Practise sight recognition of tricky words

Questions?

- Please always read the newsletter and Reception emails!
- Please come along to Literacy part 2 on Wednesday 6th November
- Maths Workshop Monday 25th November

Thank you!