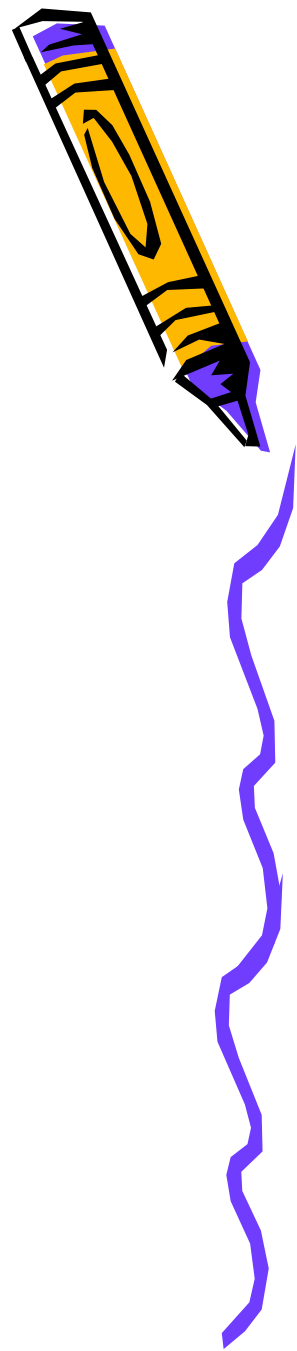


**Welcome to Wingham
Primary.
Early Reading and Writing
Skills Workshop.**



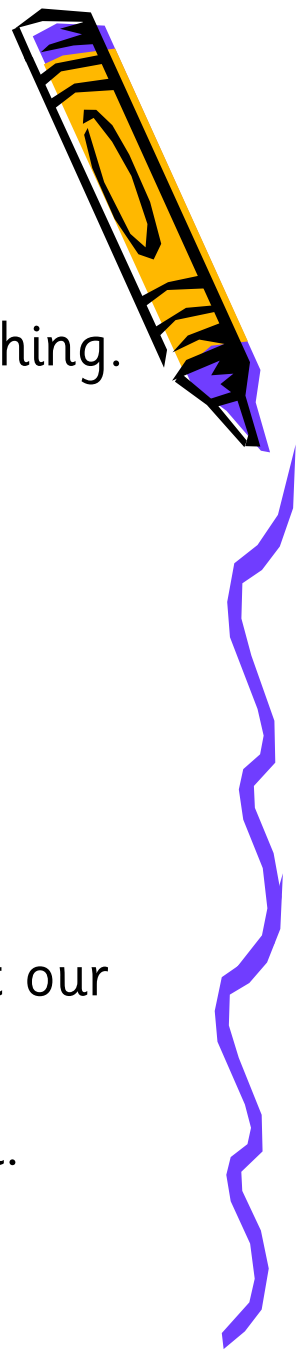
Reading at school

- Range of reading schemes and traditional picture books 1:1(with CT and TA) and in daily shared whole class story times
- Daily reading of key texts and theme based texts
- Learning to blend sounds into words
- Learning tricky words as a sight vocabulary

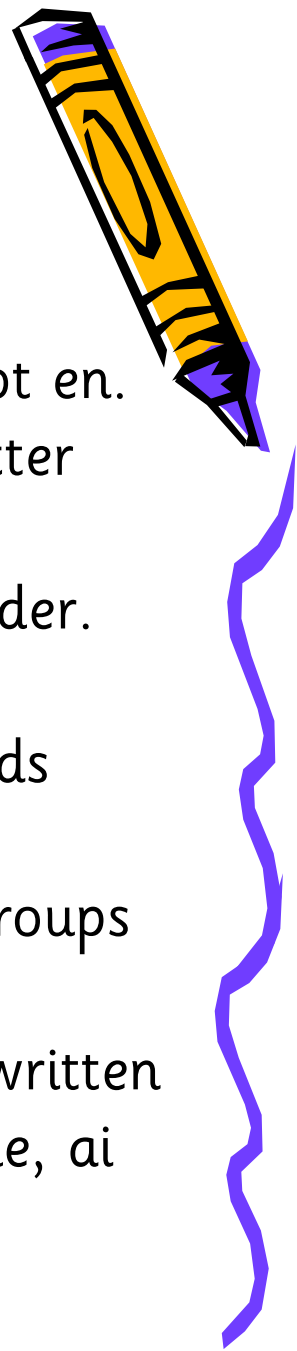


Letters and Sounds

- Structured programme. We follow Government guidance with regards to 6 phases of phonics teaching.
- Six phases (through Reception and Key stage one/lower key stage two)
- Lots of consolidation
- Blending for reading
- Segmenting for writing
- Tricky words
- We use aspects of Jolly Phonics actions to support our Letters and Sounds phonics teaching.
- Read Write Inc rhymes to practise letter formation.

