



Welcome to our Parent Reading and Phonic Workshop



What is the purpose of this evening?

Our aim tonight:

- Give some understanding on how children learn, particularly through reading and phonics.
- Remind ourselves of Broxbourne's expectations.
- Develop a collaborative relationship which in turn will strengthen your child's learning.
- Give you opportunity to ask questions.





Why read?

Reading skills are critical for children's development, and consecutive studies have shown a link between competency in reading and overall attainment.

- Supports sentence structure, punctuation and grammar
- Maths understanding
- Reasoning
- Speaking fluency
- Vocabulary
- Scientific explanations / analytical thinking
- Knowledge
- Memory improvement





Why read?

- By supporting children to read at home by looking at reading picture or chapter books, parents can help to ensure that children are equipped with the necessary skills to succeed in later life.
 - Speaking and listening skills
 - Observation skills
 - Comprehension
 - Creativity
 - Empathy
 - A love of literature
 - Skills needed to develop their own writing
 - Understanding on a deeper level: metacognitive skills

The Rose Review (2008), an Independent Review of the Primary School Curriculum, argued that: “A deep engagement with storytelling and great literature link directly to emotional development in primary children.”





"Research proves that children who enjoy reading do better at school in all subjects." (Bookstart)

*"Reading with parents 'improves children's exam results'
"Telegraph)*

"Only 1 in 5 parents easily find the opportunity to read to their children."

"Parents are the most important reading role models for children and young people." (National Literacy Trust)



What is important when reading with your child

- **Time** - Try to read with your child every day - even for 10 minutes.
- **Few pages** - there is no need to listen to a child read a whole book, a few pages is adequate.
- **Tracking** - encourage your child to track the text using their finger, this ensures they do not miss words or lines out. If you are reading with a younger child, you track the text for them so that they can see what you are reading. Year 2 children should be beginning to use their eyes to track text.
- **Comprehension** - Ask questions to reinforce comprehension throughout the reading session, does the child understand what they have read? This links to all areas of the curriculum.



- **Self correcting** - allow children time to self correct - don't be too quick to correct them. Maybe ask them to re-read a section.
- **Discuss punctuation** - ! ? " " . , ask the children what these mean or why they are in the text. Encourage children to pause appropriately to develop pace.
- **Prediction** - ask your child what they think will happen next? Can they predict what is going to happen? Ask questions.
- **Expression** - does your child use expression when they are reading especially when there is an exclamation mark or speech marks? He jumped out of the box! "Surprise!" he shouted.



Questions to help you get more from your child's reading book

<u>Book introduction</u> Who is the author? What can you see on the front cover? What do you think this book is going to be about? Does the blurb give us any more clues? Who do you think the characters are going to be?	<u>Understanding what you have read</u> What do you think is happening here? What happened in the story? What might this mean? Which part of the story best describes the...? Which words or phrases do this? What part of the story do you like the best?	<u>Recalling information from the book</u> Where does the story take place? What did he/she/it look like? Who was he/she/it? Where did he/she/it live? Who are the characters in the book?
<u>Giving reasons</u> What makes you think that? How do you feel about? Can you explain why? I wonder why the author...? Which words has the author used to show that this character is funny/naughty/mean/kind?	<u>Discussing the story</u> Could this book be better? Is it as good as? Which did you prefer? Why? Who was your favourite character? Which was your favourite part of the story?	<u>Phonological awareness and awareness of print</u> Can you show me the word? Where is a finger space? What is a finger space there for? Where is the letter? Can you point to a full stop?



Benefits ??

You will be amazed at how much a child's reading skills will improve with regular reading at home.

Children will be more curious about the world we live in and express their thoughts, ideas and feelings with confidence.

Children's language will improve as they listen to stories and begin to retell familiar text. Their vocabulary will naturally flourish by reading a range of genres.

Imagination is sparked and in today's society where children like to play on computer games and iPads; imagination is diminishing fast.





Matilda

By Roald Dahl

'The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.'





Phonics, What is it?

- Phonics is a method of teaching children sounds that when blended together, make words in our language.
- At Broxbourne, we teach phonics using Twinkl Phonics. This is an accredited phonics scheme. It is a scheme that supports teaching from EY1 to Y6 with Grammar. It consists of 6 levels. Level 1 is taught in EY1 and Levels 2 and 3 are taught in EY2, with most children beginning to learn Level 4 if they are ready.
- Phonics is taught daily in Early years and KS1.



Phonics, What is it?

- Level 1 phonics involves children learning the fundamental skills:
 - ❖ Exploring rhyme and rhythm
 - ❖ Building listening skills
 - ❖ Tuning into sounds around them
 - ❖ Identifying initial sounds in words
 - ❖ Orally blending and segmenting words
- Level 2 begins by showing children what the letters look like and the sound that they make – single letter sounds.
- Level 3 introduces digraphs and trigraphs such as ch and igh.



Helpful Websites

- Pure sounds – no lengthening of the sound,
<https://www.bing.com/videos/search?q=youtube+phonics+sounds+english&view=detail&mid=939CE0B2280ACF43112A939CE0B2280ACF43112A&FORM=VIRE>
- Phonics Play is a great online phonics programme that we also use in school to reinforce learning. It has lots of games for each phase. <https://www.phonicsplay.co.uk/>
- ‘Mr Thorne’ is an effective way of practising sounds, children love him and Geraldine the Giraffe. They can be found on You Tube.



