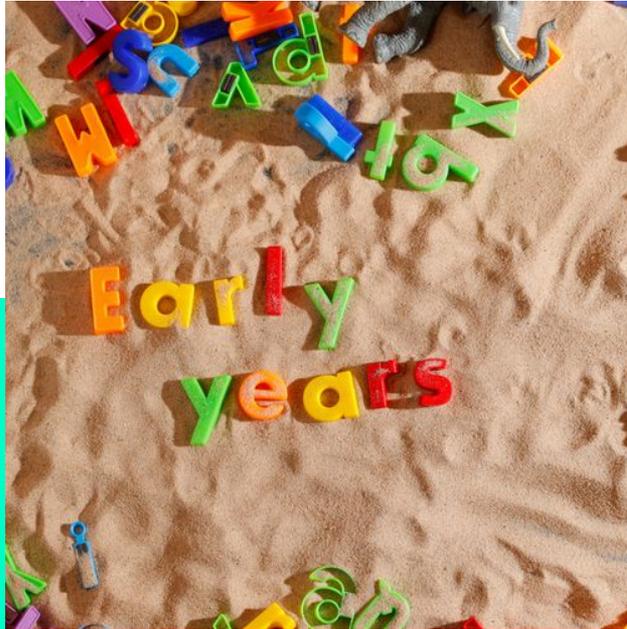


PHONICS AND READING WORKSHOP



The child
begins to
perceive the
world not only
through his
eyes but also
through his
speech

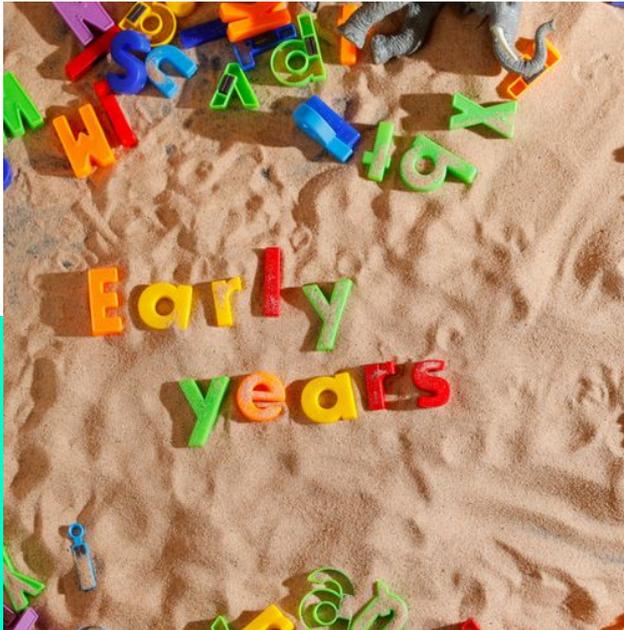
- Lev Vygotsky



EYFS FRAMEWORK

2021

Children are at the heart and forefront of the reforms/evolution alongside communication and language.



Main aims of the changes:

- To improve outcomes and promote more equal life chances.
- To have a strong emphasis on developing early language - putting early language at the heart of a broad and holistic curriculum.
- To narrow the gap between children eligible for free school meals and those who aren't.

1 Prioritise the development of communication and language	2 Develop children's early reading using a balanced approach	3 Develop children's capability and motivation to write	4 Embed opportunities to develop self-regulation	5 Support parents to understand how to help their children learn	6 Use high quality assessment to ensure all children make good progress	7 Use high quality targeted support to help struggling children
						
Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.	Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading. Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.	Writing is physically and intellectually demanding. Expressive language underpins writing and should be prioritised. Provide a wide range of opportunities to communicate through writing and develop children's motivation to write. Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children's handwriting and provide additional support as necessary.	'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning. A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle. Embed opportunities to develop self-regulation within day-to-day activities. Monitor the development of children's self-regulation and ensure activities remain suitably challenging.	Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include: <ul style="list-style-type: none">• encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and• running workshops showing parents how to read and talk about books with their children effectively. Less promising strategies include occasional home visits or homework tasks.	Ensure clarity of purpose about the different assessments used in your setting. Collect a small amount of high quality information to ensure that: <ul style="list-style-type: none">• children who are struggling receive the right type of support; and• time is used efficiently by avoiding rehearsing skills or content that children already know well. Use assessments to inform, not replace, professional judgement. Monitor children's sensory needs to ensure they do not impede learning. Avoid using assessments to label children and split them into groups.	High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small-group support is more likely to be effective when: <ul style="list-style-type: none">• children with the greatest needs are supported by the most capable adults;• adults have been trained to deliver the activity being used; and• the approach is evidence-based and has been evaluated elsewhere. In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

Context:

We are involved with and informed by latest research and evidence to enhance and build on what we do.

