

Welcome! 😊

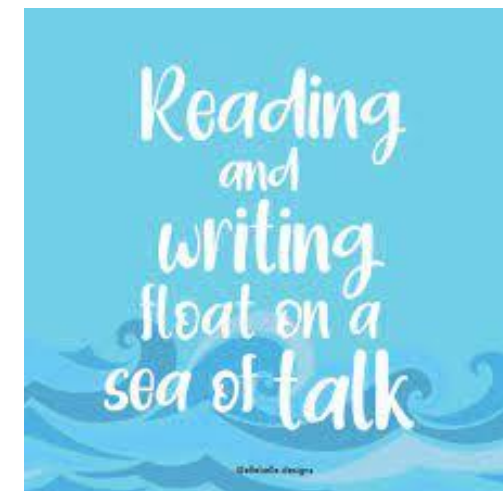


Help yourself to refreshments



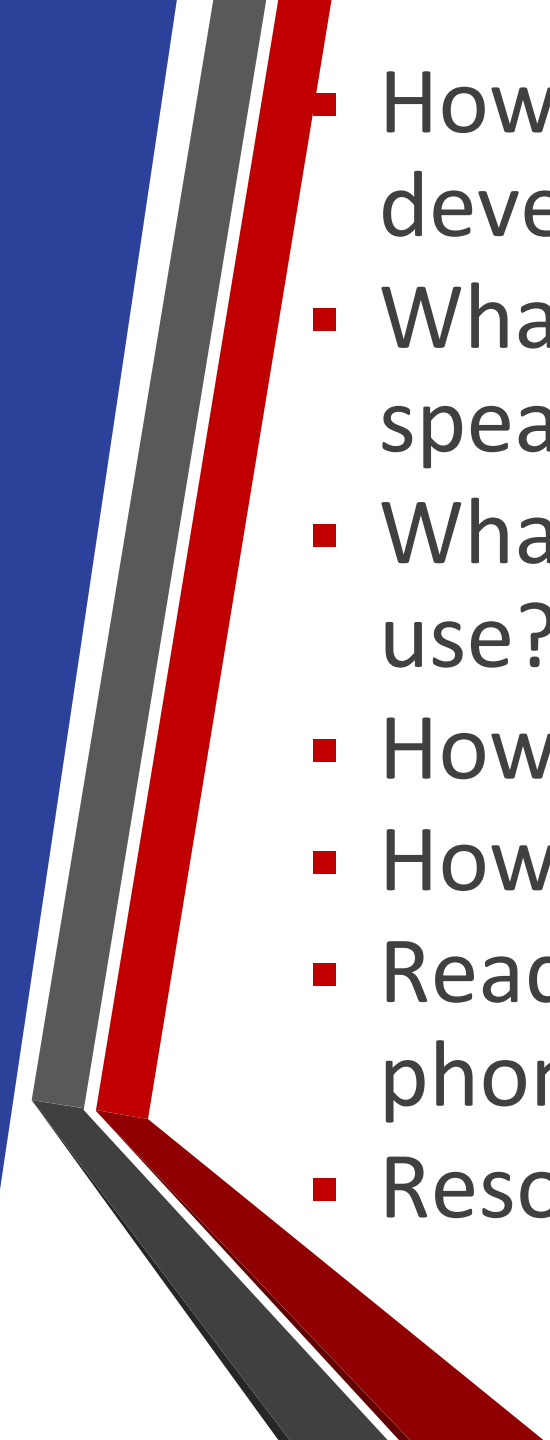
SPARKEN HILL
ACADEMY

Phonics learning, speech and early reading in Foundation Stage



**NO PHOTOS
OR VIDEO
ALLOWED**



- 
- How important is children's speech and language development for school life?
 - What skills do children need before phonics? Why is speaking & listening so important?
 - What is phonics? What is the correct terminology to use? How do I pronounce phonemes?
 - How is phonics taught in F1? Reading in FS1
 - How is phonics taught in F2
 - Reading in FS2- How to listen to your child read their phonics books and use their letter sounds bags
 - Resources to support speaking and reading at home



"I began limiting the times and places my little girl was allowed her dummy. I explained that she wasn't allowed it in the car, or in the shops but she was allowed it at bedtime"

Constant long term use of dummies can
damage teeth, affect speech and give an
increased risk of ear infections.



Why Drop the Dummy!



Research shows that children who begin nursery/school with good speech skills have a better chance of excelling at school

Getting rid of dummies throughout the day encourages more talk and helps speech development.

