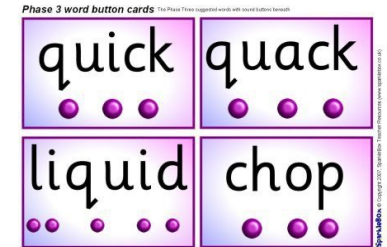
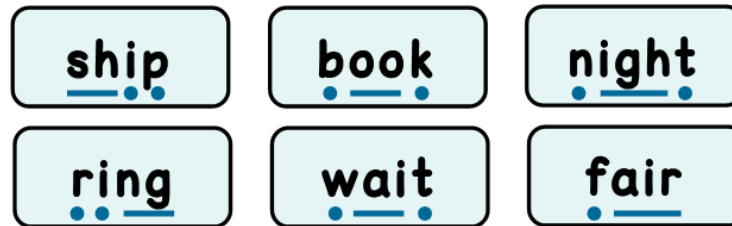
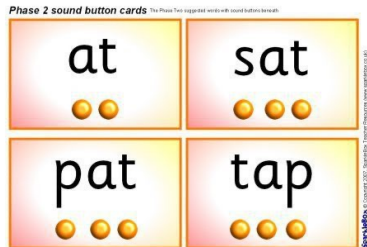




Welcome to SMFR
Tuesday 28th November 2023



Phonics & Reading:
How to help your child at home





Aims of the session:



Success for All 



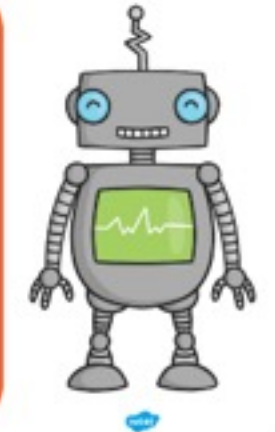
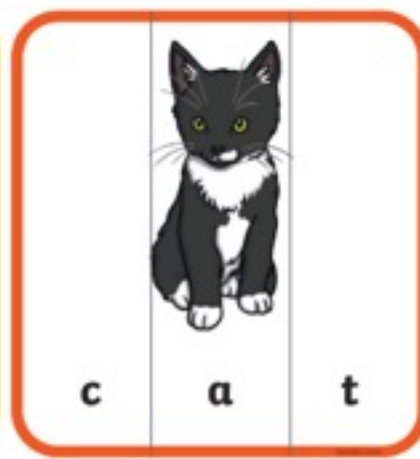
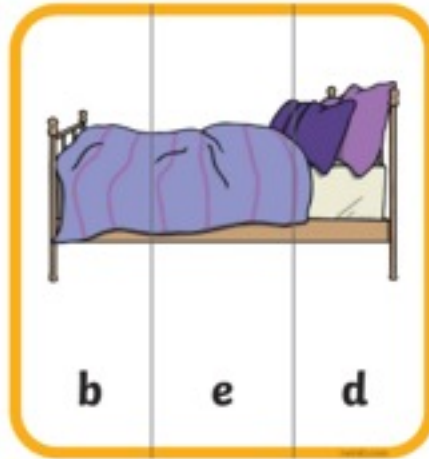
- To give you ways to help your child get better and better at reading! 😊
- To share how Phonics is taught in school
- To give you a chance to ask questions

PHONICS PHASE ONE ASPECT 1 ENVIRONMENTAL SOUNDS

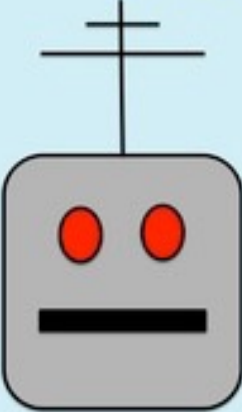


Activity Ideas


- **A listening walk** - go for a short walk with the particular aim of listening to the sounds around you. We have a resources below to help.
- **A listening moment** - spend a quiet minute indoors or outdoors listening to all the sounds around you, then discuss.
- **Animal sounds** - what sounds do familiar animals - pets and farm animals - make?
- **Hunt the teddy** - hide a toy and then encourage one child to find it by singing or talking louder as they get closer.
- **Nature sounds** - can you sound and move like the wind? the rain? a storm?
- **Shakers** - collect small opaque containers and fill them with different things - pebbles, rice, feathers. Invite the children to shake them and then look inside to identify the objects.
- **Stories** - tell stories with lots of sound effects and encourage the kids to join in!



