



# Reception Reading and Phonics Workshop

# Aims:

- ▶ To outline the different stages in phonic development
- ▶ To share how reading and writing is taught at Bessemer
- ▶ To develop parents' confidence in helping their children with reading and writing
- ▶ To share apps and websites which parents can use to support their children.



# Phase 1

- Developing children's speaking and listening skills as a basis for sound discrimination.
- The more words a child knows and understands the better equipped they are to start a phonic programme.
- Sound discrimination games (sounds on a CD, on a walk, to a story, musical instruments, rhyming games and (alliteration) tongue twisters)



# How can you help at home?

- ▶ Nursery rhymes, song, action rhymes.
- ▶ Adding sound effects to stories.
- ▶ Practising ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:
  - ▶ ‘Shall we go to the sh-o-p shop?.’
  - ▶ ‘I spy a c-u-p - cup.’
  - ▶ ‘Where’s your other s-o-ck - sock?’
  - ▶ ‘It’s time to brush your t-ee-th.’
  - ▶ Simon says ‘.....’



# Saying the sounds

- ▶ Sounds should be articulated clearly and precisely.
  - ‘mmm’ rather than ‘muh’
  - ‘t’ rather than ‘tuh’
- ▶ Articulation of Phonemes

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



# Phonics Words

- ▶ Your children will learn to use the term:

blending

- ▶ Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word .



# Blending

▶ /b / /e / /d / = bed

▶ /t / /i / /n / = tin

▶ ?



# Phonics Words

- ▶ Your children will learn to use the term:

**segmenting**

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






# Segmenting

▶ bed = /b / /e / /d /

▶ mug = /m / /u / /g /

▶  = /?/ /?/ /?/



# Phase 2

- ▶ Letters and their sounds are introduced one at a time. A set of letters is taught each week.
- ▶ Set 1: s,a,t,p  
Set 2: i,n,m,d  
Set 3: g,o,c,k  
Set 4: ck,e,u,r  
Set 5: j,v,w,x  
Set 6: y,z/zz,qu,ss
- ▶ As soon as they know the first few they are taught to blend and segment with them.
- ▶ Children will develop a variety of strategies when reading but it is vital that they use their phonic knowledge as their main strength.
- ▶ When children begin to write spontaneously, producing spellings such as frend for friend; their attempt is recognised and sensitively corrected so that incorrect spellings do not to become ingrained.

**Common exception words:**

is, I, a, to, the, of, no, go, as, has, his



# Phonics words

c	a	t
---	---	---



f	i	sh
---	---	----




# Phoneme frames activity

**Stretchy Snake**



Stretch out your words so  
that you can hear your  
sounds!  
Snnnnsssssske...  
Snake!

**Freddy Frog**



Get your fingers ready to  
count your sounds!  
r- ai- n  
3 sounds  
rain

--	--	--



--	--	--



# Common exception words

- ▶ There are many words that cannot be blended or segmented because they are irregular.

the go to you was



# Phase 3

The purpose of this phase is to:

- ▶ teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat and 'sh' as in shop
- ▶ practise blending and segmenting a wider set of CVC words, for example, fizz, chip, sheep, light
- ▶ learn all letter names
  
- ▶ Letters include er, ure, air, ear, oi, ow, ur, or, ar, oo, oa, igh, ee, ai, ng, th, sh, ch, qu, zz, z, y, x, w, v, j.
- ▶ Common exception words: my, you, was, all, are, her, they, we, he, she, we, me, be, sure, pure, your, by, such, pull/ full, put.



# Reading at bessemer



# Reading expectations by the end of reception

## 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.

## 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.





# What reading will look like

- Every day the class teacher shares a high-quality text with the whole class.
- High quality reading opportunities within the environment.
- Once a week each child will have 1:1 read with the class teacher.
- Extra individual/ group reads for children who are working below expectations.
- Children to take home a high quality (sharing book) plus a levelled reading book if they are beginning to segment and blend.
- Being read to by someone at home every day and reading to someone at home every day, if applicable.
- Reading books and records should be bought to school every day and be placed in the class reading box.



# The importance of talk

## Oral language is the foundation for reading

Talking about books before reading, whilst reading and after reading supports your child with their language development, their understanding and their creativity. They are able to:

- Go on a book walk
- Make connections to their own experience
- Make predictions
- Encourage them to ask questions, comment on the story and pictures
- Discuss any new vocabulary
- Talking about likes or dislikes about the book



# Book talk

► Can you describe the characters/ setting/ events in the story?

Can you hold the book the correct way and turn the pages one at a time?

Can you use the pictures to tell the story?



Can you suggest how the story might end?

What does this word mean?



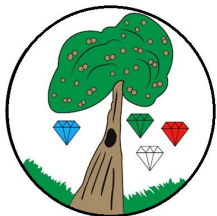
# 1:1 reading



We will only send home a new reading book when your child is reading their current book with some level of fluency.

To support this at home we ask you to get your child to read the book at least 3 times:

- 1x phonics
- 1x comprehension
- 1x fluency



# Eagle Eye



The cat is in the  
shop.

- ▶ Use your eagle eyes to look for our tricky words and our trickier sounds.



