

The background is a gradient of blue, transitioning from a lighter shade at the top to a darker shade at the bottom. There are some white, wavy lines near the top edge, suggesting a stylized horizon or water surface.

# Welcome to Early Year's Reading Meeting

# Speaking and Listening

- Speaking and listening are vital skills children need to develop in order to live successful lives in society.
- They are key skills for children developing their ability to read and write.

# What you can do

- Talk to them!
- Model and expect good listening. Get down to their level.
- Encourage the understanding and use of new vocabulary.
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words.
- Read to your child regularly and develop their story language.

# Reading at school

- Oxford Reading Tree and a variety of other schemes
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

# Exploring a book

- Talk about the pictures.
- Discuss the characters in the story.
- Predict what may happen next.
- Talking about the difference between non – fiction and fiction books.
- Can they recall the story in the correct order.

# Reading at home

- Quiet place for reading
- Switch off any devices or mobile phones
- Playing reading games, use a variety of texts
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!

# Writing at school

- Mark making opportunities
- Physical development for writing
- Letter formation
- **Segmenting** for writing
- **Tricky words**
- Encouraging independence

# Writing at home

- Reinforce correct letter formation
- Encourage the frogs on a log/crocodile grip
- Let them see you writing
- Do not spell everything out for them
- Encourage independence



Any

questions so

far?

# 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

# Letters and Sounds/Jolly Phonics songs

- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

# Phase 1

- All about sounds, musical, environmental, voice and body
- Aural discrimination of sounds, including letter sounds
- Blending and segmenting orally
- Exploring rhyme

# Phase 2

- Learning specific letters and sounds
- Reading tricky words:

I go no to the

- Blending and segmenting vc and cvc words, and in captions and sentences

# How does it sound?

- No -uh unless it's 'u'!
- Think about your mouth
- <http://www.youtube.com/watch?v=lwJx1NSineE&feature=related>

# Quick Quiz!

- Think of 3 sounds you can say and hold – an example is 'z'.
- Think of 3 short sounds you can make with no voice – eg 'c'
- Think of 3 sounds that are difficult to produce without saying '-uh'!

# Phase 3

- All other sounds are taught, but only one representation
- Alphabet names are important to describe the sounds made by more than one letter
- More tricky words for reading
- Writing I go no to the
- Blending, segmenting, reading, writing words, captions and sentences



# Phase 4

- Adjacent consonants introduced
- cvcc words – ten-t mil-k jum-p
- ccvc words – d-rum p-lop s-poon

Ccvcc words – pl-an-k

# Phase 5

- Split digraphs a-e ( face) o-e (close)
- Alternative spellings – ea/ee, ir/er, ay ai
- Tricky words people, their, called, asked
- Using their sound knowledge they will need to decode alien and real words in a Phonics screening test in year 1.

Any

questions so

far?

# Homework!

- Read daily together for 10 minutes
- Suggested activities to support literacy and mathematical skills
- Specific tasks – we would like all children to complete and bring in
- Weekly phonics sheets in Reception