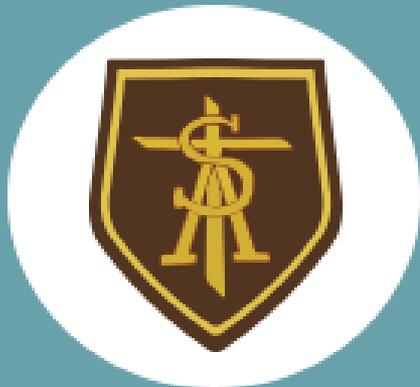


LITERACY IN RECEPTION &
BEYOND
AT ST ANNE'S

***CRACKING THE
PHONICS CODE***



The EYFS Framework

The EYFS framework places a great emphasis on **speaking, listening and understanding spoken word**.

This will ensure that children have the basic skills in to access the rest of the curriculum and learning further up in the school. If you ask your child a question, expect an answer and not a shrug.

Adults need to model expected language, use a growing vocabulary and move away from 'baby talk' & pretend words. At St Anne's we call this adults being 'Language role models'.

Children also need to develop **competent listening skills**. Think carefully about background noises and ensure children look at you to help them listen.

Importance of Talk for Reading

There are two basic strands in learning to read:

Language comprehension – hearing spoken language and developing vocabulary

Word recognition – recognising and decoding written words

Imaginative Pretend Play

Imaginative play will encourage speaking and listening and will also provide a creative mind that will help during independent creative writing.

Dressing up, role play, small world toys, and even boxes will help develop children's **language, imagination, creativity and story telling skills.**

Remember...

If children cannot listen, they will find it difficult to learn.

If children cannot talk in sentences, they will find it difficult to write in sentences.

If a child's spoken language is limited, their written language will be limited.

If a child's pronunciation is poor, their spelling will be poor.

Importance of nursery rhymes

- Language acquisition
- Speech development
- Develop auditory skills
- Children learn new words.
- Develop their non-verbal communications skills.
- Learn early math skills.
- Children understand how words are formed.

Rhymers become Readers

If children know eight nursery rhymes
by heart by the time they're four years old,
they're usually among the best readers
by the time they're eight.



Importance of reading and books

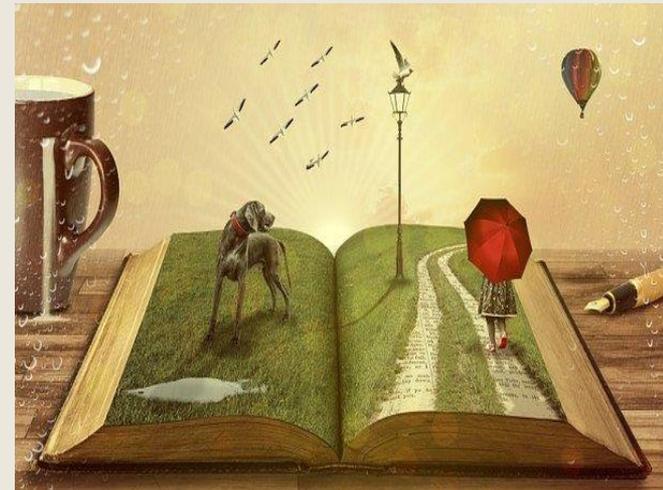




READING FOR
PLEASURE

Reading for pleasure...

“...is the single biggest indicator of a child’s future success – more than their family circumstances, their parents’ educational background or their income.”



Reading for pleasure...



- Leads to an improvement in vocabulary in comparison to non-readers
- The correlation between regularity of reading and reading ability reinforces with age
- Is the most important predictor for test scores at the age of 16
- Leads to improved mental well-being
- Improves empathy skills in children
- Has a greater impact on reading ability than reading lessons for older children

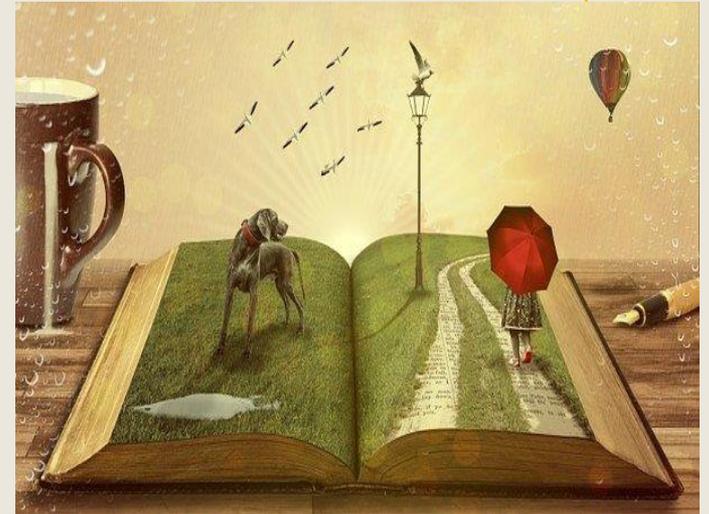
“How can I support my child at home?”

