

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.

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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.

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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.

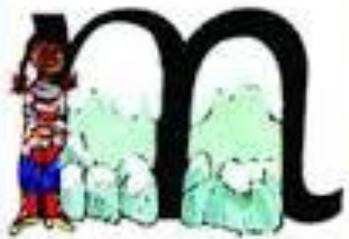
https://www.youtube.com/watch?v=dEzfpod5w_Q

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

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RWI Phonic Resources



m

Stretch: mmmountain
Handwrite: Make, mountain,
mountain

m



make a cake

1. make, shake, cake, name, game, love,
have, late, date

a-e



blow the snow

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

ow

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?

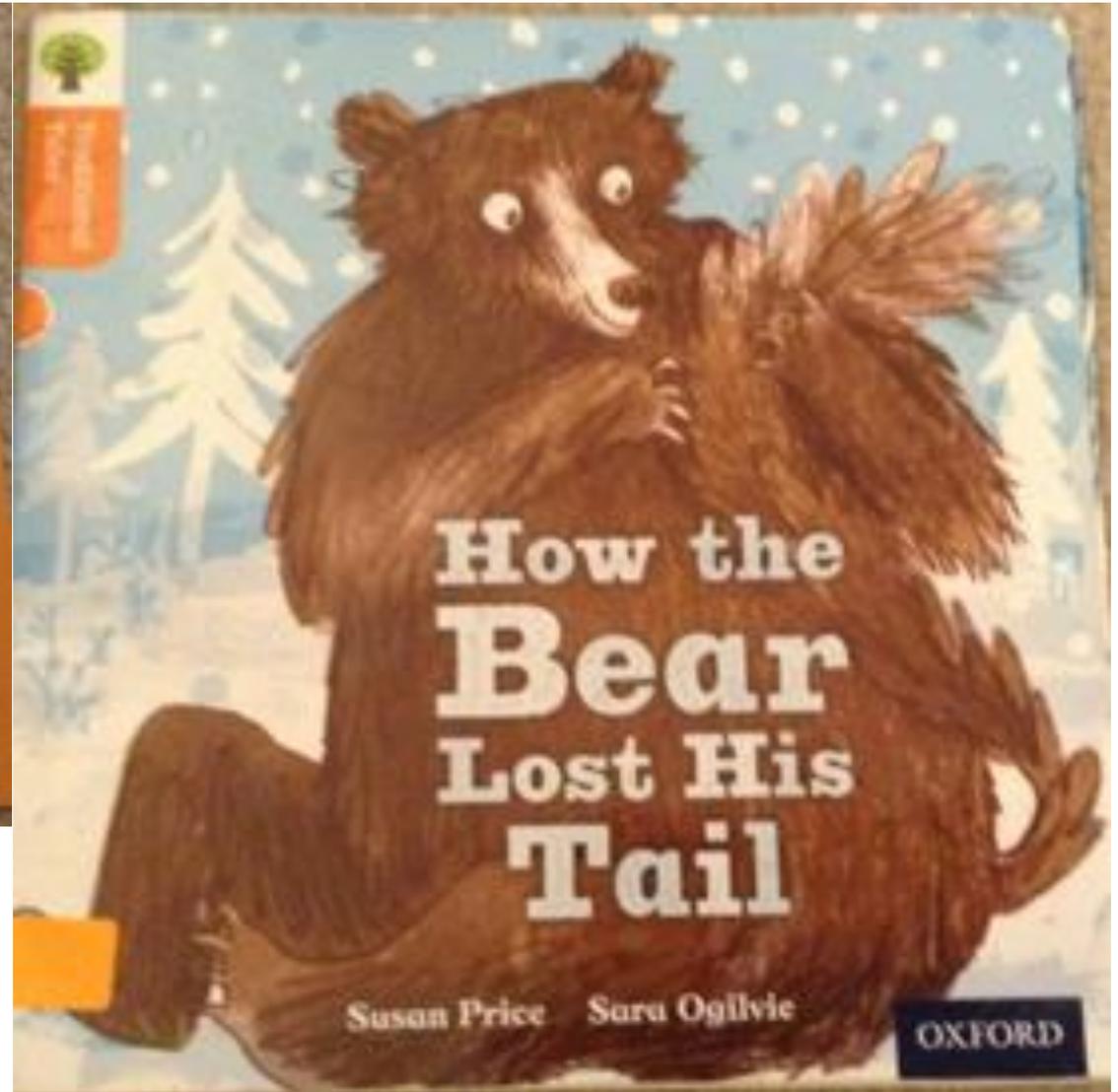
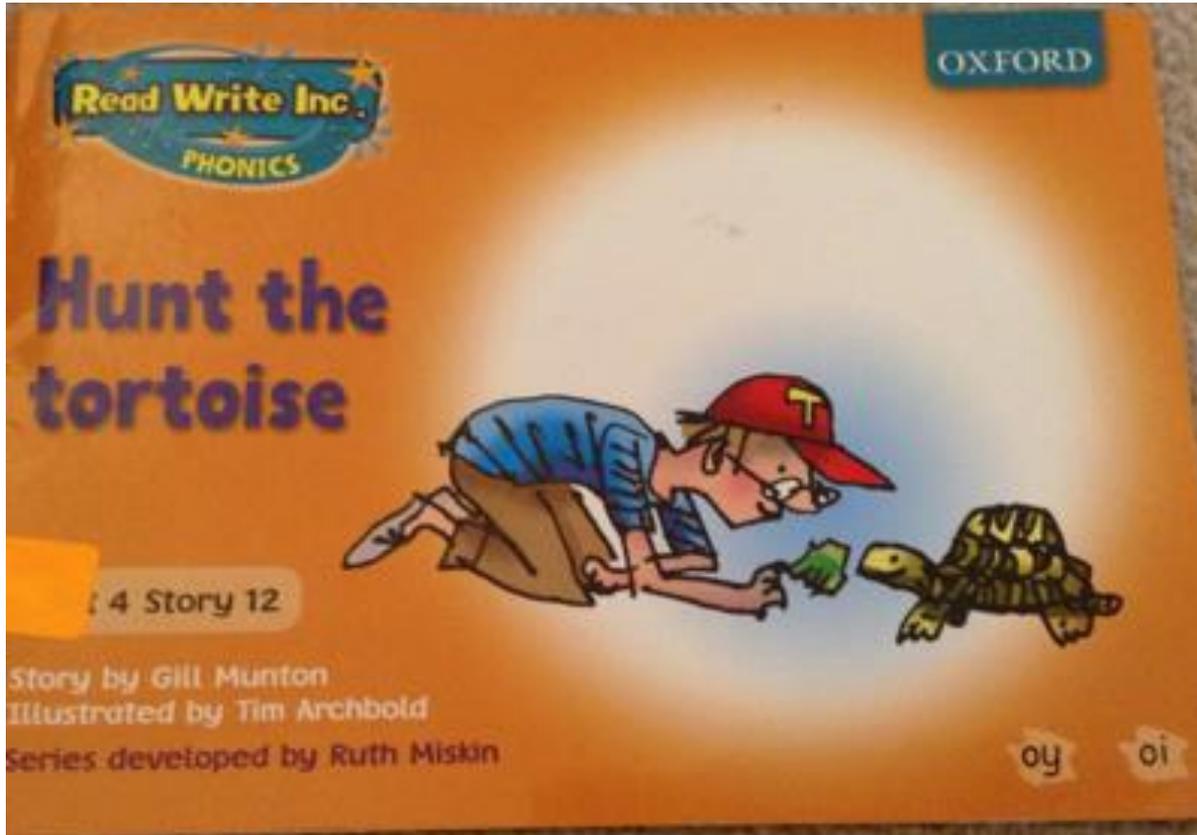
- In ability set groups.
- Same book within the group.
- Learn to follow the text as others and themselves read (reading finger).
- Apply phonic knowledge to the text.
- Discuss pictures in the text.
- Retell parts of the text.
- Answer questions based on the text.

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!

