The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a modern, layered effect. The text is positioned in the upper right quadrant of the white space.

# Reception Parents' Phonics Workshop –

# PART 1

## What will we cover?

- ▶ Early reading and writing
- ▶ Phonics at Avonmore
- ▶ Phonics Phases
- ▶ Pronouncing phonemes
- ▶ Teaching a new phoneme
- ▶ Ideas for parents
- ▶ 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 (**review** of the teaching of early reading) 2006

“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”

“Reading and writing float on a sea of talk...”

Sue Palmer

“Language is the single biggest predictor of school readiness and later attainment”

Kathy Hirsch-Pasek

# Conversations

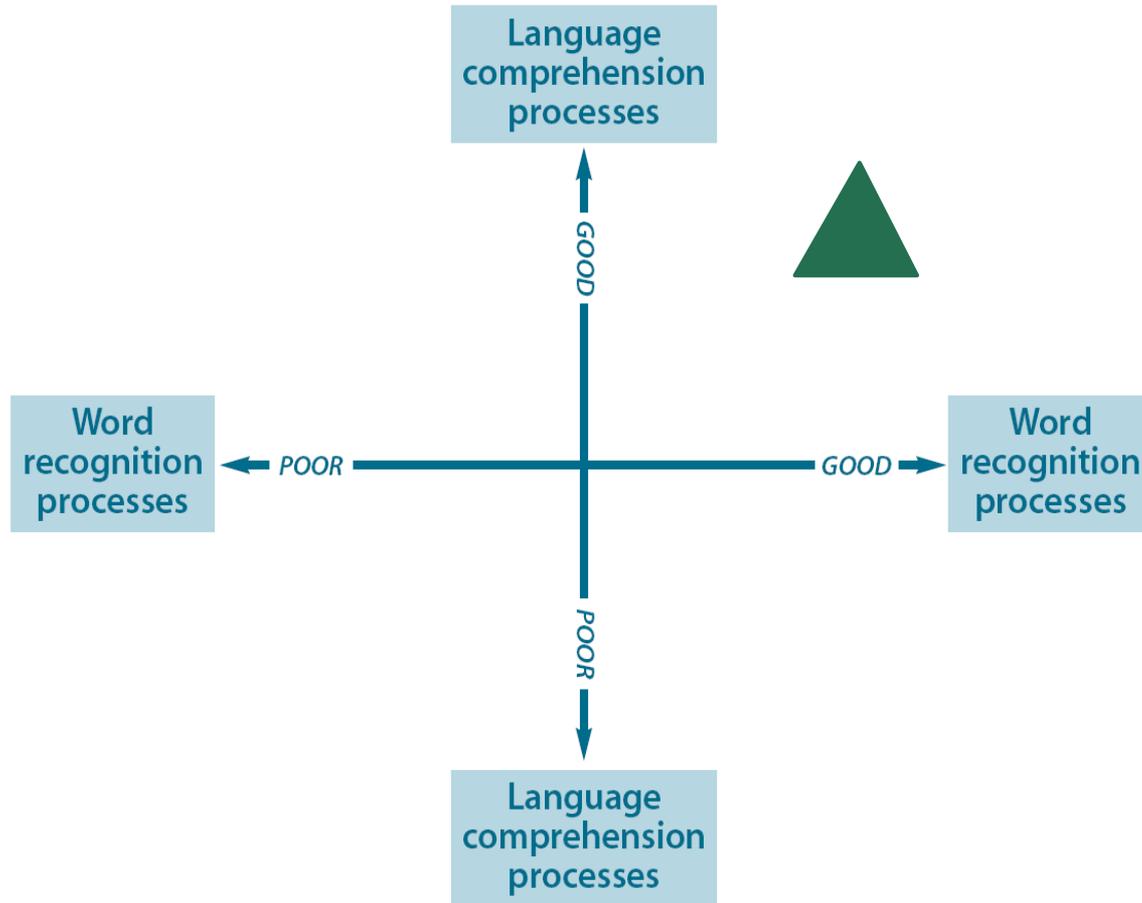


- ▶ The best support for children's language development is good conversation with an interested adult
- ▶ Shared attention – i.e. on wordless picture books
- ▶ Aim for at least five 'serve and returns' in each conversation