- Reading with your child is the single most important thing you can do
- This continues into secondary school and beyond
- Re-reading familiar stories is the best way to develop fluency
- The best writers are always the most prolific readers



Create a reading environment

- Set aside time
- Quiet and relaxed
- Routine
- Children need to be inspired
- Talk around books as well as phonics
- Hear them read
- Read to them



Sharing your child's reading

+



- Reading diaries
- Padlets
- 1,000 stories
- Recommendations



Stories = Language

The more you read to and share stories with your child the better their language and vocabulary will be. 1000 Stories will help with this language.



If you and your kids read just one book a day together, they will have enjoyed

1,825

books by their 5th birthdays.

A Study in America has found that parents who read one picture book to their child a day expose them to an estimated 78,000 words a year.

A CHILD WHO READS
WILL BE AN ADULT WHO THINKS

PROVERB



Singing Bell

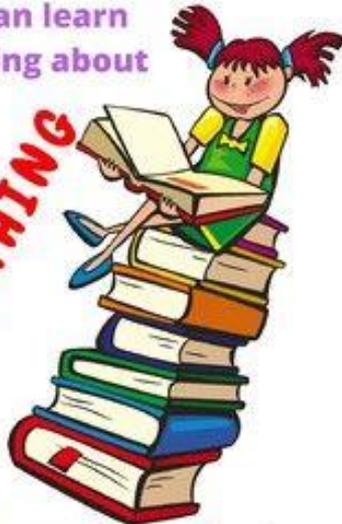
The **MORE** that you
READ, the **more things**
you will **KNOW**.
The **MORE** that you
Learn, the **more places**
you'll **GO**.

Dr. Seuss

Reading Horizons

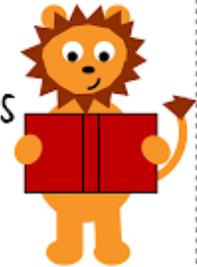
Reading is important,
because if you can read,
you can learn
anything about

EVERYTHING



and everything about
anything.

"Everyone is
a reader..."



Some just haven't
found their favorite
book yet."

Are you ready for a challenge?

Read the words



red **blue** **green**

yellow **purple** **black**

This time, please say the colour of the writing – NOT the word

yellow

purple

black

grey

pink

maroon

orange

This time, please read the word

yellow

purple

Black

Grey

pink

maroon

orange

Have a quick look at the next page – how do you feel with a quick glance?

Tri 2 rid vis?

it iz tighm too gow hoam
sed v kator pila but iy doat
wont 2 gow howm sed v butt
or flie Iy wot to staiy heyr

When you first saw these challenges how did you feel?

This is how a child sees print and how a child would feel.

We need to help them learn 'crack the code' (decode).

What is phonics?

Phonics is the **link between letters and the sounds** they make.

There are over 42 sounds – not just the 26 letters of the alphabet.

Vocabulary:

Phoneme - a, g, t

Digraph – “2 letters that make one sound” (*ee* and *or*)

Some digraphs (*oo* and *th*) can each make two different sounds (*book* and *moon* & *that* and *three*)

Trigraph – “3 letters that make 1 sound” (*igh* & *air*)