Developmental Milestones

3 months
Cooing & gurgling

6 months
Babbling

12 months
First words

18 months
Knows 5 to 40 words

2 years
150-300 words, 2-3 word sentences

3 years
900-1,000 words, asks short questions

5 years
Identifies letters, creates longer sentences

4 years
2,000 words, 5+ word sentences

Reading
and
writing
float on a
sea of talk



**LANGUAGE
COMPREHENSION**

Background
Knowledge
Vocabulary
Language
Structures
Verbal
Reasoning
Literacy
Knowledge

**WORD
RECOGNITION**

Phonological
Awareness
Decoding
Sight Recognition

INCREASINGLY STRATEGIC

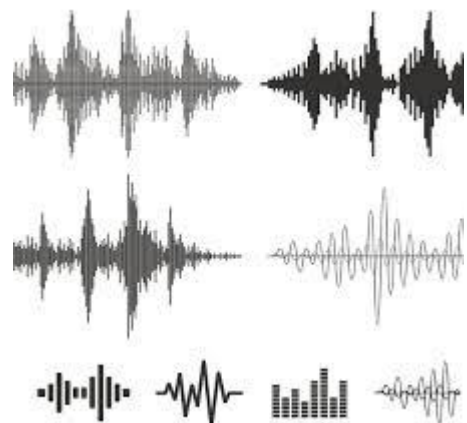
INCREASINGLY AUTOMATIC

Language skill development, practice, and life experience help a child weave language comprehension more strategically.

With practice, word recognition becomes more automatic, until it's effortless and unconscious.





