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# Phonics Reading and Writing Parent Workshop

- Wednesday 9<sup>th</sup> November 2022

# Aims

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- To share how phonics, reading and writing is taught in the Early Years at St Lukes.
- To teach the basics of phonics and some useful terms.
- To introduce the cursive script
- To show how you can help your child at home.

# The spoken language

From a very early age, children develop an awareness of the different sounds in our spoken language(s).

They learn how to use their voices:  
to make contact with you  
to let you know what they need  
to show how they are feeling

As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills.

# The importance of speech sounds

As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs, rhymes by clapping, stamping and skipping.

This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.

Over time, your child will begin to distinguish between different speech sounds (**phonemes**), and they will match sounds to letters (**graphemes**). This is called **phonic knowledge**. **Phonemes should be articulated clearly and precisely**

# Phonics at St Luke's

We use...

- the Sounds Write Phonics Programme
- Phonics is taught as a discrete session to Reception and Year 1 children
- Within the programme children are taught the initial code (Reception) and the extended code (year 1 onwards).
- Lessons include a range of activities and games.
- Activities in the continuous provision throughout the day
- We include handwriting and letter formation
- Our reading books match the Sounds Write Phonics Programme

# What is Phonics?

**Skills and  
strategies**  
for reading  
and spelling

AND

**knowledge**  
of letters  
and sounds

Learning phonics will help your child  
to become a good reader and writer.

# The sounds write phonics programme

- The 'Initial Code' is taught to reception children
- Children begin by learning simple sounds that can be used to build CV and CVC words
- We then build upon this learning as we move through the units and children will look at CVCC and CCVC words



# The initial code

Unit 1 - a, i, s, m, t

Unit 2 - n, o, p

Unit 3 - b, c, g, h

Unit 4 - d, f, v, e

Unit 5 - k, l, r, u

Unit 6 - j, w, z,

Unit 7 - x, y, ff, ll, ss

All words have a CVC structure.

# The initial code

Unit 8 - VCC, CVCC eg. ant lost

Unit 9 - CCVC eg. stop, gloss,

Unit 10 - CCVCC, CCCVC,  
CCVCCC, eg.  
blink, stroll, prompts,

Unit 11 - sh, th, ch, ck

# Sounds-Write

Teaches through.....

**Repetition-lessons** (gives a clear, consistent structure for working with sounds and spellings)

**Exposure** (they are taught how to use the structure)

**Practise** (given opportunities to master the structure)

**Error Correction Scripts** (when we correct misconceptions we All correct it in the same, consistent way, using the same language)

# Example Phonics Lesson in Initial Code

Word Building: teacher **says** the word and moves a **finger across** each sound, children **listen** for each sound. All say the word slowly 'ssaatt'.

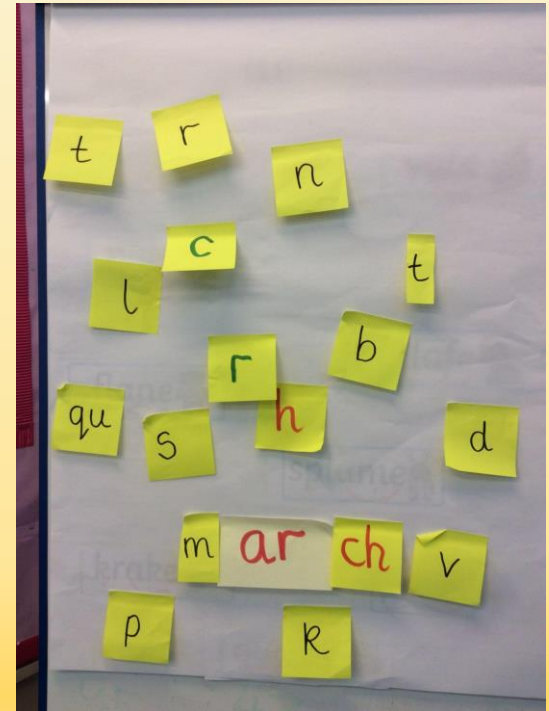
Build the word: children are given the sounds and need to build the word. Children are encouraged to '**say the sound, make the word**'.