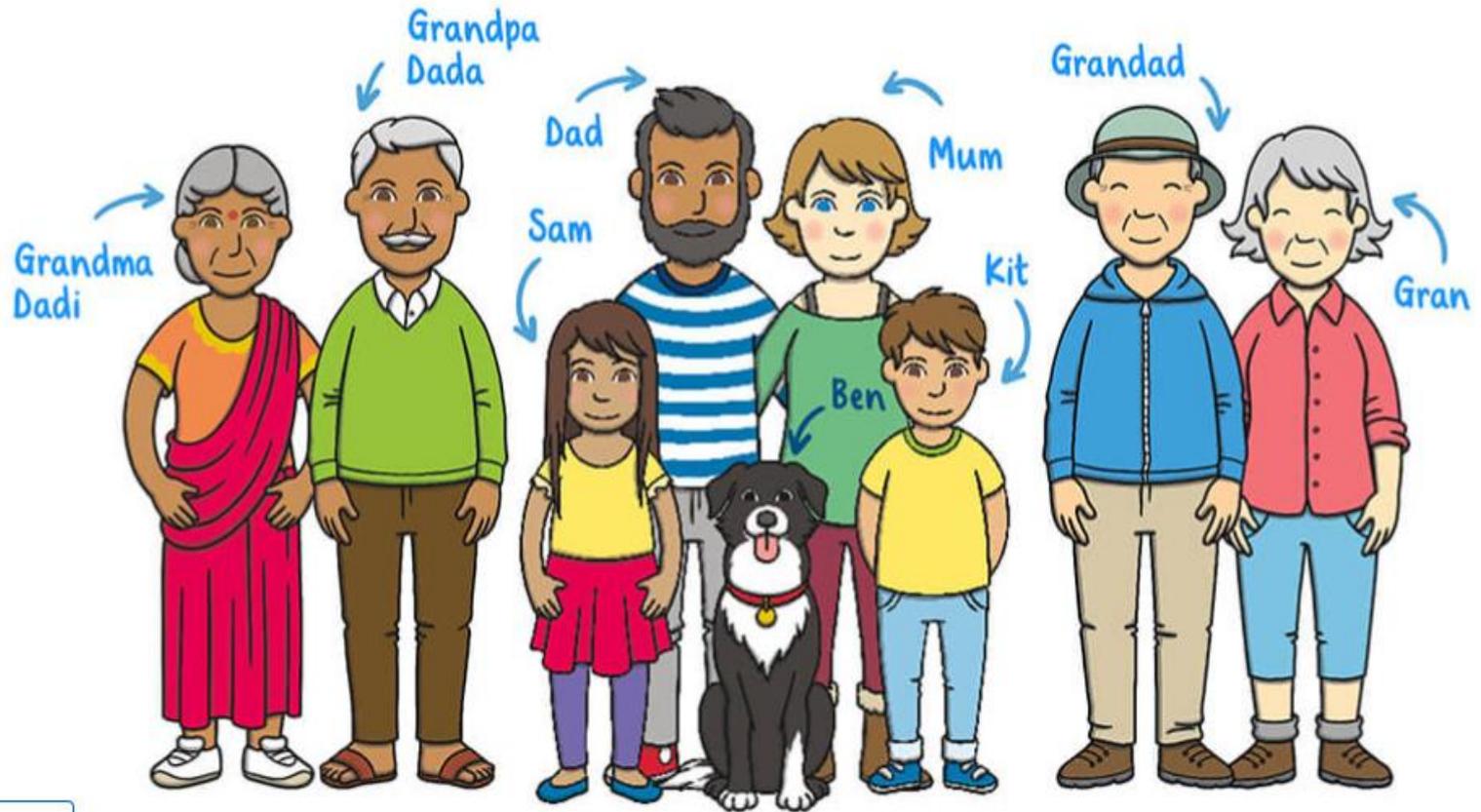
Regular Words – those words that can be sounded out using phonics (cat, rain, three)

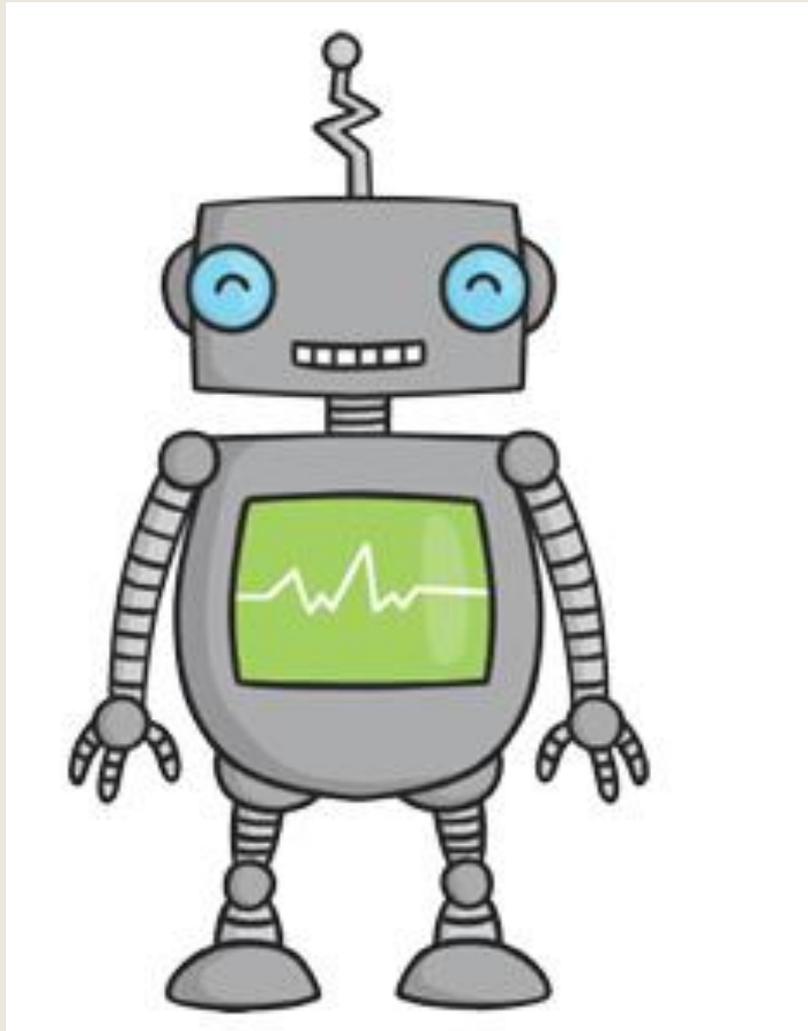
Sound Button – A spot under a letter to help children identify the phoneme (.)