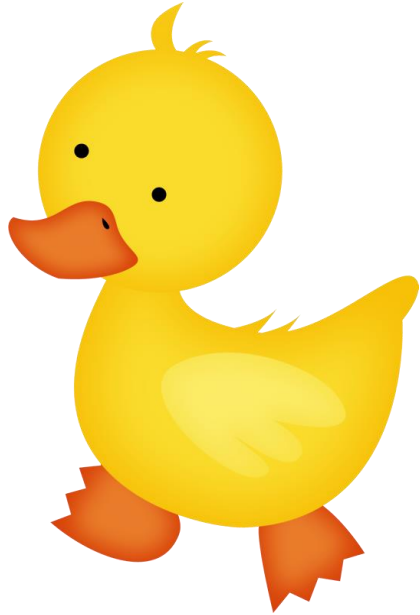
# Eagle Eye



The cat is in the  
shop.

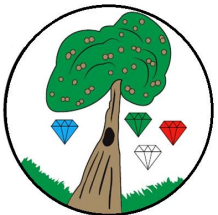


# Duck hands



sh - o - p

- ▶ Use your duck hand to sound out your words and blend them back together.



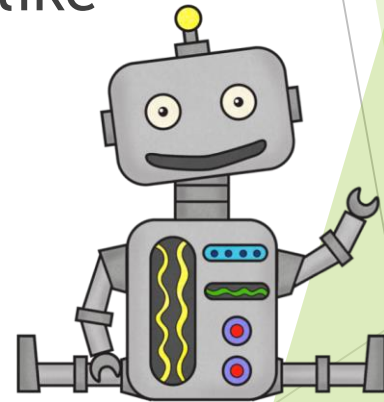
# No rocky robots

## Good readers reread!

We encourage the children not to talk like robots when reading!

This helps their:

- ▶ Fluency
- ▶ Expression
- ▶ Comprehension





# Guided reading



## Duck Hands



Can you use your duck hands and eat your sounds?

What do you think the word is?

Don't forget to use your eagle eye first as this can help you spot those tricky digraphs and trigraphs!

## Eagle Eye



Can you spot your tricky words?

Can you look for your tricky sounds?

Can you see something in the picture that starts with that sound or letter?

## Skippy the Kangaroo



Skip the tricky word and then read to the end of the sentence. . .

Then jump on back and try again.

## Chunky Monkey



Break a longer word into smaller chunks!

This will make it easier to sound them out and then you can put the chunks back together.

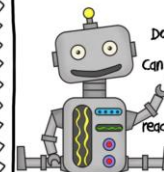
## Trying Lion



Can you reread your sentence to check it makes sense?

If it doesn't sound right go back and try a different reading strategy.

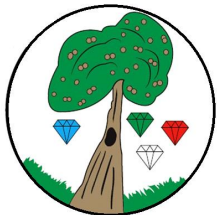
## Rocky Robots



PLEASEE

Do not read with a robot voice!  
Can you try and read with fluency.

Oh and don't forget the reading strategy- dot the giraffe!

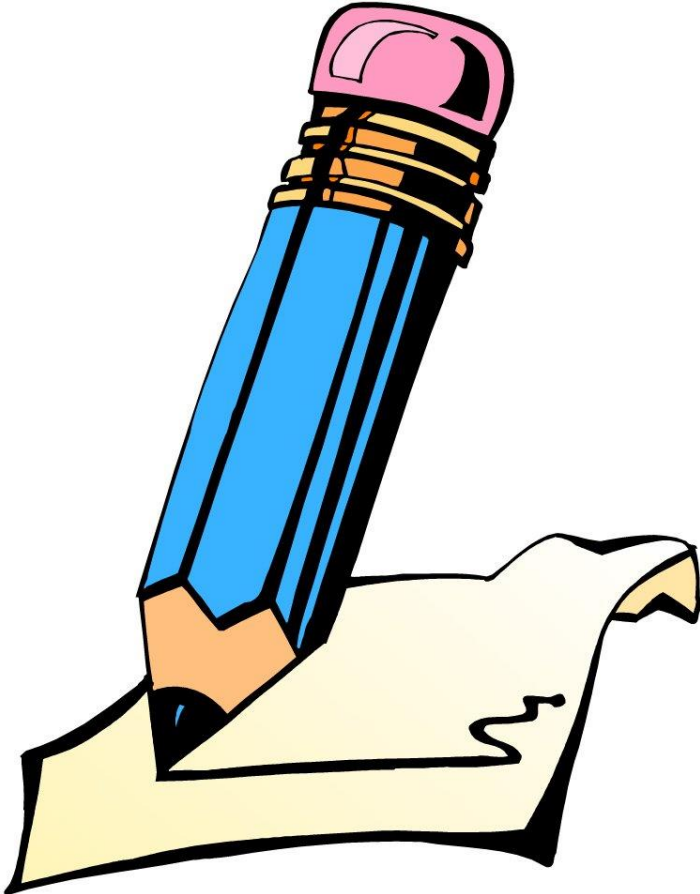


# How you can help at home with reading?

- ▶ Tip 1 -Read and listen to your child read everyday
- ▶ Tip 2- Don't forget the importance of talk
- ▶ Tip 3- Set an example
- ▶ Tip 4- Be patient and show you value your child's efforts
- ▶ Tip 5- make it fun

