

The Round House Primary Academy

Part of The Diamond Learning Partnership Trust
Established in the Queen's Jubilee Year 2012

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Dear Parents & Carers,

Early Reading and Phonics Parent Workshop

This year, we are holding our annual Early Reading and Phonics Parent Workshop virtually. This will be an opportunity for you to find out how phonics and reading are taught in the Early Years Foundation Stage. The aim of the presentation is to help you understand how your child is taught to read and write and how to support them with this at home.

Please find attached the PowerPoint presentation. Please also find attached some other documents listed below. We hope you find these documents useful in supporting your child at home with both their reading and writing:

- Letters and sounds leaflet
- Pre-cursive letter formation sheet

Thank you for your continued support.

Yours sincerely,

V. Pritchard

Mrs Pritchard
Early Years Foundation Stage Lead
On behalf of The Round House Primary Academy (part of TDLPT)

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'What does it start with?' Box

You will need:

- ◆ A box
- ◆ Several items each beginning with a different sound
- ◆ Corresponding letter cards

This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant card.



Sand Tray or Finger Paints

Children enjoy writing letters with their fingers in a tray of sand or with finger paints. These ways provide good opportunities to teach correct letter formation.



Sentence Games

This activity is quite useful when your child has been given an early reading book. Quite often parents say "He's not reading the book. He's remembering the story off by heart". This can happen. Some children become over-dependent on the picture clues and do not look for clues from the words.

Making Sentences

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor use a font such as Century Gothic (font size 36 at least). Leave a double space in between each word. Now cut up the sentence into the individual words. For example:



Ask your child to make the sentence, "This is a dog.", using the individual words. At first you will probably need to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger.

Retain interest by only spending a few minutes a day on the activity. If your child makes a mistake do not say "That's wrong" immediately, because negative comments discourage. Ask your child to read the sentence and mistakes will often be self-corrected. If not, you can give clues such as, "What sound does **dog** start with?" If your child is still unable to read it, say positive comments such as "What a good try. You got all these right and only this part wrong. Well done." Then show your child the correct order.

We recommend working on a maximum of five sentences on each reading book.

If you require further information or advice please do not hesitate to contact your child's class teacher.

Learning Through Play

Letters and Sounds



Promoting Partnership between home, school and the community

Why begin teaching Reading through Games?

It is vital that early reading experiences are happy and positive. The aim should be not just for children to learn to read, but to enjoy reading. Whilst games may appear to be an indirect approach, they do protect a child from a feeling of failure. By 'playing together' both parent and child are relaxed. Where a child could feel pressured in a formal teaching situation he/she will usually enjoy reading activities in a 'play' situation. This leaflet aims to give you simple ideas to try.

The Sounds of Letters

Tips for teaching your child the sounds:

- ◆ It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, e.g. **Paul**.
- ◆ When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee**. The reason for this is that sounding out words is practically impossible if you use the alphabet names. e.g. **cat**, would sound like: **see ay tee**
- ◆ When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example **buh, duh...** You cannot say the sound without it; however, try to emphasise the main letter sound.

Sound Games to Play at Home...

Common Objects

Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and a card to go with those.

Discuss the sounds of the letters on the two cards with your child and shuffle the objects. Separate the cards on the floor and ask your child to put each object near the sound that it starts with. This activity can help your child to "hear" the first sound of a word.

Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Sounds Scrapbook

Write a letter at the top of each page of a scrapbook. Concentrating on a few letters at a time collect pictures of objects that begin with those letters. Do not use as examples words where the first sound does not make its normal sound such as in giraffe, ship, cheese, and thumb. Stick the pictures on the appropriate pages.

Games For Recognising Letter Shapes...

Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

Sequencing the Letters in your Child's Name

Providing the individual letter cards for each letter of your child's first name can be a useful way to teach the sequence of letters. Remember you will need to write a capital for the first letter and lower case for the rest.

