

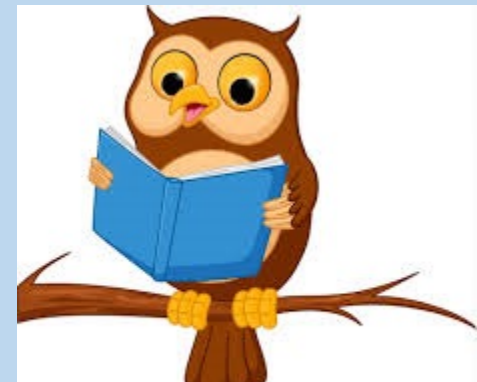
EYFS

Parent Reading Workshop St. Margaret's at Hasbury October 2019



Reading at St Margaret's at Hasbury

- Reading with Fluency
- Reading for Pleasure-is now a statutory element of the National Curriculum
- Reading for Meaning (comprehension)
- Which do you think is the most important?
- What access does your child have to reading at home?



Reading at St Margaret's-Fluency (the mechanics)

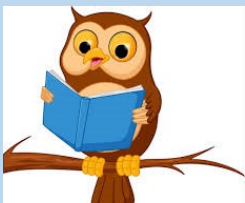
Letters and Sounds

Pre-school and Nursery will begin to use Phase 1 of Letters and Sounds synthetic phonics programme this year.

Reception will start with Phase 2, followed by Phase 3 and 4.

Year 1 complete Phase 5 (Statutory Testing)

Year 2 complete Phase 6









Reading at St Margaret's-Fluency (the mechanics)

- **Blend (vb)** — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph. vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.
- **Split Digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site.
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').
- **Grapheme-Phoneme Correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
- **Segment (vb)** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant- vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

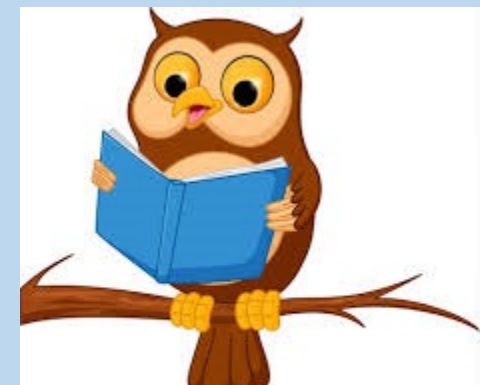


Reading at St Margaret's at Hasbury

Phase 2 Sounds

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

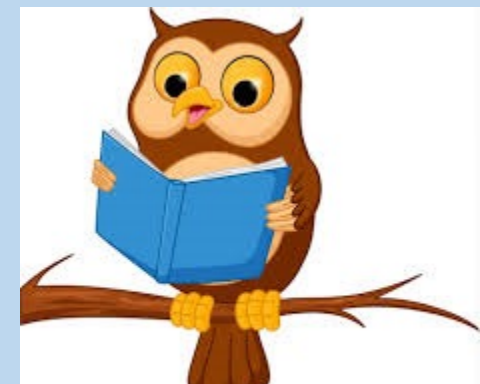
www.communication4all.co.uk











Reading at St Margaret's at Hasbury

Phase 3 Sound Mat

									
j	v	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		












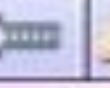

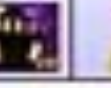


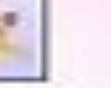

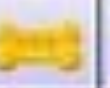

Reading at St Margaret's at Hasbury

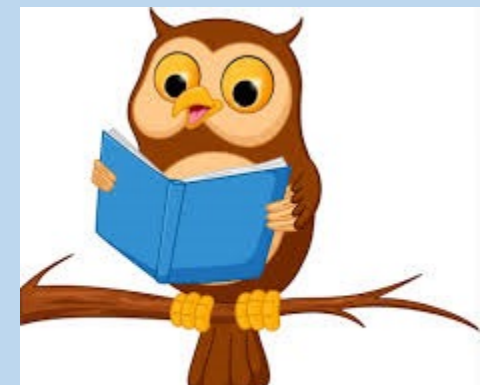
st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screw	shr  shrew	thr  thread	str  string	Phase 4 Sounds	