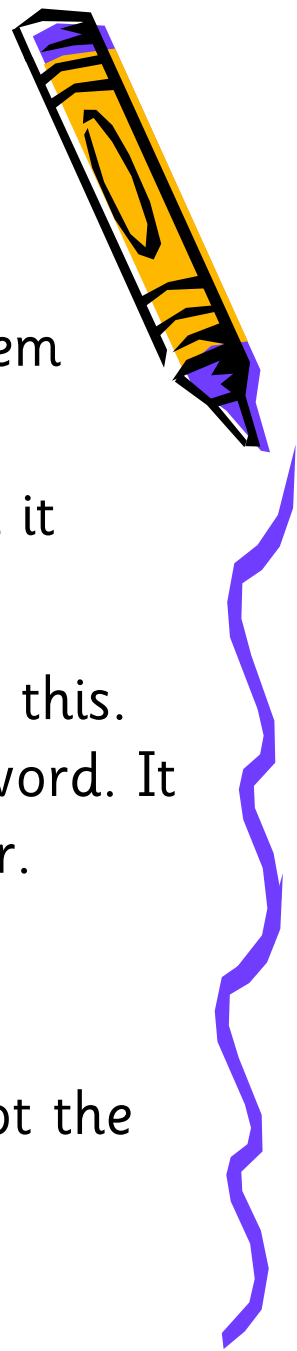


- Children should learn each letter by its sound, not its name. For example, the letter a should be called a (as in ant) not ai (as in aim).
- Similarly, the letter n should be nn (as in net), not en. This will help in blending. The names of each letter can follow later.
- The letters are not introduced in alphabetical order.
- The first group (s, a, t, p, i, n) has been chosen because they make more simple three-letter words than any other six letters.
- The letters b and d are introduced in different groups to avoid confusion.
- Sounds that have more than one way of being written are initially taught in one form only. For example, ai (rain) is taught first, and then alternatives a-e (gate) and ay (day) follow later.



Blending

- Blending is the process of saying the individual sounds in a word and then running them together to make the word.
- a technique every child will need to learn, and it improves with practice.
- Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder.
- Remember that some sounds (digraphs) are represented by two letters, such as sh.
- Children should sound out the digraph (sh), not the individual letters (s - h).



A New Vocabulary!

Phonics – the learning of letters and sounds

Phoneme – the sound a letter makes

Grapheme – the written letter

Blending – running sounds together to make a word

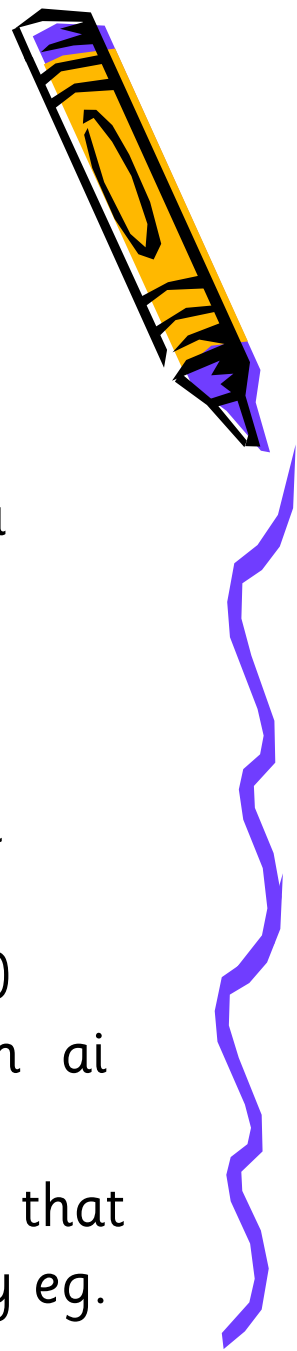
Segmenting – breaking a word up into its component sounds