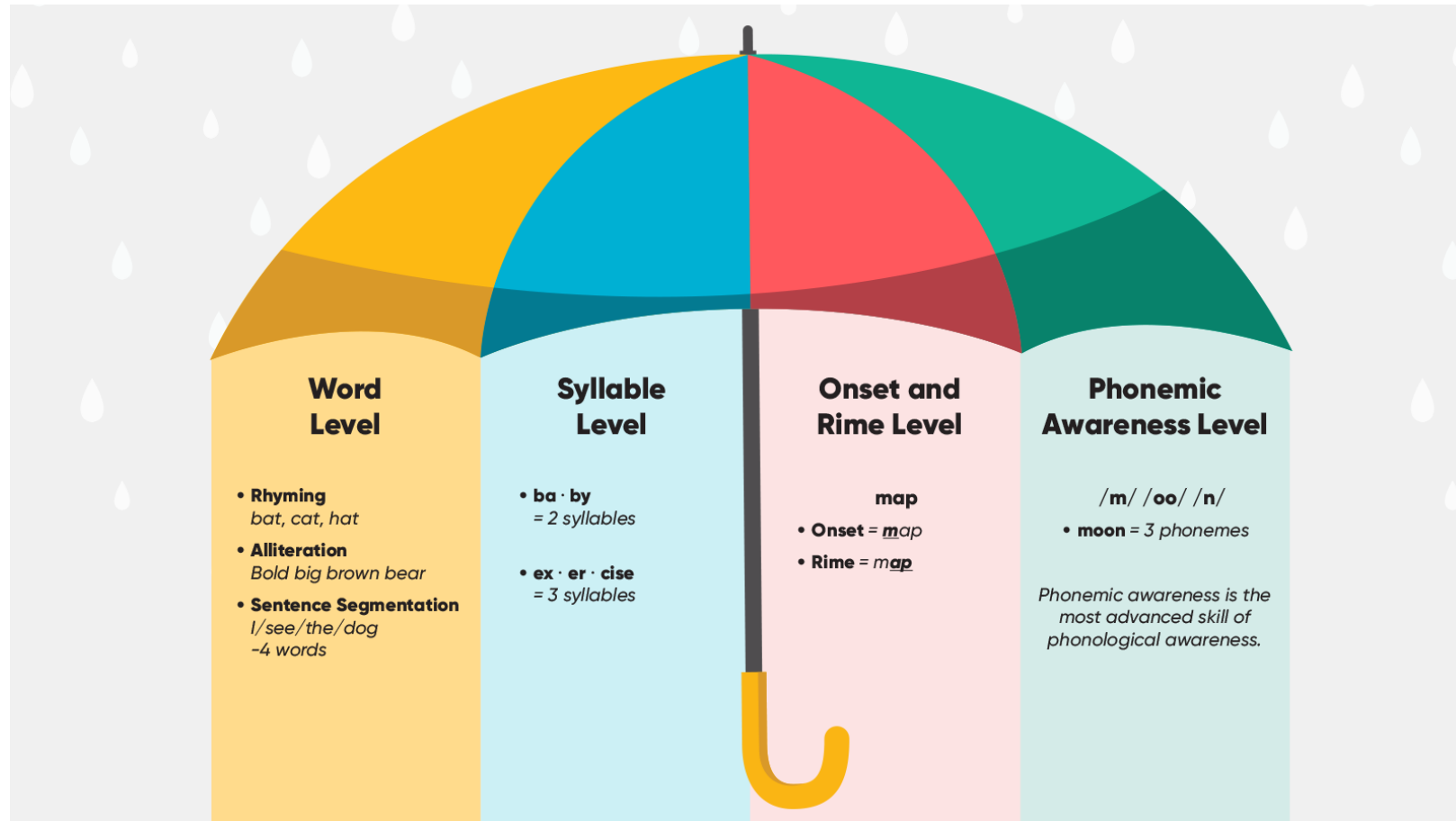


Phonics in F1



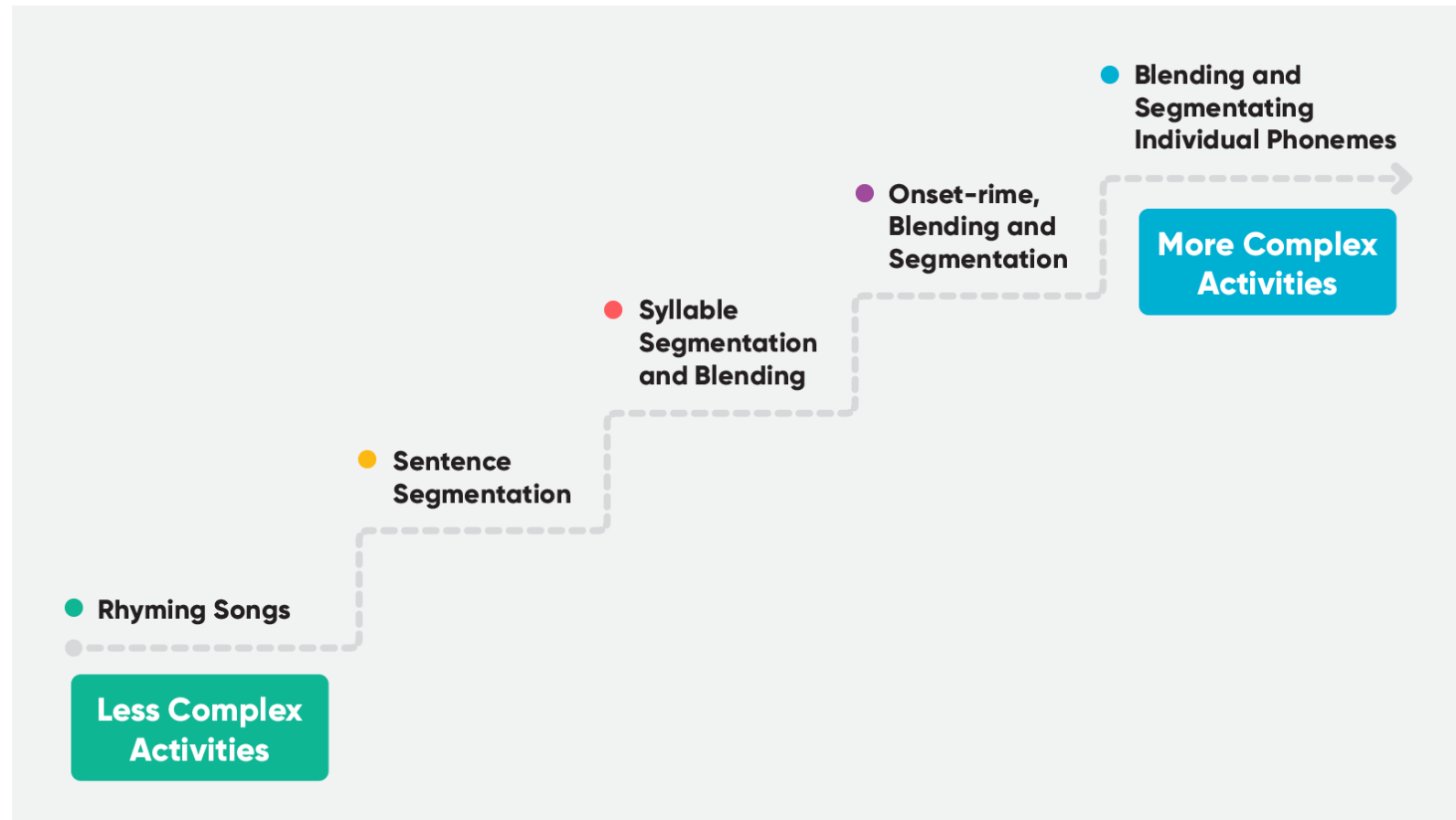
Phonological Awareness

Phonological awareness is “the ability to perceive and manipulate sounds. Phonological awareness includes four levels of sound: word awareness, syllable awareness, onset-rime awareness, and phoneme awareness” (Cunningham & Zibulsky, 2014, p. 446).



Stages of Developing Phonological Awareness

Five levels of skills and understanding make up phonological awareness. David Chard and Shirley Dickson (1999)



What areas are taught in phase 1 phonics?

Phase 1 phonics
Pre-Phonics skills,
divided into seven
aspects, supporting
phonological
awareness
development

- Environmental Sound discrimination
- Instrumental Sound discrimination
- Body Percussion Sound discrimination
 - Rhythm & Rhyme
 - Alliteration
 - Voice Sounds
- Oral Blending & Segmenting

Tuning into sounds

**Listening and remembering
to sounds**

Talking about sounds

I'm going to make a Silly Soup,
I'm making soup that's silly!
I'm going to put it in the fridge,
to make it nice and chilly!



