

**Wednesday 24<sup>th</sup> September  
2014**

**Phonics, Reading and Writing  
Workshop**

# Early Learning Goals for the end of Reception - Reading

- To read and understand simple sentences
- To use phonics to decode words
- To read 'tricky' words
- To discuss what they have read

# What makes a good reader?

A child who

- knows their sounds
- enjoys reading
- is fluent
- uses good expression
- has a good understanding
- can read for longer

# Early Learning Goals for the end of Reception - Writing

- To use their phonic knowledge to write words
- To write some 'tricky' words correctly
- To write simple sentences using phonics

## Becoming readers and writers

Before children can learn to read and write they need to develop their understanding of the English language. For all of us this happens through talk.

Through talk we learn new vocabulary and the knowledge of how to structure sentences.

In school we encourage the children to talk in a variety of situations.

# What can you do at home?

- speak to your child in sentences
- have regular discussions with your child
- introduce new words and explain what they mean

## Teaching phonics

• We teach children how to say the sounds aloud and then merge together to make the whole word. The merging is called **blending**, and is a vital skill for reading.

E.g.: c-a-t = cat  
Phoneme - how the sound is heard

• Children will also learn to do this the other way round. E.g.: cat = c-a-t. This is called **segmenting**, and is a vital skill for spelling

Grapheme - how the sound is written down

<http://www.youtube.com/watch?v=-ksblMiliA8>



# The alphabetic code

Letters and letter groups **are code for** the individual sounds in our speech.

**Decoding** the letter symbols into sounds is the basis for reading:

See the printed word **soap**, say the sounds

/s/ /oa/ /p/, blend the sounds to read  
"soap"

There are about **44 phonemes** in the English spoken language but only **26 letters** of the alphabet.

We have not only **single** letters but also many **letter groups** as the written code for the speech sounds:

t      b      a      e      sh      ee      ng  
         igh      ch      ay

**The pace is steady**

**We aim for children keeping up from the start rather than differentiated grouping**

**Do the maths!**

**30 weeks x 2 per week = 60 sounds**

**x 2 years = 120**

**x 3 years = 180**

**Day 1: teacher led session to introduce focus letter to whole class followed by pupil-practice for every child.**

**Day 2: extend to sentences/text at every child's own level**

- For beginners, we teach the **letters** and **sounds** of the alphabetic code in a 'simple' way at first...
- We teach **all** the sounds and at least **one** way of spelling them:
- Then we continue to teach **further spelling alternatives** which are code for the sounds:  
e.g. /**ee**/ ea e e-e

[http://www.youtube.com/watch?v=eCjYB07a](http://www.youtube.com/watch?v=eCjYB07aSU)  
SU

We encourage children to want to be  
accurate but not  
to be afraid to make mistakes

“That’s an interesting word, let me help you to spell that. Which sounds can you hear in the word? We need this spelling alternative for that word. Here are some more words that are spelt that way.”

**Blending** - pointing fingers to track under the sounds all through the printed words

**Oral Segmenting** - tally sounds identified through the spoken words to thumb and fingers of left hand, palm facing

# We encourage oral blending and oral segmenting

1. Skill of reading without letters:

Say, "Pull up the z/i/p of your c/oa/t."

2. Skill of spelling without letters:

"Mat, m/a/t. Spoon s/p/oo/n."

This helps with awareness of sounds.



# Let's orally segment the word

'soap'

1. Listen for the difference in the individual sounds

('left hand, palm facing', say 'soap' slowly)

2. Think about your mouth movements

# Spelling for Writing

- Face the same way as the learners
- Left hand, palm facing - make sure the learners see your hand 'on the left'
- Say the word to be spelt, very slowly - the individual sounds will 'pop out'
- Tally the sounds onto thumb and fingers
- Repeat each sound separately and clearly
- Then count how many sounds
- Draw sound lines and write the word

- **Extension** activities are **always** provided
- Writing is encouraged in all areas of the curriculum
- Different levels of **support**
- Some learners may require **additional time**



# 'Tricky Words'

Such words are introduced **steadily** throughout our phonics programmes.

e.g. my, she, like.

It is better to tell your child a really challenging word, than to tell them to 'guess' the word.

Please avoid the schwa effect  
“uh”

Unstressed syllable when  
speaking

Schwa /er/

mixer

humour

or /u/

theatre

Particularly important for spelling.

# Activity Sheets

- Learners access core resources differently – at their **own stage of learning** and **speed**
- Every learner undertakes his or her **own practice**
- We may send these sheets home to be completed

**Focus Letter and Sound** → k

**Words to Blend**

kit ← kin kip kits  
kips skin skip  
skips skins kiss

**Writing Practice**

Teaching Notes

**Notes for Spelling**

**Drawing Labelling**

Model how to say the sound [k]. You are teaching the sound [k] and the letter shape 'k' and how these work in written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. If not, then sound out and blend the whole words. Track under the letters with the index finger at all times. Say [k] once only for 'ss'. The learner holds the pencil with 'froggy legs and leg under' and writes the letter 'k' as he/she says the sound [k].

Draw pictures of objects, animals and 'actions' like 'kick' and 'kiss' which start with the 'k' letter and sound [k].

Use the back of the first 'k' box to hide the words but to reveal the 'k'. Use the back of the second 'k' box to practice saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

# IMPORTANT

We don't use  
letter **names**  
to teach reading  
or spelling!

Can you sing The Alphabet song?

A	a		B	b		C	c
D	d		E	e		F	f
G	g		H	h		I	i
J	j		K	k		L	l
M	m		N	n		O	o
P	p		Q	q		R	r
S	s		T	t		U	u
V	v		W	w		X	x
Y	y		Z	z			

Learn letter NAMES and alphabetical order by singing an Alphabet song or chanting The Alphabet.  
Use letter SOUNDS when reading or spelling words.

# Writing

- Once a child is physically able they will start by making simple marks. They will often put meanings to these marks.
- At school children are exposed to all kinds of handwriting and text.
- As they become more confident they try to form the sounds that they have learnt. Many children will begin with the sounds in their name.



# WRITING



Write all the letter shapes of the alphabet with the correct **tripod pencil hold**.

Many children resort to holding the pencil down the cone because they get a better grip for tiny fingers.





Very small Bulldog clip

Or

*"Froggy legs with the log  
under"*



## More ways to help at home....

- Find objects that have three sounds and try to sound out the words....c-u-p
- Use magnetic letters to spell words
- Play 'bingo' with key words or sounds
- Encourage whole body co-ordination by throwing and catching, skipping, balancing
- Practise a 'pincer' pencil grip and model writing.

**Thank you for your  
support!**

**Please feel free to come  
and see us if you would like  
any more information.**