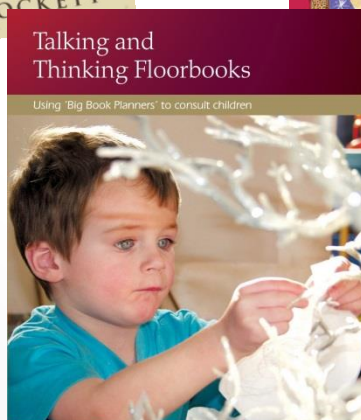
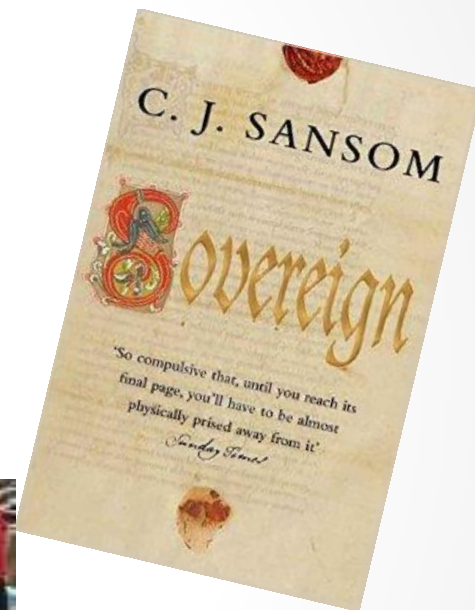
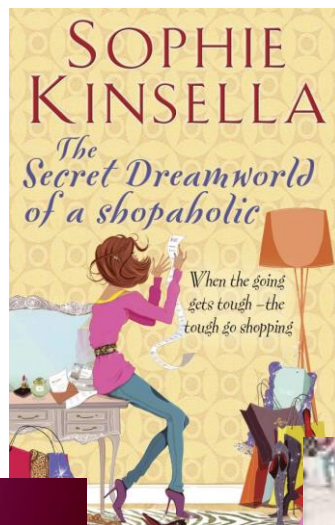
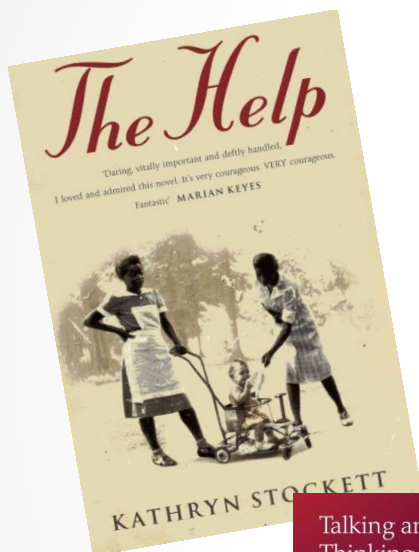


