

Welcome to our Early Years

Parent Meeting

Helping your child to learn  
at home

# Agenda:

- Introductions
- Phonics
- Reading
- Homework
- Parent Questionnaires/ Chance to Purchase Resources and Feedback

# Phonics

The learning of letters and sounds

# Why synthetic phonics?

*“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”*

*Sir Jim Rose, Rose Review of Reading 2006*

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

# Letters and Sounds

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

# Phase 1

- Sound discrimination
- Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage.
- It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language.

# 7 Aspects of Phase 1

- Aspect 1 - General sound discrimination - environmental
- Aspect 2 - General sound discrimination - instrumental sounds
- Aspect 3 - General sound discrimination - body percussion
- Aspect 4 - Rhythm and rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice sounds
- Aspect 7 - Oral blending and segmenting

# Phase 2

- Learning specific letters and sounds
- Reading tricky words:

I go no to the

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

# Phase 2 Sounds

- Sounds are introduced in sets
  - ❖ Set 1: s a t p
  - ❖ Set 2: i n m d
  - ❖ Set 3: g o c k
  - ❖ Set 4: ck e u r
  - ❖ Set 5: h b f ff l ll ss

# How does it sound?

- Saying the sounds correctly with your child is extremely important
- We say the shortest form of the sounds
- No -uh unless it's 'u' !
- Think about your mouth
- <http://www.youtube.com/watch?v=IwJx1NSineE&feature=related>

# Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

This is the skill needed in becoming a reader.

# Segmenting

- Recognising which individual graphemes make up individual words

s-a-t

This is the skill needed in becoming a writer

# Phonic Sessions

- These take place daily for twenty minutes
- Recap the sounds
- Teach a new sound
- Read words with that sound in it
- Write words with that sound in it
- Read or write a caption or a sentence
- Reading tricky words

# Reading

# Reading at school

- Phonic Readers
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

# Reading at home

- Phonic Readers
- Quiet place for reading
- Playing reading games
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!

# Pre Reader Books

- Wordless books often promote more discussion than books with words, which leads to better comprehension.
- They also encourage the introduction of new vocabulary, help develop storytelling skills and present many opportunities to practice writing.

# Star Reader Scheme

- Look out for more information on this. In Reception we start this in January.

Any questions

so far?

# Homework!

Reception:

- Phonics
- Talk homework
- Maths
  
- Half Termly Tapestry Challenges!

# Why set talk homework?

- 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.

# 3 Parts to Speaking & Listening

- Listen to encourage talking – time spent listening to children talk to each other, and listening to individuals without too frequent interruption, helps them to use more, and more relevant, language.
- Model good listening- This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said.
- Model good spoken English - to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue. Phase One activities are designed to foster these attributes.

# What you can do

- Talk to them!
- Model and expect good listening.
- 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.

Phase 2 Phonics

1. Point to the sound and say the sound and then the picture.



2. Say the sound as you write it.



3. Track for the sound - say the sound when you find it.

Track for **a a a t a t s t a a t**

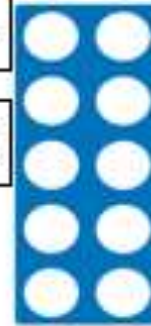
4. Say the names of these pictures that begins with the sound



### Numicon

Count the holes in Numicon tiles and write the correct number in the boxes

1 2 3 4 5 6 7 8 9 10



Resources to Support you at  
home.

# Talk Together



helps children  
communicate  
ENLIGHTENED CHARITY TRUST

Supported by  
**openreach**  
BT Group business **BT**

Helping babies and young children  
learn skills for talking



# Sound Mats

## Phase 2

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

# Feedback