If you want to print out the cards using a word processor use a font such as *Century Gothic* on PC which has □ not a. Show your child how to make the name first, before shuffling the cards for him/her to have a try. For a very long name work with the first few and build up a letter at a time.

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



Early Reading and Phonics Workshop





What is Phonics?

'Phonics refers to a method for teaching speakers of English to read and write their language'.

The National Literacy Trust.





Phonics.

- ▶ We follow the DfES Letters and Sounds phonics programme.
- ▶ The phonics programme is divided into six phases and each phase builds upon the previous one.



Phase One.

- ▶ At pre-school, your child has been learning to:
 - Have fun with sounds.
 - Listen carefully.
 - Develop their vocabulary.
 - Speak confidently to you, other adults and other children.
 - Tune into sounds.
 - Listen and remember sounds.
 - Talk about sounds.
 - Understand that spoken words are made up of different sounds.



Phase Two 1.

- ▶ Children begin to formally learn the sounds in the English language in Reception.
- ▶ Phonics sessions are fun sessions involving lots of speaking, lots of listening and lots of games.
- ▶ Sounds are taught in sets of four across the week.
- ▶ The aim of phase two is to recognise letters and their sounds and then use them when reading and writing simple cvc (consonant-vowel-consonant) words, e.g. pan, sit, mum and leg.



Phase Two 2.

- ▶ Every letter of the alphabet has a sound.
- ▶ We teach the letter sounds first.
- ▶ We teach the names of the letters later.
- ▶ Our language system consists of 26 letters of the alphabet, which are used to form the 44 phonemes (sounds).
- ▶ These phonemes can be written in over 120 different combinations, e.g. i-e (side), ie (pie), igh (high) and y (fly).



Synthetic Phonics.

- ▶ Teaching the letter sounds helps children to read and write.
- ▶ Children are taught to segment to read, e.g. c-a-t.
- ▶ If you segment then blend the sounds together they make the word 'cat'.
- ▶ If you try to blend the letter names together, it does not help you to hear the word.





How to Say the Sounds I.

- ▶ Saying the sounds correctly is very important.
- ▶ The way we say sounds now, may well be different from when you were at school.
- ▶ The way we say sounds may also be different in various parts of the country depending on accents and dialects.
- ▶ We also use jolly phonics actions and songs to support the children.





How to Say the Sounds 2.

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

During phonics lessons, all children are taught age-related phonics for the first half of the session. They are then split into one of four ability groups to work on specific areas that have been identified through assessments.





Segmenting and Blending.

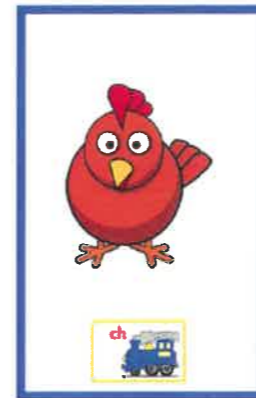
- ▶ Segmenting is identifying the individual sounds in a word (him = h-i-m) and writing down the letters for each of the sounds in order to form the word.
- ▶ Blending is recognising the letter sounds in a written word (c-u-p) and merging or synthesising them in the order in which they are written to pronounce the word (cup).





Phase Three.

- ▶ The aim of phase three phonics is to recognise digraphs (this is when two letters make one sound) and use them when reading and writing more complex words, e.g. *t***oa***d*, *f***ee***t*, *f***ar***m* and *p***ai***n*.
- ▶ Children are expected to read and write these words in simple sentences.





Daily Phonics 1.

- ▶ Lessons are taught for about twenty minutes Tuesday-Friday.
- ▶ We revise old sounds and teach new sounds every week, as well as high frequency words.
- ▶ High frequency words (previously referred to as tricky words). These words can be decoded, but the children have not learnt all of the phonemes yet.
- ▶ Examples of high frequency words include; me, was, my and you.



Daily Phonics 2.