Tricky words – words that cannot be decoded using phonics

cvc – c = consonant (b/c/d/f), v = vowel (a/e/ee)

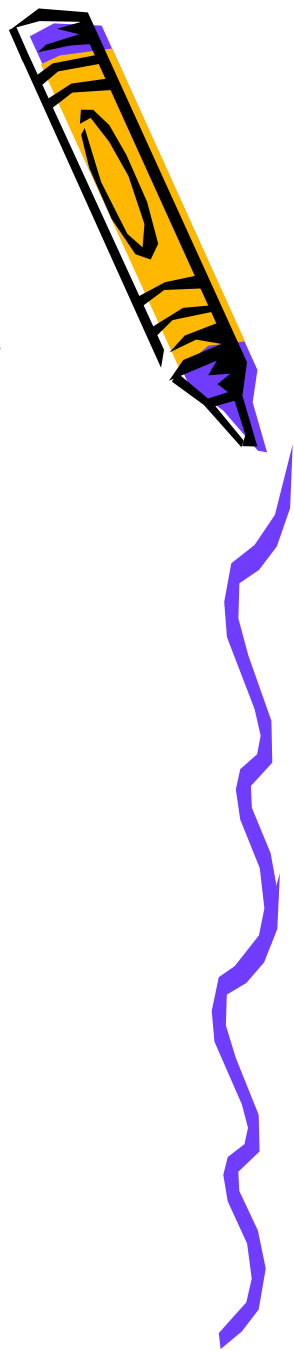
Digraph - a sound made with two letters eg. sh ai oi

Phonetically plausible – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij



Tricky Words

- Some words in English have an irregular spelling and cannot be read by blending, such as said, was and one.
- Unfortunately, many of these are common words.
- The irregular parts have to be remembered.
- We call these 'tricky words'.



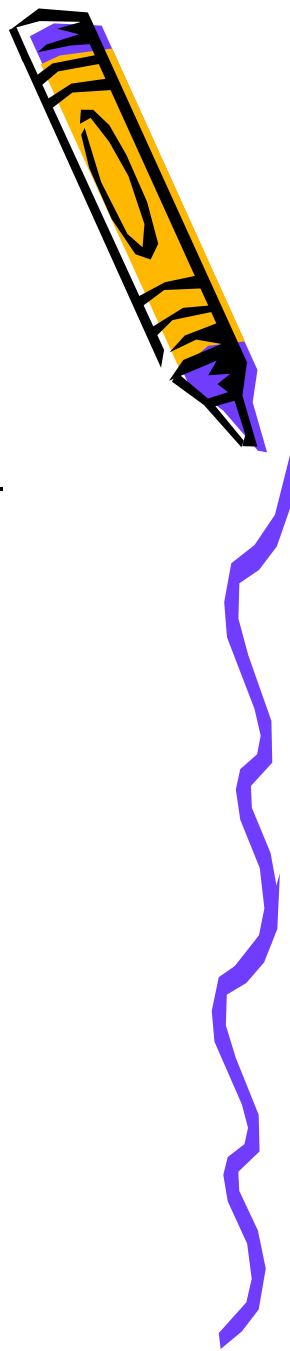
How does it sound?

- No -uh unless it's 'u' !
- Think about your mouth
- If not sure key into youtube Mr Thorne does phonics-watch!
- Espresso- for help with phonics games and film clips maths games.
- https://central.espresso.co.uk/espresso/primary_uk