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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	door	fair	whirl	shout	boy
			snore					spoil

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

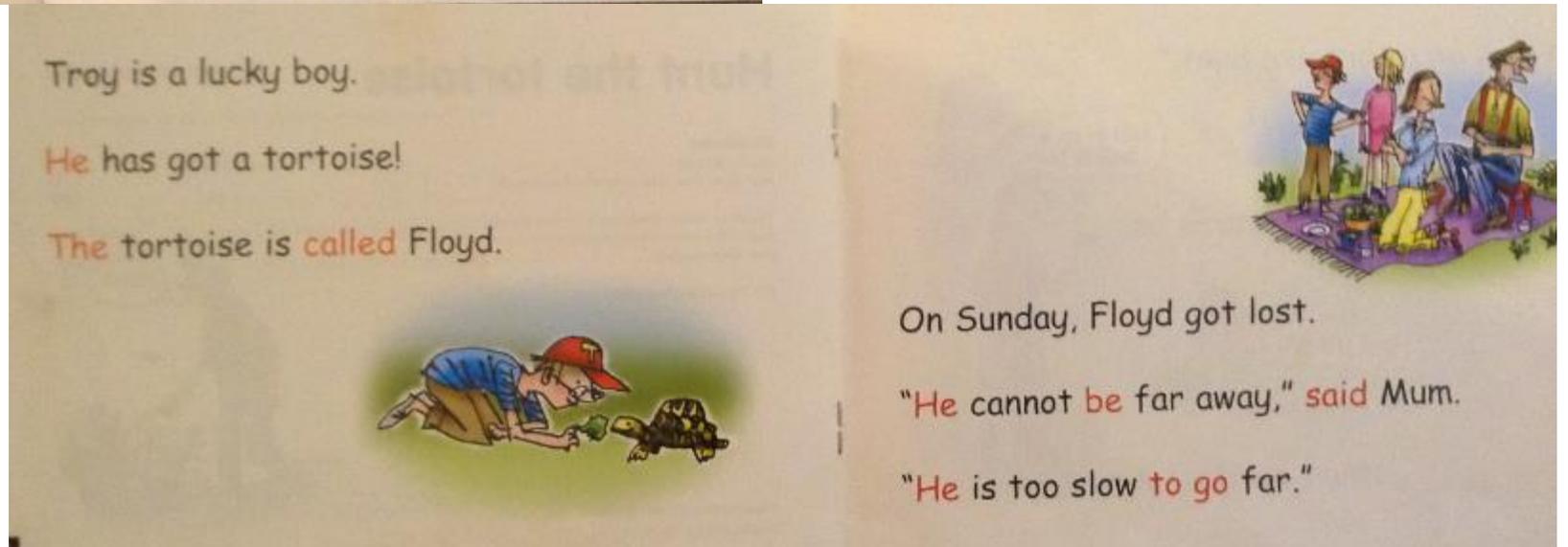
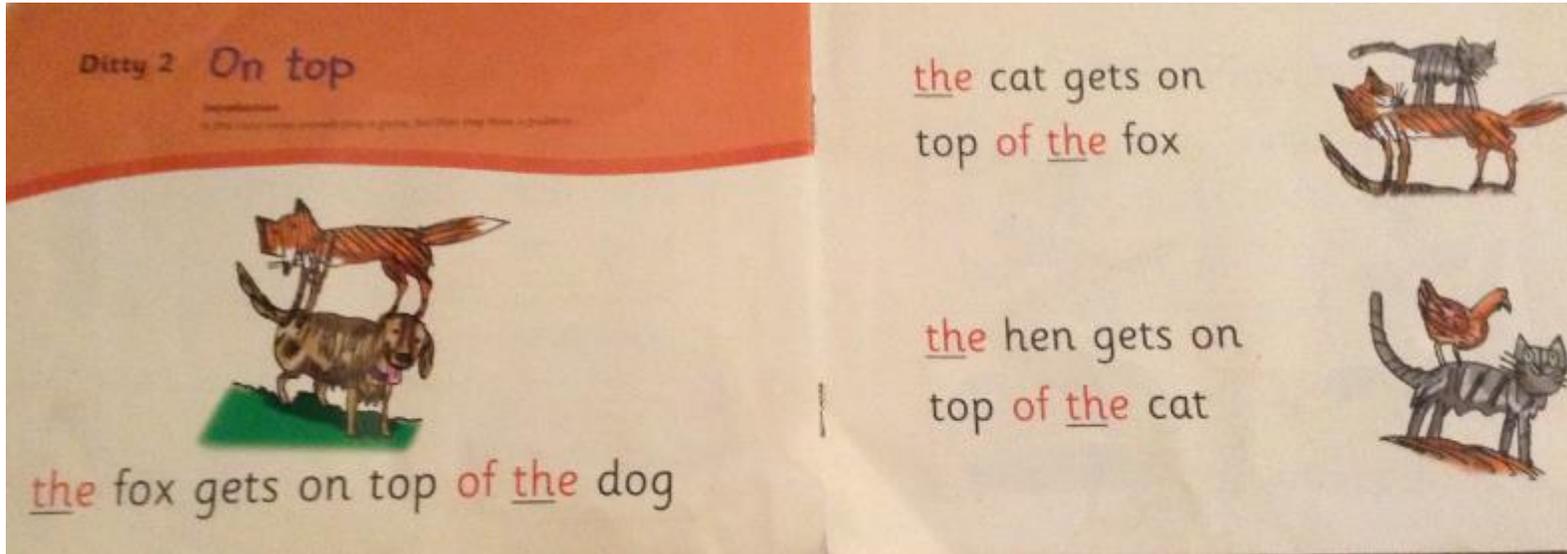
Discuss the meaning (as used in the story) after the children have read each word.

