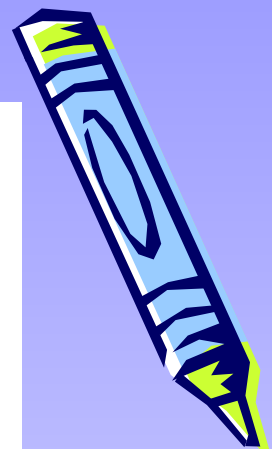


The **MORE** that you
READ, the more things
you will **KNOW**.

The **MORE** that you
Learn, the more places
you'll **GO**.


Dr. Seuss

Practicing Normal.com





Phonics and Reading workshop for parents and carers

Claire Merritt



Reception Reading

Delivered by Claire Merritt- Assistant Headteacher for Early Years and Year One

Keyworth Primary School

Part of the Bessemer and Keyworth Federation

www.keyworth.southwark.sch.uk

Address: Faunce Street, London, SE17 3TR

Tel: 0207 735 1701

E-Mail: office@keyworth.southwark.sch.uk

Executive Headteacher: Sarah Beard

Head of School: Ray Capper



Literacy and Reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.



Language Comprehension

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them. Reading books (stories and non-fiction), enjoying rhymes, poems and songs together also supports children's language comprehension.



Early Learning Goal for Reading

Comprehension

To reach an expected level of development children at the end of Reception will:

- Demonstrate **understanding** of what has been read to them by **retelling stories** and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - **key events** in stories;
- Use and understand recently introduced **vocabulary** during discussions about stories, non-fiction, rhymes and poems and during role-play.



Skilled word reading

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Early Learning Goal for Reading

Word Reading

To reach an expected level of development children at the end of Reception will:

- Say a sound for each letter in the alphabet (**phase 2 sounds**) and at least **10 digraphs** (e.g sh ch th);
- **Read words** consistent with their phonic knowledge by sound-blending;
- Read aloud **simple sentences** and books that are consistent with their phonic knowledge, including some **common exception words**



Developing Children's Spoken Language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them. Talk expands vocabulary.

Here's some ways to develop children's language

- Read together, everyday
- Explain the meaning of new words
- Talk with your child about their day at school
- Share songs, poems and chants
- Play language games like, eye spy, Simon Says etc.



Reading and Stories

Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.



Reading and Stories

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to children's life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.

Here's some ways to encourage reading

- let your child see you read. Role model reading.
- Take care of reading books- value their importance
- Keep a variety of reading materials in the house.
- Support and encourage your child to practice reading aloud.
- Make quiet time for reading with your child.
- Write short notes for your child to read.
- Repeat stories- children love the familiarity of language and repeated refrains.



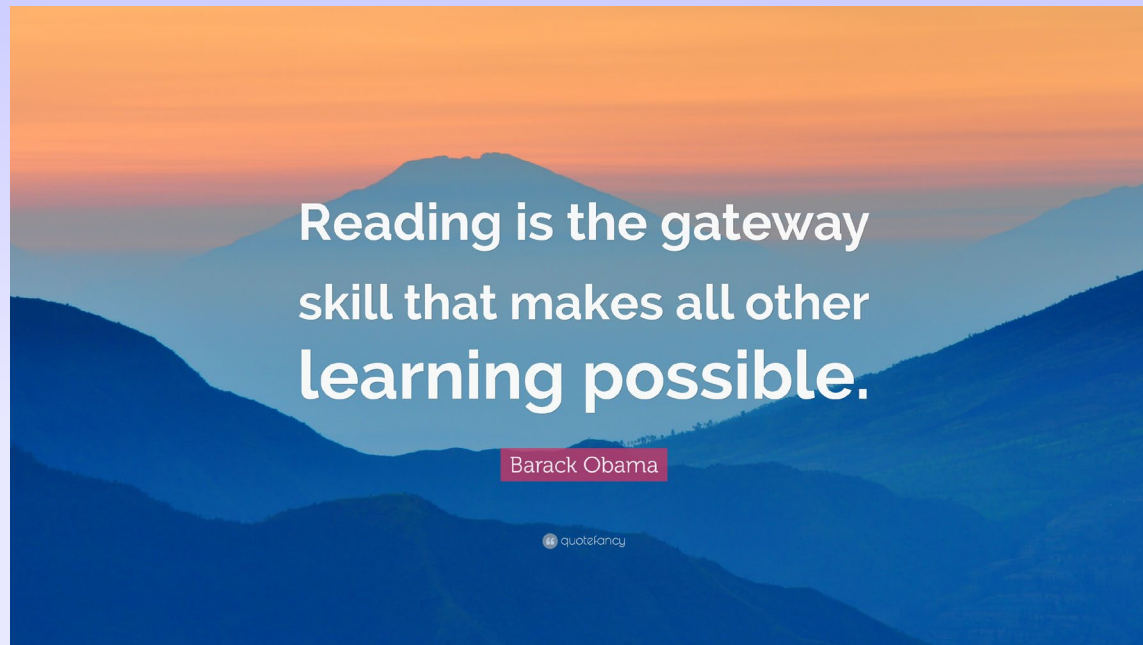
What is Phonics?

Phonics = Skills of segmenting and blending + Knowledge of letter sounds



Our SSP Phonics Scheme

- We follow a scheme based on Letters and Sounds.
- Children in Reception receive a daily (whole class) phonic session.
- This is supported by activities within the classroom.
- All classes are well resourced to support children with their developing phonetic awareness.



