

EYFS Early Reading and Phonics Workshop 2024

Miss Hopkins

EYFS Phase Lead

Phonics and Early Reading 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*e*te

- 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 in your child's planner and on the Little Wandle website by watching the [Support for Phonics](#) clips.

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 your 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 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 a a a	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 t t t	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 p p p	
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	
 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 j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	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 w w w	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 round

Letter Formation

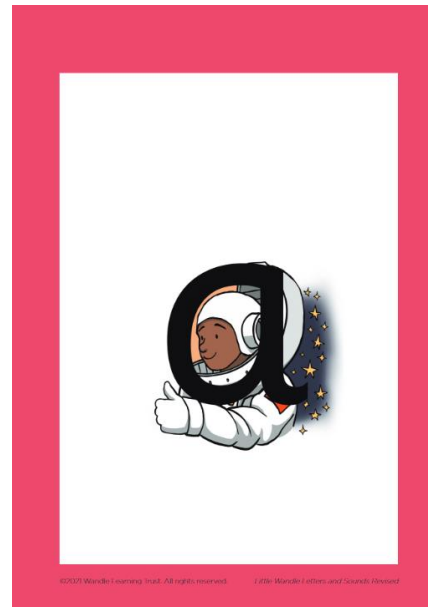
Through this programme, children are also taught to form letters.

		 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 and children have their writing practice booklet 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 to 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,

he h-ee

Further guidance can be found on the Little Wandle website by watching the

[How we teach tricky words](#) clip.

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

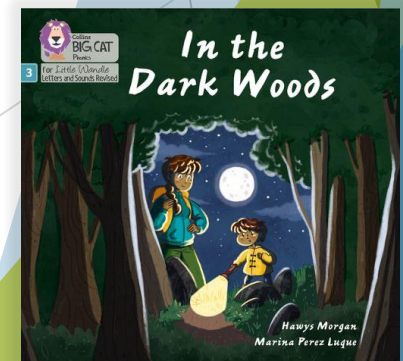
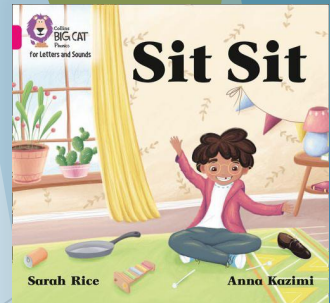
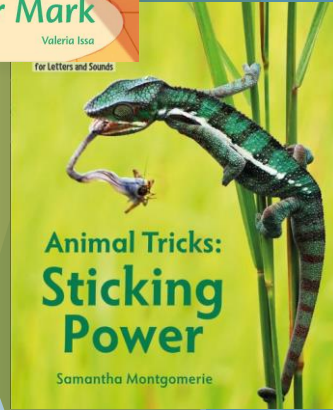
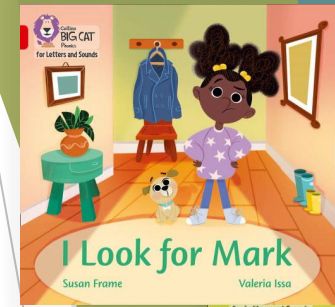
fire work

How do we teach reading in books?

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...

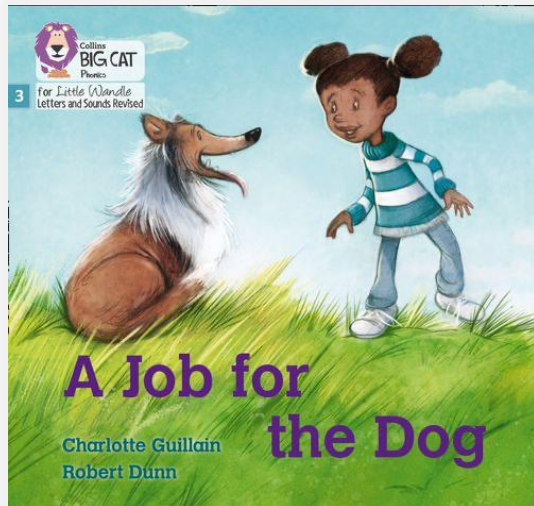
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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

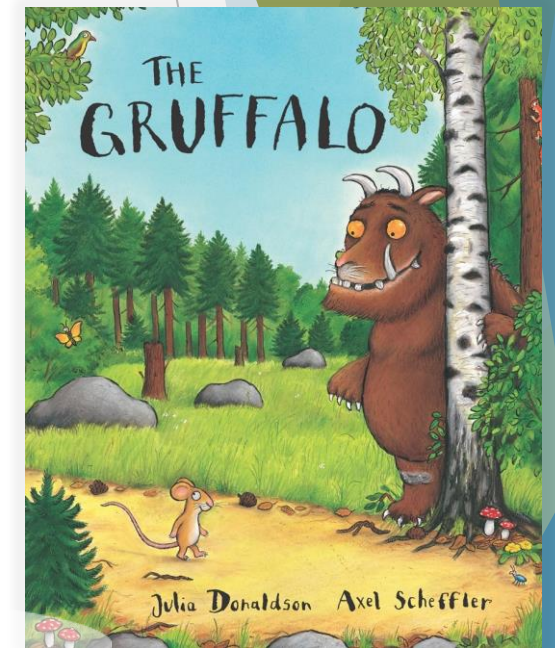


Books Going Home

Phonics Book

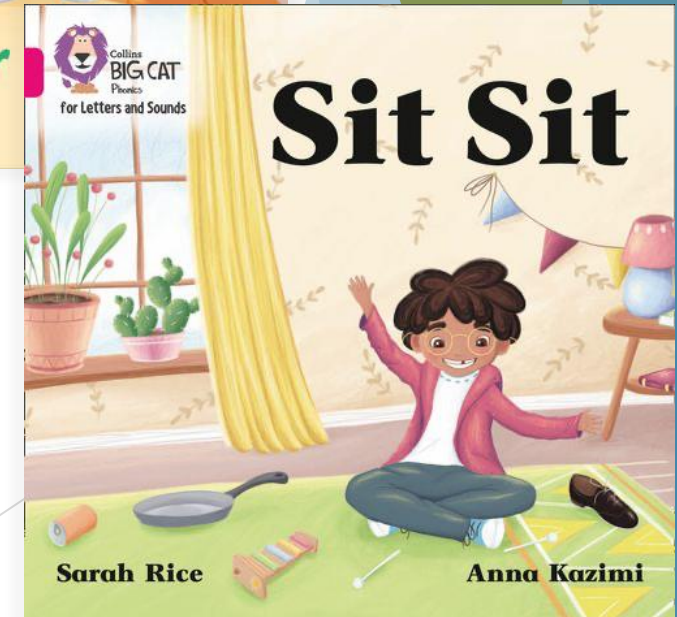


Reading for
Pleasure Book



Listening to your child read their phonics book

- This book has been read in school and is matched to our phonics scheme.
- Listen to them read the book. Your child should be able to read their book without your help.
- Remember to give them lots of praise and celebrate their success
- If they can't read a word, read it to them.
- After they've finished, talk about the book together. There are questions and prompts on the back inside cover.



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 Little Wandle [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**

Sharing the reading for pleasure text with your child

- This sharing book has been chosen by your child from our school library for you to enjoy together.
- To encourage your child to become a lifelong reader, it is important that they learn to read for pleasure.
- Please remember that you shouldn't expect your child to read this alone.
- Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, understand new vocabulary, explore the facts in a non-fiction book.
- The main thing is that you have fun!

* 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.