







Phonics

...at Long Lane
Wednesday 8th
November 2017



During this workshop our aim is to...

- ❖ Share an understanding of reading development with you.
 - ❖ Introduce the way we teach phonics, reading and writing in Foundation Stage and Key Stage 1.
 - ❖ Share strategies to support you at home with your child's reading development.
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Why



A complete literacy programme – systematic and structured.

Meets the demands of the national curriculum, giving your children the best chance of success in the national tests.

Starting at the beginning...

- Read books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner

Aim at the end of Year 1...

Children are accurate and speedy readers and are ready to move onto RWI spelling scheme.

A decorative scroll with a light blue background and autumn leaves scattered around it. The scroll is orange and has a white border. The text is written in a black, cursive font.

The importance of talk for writing

Statutory requirements: Pupils should be taught to write sentences by...

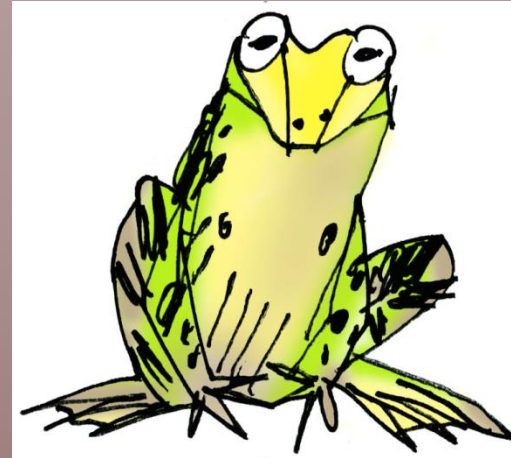
saying out loud what they are going to write about.
composing a sentence orally before writing it

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.



The Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Special friends...2 letters that make 1 sound



Learning to blend and segment with the sounds we know...

Assisted blending
as soon as the first 5
sounds are learnt!

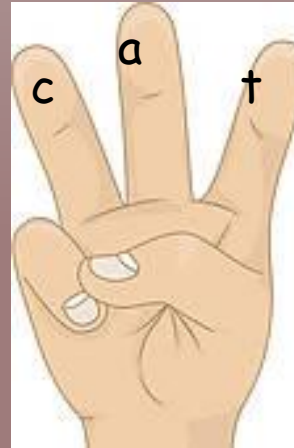
Moving towards
independent
blending



Fred Fingers for spelling

*Say the word and
pinch on the sounds

Eyes for reading,
fingers for spelling!



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

*Fred talk

*Fred in your head

*No Fred talk

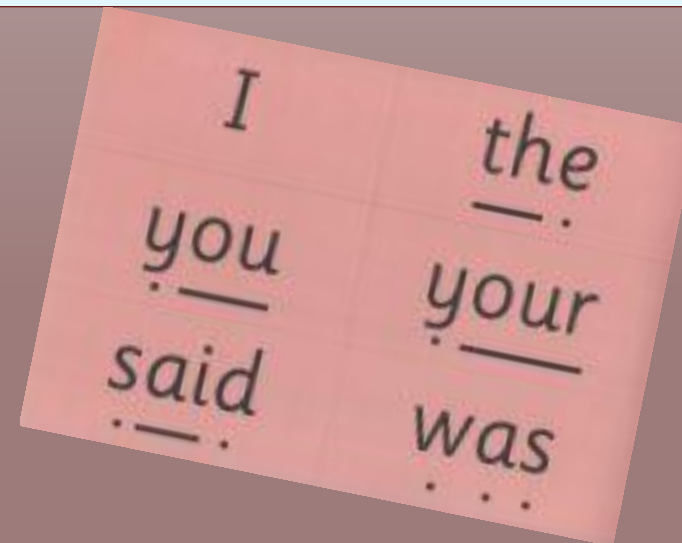
Alien words! Special friends!



Red words

'You can't Fred a red'

Grotty graphemes!



Handwriting

In Early Years the letter shapes are learnt at the same time as the sound.

As the children progress, handwriting may be taught as discreet lessons.

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

- m** Maisie, mountain, mountain
- a** round the apple, down the leaf
- s** slither down the snake
- d** round his bottom, up his tall neck and down to his feet
- t** down the tower, across the tower
- i** down the body, dot for the head
- n** down Nobby, over his net



Assessment and Monitoring

Phonics/spelling is a daily activity

Differentiated groups across Foundation Stage and Key Stage 1

Assessment is carried out half termly, any individual concerns regarding progress are raised and extra support is given.

How to help your child read at home

Share reading scheme books and books from home.

Spot special friends

Join a library

Ask questions about the book

Practise reading (then spelling) common exception words

Talk... a lot!



Reading stories at home

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.

Listen to them reading their reading books.

Watch the RWI storytime at home video on their website for hints and tips.



Have fun with Fred Talk!

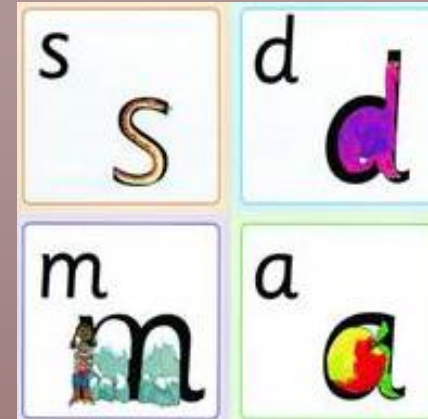
"What a tidy r-oo-m!"