Following a Sequence

| Phase 1 | New sounds |
|---------|--|
| | Aspect 1: Environmental sounds (stories, walk around local area) |
| | Aspect 2: Instrumental sounds (Bag on instruments) |
| | Aspect 3: Body Percussion (Action songs and rhymes) |
| | Aspect 4: Rhythm and rhyme (Rhyming stories- what rhymes with...) |
| | Aspect 5: Alliteration (Have fun with names, story characters) |
| | Aspect 6: Voice Sounds (Adding different voices to stories) |
| | Aspect 7: Oral blending and segmenting (robot speech- c-a-t and put it back together → cat) |



Letters and Sounds - Phase 1

- Crucial phase in developing speaking and listening skills and phonological awareness
- Paves the way for a systematic phonics programme to begin.
- Vital for all children but particularly vital for children with special educational needs and English as an additional language .



Body percussion

Environmental sounds



alliteration

Rhythm and rhyme

Oral blending and segmenting

Voice Sounds

Instrumental Sounds



Following a Sequence



| Phase 2 | New sounds | Yellow Bee Tricky words | High Frequency words (not taught) |
|---------|---|---|--|
| | <p>*- teach these sounds with previous sounds not as explicit lessons</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k, *ck Set 4: e, u, r, h, Set 5: b, f, *ff, l, *ll, j Set 6: v, w, x, y Set 7: z, *zz, qu, *ss</p> | <p>*exposure to these words</p> <p>I, na, go, the, into, to</p> <p>* put, *pull, * full</p> | <p>Chn can use their sounds to segment and blend these words</p> <p>a, an, is, at, in, it, of, on, can, dad, had, and</p> <p>off, get, back, his, mum, but, is, big, him, not, got, up</p> |

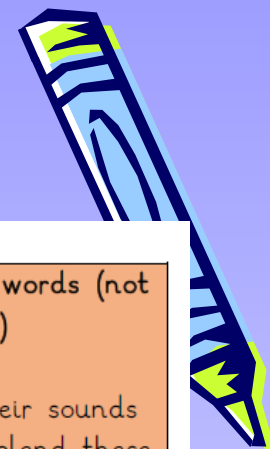
| Phase 3 | New sounds | Pink Flower Tricky words | High Frequency words (not taught) |
|---------|---|--|--|
| | <p>*teach these sounds with previous sounds not as explicit lessons</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>• Teach vowel sounds with rhyme</p> <p>Vowel Digraphs: ai, ee, igh, oa, oo (moon), oo (book), ar, or, ur, ow, oi, ear, air, er, ure,</p> | <p>*exposure to these words</p> <p>he, she we, me, be, you, all, are, her, was, they, my</p> | <p>Chn can use their sounds to segment and blend these words</p> <p>will, that, this, then, with, them, see, for, now, down, look, too</p> |

Year 1:

(teach the corresponding capital letters to lowercase letters)

Teach vowels and consonants and their purpose through modelling.
(continue rhymes-
"There are 5 vowels, a, e, i, o, u"

Following a Sequence



| Phase 4 | New sounds | Orange Butterfly Tricky words | High Frequency words (not taught) |
|---------|---|---|--|
| | <p>*- teach these sounds with previous sounds not as explicit lessons</p> <p>St, nd, mo, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl</p> | <p>*exposure to these words</p> <p>said, have, like, so, do, some, when, were, there, little, one, come</p> | <p>Chn can use their sounds to segment and blend these words</p> <p>out, what, went, it's from, children, just, help</p> |

| Phase 5 | New sounds | Blue Dolphin Tricky words | High Frequency words (not taught) |
|---------|--|--|--|
| | <p>*- teach these sounds with previous sounds not as explicit lessons</p> <p>ay, ou, ie, ea, oy, ir, ue (glue), ue (queue), aw, wh, ph, ew (pew), ew (screw), oe, au, ey, a-e, e-e, i-e, o-e, u-e, u-e</p> | <p>*exposure to these words</p> <p>People, Mr, Mrs. looked, called, oh, their, asked, could, don't, old, I'm</p> | <p>Chn can use their sounds to segment and blend these words</p> <p>by, time, house, about, your, day, made, came, make, here, saw, very, put, should, would</p> |

Phonic Terms

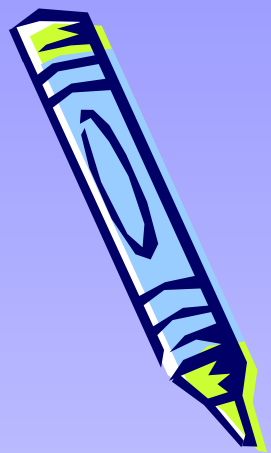
- Phoneme (sound)
- Grapheme (shape of letter)
- Blending (putting sounds together to make a word)
- Segmenting (breaking word into sounds)
- Digraph (2 letter sounds /oo/oa/ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button (press the button say the sound)
- High frequency words Words that that your child will see frequently in reading books.
- Tricky/ Common Words that can't be decoded children have exception words to learn these words by sight



Phoneme is a sound.

Graphemes are letters

Phoneme grapheme
correspondences are the
sounds made by the
letters i.e sh sh-op



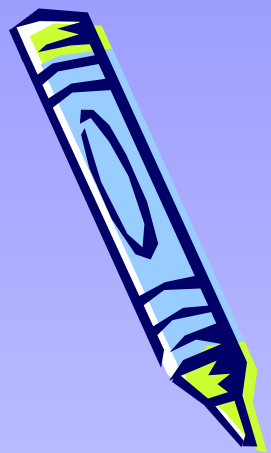
Phonics Words

Your children will learn to use the term:

Blending



Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word

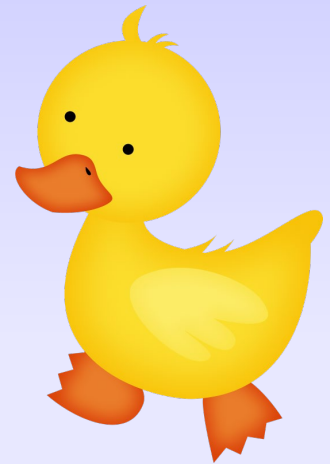
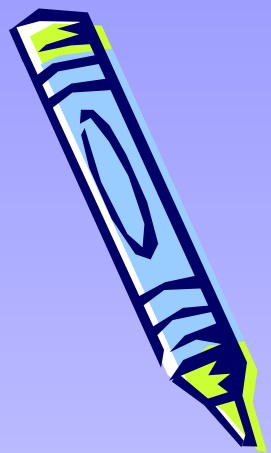


Blending

b - e - d = bed

t - i - n = tin

p - a - n =



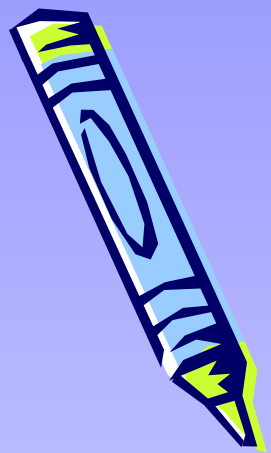
Phonics Words

Your children will learn to use the term:

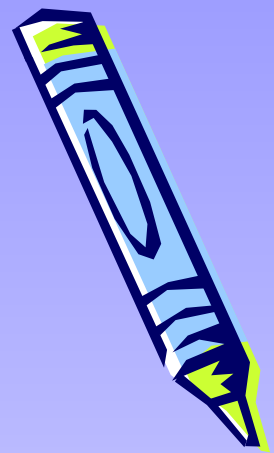
Segmenting



Children need to be able to **hear** a whole word and **say** every sound that they **hear**.



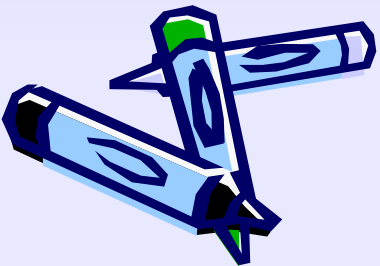
Segmenting



bed = /b / /e / /d /

mug= /m / /u / /g /

snail =



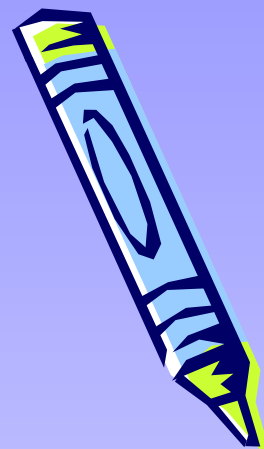
Stretchy Snake



Stretch out your words
so that you can hear
your sounds!

Snnnnnailll...

Snail!



Freddy Frog Fingers

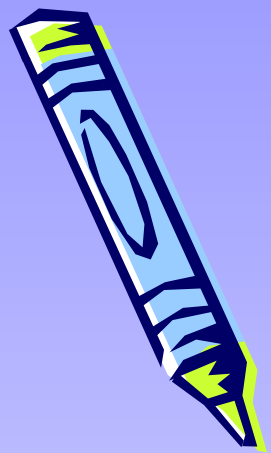


Use your fingers to
segment a word into its
sounds!