	<i>definition:</i>
hunt	<i>search</i>
greenhouse	<i>a warm glass house where plants are grown</i>
tortoise	<i>a slow moving creature with a large protective shell</i>

Punctuation to note in this story:

<i>Troy Grandad Mum</i>	<i>Capital letters for names</i>
<i>Floyd Roy Toya</i>	
<i>He The On We Let's</i>	<i>Capital letters that start sentences</i>
	<i>Full stop at the end of each sentence</i>

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?

Traditional Tales

About the story

Traditional tales have been told for many years. This story is known in many cultures, including Norse and North America. It belongs to the tradition that explains why some things in the world are as they are. Enjoy sharing and retelling this timeless story with your child again and again.

Tips for reading together

Talk together

- Look at the cover of the book together and read the title. Ask: *Did you know that bears don't have long tails like the one on the cover? How do you think he might have lost his tail?*
- Talk about something your child might have lost that was precious to them. Ask: *How did you feel? Did you ever find it again?*
- Read pages 2 to 5 together. Ask your child if they can think of any words to describe foxes. Ask: *How do you think a fox could be to blame for the bear's stumpy tail?*

About the words in this story

- Your child should be able to read most of the words in this book. Some of them may be more challenging or unusual, such as:
grumpy either caught
icicle laughing believe

Encourage your child to sound out and blend these words. If necessary, read them to your child and explain their meaning.

During reading

- Encourage your child to read the story to you. They may be able to read more than a few pages at a time, to build up their reading stamina.
- Talk about the story language. Look out for phrases which tell you this is a tale that has been told many times, e.g. *Once, long ago...*
- Encourage your child to use lots of expression as they read. Draw attention to punctuation that adds expression to the story as it is read aloud, such as exclamation marks, commas, speech marks and question marks.
- Look out for descriptive language that tells us how things are said or done, e.g. *waved, asked*.
- Re-read sentences to focus on their meaning where necessary.

Use lots of praise to encourage your child to keep reading!



Retell the story

Once upon a time...



The end.

Tips for retelling the story

Talk about the story

- Ask your child to tell you why Fox decided to trick Bear. Ask: *What kind of character is Fox?*
- Look together at pages 16 to 20. Ask your child to suggest words that describe how Bear was feeling in the pictures on these pages, such as *freezing, hopeful, determined or annoyed*.
- Read the first sentence on page 6. Ask your child which word tells us how Fox was moving. Help them to identify *trailing*. Ask: *Can you think of any other words that could tell us how he moved? E.g. ran, crept, padded.*
- Ask: *Do you think this is really how bears came to have short stumpy tails?*

Retell the story using the story map

- Now you have read the story and talked about it, use the story map on page 24 to retell the story together. Each picture shows an important part of the story.
- Encourage your child to retell the story in their own words. You could do this together, take it in turns to tell different parts of it.
- As they retell the story, encourage your child to include descriptions of how both Fox and Bear were feeling as well as relating the events of the story.

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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?