Phonemic Awareness
ROBOT Game

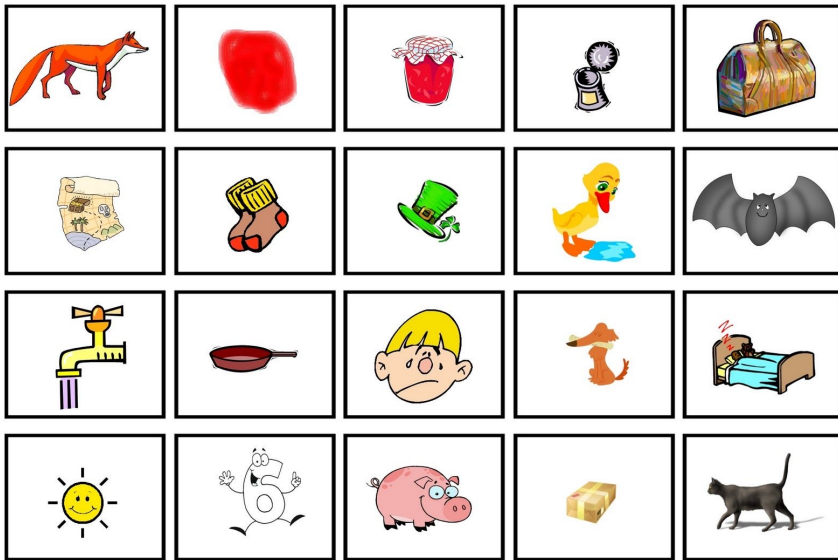


I am a robot.
I see an /a/ /p/ /l/.



Shall we go to
the sh-o-p?

Can you put
that in the
b-i-n?



If I can **HEAR** the sounds in words I will be able to learn to read and spell words.

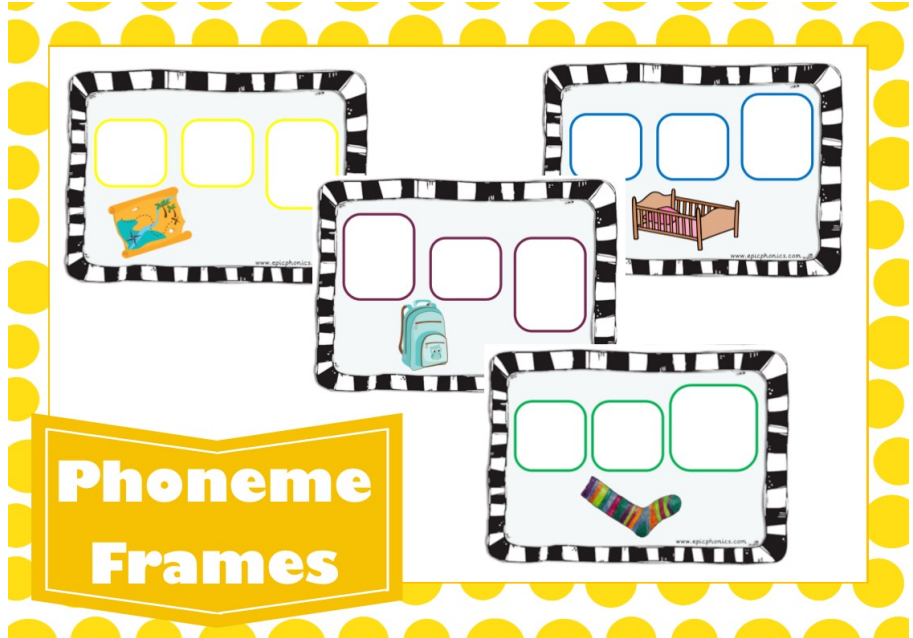
I will be able to blend for reading like this...