Digraph line – A line under a digraph to help children identify the digraph or trigraph (_)

Tricky Words – those words that cannot be sounded out and need to be learned (the, to, you, here). You might sometimes hear the term **High Frequency Words**. These are the most common words that children will use.

Twinkl Phonics





Robot Rick

Helps the children to
'robot talk' and
segment & blend

We use our 'Robot Rick
fingers'

Level 1

- General sound discrimination – environmental sounds, instrumental sounds, body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Level 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss , segmenting & blending to read, spell and write 3 letter **regular words**

IMPORTANT: Each letter should be the short discreet sound. It should not have an 'u' at the end. EG 's' as in the noise a snake makes and not 'su'. There is a video on the class website with examples.

Level 3: j, v, w, x, y, z, zz qu, ch (chip), ar (farm), sh (shop), or (for), th (thin/then), ur (hurt), ng (ring), ow (cow), ai (rain), oi (coin), ee (feet), igh (night), air (fair), oa (boat), oo (boot/look), er (corner), segmenting & blending to read, spell and write 3, 4 & 5 letter **regular words** and read the '**tricky words**'.

Level 4: Revise each sound above, be confident to read 3, 4, 5 & 6 letter regular words using phonemes learned so far and using clusters of consonants (bl, sc, st etc) and become confident with 'tricky words'.

Level 5: The alternatives for each sound will be taught throughout Year 1 (oi & oy / s & c) and they will begin the grammar rules.

Level 6: Spelling rules, patterns and grammar rules are continued. This will begin in Year 2 and continued into Year 3 and beyond.

How we teach the phonemes, digraphs & trigraphs

Stories using Kit and Sam

Flash Card of letter with and without picture clue

Song

Action

Writing the letter using the correct formation

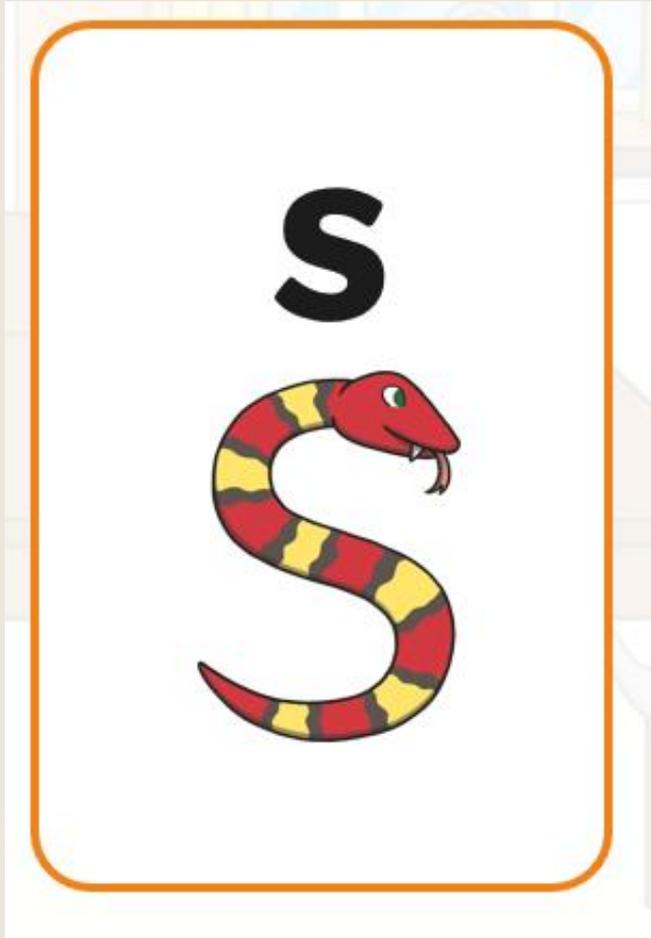
Segmenting and blending practice of regular words

Decode to read simple sentences

Longer texts later in the year

Follow up activities include phonic games, jigsaws and activities, Interactive games, Geraldine the Giraffe videos, writing in sand, paint, shaving foam etc

Mnemonic Posters



Action

Pretend to stir a teacup with a teaspoon.

Say 't, t, t'.

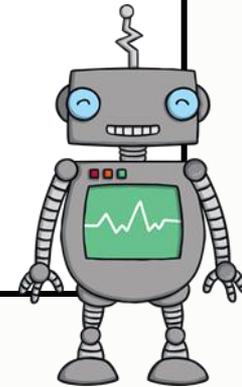


Let's Sing!



