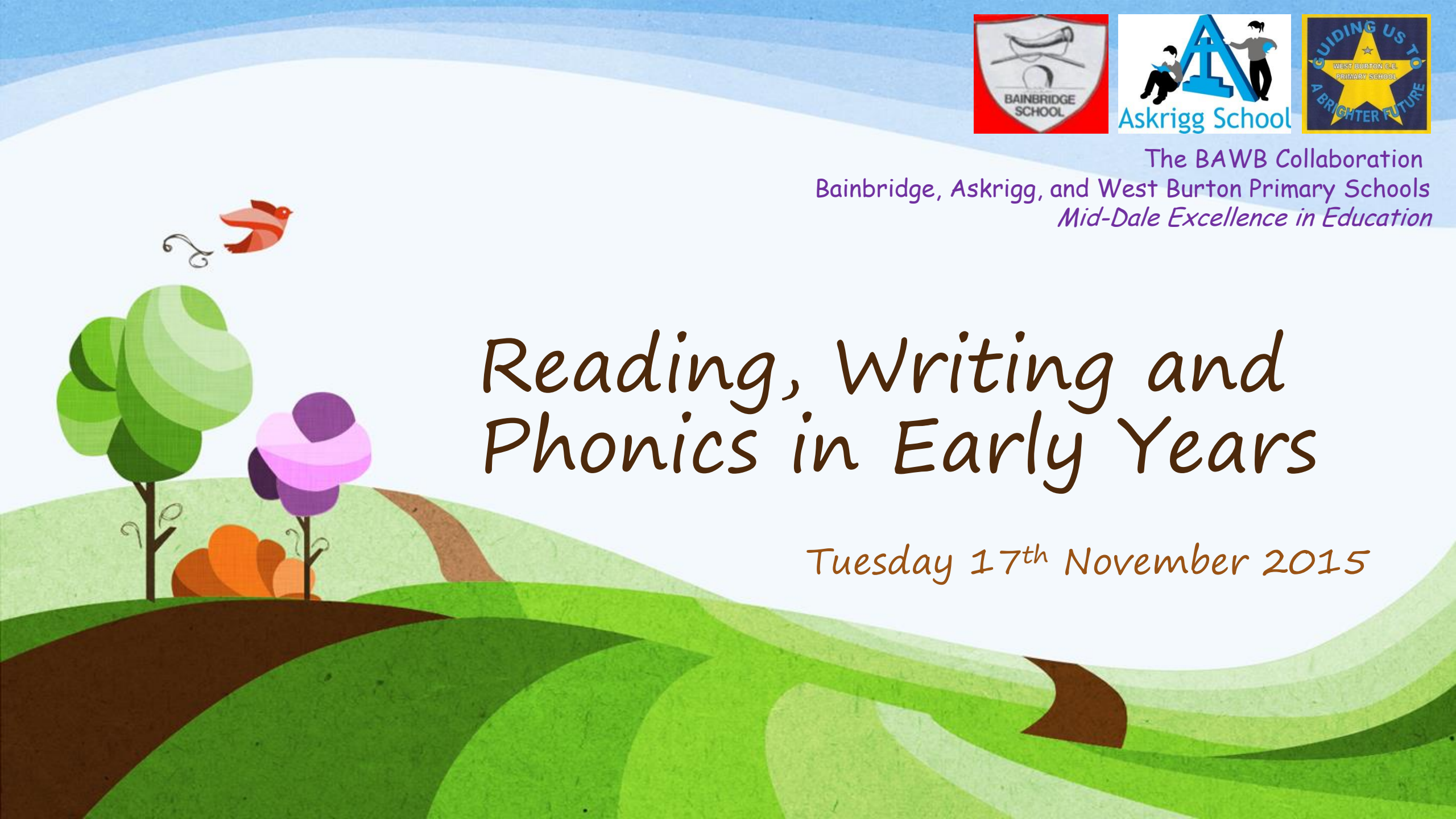




The BAWB Collaboration
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education

Reading, Writing and Phonics in Early Years

Tuesday 17th November 2015



This evening, you will find out about:

- *The EYFS curriculum and what it says about reading and writing*
- *Phonics*
- *Handwriting*
- *How you can help at home*

phoneme

blend

grapheme

prefix

segment

split digraph

adjacent consonant

digraph

split digraph

suffix

Early Learning Goals Reading

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

Blending

- Recognising individual graphemes, associating the corresponding phoneme, and blending them together to read words.

Early Learning Goals

Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Segmenting

- Breaking a word into its component phonemes, and identifying the corresponding graphemes in order to write them.

