



Parent/carer Phonics workshop

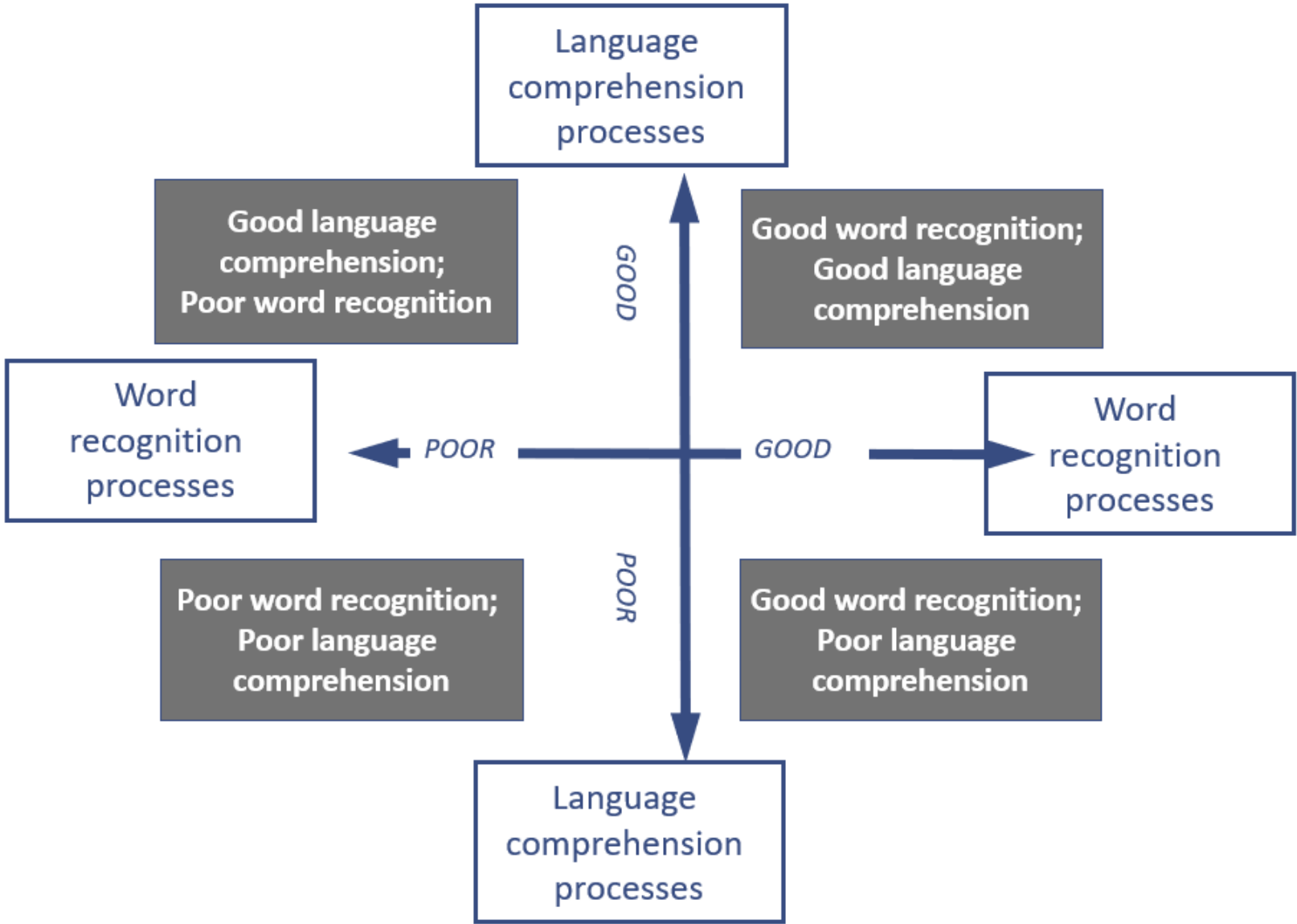
27.09.23

Aims of this session:

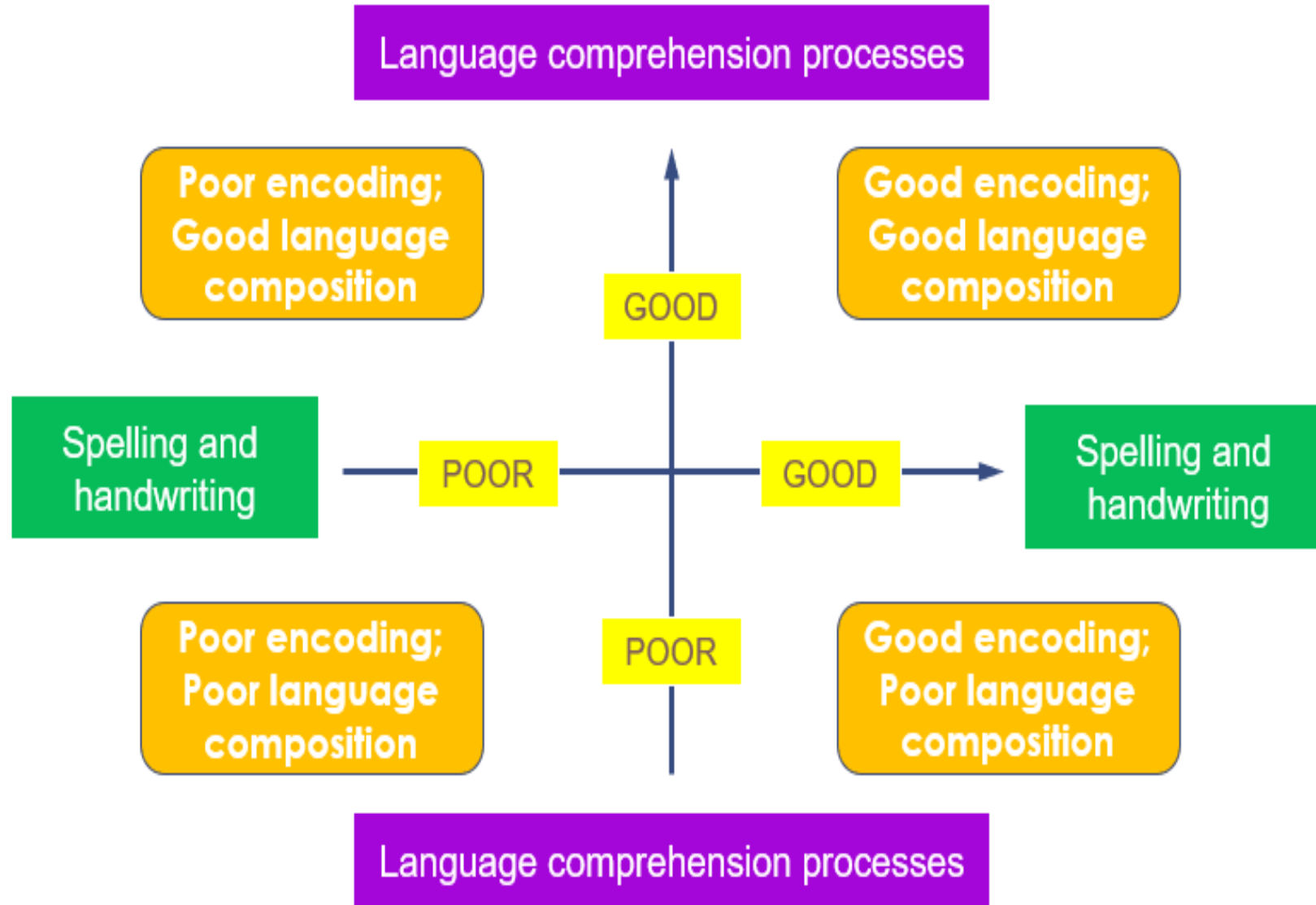


- Importance of reading regularly
- Understand how we teach early reading at Gayhurst
- Ways to support your child at home
- Answer any questions you may have

The Simple View of Reading



The Simple View of Writing



Early communication



Birth- 6 months: communication by smiling, crying, and babbling

7 months- 1 year: babbling becomes differentiated

1- 1.6 years: learns to say several words

1.6- 2 years: word “spurt” begins

2- 3 years: talks in sentences, vocabulary grows

3+ years: vocabulary grows

There is a study called “Reading Aloud To Children: The Evidence” that shows engaging in “decontextualized” talk while reading aloud is especially great for language enhancement!



