

30.10.2018

EYFS:

**Phonics and
Reading**

Aims of the session:

- to raise awareness of phonics and early reading skills;
- to give you a clear picture of how we approach the teaching of phonics and reading in Reception at Hazelwood;
- to offer support and ideas for practising phonics and reading with your child at home.

Phonics is a method of teaching children to read.

At Hazelwood we teach **synthetic phonics**. The 'synthetic' part comes from the word 'synthesise', which means to put together. The Phonic part means that it is to do with sounds. So when you learn to read using Synthetic Phonics you learn to put sounds together to read words.

SOUND IT OUT



m-ou-se....mouse

SOUND IT OUT



m-ou-se...mouse

Why are the sounds so important?

The sounds are taught as they are more useful than the letter names when learning to read. When we say the alphabet we usually use the names of the letters – Ai, Bee, Cee etc. Letters also have sounds, and it is these sounds that letters use in words, for example /c/, /a/, /t/ not /Cee/, /Ai/, /Tee/. During phonics children learn how to convert letters (graphemes) into sounds (phonemes) and then to blend the sounds to form recognisable words.

Useful terminology:

Phoneme- a smallest sound in a word (e.g. **p** in **pen**) and may be represented by one, two or more letters: **ll** as in **bell**, **ss** as in **hiss**, **ck** as in **sock**. **Correct pronunciation is vital!** **c** not **cuh** or **cee** **b** not **buh** or **bee** **a** not **ay**

Grapheme- written representation of a sound, a letter or a group of letters.

Blending- building words from their constituent phonemes to read (sound-talking): **c-a-t = cat**; the separate phonemes are spoken aloud, in order, all through the word, and are then merged together into the whole word.

Segmenting- breaking words down into their constituent phonemes to spell: **cat =c-a-t**; the whole word is spoken aloud and then broken up into its phonemes in order, all through the word.

•**reversible key phonic skills (decoding written text for reading and encoding words for writing)**

•**Tricky words-** words that cannot be read or spelt using the sounds of the letters, eg. some, one, come, do, so, were, have,

At Hazelwood we use a high-quality phonics programme published by the Department for Education and Skills in 2007 called

‘Letters and Sounds’.

It is designed to help to teach children how the alphabet works for reading and spelling. It is divided into 6 phases, with each phase building on the skills and knowledge of previous learning. It is a systematic daily programme that starts in Reception and carries on throughout KS1. Its aim is to teach children how to become fluent readers by the age of 7.

Phase 1- starts in nursery and carries on during 1st half-term in Reception (Environmental sounds, Instrumental sounds, Body percussion – using their bodies to make sounds, Rhythm and rhyme, Alliteration, Voice sounds, Oral blending and segmenting)

Phase 2- up to 6 weeks in Reception

Learning at least 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions; some VC and CVC word. (**s a t p i n m d g o c k ck e u r h b f (ff) l (ll) ss**)

Phase 3- app 12 weeks in Reception

The remaining 7 letters of the alphabet, one sound for each. (j v w x y z zz qu). Teach another 18 graphemes, most of them comprising two letters (e.g. oa, oo, er). Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

Phase 4- end of Reception and 1st half-term of Year 1

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

The purpose of this phase is consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Children continue to learn Phase 5 throughout Year 1 and Phase 6 throughout Year 2 (spelling)