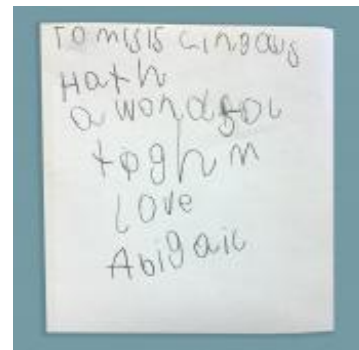
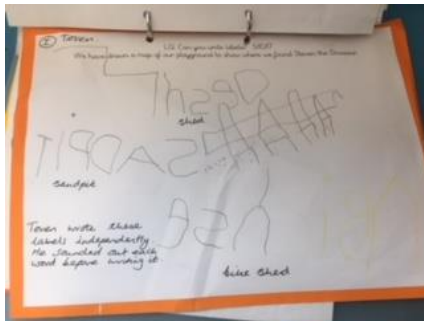


# Writing at bessemer



# Writing expectation by the end of reception

- ▶ 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.


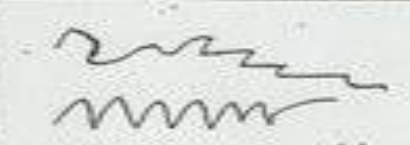
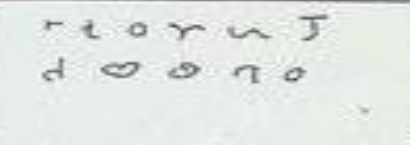
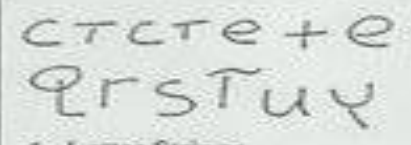
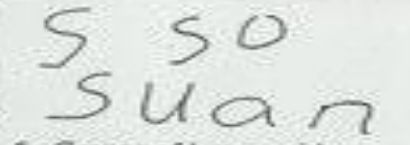

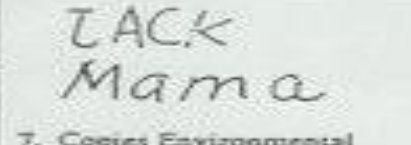
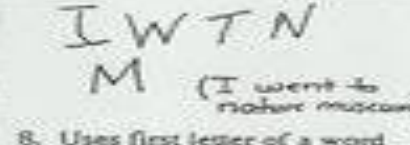


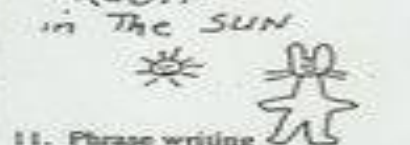
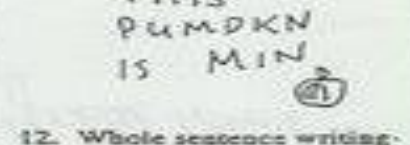


# What writing will look like

- Self-initiated writing opportunities are available in the environment.
- Writing lessons are taught x3 per week
- X1 Writing session per week leads to a guided write with the class teacher or TA.
- X2 writing sessions per week are modelled by class teacher and then left out in the environment for children to access independently.
- Children should have 1 example of independent writing per half term starting in Autumn 2. This is recorded in children's folders.




# Evolution of writing

 <p>1. Scribble Stage (Starting point any place on the paper)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter Strings (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between so resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter in sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears medial sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase writing</p>	 <p>12. Whole sentence writing</p>




# Writing example

**Stretchy Snake**



Stretch out your words so  
that you can hear your  
sounds!  
Snnnnqqqqe..  
Snake!

**Freddy Frog**



Get your fingers ready to  
count your sounds!  
r- ai- n  
3 sounds  
rain

To mum

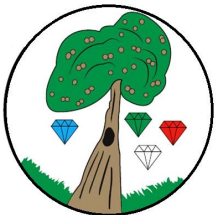
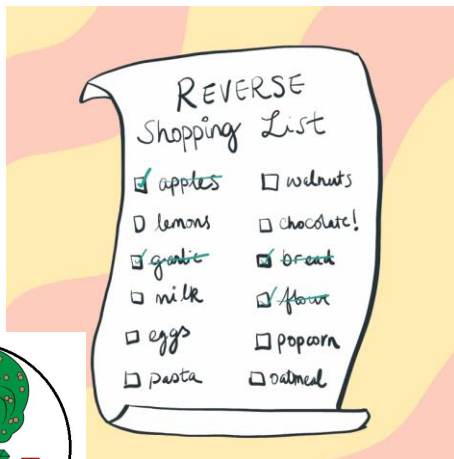
Hapee birfdai

Luv Oliver

xxx



# How you can help at home with writing?





# Useful apps and websites

PhonicsPlay.co.uk

**Busy Things**  
Teach • Laugh • Learn

[www.busythings.co.uk/play/](http://www.busythings.co.uk/play/)



# Questions