Home access codes

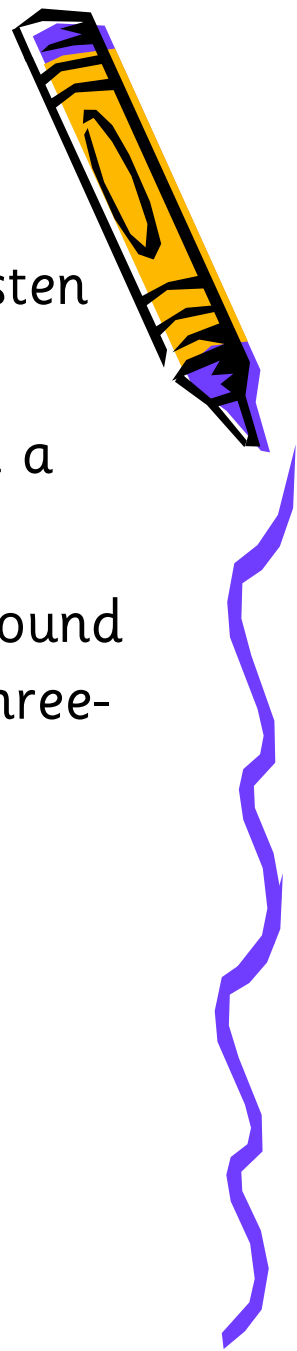
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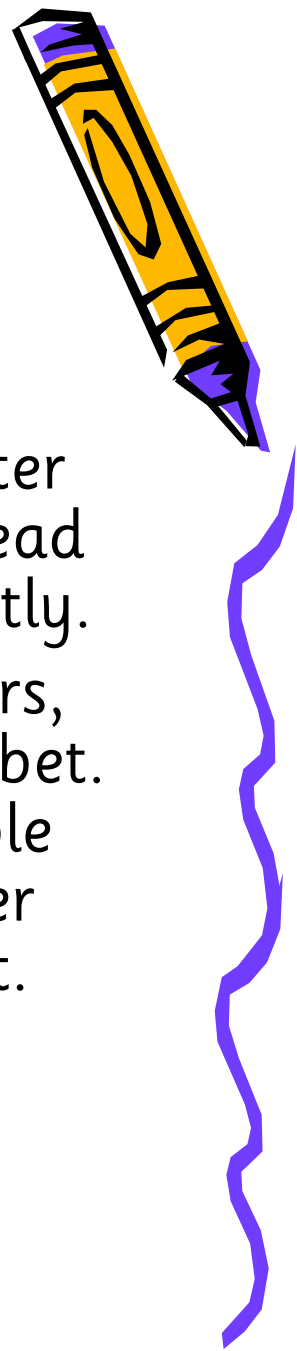
Segmenting for writing

- The easiest way to know how to spell a word is to listen for the sounds in that word.
- Start by having your child listen for the first sound in a word. Games like I-Spy are ideal for this.
- Next try listening for the end sounds, as the middle sound of a word is the hardest to hear. Begin with simple three-letter words such as cat or hot.
- Play games adding/changing initial/end or middle phonemes to make new words



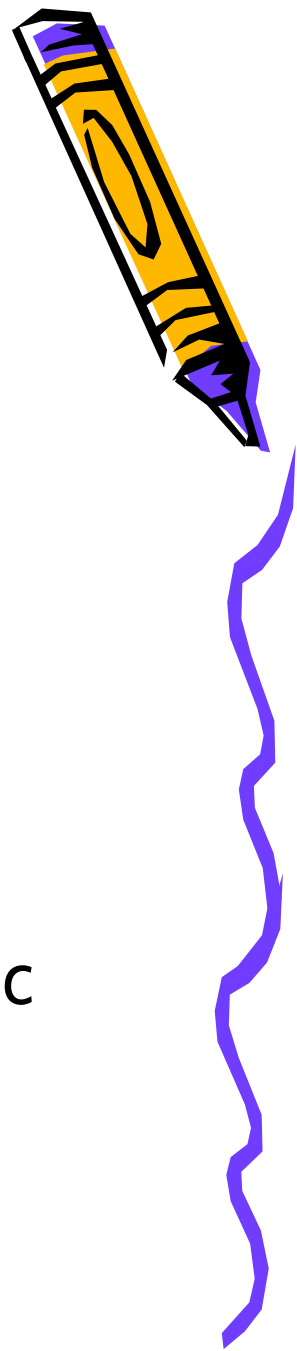
Aim by end of year R

- Children will leave reading confidently and independently
- Main purpose is to teach the children one letter for each of the 44 letter sounds in order to read spell and write simple regular words confidently.
- That children will be able link sounds to letters, naming and sounding the letters of the alphabet. That they will be able to read and write simple words by sounding out and blending the letter sounds all through the word from left to right.