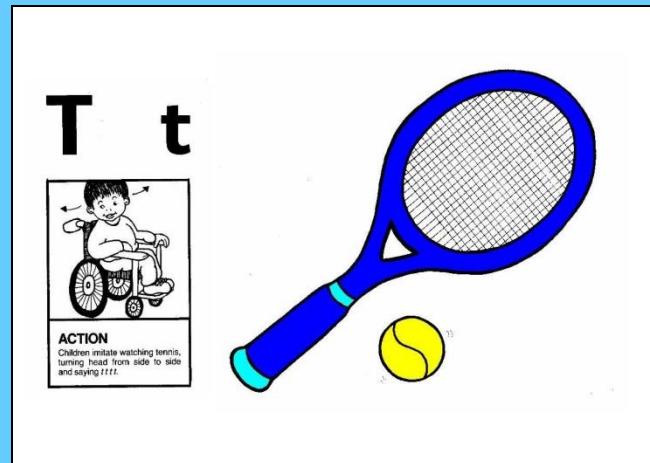
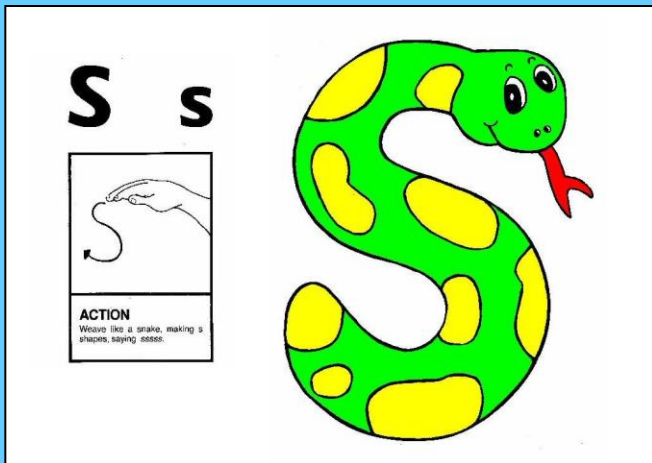
Articulation of phonemes (video)

If a child is unable to read a word, we advise you to help your child 'sound it out', by using letter sounds and not the names of letters. In this way, children are encouraged to sound out the words that they cannot recognise.

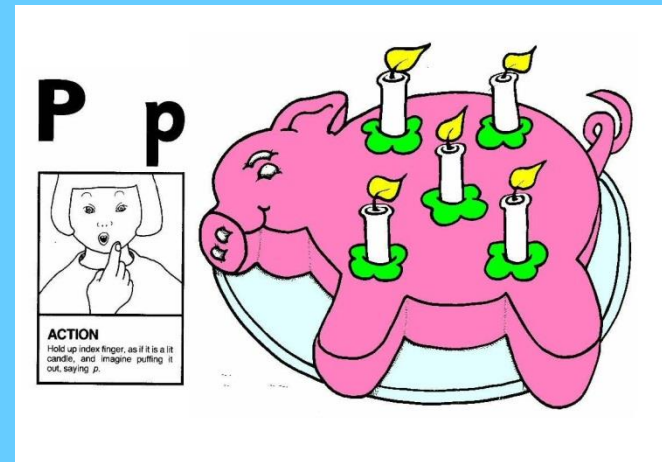
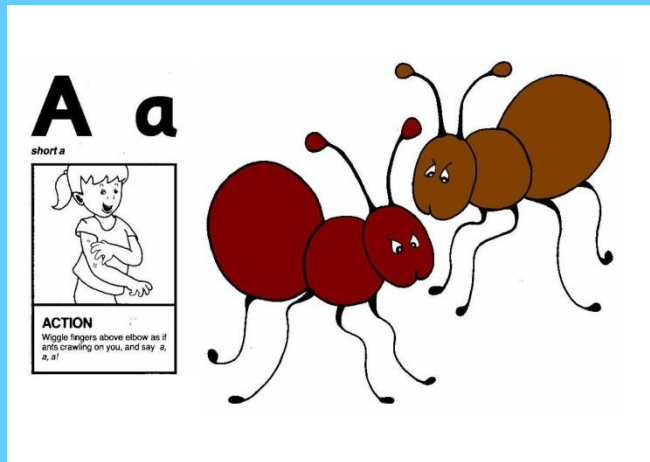
<https://www.youtube.com/watch?v=DWQ6MeccRCU>

Sound Actions to help children remember the letter/s that represent it.

Multisensory learning with Jolly Phonics -actions



Let's have a go at some actions.