Phonics and Reading in Early Years

Tuesday 6th October 2015



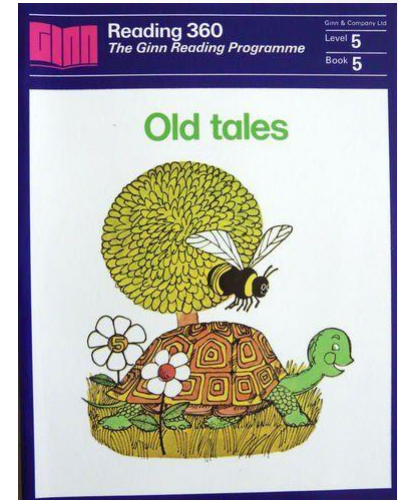
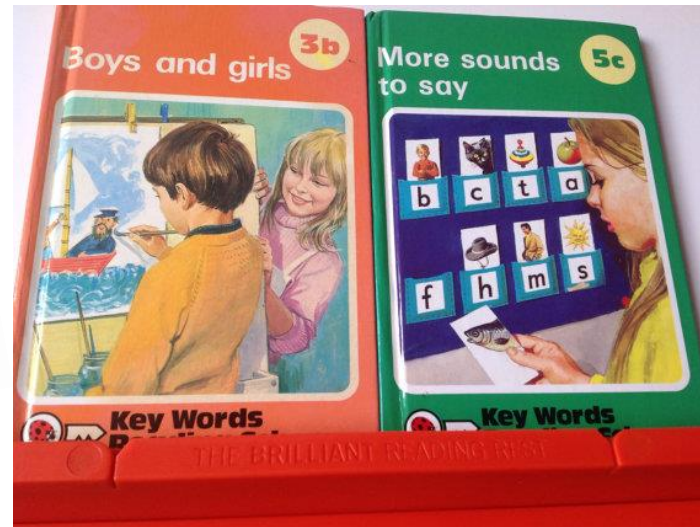
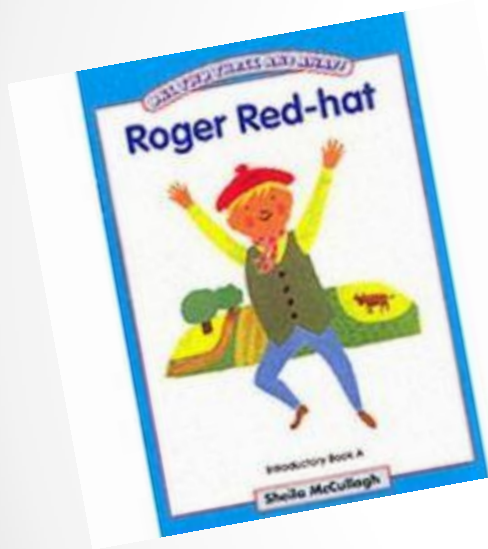
What are you reading?



Claire Warden



How did you learn to read?



Flashcards, repetition, key words

Enjoying and sharing books

- Experience shows that children benefit hugely by exposure to books from an early age.
- Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult.
- Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.



What is Phonics?

(And how do we teach it?)

- ❑ Teaching the 44 sounds (phonemes) in the English language.
- ❑ Main way we teach reading and writing.
- ❑ Daily phonics session.
- ❑ Activities and reading books.
- ❑ Guided reading sessions.

Terminology

phonics - a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters.

phoneme - the smallest single identifiable sound.

grapheme - a letter or a group of letters representing one sound.

digraph - two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs - comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.

cluster - two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

blend - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

segment - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.

VC, CVC, CCVC - the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

‘tricky words’ – words that cannot be decoded by blending or spelt by segmenting e.g. **I, the, to, go, no, into** .

Letters & Sounds and the Phases of Development

Phase One –

Children learn to ‘tune in’ to sounds

- ☐ Environmental
- ☐ Voice
- ☐ Sound effects
- ☐ Rhyme and rhythm
- ☐ Alliteration

Phase Two

Children learn to...

- ☐ Blend to read e.g. t-i-n =tin.
- ☐ Segment to spell e.g. tap = t-a-p.
- ☐ Recognise key letters – their sound and name.
- ☐ Read small words and captions by blending the sounds.
- ☐ Write small words by segmenting.
- ☐ Learn to read and spell 'tricky' words
I, the, to, go, no, into.