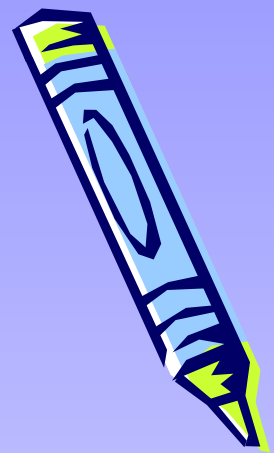
s - n - ai - l

4 sounds

snail



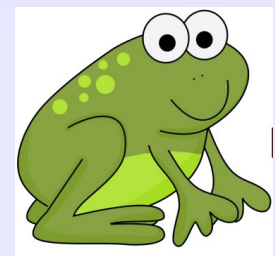
Segmenting



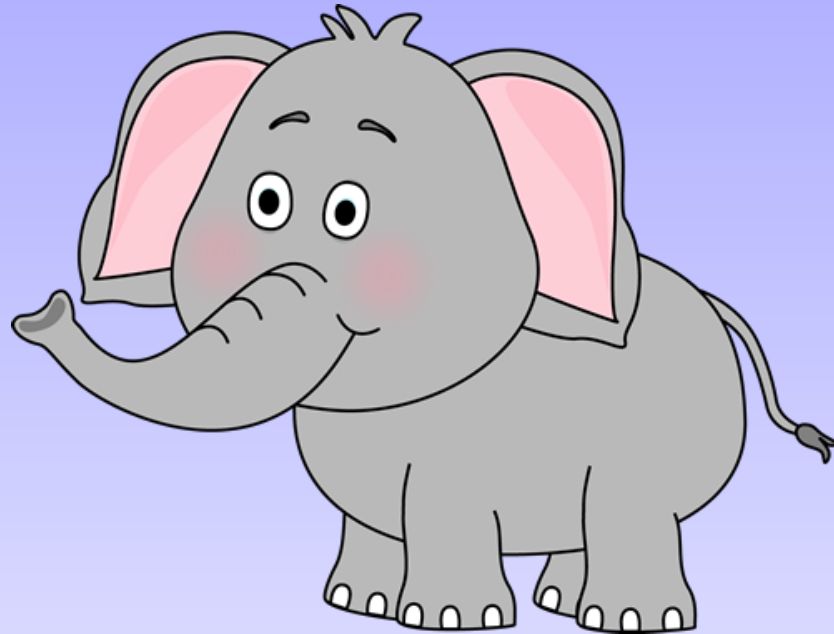
bed = /b / /e / /d /

mug= /m / /u / /g /

snail = s / n / ai / l

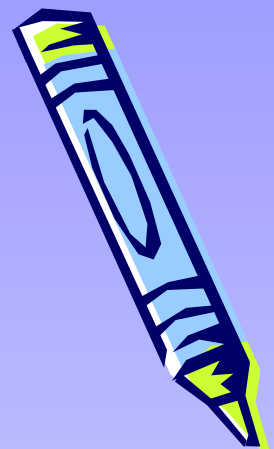


Elephant Stomps

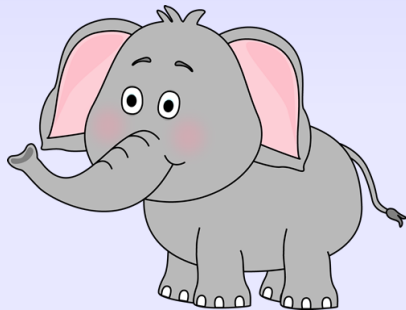
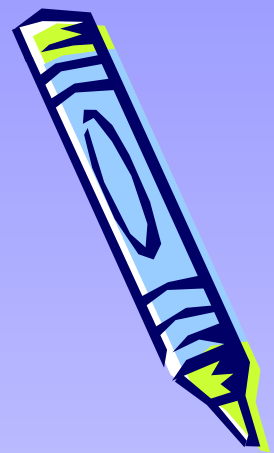


Stomp out the syllables in a word

el-e-phant



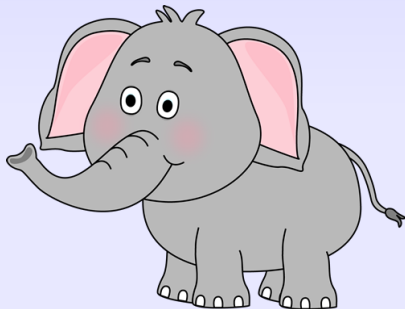
Segmenting Sounds



Segmenting Sounds



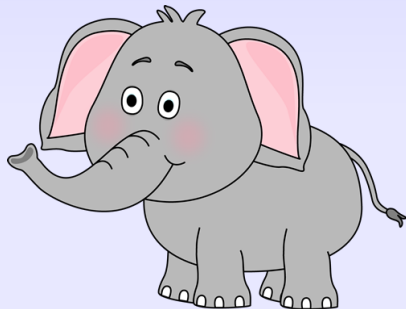
sand



Segmenting Sounds



sandpit



Letter Formation

- We start by making sure the children can **hold** a pencil or pen correctly - tripod grip.
- As we learn each new sound we show how the children **form** each letter **correctly**.
- We learn handwriting rhymes which help the children remember which way their letters go round.



Here are the rhymes we say with the children when we are practicing handwriting. This helps children to remember the names of their letters.

We do not want the children to write in capital letters and in Reception will practice writing lower case letters.

| Curly Caterpillar Letters | |
|---------------------------|---|
| c | Around the crab, stop at its foot |
| a | Around the apple, up and down the leaf |
| d | Around the dog, up its tail and down its foot |
| g | Around the grape, up and down the vine |
| q | Around her head, up to her ear, down her neck and flick |
| e | Scoop around the yolk, up and around the egg |
| s | Down the slithery snake |
| f | Start at the flower, down the stem, across the leaves |
| o | Around the juicy orange |
| Ladder Letters | |
| l | Down the lolly and flick |
| i | Down and a flick with a blot at the top |
| t | Down the tree, flick and cut the branches |
| j | Down the tentacle and a dot at the top |
| y | Under the yo-yo and down the curly string |
| u | Down and under the umbrella, and follow the drip |
| One Armed Robot Letters | |
| r | Down the robot, up and over its arm |
| b | Down its back, up and around its belly |
| n | Down the pole, up and around the net |
| h | Down the chimney, up and over the house |
| m | Down the mountain, over the mountain, over the mountain flick |
| k | Down its back, up, around its pouch, down its leg and flick. |
| p | Down the body, up, and around it's beak |
| Zig-ag Monster Letters | |
| v | Down the violin, up to the bow |
| w | Watch the waves, down up, down, up |
| x | X marks the spot |

Handwriting



What to do, to support children's handwriting

- Provide lots of opportunities for children to mark make.
- Allow children to practice using tools such as paintbrushes, scissors, rolling pins, crayons and playdough tools which all strengthen their hand movements in preparation for writing.
- Use big pieces of paper to practice forming letters (gross motor practice) which is more fun and strengthens gross motor movements.



Letters and Sounds- Phase 2

Phase 2 develops children's knowledge of letter shapes and sounds.

Children learn the letter sounds rather than the name of the letter, this helps children to say sounds and blend sounds together to make words. (blending and segmenting)



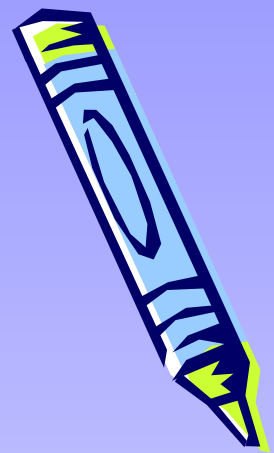
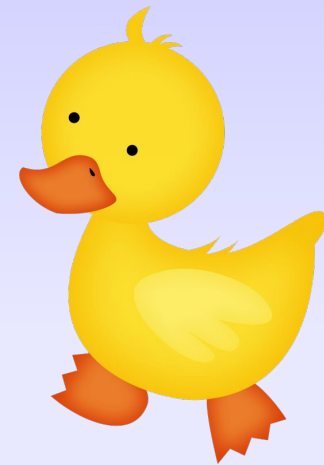
We ask the children to say each sound and then blend the sound together.

