



Perryfields Infants

Reading and Handwriting 2017
Mrs Reid and Mrs Fairbanks





Aims and outcomes for the session....



- What is phonics and the phases
- The teaching of phonics in the early years
- Year 1 phonics screening check
- **Games and activities (See tables)**
- Reading comprehension
- Guided Reading
- Assessment of Reading
- Handwriting
- Questions





Phonics explained





What is phonics?



Words are made up from small units of sound called **phonemes**. Phonics teaches children to be able to listen carefully and identify the **phonemes** that make up each word. This helps children to learn to read words and to spell words.





What is phonics?



In phonics lessons children are taught three main things:

1. GPCs

They are taught GPCs. This stands for **grapheme phoneme correspondences**. This simply means that they are taught all 44 phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are s, a, t, p, i, n.

2. Blending

3. Segmenting





Phonics in the Early Years



A phoneme

This is the smallest unit of sound in a word.
How many phonemes can you hear in cat?



A phoneme is something you hear.

A grapheme

These are the letters that represent the phoneme.

The grapheme could be 1 letter, 2 letters or more.

t

ai

igh

A grapheme you see.



Blending (for reading)



Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

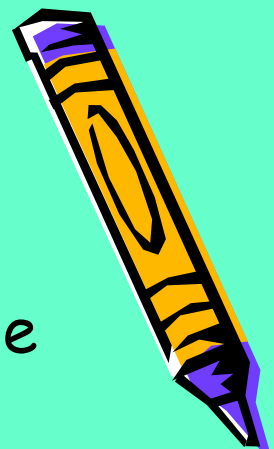
- Recognising the letter sounds in a written word e.g. c-u-p and sh-ee-p.
- Merging them into the correct order to pronounce the word cup and sheep.



Segmenting (for spelling)

This is the opposite of blending. Children are able to say a word and then break it up into the **phonemes** that make it up. This skill is vital in being able to spell words.

- Identifying the sounds in a spoken word, (e.g. h-i-m, s-t-or-k) and writing down letters for each sound (phoneme) to form the word 'him' and 'stork'.



This is where it gets tricky!



- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (cat, Kennel, choir)
- The same grapheme may represent more than one phoneme (me, met)
- Sound buttons - model



The Phases



Phonics is taught and split into 6 distinct phases.

Phase 1 develops the basics...

- Showing an awareness of rhyme and alliteration.
- Exploring and experimenting with sounds and words.

Phase 2/3 - The single letter sounds are taught...

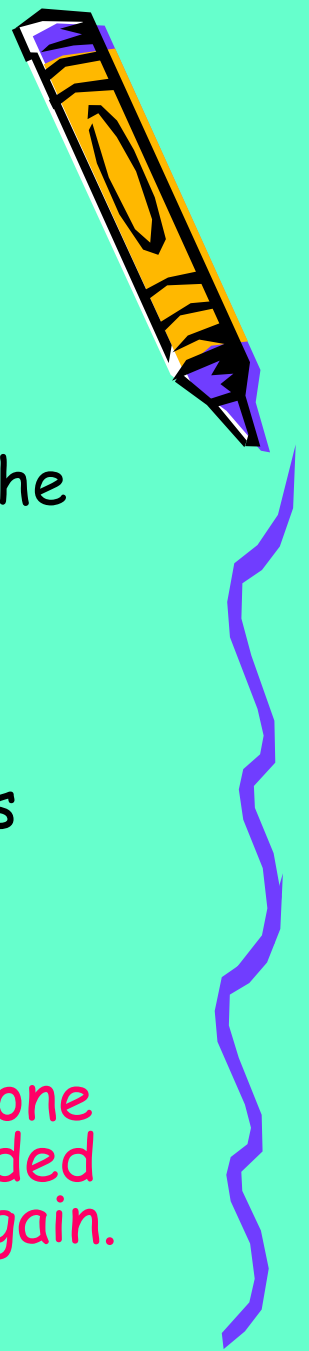
- Blending for reading and segmenting for spelling.
- Knowing one grapheme for each of the 44 phonemes.
- Reading and spelling a wide range of cvc words e.g. 'man'
- Introduction of digraphs and trigraphs e.g. ch and igh.



