

EYFS Early Reading and Phonics Workshop 2023

Mrs Atkinson Head of School

Miss Hopkins EYFS Phase Lead and Phonics Lead



Aims of the Session

- Develop an understanding of the principles of phonics
- Phonics and early reading at Lapal
- Top tips for parents/ carers to support early reading at home

Books and the Early Years

- Children at the expected level of development at the end of the Reception year will meet 16 Early Learning Goals (these can be found on pages 11-14 of your child's planner).
- An understanding of stories is embedded throughout these Early Learning Goals:

"Children listen attentively and respond to what they hear with relevant questions..."

"Children make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems"

"Children demonstrate an understanding of what has been read to them by retelling stories and narratives... they anticipate key events in stories"

"Children understand the past through settings, characters and events encountered in books..."

"Children explain similarities and differences between life in this country and life in other countries drawing on their knowledge from stories and non-fiction texts..."

"Children role play in characters in narratives... They invent, adapt and recount stories... They perform stories with others."

Early Reading and Phonics Expectations

- The Early Learning Goal for Reading states that children will be able to:
 - *Say a sound for each letter of the alphabet and at least 10 digraphs*
 - *Read words consistently with their phonic knowledge by sound-blending*
 - *Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.*

How do we support children to meet these milestones

- Daily reading for pleasure opportunities
- Daily phonic sessions
- Daily story sessions
- Guided reading sessions

Phonics is..

“making connections between the sounds of our spoken words and the letters that are used to write them down.”

- There can be many ways of writing a singular sound, for example:

sn*ai*l d*ay* wak*e* eigh*t* grea*t* the*y* straigh*t* f*ete*

- Children are taught the skills of blending for reading and segmenting for spelling.

Little Wandle Letters and Sounds Revised



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonic Terminology

Phoneme

The pure sounds within words

Grapheme

The letters used to represent phonemes, referred to by its letter name

Digraph

Two letters that represent one sound (e.g. ch, sh)

Blending

Saying the phonemes in a word to accurately read a word

Segmenting

Breaking up a word into separate phonemes to accurately spell a word

These terms (and many other useful explanations) can be found on page 30 of your child's planner.

Phonic Teaching Order

Phonics is taught through a systematic approach, building upon previous learning and developing skills in a detailed sequence.

We usually teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to practise again at home.

Gradually you child will learn the entire alphabetic code until your child can read fluently.










Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	
 n	 nail	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	




Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say n without	Down and round the yo-yo, then follow the string around

Letter Formation

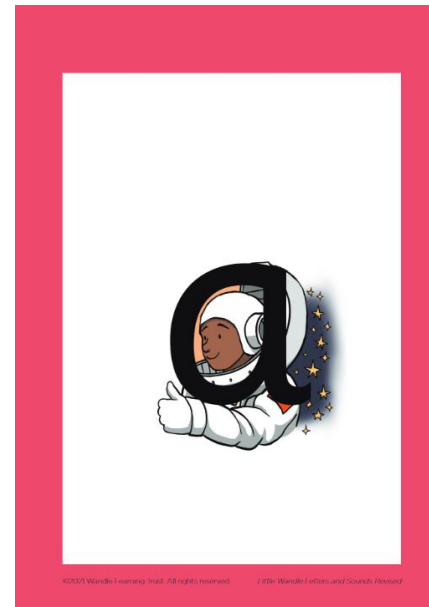
Through this programme, children are also taught to form letters.

		 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
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These letter rhymes are in your child's planner on pages 23-28 and children will have writing practise sheets as part of their weekly home learning.

How we make learning stick

There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.



How we make learning stick

Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom to support the children throughout the day.



Blending to Read

- Knowing each grapheme phoneme correspondence (GPC) gives children the tools to read words. For example:



- This is known as blending and will then lead onto being able read captions and sentences.

a tin on a box

Segmenting to Spell

- Once children know the phonemes, they will be able to write words through the segmenting process.

1. Say the word.
2. Segment the sounds.
3. Count the sounds.

frog

f - r - o - g

f - r - o - g



4. Write them down.

frog



Teaching Tricky Words

Tricky words are words that cannot be decoded by blending the sounds or spelt accurately by segmenting the words. Children must learn to read and spell these words by sight. For example,

to said like she

Children are taught which part of the word is tricky (why it does not follow the pattern of sounds that they have been taught). For example,

we

Blending to Read

- Can you blend these words?

chayn

phighr wurk

buck

zighloefoan

mowss

Segmenting to Spell

- The spellings of these words are phonetically plausible. We encourage that you allow your child to spell words phonetically. As they move through the phonic phases, they will learn spelling patterns and rules to help them spell words correctly.

buck

book

chayn

chain

mowss

mouse

zighloefoan

xylophone

phighr wurk

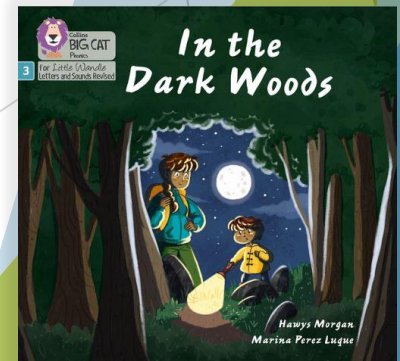
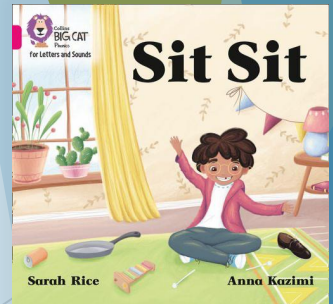
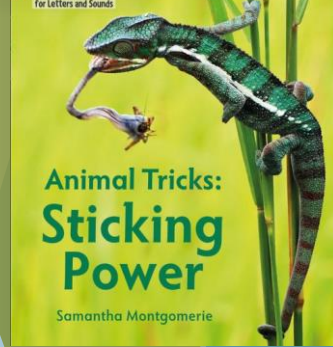
fire work

How do we teach reading in book?

