

Phonics Workshop!

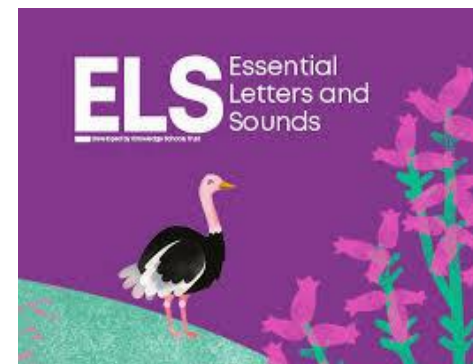


What do you want to know?

- How do we teach reading and writing at Hartsbourne?
- How can I help my child at home?
- What pronunciation is used for the sounds?
- What letter formation should we use?

The Phonics Curriculum

- From September 2022, schools were required to follow one 'ratified' phonics curriculum/ scheme.
- We chose the scheme 'Essential Letters and Sounds' (ELS).
- This has been implemented and imbedded across Reception, Yr1 and Yr2 for daily phonics teaching.
- In Yr3, children who continue to need phonics teaching take part in daily intervention groups.



Progression Through Phonics

- Starts from birth when children are tuning into sounds.
- Nursery – listening to stories, playing listening games, singing songs, listening to stories, following simple instructions. Some children may be taught to recognise single letters.
- Skills are built upon gradually with lots of opportunities to practise and build upon skills.
- Government phonics check at end of Year 1.
- **Not all children learn at the same rate!**

Phonemes and Graphemes

- **Phoneme** – smallest unit of sound (heard); approximately 45 in the English language.

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
ss	h	b	f	ff	l	ll	j
v	w	x	y	z	zz	qu	ch
sh	th	th	ng	nk	ai	igh	oo
ar	ur	or	ow	oi	ear	air	ure
er	oa						

Phonemes and Graphemes

- **Grapheme** – written letters representing a phoneme, e.g. p, g, ay, ee, igh.
- Children need to practice recognising the grapheme and saying the sound it represents.
- Children also need to practice writing the graphemes regularly, and their formation.

The Sequence of Daily Phonics Lessons

- Follow the same sequence every day:
 - review sounds previously learnt.
 - orally blend words.
 - learn one new sound.
 - teacher models writing of new sound.
 - practice writing new sound.
- Daily opportunities during child-initiated learning to complete activities based on new sounds.

Oral Blending - Robot Talk!

- ELS explains oral blending as 'Robot Talk' to help children to hear the words being said.
- Hearing and recognising the letter sounds in a written word, for example 'c-u-p', and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.
- Use robot arms to sound it out.

Segmenting

- Chopping up a word to spell it.
- The opposite to blending:

m-a-t (3)

sh-e-l-f (4)

d-r-e-ss (4)

s-p-r-i-ng (5)

p-o-p-c-or-n (6)

Harder to Read and Spell Words (HRSW)

- HRSW are those that are not phonetically decodable, e.g. I, the, was.
- Learnt by sight.
- Flash cards used to introduce and practice reading of whole words.
- Sets of flash cards will be provided for you to practice at home.

How to help at home: homework

- Homework is set on Google Classroom.
- Children will be set a short task each Friday to be handed in the following Wednesday.
- Tasks might include:
 - Short teacher-made videos to watch;
 - Handwriting practice;
 - Google Slides tasks/games;
 - Links to websites to play a game;
 - Keep it short and simple (little and often).

How to help at home

- Magentic letters - on the fridge or mini-whiteboard.
- Play flash card word games – matching, bingo etc.
- Reading stories *to* your child.
- Play games on the move, e.g. ‘I spy’, make it fun and tailor it to your child.
- Make books about your child’s interest; inspire your child to want to write (purpose).
- Use technology (within reason) to support learning.
- School reading books (aim for twice per week).

Reading Books

- Most children start on books with no words; emphasis on telling a story, describing settings, talking about characters.
- Reading books given when children are able to blend to read CVC words and recognise a few (six to eight) HRSW.
- Children are assessed using the PM Benchmarking system – children read and previously unseen book, number of errors noted.
- Books should be ‘instructional’ with a few, but not many errors.
- 2x books given out on children’s reading day and sent back the following week; children will not be reading 1:1. Parents should sign children’s reading record books and write a short note about how they got on.

Pronunciation and Technology

- ELS phonics videos on YouTube.
- BBC Alphablocks – short programmes
<http://www.bbc.co.uk/cbeebies/shows/alphablocks>
- Phonics Bloom – interactive phonics and reading games
<https://www.phonicsbloom.com/>
- Mr Thorne Does Phonics – guides for parents, programmes, links to apps
https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsgqyw
- ICT Games Skywriter – models handwriting of each alphabet letter
<http://www.ictgames.com/mobilePage/skyWriter/index.html>

Avoid websites that use American pronunciation!

Apps!

- Lots of children using iPads to support learning.
- Use apps as an 'additional' support tool, not the main one.
- 'Twinkl Phonics Suite' (free plus in-app purchase)
- 'Mr Thorne's Phonics' (purchased)
- 'Jolly Phonics Lessons' (purchased)
- 'Justin's World – Letter Sounds' (purchased)

Reading Treasure Map

- List of books that we believe enhance children's reading skills in Reception.
- Often repetitive or rhyming books that have a rhythm.
- Some will be used to teach literacy lessons.
- Others will have a social/emotional focus to help children understand particular experiences.
- Stretch children's imaginations.
- One map per class; children collect badges.
- We have one copy of each book; can be borrowed (but you may need to wait).

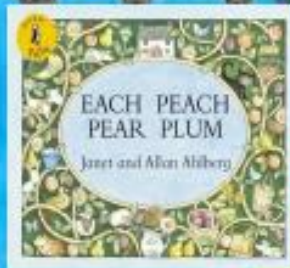


Hartsbourne Primary School

Reception - Reading Journey



Date :
Stars out of 5:
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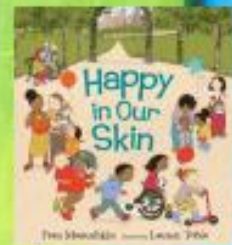
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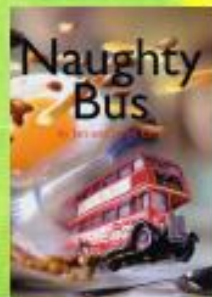
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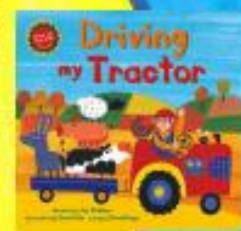
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Google Classroom

- To join your child's Google Classroom:
 - go to: www.classroom.google.com (this can be done on any device).
 - enter your child's email address (this can be found in your Arbor account)
 - enter the password 'changeme' and you will be prompted to set a new password.
- We would also recommend downloading the Google Classroom app as you can set this to alert you when your something new is posted e.g. homework, reminders etc.