Symbol Search: using post-it notes or squares on the IWB, children identify each letter sound.

Reading and spelling words: **say the sounds, read the word.**

I write the word. You write the word. Tell me all the sounds I need to write the word.

Followed by different activities: word puzzles, dictation, track the changes (spelling game), sound swap.



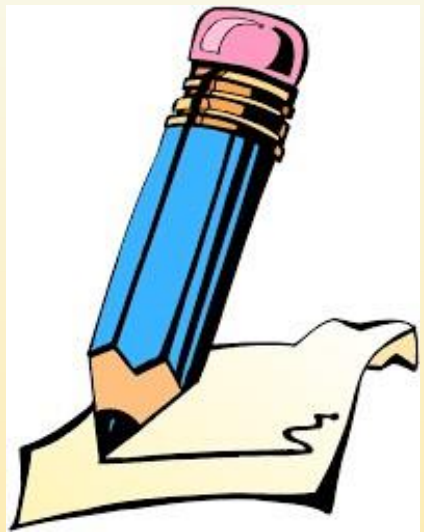
Words that you may  
hear

# Phoneme

Phonemes are the sounds that can be heard in words

d-o-g





# Grapheme

This is how the phoneme is written down.

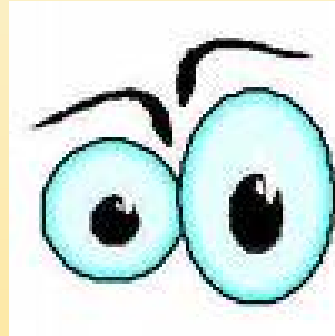
dog

With the sounds Write Programme children are taught the phonemes first and then the letter names in year 1.

- A phoneme you hear



- A grapheme you see



A word doesn't always have the same number of phonemes  
and graphemes!

## Digraph

This means that the phoneme comprises of two letters that make one sound.

ng, ch, sh, ee

## Trigraph

This means that the phoneme comprises of three letters that make one sound.

igh, ear, ure

# Saying Pure Sounds

## Stretchy sounds

f l m n r s

v z sh th ng (Sounds should be sustained where possible (eg, sss, mmm, fff))



## Bouncy sounds

c/k h p t ch'

b d g j w y



(uh' sounds after consonants should be reduced where possible) try to avoid saying 'b-uh' 'c-uh'

## Double consonant sounds

x (cs) qu (cw)