Articulation of phonemes - Clip

www.youtube.com/watch?v=BqhXUW_v-1





Phase 4 is a consolidation unit....

- Reading and spelling of tricky words.

Phase 5 and 6 -

- Alternative ways of pronouncing and spelling the graphemes
- Reading and spelling complex words
- Teaching the past tense.
- Investigating and learning how to add prefixes suffixes.

Untidy

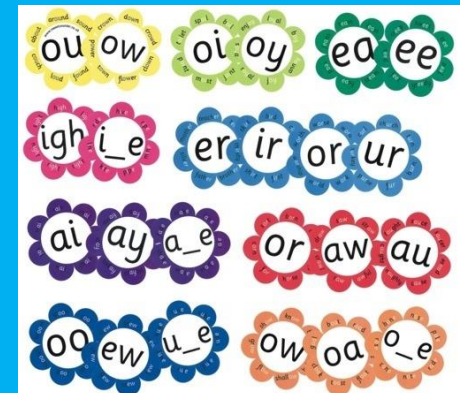
faster

Remember that the phases are not set in stone and that some children will need to be extended or repeat and consolidate areas of a phase again.





Year 1 Phonics Screening Check (Phonics quiz!)





Year 1 Phonics Screening Check

Phonic Check Results 2017

- 85% of our Year 1 children reached the expected level (compared to 81% nationally).



Year 1 Phonics Screening Check (Phonics quiz!)



What is the phonics screening check?

The phonics screening check is a government statutory requirement for year 1 children. It is a quick and easy check of your child's phonics knowledge.

The phonics screening check will be takes place during the **summer term**.



Year 1 Phonics Screening Check



How does the check work?

- One to one in a quiet room
- Class teacher
- 5-8 minutes
- Fun and informal delivery
- Children read 40 words
- 20 real words and 20 'nonsense' words
- Phase 2-5 of letters and sounds



Year 1 Phonics Screening Check (Phonics quiz!)



20 alien words

vap

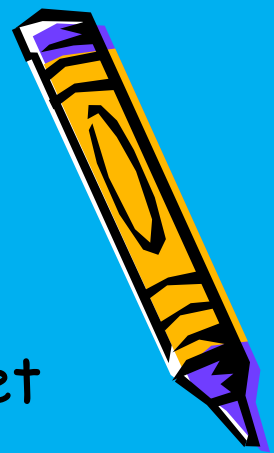


20 real words

beg



Year 1 Phonics Screening Check



After the check

- We will inform you if your child has met or not met the expected level.
- If your child does not meet the expected level then they will be given extra support.
- Those children will then retake the screening check in the summer term of year 2.





Reading Comprehension





Perryfields Reading Results 2017



**Working at or above
expected
standard**

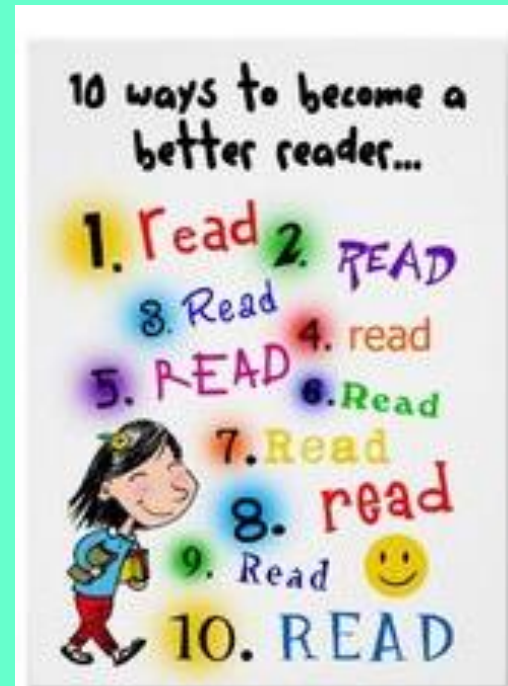
**Working at greater depth
within expected
standard**

Subject	School	National	Essex	School	National	Essex
Reading	83%	76%	78%	42%	25%	29%



Reading Expectations

- Listening to your child read on a daily basis. Just a few minutes every day will help but it must be an enjoyable experience!
- Reading to your child helps them develop their own expression, comprehension and enjoyment.