We put sound buttons underneath each sound (at the beginning) so when we press the button we say the individual sound.

c a t



In Reception, we use a strategy called 'duck hands' where the children use their hand like a ducks beak to say the letter sounds.



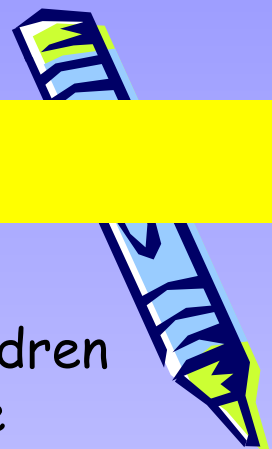
Letters and Sounds- Phase 2

Along with each phase, there are tricky words that the children will also need to learn. These words cannot be decoded. The children learn these words by practicing them in class, seeing them in reading books and talking about why they cannot be sounded out.

Each phonics phase has a set of tricky words that go with it.

Phase 2 tricky words are spilt into two parts to match with the two levels in our reading book scheme 1a/1b

I is a to the into



Tricky Word Mats

Common exception words



I

a

the

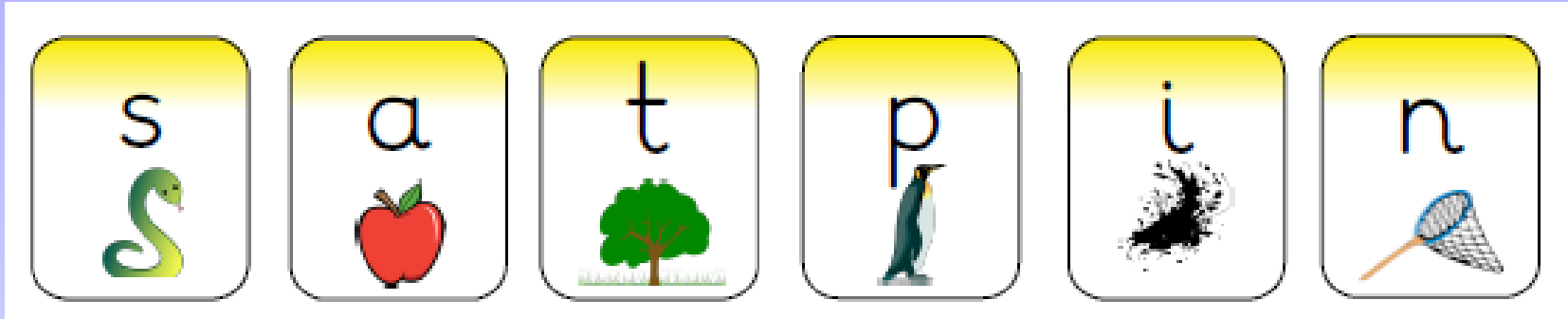
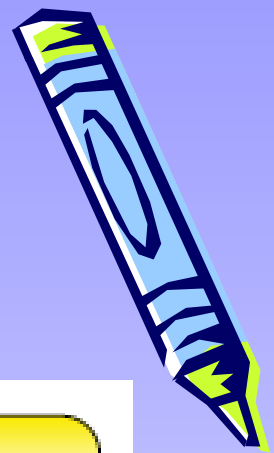
to

into

is



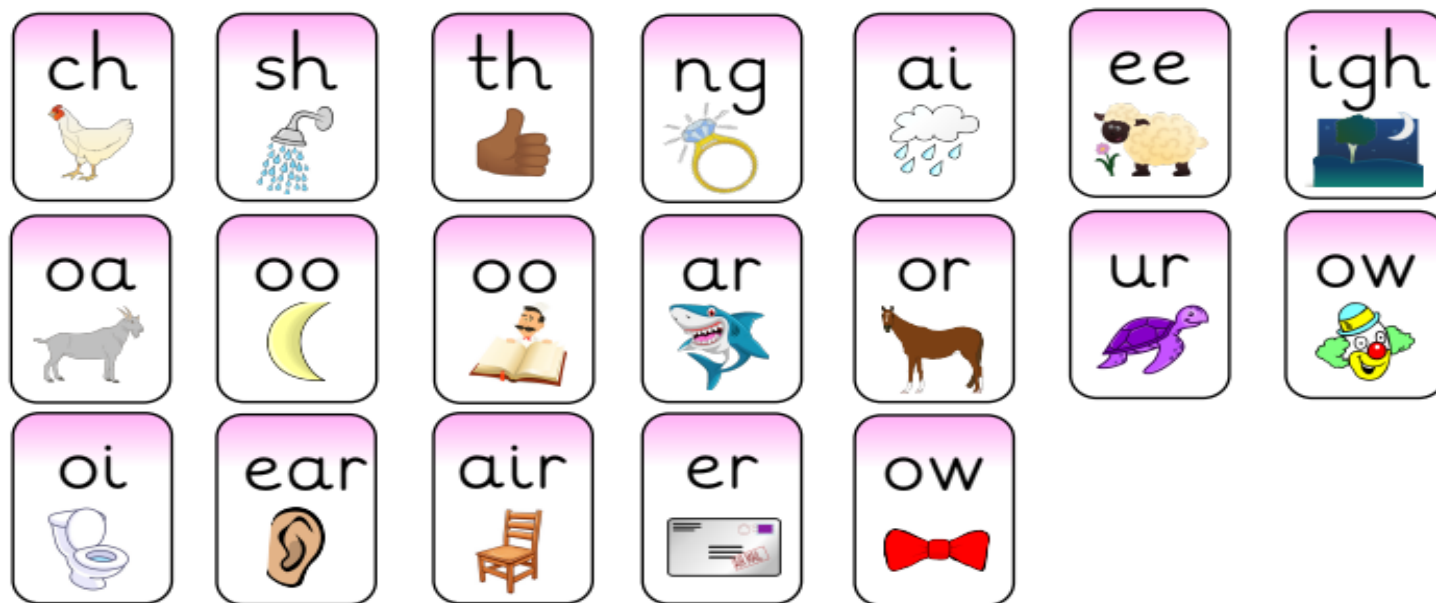
Sounds so far...