## Vowels

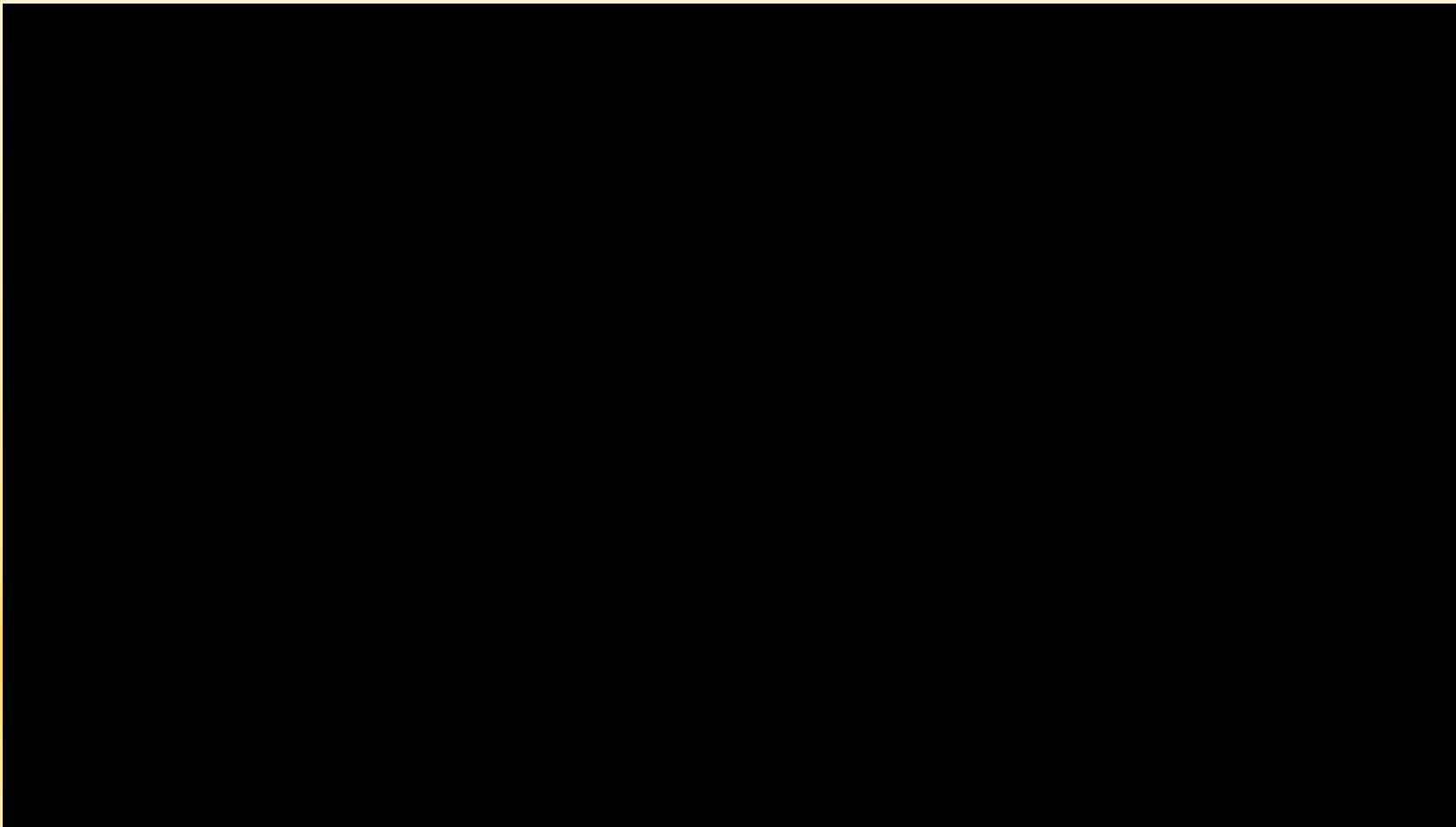
a e i o u

If you forget the pure sound, say a word that ends with the letter

d saidid

## How to say the sounds correctly

Alex is saying the sounds (Sounds Write Initial Code)



## Segmenting

Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

fish = f/i/sh

## Blending

Children need to be able to **say** all the sounds and then **blend** them to create and **hear** a word.

f/i/sh = fish

Segmenting

r/e/d

Blending

red

=

sh/i/p

=

ship

m/i/ss

=

miss

# High Frequency Words

These are words that are commonly used by children when reading and writing. They will come across these frequently. Many of the words become decodable once the children become more confident with their taught phonic knowledge.

100 High Frequency Words					
a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

# Tricky Words

These are words that the children find difficult to segment and blend and are learnt as sight words. They are split into the units of phonics and the children will work through these when they reach each unit.

I no go to the he she we me and  
be

you are said was all my  
her they have like so do some  
come

# Why Teach Handwriting?

- Still relevant today; in spite of technology
  - Still use pen and paper in everyday life
  - Education system is still pen and paper based
  - Handwritten note taking is more effective
- Teaches instant letter recognition
  - Composition not letter recall
  - Supports reading success

# What is Good Handwriting?

- A good handwriting style:
  - Fluid hand movements
  - Consistent letter size
  - Speed
  - Legibility