c-a-t sh-o-p h-i-ss

I will be able to segment for spelling



ICONPACKS.NET FREE ICON >



Phoneme Frames

A phoneme – a single unit of sound in a word

A **digraph** – 2 letters that make ONE sound in a word
A **trigraph** – 3 letters that make one sound in a word

ck

ff

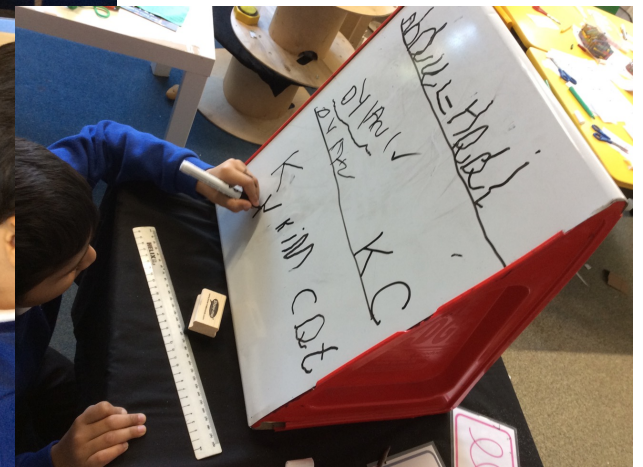
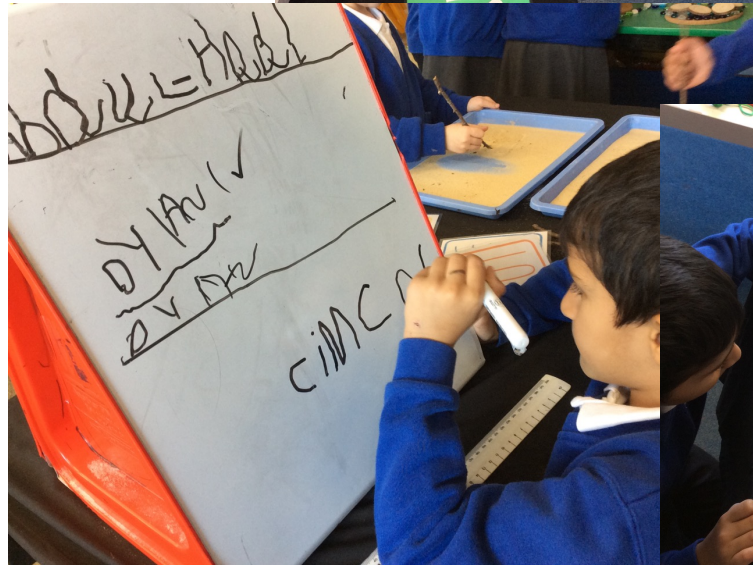
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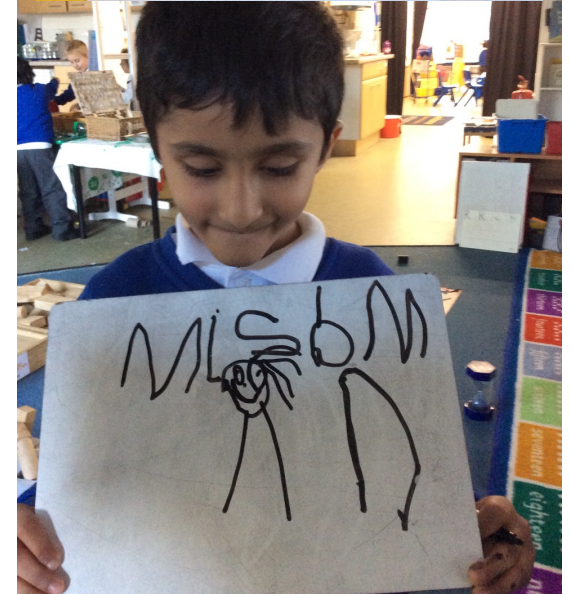
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WE are
writers and
we are
**VERY
PROUD!**



Red words – that try to trick us as we can NOT use our sounds to read them!

the	I	he	she
is	to	go	of
as	we	are	you
into	be	me	his
no	so	has	do
her	my	by	a
ask	our	says	they
said	was	were	put