- ▶ Children are given lots of opportunities to practise known sounds when reading and writing during both indoor and outdoor play.
- ▶ We use real objects to support learning, as well as flashcards with pictures to help children to remember.
- ▶ We teach the letter sounds first as the letter sounds help children to become more successful early readers and writers.



Reading Books.

- ▶ A 'closely matched' phonic book - a book that only contains the letters and the sounds that your child can recognise and start to segment and blend together.
- ▶ A 'reading for pleasure' book - a book that your child can enjoy with you at home.
- ▶ Books will be changed twice a week.



Reading Diaries 1.

- ▶ After reading, please record this in your child's reading diary.
- ▶ You could initial that your child has read on a particular day.
- ▶ Or write a comment about how your child found reading the book.
- ▶ You may want to comment on whether your child enjoyed the book, if they found it easy or difficult, or use it as an opportunity to ask your child's class teacher a question.



Reading - Robins.





Reading - Wrens.





Reading - Wintringham.





Key Word Books.

- ▶ An overview for the half term will be stuck into your child's key word book.
- ▶ Work will be in numbered sets, which will correspond to each week of the half term.
- ▶ Each week, you will have the phonemes that have been covered that week, as well as a selection of high frequency words, words to read (by blending the phonemes together) and words to spell (by segmenting the phonemes).
- ▶ The words to be spelt can be written down by your child, they could use magnetic letters or the phase 2 flashcard phonemes that have been cut up.



Getting Started with Reading.

- ▶ Book talk - talk about the front cover.
- ▶ Show and encourage your child to point at every word.
- ▶ Encourage your child to look at the pictures, never cover them up.
- ▶ Do not leave your child to struggle - count to three in your head and support your child by ...
 - Encouraging your child to look at the pictures.
 - Ask what sound the word starts with.
 - Re-read the sentence up to the point your child is stuck.
 - Does the sentence make sense in the context of the story?
 - Give the child the word.
 - Write any words your child struggles with and needs to learn at the front of their reading diary.



Reading.

Different types of reading are undertaken within our schools:

- ▶ Shared reading (instructional level).
- ▶ Guided reading (instructional level).
- ▶ Independent reading (fluency level).

- ▶ Shared reading and guided reading - children are given a text at an instructional level, which means that they will meet words/concepts that they are not yet familiar with and will be supported by the teacher to access these.
- ▶ High-quality book talk sessions occur daily, where the teacher works with the children to develop their knowledge and understanding of new vocabulary.



Phonics for Writing.

- ▶ Words are segmented into sounds orally and a letter (grapheme) is written to represent each sound (phoneme).
- ▶ We call this sound talking:

t-i-p

r-ai-n

- ▶ What is the first sound?
- ▶ What is the next sound?
- ▶ What is the last/final sound?





Terminology.

- ▶ Children are taught from the beginning to use terminology that may be unfamiliar to us.
- ▶ A *phoneme* is the smallest unit of sound in a word.
- ▶ A *grapheme* is the letter, or letters, representing a phoneme (e.g. t, ai and igh).



▶ Digraphs, Trigraphs and Split Digraphs.

- ▶ Digraphs have two letters (e.g. sh, ck, th and ll).
- ▶ A vowel digraph contains at least one vowel (e.g. ai, ee, ar and oy).
- ▶ Trigraphs have three letters (e.g. igh).
- ▶ A split digraph (e.g. slide and like).



Handwriting.

- ▶ Please ensure that you use lower case letters, unless it is for the capital letter at the beginning of a person's name or at the start of a sentence.
- ▶ Encourage name writing.
- ▶ Letters need to be correctly formed.
- ▶ Use a variety of media, e.g. whiteboard pens, felt tip pens, crayons, chalks, pencils and paint brushes.
- ▶ Check the websites and facebook pages to find out which phonemes your child is learning each week.



Useful Websites.

www.phonicsplay.co.uk

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

www.letterjoin.co.uk





Questions.

