

Ryders Hayes
Teaching School

Language First



Reception Phonics Session 1 2nd October 2019 4-6pm





**A sharp focus on
Phonics**

Language First Project objectives



Phonics:

- The **DFE** have a particularly sharp focus on phonics within the KPIs of the bid and the phonics element of the programme is therefore crucial part of the project and one which DfE are scrutinising.



Language First Project objectives



Phonics:

- The DFE have specifically asked us to provide a baseline report for each Support School to ascertain each Phonics approach/curriculum for Reception.
- We are keen to develop a community of practice where together we are sharing and developing out best Phonics approaches that lead to best outcomes for EY children across the Black Country.

• .





Welcome to the start of our
journey...

“Every [practitioner]
needs to improve,
not because they are
not good enough
but because they
can be even better”

Dylan William

Education Standards for
professional development

....and if nothing changes, then nothing changes!

...thinking about stopping doing good things to make time for doing even better things....the challenge is to really understand what works and why....what works for your children?

Effective Phonics in the Reception

- Features of an effective Reception Phonics offer should include....

PREPARING FOR LITERACY

Improving communication, language and literacy in the early years

Guidance Report



2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.



Phonics in the early years

Features of effective programmes include:

- **systematic**—use an explicit, organised and sequenced approach, as opposed to incidentally or on a ‘when-needed’ basis;
- **training**—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding;
- **responsive**—check if learning can be accelerated or extra support is needed ;
- **engaging**—lessons that engage children and are enjoyable to teach;
- **adaptations**—carefully consider any adaptations to the programme as they may reduce its impact; and
- **focus**—a dynamic approach to grouping children is likely to help focus effort and improve teaching efficiency by building on what children know and can do



Ofsted
*Reading by
six: How the
best schools
do it...*

- Clarity and constant purpose
- Knowledge and understanding of the processes that help children to read
- A programme of **rigorous systematic phonics** work as the *prime* approach to decoding print
- Consistent teaching of the highest quality; together with effective assessment and tracking to provide help for those who encounter difficulty in reading
- Effective leadership and management of the school and of literacy

A creative approach to phonics

‘ Inspectors found that systematic phonics teaching, ***adapted to meet the needs and interests of the children***, had a particularly positive impact in many schools found to be good or outstanding’

‘Getting them reading early’
Ofsted October

Name of School:

Letters and Sounds Expectations of progress



Year N	Letters of addition	Phase 1 (Strategies)	Phase 1 (Sounds)	Phase 2 (Strategies)	Phase 2 (Sounds)	Phase 3 (Strategies)	Phase 3 (Sounds)	Phase 4 (Strategies)	Phase 4 (Sounds)	Phase 5 (Strategies)	Phase 5 (Sounds)	Phase 6 (Strategies)	Phase 6 (Sounds)	Phase 7 (Strategies)	Phase 7 (Sounds)	Phase 8 (Strategies)	Phase 8 (Sounds)	Phase 9 (Strategies)	Phase 9 (Sounds)	Phase 10 (Strategies)	Phase 10 (Sounds)	Total reading expectations	
Baseline:																							
Autumn half term																							
End of autumn term																							
Spring half term																							
End of spring term																							
Summer half term																							
End of summer term																							

Phase 2:
 Develops children's knowledge of **grapheme-phoneme correspondences (GPCs)**, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and **practises** the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.

Letter progression (one set per week)
 Set 1: s, a, t, p
 Set 2: **l**, n, m, d
 Set 3: g, o, c, k
 Set 4: ck, e, u, r
 Set 5: h, b, f, ff, i, **ll**, **ee**

- Teach using Jolly Phonics actions (see The Jolly Phonics Handbook)
- For activities see Letters & Sounds p47-71
- Sound book homework sent home to reinforce grapheme-phoneme correspondences
- Jolly Grammar 1 (spelling): week 7, 9, 10, 11, 12.

Key words: the, to, go, no

Assessment: Phase 2

- Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, **l**, p, n;
- Find any Phase Two letter, from a display, when given the sound;
- To orally blend and segment CVC words;
- To blend and segment **in order to** read and spell (using magnetic letters).

