

Phonics Workshop



Welcome...

Introduction and Aims of session:

- What children from previous years have gained from the programme.
- What we are looking for children to be able to achieve throughout the year.
- What the children have learnt so far.
- What a phonics lesson and 'word time' lesson looks like
- Next steps...what happens next and how we can best support the children.
- Helpful tips and summary.

Celebrating children's successes...



Teaching children phonics is a journey of many processes.

Last years results for Early Years Foundation stage:

Exceeding-14 %

Expected + 85- %

Emerging- 14 %

90% of children passed the phonics screen check in Year One.

What we are looking for the children to achieve throughout the year...

Learning to read is a complex process, with your help we want children to be successful readers and writers by the time they leave Reception.

- First and foremost we want children to be confident readers and we want them to enjoy reading! How will we get them there?...
- Children will learn their sounds. They will then learn to put the sounds together orally first. E.g. "c-a-t. cat." (Fred Talk) Once children can hear the word they are more likely to be able to say the word and then be able to read the word. (They are not taught letter names at this point as it may confuse them, this is introduced when they move onto reading books.)

A lot of children find this quite difficult but there are lots of ways we can help them! You could have fun with Fred Talk at home! "Can you touch your h-e-a-d?" "Where's your c-o-a-t?" "Time for b-e-d!" . Once children are able to 'read' words, they move on.



What we are looking for the children to achieve throughout the year...



- Every 6-8 weeks children are assessed, to see what they have learnt. This enables us to move them on but also indicates where we need to support your child. Sometimes it's a case of revisiting sounds which might mean their homework is repeated too. Please do not be alarmed or worried- this is very normal but also every child learns at a different pace. At this point your child's phonics teacher may change too.
- Once children start 'Fred Talking' the words, they are then encouraged to read with fluency. i.e. if they know they are reading the word 'cat' they can just read it instead of Fred Talking each time.
- Once children start blending words for reading they will bring home a reading book. Reading books will be changed weekly but children are encouraged to read daily. This also gives you an opportunity to comment on how your child is reading at home and what they enjoyed or what they struggled with. Again, please don't be alarmed if your child does not bring a book home straight away, we will be working with them at school to encourage reading and you can also help at home too.

Continued...



- If children can blend for reading they will move onto something called 'Ditties'. A ditties lesson consists of children learning a new sound but are also encouraged to read sentences. Children are asked questions based around what they have read and are expected to write a sentence by remembering it. At this point children's homework will change but a guide on how to help your child at home will be sent with the homework.
- Once they get to a certain point in their assessment and they are continuing to learn new sounds, children move on to reading books, which are coloured. They will be reading books at school, answering questions based on what they have read and writing about the books too.



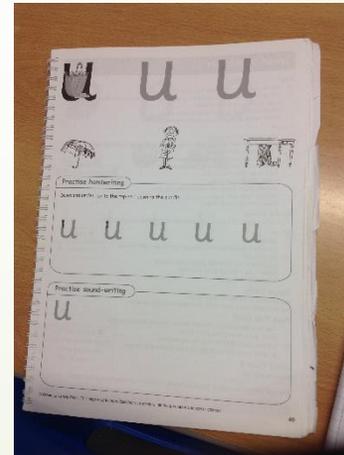
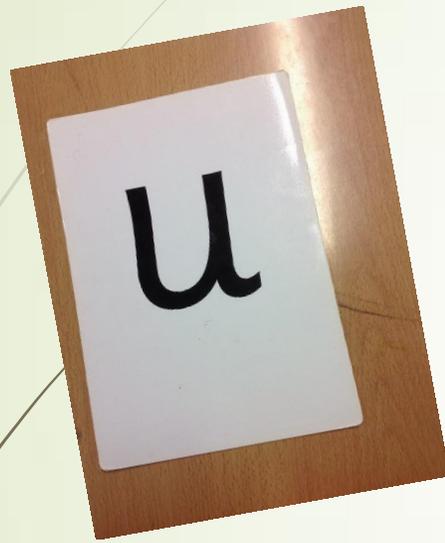
What children have been learning so far ...

Since children have joined Reception they have been learning new sounds in phonics following the Ruth Miskin programme.

