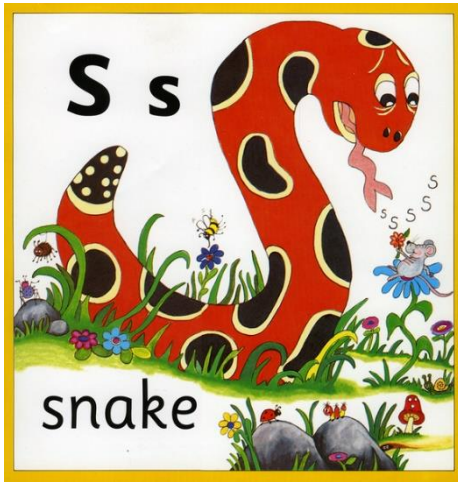
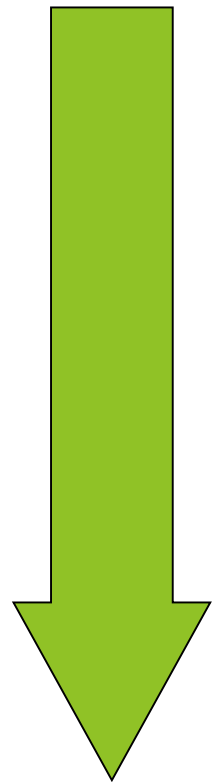


Phonics and Reading in Foundation Stage

Meeting 10th November 2016



Progression through the phases

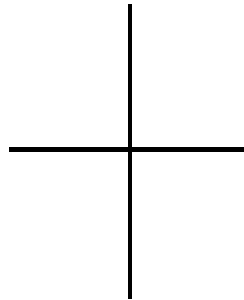


Phase 1	→	Starts in Early Years settings and continues throughout Reception
Phase 2	→	Starts in Reception (systematic teaching of phonics begins)
Phase 3	→	Bulk of Reception teaching & learning (National expectation - secure by end of rec. year – not inc. summer born)
Phase 4	→	Beginning of Year 1
Phase 5	→	Year 1 (National expectations - secure by end of year)
Phase 6	→	Year 2 (transition into spelling programme)

What is Phonics?

Phonics is...

**Knowledge of
the alphabetic
code**



**Skills of
segmentation
and blending**

Phonemes and Graphemes

Terminology

Phoneme

Smallest unit of
sound in a word

Grapheme

A letter or sequence
of letters that
represents a
phoneme

Enunciation

- ❑ Teaching phonics requires a technical skill in enunciation
- ❑ Phonemes should be articulated clearly and precisely

Blending and Segmenting

Blending

- ❖ Merging the individual phonemes together to pronounce a word
- ❖ To read unfamiliar words a child must recognise (sound out) each grapheme not each letter, then merge the phonemes together to make a word

Segmentation

- ❖ Hear and say the individual phonemes within words
- ❖ In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme

Some definitions

Digraphs

Two letters, which make one phoneme.

A consonant digraph contains 2 consonants:

sh ck th ll

A vowel digraph contains at least one vowel:

ai ee ae oy

Some definitions

Trigraph

Three letters, which make one phoneme.

igh dge

Some definitions

Split digraph

A digraph in which the two letters are not adjacent - e.g. 'ma**ke**'.

Teaching thee split digraph

tie

tree

toe

cue

?ae

time

these

tone

cube

cave

Which of these words contain a split digraph?

time

made

spike

have

come

bride

some

shine

Which of these words contain a split digraph?

time ★

made ★

spike ★

have

come

bride ★

some

shine ★

'ss' at the end of the word

double 'ss' appears at the end of a word when:

..... a short vowel is in the middle of a **one-syllable** word.

a	e	i	o	u
mass	mess	miss	moss	fuss
lass	dress	kiss	loss	
grass	Bess	hiss	boss	
	guess		Ross	
	Jess		toss	
	less			
	Tess			puss
gas		this		bus
	yes			

Why has 'think' got a 'k' at the end and not 'ck' or 'c'

