



Reception Phonics & Reading Workshop



Aims

- Understand how phonics is taught and how to support your children.
- Understand how reading is taught and how to support your children.

EYFS framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

EYFS

ELG: Comprehension Children at the expected level of development will: -
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will: -
Say a sound for each letter in the alphabet and at least 10 digraphs; -
Read words consistent with their phonic knowledge by sound-blending; -
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Phonics

- About 44 different sounds (phonemes)
- Children to recognise phoneme, grapheme and name.
- Digraphs, trigraphs, split digraphs
- Clusters!
- Segmenting – sound buttons, identifying individual sounds.
- Blending – sound talk, squishing sounds together
- Orange phonics book – scan the code to hear.

Enunciation

- Teaching phonics requires a technical skill in enunciation.
- Phonemes should be articulated clearly and precisely.
- There is no 'ugh' sound.
- Encourage children to use their posh voice to segment and blend.
- <https://www.youtube.com/watch?app=desktop&v=IwJx1NSineE&feature=youtu.be>

Our phonics lesson

- All Aboard Phonics
- Sailors hornpipe
- Revise
- Teach
- Practise
- Apply – this might be later in the day
- Abandon ship
- Pictophone cards
- Story
- Action
- Grapheme
- Activity
- Songs
- Ipads
- IAW games

Phase 2 Sound Mat



s



a



t



p



i



n



m



d



g



o



k



c



ck



e



u



r



h



b



f



l

Phase 3 Sound Mat



j



v



w



x



y



z



qu



sh



ch



th



ng



ai



ee



igh



oa



oo



ar



or



ur



ow



oi



ear



air



er

Phonics at home



Phonics at home

- Rhyming – cat, mat, sat.....
- Onset sounds – beginning sound. Cat begins with c, I spy
- Sound talk instructions or items



Reading

1. Segmenting & blending - deciphering
2. Tricky words - deciphering
3. Common exception words (year 1 & 2)
4. Reading sentences - comprehension
5. Fluency & expression - comprehension
6. Prediction & inference – comprehension



The books we use

- We change books on Mondays and Thursdays
- Books are linked to the phonics your child knows not a 'level'.
- Regular phonics assessment.
- Books are read in guided reading groups before being brought home.
- 'Free choice Friday' – a book to read to/with your child.

How we teach reading

- Through our daily phonics session.
- Guided reading sessions – children in a group reading the same book discussing together.
- Individual reading – to focus on individual needs.
- Discrete teaching – wherever the chance arises.

Reading at home

- Children have ownership of the book.
- Look at the cover – what was it about
- Never say 'look at the picture to help you' Cover with your hand then look after reading.
- Child reads – smile – 'good try' – 'this is a tricky word' – 'can you see a digraph?'
- Re read as a sentence if there has been lots of deciphering
- What will happen next? (be realistic)
- What did you think? – occasionally provide the opposite opinion to your child.
- Was it like any other story we've read?

My child seems to be struggling

- It is early days!
- Good routine, good place
- Praise small steps
- Tell them what to look for – there are three sounds, there's a digraph in this word, is that a tricky word?
- If your child has segmented, repeat what they have said so they can blend it. Often easier to 'hear' when someone else says it.
- Model - p - a - t > pa - t
- Slide along the word

Comments for yellow logs

- 'recognised all phonemes'
- 'Had trouble recalling'
- 'Segmented words but support needed to blend.'
- 'Able to reread as sight words.'
- 'Recognised tricky words.....'



The best ways to help your children:

- Positive role models
- Modelling (especially if children are not in the mood!)
- Link to previous learning (orange book)
- Every day opportunities
- Little and often