(To the tune of 'Simple Simon')

We like stirring our blue teacups,
t - t - t - t, teacups,
We like stirring our blue teacups,
Now, it's time to drink up!



Play Song



Segmenting and Blending

Segmenting is the process of breaking up the individual sounds in words using our phoneme fingers, for example d-o-g.

Blending is the process of segmenting a word and then running them together to make the word. For instance sounding out *d-o-g* and making *dog*.

We use our ‘**Robot Rick Fingers**’ to robot talk and sound words out. Each spot is a “**Sound Button**” and the line is a “**Digraph Line**”

“**Nonsense Words**” are also used “Real” and “Not Real” words

cat

• • •

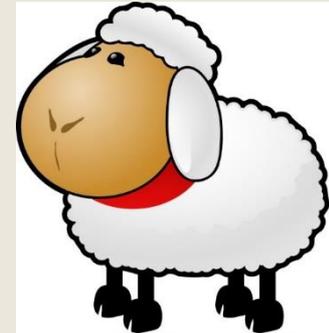
top

• • •

fish

• • —

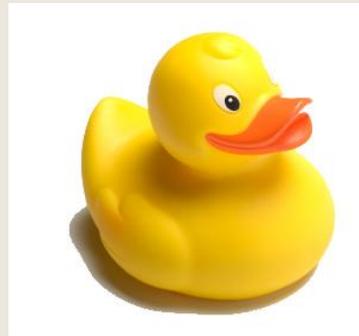
Robot Rick's Phoneme Fingers to Robot Talk



Writing / Handwriting

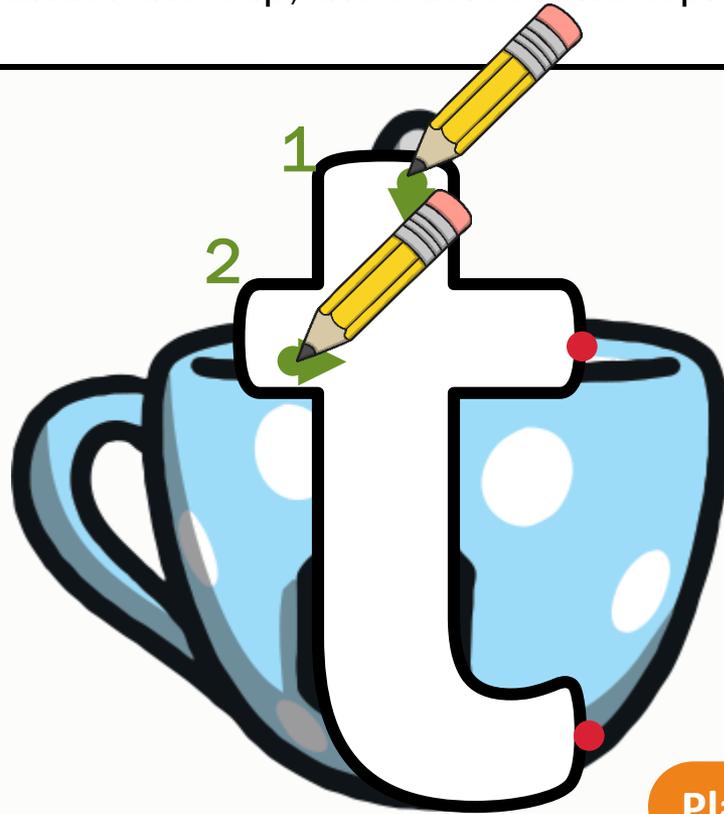
'Duck Fingers'

'Magic Fingers'



Write It, Feel It

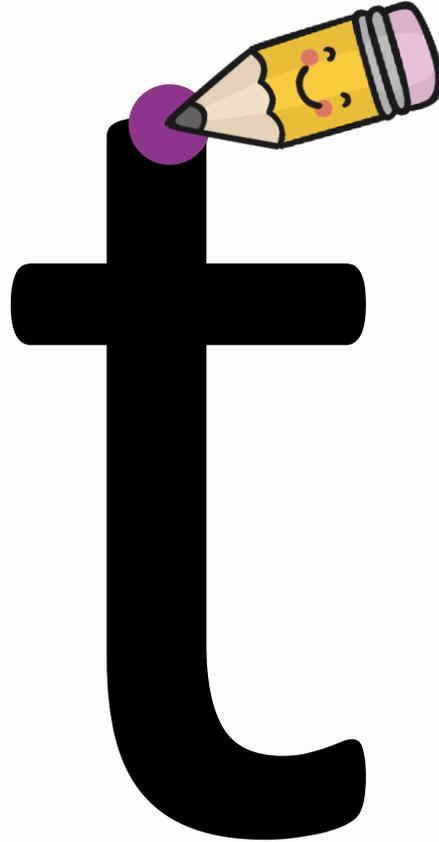
Down the teaspoon, under the cup, then across the top.