Guidance report from EEF.

EEF reviewed the best available international research and consulted experts to arrive at key principles for preparing for literacy.

Seven practical evidence-based recommendations to provide every child with a high quality and well-rounded grounding in early literacy, language and communication.



11°C Mostly sunny



KEY POINTS FROM THE REPORT

- Most effective ways to develop C&L are: Shared reading, storytelling and explicitly extending children's vocab.
- To improve vocab - there is limited evidence but existing evidence suggests:
 - Rich language environment (implicit) as well as directly extending children's vocab (explicit).
 - Carefully selecting HFWs for explicit teaching.
 - Develop the number of words children know (breadth) and their understanding of relationships between words and context in which words can be used (depth).
 - Provide multiple opportunities to hear and use new vocab.

- Storytelling and shared reading consistently shown to improve comprehension.
- Storytelling, group reading and role play are most effective in developing expressive language to support writing.
- Storytelling comes up over and over again - to develop early reading, develop language, develop comprehension,

PHONICS

**What is phonics?
How do we teach it?**

WHAT IS PHONICS?

1. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
2. How sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.

PHONICS GLOSSARY OF TERMS

phoneme

A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

grapheme

Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

digraph

Two letters which together make one sound e.g. ee, oa, ea, ch, ay.

There are different types of digraph:

- **Vowel digraph:** a digraph in which at least one of the letters is a vowel, for example; boat or day.
- **Consonant digraph:** two consonants which can go together, for example shop or thin.
- **Split digraph** (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

trigraph

Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

blend

Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

segment

This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

tricky words

Words that are difficult to sound out
e.g. said, the, because.

HOW DO WE TEACH IT AT SCHOOL?

- Daily structured, engaging, carefully planned phonics sessions where children learn a new sound (phoneme) each day Mon - Thurs and on Friday a tricky word.
- Sessions follow four part structure - revisit and review, teach, practice and apply.
- Nursery and Reception have a phonics vision to give structure and clarity over the year, this is flexible to be adapted to each individual child's progress.
- Phonics is thread through all the children's learning throughout the day.
- Phonics application stations give children the opportunity to practise and embed their growing knowledge and skills.

This example of our phonics application station has whiteboard, sound and word mats, 'what's in the box' game, phoneme cards, variety of paper, appropriate reading books of varying levels to stretch and challenge all children.

There is also an enhancement where the children choose a ball, read the word or sound, record it on the paper and throw it into the target (red box). Challenge is given by putting the word into a sentence. Another enhancement the children love and that can be adapted and used at home is phonics detectives. We have detective paper, magnifying glasses and small words and sounds hidden all over the classroom. They can't get enough of being phonics detectives.

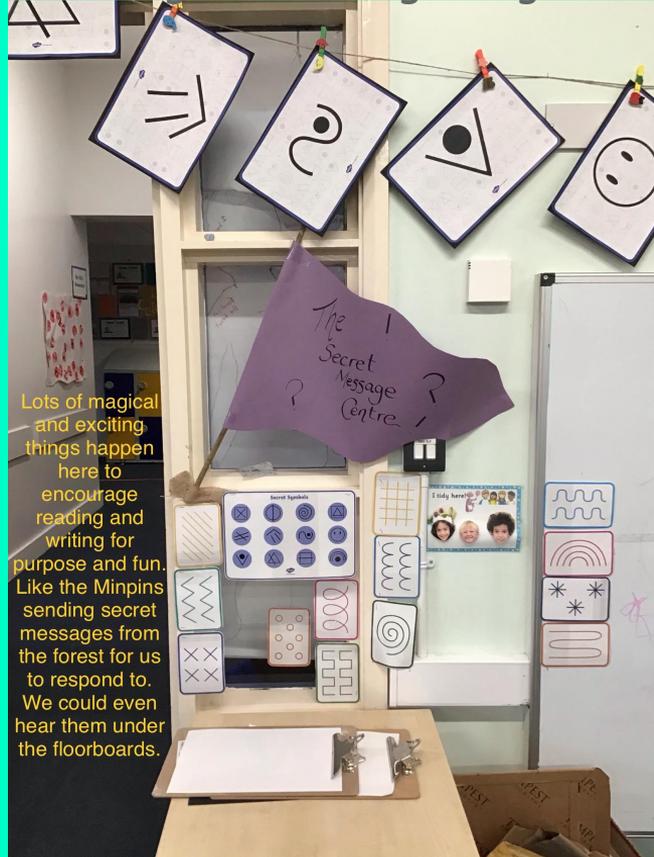




Two activities:

- Phonics detectives: Sounds and words hidden all around the provision for children to find and record using the magnifying glasses.
- Colour the sound - roll the dice, count that many steps and colour the block whilst saying the sound. Challenge by thinking of a word that begins with that initial sound.