This means relating the story to the child. For example, if there is ice cream involved in the story, you could say to your child “you like ice cream!” This creates conversation between you and your child, keeps them involved in the story, and hopefully prompts them to continue discussing the book. It’s definitely one of the best read aloud strategies for parents!



Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching reading. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

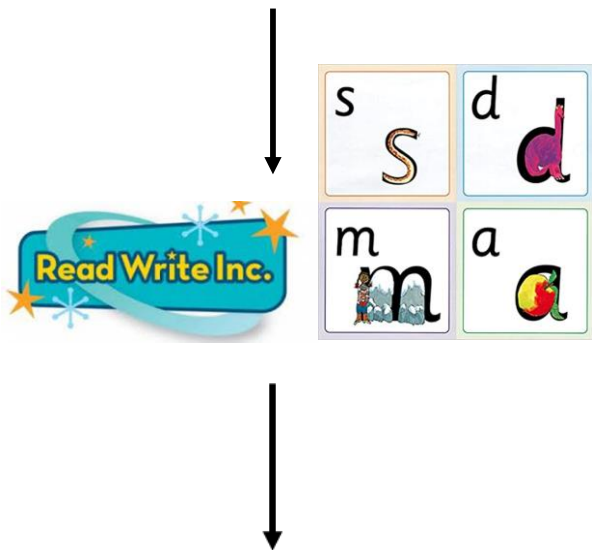


Leaders make sure that pupils learn to read as quickly as possible. Their approach is systematic and makes sure that nobody falls behind. Staff use assessment well to plan what children need to know next in phonics. Pupils practise with books that are matched well to the sounds they have learned. Pupils who fall behind are helped to catch up quickly. Teachers often use books that link to other subjects. This supports pupils' understanding across the curriculum. **Throughout the school, pupils read very well.**

How we teach reading at Gayhurst?

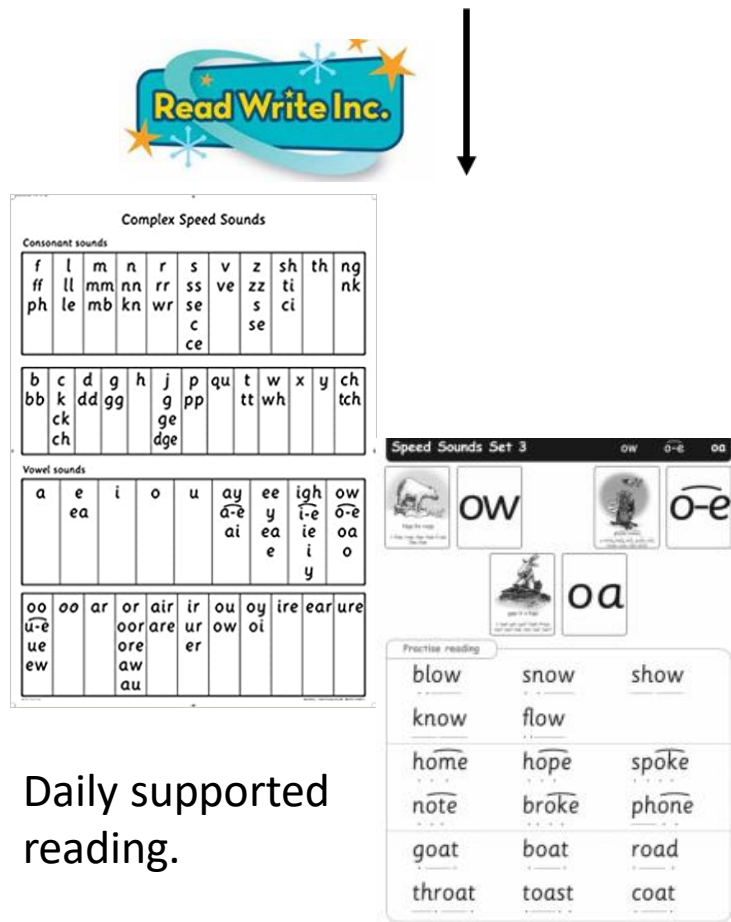


Nursery/Reception



| | |
|-----|-----|
| mad | at |
| dad | sad |
| mat | sat |

KS1 – Year 1 and 2



Daily supported reading.

