

# Phonics and Reading Meeting

Reception and Year 1

# Aims

Hopefully you will leave here today more confident in supporting your children with:

- What phonics is and how we teach it in school.
- Reading and phonic strategies you can use at home to improve reading skills.

# English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

# English National Curriculum Reception

## Early Learning Goal

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

# What is reading?

The programmes of study for reading consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

# What is phonics?

- Words are made up from small units of sound called phonemes.
- Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word.
- This helps children to learn to read words and to spell words.
- Children are taught the phonemes and graphemes for sounds.
- Children are taught to segment sounds and words.
- Children are taught to blend sounds to make words.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

# What is phonics?

What is a Phoneme?

- Sound that you hear (44 of them).
- Can be made of more than one letter.

What is a grapheme?

- It's a written letter or group of letters representing the sound.
- There are around 120 graphemes.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

# What is phonics?

What is blending?

- This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is.
- This skill is vital in learning to read.

What is segmenting?

- This is the opposite of blending.
- Children are able to say a word and then break it up into the phonemes that make it up.
- This skill is vital in being able to spell words.

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)



# How is phonics taught?

- Repetition of learning
- Songs and rhymes
- Actions
- Reading and writing using different methods (magnetic letters, chalk)
- Games
- 25/30 minutes daily
- RWI scheme

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>

# RWI Phonic Resources



Stretch: mmmountain  
Handwrite: Maisie, mountain,  
mountain

m



blow the snow

2. blow nose, nose, shoes, knees, floor, glass

ow



make a cake

1. make, shake, cake, name, name, name, name,  
name, name, name

a-e

# How to help with phonics at home

- Sounds and rhymes.
- Reading and writing words.
- Spellings KS1.
- Phonic games.
- Phonic reading books.

Handout available showing the sounds cards and rhymes.