Progress and Tracking
 -Not to get lost in translation

4. Literacy

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.

Reading

Age	Typical behaviour
Birth to 11 months	<ul style="list-style-type: none">Enjoys looking at books and other printed material with familiar people.
8 to 20 months	<ul style="list-style-type: none">Handles books and printed material with interest.
16 to 26 months	<ul style="list-style-type: none">Interested in books and rhymes and may have favourites.
22 to 36 months	<ul style="list-style-type: none">Has some favourite stories, rhymes, songs, poems or jingles.Repeats words or phrases from familiar stories.Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.Enjoys rhyming and rhythmic activities.Shows awareness of rhyme and alliteration.Recognises rhythm in spoken words.Listens to and joins in with stories and poems, one-to-one and also in small groups.Joins in with repeated refrains and anticipates key events
	<ul style="list-style-type: none">Handles books carefully.Knows information can be relayed in the form of print.Holds books the correct way up and turns pages.Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 to 60+ months	<ul style="list-style-type: none">Continues a rhyming string.Hears and says the initial sound in words.Can segment the sounds in simple words and blend them together and knows which letters represent some of them.Links sounds to letters, naming and sounding the letters of the alphabet.Begins to read words and simple sentences.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.Enjoys an increasing range of books.Knows that information can be retrieved from books and computers.
------------------	---

Early learning goal – reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

22 to 36 months	<ul style="list-style-type: none">• Distinguishes between the different marks they make.
30 to 50 months	<ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places
40 to 60+ months	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts.

Early learning goal – writing

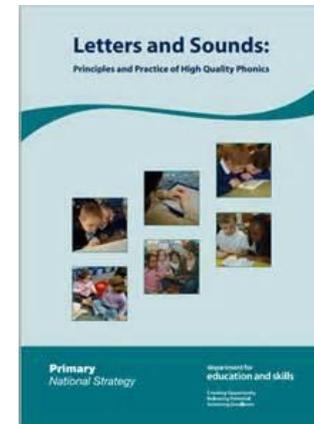
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences

HIGH EXPECTATIONS

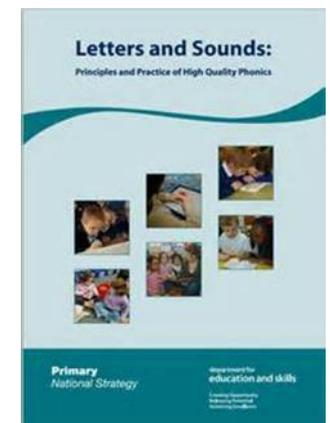
A programme of **rigorous systematic phonics** work as the *prime* approach to decoding print

Letters and Sounds – 6 Phases

- **Phase 1 in Nursery** (CHILDREN TO BE SECURE at PHASE 1 and Emerging into Phase 2 at the End of Nursery)
- **Phase 2 and 3** (CHILDREN TO BE SECURE at PHASE 3 at the End of Reception)
- **Phase 4 and 5 in /Reception Year 1**
- **Phase 6 in Year 2**
- **Carried on into KS2 and KS3**



Phase 1: Early Phonological Development



Early Phonological Development

Children need opportunities to develop phonological awareness

Children need to be phonologically aware in order to move without difficulty to later reading

What IS Phonological Awareness

What is Phonemic Awareness?
Phonemic Awareness describes the awareness skills used to detect, blend, segment, and manipulate individual sounds in words.

Why is Phonemic Awareness important?
Before children learn to read and write, they must first understand how the sounds in words work. They must understand that our words are made up of speech sounds.

Phonological Awareness is the conscious awareness to the sound structure of our language. Basic levels of phonological awareness skills include listening to, recognizing and completing rhymes; segmenting spoken words in sentences and syllables in words; and recognizing onset and rimes.

Are Phonological & Phonemic Awareness the same thing?
The terms are NOT interchangeable! Phonemic awareness is a subset of phonological awareness. Phonemic awareness occurs exclusively at the sound level. It does not include awareness at the word or syllable level.

