



READING AND PHONICS IN EYFS

PARENT WORKSHOP 2023

TEACHING READING AT SCHOOL.



HOW DO WE TEACH READING AT POPLAR?

- Encourage children to recognize letters, words, logos and labels
- Read and discuss stories; favourite five
- Talking about books in all areas of the curriculum
- Sharing books and comics together, showing children how to find information
- Real application of taught phonics
- Playing games with words
- Reading simple sentences or spotting words in sentences 'red words'
- Immerse children in books and a print rich environment, develop a love of books



READING SCHEME AND HOME READING BOOKS.

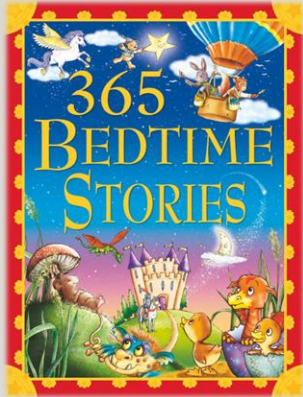
- Children are given books using the book-band colour system.
- Talk about the title, front cover illustrations, what can they see? What do they know about it?
- Walk through the book, what do you think it will be about?.
- Books are sequential with additional learning support. Within each band there are a range of text.
- If your child is reluctant read the book with them initially and then take turns on alternate pages.
- Talk about the book afterwards. What did they like? What was it about?
- Reading books and story books are given twice a week.
- Children will be reading everyday in school in lessons, on the computers, reading instructions, answering questions, reading signs....



HOW TO HELP WITH READING AT HOME.



SHARING BOOKS AND SONGS AT HOME



- Reading at home: Reading a familiar book or a new poem, rhyme or story -
- It is okay to still read to them rather than the children reading to you – please do!!! Children need to understand and answer questions about what they have read, not just word read
- Sing songs and rhymes, make up your own and play rhyming games
- Giving the children time to re-read and if they make errors giving them time to self-correct
- Re-reading to enable fluency to improve
- Predicting what might happen, making up their own story or retelling what happened

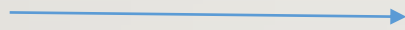
HOW TO HELP WITH FINE-MOTOR SKILLS.



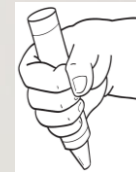
LOOKING AT PENCIL CONTROL !

One of the very first things we do at Poplar Farm is look at how is your child holding a pencil, paint brush, ~~spoon etc. (They don't know I am secretly watching!)~~

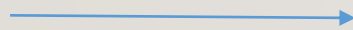
This informs us of their current stage of development for dexterity and from this we can identify the next steps in your child's learning.



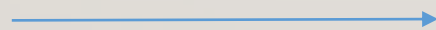
Palmer grasp – can have shoulder or elbow pivot.



Pronated pencil grasp.



Modified tripod grasp



Tripod grip



OPPORTUNITIES TO WRITE IN PLAY

It is important to note here that pencil grip is developmental and your child will need to go through these stages but... we can support them through this by offering opportunities for them to practice and strengthen their fine-motor control.



Opportunities for writing are given ALL over the classroom and outside!

Shonette Bason-Wood inspired Dough Disco



READ WRITE INC

At Poplar Farm School



What does a phonics lesson look like in EYFS?

Take a look at the steps:

1. We say and repeat the new sound for that lesson.
2. The children are introduced to a picture card with a phrase on it. This helps the children to associate the correct sound with the correct combination of letters which make the sound:

e.g.

m – Maisie, mountain, mountain

They will begin to spot these letters in words and recognise which sound they make. When writing they may experiment with which sound best fits, telling the children the rhyme that goes with the sound helps them to spell a word correctly.



What does a phonics lesson look like in EYFS?

3. We practise saying the sound and the rhyme using the picture/sound card.
4. We blend sounds together to read words, during Fred talk time...

Meet Fred:
Fred can *only* talk in sounds...

He says "*p-ur-se*" Not purse.

