





Phonics and reading

...at Long Lane
Thursday 10th October



During this workshop our aim is to...

- ❖ Share an understanding of reading and early writing development with you.
 - ❖ Introduce the way we teach phonics, reading and writing in Foundation Stage and Key Stage 1.
 - ❖ Share strategies to support you at home with your child's reading development.
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Why the fuss about reading?

- ❖ Enables learning across the curriculum
- ❖ Influences the opportunities available in later life – improves language skills and comprehension
- ❖ A complex process which strengthens brain function



Why



Phonics?



A complete literacy programme – systematic and structured.


Meets the demands of the national curriculum, giving your children the best chance of success in the national tests.

Starting at the beginning...

- Read books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner

Aim at the end of Year 1...

Children are accurate and speedy readers and are ready to move onto RWI spelling scheme



Stages of reading



The Speed Sounds

Special friends...2 letters that make 1 sound

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Practise pronouncing the sounds...

Remember no 'fuh' and 'luh'!



Learning to blend and segment with the sounds we know...

Oral and assisted blending as soon as the first 5 sounds are learnt!

Moving towards independent blending, instant blending and fluent reading.



This is Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.



Have fun with Fred Talk!

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



Learning to blend and segment with the sounds we know...

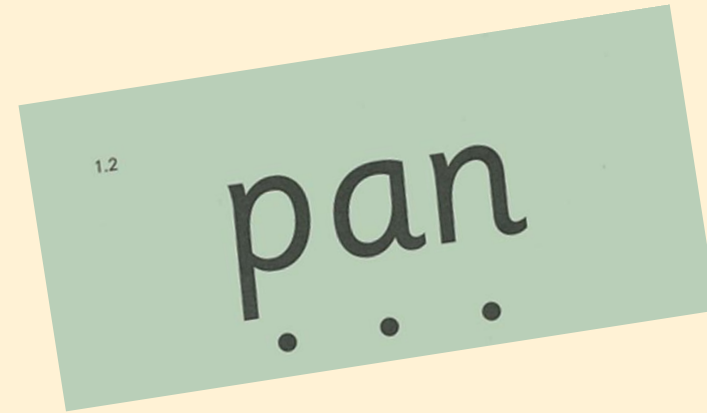
Green words – contain all the sounds we know

*Fred talk

*Fred in your head

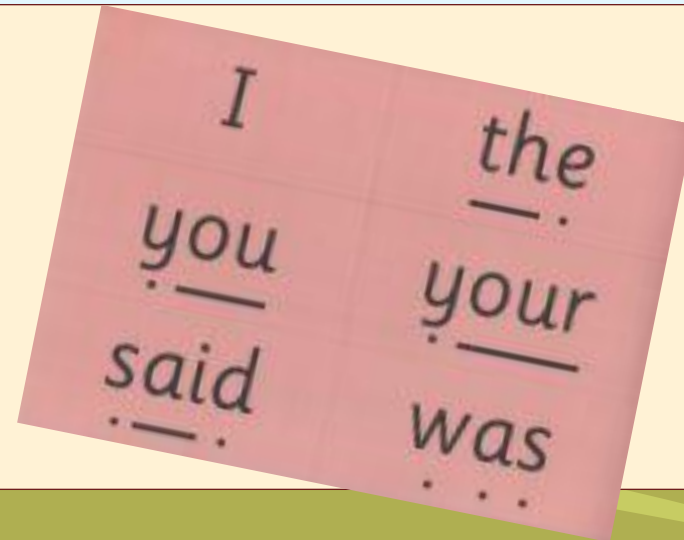
*No Fred talk

Alien words! Special friends!



Red words

Tricky letters!



One minute read

The Great White Shark

11 Great white sharks are the top of the ocean's food chain.

22 They are the biggest fish on our planet which eat other

32 fish and animals. They are known to live between thirty

45 and one hundred years old and can be found in all of the

55 world's oceans, but they are mostly found in cool water

59 close to the coast.

69 Even though they are mostly grey, they get their name

78 from their white underbelly. The great white shark has

89 been known to grow up to six metres long and have

99 up to three hundred sharp teeth, in seven rows. Their

109 amazing sense of smell allows them to hunt for prey,

119 such as seals, rays and small whales from miles away.

Being a fluent
reader means
speedy reading
with
understanding!

Supporting our reading schemes

Our expectation is for children to read / share books daily at home.

It is not a race through levels...there are many skills involved! It is good practice to reread books for meaning – especially in the early stages of reading development.

Children need to be exposed to words many times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression, intonation and therefore understanding.

If you would like help or advice with any aspect of supporting your child's learning at home, please speak to their class teacher.

The next steps...

Accelerated Reader Programme

- * Follows on from phonic books – once child is reading fluently
- * Online adaptive reading assessment to test ZPD – termly

Home reading books from a range of publishers

Online quizzes to check comprehension with instant feedback

Stages of reading

- Identifying sounds using picture prompts
- Identifying sounds using letters
- Oral blending – adult says the sounds (no visual cues), child says the word
- Assisted blending – using flashcards, adult says the sounds, child points to each sound as they read it and then say the word
- Independent blending – child says the sounds in a word and then reads the word
- Instant blending (Fred in your head) – child thinks the sounds without saying them aloud and then reads the word
- Speedy reading – child reads 65-90 words per minute with few mistakes.
- Fluent reading – child reads with expression and is able to talk about what they have read.

Handwriting

In Early Years the letter shapes are learnt at the same time as the sound.

In Year 1, handwriting is taught as a separate lesson.

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

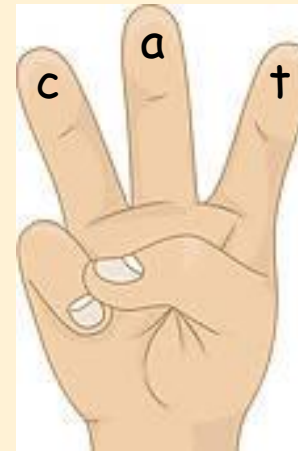


Learning to blend and segment with the sounds we know...

Fred Finger for spelling

*Say the word and pinch on the sounds

Eyes for reading,
fingers for spelling!



The next steps...

Spelling Programme from Year 2 onwards

- * Part of the RWI programme
- * Follow on from RWI – once children are ready
- * Robust, fast-paced, systematic spelling programme for years 2-6



Supports the National Curriculum to ensure that children:

- spell new words correctly and have plenty of practise in spelling them
- spell words as accurately as possible using their phonic knowledge
- are supported in understanding and applying concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English







The importance of talk for writing



If they can say it, they can write it!

Statutory requirements: Pupils should be taught to write sentences by...

- saying out loud what they are going to write about
- composing a sentence orally before writing it



Assessment and Monitoring

Phonics/spelling is a daily activity.

Assessment is carried out half termly, any individual concerns are raised.

Children are grouped according to learning needs.

Phonics screening check

How to help your child read at home

Encourage them

Read to them

Spot special friends

Join a library

Use pictures to support story telling

Share school reading scheme books daily

School reading challenge

Sound out tricky words to support blending

Ask questions about the book

Practise reading (then spelling) common exception words

Reread for fluency

Talk... a lot!



Reading aloud is transformational



Being read to is the most powerful predictor of a child's future reading comprehension.



Statistics- The word gap


At five years old:

Never read to- 4,622 words

1-2 times per week- 63,570 words

3-5 times a week- 169,520 words

Daily- 296,600 words



Can you help?



Any questions?

Thank you for coming!

