

# Reading, Writing and Phonics



# Aims of the meeting today...

- Supporting reading – together!
- Writing
- What is phonics and how do we teach it?

# Supporting reading – together!

Send in reading wallets and put into trays every day.

Your child will be heard to read by an adult every week in school and books will be changed weekly.

## Reading at home

- Daily – 10 minutes
- Complete the Reading Record
- Encourage pointing to words, using pictures, using phonics and saying words to help.

# All kinds of Books

Books without words

Books with a few words

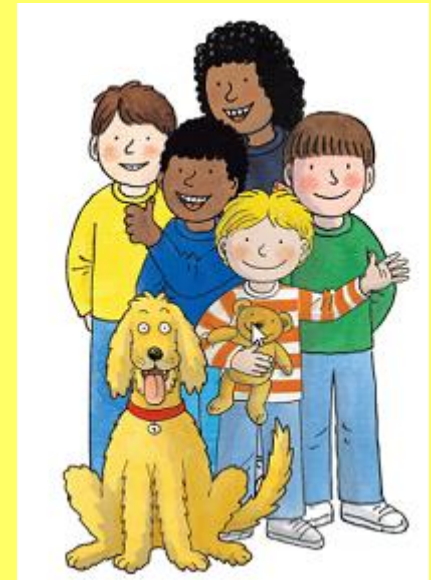
Books with a phonic bias

Repetitive books

Fiction and non-fiction

Books that have words your children can't read

Library books





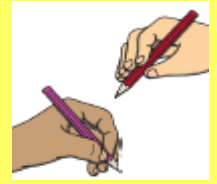
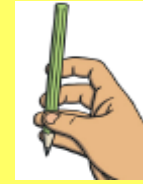
# Things to try



- Model telling or reading the story
- Encourage your child to tell the story
- You read then stop if you think your child can have a go at “on” or “is” or “cap” or tricky words “the” or “to”
- Look at the pictures – emotions, play I-spy
- Predict – what comes next, what will dad say?
- Talk about events in the story
- What’s the trick? Say it quick!



# Writing




- Hold a pencil with a comfortable tripod grip & make contact with the surface (PD)
- Make connections with phonics: phoneme / grapheme (hear, say, identify, write) (LR)
- Confidence to give it a go (PSED)
- Say and remember a sentence – talk for writing, their experiences, a well known story (LW)
- Experience of story language (C&L)
- Give marks meaning (LW) – be able to tell you what it is!










# What is phonics and how do we teach it?







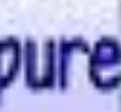

- Structured progression from F1 to Y2 Letters and sounds
- Daily sessions- review, teach, practise, apply
- On-going assessment
- Work in smaller groups
- Combination of segmenting, blending, reading and writing
- Learning high frequency words - decodable (not) and tricky words (the)



# Phase 3 Sounds

|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
| j   | w   | x   | y   | z  | zz  | qu  | ch  | sh  |
|  |  |  |  |  |  |  |  |  |

|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
| th  | ng  | ai  | ee  | igh  | oa  | oo  | oo  | ar  |
|  |  |  |  |  |  |  |  |  |

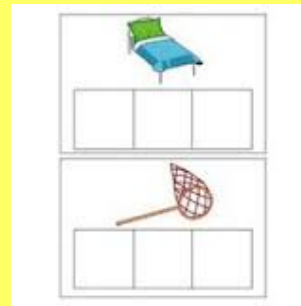
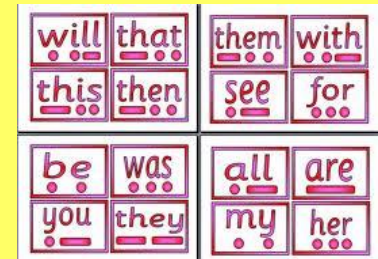
|   |   |   |   |  |   |   |   |
|---|---|---|---|--|---|---|---|
| or  | ur  | ow  | oi  | ear  | air   | ure   | er  |
|  |  |  |  |  |  |  |  |





# Strategies that can be used at school and home

- Sound clapping- syllable clapping
- Robot talking- oral blending
- Sound buttons
- Phoneme fingers
- Phoneme frames
- Quick write/read
- Flash cards
- Bingo
- Jolly phonics actions
- Real and alien words
- Read/write letters, words, captions and sentences
- Matching games
- Words on the stairs
- Word snap
- Hit the word
- In the bath
- Magnetic letters
- When you come to a key word in a story stop and ask your child for help
- Do words in a different order
- Can you find? Searching for words in books, room, environment
- Daily reading by your child and to your child



# Reading Army

- 9.00 - 9.15 daily
- Support children reading in school
  
- Can you help?

# Useful websites

- <http://www.phonicsplay.co.uk/index.htm>
- <http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>
- <http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
- <http://www.busythings.co.uk/>
- <https://www.oxfordowl.co.uk>