The 6 phases of phonics:

1. *Tuning into sound (EYFS 1): learning about environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.*
2. *One letter, one sound (EYFS 2): the alphabet; taught in sets of six letters and corresponding sounds (phonemes) – CVC words.*
3. *Consonant and vowel digraphs (EYFS 2): at this point, children have a way of writing every sound (phoneme) in the English language and can therefore attempt to write any word.*
4. *Adjacent consonants (EYFS 2): blending and segmenting 2 or more consonants together*
5. *More complex grapheme-phoneme correspondences (Y1): more graphemes for the phonemes they know, plus different ways of pronouncing graphemes they know.*
6. *Working on spelling (Y2 and beyond): developing understanding of prefixes, suffixes, doubling letters, etc.*

Phase One:

Tuning into sound (EYFS 1): learning about environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

- **Aspect 1 – General sound discrimination:**
 - environmental sounds
- **Aspect 2 – General sound discrimination:**
 - instrumental sounds
 - comparing and matching sounds
 - loud vs. quiet
- **Aspect 3 – General sound discrimination:**
 - body percussion
 - singing songs and action rhymes
 - listening to music
 - developing sounds vocabulary
- **Aspect 4 – Rhythm and rhyme:**
 - appreciation and experiences of rhythm and rhyme in speech
 - rhyming stories, rhyming bingo,
 - clapping out the syllables in words

- **Aspect 5 – Alliteration**
 - initial sounds of words – including “I Spy” type games
 - matching objects which begin with the same sound.
- **Aspect 6 – Voice sounds**
 - Distinguishing between different vocal sounds and to begin oral blending and segmenting.
- **Aspect 7 – Oral blending and segmenting**
 - Developing oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phase Two:

One letter, one sound (EYFS 2): the alphabet; taught in sets of six letters and corresponding sounds (phonemes) – CVC words.

- How many letters of the alphabet are there?
- How many phonemes are there in English?
- s, a, t, p, i, n
- Letter names and sounds taught together:

/s/ = 'ess'

- Articulation is critical!

Phase Three:

Consonant and vowel digraphs (EYFS 2): at this point, children have a way of writing every sound (phoneme) in the English language and can therefore attempt to write any word.

- Digraph = 2 letters, 1 sound
- ch, sh, th.....
- ee, ar, oo,
..... Any others?

Split digraph... no more magic e!

Consonant digraphs: shop, moth, chip, wish, kiss, Biff, duck, sing

Vowel digraphs: meet, torn, park, coin, moon, boat, high

Note that a vowel digraph can have a consonant in it!

Phase Four:

Adjacent consonants (EYFS 2): blending and segmenting 2 or more consonants together

- What is an adjacent consonant?

ship

clap

wash

step

lost

- Phoneme count!

strong

chest

Spain

windmill

thing

think

name

knight

strong

chest

Spain

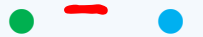
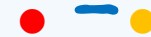
windmill

thing

think

name

knight



Phase Five:

More complex grapheme-phoneme correspondences (Y1): more graphemes for the phonemes they know, plus different ways of pronouncing graphemes they know.

or	aw	oor
au	ore	a
augh	al	ough

Phase Five:

More complex grapheme-phoneme correspondences (Y1): more graphemes for the phonemes they know, plus different ways of pronouncing graphemes they know.

/o/

was

/e/

any

/ar/

father

/or/

hall

a

/ar/

/a/

/a/

and

path

Phase Six:

Working on spelling (Y2 and beyond): developing understanding of prefixes, suffixes, doubling letters, etc.

Past tense suffix -ed

shout – shouted

skip – skipped

hurry – hurried

phoneme

blend

grapheme

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adjacent consonant

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split digraph

suffix

Handwriting...

- *Cursive script from the outset.*
- *This helps with phonics e.g. digraphs (a visual and 'physical' pair)*

Jolly Phonics and onwards...

To achieve all this we use Jolly Phonics which:

- Teaches all letters and sounds (in sets of 6 at a time)
- Teaches the most common graphemes (spellings) for each phoneme (sound).
- Supports each phoneme with an action as a memory aide. Some children will stop using the action quite soon; others will continue to use it for longer to support their memory.

Word tins

- Jolly Phonics has a series of tins of words based on the sounds which children know well.
- They become increasingly difficult – although they should pose no more of a problem to your child as they become more and more proficient.
- Children should read the sounds individually then say the word they hear. They are already good at this in class.

Spelling lists

- There is a set of levelled word-lists.
- Your child needs to read the words then be asked to spell them without looking at the list again.
- They need to count out the sounds.
- This means that children must be able to write all the sounds from memory.

Making good progress – helping at home ...

- A child makes the best progress when they practice. They need to train their memories
- Ideally a child needs to read every day with you at home. This is a critical part of learning to read.
- Reading books = 95% easy!
- Library books = free choice
- (Jolly) Phonics – 10 minutes every day where possible
- Handwriting?



Thank you
Any questions / comments?