

# Phonics, Reading and Writing



# Workshop Outline

- Lifelong Readers and writers
- How we teach reading and writing
- Introduction to Phonics and how to support phonic development at home
- Reading with your child
- Encouraging writing at home
- Progression in writing
- Supporting handwriting
- Questions

# Lifelong Readers and Writers

- Nurturing a love of reading and writing
- Reading and writing for pleasure
- Reading and writing for a reason



**It isn't a race – don't panic!**





# How We Teach Reading and Writing

## ● Daily Phonics

- Use of whole class and groups so all children are taught at their level

## ● Shared Reading

- Aspects of reading – holding the book, text direction, title, blurb
- Focus on comprehension skills and reading for pleasure

## ● Shared Writing

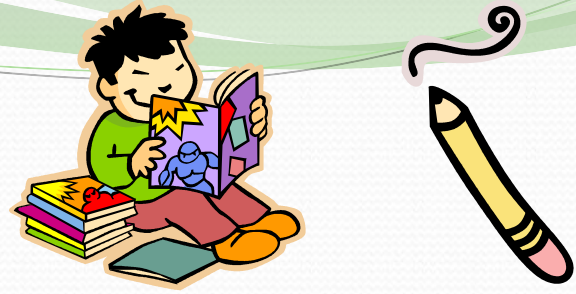
- Modelling good writing habits
- Writing for a purpose

## ● Guided Reading and writing

- Taught focus e.g. describing characters, writing a label
- Applying phonic skills

## ● Individual Reading

# What is Phonics?



- Phonics are the foundations of becoming a reader.
- At Kings Worthy we are now using Read, Write Inc. to teach phonics.

## Letters and Sounds

- **Phonemes** – spoken ‘pure’ sounds, “a-a-a-a” not “ay”
- **Graphemes** – written sounds
- **Blending** – starting with pure sounds and putting them together to make a word, e.g. c-a-t → cat
- **Segmenting** – starting with a word and splitting it out into pure sounds, e.g. pop → p-o-p



# Life before letters...

Before children learn to work with written letters it is important they develop their ability to hear and manipulate spoken sounds so that they are ready to work with letters.

At this stage children learn to:

- Recognise and generate rhyming words. **Understanding rhymes supports spelling and reading by focussing on the patterns in words.**
- Hear and say the first sound in a word, e.g. p for pot **This is the beginning of being able to separate the sounds in words ready for spelling.**
- Blend sounds orally- **Fred talk: Fred can only speak in sounds! Children listen to the sounds c-a-t blend and blend them to make the word cat**
- Segment sounds orally **Children can say pot and separate it into the sounds p-o-t.**

# Support your child at home:

- Card and board games e.g. slug in a Jug (orchard toys)
- Online games, e.g. [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- I spy variations:
  - Initial sound, make it easier by having a collection of objects to use.
  - Rhyming: I spy something that rhymes with...
  - Blending: I spy a d-o-g
- Use pictures of simple (CVC) words – spot the h-a-t
- Use the lilac books to play games of I spy and rehearse oral blending as well as retelling the story

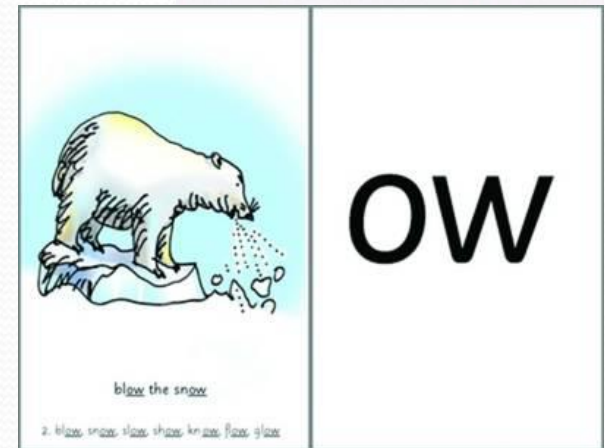
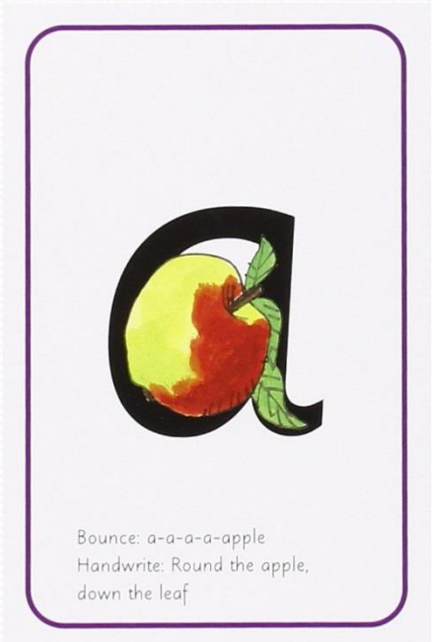


# Learning letters:

Learning letters (graphemes) and the sound (phoneme) they correspond to.

Children learn to:

- Recognise and write the letters of the alphabet
  - Ruth Miskin rhyme cards - visual
  - cues, rhymes remind us how to
  - form letters
  
- Learning digraphs
  - 2 letters that make one sound: children start with ck, ch, sh and later learn vowel digraphs e.g. ay, ee, oo





# Reading and writing:

Once children can recognise the first letter set we begin to use these to practice the skills needed for reading and writing

- Blend written sounds
  - Fred Talk
  - Robot Arms
  - Track with their finger
- Segment sounds for writing
  - Splitting a word out into sounds - Chips and beans!
  - Robot Arms
- Read and spell whole words
  - Green Words – can be sounded out initially.
  - Red Words – can't be sounded out, you can tell these to your child, encourage them to remember them.