Copyright
ReadingResource.net
&
TwoCanDott.Blogspot.com



Phonological Development

Children have fun with sounds and develop phonological awareness naturally in settings... however are **sound recognition skills** explicitly taught and strengthened through:

- **tuning children into sounds**
- **listening and remembering sounds**
- **talking about sounds**
- **playing games with sounds**
- **grouping words and objects according to sounds**
- **singing rhymes and songs**
- **hearing books read aloud**
- **introducing oral blending and segmenting of sounds in words**

Letters and Sounds

Phonological Development

Phase One activities are arranged under the following seven aspects

- Aspect 1: General sound discrimination – environmental sounds
- 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

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate phonemes;
- reproduce audibly the phonemes they hear, in order, all through the word;
- use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening.

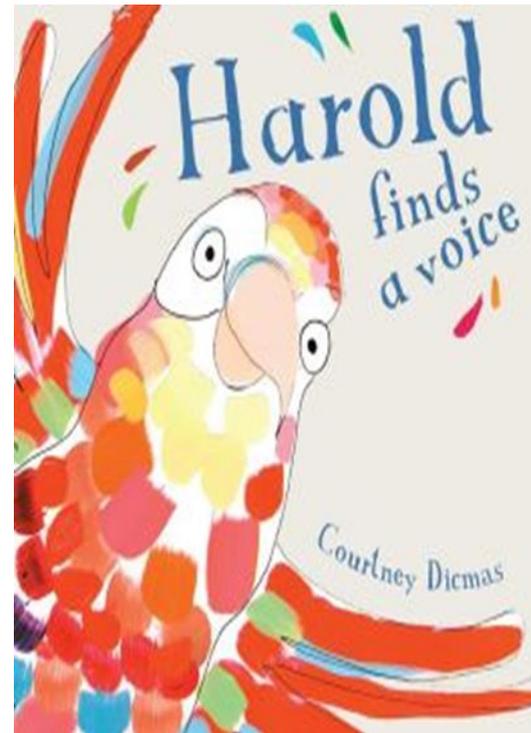
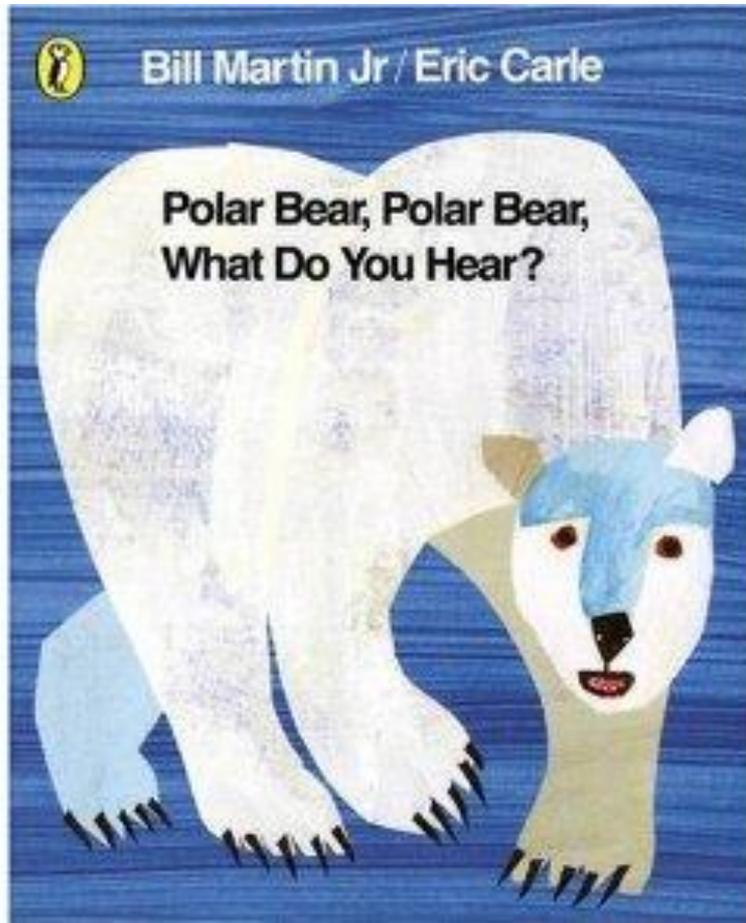
This needs to be kept in mind throughout all phase one activities.