If I put in ...



You put in ...



**How can I help my child at home
with phase 1 phonics?**



Environmental sounds

Listening for sounds
Listen to some sounds from nursery rhymes e.g. a lamb (Mary had a little lamb), rain (Incy Wincy), ducks quacking (five little ducks), road noise (wheels on the bus). See if children can identify the sound.

Old MacDonald I spy...
Play sound I Spy.
"I spy with my little eye something that makes the sound moooo"

Body Percussion

Head, Shoulders...
How many sounds can you make with the body parts mentioned? E.g. clap, click, stomp, tap knees, etc.

Oral Segmenting and blending

Simon Says- linked to Head, Shoulders
Play Simon says but talk the words in sound talk e.g. touch your f-ee-t, do a big j-u-m-p etc.

I went to Old Macdonald's farm..
Say I went to the farm and I saw (sound talk the animal instead of saying) e.g. c-ow, p-i-g etc. Child to list animals seen. Can they sound talk some animals?

Initial sounds and Alliteration

Sound Bag
Put objects into a bag linked to a nursery rhyme e.g. Old MacDonald- cow, cat, dog, donkey, horse etc. Each time you draw out an object encourage child to say c-c-c-cat etc.

I spy
Play Nursery Rhyme I spy. Put pics of nursery rhyme characters up- I spy a character starting with "hhh"- Humpty.

Voice Sounds

Sing
Sing Nursery Rhymes and encourage children to match pitch and rhythm. Highlight the words which rhyme.





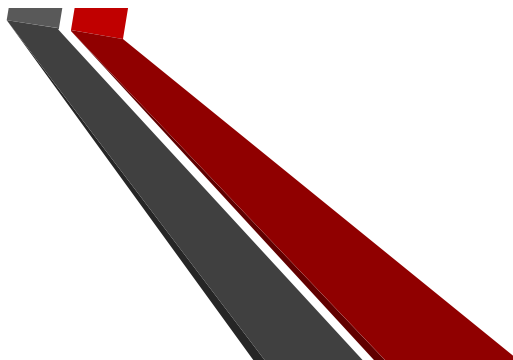
Stages 3-4 for literacy

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing

Engage in extended conversations about stories, learning new vocabulary.

Write some of their name. Write some letters accurately.

Write all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.



Phase 2,3 & 4 (F2)



Unit 1 s sit	Unit 1 a at	Unit 1 t tin	Unit 1 p tap	Unit 2 i it	Unit 2 n pin	Unit 2 m am	Unit 2 d dog
Unit 3 g tag	Unit 3 o top	Unit 3 c cat	Unit 3 k kid	Unit 4 ck sock	Unit 4 e pet	Unit 4 u duck	Unit 4 r run
Unit 5 h hot	Unit 5 b back	Unit 5 f fog	Unit 5 ff puff	Unit 5 l lid	Unit 5 ll hill	Unit 5 ss kiss	

Phase 2: Unit 1-Unit 5



Phonics in F2

Unit 6 j jam	Unit 6 v van	Unit 6 w wig	Unit 6 x fox	Unit 7 y yes	Unit 7 z zip	Unit 7 zz buzz	Unit 7 qu quick
Unit 8 ch chick	Unit 8 sh shop	Unit 8 th this	Unit 8 ng sing	Unit 9 ai rain	Unit 9 ee sheep	Unit 9 igh night	Unit 9 oa boat
Unit 9 oo (long) moon	Unit 9 oo (short) book	Unit 10 ar shark	Unit 10 or fork	Unit 10 ur burn	Unit 10 ow cow	Unit 10 oi coin	Unit 11 ear hear
Unit 11 air chair	Unit 11 ure pure	Unit 11 er her					