# What is Needed for Good Handwriting?

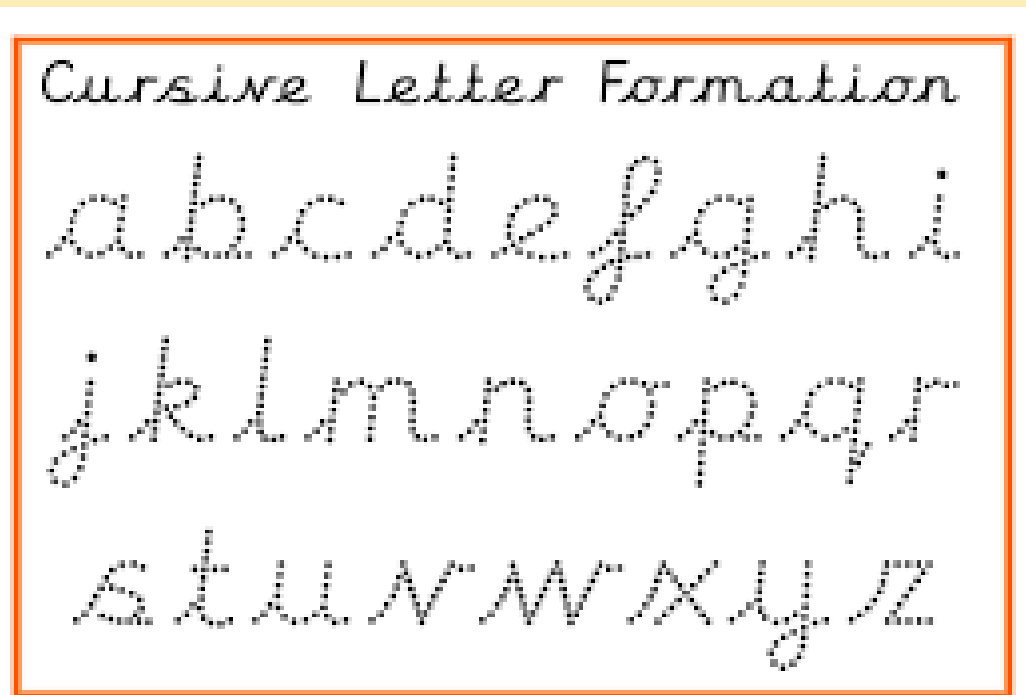
Handwriting is a very complex skill

➤ To develop good handwriting you need to have good:

- Gross & Fine Motor Skills
- Spatial Awareness
- Motor Memory
- Visual Memory
- Eye Tracking

# Letter Formations and handwriting

Letter formations are essential and we encourage that these are formed correctly from the start when we are teaching. We are using the cursive 'Teach Handwriting' scheme across school.



# Handwriting of Continuous Cursive Letters

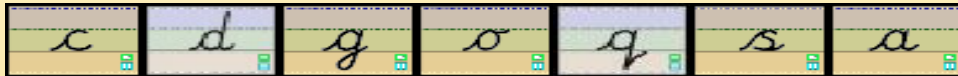
Children refine their handwriting by:

- Producing a more consistently proportioned letter form and size, and
- Correctly placing letters on the writing lines and spacing them appropriately.

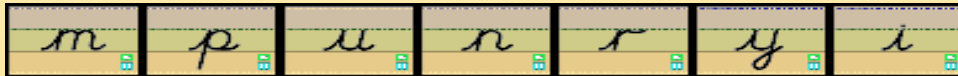
Handwriting up the ladder –stop – down the ladder



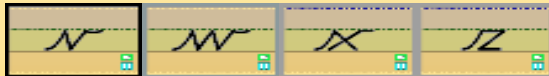
Handwriting up and over the mountain –stop



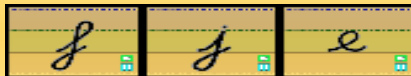
Handwriting up the little ladder – stop – down the ladder



Handwriting up the mountain .....