KS2 – Year 3 to 6



| Learning Behaviour | Destination Reader Learning Behaviour stems | How did we do? |
|--|---|--|
| Support and actively listen to others | | |
| Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said | Support | Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it. |
| | Active listening | Good point That's interesting I hadn't thought of that point. Can you explain? |

Guided reading.

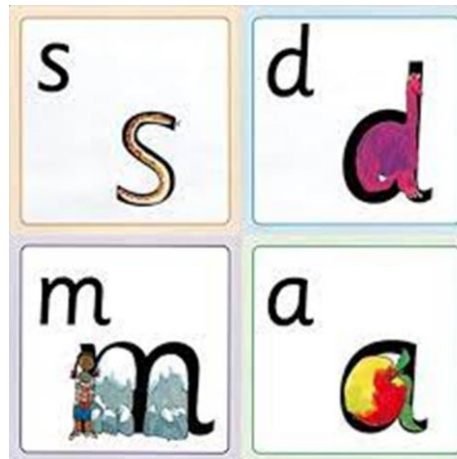
Nursery:

In Nursery, children start developing their listening skills, identifying sounds in the environment around them. Nursery early reading is designed for children to learn and develop auditory discrimination and memory, spotting and repeating rhymes or patterns of sounds. Children are given regular opportunities to listen to different sounds and unpick what sound they are hearing, for example, playing sounds linked to their topic and getting children to point/identify the sound they are hearing. Children also develop their auditory sequencing through songs, rhymes and patterns. The reading of stories and singing of songs, are at the core of developing Nursery children's engagement, listening and sequencing skills. We ensure Nursery children are exposed to a large range of songs, where they can practice their repetition and language through music. Asking questions is promoted and encouraged in Nursery, getting children to ask questions about characters and settings develops their curiosity and imagination even further. Children over time develop their language and vocabulary through their units of work.

Reception:

In Reception, children are taught phonics daily in 35-minute sessions. They follow an early systematic synthetic phonics programme called Read Write Inc, where children explicitly learn initial sounds (Set One) following the Read Write Inc scheme. Children spend time using these initial sounds in creating simple CVC words and exploring and experimenting with nonsense words. Reception children are taught whole class phonics for the autumn term, in the spring term, they are assessed, grouped accordingly to their sound recognition and blending abilities. These assessments continue every half-term to ensure children are receiving quality first, precise teaching that allows for rapid progression.

Reception:



m m m



Practise handwriting

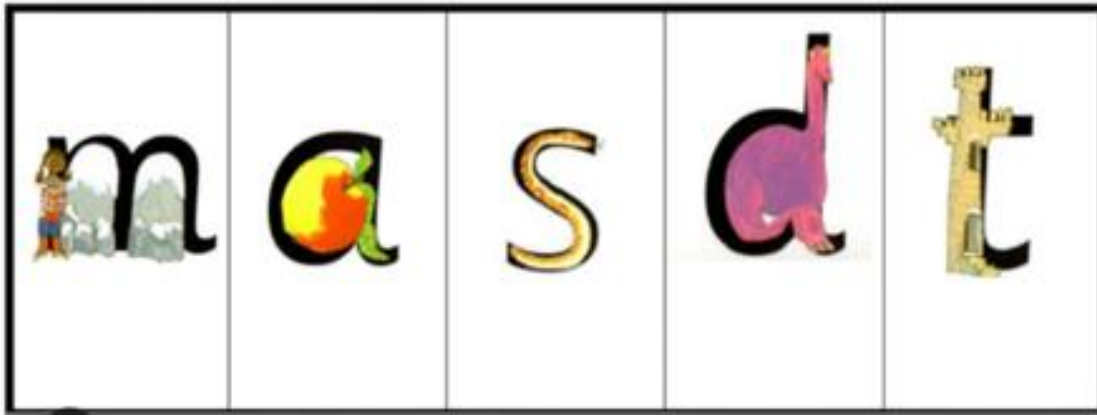
Maisie, mountain, mountain

m m m m m

Say the sound as you write

m

It is important to start practicing blending as soon as children know a group of sounds. Then children should be taught blending during your main input of phonics. Recapping previous sounds and repetition is essential in Reception phonics.



| | |
|-----|-----|
| mad | at |
| dad | sad |
| mat | sat |

As part of your phonics lessons, and as children learn more groups of sounds, you can include Reception High Frequency and red words.