Phase 3: Unit 6-Unit 11

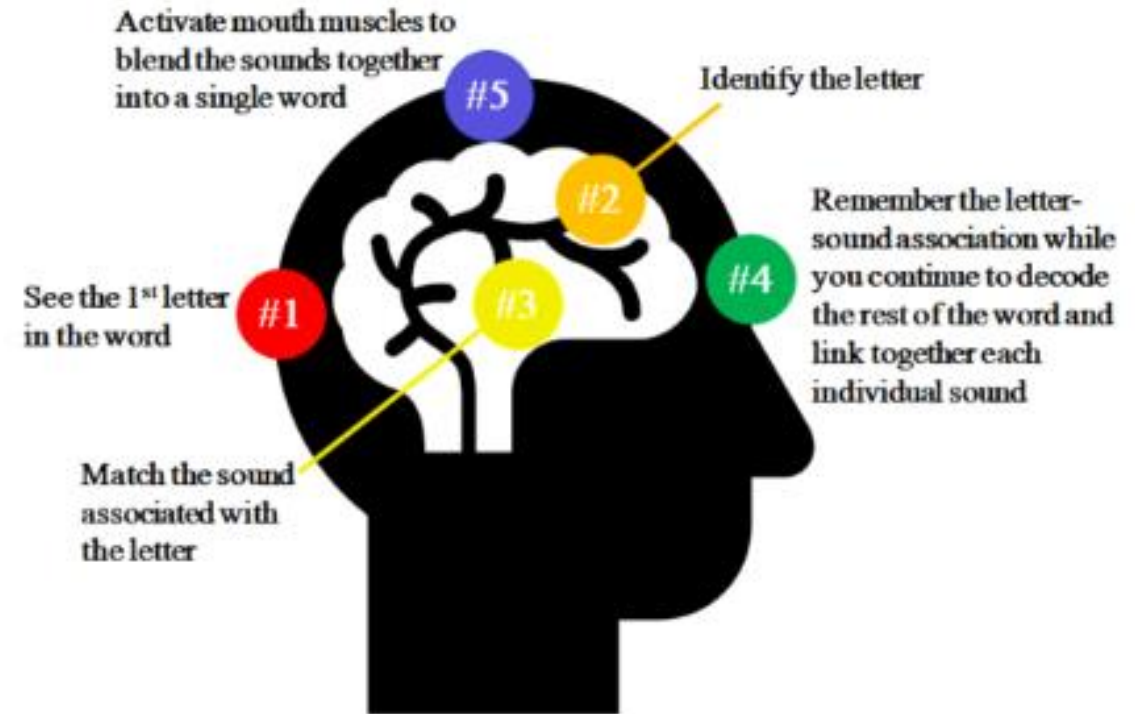


st nest	nd hand	mp lamp	nt tent	nk unk	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown

Phonics involves the skill of matching the sounds of spoken English (phonemes) with individual letters or groups of letters (graphemes).

The English language has a great inconsistency between grapheme and phoneme relationships. The adoption of words from various languages, has lead to a system with many exceptions to spelling rules and ambiguity in letter-sound correspondence, requiring readers to rely more on word-specific patterns and less on simple letter-by-letter decoding

The sound *k* is spelt as c, k, ck



Grapheme

a written sound
e.g. **a**, **l**, **sh**, **air**, **ck**

Phoneme

a single sound - can be
made using more than
one letter
e.g. **s**, **k**, **z**, **oo**, **ph**👑

Split Digraph

2 letters, which work as a
pair to make one sound, but
are separated within the word
e.g. **a-e**, **e-e**, **i-e**, **o-e**, **u-e**