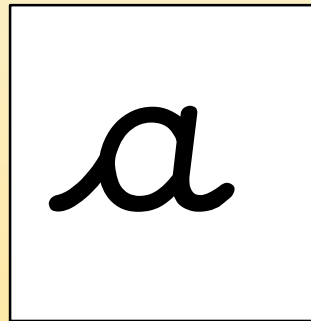
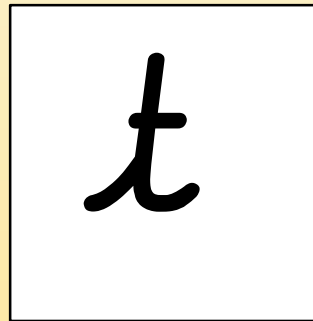
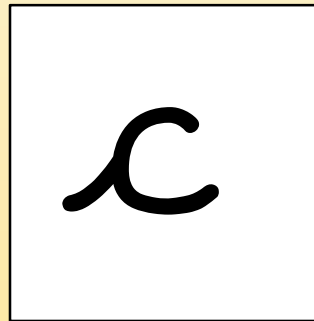
Handwriting (other)



We use directional language to help the children – up, down, round, stop etc

# How do we get the children to write?

Here is what we do to show the children how to write!

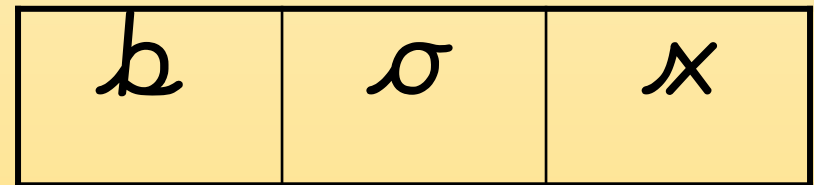
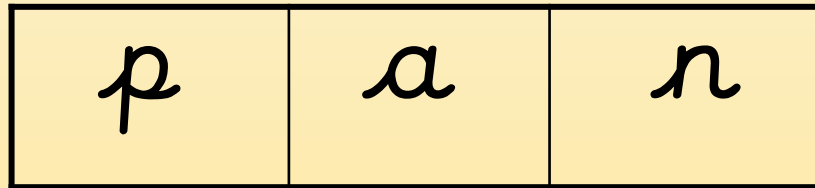


We call these sound buttons and children can use them to help to hear how many sounds are in words or to identify the sounds in the words!




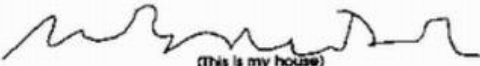
# Sound Buttons and Phoneme Frames

Sound buttons are used to help the children see the sounds to sound them out.



Phoneme frames allow the children to see the sounds in different boxes.

# Writing Progression

 <p>(This is my house.)</p>	Pictures
 <p>(This is my house.)</p>	Scribble
<p>ACMAOWA</p> <p>(This is my house.)</p>	Random Letters
<p>I V A D A A O</p> <p>(I have a dog.)</p>	Random and Initial Consonants
<p>I L M B</p> <p>(I like my bike.)</p>	Initial Consonants
<p>I lk mi Bk.</p> <p>(I like my bike.)</p>	Initial and Final Sounds
<p>I lik to pla with my cat.</p> <p>(I like to play with my cat.)</p>	Vowel Sounds Appear
<p>My favorit dinosaur is the stegosorus.</p> <p>(My favorite dinosaur is the Stegosaurus.)</p>	All Syllables Represented
<p>Today I am going to the stor with my mothr. I am going to by a present for my brothrs brthday. He is thre yers old.</p>	Multiple Related Sentences and Many Words with Correct Spelling

# Reception Writing Goal

## Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

## Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Reading

- Reading miles are important if children are to develop effective reading skills
- A jet has to reach 180mph to take off.
- A child has to read 600-1000 words a week to be a competent reader.
- Research shows that learning just 13 of the most frequently used words will enable children to read 25% of any text.
- When you couple sight recognition of common and tricky words with knowledge of phonics, that's when reading can really take off.....