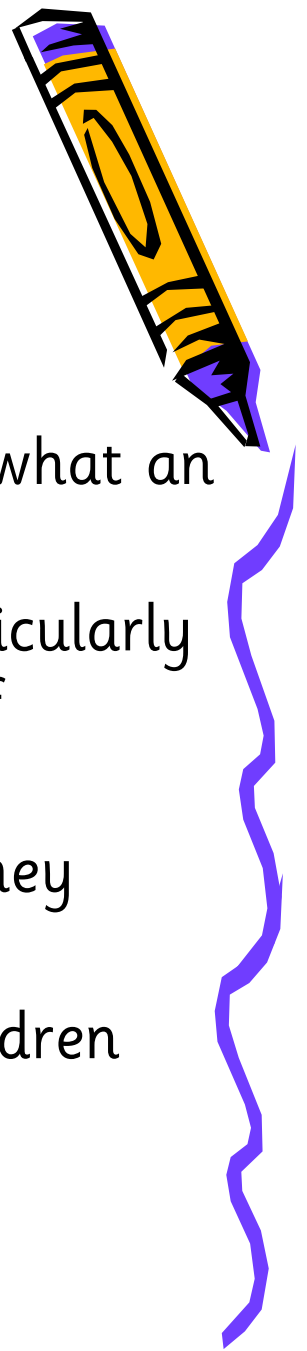
What does this mean?

- Becoming a reader should be fun for all concerned
- Developing confidence, skills, positive attitude to reading and equipping your children with the knowledge and understanding to become an enthusiastic book lover is key!



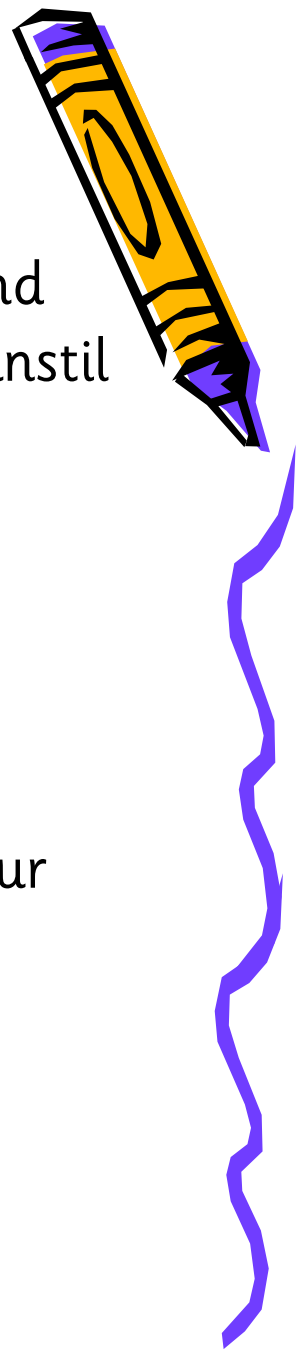
Reading together

- Crucial factor in helping them develop as readers
- Able to demonstrate reading with expression and enthusiasm
- By reading to your children you are showing them what an accomplished reader does
- Choose a variety of books-including non-fiction(particularly important for boys who will often prefer this type of reading)
- Encourage them to join in with books/stories that they know well which gives them a sense of achievement
- Read a book more than once- talk about it too-children need to understand what they are reading!

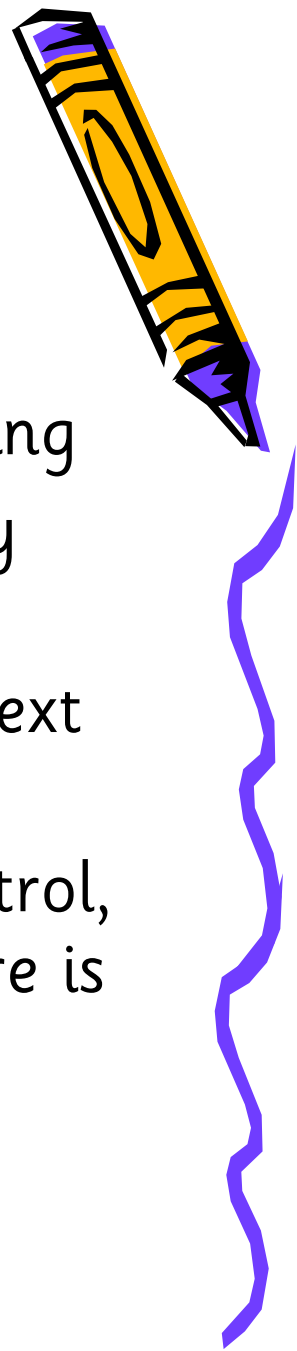


Reading at home

- Varied range of reading scheme books both fiction and non-fiction with lots of repetition with same book to instil confidence (you read it too vary your voice make mistakes that they can correct/ask them to help with tricky words)
- Quiet place for reading
- Playing reading games
- Let them see you reading its important to read to your children on a daily basis-join the library!
- Follow your child's lead
- Enjoyable shared experience!