- ❖ 'k' sounds is predicted by a consonant, e.g. nk, sk
- ❖ 'ck' is always preceded by a vowel

duck	sock	neck	rock	tick
kick	peck	rack	sick	shock

Segmenting

Word	Phonemes					
hop						
hope*						
think						
string						
sprint						
shelf						

Segmenting

Word	Phonemes					
hop	h	o	p			
hope*	h	/oe/	p			
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
shelf	sh	e	l	f		

CVC Words

Phase 4 (taught towards the end of reception)

- Blend and segment adjacent consonants

frog



f-r-o-g

eg clock, train, fresh

In order to read, children need to learn to **blend** the sounds together they see on the page

d - r - e - ss

CVC Words

‘Words’ sometimes wrongly identified as CVC

► bow

few

saw

her

CVC refers to phonemes *not* letters

► b**ow**

f**ew**

s**aw**

h**er**

Consonant digraphs

- | | | | |
|--------|------|-------|------|
| ▶ ll | ss | ff | zz |
| ▶ hill | mess | puff | fizz |
| ▶ sh | ch | th | wh |
| ▶ ship | chat | thin | whip |
| ▶ ng | qu | ck | |
| ▶ sing | | quick | |

- ▶ Therefore these are CVC words containing consonant digraphs.

CVC words - clarifying some misunderstandings

Pig	p	i	g
Church	ch	ur	ch
Boy	b	oy	
Curl	c	ur	l
Thorn	th	or	n
Day	d	ay	
read	r	ea	d

chick	ch	i	ck
Car	c	ar	
Down	d	ow	n
Wheel	wh	ee	l
For	f	or	
Dear	d	ear	
shirt	sh	ir	t

Examples of CCVC, CVCC, CCCVC, and CCVCC

f l a c k

c c v c

s t r e a m

c c c v c

f o u n d

c v c c

b l a n k

c c v c c

Developing word recognition skills

- ❖ Phoneme awareness and phonics teaching

c - a - t

- ❖ Repetition and teaching of 'tricky' words

High Frequency Words - ways to help your child

- ▶ Worm Word Booklet
- ▶ Look in their book
- ▶ Bingo
- ▶ Saying words using different voices
- ▶ Word hunt
- ▶ Snap
- ▶ Recognise within a sentence
- ▶ LCWC (Look, cover, write, check)

Games and activities to play at home

- ▶ Play with **magnetic lower case letters** - write a simple sentence or a word for your child to find on the fridge!
- ▶ Use **post-it notes** or a **white board** to write on
- ▶ Have fun with writing words in **shaving foam** on the bath tiles
- ▶ **Hide some letters** around the garden or house - can your child collect the right letters to make a 3 or 4 letter word? (stop, spot, frog, green, track, spin, flag, wind, lamp, nest, sink, hunt, bank, toast, chimp, thank, spoon)
- ▶ For children who like **trains or cars** - blutac some letters onto toy vehicles; can they 'park' them so that they spell a word?
- ▶ **Cut up a word** from your child's spelling list - can they put it back together again?
- ▶ Play **Full Circle** Use magnetic letters to make a word. Change one letter each time to make a new word until you get back to the original e.g. park-part-tart-dart-dark-park-full circle!

Online Games and Activities

- ▶ <http://www.bbc.co.uk/schools/wordsandpictures/longvow/index.shtml>
- ▶ Some lovely games to practise long-vowel sounds, CVC words and adjacent consonants. Activities to print out as well as online games.
- ▶ <http://www.oxfordowl.co.uk/for-home/reading-site/fun-ideas/age-5-6--2>
- ▶ Age appropriate activities - not just phonics.
- ▶ http://www.ictgames.com/blendingBingo_LS.html
- ▶ If you have a printer, you can print off bingo cards with words on them. Then play with the online bingo game. Good for practising blending.
- ▶ <http://www.phonicsplay.co.uk/BuriedTreasure2.html>
- ▶ Read the words and sort them into real and nonsense words. Based on a pirate theme.