What can you do to help?



handouts

- Sound on the back game
- Sound-talking or Robot-talking (I spy with my little eye a t-r-u-ck, Simon says: put your hands on your f-ee-t)
- Magnetic letters –making and breaking words up
- Practise ‘tricky’ words’.
- Help your child to learn all the words on the word wall.
- Make up simple sentences for your child to read and write
- Read daily (environment signs, stories and reader books from the classroom)
- Play reading games

**What does reading look like at
Hazelwood?**

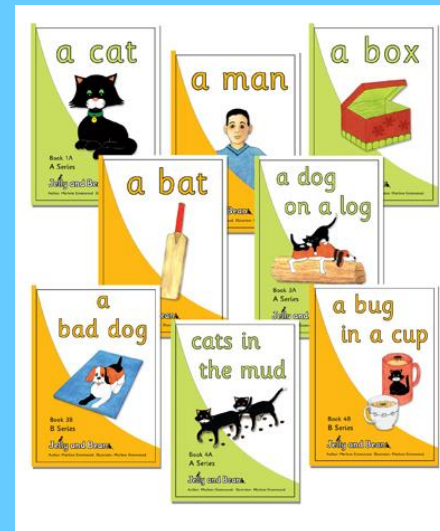
Why is reading so important?

Good readers make good learners. Children who enjoy reading, and who think of themselves as readers, are more likely to do well at school.

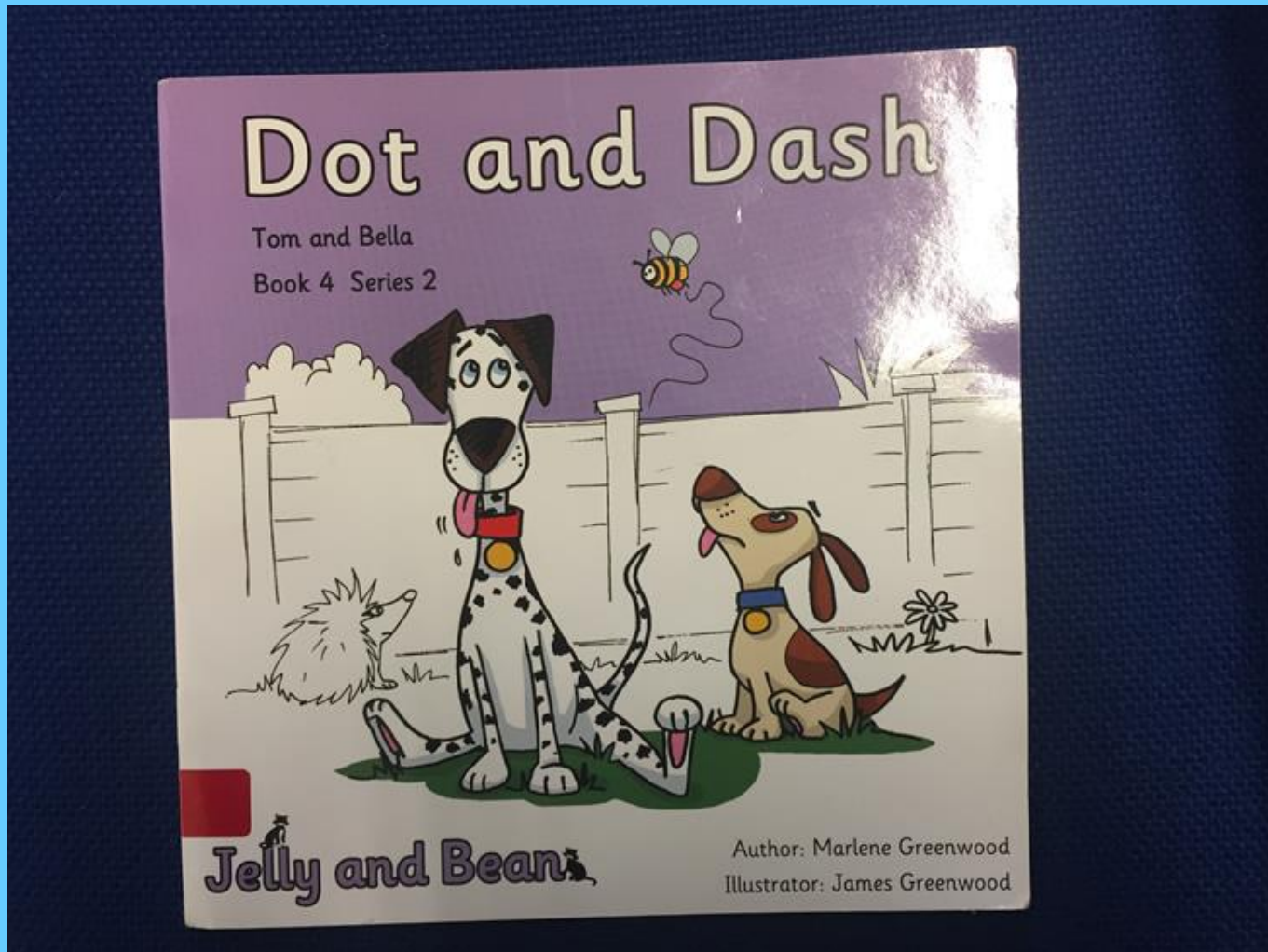
“Research has shown that children who hear stories are the most likely to succeed. Storytelling helps children internalise language patterns, as well as providing them with a rucksack of imaginative possibilities to draw upon when creating. It is worth noting that the most proficient writers in any class are readers.”

