



Welcome everyone

Phonics, Reading and Writing
Meeting

10th October 2017

EYFS Framework: Early Learning Goals for Literacy - Reading

- 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.

EYFS Framework: Early Learning Goals for Literacy - Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Phonics



- Letters & Sounds, Floppy's Phonics, Jolly Phonics
- Synthetic Phonics – decoding and encoding
- Multisensory and active way of learning phonics
- Key features in learning to read:
 1. Grapheme/Phoneme (letter/sound) correspondences
 2. Blending phonemes to read the word
 3. Segmenting words into their constituent phonemes to spell
 4. Blending and segmenting are reversible processes
 5. Learn common irregular/misconception words (the, was, you, they, my, said etc.)



The English Alphabetic Code

■ Stage 1/Phase 2
 ■ Stage 2/Phase 3
 ■ Stage 3/Phase 4
 ■ Stage 4/Phase 5
 ■ Stage 5/Phase 6

Sound and key words	Graphemes and key words	Sound and key words	Graphemes and key words
/s/ s ss sea sea sea sea sea sea sea sea sea sea sea sea	/a/ a all all all all all all	/u/ u uu up up up up up up	/ee/ ee ee sea sea sea sea sea sea sea sea sea sea sea sea
/t/ t tt top top top top top top	/l/ l ll all all all all all all	/v/ v vv all all all all all all	/igh/ igh high high high high high high
/p/ p pp all all all all all all	/i/ i all all all all all all	/w/ w ww all all all all all all	/oa/ oa all all all all all all
/n/ n nn all all all all all all	/k/ k kk all all all all all all	/ks/ ks all all all all all all	/oo/ oo all all all all all all
/m/ m mm all all all all all all	/g/ g gg all all all all all all	/gz/ z all all all all all all	/oo/ oo all all all all all all
/d/ d dd all all all all all all	/q/ q qq all all all all all all	/z/ z zz all all all all all all	/ar/ ar all all all all all all
/o/ o oo all all all all all all	/k/ k kk all all all all all all	/kw/ kw all all all all all all	/ar/ ar all all all all all all
/e/ e ee all all all all all all	/ch/ ch all all all all all all	/ch/ ch all all all all all all	/ar/ ar all all all all all all
/u/ u uu all all all all all all	/ch/ ch all all all all all all	/sh/ sh all all all all all all	/oo/ oo all all all all all all
/r/ r rr all all all all all all	/ch/ ch all all all all all all	/th/ th all all all all all all	/ee/ ee all all all all all all
/h/ h all all all all all all	/ch/ ch all all all all all all	/ng/ ng all all all all all all	/air/ air all all all all all all
/b/ b bb all all all all all all	/ch/ ch all all all all all all	/ngk/ nk all all all all all all	/oor/ oo all all all all all all
/f/ f ff all all all all all all	/ch/ ch all all all all all all	/ai/ ai all all all all all all	/z/ z all all all all all all
	/ch/ ch all all all all all all	/ai/ ai all all all all all all	/oo/ oo all all all all all all

Useful Links

- <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>
- https://phonicsinternational.com/new_hear_sounds.html
- <https://www.youtube.com/watch?v=COJdn6sbbsk>

'Sound talk'

- The ability to orally segment a spoken word into its phonemes
- Develops phonemic awareness

Let's play the game where we talk in 'sound talk'.

You would like some fruit.
Now it's my turn.



Ok. I'll go first.

Can I /h/a/v/

some /f/r/o/o/t/?

Reading at school:

- Oxford Reading Scheme along with other books from different schemes to develop reading and allow the children to experience 'breadth of reading'
- Reading opportunities for the children on a 1:1 basis, in small groups and through whole class shared reading sessions
- Reading at school is kept fun and positive

Reading at home:

1. Children practise the phonemes (saying, doing action and writing).
2. Story time with parents e.g. bedtime story.
3. Word tins – words for them to practise reading by blending phonemes.
4. When your child is ready, they will bring home a levelled reading book to continue developing their reading skills.
5. Books will be changed (in general) on a weekly basis – read same book more than once to allow decoding, comprehension, fluency and expression. Please record each reading in diary.

Each child develops these skills at a different pace!

- If your child lacks confidence or does not want to read, you might need to read the story to them initially – encourage them to predict what might happen and talk about it while you are reading.
- Try not to become anxious if your child does not want to read. Children often go through periods of not being keen to read. This will pass. However it is important to share a book with them each day.
- It is important to enjoy books with the children and for them to see you reading for pleasure too.
- Keep it fun and positive!
- Questions are a fantastic way of developing children's comprehension and understanding.

Thank you

Any questions?