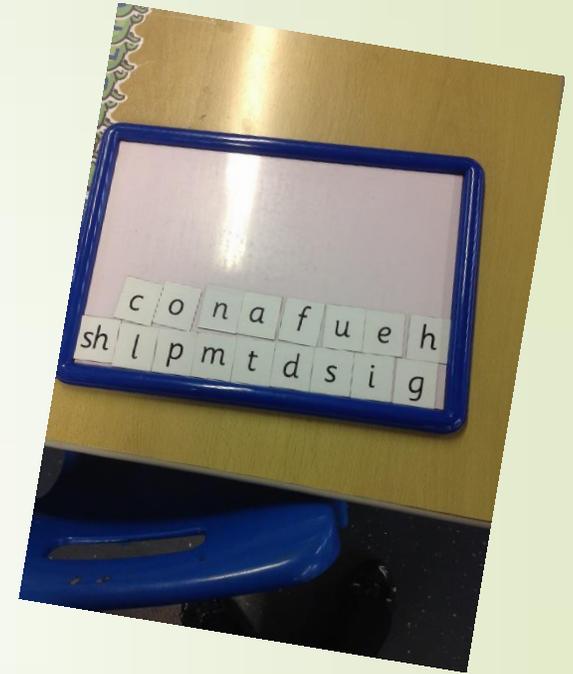
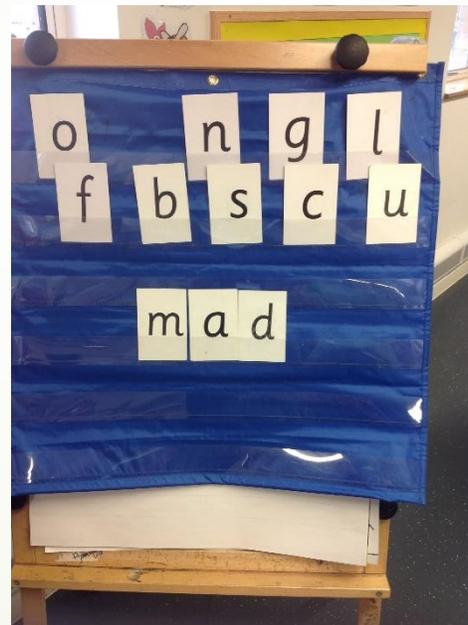
- Children learn a new sound every day.
- After learning 5 new sounds children have a word time session. This lesson enables children to practice orally blending and blending for reading.
- We feel it may be beneficial to model a phonics lesson and a word time lesson to you...



Learning a new sound...



Word Time...



Next steps...

- During half term please recap sounds that children have learnt so far. Also encourage oral blending.
- A few weeks after the holidays children will be assessed. We do not tell the children that they are being assessed, they will just think it is a lesson.
- The children will be grouped according to their needs. Some may move on, some may need to consolidate their learning.

Helpful tips and summary...

- **Make homework fun** 😊 . Encourage your child to do their own homework, even though we can see you are trying to help, doing their work or holding their hands as they write is not going to help them! We want children to be independent.
- **Read to your child daily**, expose them to a wide range of books. Take your child to the library and look at books together. Part of reading is being able to talk about what is happening in the text. Having a look at print everywhere. Look at labelling etc. Encourage your child to decode simple text around them such as bus stop, mat etc.
- Recap sounds that children have learnt, you can make this fun! An easy game to play at home could be writing sounds on a post it note and getting the child to find the correct sound around the kitchen. You could also use this if there is a particular sound that your child cannot remember. Write the sound/sounds on post-it notes and have them in the bathroom, their bedroom and just revisit daily.
- Pronouncing the sounds correctly. There are a lot of sounds that can be mis-pronounced if you are unaware of how your child is being taught at school. You could always use google, type in Ruth Miskin set 1 sounds and lots of helpful video clips come up.
- Ask us! We are more than happy to help and show you how a sound is pronounced!
- If at any point you have concerns or you want help come and talk to us!



Thank you!!

- Thank you for attending and we hope you have found this workshop useful. If you have any questions, please ask...
 - Phonics cards are available to purchase at a cost of £6.50.
 - Please fill out the questionnaire on the tables. Your feedback is important to us!
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