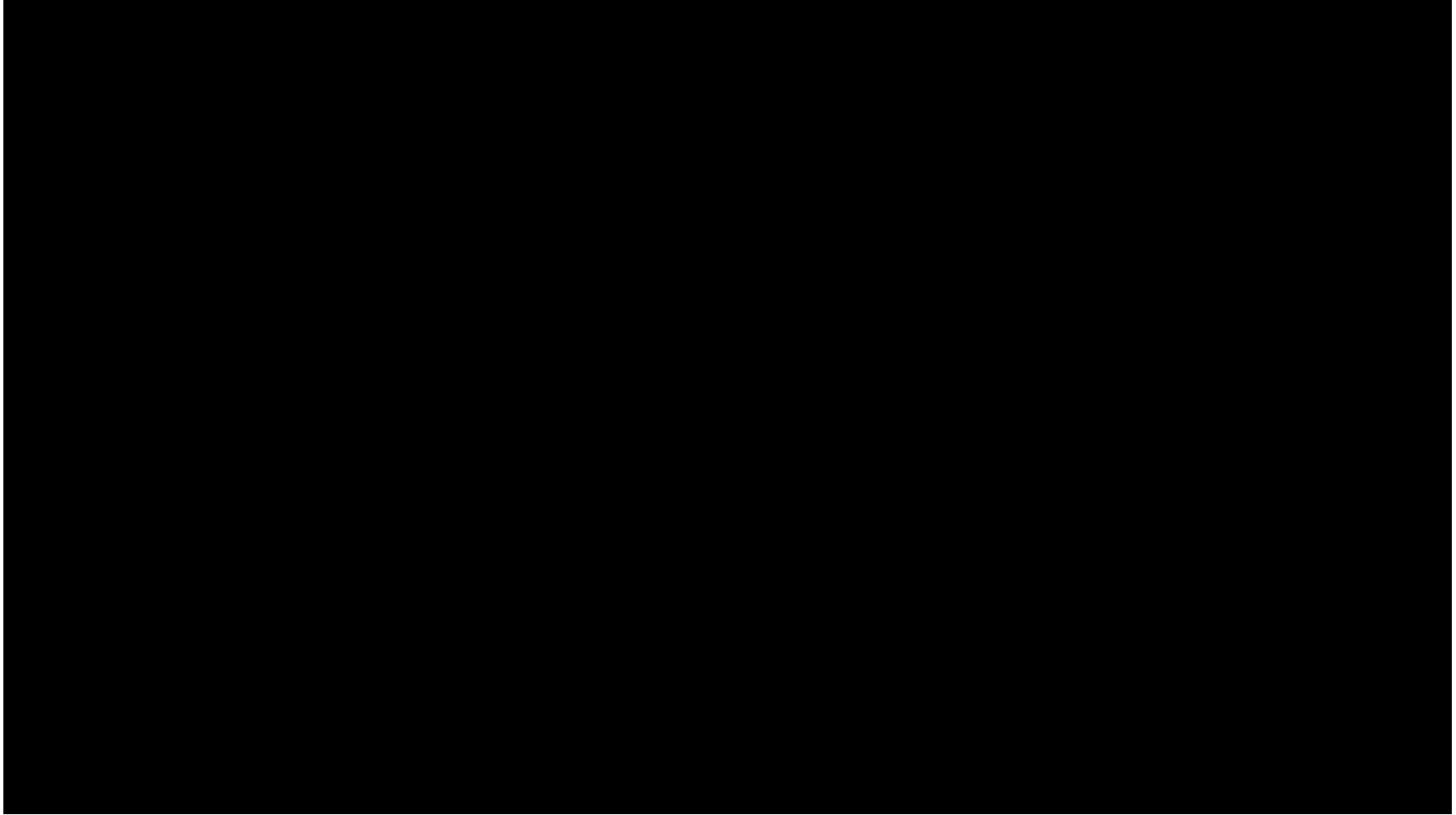
Digraph

2 letters that make a
single sound
e.g. **ee**, **oa**, **ea**, **ch**, **ay**

Trigraph

3 letters that make a
single sound
e.g. **ear**, **air**, **igh**, **dge**, **tch**

Pronunciation of Sounds



Using pure sounds...

- Pronouncing each letter sound clearly and distinctly (pure sounds) without adding additional sounds to the end e.g. 'f' not 'fuh'. This makes it much easier for children to blend sounds together to read.

s-u-n

v

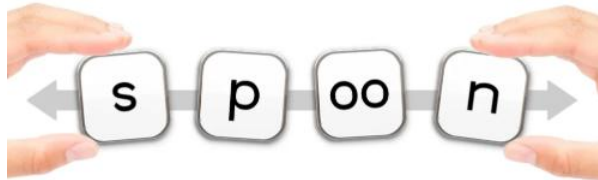
suh-u-nuh

Blending and Segmenting

Blending is joining the sounds together. We use this in order to **read** a word.

jam

Segmenting is listening to how a word sounds and splitting it up into phonemes. We use this in order to **write** the word.



— — —



We use robot arms to help with segmenting.





What does a F2 phonics lesson look like?

What reading looks like in F2

Your child brings home a Bug Club phonics books based on the sounds and words they know.



These are books that are fully *decodable* so they can apply what they have learnt during phonics lessons when reading at home.



Reading a book vs been read to...



The Thing

The Alphablocks get a thing in a box. It makes lots of noise. The thing is O as a one-man band!

Red A (KSI)

Phase 3



Independent



Phonics



Buy Print

> More info



Chick Gets Lost

A hen lays some eggs - while she is not looking, one rolls away. The chick hatches and searches for its mum - after several false starts, they are reunited.

Red B (KSI)

Phase 3



Independent

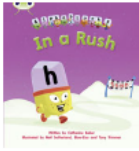


Phonics



Buy Print

> More info



In a Rush

H is on a long run. She bumps into S and dashes to the finish. There she bumps into C and together they make a bench and lunch!

Red B (KSI)

Phase 3



Independent



Phonics



Buy Print

We allocate online Bug Club books to children's personal accounts.

ActiveLearn

Resource search Help Admin My Account

Resources | Bug Club Phonics

▼ Search by:

- ☐ Book Band (9)
- ☒ Phonic Phase (14)

▼ Phonic Phase

- ☒ Phase 3 (14)

[Clear](#)

▼ Phonic Set

- ☐ Set 6 (j v w x) (14)
- ☐ Set 7 (y z, zz qu) (14)
- ☒ Set 8 (ch sh th ng) (14)
- ☐ Set 9 (ai ee igh oa oo (long) oo (short)) (14)
- ☐ Set 10 (ar or ur ow oi) (14)
- ☐ Set 11 (ear air ure er) (14)

▼ Type

Select All Allocate Add to My Files [Allocate Book Bands](#) Show: 50 14 resources found

☐		Unit 8 (ch. sh. th. ng) Language	☒
		Pupil game	
	More info		
☐		Unit 8 (ch. sh. th. ng) Names	☒
		Pupil game	
	More info		
☐		Unit 8 (ch. sh. th. ng) Reading	☒
		Pupil game	

Username:

Password:

Code:

www.activelearnprimary.co.uk

ALWAYS LEARNING PEARSON



Listening to your child reading their phonics book

Top reading tips!