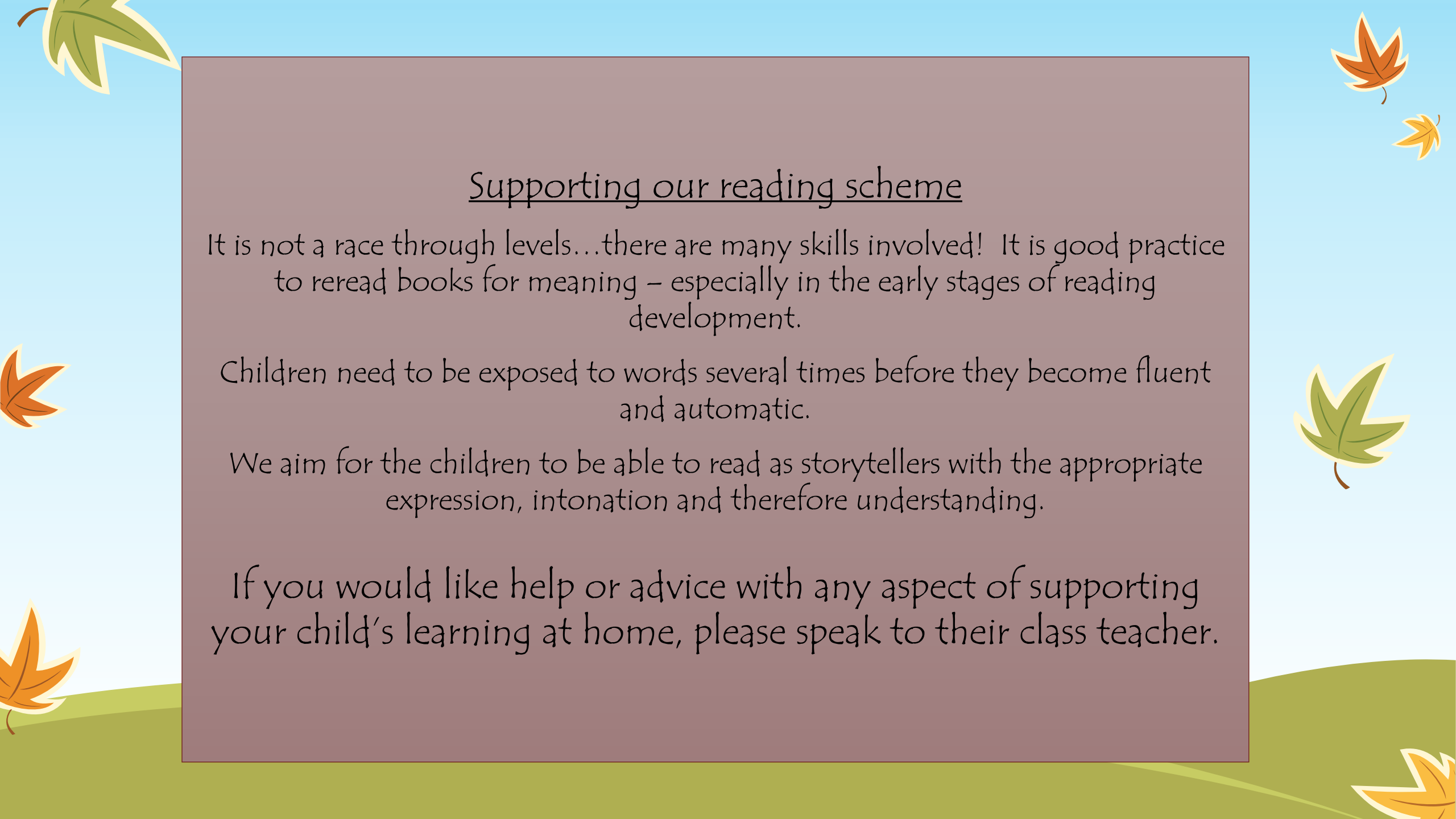
"Where's your c-oa-t?"

"Time for b-e-d!"

Practise pronouncing the sounds...

Remember no 'fuh' and 'luh'!



The page features a light blue background with a green grassy area at the bottom. Several stylized autumn leaves in shades of green, orange, and yellow are scattered around the edges. A central brown rectangular box contains the text.

Supporting our reading scheme

It is not a race through levels...there are many skills involved! It is good practice to reread books for meaning – especially in the early stages of reading development.

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression, intonation and therefore understanding.

If you would like help or advice with any aspect of supporting your child's learning at home, please speak to their class teacher.

The next steps...

Spelling Programme from Year 2 onwards

- * Part of the RWI programme
- * Follow on from RWI – once children are ready
- * Robust, fast-paced, systematic spelling programme for years 2-6

Supports the National Curriculum to ensure that children:

- spell new words correctly and have plenty of practise in spelling them
- spell words as accurately as possible using their phonic knowledge
- are supported in understanding and applying concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English



Any questions?

Thank you for coming!