Reception High Frequency Words

| | | | | |
|------|------|-------|------|------|
| I | go | come | want | up |
| you | day | was | look | are |
| the | of | we | this | dog |
| me | like | going | big | she |
| and | they | my | see | on |
| away | mum | it | at | play |
| no | yes | for | a | dad |
| can | he | am | all | is |
| cat | get | said | to | in |



Sound box

Every lesson should include ...



sun

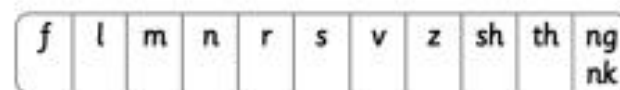
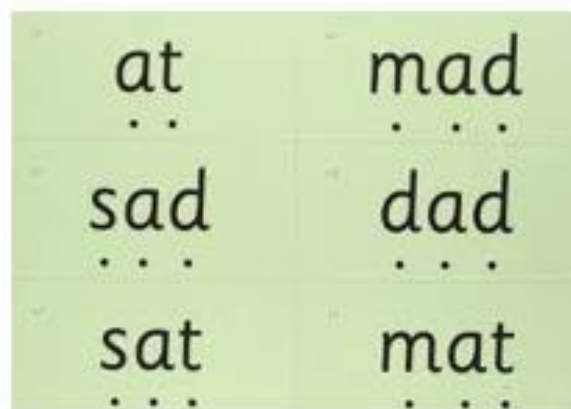


apple

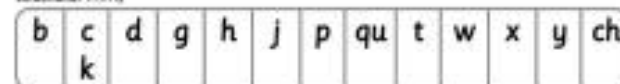
Picture cards



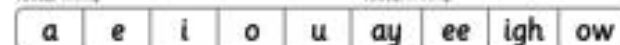
Recapping sounds taught



Consonants: blending

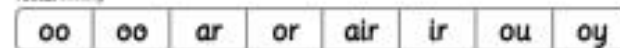


Vowels: blending



Vowels: stretching

Vowels: stretching



Learning to read in Key Stage One



| Assessment and grouping | |
|---------------------------------|--|
| Sound and Word Entry Assessment | |
| A | m a s d t i n p g o c k u b f e l h r j v y w v x z |
| B | sad fan tap map cup bid run hen gep rup baf lid ved |
| C | sh th ch qu ng nk shop chip rush thin ring sink quan loch chup ling thip |
| D | splosh thick hand dress click scomp roll steff pand plick |
| E | ay ee igh ow oo oo play sleep flight blow spoon shook |
| F | ar or air ir ou oy part horse fair whirl shout toy |
| G | night round joy chair girl hard slorf slair flarf zay stoon trow ploun pleeg |
| H | a-e i-e o-e ea shake pipe smoke clean pake jike doke feap |
| I | u-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap ruke graip hure |
| J | complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious |

We assess children in decoding words and then the organise children into groups based on number of graphemes they recognise in reading.

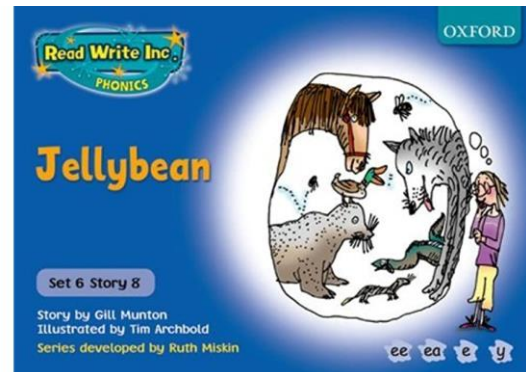
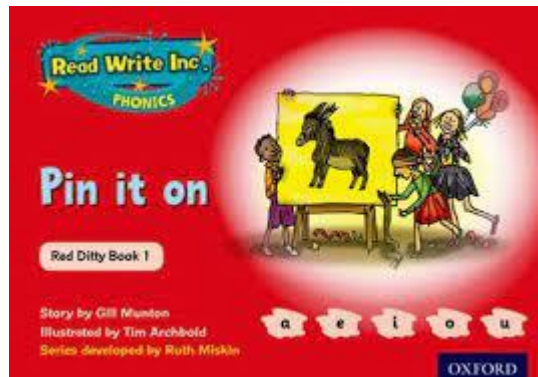
We assess children once every 5/6 weeks.

