



Parent/carer Phonics workshop

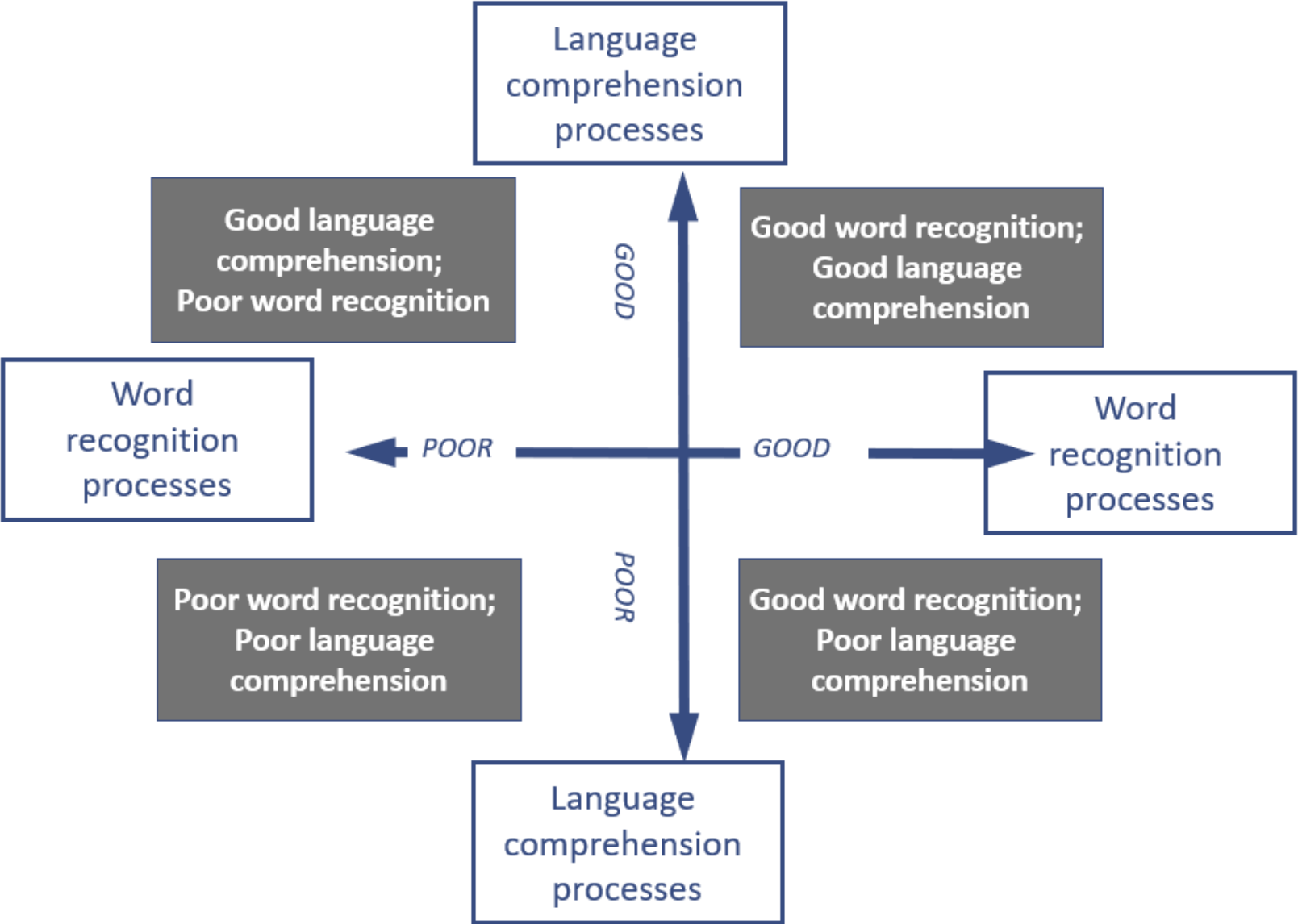
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Aims of this session:

- 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



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.

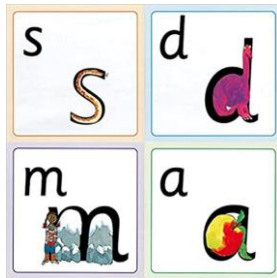


Leaders make sure that pupils learn to read as quickly as possible. Their approach is systematic and makes sure that nobody falls behind. Staff use assessment well to plan what children need to know next in phonics. Pupils practise with books that are matched well to the sounds they have learned. Pupils 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



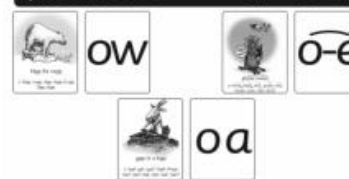
mad	at
dad	sad
mat	sat

KS1 – Year 1 and 2



Complex Speed Sounds											
Consonant sounds											
f	ll	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti	th	nk	
ph	le	mb	kn	wr	se	c	se	ci			
b	c	d	g	h	j	p	qu	t	w	x	ch
bb	k	dd	gg		g	pp	tt	wh		y	tch
ck	ck			dge							
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e			oor	are	ur	ow	oi				
ue			ore	aw	er						
ew			au								

Speed Sounds Set 3



Practise reading		
blow	snow	show
know	flow	
home	hope	spoke
note	broke	phone
goat	boat	road
throat	toast	coat

Daily supported reading.