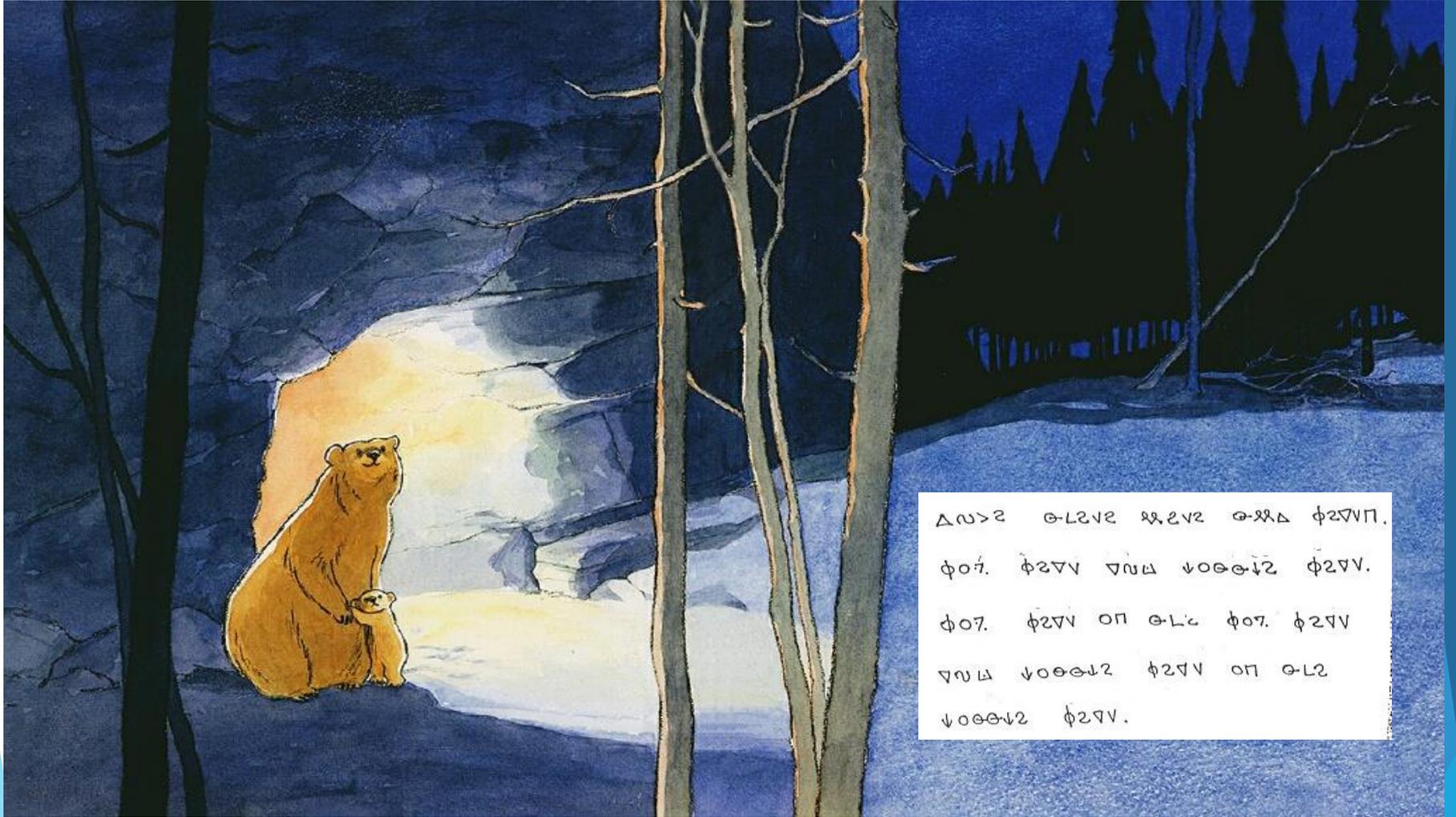


Serve & Return™

# Simple view of reading



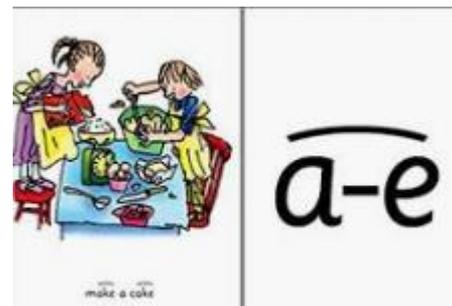
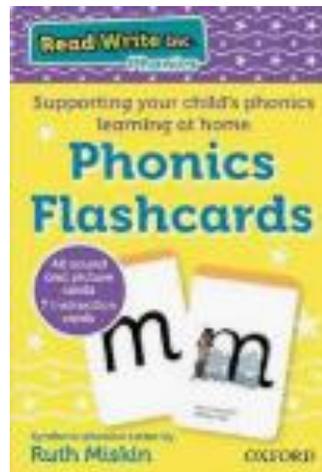
Speaking and listening **MUST** come first!



Δούρειος Ήρως ἔθηκεν ἄλλοτε  
φύλακα τῆς ἀνδρῶν πόλεως.  
φύλακα τῆς πόλεως ἔθηκεν  
ἄλλοτε τῆς πόλεως ἔθηκεν  
ἄλλοτε τῆς πόλεως ἔθηκεν.