End of Foundation Stage year

Reading expectations

- Read some common irregular words.
- Use phonic knowledge to decide regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

Think of all things you read during a day.



- ▶ Letters
- ▶ Text Messages
- ▶ Emails
- ▶ TV Guide

14

Daily

N14

Every night

Tottenham Court Road - South Kensington - Putney Heath

Monday to Friday

Service	05:11	05:16	05:21	05:26	05:31	05:36	05:41	05:46	05:51	05:56	06:01	06:06	06:11	06:16	06:21	06:26	06:31	06:36	06:41	06:46	06:51	06:56	07:01	07:06	07:11	07:16	07:21	07:26	07:31	07:36	07:41	07:46	07:51	07:56	08:01	08:06	08:11	08:16	08:21	08:26	08:31	08:36	08:41	08:46	08:51	08:56	09:01	09:06	09:11	09:16	09:21	09:26	09:31	09:36	09:41	09:46	09:51	09:56	10:01	10:06	10:11	10:16	10:21	10:26	10:31	10:36	10:41	10:46	10:51	10:56	11:01	11:06	11:11	11:16	11:21	11:26	11:31	11:36	11:41	11:46	11:51	11:56	12:01	12:06	12:11	12:16	12:21	12:26	12:31	12:36	12:41	12:46	12:51	12:56	13:01	13:06	13:11	13:16	13:21	13:26	13:31	13:36	13:41	13:46	13:51	13:56	14:01	14:06	14:11	14:16	14:21	14:26	14:31	14:36	14:41	14:46	14:51	14:56	15:01	15:06	15:11	15:16	15:21	15:26	15:31	15:36	15:41	15:46	15:51	15:56	16:01	16:06	16:11	16:16	16:21	16:26	16:31	16:36	16:41	16:46	16:51	16:56	17:01	17:06	17:11	17:16	17:21	17:26	17:31	17:36	17:41	17:46	17:51	17:56	18:01	18:06	18:11	18:16	18:21	18:26	18:31	18:36	18:41	18:46	18:51	18:56	19:01	19:06	19:11	19:16	19:21	19:26	19:31	19:36	19:41	19:46	19:51	19:56	20:01	20:06	20:11	20:16	20:21	20:26	20:31	20:36	20:41	20:46	20:51	20:56	21:01	21:06	21:11	21:16	21:21	21:26	21:31	21:36	21:41	21:46	21:51	21:56	22:01	22:06	22:11	22:16	22:21	22:26	22:31	22:36	22:41	22:46	22:51	22:56	23:01	23:06	23:11	23:16	23:21	23:26	23:31	23:36	23:41	23:46	23:51	23:56	24:01	24:06	24:11	24:16	24:21	24:26	24:31	24:36	24:41	24:46	24:51	24:56	25:01	25:06	25:11	25:16	25:21	25:26	25:31	25:36	25:41	25:46	25:51	25:56	26:01	26:06	26:11	26:16	26:21	26:26	26:31	26:36	26:41	26:46	26:51	26:56	27:01	27:06	27:11	27:16	27:21	27:26	27:31	27:36	27:41	27:46	27:51	27:56	28:01	28:06	28:11	28:16	28:21	28:26	28:31	28:36	28:41	28:46	28:51	28:56	29:01	29:06	29:11	29:16	29:21	29:26	29:31	29:36	29:41	29:46	29:51	29:56	30:01	30:06	30:11	30:16	30:21	30:26	30:31	30:36	30:41	30:46	30:51	30:56	31:01	31:06	31:11	31:16	31:21	31:26	31:31	31:36	31:41	31:46	31:51	31:56	32:01	32:06	32:11	32:16	32:21	32:26	32:31	32:36	32:41	32:46	32:51	32:56	33:01	33:06	33:11	33:16	33:21	33:26	33:31	33:36	33:41	33:46	33:51	33:56	34:01	34:06	34:11	34:16	34:21	34:26	34:31	34:36	34:41	34:46	34:51	34:56	35:01	35:06	35:11	35:16	35:21	35:26	35:31	35:36	35:41	35:46	35:51	35:56	36:01	36:06	36:11	36:16	36:21	36:26	36:31	36:36	36:41	36:46	36:51	36:56	37:01	37:06	37:11	37:16	37:21	37:26	37:31	37:36	