

# Welcome to the Phonics and Literacy evening!



s	t	p	n	m	a	e	i	o	
g	d	c	k	r	h	u	ai	ee	igh
b	f	l	j	v	oa	oo	oo	ar	
w	x	y	z	qu	or	ur	ow	oi	
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			the			pure			



Aims of the evening

- ★ To look at the importance of Communication & Language and how it links into early reading.
- ★ To explain how we teach phonics, and how this links into reading and writing at school.
- ★ The importance of spoken conversation, art of being able to listen, and reading a variety of texts.
- ★ How you can help and support your child's learning at home.

reading

blending

confidence

information

independence

## Why do we teach phonics?

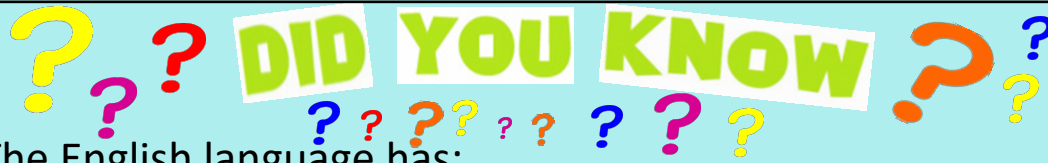
writing

segmenting

**fun**

developing knowledge

enjoyment

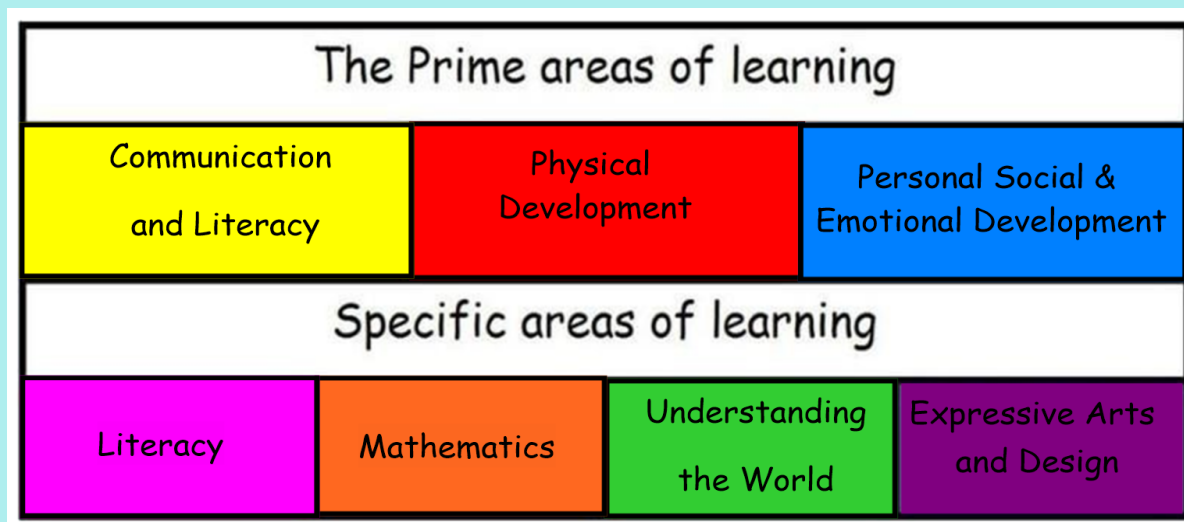


The English language has:

- ★ 26 letters
- ★ 44 sounds (phonemes)
- ★ over 100 ways to spell those sounds (graphemes)
- ★ Making it one of the most complex languages to learn how to read and spell.



EYFS - Framework 7 area of learning



188  
Department  
of Education

**Statutory framework  
for the early years  
foundation stage**

Setting the standards for learning,  
development and care for children from  
birth to five

Published: 31 March 2021  
Effective: 1 September 2021

### Developing children's spoken language

'Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary...

Infants who experienced more child-directed speech became more efficient in processing familiar words in real time and had larger expressive vocabularies...' (The reading framework Teaching the foundations of literacy, DfE 2022).