KS2 – Year 3 to 6

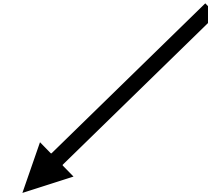


catch up if needed

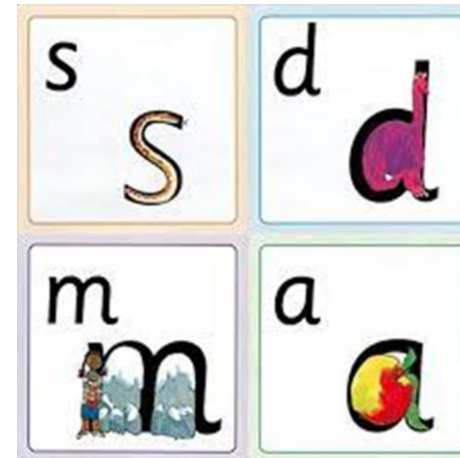
Learning Behaviour	Destination Reader Learning Behaviour stems	How did we do?
Support and actively listen to others		
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. 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?
		1 2 3 4

Guided reading.

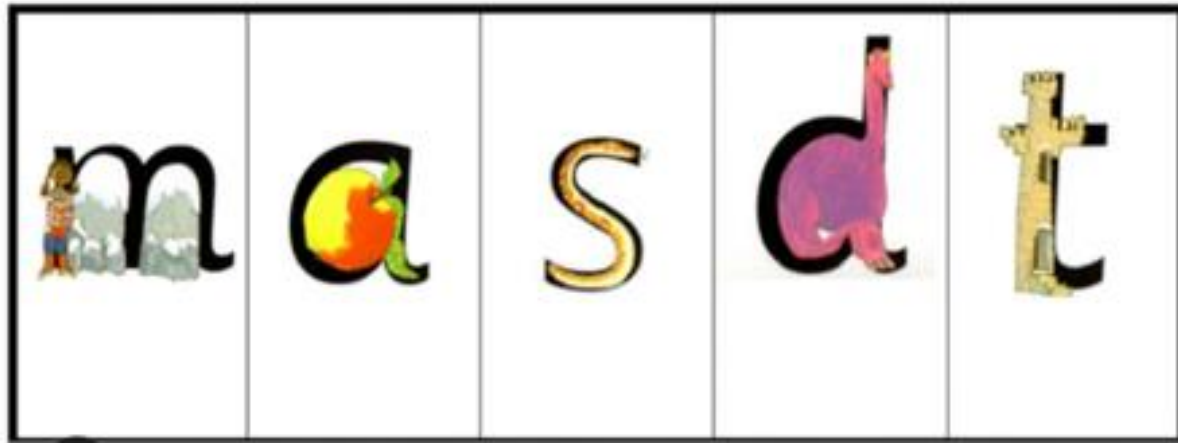
Reception:



This is the focus at the moment.



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

Learning to read in Reception



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 losh 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 start assessing children in Spring term in Reception.

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.



8

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

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Learning to read in Reception



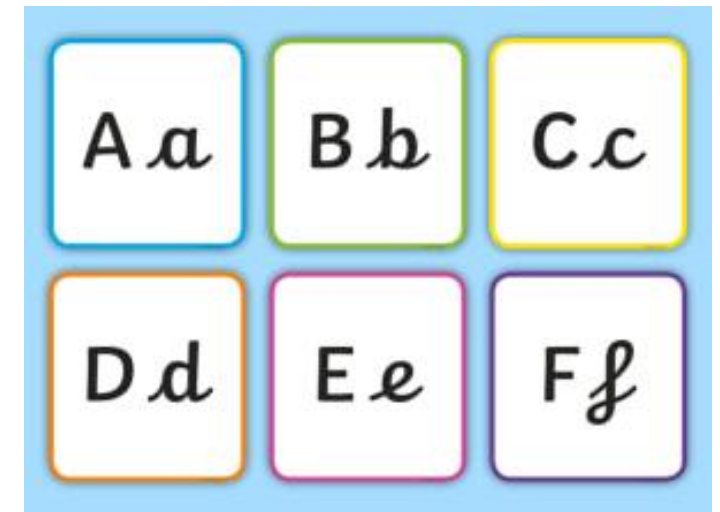
Teaching letter formation

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





Practise handwriting

Maisie, mountain, mountain



Say the sound as you write



Learning to read in Reception



Red Words

I

said

This is Red Hat Rob.



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

Words that cannot be sounded out because they break the phonetic rules.