- We provide exciting writing and reading opportunities both adult led and child led through engaging provocations to enthuse children to use and apply their ever growing phonic knowledge to their reading and writing and grow their independence.



Lots of magical and exciting things happen here to encourage reading and writing for purpose and fun. Like the Minpins sending secret messages from the forest for us to respond to. We could even hear them under the floorboards.



The animals have escaped from the zoo and we made shopping lists for all the things they may need!

- High quality reading areas.
- Inviting names - *Cosy Corner*, *Cosy Time*, *Secret Message Centre*, *Land of Far Away*, *Artist's Corner*, *My Wonderful World*.



CORRECT PRONUNCIATION OF SOUNDS!

*It is extremely important to pronounce sounds correctly. This video link is already on the website and shared on Newsletter, to explain and demonstrate this.

Oxford **OWL**



How to pronounce
pure sounds

pure sound

Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

PHASE 1

Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

Phase one is embedded through nursery through games, activities and through the children's natural and self-initiated journey.

Also, flows through and underpins the teaching of phase 2 towards the end of nursery and into reception.

Phase 2

This is when systematic, high quality phonic work begins. The essential foundations have been laid throughout Phase one in nursery. Children learn how to represent each of the 42 sounds by a letter or sequence of letters, how to blend sounds for reading and how to segment words for spelling.

Set 1 s a t p

Set 2 l m n d

Set 3 g o c k

Set 4 c k e u r

Set 5 h b f ff l ll s

Tricky Words: I, to, no, go, the & into.

PHASE 3

The final letters are introduced, 15 digraphs and 2 trigraphs

Set 6: j v w x

Set 7: y z, zz qu

ch chip	ar farm	ee feet	sh shop	ear dear
or for	igh night	th thin/then	ur hurt	
oa boat	ng ring	ow cow	er corner	
ai rain	oi coin	air fair	oo boot/look	

At this phase children are becoming more confident and able to read and write simple sentences and apply their phonics knowledge to their writing and reading in different contexts and challenges.

If children are really ready they will move to phase 4 in reception, however it is much more beneficial to have a strong depth of knowledge and really competent application of phase one and two, to develop mastery rather than rush on to the next phase. They will be much better prepared for year 1 and beyond.



- Phonics is not the only way children learn to read and write.
- One element.
- Embedding a love of books and reading is paramount, to establish a lifelong love of reading.
- Details of what we do at school are in the recent letter which is available on the website.
- No competition, we understand children learn and absorb at different rates.
- If we push a child before they are ready it can instill negative feelings and emotions within, deter them from trying and making progress and diminish joy and creativity.
- Children should be taught to use a capital letter for the start of their name and the rest in lower case.

Nursery Phonics Coverage

Term	A1	A2	SP1	SP2	SUM1	SUM2
PHASE 1 COVERAGE (Phases 1) <i>(aspects 1 - 6 can be covered in any order)</i>	2 weeks: aspect 1	2 weeks: aspect 4	2 weeks: aspect 1/2	2 weeks: aspect 5	2 weeks: aspect 1/2	2 weeks: aspect 4/7
	2 weeks: aspect 2	2 weeks: aspect 5	2 weeks: aspect 3/6	2 weeks: aspect 6	2 weeks: aspect 3/6	2 weeks: aspect 5
	2 weeks aspect 3	2 weeks: aspect 6	2 weeks: aspect 4	2 weeks: aspect 7	2 weeks: aspect 4/5	2 weeks: aspect 7
ROUTINE OF THE DAY AND CONTINUOUS PROVISION	Practise and consolidate all aspects 1 - 6		Practise and consolidate all aspects 1 - 6 & begin to introduce aspect 7		Consolidate all aspect 1,2,3,4 & 6 Emphasis on aspects 4, 5 & 7	
BROAD PHASE OF DEVELOPMENT CL/LIT	Working 30 - 50 months	Focusing 30 - 50 months	Focus/secure 30 - 50 months	Secure 30 - 50 months	Secure 30 - 50/ Working 40 - 60	Working 40 - 60
PARENTAL INVOLVEMENT	Workshop on Pre-phonics and Phase 1 phonics	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus

Reception Phonics Coverage

Term	A1	A2	SP1	SP2	SUM1	SUM2
	Based on 7 week half term		Based on 6 week half term			
PHASE 2 - 3	<p>Weeks 1&2: Settle in & consolidate phase 1 (focus on any identified cohort weakness)</p> <p>Week 3: Set 1: s a t p</p> <p>Week 4: Set 2: i n m d</p> <p>Week 5: Set 3: g o c k</p> <p>Week 6: Set 4: c k e u r</p> <p>Week 7: Revisit Sets 1 - 4</p>	<p>Weeks 1: Revisit set 1 - 4</p> <p>Week 2: Set 5: h b f</p> <p>Week 3: Set 5: ff ll ss</p> <p>Week 4: (Phase 3) Set 6: j v w x</p> <p>Week 5: Revisit</p> <p>Week 6: Set 7: y z zz qu</p> <p>Week 7: Revisit sets 1 - 7</p>	<p>Weeks 1: Revisit sets 1 - 7</p> <p>Week 2: Consonant digraphs ch sh</p> <p>Week 3: Consonant digraphs th ng</p> <p>Week 4: Consolidate sets 1-7 & consonant digraphs</p> <p>Week 5: Begin to introduce 1 representation of each long vowel phoneme ai</p> <p>Week 6: ee</p>	<p>Weeks 1: lgh oa</p> <p>Week 2: Oo (as in boot and look)</p> <p>Week 3: Ar or</p> <p>Week 4: Ur ow</p> <p>Week 5: Oi ear</p> <p>Week 6: ee</p>	<p>Weeks 1: Consolidate Spring 2 graphemes</p> <p>Week 2: Er ure</p> <p>Week 3-6: Consolidate application of phase 2-3 (filling in gaps in GPC knowledge or skill where identified)</p>	<p>Weeks 1: Consolidate application of phases 2-3 (filling in gaps in GPC knowledge or skill where identified)</p> <p>If secure phase 3: Progress on to phase 4, with continued consolidation of phase 2-3 graphemes (e.g. <i>flow, flee, clear etc.</i>)</p>
Phase 1	Practise & consolidate Phase 1 phonics through the routine of the day & continuous provision					
BROAD PHASE OF DEVELOPMENT CL/LIT	Working 40-60 months	Focusing 40-60 months	Focus/secure 40-60 months	Secure 40-60 months	ELG	ELG
PARENTAL INVOLVEMENT	Workshop on phonics and how to implement well at home	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus	Stay and play - with a focus

NB: use ongoing obs, assessment and tracking to inform quality first teaching and interventions. Ensure all YR reception children begin Phase 2 at the beginning of the year. Provide additional Phase 1 intervention where necessary.

RECEPTION READING BOOKS

- Phonics Application book on Oxford Reading Tree and Bug Club.
- Reading for Pleasure Book.
- Skills of Reading Book – reinforce and practice what they learn during Cosy Time (Guided Read).

LET'S PLAY

Phonics Dance and Freeze: Show us your best moves and freeze when the music stops - what sound can you see?



ANOTHER FUNKY PHONICS GAME

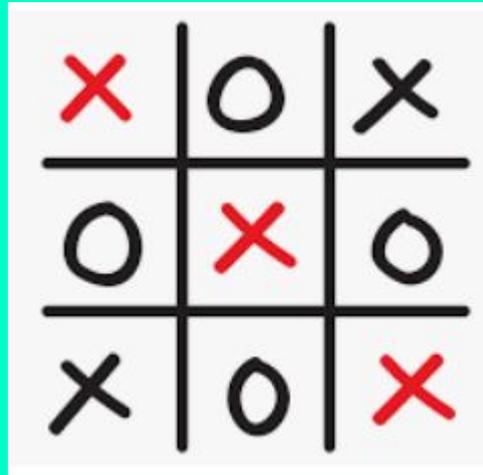
A favourite party game which is perfect for getting the children involved in making sounds we have been learning

Pass the Parcel:



NOUGHTS AND CROSSES

A variation on an old favourite the children love this!



FUNKY PHONICS RELAY

Line up and read a word. Run to the paper and write!

Rejoin the line and play again!



STORYTIME

Let's enjoy a shared read together!