Green words – that we CAN use our sounds to read! 😊

tap	Pip	and	Sam
sit	sip	dip	nap
Kim	Cat	dog	on
cod	cot	not	Ted
dug	mud	set	rug
sock	rock	tug	rip
um	pick	up	pack
run	tick	tock	get
up	tuck	Red	Rat
cup	pick	pack	run

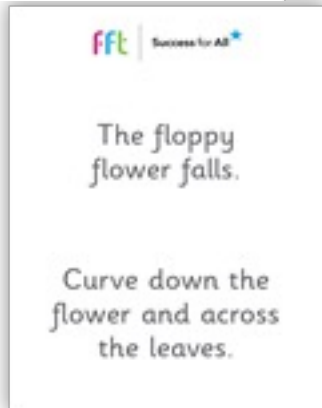
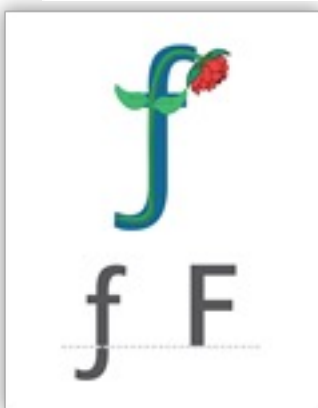
The Alphabet Chant

A is for apple	Pretend to take a bite of an apple.
B for bat and ball	Pretend to hit a ball with a bat.
C is for caterpillar climbing up the wall	Move one finger in the shape of a “c,” then use two hands to climb upwards.
D is for dinosaur	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
E for elephant	Clasp hands, bend over, and wave your “trunk.”
F is for flower what a pretty scent!	Pretend to smell a flower that you are holding.
G is for girl	Girls point to themselves; boys point to a girl.
H is for horse	Gallop in place.
I is for insect crawling up my shorts!	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
J is for jump	Raise your arms high in the air, and leap up once.
K for kangaroo	Hop three times.
L is for legs walking to the zoo	Shake your legs and point to them. Walk in place.
M is for mountain	Make a mountain by placing your arms above your head with fingertips together.
N is for net	Hold your arms to the side, making a circle shape.
O is for octopus wiggly and wet	Wave your arms around.
P is for parrot	Open and close one hand to make the mouth of a talking parrot.
Q is for queen	Place an imaginary crown on your head.
R is for rabbit hopping on the green	Hop with your hands on your head like long ears.

This is our
alphabet chant
to help us
learn the
SOUNDS
that letters
make.

We learn
our letter names
later...

These phrases help us to HEAR letter sounds and to write our letters correctly...



Alliterative Phrases and Letter Writing Cues

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks'	'Curl around the caterpillar.' 'From head to toe, arm up, kick out.'
/e/	'Every elephant enters.'	'Under his ear and around his trunk.'
/u/	'The upside-down umbrella is unusual.'	'Under the umbrella, up and down.'
/r/	'The rapid rabbit races.'	'From head to tail then up and over along his ears.'
/h/	'The happy horse hops.'	'From head to toe and over his back.'
/b/	'Bat before the ball.'	'Down the bat and around the ball.'
/f/	'The floppy flower falls.'	'Down the flower and across the leaves.'
/ff/	'Huff and puff'	'Down the flower and across the leaves.'
/l/	'The long leg leaps.'	'Down the long, long leg.'
/ll/	'Bill is ill'	'Down the long, long leg.'
/ss/	'Less mess, Jess'	'Left around, right around, from head to tail.'
/j/	'Jane jumps for joy.'	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'The vulture veers over valleys.'	'Down one wing and up the other.'
/w/	'Watch the worm wiggle.'	'Wiggle down, wiggle up, down and up.'
/x/	'The excited fox exercises.'	'Hand to toe this way, hand to toe that way.'
/y/	'Yank the yellow yo-yo.'	'Down one string and way down the other.'
/z/	'Zip the zig-zag zip.'	'Zig, zag, zig.'



Sharing Stories



It is so important to read to your child daily. The perfect opportunity is at bedtime.

Studies show that children who are read to from an earlier age have better language development and tend to have better language scores later in life.

Research shows that children who are read to on a regular basis before they start school are most likely to succeed. "It's a key predictor in terms of educational success," said Corbett.