Encourage them to track the words with their finger as they read along and sound out decodable words and model how to do it if they need support.

the	to	I
no	go	into

Remind your child if a word is a tricky word, try to decode what they can using their phonics then highlight the irregular part e.g. 'my' - the child knows the sound 'm' and the 'y' is the irregular tricky part.

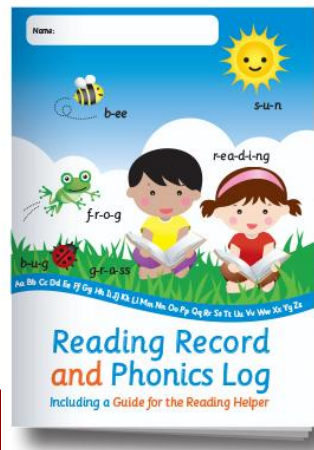
You can try to encourage them to use the pictures to help them or even cover the pictures if they are guessing what's on the page!



If your child is reluctant to read, think about the time of day you read with them. Share the reading - I'll read a sentence and then you read one.



Listening to your child read to you at least 3 x a week is perfect practise.



Please ensure your child brings their book bag with reading book and diary inside, to school each day.

Read regularly at home with your child, reading stories to them is the best way to promote a love of reading and share a special time together.



Be patient and positive giving your child lots of encouragement, remember they are just embarking on their reading journey and have a lot of new skills to learn! Make it fun.

A library card is free and visiting the library is a great activity to do on a dull day in the school holidays! Make it an exciting experience choosing your own books.



Welcome to Worksop Library - you'll find us on Memorial Avenue. Come in and you'll find an airy and spacious library with friendly and helpful staff.

Typical comments might include:

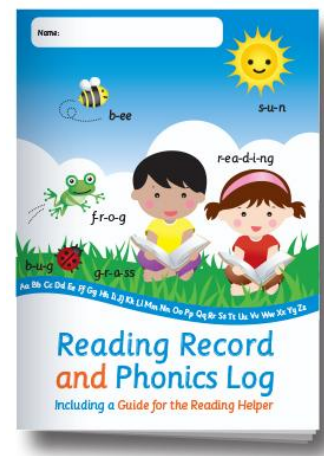
Engagement: Sam enjoyed this book and liked the funny ending.

Fluency: Sam was able to blend the following words: jet, fox and bell by herself. Sam was able to read some sentences independently and with increasing fluency.

Comprehension of the text: Sam was confident answering questions about the main character. Sam was able to predict what could happen next. Sam knew the meaning of the words: 'sip' and 'kip'.

Segmenting & Blending: Sam tried really hard to segment all of the words in the book. Sam struggled with blending phonemes together. Sam could not recognise "my" as a tricky word and needs more practise.

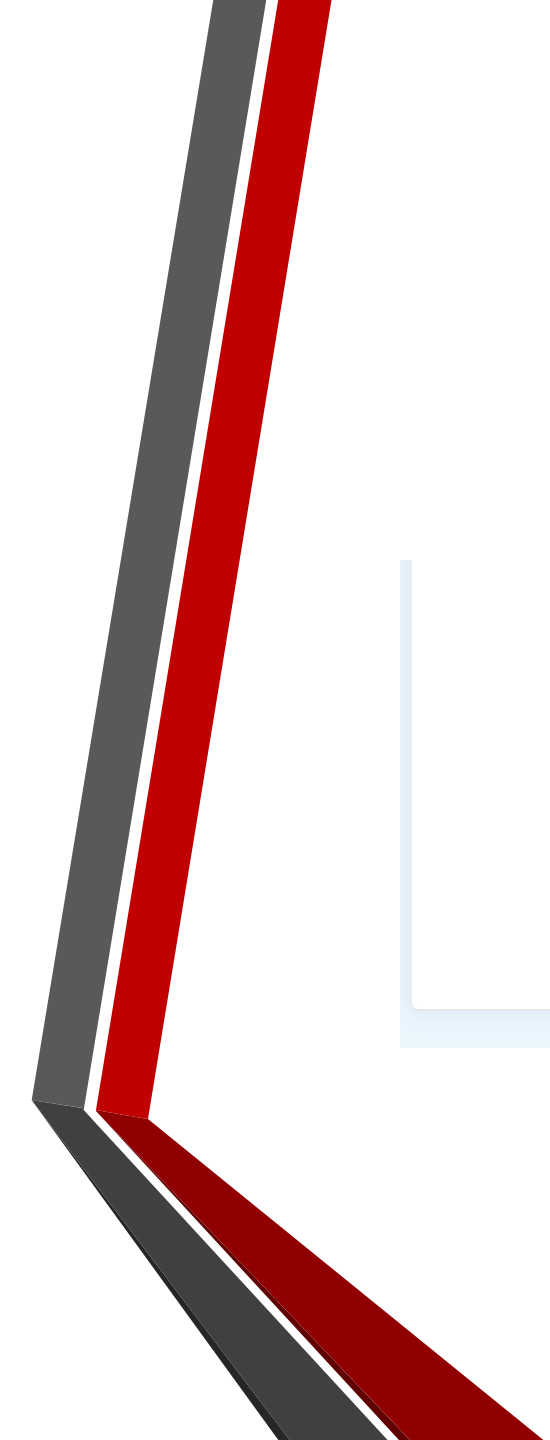
Phonemes: Sam needed help with the following sounds: u, y, j.





