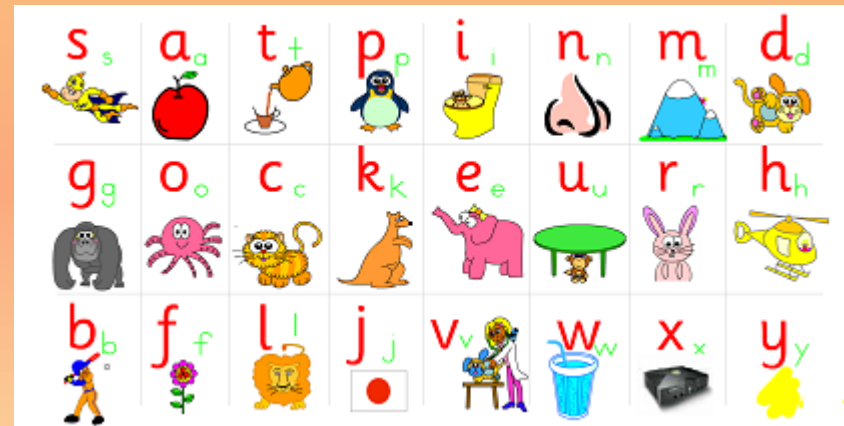
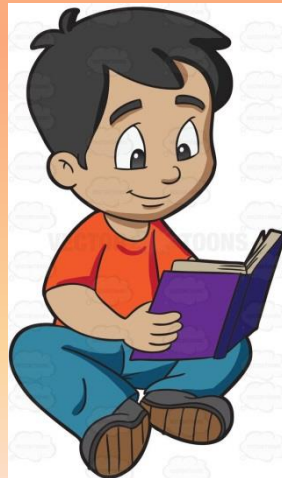
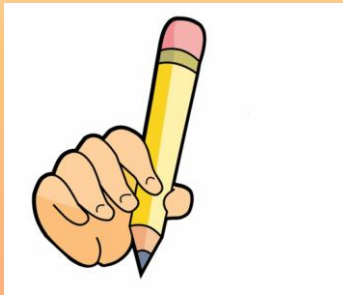


Reception Parents Literacy Workshop 20.9.18



The spoken language

- From a very early age, children develop an awareness of the different sounds, tones and pitches in our spoken language(s) and how to use these when communicating. This plays a vital role in their learning when reading and writing.
- They learn how to use their voices:
 - to make contact with you
 - to let you know what they need
 - to show how they are feeling
- As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills.
- School and home work together as a partnership 😊

- Children learn a great deal from other people – model and involve!
- Provide your child with lots of different opportunities to speak and listen with others:
 - Preparing meals
 - Tidying up
 - Putting shopping away
 - Getting ready to go out
- Switch off the TV, radio and mobile phones often
- Be directly involved in their conversation
- Read stories and discuss
- Talk to them about what you are writing
- Use puppets and toys

"Tell me and I
forget, teach me
and I may
remember,
involve me and I
learn."

- Benjamin Franklin

The importance of speech sounds

- Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes).
- This is called phonic knowledge. Which is taught in phases.

Phase 1

- Your child will be learning to:
 - Have fun with sounds (experimenting with voice, rhythm and rhymes)
 - Instrumental, environmental and body percussion
 - Listen carefully (rhyming words, alliteration)
 - Expand their vocabulary (new words / and, because)
 - Speak confidently to you, other adults and children
 - Tune into sounds around them and remember different sounds

Phase 2

- This is begun in the Reception year
- Children begin to formally learn the sounds in the English language
- Phonics sessions are fun sessions involving lots of speaking & listening and games