# How is reading taught in school?

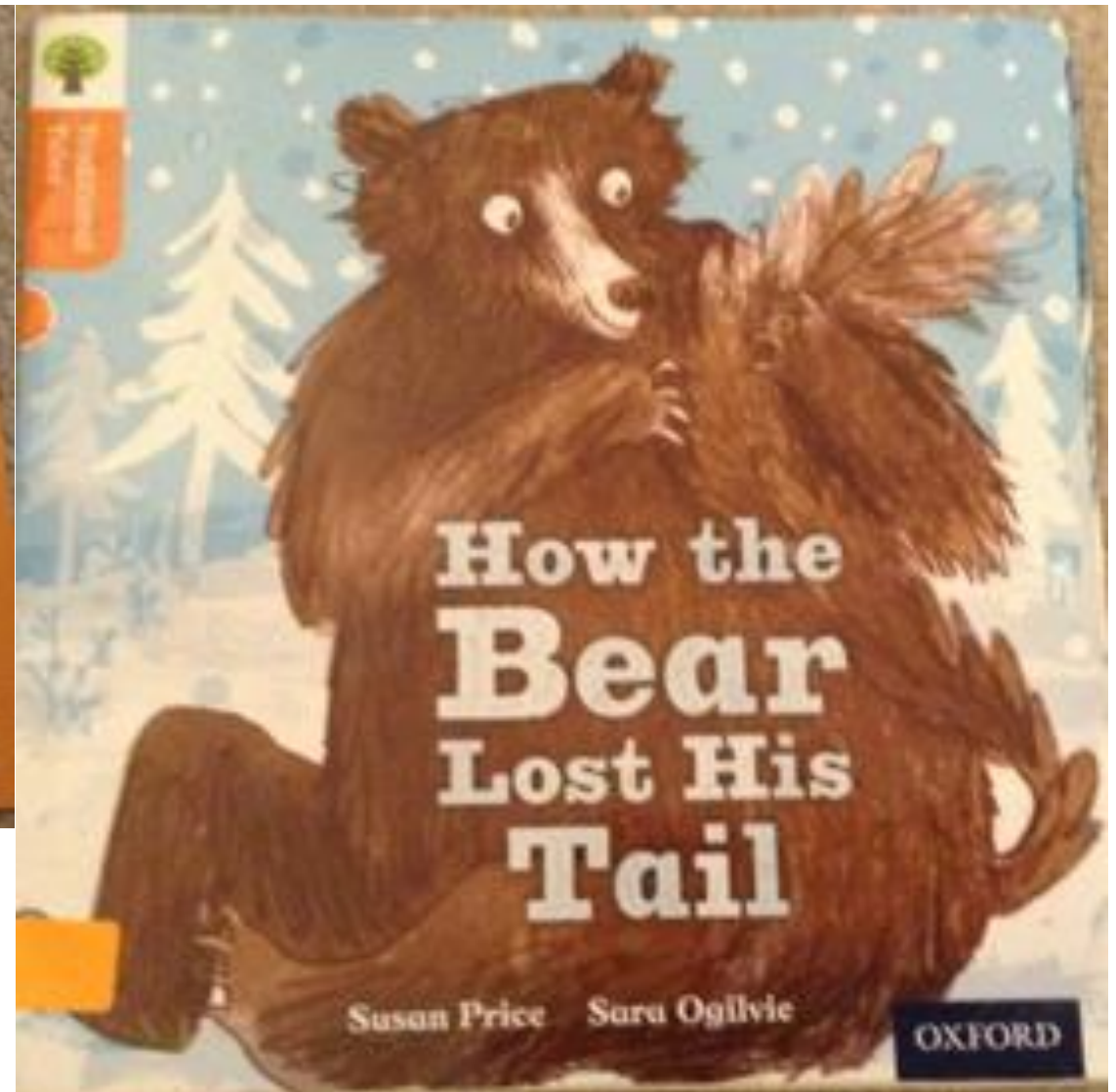
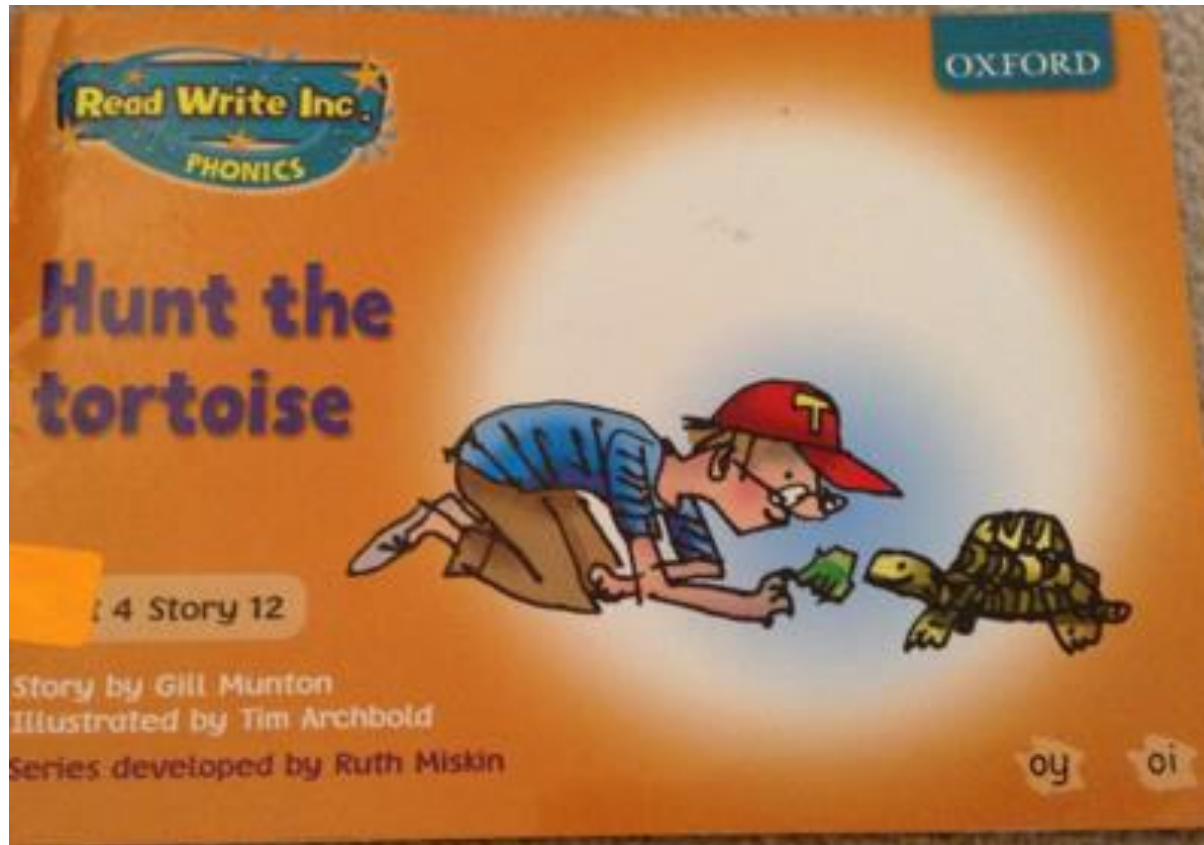
- In ability set groups.
- Same book within the group.
- Learn to follow the text as others and themselves read (reading finger).
- Apply phonic knowledge to the text.
- Discuss pictures in the text.
- Retell parts of the text.
- Answer questions based on the text.