Letter and Sounds- Phase 3

- Phase 3 introduces twenty-five new graphemes one at a time.
- Phonics teaching follows an order. Phase 3 is about learning digraphs (2 letters that make one sound) and trigraphs (3 letters that make one sound).

Phase 3 Sound Mat



Letter and Sounds- Phase 3

Phase 3 tricky words are spilt into two parts to match with the two levels in our reading book scheme 2a/2b

he

you

she

we



all

they

are

was

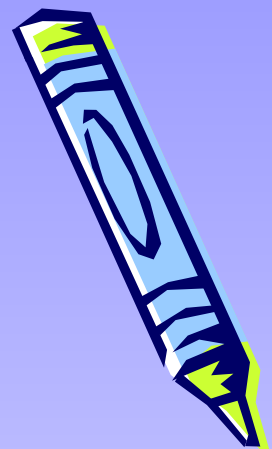
be

her

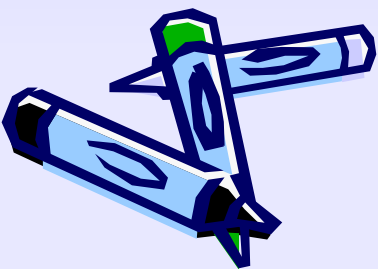
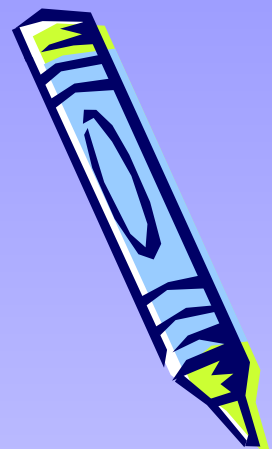
me

my

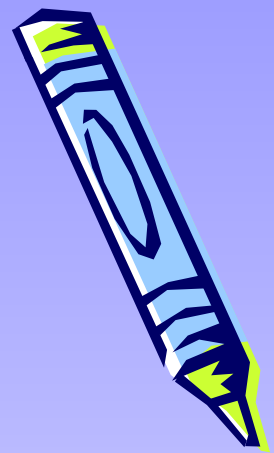
ship



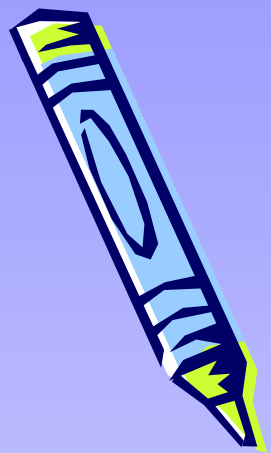
ship



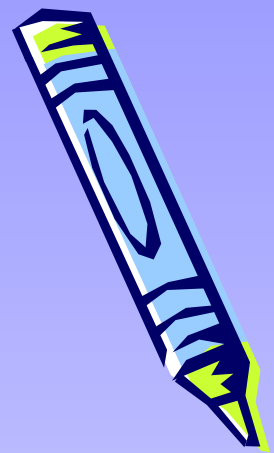
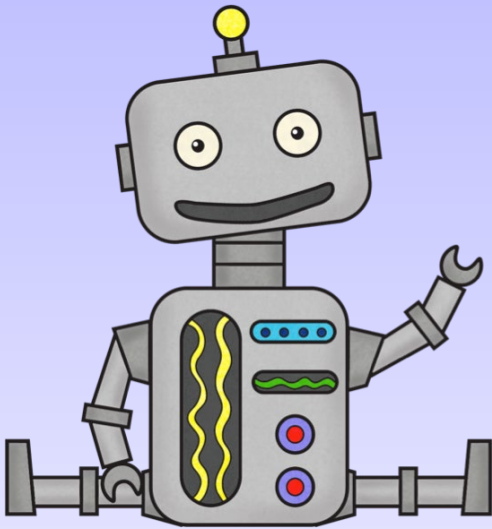
night



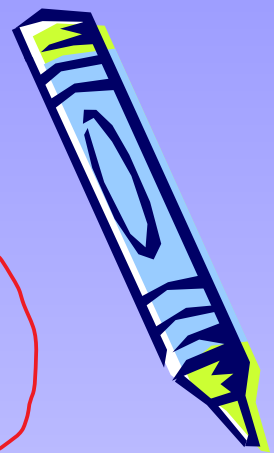
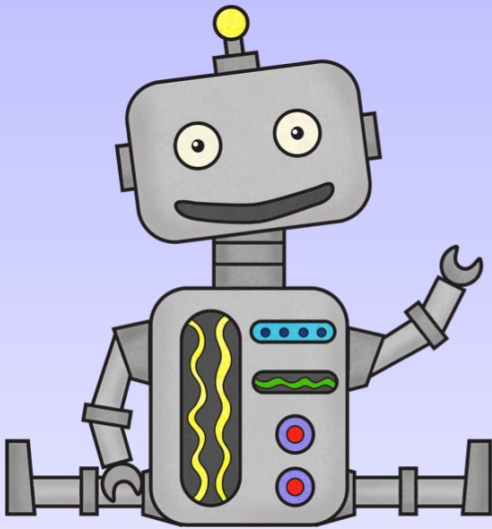
night



The chip is
hot!