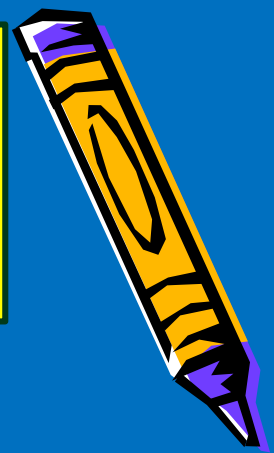
Home/school reading

- We aim to promote reading for **enjoyment**.
- Colour coded reading books in the library - according to their level of difficulty.
- The teacher and child select a book that interests them and which is an appropriate level.
- Reading diary - dated and signed each time they read with parent, teacher or LSA.
- Children encouraged to change books as often as necessary.
- Spellings/key words/phonics given as homework.



Perryfields' approach to reading

- 1-1 with teacher or LSA
- Guided Reading group sessions
- Book corners in the classroom
- Author focus each term and author visits
- Visits to the library - Local library
- Junior Librarians
- Quiet reading sessions
- Range of texts e.g. comics, fiction, non-fiction, papers, magazines, recipes, signs etc
- Promote a culture of reading for pleasure!



Guided Reading



Guided reading is a small-group reading session designed to provide differentiated teaching that supports children's progression in reading.

- Group of 6 children - similar ability
- All read same book
- $\frac{1}{2}$ hour
- Focuses on specific needs of groups
- Group discussion
- Reading to an audience



Year 2 Assessments

- Year 2 Statutory Tests in Reading, Writing and Maths during the Summer Term.
- Reading Tests place a high emphasis on text inference.
- Teacher Assessments report children as Working Towards Expected Standard, At Expected Standard or Working at Greater Depth.



Skills assessed

- Read words containing common suffixes.
- Read most common exception words.
- Read fluently with expression.
- Sound out most unfamiliar words accurately
- Check it makes sense
- Answer questions
- Make inferences on the basis of what is said and done.
- Predict what might happen next.
- Make links between the book they are reading and other books they have read.



Common Exception Words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Children's reading strategies



Context

Decoding
Sounding
and
blending

Reading

Size and
shape of
words

Use of
key words

Picture cue

Make the strategy that a child uses explicit.



Best practice for supporting reading at home



- Must be fun!
- Variety of books and reading materials
- Hearing your child read daily - suitable environment
- Paired and shared reading
- Visiting library
- Reading in the environment
- Being a role model
- Have fun!



Reading with your child

Some of the things you can do with your child are:

- Look through the story first, talking about the pictures so they are not going into the book 'cold', make **predictions** based on the title or cover pictures.
- Encourage them to **infer** information from the text and pictures.
- Check to see which words they are still not recognising by sight.
- Suggest they **retell** the story in sequence.
- Ask them to predict what might happen next.
- Ask them if they **liked** the story and to explain why.
- Talk about the **characters** and their feelings and behaviour, encouraging them to justify why they think this, using the text to help them.



These ideas and more given as a handout



Handwriting Fine Motor Activities



Cutting



Pegs

Painting



Puzzles



Playdough

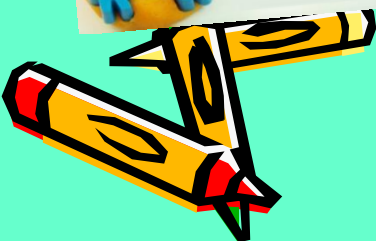


Sorting

Tongs/Tweezers



Threading



Letter shapes

- Begin with letter shapes- Start big
- Making letter shapes in the air
- Using scarves and ribbons - respond to music
- Paint brushes and water outside
- Letter shapes in sand, shaving foam and paint
- Tracing letters



Vocabulary related to handwriting



Ascenders
Descenders
Upstroke
Cursive



How we teach handwriting



- Cursive (part cursive) upstroke writing
- To begin with children learn letters separately
- Shape families, e.g. clockwise movements
- Handwriting books
- Short period of time - calm environment
- Pencil grip and position of paper
- Good posture



Joining and fluency

- Legible, fluent and fast
- Some letters can't be joined g, s, b, y, j, p and r
- Capital letters should not be joined or have upstroke
- Letters start from the bottom and numbers from the top
- Consistent in size and sitting letters on the line
- Pen licence





Any questions?

Please fill in the feedback form.

