



Reading Parent Workshop

Progression of Reading & Phonics
How you can help!

Welcome

- * Sign in

What is this workshop going to cover?

- * Reading

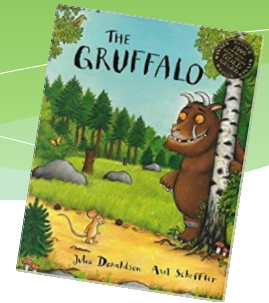
- * Phonics

- * Questions and queries?

Process of reading...

Reading expectations for Nursery (30-50 Secure)

By the end of the year...



- * Enjoys rhyming and rhythmic activities.
- * Shows awareness of rhyme and alliteration.
- * Recognises rhythm in spoken words.
- * Listens to and joins in with stories and poems, one-to-one and also in small groups.
- * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- * Beginning to be aware of the way stories are structured.
- * Suggests how the story might end.
- * Listens to stories with increasing attention and recall.
- * Describes main story settings, events and principal characters.
- * Shows interest in illustrations and print in books and print in the environment.
- * Recognises familiar words and signs such as own name and advertising logos.
- * Looks at books independently.
- * Handles books carefully.
- * Knows information can be relayed in the form of print.
- * Holds books the correct way up and turns pages.
- * Knows that print carries meaning and, in English, is read from left to right and top to bottom.

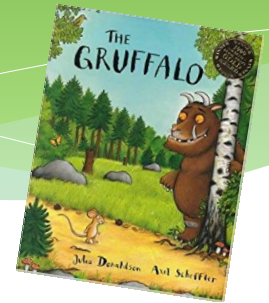


Process of reading...

Reading expectations for Reception

Early Learning Goal

By the end of the year...



- * Children read and understand simple sentences.
- * They use phonic knowledge to decode regular words and read them aloud accurately.
- * They also read some common irregular words. (tricky words)
- * They demonstrate understanding when talking with others about what they have read.



What does that mean...



- * Blending - Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat.
- * Segmenting - Ssegmentation is the ability to break words down into individual sounds. For example, the learner breaks the word run into its component sounds - r, u, and n.
- * CVC -A CVC word is a word that is made up of a consonant, vowel and consonant sound. Cat, hot, tip, man and hut are all CVC words
- * Decode - occurs when a student uses his/her knowledge of letter-sound relationships to accurately read a word. To 'sound out'
- * Tricky words - words that need to be learnt by sight and can not be segmented
- * Phoneme - It is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound but later on will include the digraphs.
- * Diagraph - This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat

Phonics & Zapping those gaps!

- * 'Gap Grids' which will soon be in the back of your child's home school links identify gaps in your child's knowledge that need to be addressed before they can move on in their learning.
- * Gap grids cover :-
- * Segmenting
- * Blending
- * Initial sounds
- * Reading cvc
- * Writing cvc
- * Tricky words
- * Sound gaps (as pictured)



Pronouncing pure sounds!

<https://www.youtube.com/watch?v=EYx1CyDMZSc&safe=active> - play video

PURE SOUNDS

- * Bouncy and stretch
- * Loud and quiet
- * Advanced sounds are located here

Simple Speed Sounds

Consonant sounds - stretchy											
f	l	m	n	r	s	v	z	sh	th	ng	nk

Consonant sounds - bouncy												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - bouncy					Vowel sounds - stretchy					
a	e	i	o	u	ay	ee	igh	ow		

Vowel sounds - stretchy							
oo	oo	ar	or	air	ir	ou	oy

Have a go...

- * m mmmmmountain (keep lips pressed together hard)
- * s sssssnake (keep teeth together and hiss - unvoiced)
- * n nnnnnnet (keep tongue behind teeth)
- * ffffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)
- * l lllleg (keep pointed curled tongue behind teeth).
- * r rrrrrobot (say rrr as if you are growling)

Common Exception words (tricky words)

Children in Reception will need to read all phase 2 and 3 tricky words by the end of Reception. They will also need to write some accurately and independently.

Children who are working above the expected level would move on to phase 4 when secure with Phase 3.

Blue highlighted words are not decodable.

Phase 2: Tricky Words highlighted

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					



























Phase 3: Tricky Words highlighted

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her




























Phase 4: Tricky Words highlighted

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Sound mats 1 & 2

a	b	c	d	e	f	g
						
h	i	j	k	l	m	n
						
o	p	q	r	s	t	u
						
v	w	x	y	z	Sound Mat 1	
						

Sound Mat 2

sh	th	ch	nk	ng	qu	ay	ee	igh
								
ow	oo	oo	ar	or	air	ir	ou	oy
								
ck	oi	ur	er	oa	ure	ear	ai	ow
								

We have copies of these as hand outs so please help your self at the end!

Any Questions?



Reading books...