- Pie Corbett

- Reading is modelled by an adult in daily reading sessions; such as story time at the end of the day.
- We use books as part of our Learning Journeys; such as Room on the Broom and Mrs Pirate.
- Re-tell and act out stories with props.
- Reading activities are part of our daily Phonics sessions; such as decoding words, captions and sentences.
- Dialogic book talk: A group activity in which adult and children together develop shared understandings of a book through talk with the use of props, puppets and story sacks.
- Words and word banks are displayed around the classroom for the children to use.
- We have listening stations where the children listen to stories together.
- We visit Palmers Green Library.
- Reading materials are in our indoor and outdoor areas.
- Children read independently to an adult each week.
- Children get lots of opportunities to practise their reading skills.



Model reading

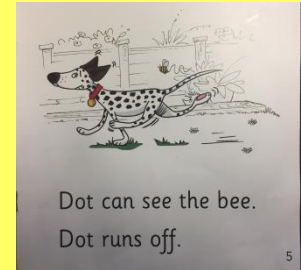




Dot can see the bee.

Dot runs off.

When we talk about reading...



- We are talking about more than just decoding words. After reading the story explore the story a bit more by talking to your child:
- Discuss possible alternative endings
- Re-tell the story in their own words
- Describing their favourite part of the story
- Describe the characters and setting
- Relate the story to real life experiences
- We're talking about story books and more - learning how to read and understand simple books, instructions, letters, magazines, information books and even websites.

What can you do to help?



handouts

Some tips for reading at home with your child:

- Read aloud to your child. It's a great opportunity for you and your child to talk, to be close and share a few laughs. Bed time story is a MUST!
- Encourage your child to read aloud to you (reading scheme books from school). Be positive and patient about your child's reading - even when they are being very slow or are struggling. The most important thing you can do to support your child's reading is to offer encouragement and patience. Remember to choose the time when your child is not tired.
- Make sure your child has a cosy, comfortable place in which to read: somewhere with no noisy distractions – and no television.
- Help your child to choose books that he or she will find really interesting. If he or she is a football fanatic, find a book, poem, comic or magazine which is all about their favourite sport.

- Make sure there are plenty of books at home. Borrow them free of charge from the school library or from your local public library; buy second-hand books from charity shops and car boot sales; give your child a book on birthdays.
- Don't worry if your child wants to read the same book over and over again, or if your child chooses a book which seems to be too easy or too young for him or her. The most important thing is that your child enjoys reading. Children will move on to more difficult books when they are ready.
- If English is not the language your family speaks at home, enjoy sharing books written in your home language.
- Ask your child about what he or she is reading at school. Encourage your child to talk about books they've enjoyed at school, and if your child has to do some reading as homework, encourage him or her to read aloud to you and to talk to you about the characters and ideas that come up in the book.
- Read signs when you are out and about and remember that all children learn to read at different rates.