We call this *Fred Talk*. We help Fred to blend words.



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

*Fred talk – sound it out and blend.

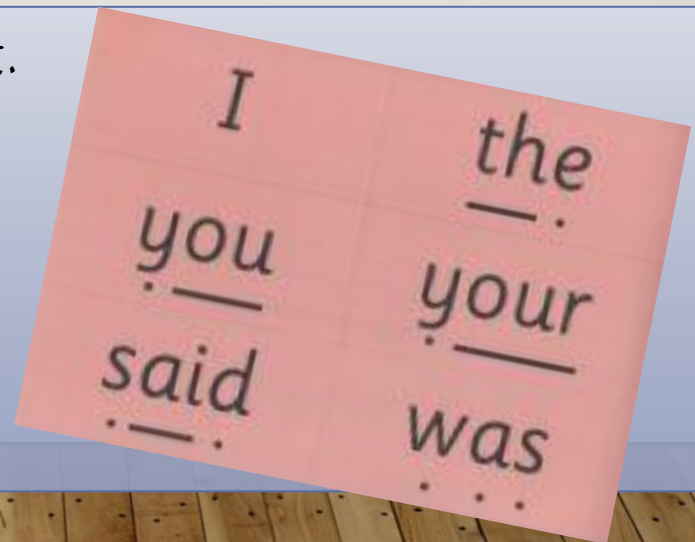
*Fred in your head – read words in your head, when they are familiar.



Alien words! – we sound out nonsense words too!

Red words – cannot be sounded out.

'If it's red it's hard to Fred'



What does a phonics lesson look like in EYFS?

5. We practice writing the sound/letter and spell some words with the sound of the day in
To do this we use Fred Fingers.....

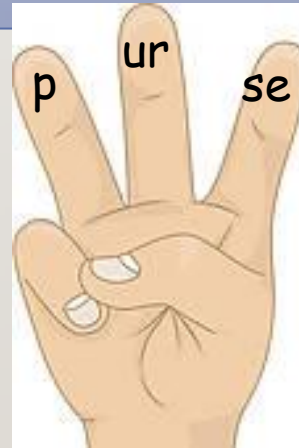


Learning to segment with the sounds we know...

Fred Fingers for spelling

We say the word, count the sounds on our fingers, and pinch the sounds.

Eyes for reading,
fingers for spelling!



Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Only when set 1
and 2 are
effortless!

Set 3 sounds

Split
friends.. "where's
my friend, he's
on the end!"
They are just too
chatty!

The English language is a complex code...

It would be easy if we only had to learn Set 1 and Set 2 sounds!!



ay

- play
- eight
- cake
- straight



igh

- right
- pie
- kite
- fly

Set 3 sounds - now need to
know the letter names!

THE IMPORTANCE OF 'PINNY TIME'!

We ensure that the children are seeing and practising the sounds lots throughout the day, especially those who are finding it difficult to recall them.

This will speed up the recall of Speed Sounds!



Assessment and Monitoring

Reading is a daily activity:

Reading is a part of every RWI lesson. This will progress at the right pace for each child, moving on from individual words, to short phrases, eventually to sentences in books.

Throughout the week, children will be independently reading, reading with the teacher, making predictions about an upcoming text or completing a comprehension activity based on a text.

Assessment is carried out by the teacher, half-termly to ensure they're learning at the correct RWI level and also taking the correct colour reading band home. They need to be 95% accurate in a reading level before moving up a level.

HOW TO HELP YOUR CHILD READ AT HOME



READING STORIES AT HOME

READ FAVOURITE STORIES OVER AND OVER AGAIN

READ SOME STORIES AT A HIGHER LEVEL THAN THEY CAN READ THEMSELVES.

LISTEN TO THEM READING THEIR 'TAKE HOME' STORYBOOKS – CHILDREN SHOULD READ THESE STORIES, CONFIDENTLY, INDEPENDENTLY, AND FLUENTLY.

WATCH THE RWI STORY TIME AT HOME VIDEO ON THE READ, WRITE, INC WEBSITE FOR HINTS AND TIPS.