How do we teach it?

- We make sure it is fun! We introduce 4 sounds a week.
 - ❖ Introducing the flash card
 - ❖ Introducing the action and story for each sound
 - ❖ Exploring objects beginning with that sound
 - ❖ Modelling how to write the letter using cursive script
 - ❖ Blending to read words
 - ❖ Segmenting to spell words
- We introduce high frequency words – words that we use a lot such as; in, is, it, I – most of these are decodable words.
- We introduce tricky words – words that you cannot sound out, you just have to know them. We will be sending these words home for you to practise. There are over 60 words for the children to learn over the year between HFW and Tricky words, so please practise and learn these weekly so the children do not get overwhelmed by these.



Phonics and Writing

- Phonics is not just for reading! We have talked a bit about blending to read – ‘sounding out’ the word and ‘pushing’ these sounds together (blending) to decode the word. Useful parent guide:
- <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>
- Children also use their phonic knowledge to decode and write. In order to spell unknown words, children are taught to segment (chop up) words into sounds using their Robot arms. This then forms their emergent writing.
- Encourage children to sound aloud, what sounds can they hear? Help them to segment sounds. How many sounds make up the word? Encourage children to touch their fingers or use Robot arms with each sound.
- We use phoneme frames to help children to do this. We can send these home to help.



Phonics and Writing

- By encouraging children to use these skills, you are developing their independent writing skills; children consequently grow in confidence. This subsequently enables children to produce longer pieces of writing.
- We don't mind what children are writing, as long as they are using **phonically plausible** words.
- They can even explore using Alien words – these are made up words using sounds, this is still great learning.
- The more children use their phonic knowledge, the better their reading and writing will be!



Writing, Writing, Writing!

- During this year your child will be learning to write words, captions, lists and finally sentences.
- Writing can be daunting to some children. Praise = confidence. Remember phonetically plausible - don't correct spellings - this will change naturally as the children learn the digraph / trigraph sounds.
- When children are learning to write sentences, we teach them 3 important things to include:
 - ❖ A **capital letter** at the beginning of the sentence
 - ❖ **Finger spaces** between words
 - ❖ A **full stop** at the end of the sentence.
- When children have finished writing a sentence, we always ask them "does it make sense?" We encourage children to read back their work to check. This is an opportunity for them to learn the skill of self correction.



Letter Formation

- Last year, after careful deliberation, we have switched back to teaching children cursive letter formation. This is carried out in EY1 and EY2.
- This includes the entry and exit flicks for each letter.
- A sheet showing this formation has been sent home at parents evening, as has your child's name card.
- The reason:
 - ❖ Children are taught one form of letter formation which they will use right through to Y6
 - ❖ They will not have to 're-learn letter formation'
 - ❖ All letters start in the same place; on the line. This helps children who have Dyslexia / Dyspraxia.
 - ❖ As children are ready, they naturally begin to joint their letters, usually in Y2
 - ❖ By Y6 their writing is beautiful!



An example of a child using phonics

Over the holidays
I really missed my
teachers so
much and I will have
a say that I had
cool I love school
I love school
because I love
maths $1+1=2$ I am so
good at maths
and I love school
because I love
making new friends
I hope that you
like my week
and I hope you
teachers like my
week too.
Sophia

This is a great example of a Reception child's own writing. The child is using their phonic knowledge to decode the words.

ova = Over

rilley – really

cheechas – teachers

scool – school

beckos – because

mafs – maths

makeing – making

noo – new

freds – friends

teychoas - teachers



A bit of fun!

If yuo can raed tihs, you hvae a sgtrane mnid, too.
Can you raed tihs? Olny 55 plepoe out of 100 can.

i cdnuolt blveiee taht I cluod aulacilty uesdnatnrd
waht I was rdanieg. The phaonmneal pweor of the
hmuan mnid, aoccdrnig to a rscheearch at
Cmabrigde Uinervtisy, it dseno't mtaetr in waht
oerdr the ltteres in a wrod are, the olny iproamtnt
tihng is taht the frsit and lsat ltteer be in the
rghit pclae. The rset can be a taotl mses and you
can sitll raed it whotuit a pboerlm. Tihs is bcuseae
the huamn mnid deos not raed ervey lteter by
istlef, but the wrod as a wlohe. Azanmig huh? yaeh
and I awlyas tghuhot slpeling was ipmorantt!



Once we have learnt the skill of reading, we tend to skim-read text, picking out the key parts of a word and predicting what is coming next. Therefore, we are able to read text that is jumbled up!

Fun, but yes, we can't do this until we have learnt the skill of reading!



Reading at home



Just a reminder:

- Reading every day for 10 minutes will support your child's learning.
- Please record this in their reading record reinforcing the collaborative work between home and school.
- Practising phonics using the phoneme cards and the phonic book sent home will support children's reading progression and emergent writing.
- If you have any worries about your child's learning, please make an appointment to speak to the class teacher.



Any Questions?