37:41	37:46	37:51	37:56	38:01	38:06	38:11	38:16	38:21	38:26	38:31	38:36	38:41	38:46	38:51	38:56	39:01	39:06	39:11	39:16	39:21	39:26	39:31	39:36	39:41	39:46	39:51	39:56	40:01	40:06	40:11	40:16	40:21	40:26	40:31	40:36	40:41	40:46	40:51	40:56	41:01	41:06	41:11	41:16	41:21	41:26	41:31	41:36	41:41	41:46	41:51	41:56	42:01	42:06	42:11	42:16	42:21	42:26	42:31	42:36	42:41	42:46	42:51	42:56	43:01	43:06	43:11	43:16	43:21	43:26	43:31	43:36	43:41	43:46	43:51	43:56	44:01	44:06	44:11	44:16	44:21	44:26	44:31	44:36	44:41	44:46	44:51	44:56	45:01	45:06	45:11	45:16	45:21	45:26	45:31	45:36	45:41	45:46	45:51	45:56	46:01	46:06	46:11	46:16	46:21	46:26	46:31	46:36	46:41	46:46	46:51	46:56	47:01	47:06	47:11	47:16	47:21	47:26	47:31	47:36	47:41	47:46	47:51	47:56	48:01	48:06	48:11	48:16	48:21	48:26	48:31	48:36	48:41	48:46	48:51	48:56	49:01	49:06	49:11	49:16	49:21	49:26	49:31	49:36	49:41	49:46	49:51	49:56	50:01	50:06	50:11	50:16	50:21	50:26	50:31	50:36	50:41	50:46	50:51	50:56	51:01	51:06	51:11	51:16	51:21	51:26	51:31	51:36	51:41	51:46	51:51	51:56	52:01	52:06	52:11	52:16	52:21	52:26	52:31	52:36	52:41	52:46	52:51	52:56	53:01	53:06	53:11	53:16	53:21	53:26	53:31	53:36	53:41	53:46	53:51	53:56	54:01	54:06	54:11	54:16	54:21	54:26	54:31	54:36	54:41	54:46	54:51	54:56	55:01	55:06	55:11	55:16	55:21	55:26	55:31	55:36	55:41	55:46	55:51	55:56	56:01	56:06	56:11	56:16	56:21	56:26	56:31	56:36	56:41	56:46	56:51	56:56	57:01	57:06	57:11	57:16	57:21	57:26	57:31	57:36	57:41	57:46	57:51	57:56	58:01	58:06	58:11	58:16	58:21	58:26	58:31	58:36	58:41	58:46	58:51	58:56	59:01	59:06	59:11	59:16	59:21	59:26	59:31	59:36	59:41	59:46	59:51	59:56	60:01	60:06	60:11	60:16	60:21	60:26	60:31	60:36	60:41	60:46	60:51	60:56	61:01	61:06	61:11	61:16	61:21	61:26	61:31	61:36	61:41	61:46	61:51	61:56	62:01	62:06	62:11	62:16	62:21	62:26	62:31	62:36	62:41	62:46	62:51	62:56	63:01	63:06	63:11	63:16	63:21	63:26	63:31	63:36	63:41	63:46	63:51	63:56	64:01	64:06	64:11	64:16	64:21	64:26	64:31	64:36	64:41	64:46	64:51	64:56	65:01	65:06	65:11	65:16	65:21	65:26	65:31	65:36	65:41	65:46	65:51	65:56	66:01	66:06	66:11	66:16	66:21	66:26	66:31	66:36	66:41	66:46	66:51	66:56	67:01	67:06	67:11	67:16	67:21	67:26	67:31	67:36	67:41	67:46	67:51	67:56	68:01	68:06	68:11	68:16	68:21	68:26	68:31	68:36	68:41	68:46	68:51	68:56	69:01	69:06	69:11	69:16	69:21	69:26	69:31	69:36	69:41	69:46	69:51	69:56	70:01	70:06	70:11	70:16	70:21	70:26	70:31	70:36	70:41	70:46	70:51	70:56	71:01	71:06	71:11	71:16	71:21	71:26	71:31	71:36	71:41	71:46	71:51	71:56	72:01	72:06	72:11	72:16	72:21	72:26	72:31	72:36	72:41	72:46	72:51	72:56	73:01	73:06	73:11	73:16	73:21	73:26	73:31	73:36	73:41	73:46	73:51	73:56	74:01	74:06	74:11	74:16	74:21	74:26	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Why do we teach Reading?