Pink 1 & 2 books – children work on sounding the word out loud and blending it together with the 26 single sounds. Most words are CVC words. If your child is sounding out every word make sure you re read the sentence to support understanding. Need to encourage children to sound out in your head after so long, (teacher will advise).

Red 1 books – children continue to sound out new words and blend the sounds. Red books feature simple diagraphs such as sh,ch,th and also some of the tricky words children need to be able to read by sight. Alongside the reading children should be asked simple questions and begin to talk about the story and characters.

Red 2 books – these are similar to red 1 books but include the set 2 diagraphs such as ay, ee, igh. Again children need to be sounding out and by this point may be reading with sound fluency, not needing to sound out every word they read. Tricky words will become more advanced. words such as into, this, was, you

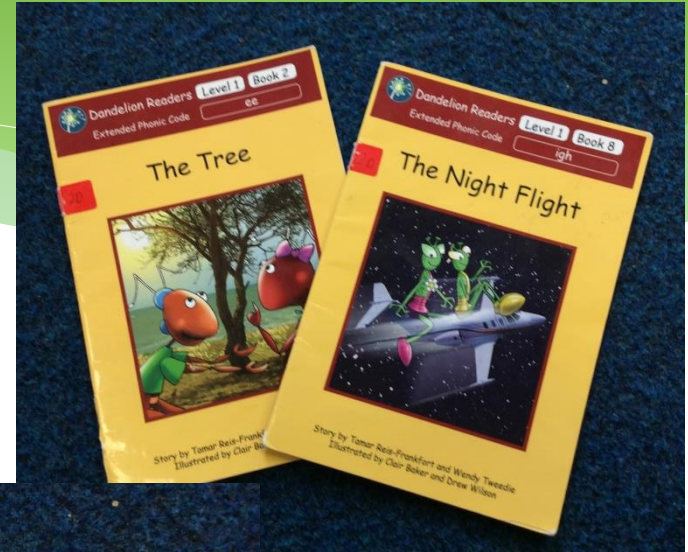
Yellow books – Children ideally would be reading yellow books by the end of Reception year. By this point children should be reading simple sentences confidently and fluently recognising most tricky words they face. Children may still rely on sounding out as a reading strategy.

Every child is different and will progress at different speeds through out the year. We will move children book bands when we feel they are secure in their reading and understanding for that level. We recommended you read 3 x a week with your child at home if you can.