Sounds in the environment

focused experiences



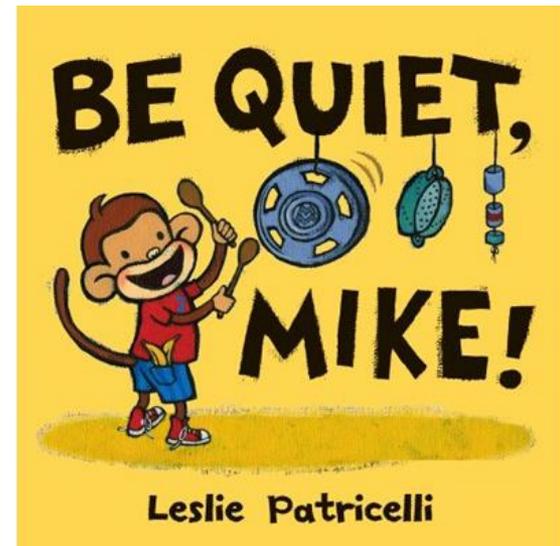




Instrumental Sounds

focused experiences





Freedom to experiment
with sounds



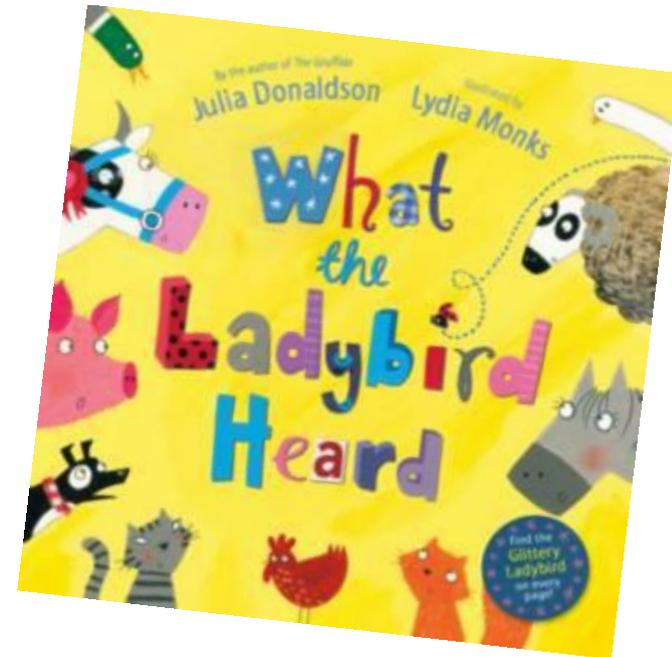
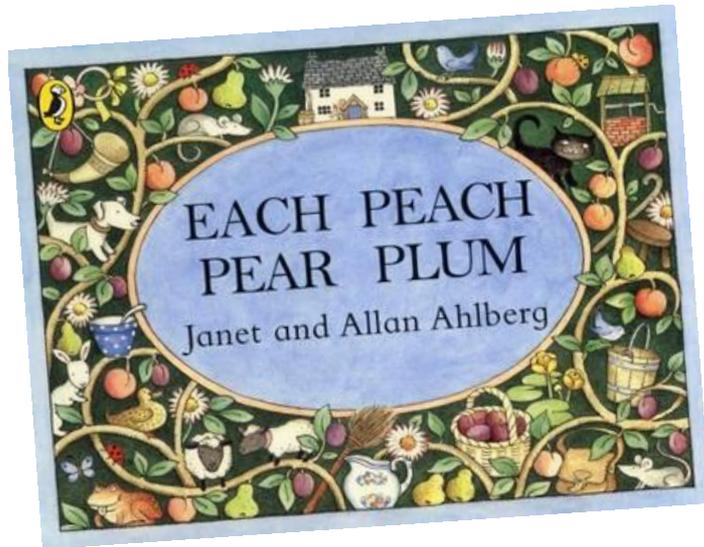




Adding sound effects to books
The sound of a wild rumpus!