- ▶ "The acquisition of literacy skills enables pupils to express themselves creatively and imaginatively, to communicate effectively with others, and thereby to participate with confidence, awareness and success in the communities and the society in which they live."

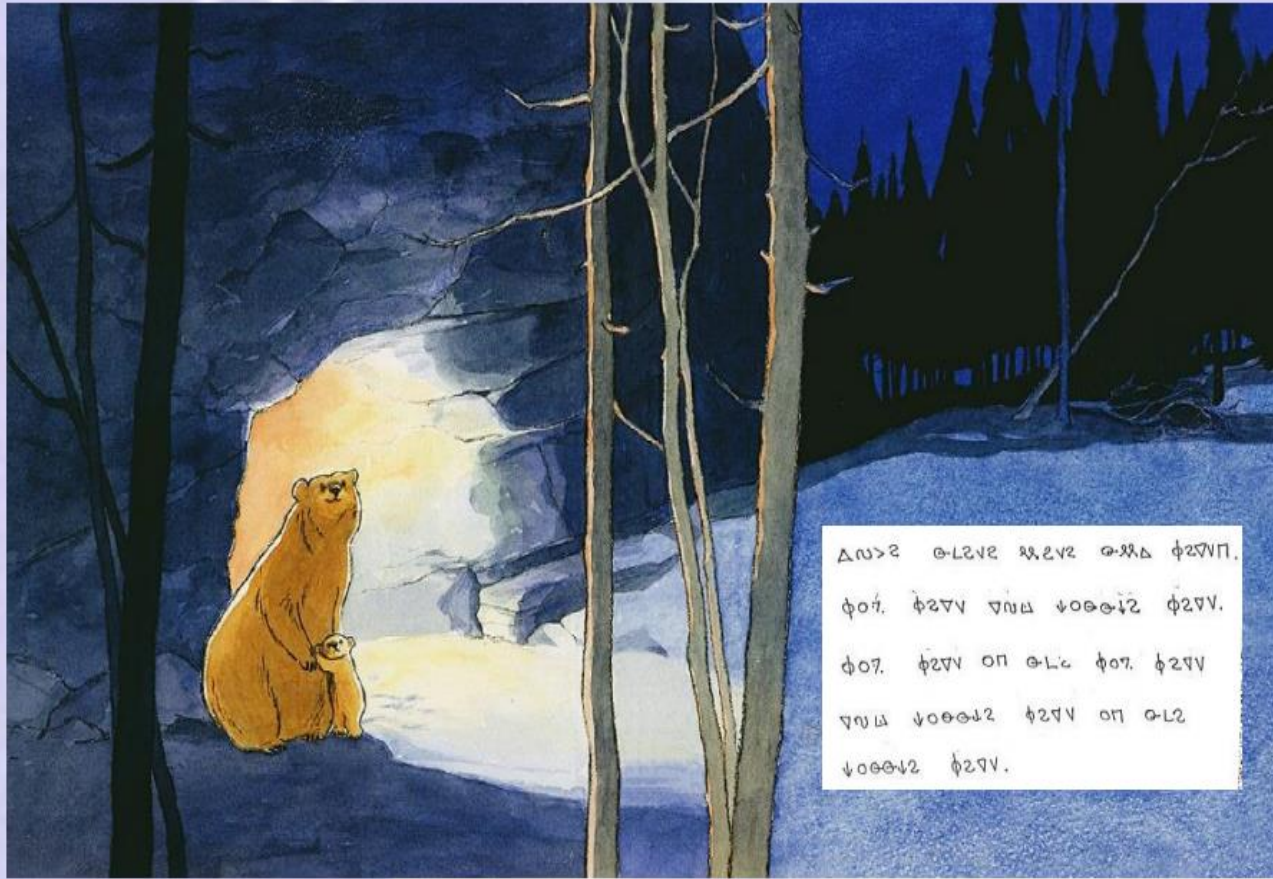
How do we teach Reading in Foundation stage?