# How to help reading at home?

- Make it fun!
- Let children see you reading.
- Read with your child (books, magazines, newspaper, football programmes, comics, emails, internet pages, catalogues).
- Read things they are interested in.
- Talk about what they are reading – talk before you start the books, whilst you read the book and after you have read it.
- Praise!

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=5>

# Guided Reading Books





# How to use the Guided Reading books?

## Speed Sounds

### Consonants

Say the pure sounds (do not add 'uh').

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

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

### Vowels

Say the sounds in and out of order.

|   |   |   |   |   |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Each box contains only one sound. Focus sounds are circled.

## Speed sounds

### Consonants

Say the pure sounds (do not add 'uh').

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz |    |    | nk |
|    |    |    | kn |    | se |    | s  |    |    |    |

|    |    |    |    |   |   |    |    |    |    |   |   |     |
|----|----|----|----|---|---|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   |   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   |   |    |    |    |    |   |   |     |

### Vowels

Say the sounds in and out of order.

emphasise both 'oi' and 'oy'

|    |      |    |    |    |     |       |      |      |
|----|------|----|----|----|-----|-------|------|------|
| at | hen  | in | on | up | day | see   | high | blow |
|    | head |    |    |    |     | happy |      |      |

|     |      |     |       |      |       |       |       |
|-----|------|-----|-------|------|-------|-------|-------|
| zoo | look | car | for   | fair | whirl | shout | boy   |
|     |      |     | door  |      |       |       | spoil |
|     |      |     | snore |      |       |       |       |

Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

# How to use the Guided Reading books?

## Ditty 1 A cat in a pot

### Green words

*Read in Fred Talk (pure sounds).*

dog cat hid pot ran  
hot sun sat but then

### Red words

the no

### Green words

*Read in Fred Talk (pure sounds).*

slow far lunch  
boy Floyd Roy Toya Troy point join

*Read in syllables.*

tor`toise → tortoise sand`pit → sandpit Sun`day → Sunday

*Read the root word first and then with the ending.*

point → pointed look → looked

### Red words

he be said no so go to all call the



# How to use the Guided Reading books?

## Vocabulary check

*Discuss the meaning (as used in the story) after the children have read each word.*