Play



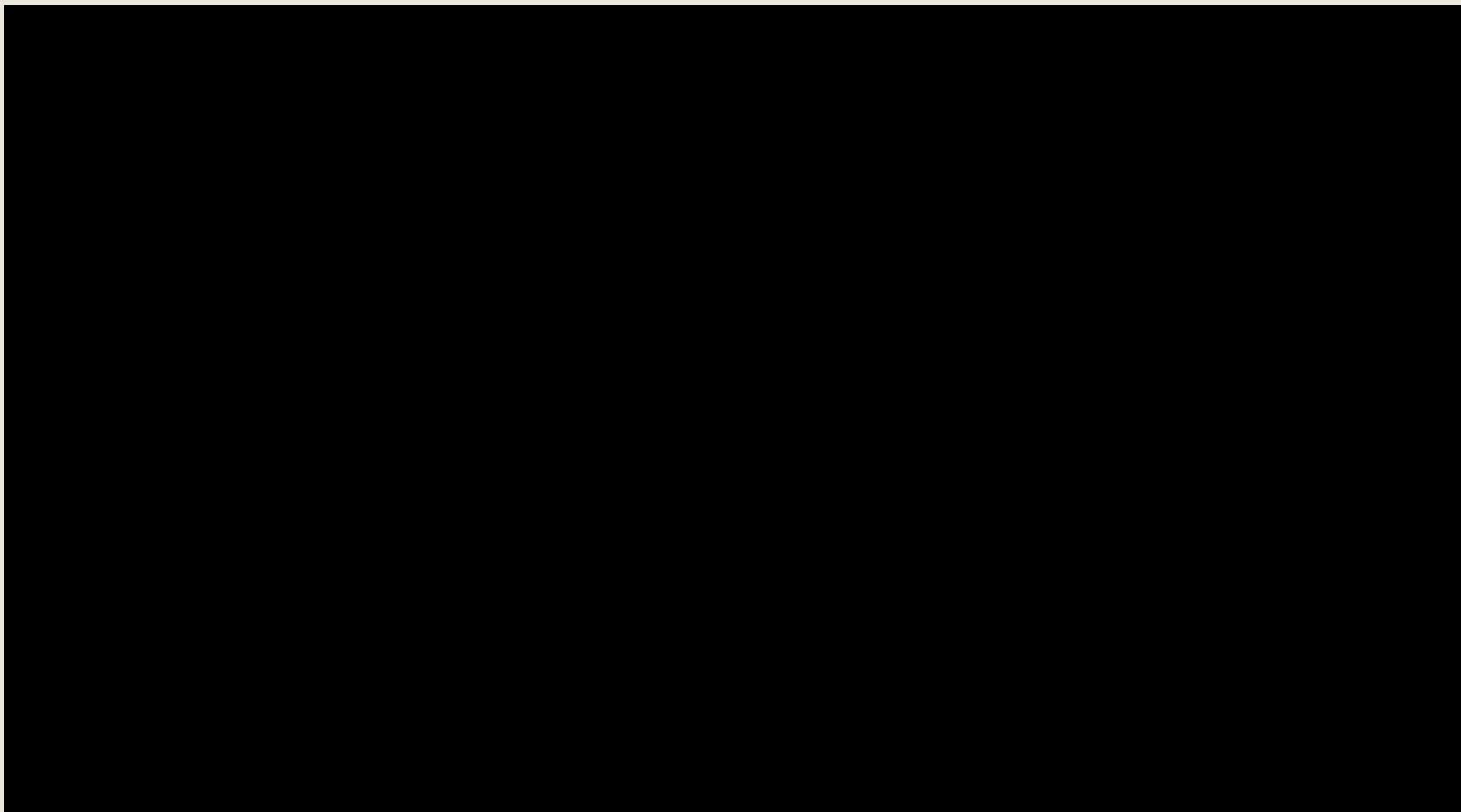
Down the teaspoon, under the cup, then across the top.



Click on the pencil to see it write.

Correct Pencil Grip – Video Clip to watch at home

<https://youtu.be/Eq6ggYR-aeY>



Letter Formation

The correct **pencil grip** is of prime importance. “**Duck Fingers**”. We use a triangle pencil initially in school to help. Please try to model this when you are writing.



Please refer to the copy of our school handwriting scheme which shows you the **correct letter formation**. We do not join letters initially when learning to write. Children are taught to print. There is a useful page on our class website to help with handwriting and letter formations. From Year 1 children will be taught pre-cursive and to join.

Handwriting Styles

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Nursery & Reception

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Year 1 upwards

HOW TO HELP AT HOME

Phonics Play

- A fantastic website that we subscribe to. It works on tablets, phones and laptops.



1000 Stories

shared at home

We're taking part!