# Early Reading & Writing at Avonmore

- ▶ The children are taught synthetic **phonics**
- ▶ Scheme of work used is Ruth Miskin but we follow the Primary National Strategy Letters and Sounds
- ▶ In reception, year 1 and year 2 phonics is taught every day for half an hour
- ▶ Phonics is our primary approach



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

sun



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

## Children need to be able to:

- recognise the letters,
- say the sounds of these letters,
- know the order to say the sounds in,
- then be able to put the sounds together to make one word.
- Then know what the word means - put it into context in a sentence!



# Phonics is ...

**Phonics**

**=**

**Knowledge of the  
Alphabetic code**

**+**

**Skills of segmentation  
and blending**

# 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	f – fat, enough, telephone ae – pain, hay, weight
Blend	To list the phonemes within a word and put together quickly to form the word. (Taught as a strategy <b>for reading</b> unknown words.)	
Segment	To split a word into its separate phonemes, as an <b>aid to spelling</b> .	
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

- ▶ 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/ff, v/ll, ss
Phase 3 i	
Set 6	j, v, w, k
Set 7	y, z/zz, qu
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
	Folysyllabic words
Phase 5	a-e, ea, i-e, o-e,
	u-e, aw, are, ur,
	ow, oi, ai, oa, ew, er
	/z/

# 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.

# Pronouncing phonemes

## 1. Stretchy sounds

f l m n r s v z

## 2. Bouncy sounds

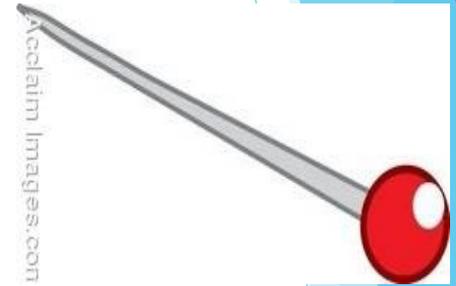
a i p u t h b d g o j  
c k ck e w x qu y

# 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 stretch sound



Stretch



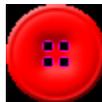
Robot talk



Count phonemes



Write



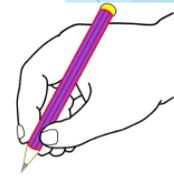
Sound buttons

# 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



Bounce: p-p-p-pirate  
Handwrite: Down the plait and over the pirates face



# 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 (then / 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

How many phonemes are there in the following words?

top	scan
shower	fire
bird	fish
high	chair

How many phonemes are there in the following words?

t/o/p	s/c/a/n
Sh/ow/er	f/ire
b/ir/d	f/i/sh
h/igh	Ch/air

# Blending, segmenting and Tricky words

Tricky words are words that cannot be read or spelt using phonics.

the

was

she

is

said

Teaching order for high frequency words from Reception to Year 2

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

# 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**

# 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 pairs or snap 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
- ▶ 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 outside classroom doors
- ▶ **Practise often and for short bursts of time**

# 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.

# 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

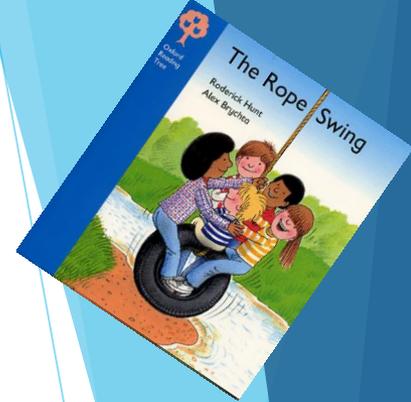
# Ideas for reading



## ▶ **After the book**

- ▶ Discuss with your child what they liked/disliked about the story and why
- ▶ Can your child think of another title for the book and explain it?
- ▶ 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



- ▶ 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!

# 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.

# Writing



- ▶ Think about what will motivate your child to write – they will want to feel their writing has a purpose
- ▶ Let them watch you write for a variety of purposes – bring their attention to your role as a writer and think aloud
- ▶ Think about scale and size...
- ▶ Writing doesn't need to involve paper and a pencil
- ▶ Encourage your child to read their writing to you even if you find it unrecognisable
- ▶ Provide opportunities for your child to 'mark make' in a variety of ways, i.e. paper on the floor, tape paper underneath a table, giant chalk
- ▶ **REMEMBER!** - If a child is unable to write/ draw on a larger scale they will not be able to form small recognisable letters
- ▶ Good **GROSS MOTOR** control leads to good **FINE MOTOR** control!
- ▶ **Any attempts at writing should be celebrated!**

### **3. How you can help your child at home**

Flash cards

Alphablocks

Be confident with sounds when you help them read

Encourage your child to sound out unfamiliar words and then blend them during reading

Point out tricky words / Practise spelling tricky at home

# General Home Learning Ideas

Build their confidence...

- ▶ Give them lots of encouragement and 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 the class teacher if you need to feedback or would like more help.*

# In Summary

- ▶ Please speak to your child as much as possible
- ▶ 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!

# 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?

**Thank you for your time!**