How to use the letter sound cards in your child's
book bag (for reading and writing)





(sack)

ck

(muffin)

ff

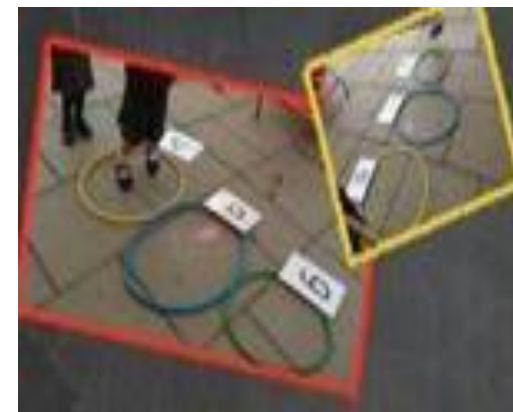
(doll)

ll

(dress)

ss

How can I help my child at home with phase 2 phonics?





Reading reward

Reading chart in classes with stamps/ stickers to highlight each child's read on the class chart



- Children who have read 3-5 times get 1 lottery ticket. On Friday pupils' lottery tickets are put into a hat... one child will win the reading prize for that week.

End of year expectations at F2

Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

End of year expectations at F2

Literacy	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.
	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.



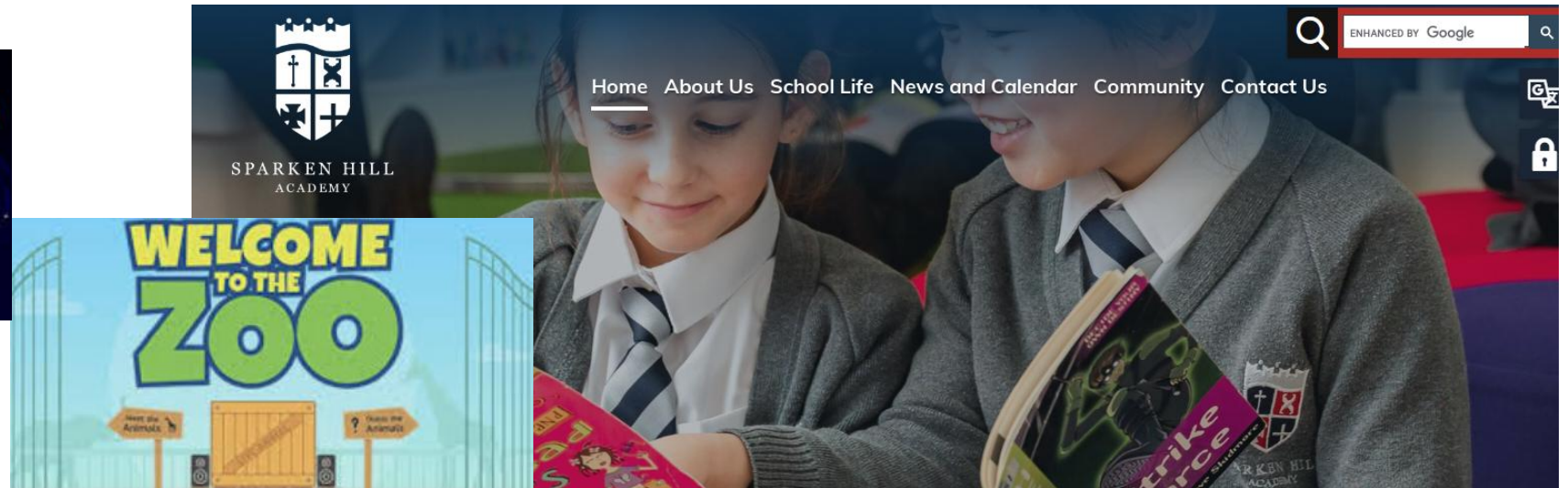
Teach Your Monster to Read is a free app. The game takes children on a journey through the graphemes (letters) rehearsing recognition, blending and segmenting, read irregular words and sentences.



All **Alphablocks** episodes are on BBC iPlayer to watch and show great examples of segmenting/blending practise.



Meet the Alphablocks! 4+
Blue-Zoo
Designed for iPad
★★★★★ 4.3 • 284 Ratings
Free



<https://www.phonicsplay.co.uk>



<https://www.ictgames.com/mobilePage/literacy.html>



Thank you for listening 😊



Please help yourself to the resources on
the tables