Writing

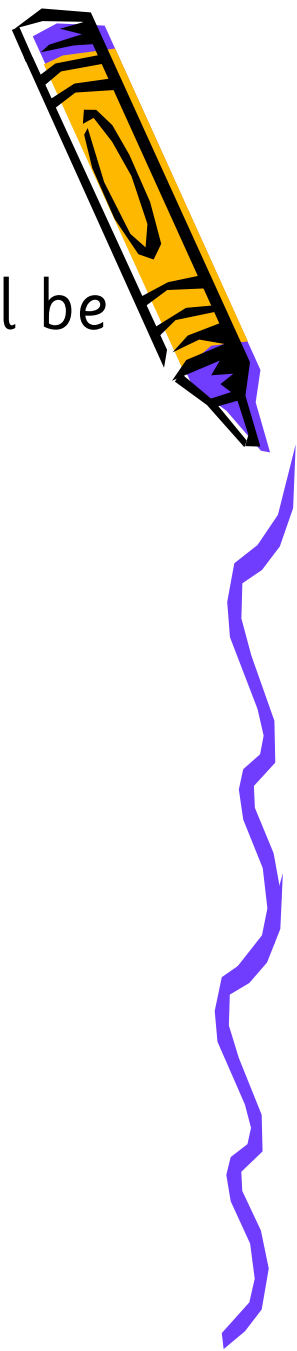


- Children learn by looking watching and copying
- They need to do it again and again and enjoy doing it-it must not become a chore!
- Crucial not to try and move them onto 'the next stage' too quickly.
- To develop confidence they need to be in control, children need to know at this early stage there is no wrong-just fantastic attempts!



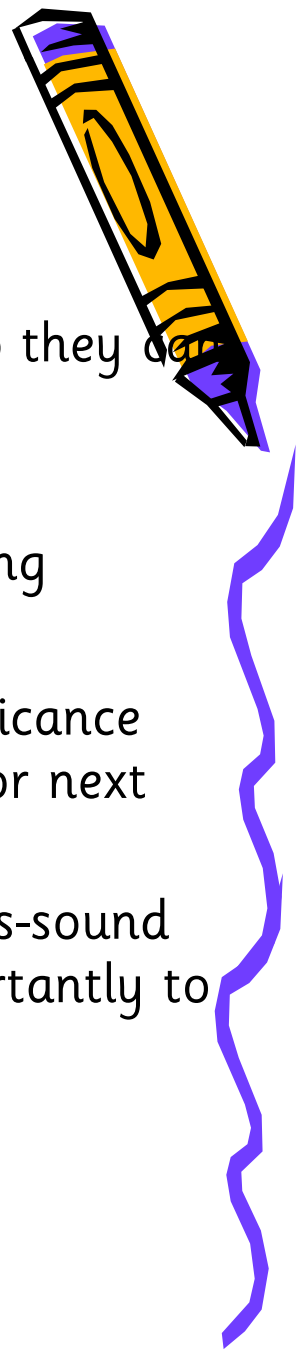
Writing at Home

- **Reinforce** correct letter formation- sheets will be sent home on a weekly basis for you to do together need to ensure the starting point is consistent (start at the top.)
- Encourage the super hero/princess grip
- Let them see you writing
- Do not spell everything out for them
- Encourage independence and to write phonetically.



Letter formation

- Take your time to do the weekly letter formation sheets so they can recall independently
- Point out features of text direction
- Model left to right orientation and top to bottom sequencing
- Support children to relate written symbols to sounds
- Encourage correct letter formation-focus on letters of significance primarily(name) before moving onto new letters-essential for next steps in joining writing(year 1 & 2)
- When writing support them to use 'sounding out' strategies-sound robot/buttons and other phonic knowledge-but more importantly to 'have a go'.



All children are different

- Not a race- push too quick children lose confidence and interest
- If not interested-let it go-gentle encouragement find another way!
- Important children have essential skills before moved on to the next stage. If they are moved on too quickly essential foundation bricks are missing leading to issues later on



Ongoing support

- Remember the door is always open if you need more time to chat ask for a telephone appointment when we can go over any concerns, worries or issues in more detail.
- If we don't know we can't help!