Rhythm and Rhyme

focused experiences



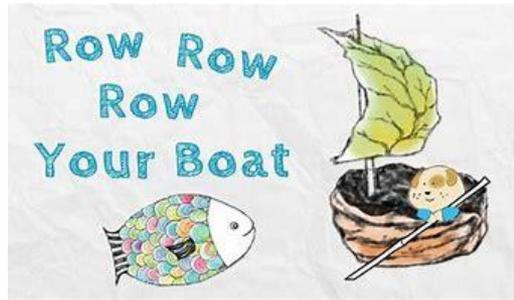
Joining in the reading of such texts represents many children's first way into reading



Rhymes and stories need to be central to 2, 3 and 4 year old provision as they help children to develop:

- *listening and attention skills*
 - *turn-taking*
 - *interaction skills*
- *an understanding and use of words*
 - *knowledge and use of actions,*
 - *gestures and signs*
- *phonological awareness, that is the ability to be able to listen to and know about the sound structure in words. This is vital for later reading and writing.*

Stories and rhymes are really effective ways of introducing and modelling the use of new vocabulary.



1. Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

2. Row, row, row your boat
Gently up the creek
If you see a little mouse
Don't forget to squeak!

3. Row, row, row your boat
Gently down the stream
If you see a crocodile
Don't forget to scream!

4. Row, row, row your boat
Gently to the shore
If you see a lion
Don't forget to roar!

5. Row, row, row your boat
Gently down the brook
If you catch a little fish
Let him off the hook

6. Row, row, row your boat
Gently down the bay
If you see a pirate ship
Sail the other way

7. Row, row, row your boat
Gently down the river
If you see a polar bear
Don't forget to shiver !

8. Row, row, row your boat
Gently down the lake
If you see a jellyfish
Don't forget to shake

The Rhythm of Life

1. Hand on the bridge
feel the rhythm of the train.

2. Hand on the window
feel the rhythm of the rain.

3. Hand on your throat
feel the rhythm of your talk.

4. Hand on your leg
feel the rhythm of your walk.

5. Hand in the sea
feel the rhythm of the tide

6. Hand on your heart
feel the rhythm inside.

7. Hand on the rhythm
feel the rhythm of the rhyme.

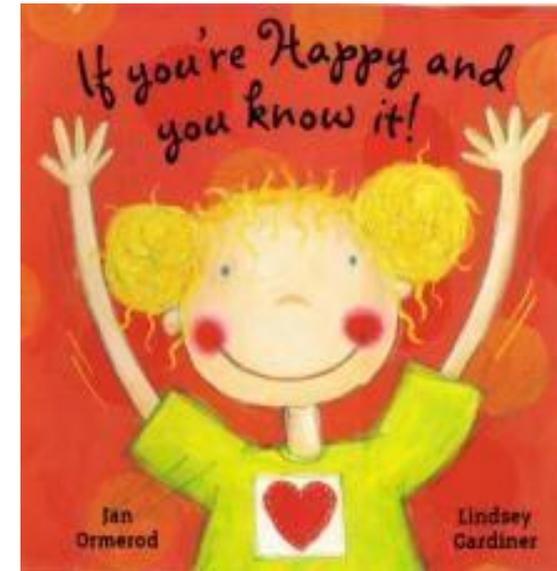
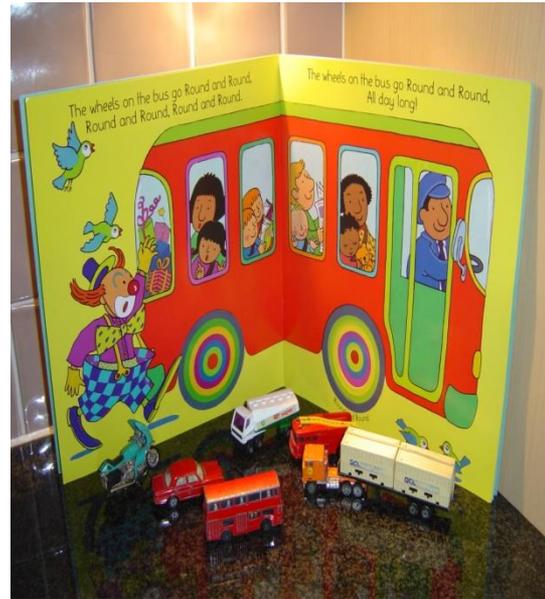
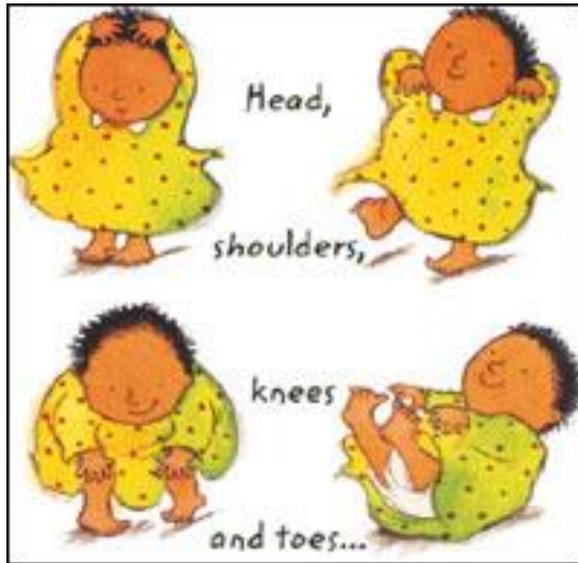
8. Hand on your life
feel the rhythm of time
hand on your life
feel the rhythm of
hand on your life
feel the rhythm of time.

