

Welcome to our Phonics workshop for year R parents



Everyone will achieve their best!



Session aims

- To have an understanding of the different aspects to Reading
- To understand how Reading is taught at Trosnant Schools
- To understand how you can further support with Reading learning at home

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Reading 30 – 50 months

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- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom



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Reading 40 – 60 months

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Continues a rhyming string.

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and Computers.



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Early Learning Goal

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Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

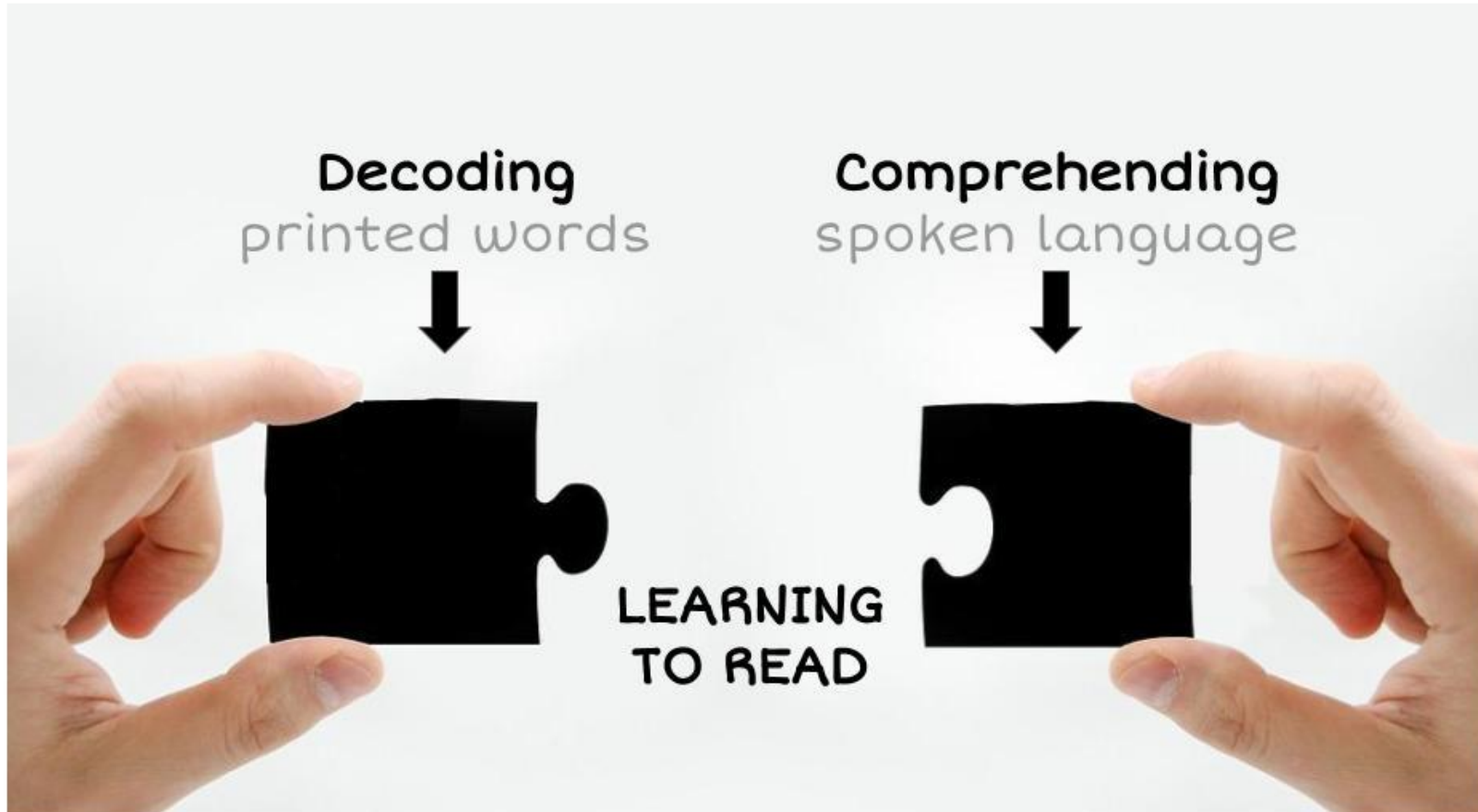


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Simple view of reading...

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The learning of Printed words/Decoding



Read Write Inc.
Phonics

Recognising letters

A a a a a a a a

Making the correct sound and blending using phonics

C-a-t

Recognising sight words (red words)

The, your, have, we

Fluency



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The learning of Comprehension/Spoken language



Using picture clues

Filling in unknown words with what makes sense

Sentence structure

Rehearsing the sentences

Predicting

Ask and answer questions

Retelling a story

Telling narratives



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How do we teach Reading?



Pre Reading skills

holding a book the correct way up, recognising features within text, upside down words etc.

Phonics

introduce a sound, use 'Fred talk', apply during reading

Reading sessions

opportunities to apply phonics, pre reading skills

Story times

Children are given the opportunity to predict, ask and answer questions, retell the story



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Why read with your child?

<https://www.youtube.com/watch?v=kjHqJQ8sxs4>

10 things to remember when reading with your child

<https://www.youtube.com/watch?v=iHMI70ZmxlQ>



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HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!



A student who reads

20:00

minutes per day

A student who reads

5:00

minutes per day

A student who reads

1:00

minute per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987



Supporting with Reading at home



Decoding / Printed Words

- Spot the difference with pictures and letters
- Memory games (with pictures and then letters)
- Knowing the difference between a letter and a word (count them, cut sentences up)
- Recognising letters and the sound they make
- Matching lowercase/uppercase letters
- Practising 'Fred talk'
- Flash card sight words
- Recognising repeated words in the text (count)



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Supporting with Reading at home



Comprehension / Spoken language

- Encouraging speaking in full sentences
- Using time words such as next, then, after
- Fill in missing words in spoken language
- Predicting what will happen next in books and TV
- Reading stories and asking questions about them for your child to answer
- Discuss unknown words and work out what they could mean
- Draw pictures of parts of the story
- Sequence pictures the story
- Act out stories and retell them in own words
- Use of audiobooks



Benefits of Reading!!



Their vocabulary is larger and more extensive.

They perform better academically.

Their imagination can run wild.

Their creativity skills develop.

They develop empathy.

They gain a deeper understanding of their world.

Their concentration levels improve.

The parent and child bond improves.

Their cognitive development is supported.

Their social skills and interaction improve.



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Hopefully you now know how
to help further! Any questions
then always drop us an email



Don't forget to record any
learning on Tapestry!



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