# Whole word learning:

To support fluency in reading and writing we send home lists of words for the children to learn. These link to our phonics teaching in class.

In Read, Write Inc these are split into green and red words:

- **Green Words** – can be sounded out initially.

sat, sad, it

- **Red Words** – can't be sounded out, you can tell these to your child, encourage them to remember them.

the, no, go



# Support Phonics at home

- Use the flashcards (in the pack) to practice letter recognition
- Practice writing the letters (see handwriting exemplar in pack)
- Write letters on post its or use foam/magnetic letters to build words, practise blending/segmenting
- Red and Green words: practise learning to read and spell them from memory –in any order
- When reading to your child, point out the features of the book – title, contents page, author name. Your child could: point out sounds they know, help you read a simple word,
- Useful websites: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk), [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk), <http://www.topmarks.co.uk/english-games/>

# Reading- setting the scene



- The colour band system: Phonic and patterned reading books
- Timing can be everything
- Choose a suitable environment – quiet and comfortable
- Please write in your child's planner when they have read and a brief comment on how they got on.



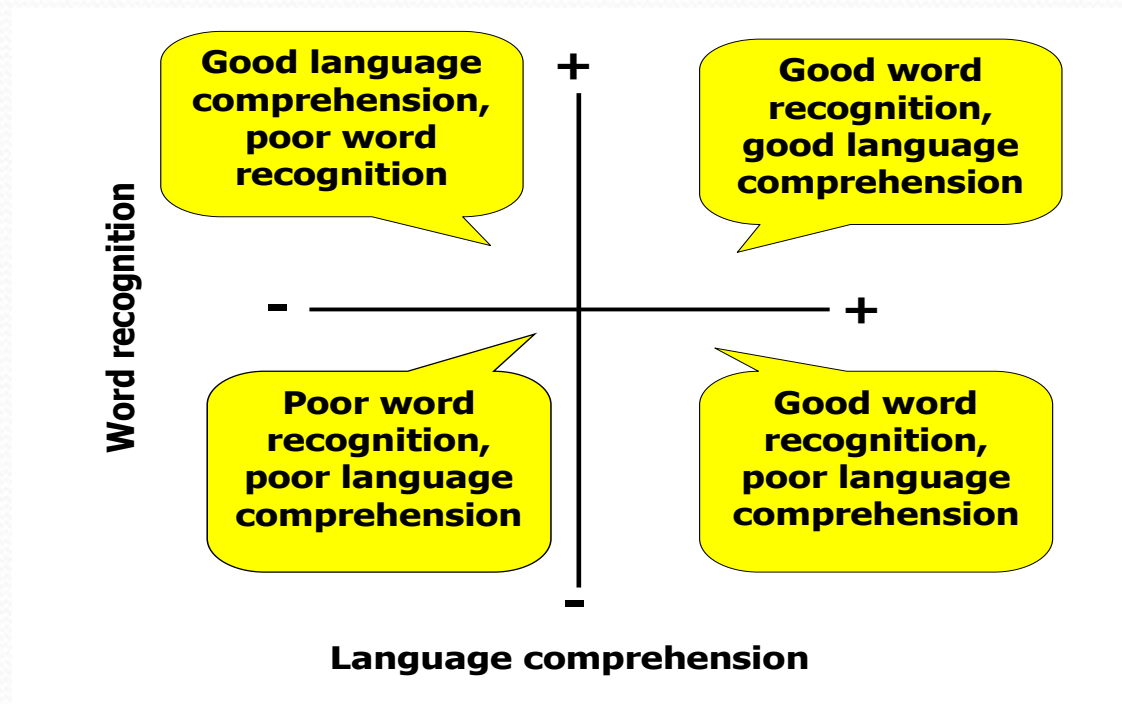
# Reading With Your Child



1. Book orientation- Find the title, discuss the front cover and what might happen.
2. 'Debug' the book:
  - Look through the pictures, point out tricky words such as the names of the characters.
  - Use the inside cover page to practise the letters that will come up in the book.
  - Write out the tricky words and practise them prior to reading.
  - Phoneme spotting – can you spot a 's'?
3. Reading the words:
  - Look for words they know – is there a repeated word or phrase?
  - Sound out unknown words and blending them together.
  - Use the context and the pictures to help them work out difficult words.

# Reading for Meaning

- Fluency
- Understanding
- Expression
- Opinions





# Writing:

## The Thrill And The Will!

- Make it fun!
- Model writing – talk about why you write, show them it has a purpose.
- Encourage them to write their own versions of things that you write – shopping lists, cards
- Writing for interests: labelling the stations in their train set, writing ‘instructions’ for lego models, signs for games
- Steer clear of ‘work books’ unless your child enjoys them!

# Progression in Writing

- Giving meaning to marks – squiggly lines, marks or strings of letters they know
- Hearing and writing the first sound of a word – linked to their phonic stage e.g. writes j for the first sound in giraffe.
- Segmenting the sounds in a word – Robot Arms! It takes time for children to refine their skills and spelling may look quite bizarre at first!
- Learning to spell common words correctly – red and green words
- Moving towards sentences: using finger spaces – Encourage children to say their sentence, clap each word, counting the words.



# Supporting Handwriting

- Squiggle While You Wiggle
  - Look out for our 'squiggles' in our fortnightly focus
- Develop hand strength: playdough, pegs, lacing
- Encourage correct grip: nip, flip, grip!
- Letter formation:
  - Exit strokes only – see handwriting policy in pack
  - Rhyme cards in the pack
  - Draw dots for them to join up
  - Reversals are common, **don't** panic, but **do** correct!
  - Support hand over hand

Tripod Grip



# Questions