Reading at St Margaret's at Hasbury

Phase 5 Sounds

ay	ou	ie	ea	oy	ir	ue	aw	wh
								
ph	ew	oe	au	ey	a_e	e_e		
								
i_e	o_e	u_e						
								



High Frequency Words

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

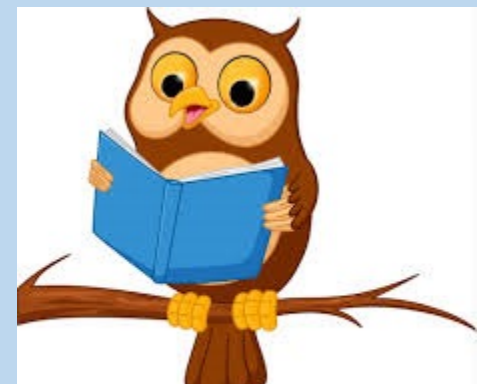
will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Reading at St Margaret's-Fluency (the mechanics)

<https://www.bing.com/videos/search?q=child+reading+at+the+end+of+reception+using+phonics&&view=detail&mid=A0B6E73AFA718C07C5E2A0B6E73AFA718C07C5E2&&FORM=VRDGAR>



Reading at St Margaret's-Fluency (the mechanics)

What do you need to do?

Practise reading with your child daily-even if it is only a sentence that they read aloud- in early reading.

Discuss what is in the pictures books with no words.

Re-read their reading book again and again-practise makes perfect!

Have patience-lots of patience and be enthusiastic!



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

Fluency is the skill of reading

Reading for the pleasure is all about the will to read

This starts with very young children

Daily reading in school

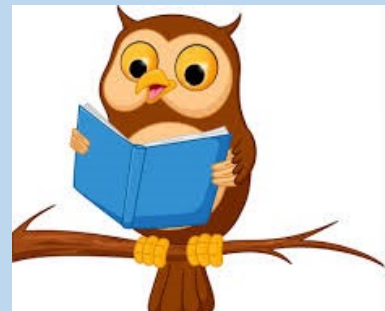
Retelling stories, learning our text maps by heart

Exposure to lots of genres and writers

Role play and dressing up around a story-full immersion creates and fosters imagination

Wide range of reading books and picture books to look at and flick

Quiet time to just look at a book



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

What do you need to do?

What stories do you really remember as a child?

Read every day with your child

Read the same book again and again and again

Join your local library-a weekly visit/time together

Practise nursery rhymes

Talk about your favourite book

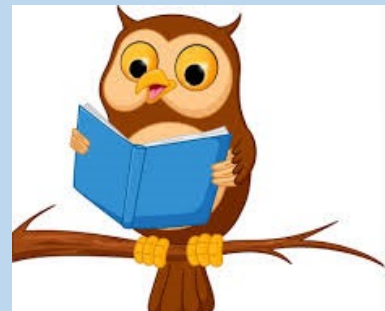
Make silly voices

Act out unfamiliar words

Do the actions

Make it a special time for your little one or ones-a quiet time

Be enthusiastic!



Reading at St Margaret's-

Reading for meaning-comprehension

What type of book do you think this is?

Have you read any other books that are similar or the same?

What do you think the book will be about? (Prediction)

Why did you think [the character] felt sad or happy?

What do you think might happen next? Why? (Based on what read so far)

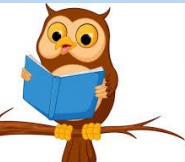
What do you think is another word for [word]?

Why do you think the character did that?

What features can you see on the page? (Non-Fiction)

What does the word say? Use your sounds.

What digraph is in that word?



Reading at St Margaret's- Reading for meaning-comprehension

What can you do?

You do not have to ask all of those questions-it may put your child off!

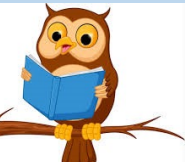
Short bursts, no longer than 10 minutes

Concentration span is based on our age plus 5 minutes

Quiet –no distractions

Leave any discussion to your child to initiate

You could ask-Is there anything you are wondering about?

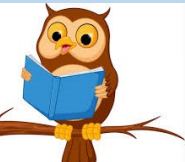


Reading at St Margaret's

Library books are sent home in pre-school and nursery

Reading books are banded by colour and will be sent home starting in Reception with a library book

Your child may stay on a colour for a long period-fluency is a skill that needs practising.



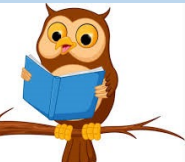
Reading at St Margaret's-Useful websites

ICT Games - www.ictgames.com/literacy

Phonics Play - www.phonicsplay.co.uk

BBC Bitesize KS1 - www.bbc.co.uk/bitesize/ks1/

Letters and Sounds - www.letters-and-sounds.com/



Reading at St Margaret's-Book Recommendations

100 books for EYFS and Reception children

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