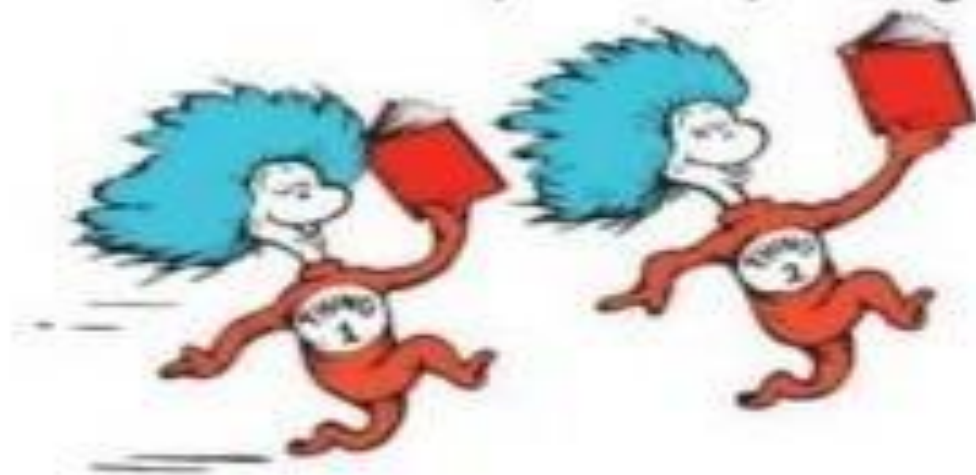
# Reading

- Using the knowledge of phonics, children are then able to sound out words and blend them together to read them.
- Children should be able to read the tricky words and HFW by sight.
- We encourage the children to think about what they have read and if it makes sense-comprehension and understanding!
- We encourage the children to read a book more than once, this helps with fluency.
- We ask the children questions about what they have read.
- We listen to the children read but also read to them.
- The books children are being home are matched closely to what we are teaching in class.
- Try and aim to read with your child every day to encourage enjoyment in reading.
- Please comment in the reading diary.
- We will change the reading book if your child puts their book bag into the 'change book' box.

# Reading What to talk about?

- These are often ideas which parents or carers automatically talk about with their children
- It is just as important that a child understands what is happening in the story as the importance of reading itself.
- Talk about:
  - Emotions and feelings of characters
  - The weather and clothing worn by characters
  - Likes and dislikes and personal choice of reading materials
  - Predict what might happen next.
  - Their experiences, past, present and future events.
  - Who are the characters? (names, description, place in the family and where they live)
  - Where does the story take place?

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



# Reception Reading Goal

## **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

# Phonics: How you can help at home?

- Segment and blend words together
- Have a go at using sound buttons when reading and writing words
- If your child wants to write a word, ask them to sound it out to help them to write the sounds they can hear
- It is ok if children spell words wrong. Talk about what they look like and what they think looks right.
- Read at home together: listening to and reading with your child.
- Practice writing in different mediums - it's not just about pen & paper.
- Practice the tricky words and HFW



# Initial code packs

We have created initial code packs, so that with very few resources (pens and post-it notes) you can try some of these same activities at home.

These will be kept in the child's reading folder and updated as new sounds are introduced.

<i>Initial Code</i>			
<i>C- Constant</i>			
<i>V-Vowel</i>			
<i>Unit 1</i>	<i>Sounds</i>	<i>Example Words</i>	<i>Sound Swap Lists</i>
<i>CVC</i>	<i>a i m s t</i>	<i>mat, sit, sat, Sam, Tim, it, at, am</i>	<i>mat- sat- sit-it- at-am</i>

# How can you help with letter formations at home?

- Explore letters in the environment and in different 'messy' mediums e.g. salt, mud, sand, gloop, shaving foam, having a go at writing them correctly in the mediums.
- Gross motor skills: Physical Activity, bikes and trikes, exaggerated letters and movements.
- Fine motor skills: threading, cutting, pincers, play dough.
- Letter formation is crucial in the development of handwriting.
- When children are writing, keep encouraging them!



Thank you for your continued  
support at home.