Learning language and new vocabulary through stories



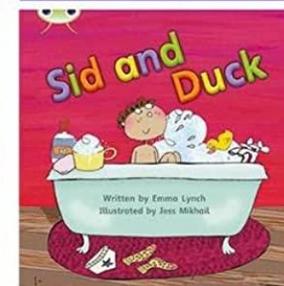
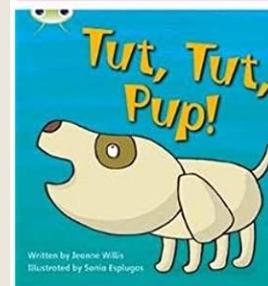
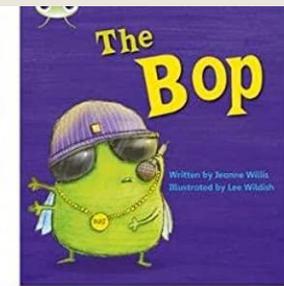
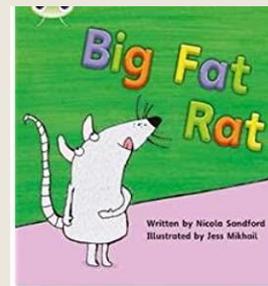
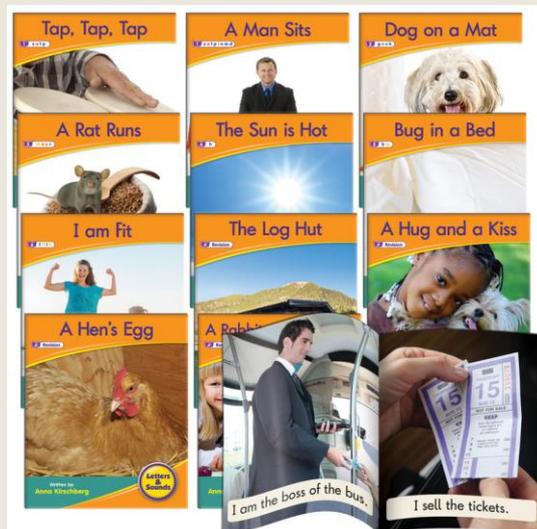
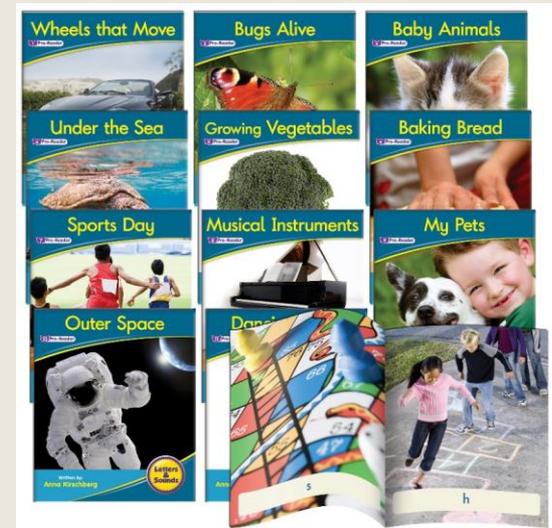
Walsall Council



PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE



Reading Scheme Books



HOW TO HELP AT HOME

Fine-motor control activities

Nursery rhymes & songs

Role play / small world play with your child

Bedtime stories

Be a 'language role model'

Talk with your child

Make up stories

Share books

Sound Books

Flash Cards of sounds and words

Reading Scheme books daily

EYFS Padlet

Streetly Library

Geraldine the Giraffe

Videos on class pages

Phonics Play Website

Letter / word games (online & traditional games)

Dictation challenges homework (later in the year)