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



This is where the children are expected to be at the end of the Reception year.

**Literacy**

**ELG: Comprehension**

Children at the expected level of development will:

- 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.

**ELG: Word Reading**

Children at the expected level of development will:

- 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.

**ELG: Writing**

Children at the expected level of development will:

- 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.

**Language comprehension**

Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.

**Language comprehension develops through interaction with others.** Inevitably, by the time they start school, some children understand more and know more words than others, because of the quantity and quality of the interactions they have already had with adults and others. Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.

Children need both good language comprehension and good word reading to become good readers.

Figure 1: The knowledge of a good reader



**Decoding (word reading)**

Decoding refers to:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.



## What is phonics?

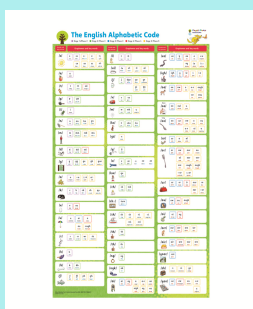


**Phonics teaches children to read & spell by blending/segmenting the code (sounds) within a word after identifying the phonemes / graphemes.**

- ★ Phonics is a method for teaching reading and writing.
- ★ It develops phonetic awareness – the ability to hear / recognise the correct code to implement .
- ★ Children will also be taught other skills, such as book skills, whole-word recognition (sight reading tricky words) and a love and enjoyment of reading.

## How do we learn phonics?

- ★ Daily sessions
- ★ We revisit and review, teach, practise and apply
- ★ We use Floppy's Phonics - this links into the reading scheme



## Terminology

**Phoneme** = The smallest identifiable sound of speech



= writing

**Grapheme** = Letters or letter groups that are code for the focus sounds



= reading

c a t  
• • •

acorn

paid

play

cake

weight

great



**Blending** = Putting together the sounds in a word in order to read it.

Example: shop = sh o p



**Segmenting** = Breaking a word down into its smallest sounds in order to spell them, children need to be able to do this orally before they can practically undertake it.

Example: frog = f r o g



**Digraph** = is when **2** letters come together to form **1** new sound

For example:

/o/ and /r/ would make /or/ as in fork

/c/ and /k/ would make /ck/ as in duck

/w/ and /h/ would make /wh/ as in wheel

**Trigraph** = is when **3** letters come together to form **1** new sound

For example:


/i/ /g/ /h/ would make /igh/ as in knight

/a/ /i/ /r/ would make /air/ as in hair

/u/ /r/ /e/ would make /ure/ as in pure

I use this terminology and vocabulary everyday with the children so they understand it's meaning.


They will hopefully come home using the correct vocabulary, so please read through the handout and become familiar yourselves with it.


**Phoneme** = small unit of sound 

**Grapheme** = Letters or letter groups that are code for the focus sounds 

**Digraph** = 2 letters together to make 1 sound (Phoneme) = shop

**Trigraph** = 3 letters together to make 1 sound (phoneme) = high

**Blending** = merging the sounds to read 

**Segmenting** = breaking the word down to spell 

★ Please note when children begin to write they will often use the wrong spelling of graphemes, this is because they have only been exposed to a few sounds. This is completely fine as their writing will be phonetically plausible and this is how they learn to spell.

For example:

'I luv yoo' = I love you

or

'Migh naim is...' = My name is...

★ This is how they learn to implement their phonic knowledge. ★

Please remember the children have 5+ Levels of sounds to learn and this continues into Year 1 and Year 2.

## Pronunciation

<https://www.youtube.com/watch?v=IwJx1NSineE>  
[0/38 secs]

We teach the children the 'pure sound' - as adults we often add an extra /u/ sound onto the end.

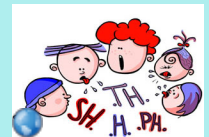
i.e. /c/ & /p/ = is often said as /cu/ & /pu/

pu - u - tu = puutu

mu - u - gu = muugu

p - u - t = put

m - u - g = mug



**It is important that all adults say the sound correctly, to support correct pronunciation.**

## The order of the sounds

- ★ We follow a specific order to promote reading and writing with the most frequently used sounds first.
- ★ The children need to be confident with the 'phonetic sounds' before they learn the 'letter names' then they can integrate them.
- ★ To support learning at school and at home, I will keep you up to date on sounds covered on a weekly Tapestry post to all parents - please reinforce at home using the pure pronunciation of the sounds.
- ★ We will carry out regular half term checks to monitor progress and retention.