Learning to read in Key Stage One



Children will have a daily phonics lesson where they practice the sounds they are working at and develop their decoding and comprehension skills.

(have phonics grapheme chart there and model example)



Learning to read in Reception



The children will start taking home books at their level to read, once they are ready.

It is so important children are read to daily.

- ✓ Improved literacy skills
- ✓ More extensive vocabulary
- ✓ Greater concentration
- ✓ Higher levels of creativity



Learning to read in Reception



Reading with Fred Talk

m

a

t

mat



Learning to read in Reception



‘Special Friends’, ‘Fred Talk’, read the word



Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Learning to read in Reception



Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



Learning to read in Reception



Speed Sounds Set 1

Consonant sounds – stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|



Learning to read in Reception



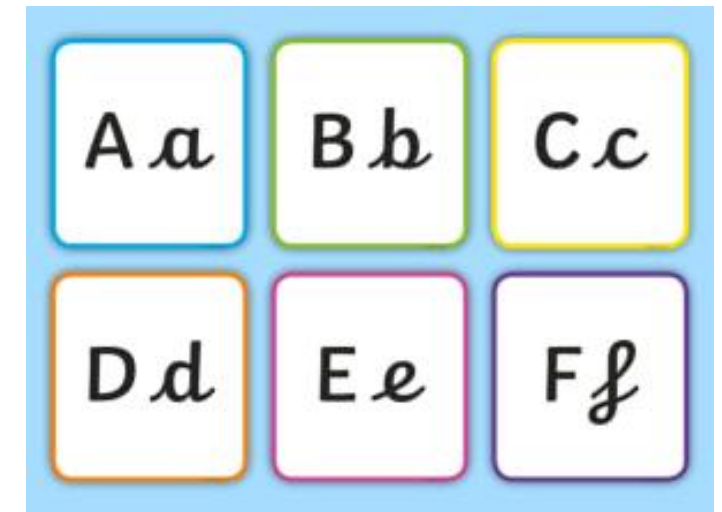
Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Learning to read in Reception



Red Words

I

said

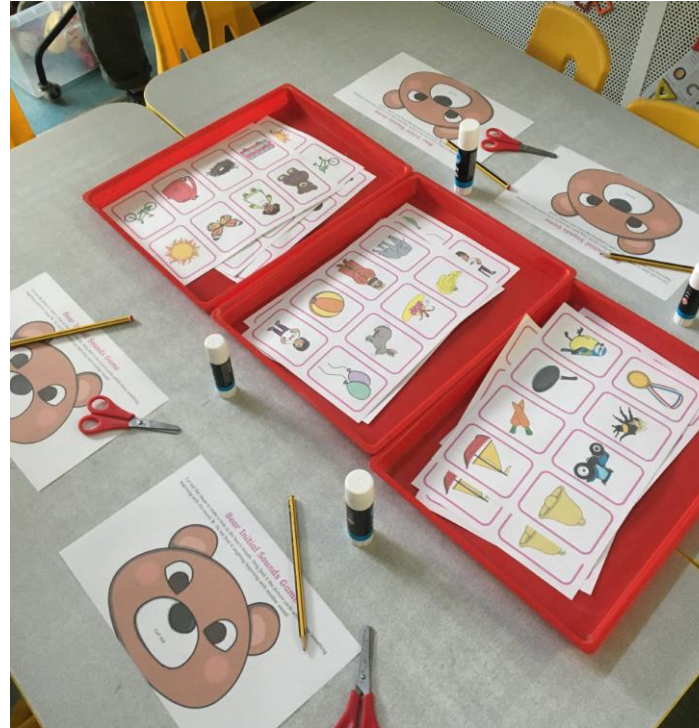
This is Red Hat Rob.



"I will grab that cash box," he said.



Learning to read in Reception



Learning to read in Reception



Learning to read in Reception