Have fun with Fred Talk!

"What a tidy r-oo-m!"

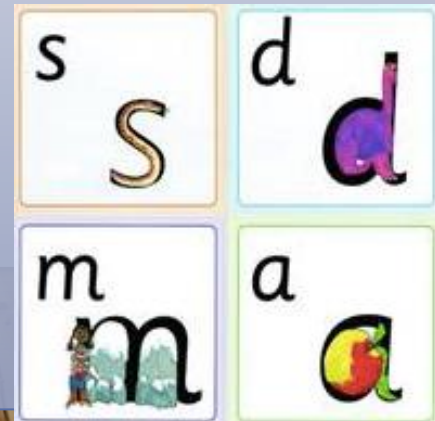
"Where's your c-oa-t?"

"Time for b-e-d!"



Practise pronouncing the sounds...

Remember no 'uh' sounds added on the end!



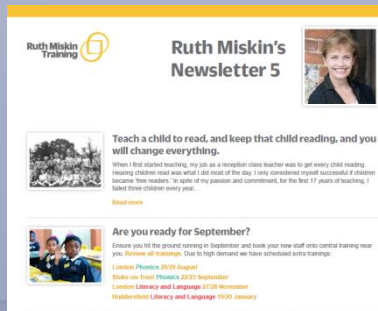
YOU CAN ALSO...

Look out on dojo for weekly links to relevant sounds and to access on the phonics portal.

For how to do all these things and more www.ruthmiskintraining.com/parents



Ruth Miskin Training parents' page – trainer top tips and book recommendations.



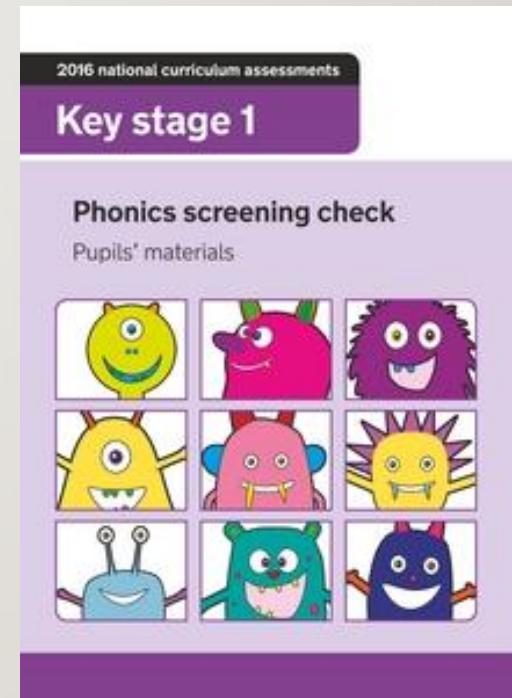
Sign up to the Ruth Miskin Training newsletter on the website homepage.

IMPORTANT INFORMATION

- Children will have a new reading book to take home on a Monday and will keep it until Friday. If we feel children need to practice a book a bit more to build on their fluency, they may get the same book again the following week.
- Children will also need to practice the spellings in their reading diaries, in preparation for Friday spelling tests.

PHONICS SCREENING CHECK

- Over the year the children will be carrying out practice phonics screening checks.
- **What is the Year 1 phonics screening check?**
- The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics.



PHONICS SCREENING CHECK

- **What is in the phonics screening check?**
- It is a 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1. Your child will read up to four words per page and they will probably do the check in one sitting of about 5-10 minutes with their teacher.
- **What does it check?**
- It checks that your child can:
 - Sound out and blend graphemes in order to read simple words.
 - Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
 - Read a selection of nonsense words which are referred to as pseudo words.

PHONICS SCREENING CHECK

- **What are nonsense or alien words and why are they included?**
- These are words that can be sounded out phonetically but are not actual words with an associated meaning. These words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.
- They will know which words are real or nonsense, by looking for the alien next to each word.

Thank You!