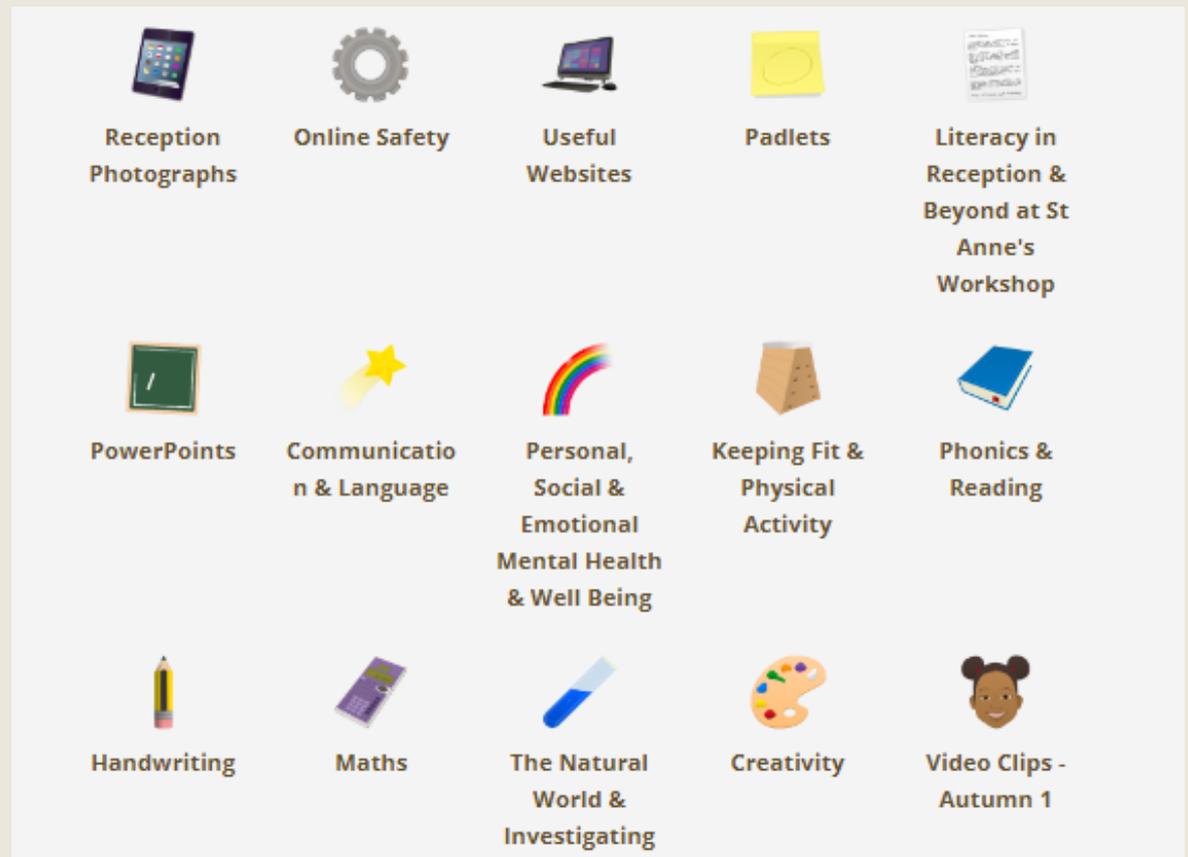
Tricky Word Books

Practice letter formations

Class Website for support:

Please look at the following pages for support:

- * Literacy in Reception & Beyond
- * Communication & Language
- * Phonics & Reading
- * Handwriting





Reception 2 Level Dictation Lists.pdf



Reception Level 3 & 4 Dictation Lists.pdf

Twinkl Phonics - Level 2 Parent Information Sheets



Parent Information Sheet - s.pdf



Parent Information Sheet - a.pdf



Parent Information Sheet - t.pdf



Parent Information Sheet - p.pdf



Parent Information Sheet - i.pdf



Parent Information Sheet - n.pdf



Parent Information Sheet - m.pdf



Parent Information Sheet - d.pdf



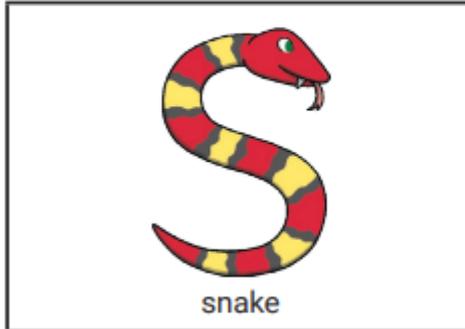
Parent Information Sheet - g.pdf

Today, we have been learning s.

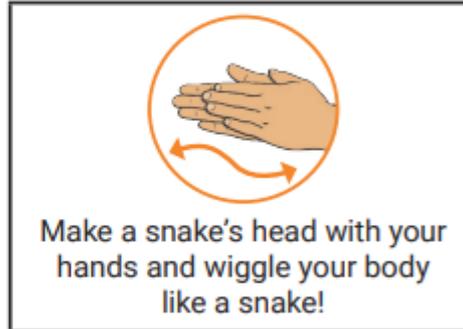


Level 2

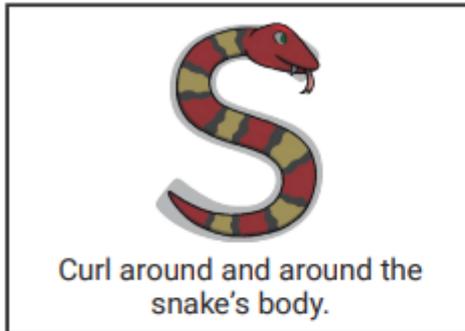
Picture



Action



Formation



Song

(To the tune of 'Aiken Drum')
We saw a snake out in
the woods,
s - s - s
s - s - s
We saw a snake out
in the woods
And the snake went s, s, s.

Word List

Sound out these words for your child. Can they hear the word you are saying?

sun	yes
...	...
Sam	bus
...	...
sad	
...	



Remember, we are trying to teach children to learn to read for life and to foster a love of reading - not just reading scheme books to get to the next level