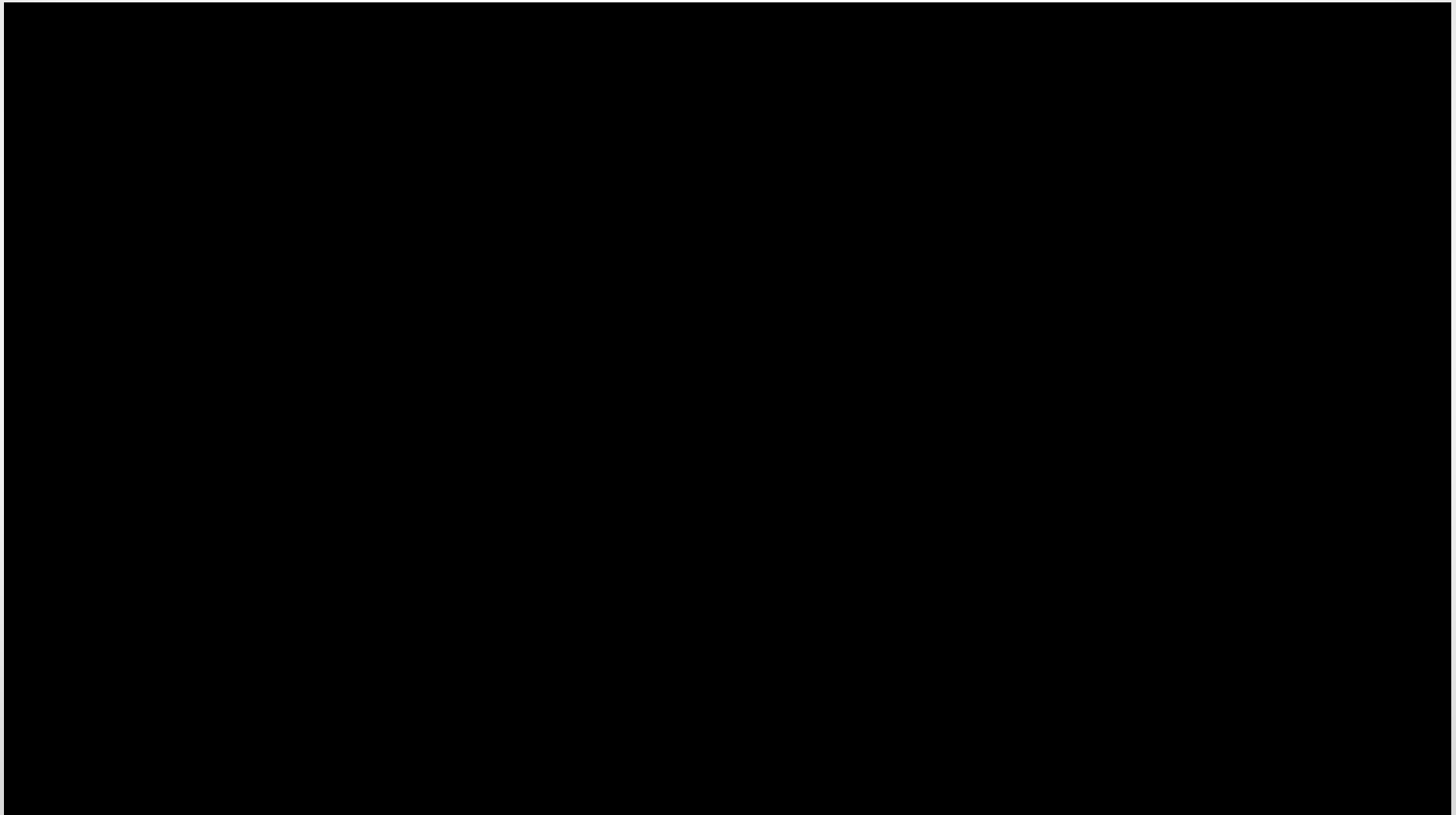
Phases Three to Six

- **Phase Three** completes the alphabet and sounds represented by more than one letter e.g. sh, ay, ear, igh.
- **Phases Four** consonant clusters e.g. stop, milk, stairs.
- **Phase Five** alternative spellings e.g. ee, ea, e-e, y, ey and alternative pronunciations e.g. key, they.
- **Phase Six** is infinite and includes irregular spellings, suffixes and prefixes.

Phase 2 and 3 are taught in Early Years and the later phases in Year 1, and into Year 2.

https://www.youtube.com/watch?v=BqhXUW_v-1s

How we say the sounds



Let's have a go!

 Songbirds

Phonics

y penfras
mawr



Julia
Donaldson

 Oxford
Reading
Tree

Dynfad Dad a dynfad.