**definition:**

**hunt**

*search*

**greenhouse**

*a warm glass house where plants are grown*

**tortoise**

*a slow moving creature with a large protective shell*

*Punctuation to note in this story:*

*Troy Grandad Mum*

*Capital letters for names*

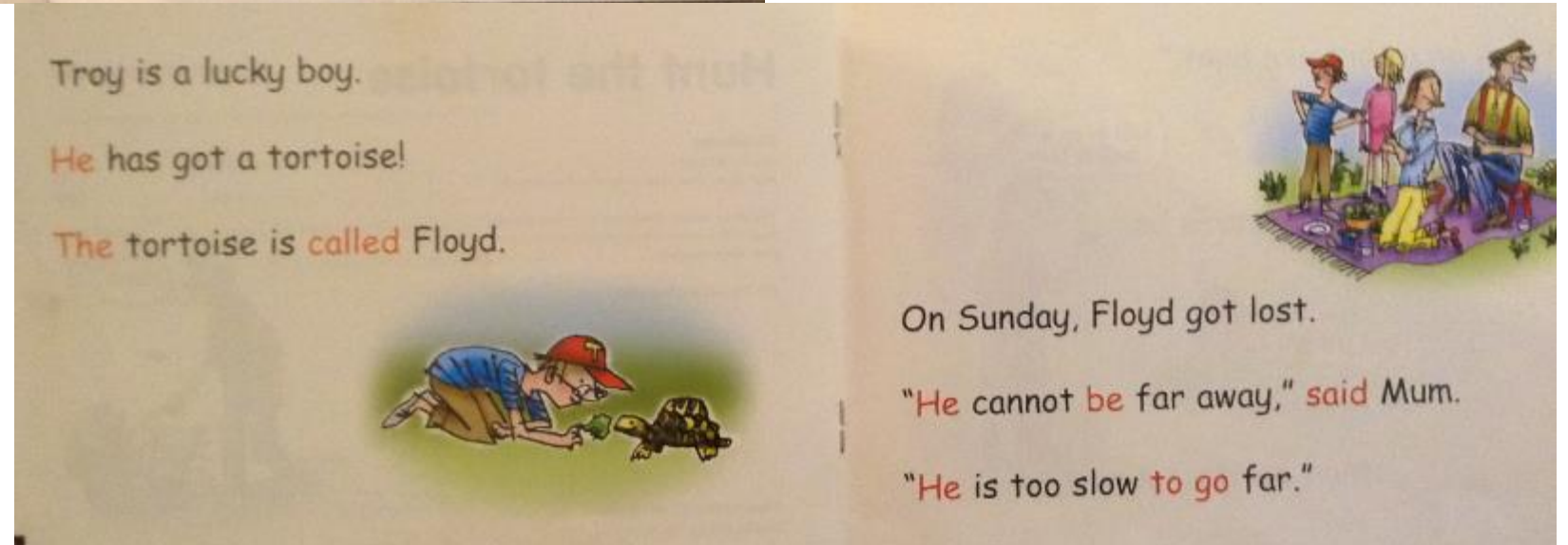
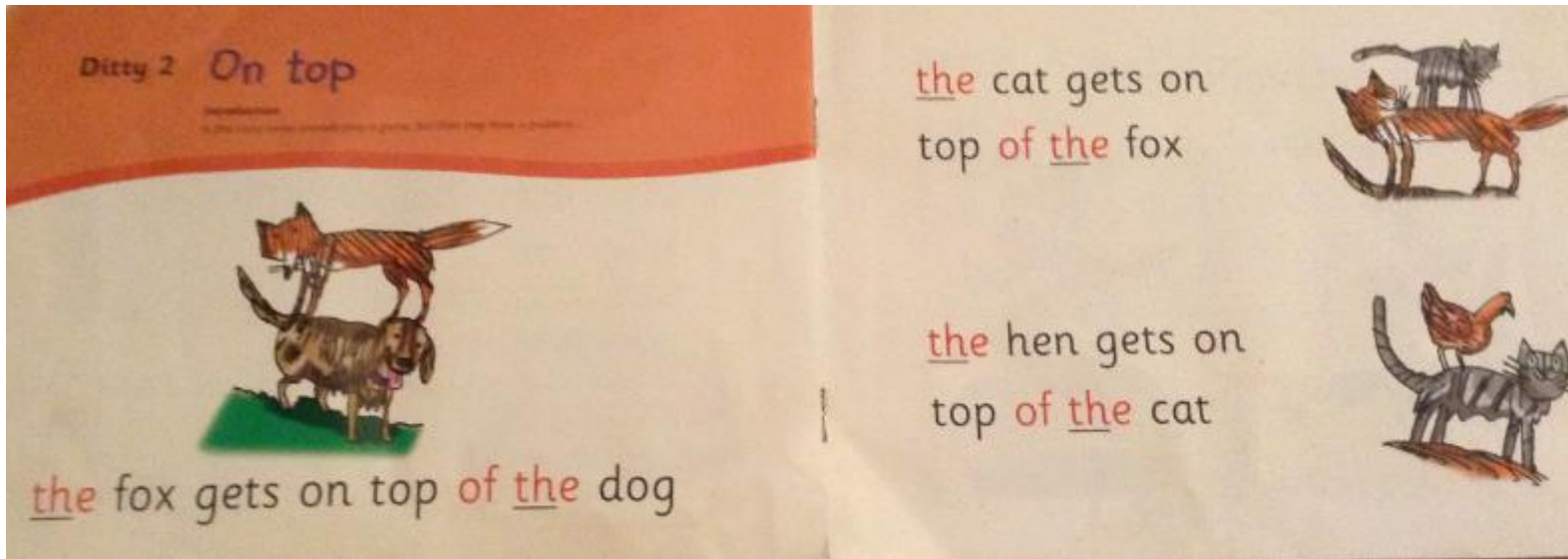
*Floyd Roy Toya*