- ▶ Home Reading books
- ▶ High frequency words
- ▶ Children are listened to once a fortnight
- ▶ Shared Reading
- ▶ Practical activities

Reading Books in School

- Reading does not just take place within reading books, but through phonic sessions, classroom displays, interactive activities, draw labels etc
- Children will be assessed against the criteria for book band colours. When they have successfully met the criteria for each book band colour the class teacher will move the child to the next colour band.
- ▶ Children have the opportunity to change their book in the classroom

Where do we begin?



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Φ07. Φ2VV ∇ΠΔ ↓0ΘΘ↓2 Φ2VV.
Φ07. Φ2VV ΟΠ Θ-Λ2 Φ07. Φ2VV
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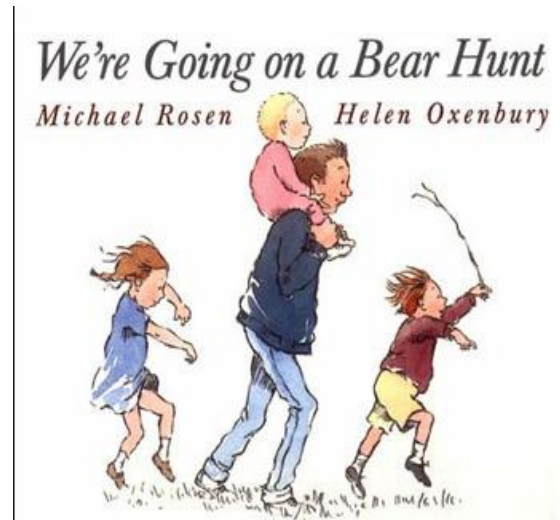
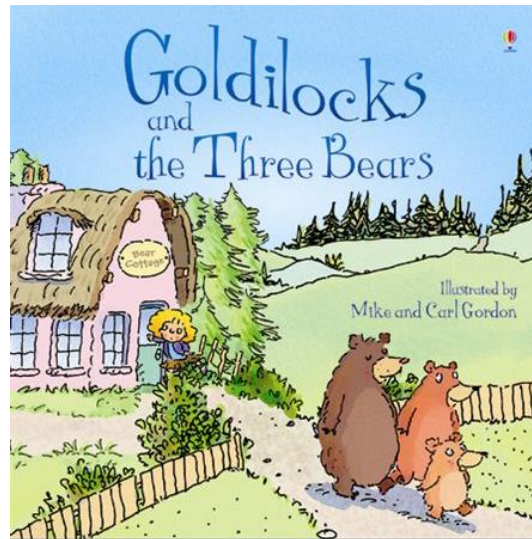
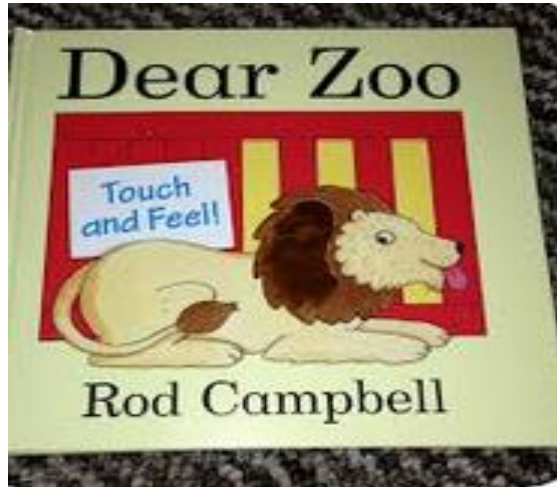
Before your child begins to read...

