

# Foundation Stage Reading and Phonics Workshop



Tuesday 26<sup>th</sup> September

# Aims:

1. To understand the expected level in Reading.
2. To understand how to support your child at home to achieve this level in reading.

# Content:

1. Early Learning Goal for Reading
2. Reading
  - a) Helping your child to read.
  - b) Reading a Book: Beginning stages.
  - c) Reading to your child.
  - d) Listening to your child read.
  - e) Talk about the book.
  - f) Common exception words

# Helping your child to read

Read every day at home with your child:

- a) Listen to your child read.
- b) Read good quality story and information books to your child.
- c) Encourage your child to read labels and signs in the environment.
- d) Read regular and common exception words.

# Reading to your child

1. Introduce the book:
  - a) Front cover
  - b) Back cover and blurb
  - c) Title and author
2. Introduce the story:
  - a) Look at the front cover: What do you think the book might be about?
  - b) Introduce the main characters in the book.
3. Introduce new and/or difficult vocabulary.
4. Ask your child questions throughout the book and at the end. Can they anticipate key events

# Reading a Book: Beginning Stages

1. Handle books with care.
2. Hold the book the right way up.
3. Understands that (in English) we read from left to right.
4. To be aware of the way stories are structured.
5. To be able to recognise letters and say the sound.

# Before they can read

## Listen up!

One of the key skills children need when they start to learn to read, and as you help them learn to read, is the ability to hear all the different sounds in a word – for instance, knowing that a word like ‘dog’ is made up of three sounds, ‘d’, ‘o’ and ‘g’. A good way to tune in your child’s ears to these sounds is to play some sound and listening games.

- Make a sound: silly or sensible, loud or soft, and get your child to copy it. Then ask them to make a sound for you to copy too.
- Play with the sounds around you. When you’re out on a walk, keep your ears open and see how many different sounds you can hear: cars, footsteps, birdsong, the wind in the trees, and so on. Give your child a point for each sound they hear - and an extra point if they can copy it!
- Have fun with animal noises. Can your child make the right noise when you say an animal name (cow, duck, elephant . . .)? Why not add some funny actions too!

# Before they can read

## Rhyme time

If your child can hear and copy rhymes, they'll have a real head start with reading.

- Say a simple one-syllable word, like 'pat', and ask your child to say a word that rhymes with it. It doesn't matter if this is a real word (like 'bat') or a made-up one (like 'dat') – the important thing is that they've heard and copied the rhyme.
- Say your child's name (or a favourite toy's name, or a friend's name) and see how many rhyming words your child can think of.
- Sing or say some rhyming songs, nursery rhymes or poems together. Pause at the end of a rhyming line and let your child add the rhyming word ('Twinkle, twinkle little star, How I wonder what you . . .').



# Before they can read

## Letter sounds

- Once your child knows the alphabet, you could introduce the main letter sounds. Explain that although the letter A's name sounds like 'ay', the sound it makes is usually a short 'a' sound, like at the start of 'apple'. Look at an alphabet book, frieze or flashcards together and help your child to make the most common sound for each letter.
- Use the short vowel sounds ('a' as in 'apple', 'e' as in 'egg', 'i' as in 'igloo', 'o' as in 'octopus', 'u' as in 'umbrella'). They'll learn the long vowel sounds later, along with all the other sounds letters can make!
- For the consonants, like 's', 't', 'b' etc., try to say the sounds without adding an 'uh' sound at the end. So the 's' sound is 'ssss' like a snake hissing, not 'suh', and 't' is a crisp 't' sound rather than 'tuh'.

Once your child knows their alphabet and some of the letter sounds, they could try reading some real words if they like!

# At school

- We begin by introducing a small group of letters – usually ‘s’, ‘a’, ‘t’, ‘p’, ‘i’ and ‘n’. Children are taught one sound for each of those letters (with the short vowel sound ‘a’ as in ‘apple’, and the short vowel sound ‘i’ as in ‘igloo’). They learn to read words by sounding out the letters, and then blending the sounds together to read the word (e.g. ‘s-a-t, sat’). Using these letters and their sounds, children can quickly read simple words like ‘sat’, ‘pin’, ‘tap’, ‘pit’ and ‘sip’. They can even read a few short ‘nonsense’ sentences, such as ‘Pat is in a pit’.
- The letters and sounds are taught very quickly and practised over and over again until they are very familiar. Then more letters and sounds are added, so that soon children know all the letters of the alphabet, and one simple sound for each letter.
- Once children know all these letters and sounds, they can begin to learn more complex sounds and letter patterns.
- Decodable reading books.

# Phase 2 phonics

s,a,t,p (week 1)

i, n,m,d (week 2)

g,o,c,k,(week 3)

ck,e,u,r, (week 4)

h,b,f,ff, (week 5)

l,ll,ss (week 6)

Tricky words:

I, the, no, go, into

# Talk about the Book

1. Discuss the book before you/they read it.
2. Ask your child to predict the end of the story – What do you think might happen next? How do you think the story might end?
3. Talk about what has happened in the story so far.
4. Discuss the key features in the book.
5. Retell the story of the book together.
6. Describe the main character/s in the story.
7. Talk about how stories are structured: beginning, middle and end.
8. Relate scenarios and events in the book to their life.
9. Read it three times, decoding, understanding, fluency.

# Common exception words

**Regular:** Words that they can decode

**Common exception words:** that they can not apply their phonetic knowledge.

**Word bank:** Develop a bank of words that they can read. Some of them can be regular (use their phonics) and other irregular (tricky words).

**Blending:** say each sound out loud and say the sounds quicker and quicker until they can hear the word.

**Instant Blending:** say the sounds in their head and say the word.

# Resources and Websites

1. Phonics information and resources – Letters and sounds <http://www.letters-and-sounds.com/>

2. Phonics games – Phonics play (free section) <http://www.phonicsplay.co.uk/freeIndex.htm>

3. More information on helping your child you read:

[www.penguin.co.uk/ladybird/articles/2017/oct/how-to-help-your-child-learn-to-read/#dISAB5d2fhBR1aZz.99](http://www.penguin.co.uk/ladybird/articles/2017/oct/how-to-help-your-child-learn-to-read/#dISAB5d2fhBR1aZz.99)