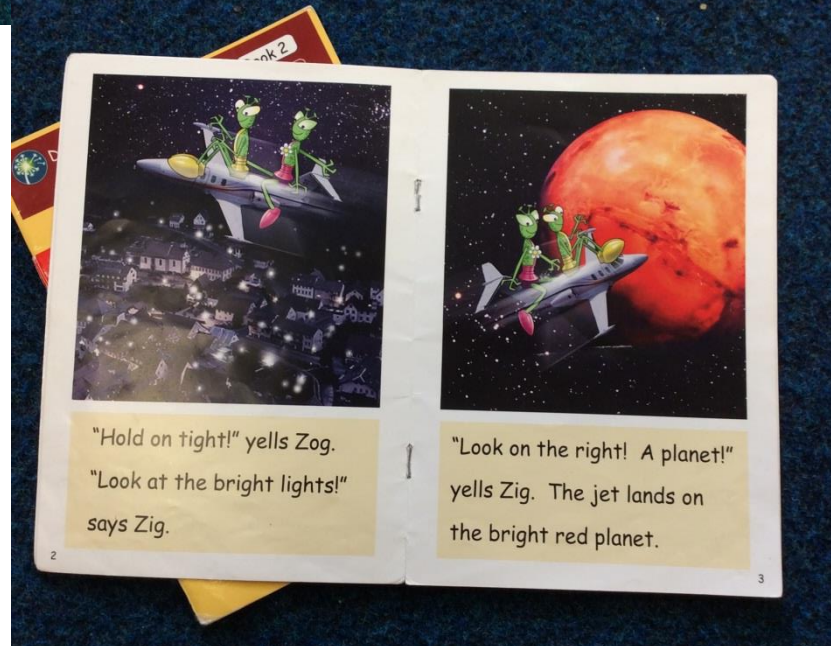
Pink decoadable books



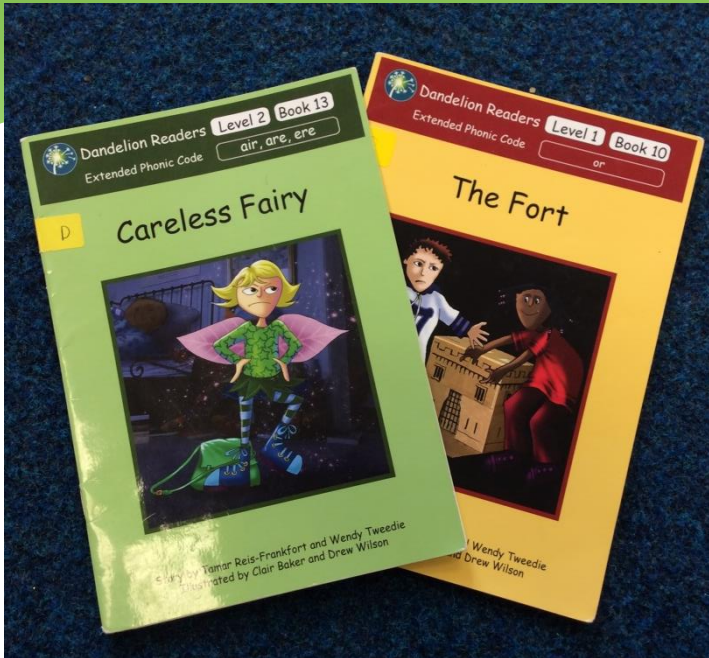
Red decodable books



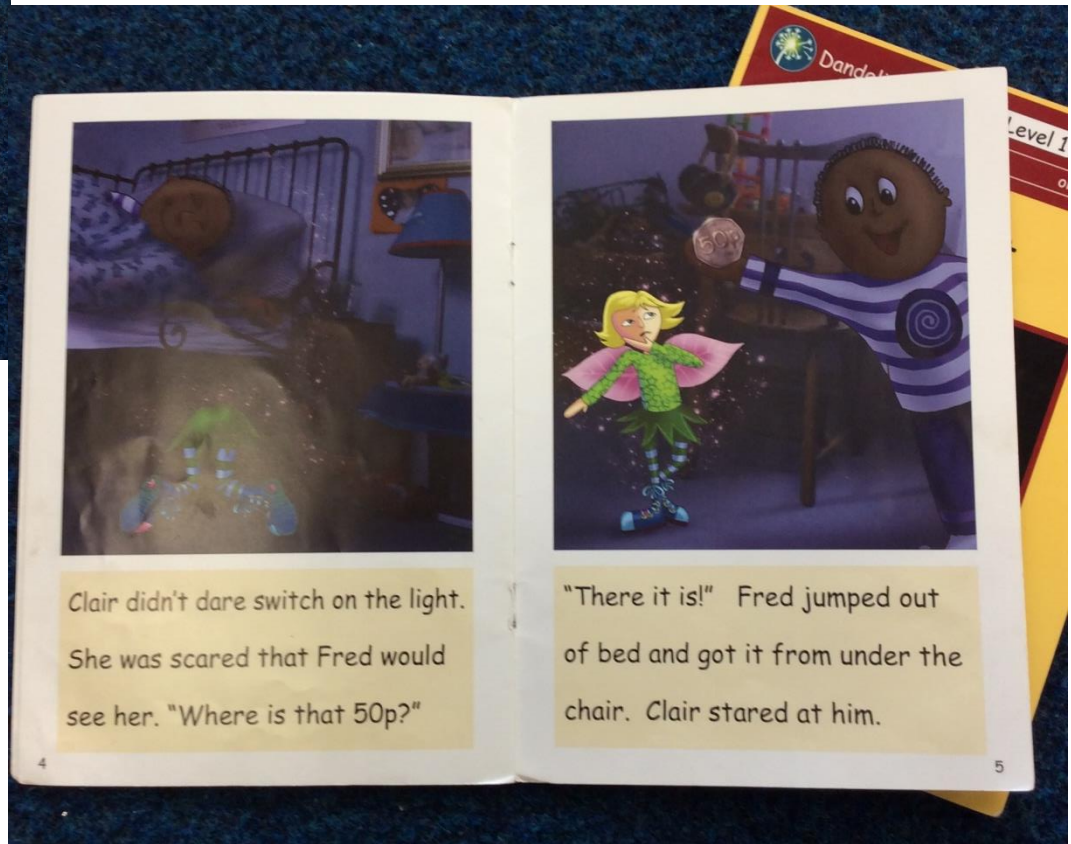
More text on one page, do not feel as though you need to read the whole book. 2 or 3 pages a night is plenty.



Yellow Decodable Books



Again, more text on one page and children now should be talking about the text and answering simple questions. Children's fluency should get better.



Reading hints and tips...

- * **Once is not enough**

Encourage your child to re-read favourite books and poems. Re-reading helps kids read more quickly and accurately.



- * **Dig deeper into the story**

Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?" or "How do you think Max feels now?"

- * **Take control of the television**

It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

- * **Be patient**

When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

- * **Play word games**

Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

- * **I read to you, you read to me**

Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

- * **Gently correct your young reader**

When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

- * **Talk, talk, talk!**

Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

Useful websites...

- * www.phonicsplay.co.uk
- * www.phonicsplaycomics.co.uk
- * www.ictgames.com/literacy.html
- * <http://www.bigbrownbear.co.uk/magneticletters/>
- * There is a few more on the hand out!





Any Questions?

Enjoy the activities with your child
and thank you for coming!