“Being told stories boosts language and, by feeding the child's imagination, develops abstract thought...” Guardian 2010

Your child's environment

Make sure you are setting a good example by reading yourself.

Do you have a range of different books, comics, magazines available for your child to read?

Do you visit your local library?





The basics

Encourage your child to read independently:

Hold the book the right way up...

Turn the pages...

Follow the words from left to right...

Even if you are modelling and they are copying, then finding letter sounds/tricky words, words etc

LOVING books & story time! 😊

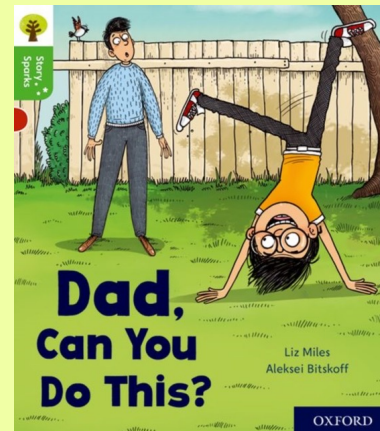


Pictures

It is 100% ok to use the pictures!

It helps:

- Identify key words
- Build confidence
- See story patterns
- Develop vocabulary & language
- Develop story telling skills



Questioning



Throughout the book question your child:

Can you tell me what's happening in this picture?

What do you think could happen next?

What would you do next if it were you in the story?

How would you change the story if you were the author?

What would your solution to this problem be? Why?

Give your child time to think...



Does your child know what this sign represents?

This shows the power of visual images which is what we are trying to achieve with letters and then words.

Take every opportunity to talk about things you see as you are walking around...



Phonics and Sounds ffl

Success for All



When a child sees a letter, we want them to recognise that letter, know what **sound** it makes and also link it to the letter name.

It is very important to learn the sounds of the letters first so that your child is able to tackle unknown words and sound out. Mastering this skill is wonderfully empowering!

<https://letters-and-sounds.com>

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

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

Sound or name?

We focus on the sounds of the letter first...

Sounding out



Once your child knows a few sounds they can attempt to recognise these sounds in books and all around them...



Phoneme (sound) fingers help! :o)

Even if it is just one or two sounds at first, they are starting to read!

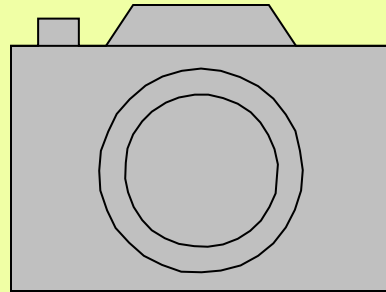


OVERPRAISE at this point is **KEY!**

Keywords

Some words can be sounded out.

Some are 'Tricky Words' which have to be learnt by sight.



The first set of keywords the children learn at school make up 25% of what we read everyday as adults!



Sentences



**Your child now knows their sounds
(Blending for reading) and some keywords
(learnt by sight)...**

**They can now attempt sentence level
work...**

**What do they do if they get stuck on a
word?**

In the early stages - make it fun! 😊

“I hear and I forget. I see and I remember. I do and I understand.”

Say the sound or word, they show off to you!

Fastest Finger (with a book)

Write sounds/words in salt/sand/mud/cornflour

Hunt the sound or word (in the garden/house)

Buy a cheap whiteboard and some pens...

Moving On ...

Once your child is a more fluent reader your job is not done! Focus more on:

Expression – getting into character when they see speech marks, considering their audience

Pace – perhaps they can also read to a **sibling?**

Punctuation – raise awareness

Comprehension

Take time to check your child's understanding of a book.

Again build their confidence by grading your questions...

What's the title of the story?

Who was the main character?

What was the best part of the story?

Comprehension Continued

Move onto see if they can deduct and infer from the book.

What is the character like? How do you know?

Which words make you think that ...?

Would you recommend this story? Why?

Share your knowledge...

Please do come into school and put into practice what you have learnt today.



Some children may not get help with their reading at home so we try to help them in school instead – and would love your support...

If you can help us PLEASE let us know!

?

?

?

Question Time

?

?

?

Thank you for your time today!



Supporting your child, or other children, can make a HUGE difference – so thank you!