- ▶ Talk!
- ▶ Encourage conversation
- ▶ Encourage a love of language
- ▶ Encourage a love of books
- ▶ Tell stories
- ▶ Take your child to different places
e.g. the park, museums, shopping

How can parents help?

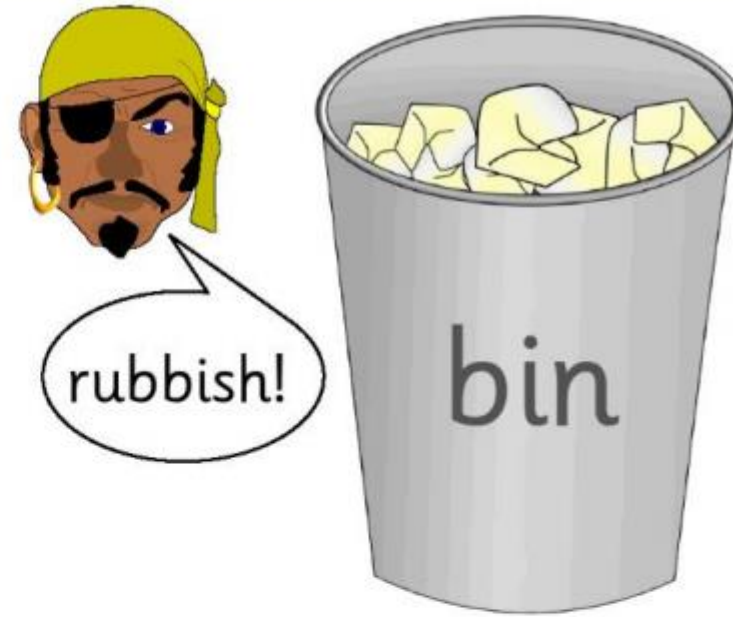
- ▶ Ask your child about the sounds they have learnt and practise the sounds with them
- ▶ Read with your child and talk to them about the book
- ▶ Encourage your child to change their book regularly

Familiar repeated phrases



What phoneme can you hear at the beginning of all these words?





map

mip

Sam

Pam

im

What can you do at home?

- Use letter sounds and not letter names
- Write in lower case letters
- Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels.



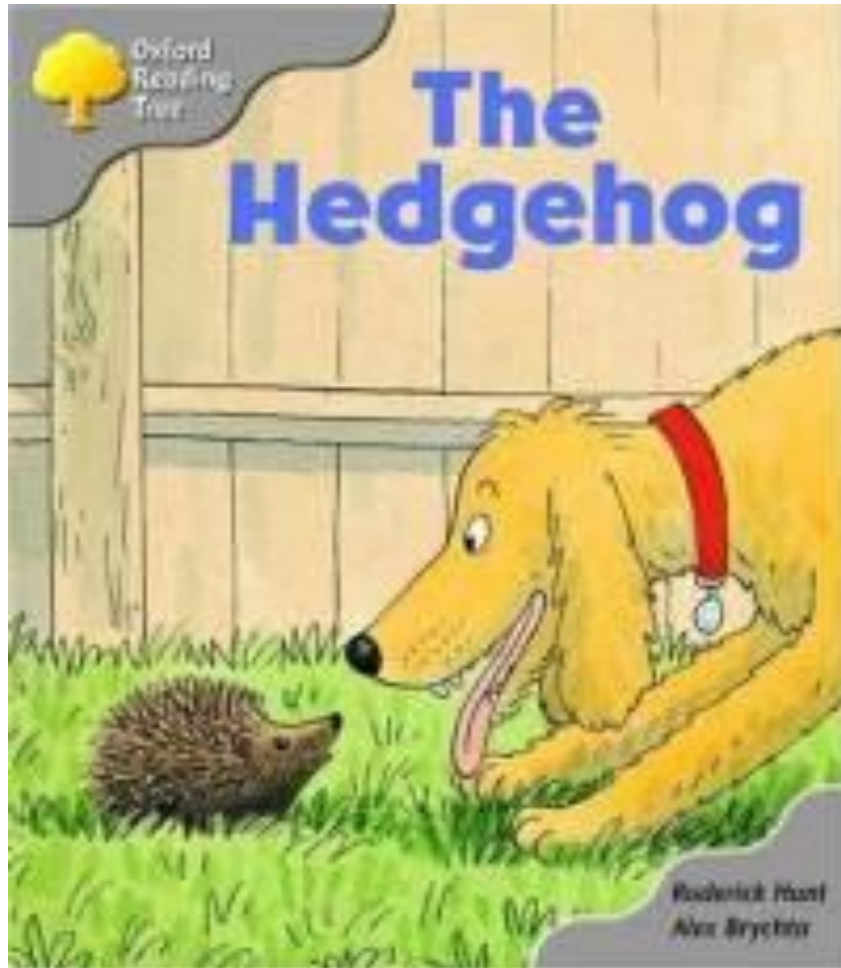
What happens if your child gets stuck?