*He The On We Let's*

*Capital letters that start sentences*

*Full stop at the end of each sentence*

# How to use the Guided Reading books?



# How to use the Guided Reading books?

## Questions to talk about

Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

### FIND IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find the answer

### PROVE IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find your evidence
- ✓ Explain why

|          |         |                                                   |
|----------|---------|---------------------------------------------------|
| Page 8:  | FIND IT | Why is Troy a lucky boy?                          |
| Page 9:  | FIND IT | Why did Mum say that Floyd could not be far away? |
| Page 10: | FIND IT | What did Grandpa Roy suggest they do?             |
| Page 11: | FIND IT | Who went on the tortoise hunt?                    |
| Page 12: | FIND IT | Where did Mum and Grandpa Roy look?               |
| Page 13: | FIND IT | Why did Troy point to Mum's lunch?                |
| Page 13: | FIND IT | What is Floyd thinking?                           |

## Questions to talk about

### Ditty 1

- What is the cat doing at the start of the story?
- What does the cat do when the dog runs up?
- Why did the cat hide in the pot?

### Ditty 2

- Which animal gets on top of the dog?
- What goes wrong when the bug gets on top of the hen?
- What sort of things can fit on top of one another?

### Ditty 3

- Where is the first place that the cat chases the mouse?
- How does the cat get wet?
- How did the mouse get into the bath?

# How to use the Guided Reading books?

## Speed words for Ditty 1

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

|     |     |     |     |             |
|-----|-----|-----|-----|-------------|
| up  | dog | but | cat | ran         |
| pot | in  | hid | sun | <u>then</u> |

## Speed words for Ditty 2

|      |            |     |     |     |
|------|------------|-----|-----|-----|
| on   | dog        | of  | hen | top |
| gets | <u>the</u> | cat | fox | bug |

## Speed words for Ditty 3

|     |    |     |            |
|-----|----|-----|------------|
| bed | on | mat | <u>the</u> |
| wet | a  | cat | in         |

## Speed words

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

|       |      |       |        |          |
|-------|------|-------|--------|----------|
| boy   | he   | Floyd | looked | hunt     |
| Roy   | to   | Toya  | so     | Troy     |
| point | all  | join  | no     | tortoise |
| lucky | slow | go    | called | far      |



# How to use the Guided Reading books?



# How to use the Guided Reading books?

# Handwriting at Newburgh

- Cursive handwriting policy
- Lower case letters all start at the bottom and have an pre cursive join and end with a finishing join.
- Capital letters all start at the top and are not joined to other letters.



# Resources and Questions

Now is the time to have a look at the resources we use and ask any questions at the tables or after.

Have you remembered your number?