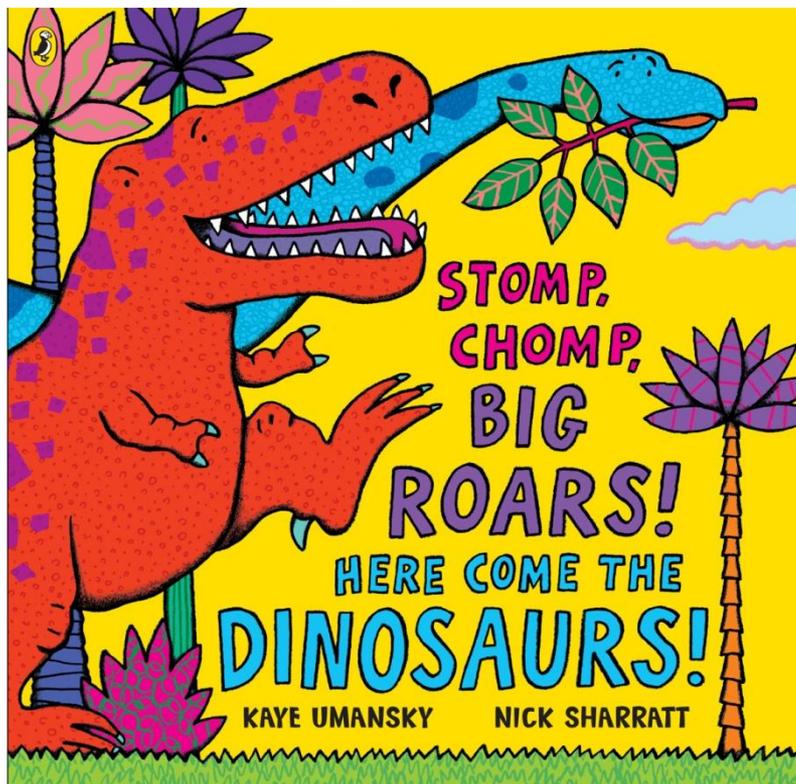


From [Michael](#) Rosen's
Big Book of Bad Things

Body Percussion

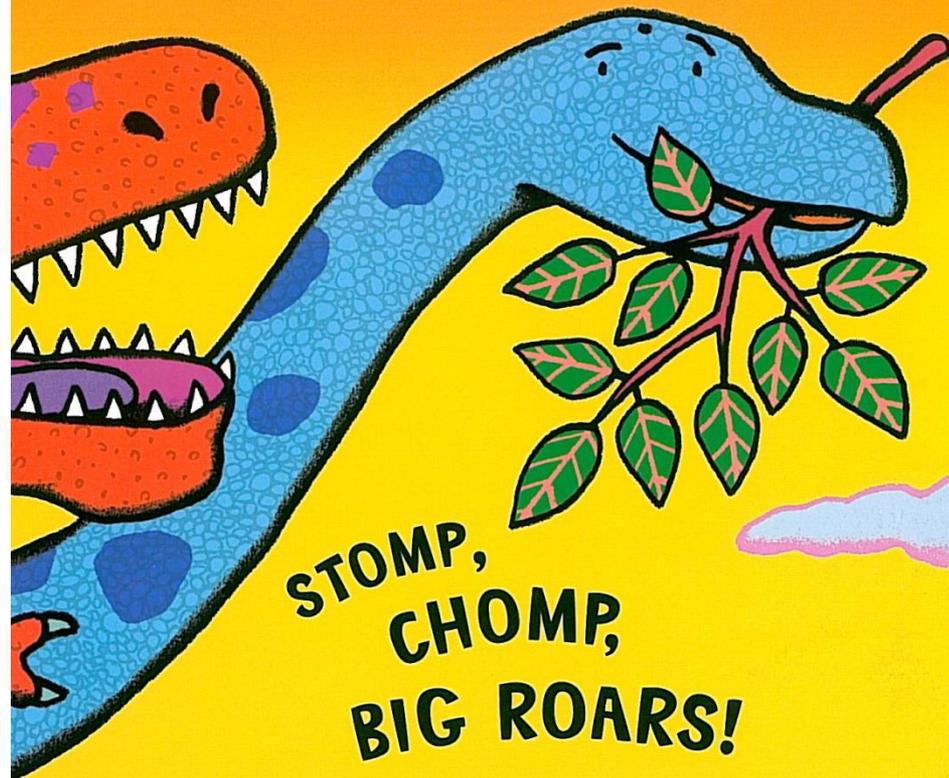
Focused experiences





**STOMP,
CHOMP,
BIG
ROARS!**
**HERE COME THE
DINOSAURS!**

KAYE UMANSKY NICK SHARRATT