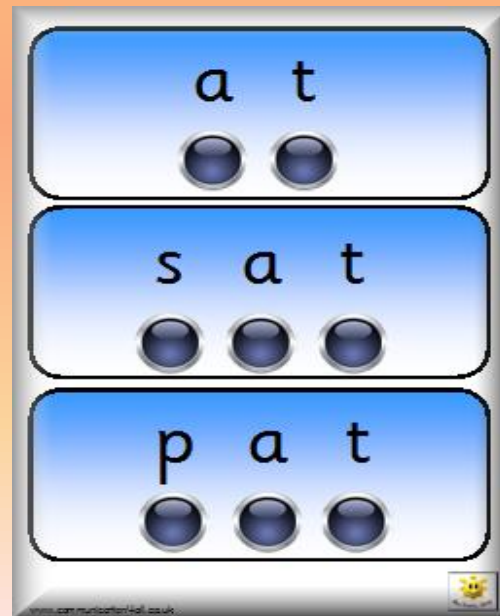


Not all children will learn at the same rate!

- Your child should be supported *whatever* their rate of learning
- There is a very close link between *difficulty with phonics* and *hearing*, so if your child is making progress more slowly than expected, it is worth having their hearing checked

Sound talk

- The separate sounds (phonemes) are spoken aloud, in order, all through the word. They are then merged together into the whole word.
- The merging is called **blending**, and is a vital skill for reading.
- Eg: c-a-t = cat



Sound talk

- Children will also learn to do this the other way round. Eg: **cat = c-a-t**
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- This is called **segmenting**, and is a vital skill for spelling.

Learning the phonemes

- They will also learn that some phonemes are made up of more than one letter. We call these **digraphs**:

jazz

Jill

- We use actions/cued articulation to help to remember the phonemes



Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- Long sounds should be sustained (eg, **sss**, **mmm**, **fff**)
- And short sounds short (eg, **b**, **t**, **o**)

VC and CVC words

- V = vowel C = consonant
- We begin by learning **VC** words: **at** **in** **up**
- Then follow onto **CVC** words: **cat** **dog** **pet**
- Words such as **tick** or **bell** also count as CVC words; although they contain four letters, they only have three sounds

Making words

- Now the children will be *seeing* letters and words, *as well* as hearing them
- They will be shown how to make whole words by:
 - Pushing magnetic letters together to form words
 - Reading words on the board, in books and in the environment
 - Reading nonsense and real words:
mat tob lop pop

Tricky words

- Your child will also learn several tricky words; those that cannot be sounded out
- Eg: **the to I go no said**
- We have a tricky word tree in our classroom to help us remember them!

Phase 3

- The main individual letter phonemes have now been learnt, and children are reading CVC words independently
- Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: oa in boat



Phase 3

- Your children will also be learning the names of the alphabet and start using them in their writing: **A B C D E F G** etc

Ben Jon Brighton

- They will read more tricky words and begin to spell some of them
- They will read and write words in phrases and sentences:

Jack and Jill went up the hill.

How can you help?

- Read, read, read together!
- Play ‘**I spy**’ with letter sounds
- Play with magnetic letters to segment and blend words, eg: ***r-ai-n = rain*** ***b-u-t = but***
- Praise your child for trying out words – don’t correct every mistake! Model back correctly and ask them to copy you
- Look for tricky words in the environment
- Create phonic games with a timer – how many sounds? How many words?
- Play pairs with phoneme cards and small words

Handwriting

- Cursive script - encourage writing on the line.
- Pencil grip and comfortable with two fingers and thumb (sometimes takes a while to perfect this).
- Taught alongside phonemes initially, then in groups of similar shapes or orientation.

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

Write dance - Miss. Thomas

- A creative experience for developing handwriting.
- Exercises, often with music, to harmonise and connect the two brain halves. This thereby improves cognitive learning and physical coordination.
- Many of the movements are done first with the whole body and later on with two hands simultaneously. This greatly improves both large and fine motor skills, providing the children with a strong foundation for writing.
- We also promote this through some 'brain break' activities.

Thank you for coming today



Do you have any questions?

This PowerPoint can be found on
our school website in Red Class
info.