## Listening skills



- ★ Phonics learning relies on children being able to hear and distinguish the sounds within words.
- ★ Children with poor listening and/or attention skills can struggle with phonics learning.
- ★ There are lots of things that parents can do to support listening skills (see handout).
- ★ The children will be supported at school to develop listening skills, through games and activities.
- ★ Reading to your child helps develop 1:1 listening skills and promotes language through discussion; it will also introduce early comprehension skills alongside phonic knowledge.

### How we blend at school - (reading)



- ★ Say the sounds from left to right.
- ★ Point to each letter in turn looking, for the different graphemes.
- ★ Your child must follow the text with their finger under the writing not the adults, as this helps them to stay focused and able to follow the text more proficiently.
- ★ Sit at a table when reading school books as this will help with focus.
- ★ Reading is not just about decoding words and reading them it is about being able to retell the story, understanding who the characters are, the setting, the plot and answering questions in full sentences (Communication & Language / Comprehension).



### How we segment at school - writing



- ★ Say the word slowly, to help hear the sounds.
- ★ Count each sound on your 'phonic fingers', as this will then help to start to know and identify how many sounds (phonemes) make up the word.
- ★ We always use our left hand, palm facing us starting with our thumb to represent the L-R action of reading & writing when counting the phoneme sounds.
- ★ Write down the letters and letter groups which form the code that they tallied on their fingers.
- ★ Think the sentence, say the sentence, count the words in the sentence, write the sentence, check the sentence.

For example...

fox

back

church



#### Spelling-with-editing routine

- Face the same way as the learners
- Left hand, palm facing – make sure the learners see your hand 'on the left'
- Say the word to be spelt, very slowly – the individual sounds will 'pop out'
- Tally the sounds onto thumb and fingers
- Repeat each sound separately and clearly
- Then count how many sounds

## Letter formation

Writing letters and Numbers - Visual aid

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

0 1 2 3 4 5 6 7 8 9

~~At school we write in  
pre-cursive writing  
which means all letters  
start and sit on the  
line. They are also  
taught that we write  
in lower case letters~~

*We always start every letter on the line so it does not fly away*

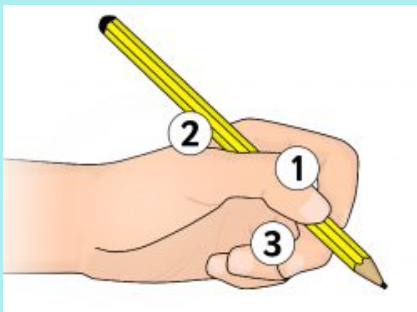
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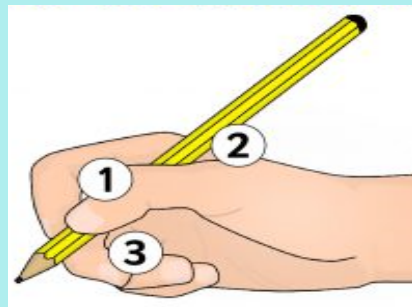
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### Pencil grip



Left hand



Right hand

[TheSchoolRun.com](http://TheSchoolRun.com) Handiwriter, £4.95

This device helps children position the pencil correctly in their hand. There's also an optional charm which the child can grip between the ring and little finger, which helps them to keep these fingers tucked into the palm.



Phase 2 - High Frequency words

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

Phase 2 - Trick words

I  
the  
no  
to  
go  
into

Researchers who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:



Here's how many words children would have heard by the time they were 5 years old



Never read to, 4,662 words

1–2 times per week, 63,570 words

3–5 times per week, 169,520 words

daily, 296,660 words

five books a day, 1,483,300 words