The chip is
hot!



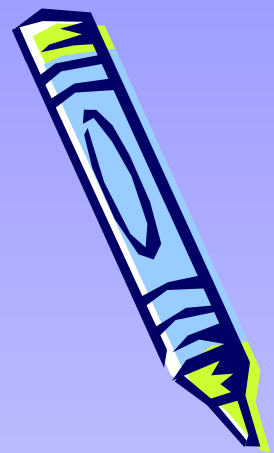
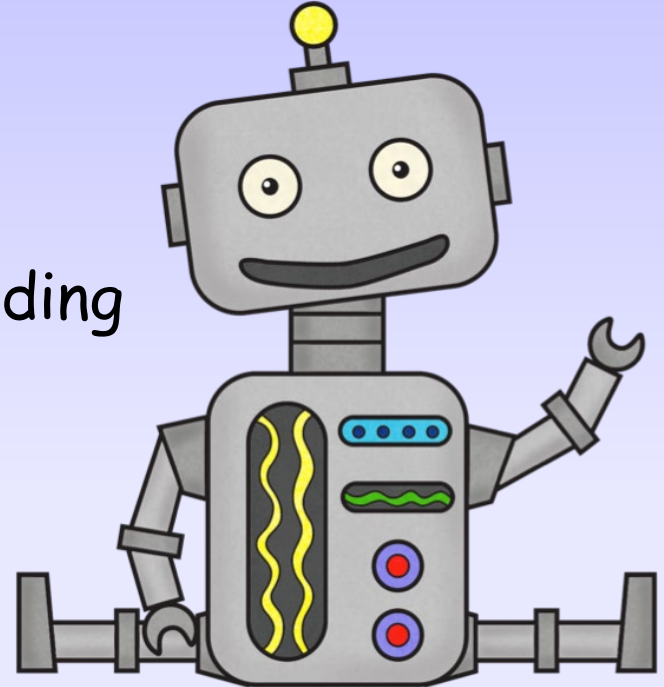
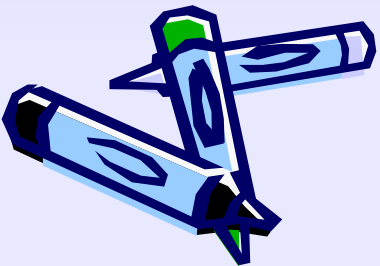
No rocky robots

Good readers reread!

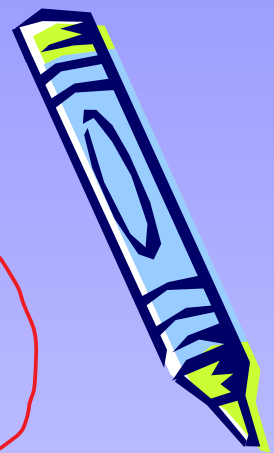
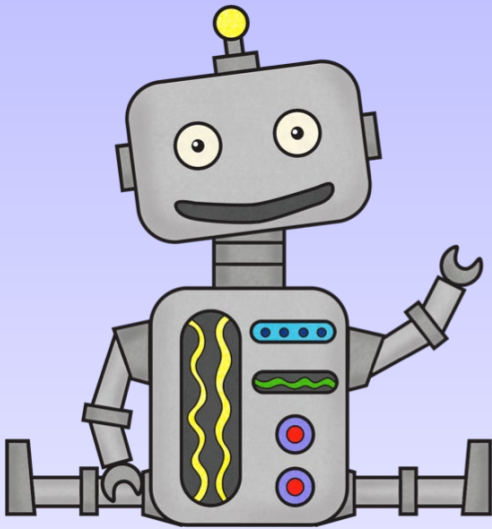
We encourage the children not to talk like robots when reading!

This helps their:

- Fluency (How quickly it is read)
- Expression (How it is said)
- Most importantly their understanding



The chip is
hot!



Letter and Sounds- Phase 4

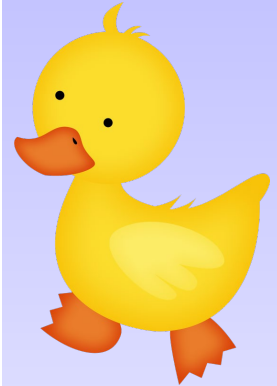
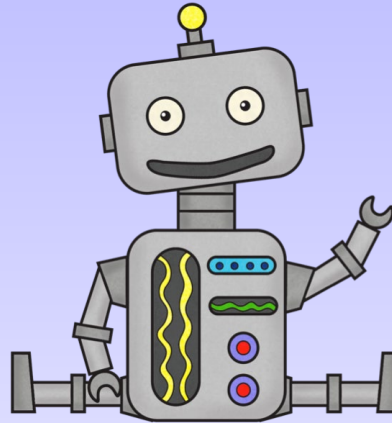
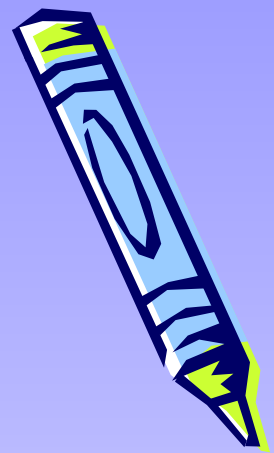
- Phase 4 introduces children to blends. This is where children are exposed to words where two consonants are next to each other make a consonant blend.
- In phase 4 children are encouraged to sound out the individual phonemes and then blend the sounds to create the word.

tent camp sprain tree dream



A stylized illustration of a blue and yellow crayon, tilted diagonally. The crayon has a blue body with yellow accents and a yellow tip. It is set against a light blue background.

Reading strategies learnt throughout reception.