Reading practice sessions are:

- Timetabled three times a week
 - The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice – and the third time we look at comprehension.
 - We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound them out.
- Taught by a trained teacher/teaching assistant
- Taught in small groups.

Our aim is for the children to develop a love of reading
rather than just following a scheme



Reading at Home

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

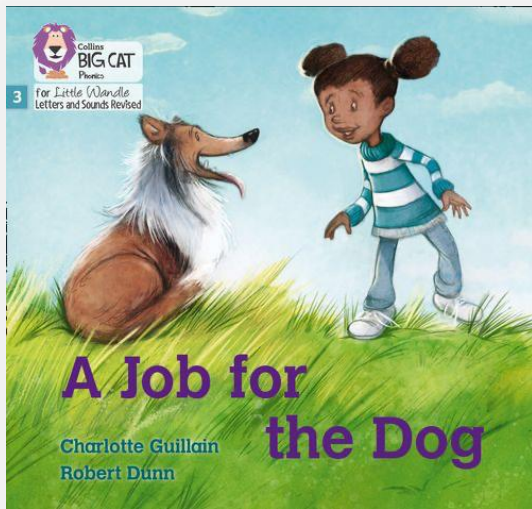
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

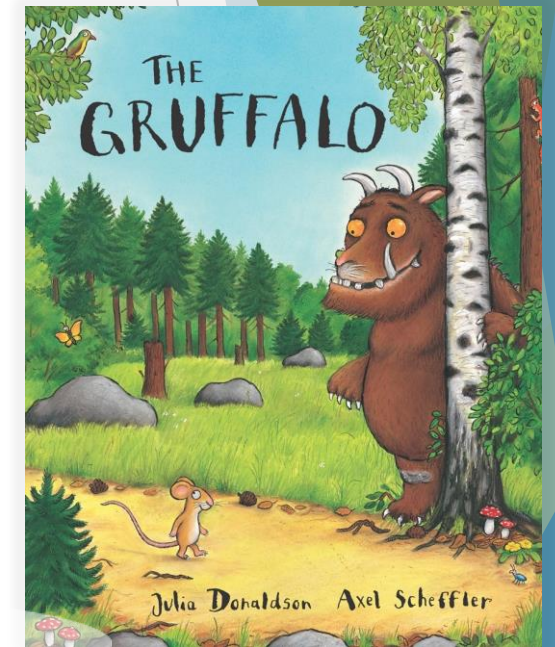


Books Going Home

Phonics Book



Reading for
Pleasure Book



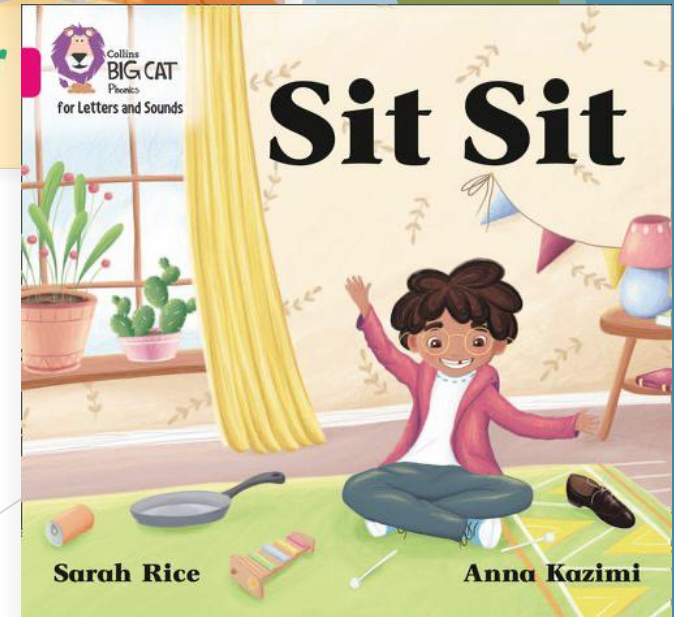
As well as the 'learning to read' phonics book that your child will bring home they will also bring home a Reading for Pleasure book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

Listening to your child read their phonics book

Your child should be able to read their book without your help.

If they can't read a word, read it to them.

Talk about the book and celebrate their success.



Supporting your child with phonics

It is important that you pronounce the sounds correctly at home if you are supporting your child. These videos are on the website for you to refer to and if you are unsure, please ask your child's teacher.



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Reading the Reading for Pleasure text to your child

The Reading for Pleasure shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.

* There are more tips in your child's planner *



Phonics Session Drop In

RHopkins (Miss Hopkins) class 9am Wednesday 18th October

RHall (Mrs Hall) class 9am Thursday 19th October

Thank you for attending our Phonic and Early Reading workshop

This power point will be on our school website, along with a wealth of information and links to the Little Wandle website.