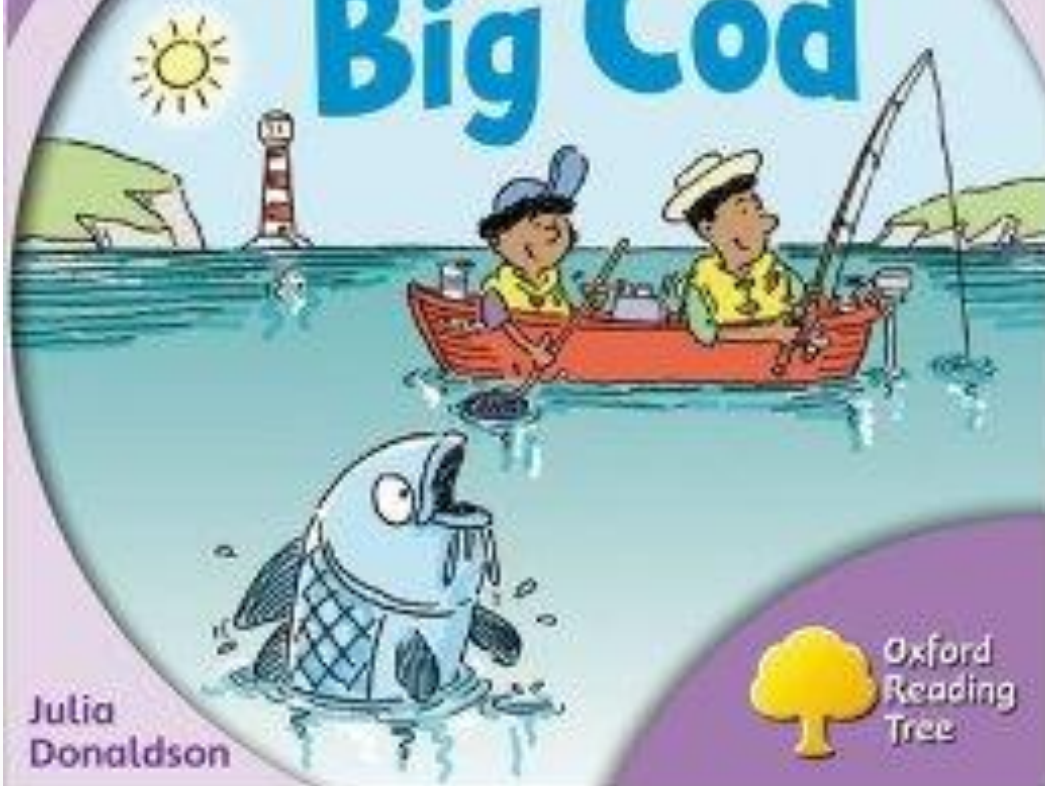
Mae'r dynfad penfras a
dynfad .