Reading at Home Expectations

- A child's home reading book is matched to their phonic level so children will have learnt the sounds they are reading in class.
- Our scheme at Keyworth is Big Cat Letters and Sounds.

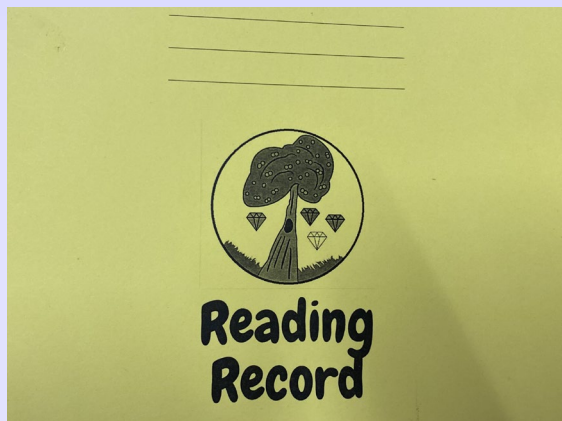


Please look after reading books!

We care about our reading books. If a book is lost at home or comes back to school damaged we will have to **charge you a cost of £5** for a replacement book.

Reading at Home Expectations

- Children should read their **school reading book** at home daily, (with adult support) for 10 - 15 minutes.
- Parents should fill in the Reading Record with the date the child has read, the title of the book and a parent signature each time a read is completed.
- Children need to bring in their reading books everyday!



| Date | Book Title | Teacher Guidance | Rewards | Parent to sign |
|------|------------|------------------|---------|----------------|
| | | | | |
| | | | | |

Reading at Home Expectations

We want to motivate children to read!

Reads are totalled each week and children are rewarded with reading stickers and certificates.



Reading with your Child

Before Reading

- Find a quiet space with your child.
- Talk about and make predictions about what you are about to read
- Look for clues/ predict

-During Reading

- Praise all efforts to read independently
- Support children to segment and blend words together.
- Be patient
- Give the children time to decode unfamiliar words.
- Ask questions about the characters, setting, story to ensure they have understood.

Explain the meaning of any new vocabulary.

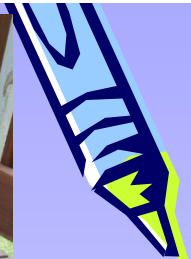
After Reading

- Encourage child to retell the story
- Discuss characters
- Which was your favourite why? Have you ever...



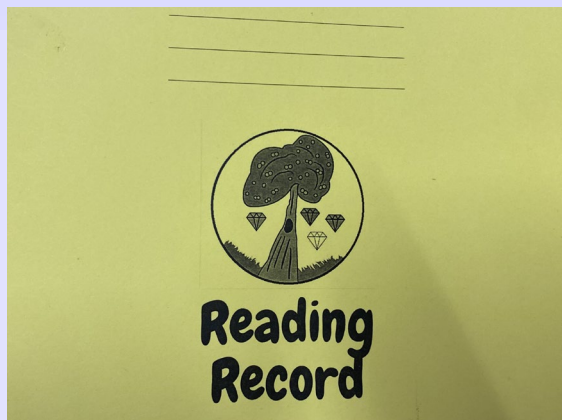
Reading at Home

- Read books together
- Go to the library
- Role play stories
- Rhyming games
- Phonic games
- Listening games
- Read for purpose labels/
signs/posters/postcards/recipes



Reading at school

- Teachers individually read with children weekly and change books as necessary.
- Teacher's will write in the guidance box as and when they need to give parents a message about their child's reading
- We will only change your child's book when they are able to read the book fluently and with confidence.
- We want to know children have seen the book and understood what they have read.

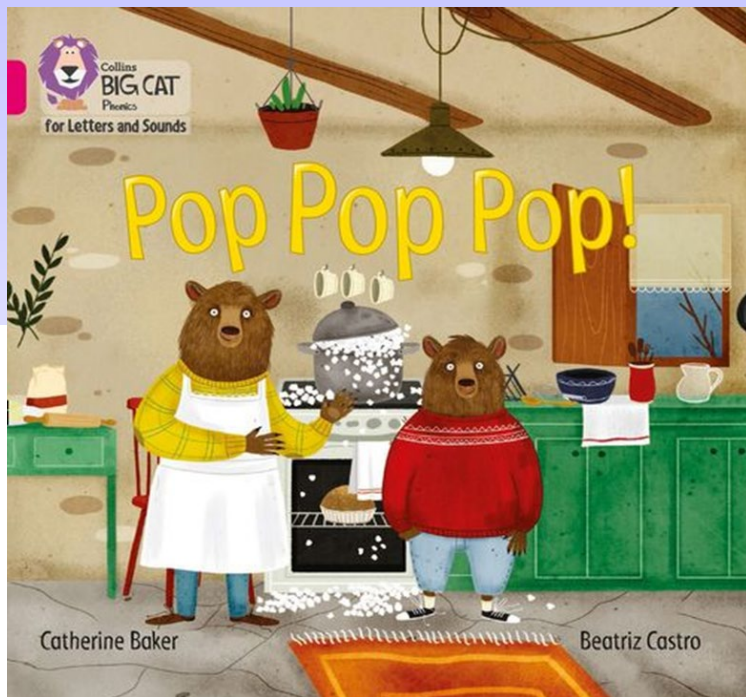


| Date | Book Title | Teacher Guidance | Rewards | Parent to sign |
|------|------------|------------------|---------|----------------|
| | | | | |
| | | | | |

End of year expectations

To recognise and spell all the tricky words up to level 4 (Blue words).

To confidently use their sounds to read sentences and explain what they have read.



Reading a
blue
level 4
book