Talk to the child about what they can do if they get stuck on a word.

- ▶ Sound it out
- ▶ Use the pictures
- ▶ Does it look like a word they have seen before? Try that word in the sentence.



Questions to ask



What is the book called?
What is a hedgehog?
What is the dog doing?
What do you think will
happen in the story?

When should I ask questions?

- ▶ Before reading
- ▶ After the child has read 2 or 3 pages
- ▶ At the end of reading

Questions to ask before you read a book:

- ▶ What is the title of this book?
- ▶ What do you think will happen?
- ▶ What can we find out?
- ▶ What is happening in the picture?

OWL to Let Your Child Lead



Questions to ask after your child has read 2 or 3 pages

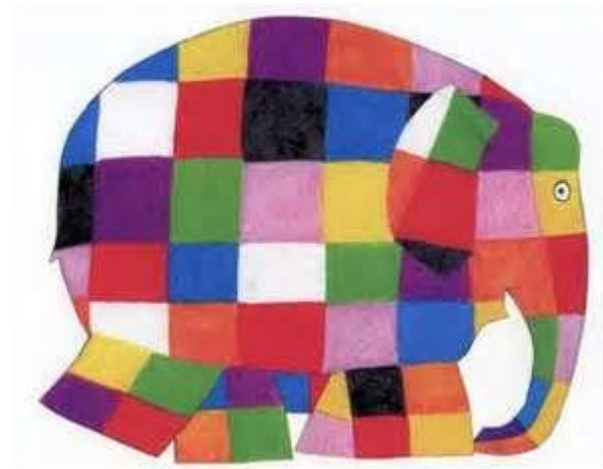
- ▶ What has happened in the story?
- ▶ What have you found out?
- ▶ Why do you think... did that?
- ▶ What have you found most interesting?
- ▶ What do you want to find out?
- ▶ What do you think will happen next?

Questions to ask when your child has finished reading.

- ▶ What happened in the story?
- ▶ What did you learn about..?
- ▶ What do you think about...?
- ▶ Why did.... do...?
- ▶ Is this book similar to any books you have read before?

Questions about Characters

- ▶ What does... do in the story?
- ▶ How do you think ... feels when ...happens?
- ▶ How does... feel about...?
- ▶ What sort of person is...?



Questions about Settings

- ▶ Where are the characters?
- ▶ Would you like to be in a place like that?
- ▶ Describe the...?
- ▶ How does the writer describe the...?



Biff and Chip set off.

Questions about Events

- ▶ What happens in this story?
- ▶ What happens when...?
- ▶ How does... feel about that?
- ▶ What does ... do after that?
- ▶ Where did... go?

Final Thought!!!



*So please, OH PLEASE, we beg, we pray, go
throw your TV set away. And in its place you
can install, a lovely bookshelf on the wall.*

Written by Roald Dahl.



Thank you for coming this Workshop



Any questions?