 Songbirds

Phonics

The Big Cod



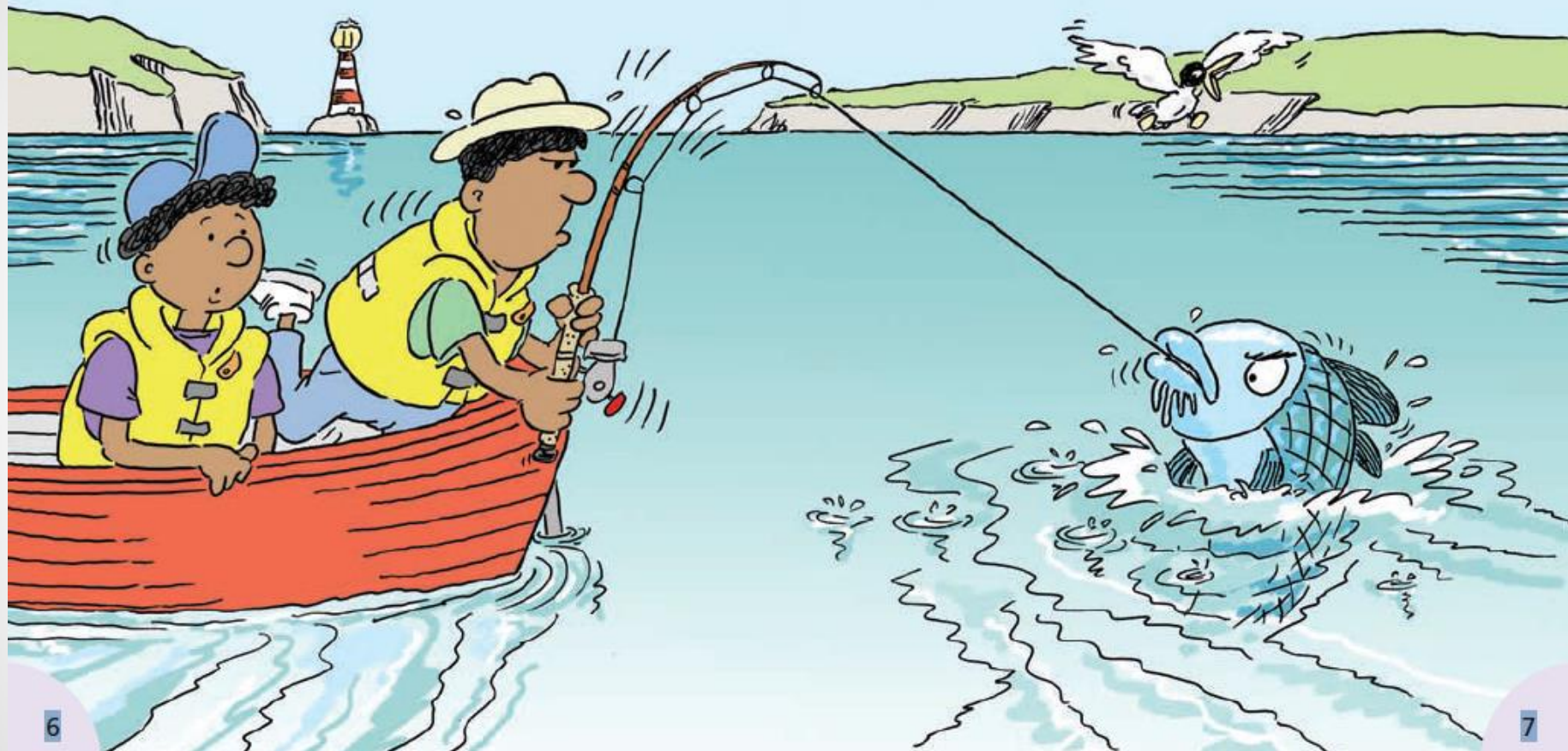
Julia
Donaldson



Oxford
Reading
Tree

Dad tugs and tugs.

The cod tugs and tugs.



Why do we teach reading?

Why do we read?

Why do we read?

To find things out - information, instructions, facts.
For enjoyment.

Phonics is the **way** we teach children to read, not **why** we teach children to read.

Understanding is vital!



Home Reading Books

Purpose:

- To foster a love of reading.
- To support the teaching of reading done at school.
- To practise what the children know.

Therefore children should be able to read a book fairly independently (maybe not straight away) - it shouldn't be difficult.

They should read it more than once.

Home Reading Books

When, where and how often?

- *At a time that is good for you and your child – this will be different for each family.*
- In a comfortable, quiet place.
- *As much or as little as you and your child can manage.*

Home Reading Books

What do we do?

- *The bookmarks give guidance on how to approach different types of books. (The books have guidance on the inside covers.)*
- Talk about the story and characters for understanding and enjoyment.
- *Support decoding by helping your child blend and re-read words and sentences.*

Using the Planner

- Date, title, comment .
- Planners will be checked, and books changed if read, twice a week (Mondays and Thursdays) – this provides the opportunity to get the most from each book.

Independence

- Let your child know whether they need to change their book on a Monday and a Thursday – it helps us if you write *'ready to change'*
- Children choose new books independently in school time

**Thank you for
your support!**