

Kings Road  
Reception Parents  
Phonics and reading Workshop

December 2019



# Aims

- To give you a better insight into how children acquire the ability to read.
- To explain a bit about what we do in school.
- To link this to what you can do at home.



# A love of books and reading

From a very early age children will sit with you and share pictures and stories.

They will have favourites that they want you to read to them over and over again.

Keep on with this!!

You and the rest of the family are role models for reading. If they see you looking at books , magazines etc they may want to copy this behaviour.

You are and have been, their first educators.



# A brief introduction to taught phonics

First and foremost... this is school's job! Do not panic, you do not need to do this.

BUT, understanding how phonics is taught will help you support your child with their reading at home.



# What is phonics?

- The sound that letters make either on their own or letters together.
- Sounds not names, names are useful but should not be first.
- There are 6 phases of phonics. Ideally Nursery and Reception cover phases 1-3, Yr1 4-5 and Yr2 5-6.
- It is not taught alphabetically! There are 'tricky words'.
- There is a Statutory Phonics Test in the Summer of Year 1



# What is phonics?

- Firstly, it is really important that your child can **look, listen, hear, and discriminate**.  
Way before they begin to recognise letter shapes ( “ that’s in my name!”), can they hear rhyming words (“they sound a bit the same”), notice something about Sister Susie sews shirts for soldiers (alliteration), clap syllables etc?
- Children need to be able to **hear** and blend sounds together long before they recognise letters.



# Next steps

## Letter Recognition

- When children are tuned into sounds , then we can begin the process of showing the letter (s) that makes that sound.
- Letter recognition is about:
- Distinguishing the shape from other letters
- Recognising and articulating a sound associated with the letter shape
- Recalling the letter when given the sound(for spelling)
- Writing it correctly
- Being able to name it
- Recall and recognise shape of letter from the name



# Taught Session 1

Notice how the children:

- Revisit listening and oral skills learnt in Nursery
- Associate a sound with a letter, song and action – why?
- Learn to recognise the letter shape.
- Tune in listening skills to pick out individual sounds and match them to a letter



# Session 1

What you can do at home if your child is working at this level:

- I spy something that sounds like.... c a t ?
- Simon Says – can and get your... h a t? c oa t? b a g?
- When sharing a book - Can you find 'a' on this page (or any other taught sounds)
- What sound can you hear at the start of? If I sound out the letters what word can you hear?



# Next steps at school

- In school we teach the sound to match the letters fairly rapidly – between 3 or 4 a week.
- We introduce tricky words that can't be sounded out.
- Continually revise what we have learnt.
- Plan lots of activities (guided reading, writing, games, independent writing and tasks), so the children can put into practise their new found knowledge.



# Taught Session 2

Notice how the children:

- Continue to revisit the oral skills learnt previously
- Recognise more letters of the alphabet
- Demonstrate that they can segment and blend sounds together to hear a word
- Read words independently (decoding)



# Session 2

What can you do at home if your child is working at this level?:

- Look for tricky words in the book first, practise them and point them out on each page.
- Encourage them to sound out if they recognise the letters
- Support them to blend by repeating the sounds slightly quicker.
- Tell them sounds they have not learnt yet so they can still practise their blending skills
- Read the sentence fluently for them after they have sounded out.



# Next steps at school

- Teach the children how to segment and blend words and Introduce more tricky words
- Introduce more complex sounds/words e.g r ai n m oo n/l oo k, c oa t,
- Use a large variety of books (fiction and non-fiction) that are levelled appropriately and allow the children to apply what they have learnt phonetically.
- Ask questions to ensure the child understands what they have read.



# Taught Session 3

Notice how the children:

- May begin to 'see and say' or 'sound out in their head' familiar words or those made from well know sounds
- Begin to read short, simple sentences independently
- Demonstrate their understanding



# Session 3

What can you do at home if your child is working at this level?:

- Point out simple familiar words that appear on each page and encourage your child to say them without sounding out e.g and, it, is, in
- Encourage your child to re-read the sentence 'smoothly' to help them become more fluent. Do it for them if they can't.
- Ask your child simple questions about what they have read to check their understanding and recall.



# Reading/sharing a book

- Some basics first – try not to practise reading when your child is tired or if you are tired, anxious etc.
- Let your child hold the book and turn the pages.
- Note lots of detail on the front cover e.g title author illustrator and the back eg blurb, price etc
- Check your child understands print and where they are to begin to read, tracking left to right with one to one correspondence with each word.
- Read the sentence after your child has worked it out for them to hear it fluently.



# Reading/sharing a book

- Longer words need to be chunked – e.g. winter - w-i-n =win t-e-r =ter push the chunks together
- Re read parts of sentences if they are long to gain fluency and check comprehension with simple questions, predictions , links and recall
- Books are not the only print to read, environmental print is great for looking at different fonts. Comics are great - if they spark interest in reading and are accessible then encourage it. Street names, family names etc are all great for early reading and writing.



Watch us reading/sharing a book



# This book is too easy, my child can read it

Sometimes we do not move children through the reading scheme too quickly;

- This helps boost their confidence with reading as they are working with familiar sounds. This can help develop fluency and speed.
- If a child is reluctant to read at home we will send home an easier book to encourage involvement and independence – higher level books would be read at school.
- Sometimes a child can read all the words but does not understand the vocabulary or what is happening in the story. This skill is just as important!



# What can you do now?

- Continue to read to your child – this enables them to hear harder texts ( more language) and enjoy books with you.
- Continue to assess their understanding – ask questions that have 1 or more answers so they have to really look for the information. e.g Who was in the story? Why was Jane sad? What happened after she got the present? How would you feel?
- Frequent short focussed sessions are far more beneficial than a marathon slog one night a week.
- Reading can be looking at your shopping list and decoding it together – don't get hung up on school books.
- Always praise every effort.
- Please write a short comment in their Reading Record Book, explaining difficulties or successes. We all value home school liaison.



# Don't forget...

Reading with your child for 10 minutes a day **will** make a HUGE difference.

There is more to reading than just phonics, practise all the other skills too.

Most importantly...reading with your child should be fun for both of you.... If it isn't then please stop and try another time!



**Any questions?**