**STOMP,
CHOMP,
BIG ROARS!**

This is the way we stomp our feet,
Stomp! Stomp! Stomp!

This is the way we like to eat,
Chomp! Chomp! Chomp!

Stomp! Chomp! Big roars!
Here come the dinosaurs!

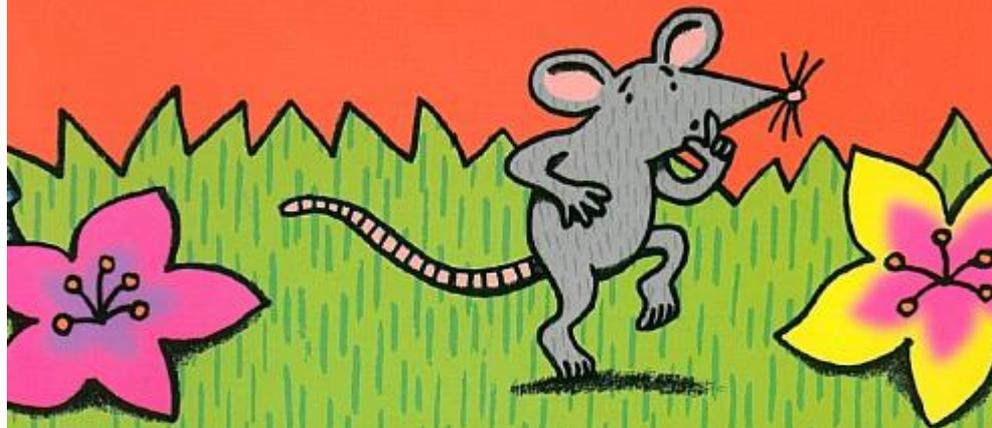
BE A MOUSE

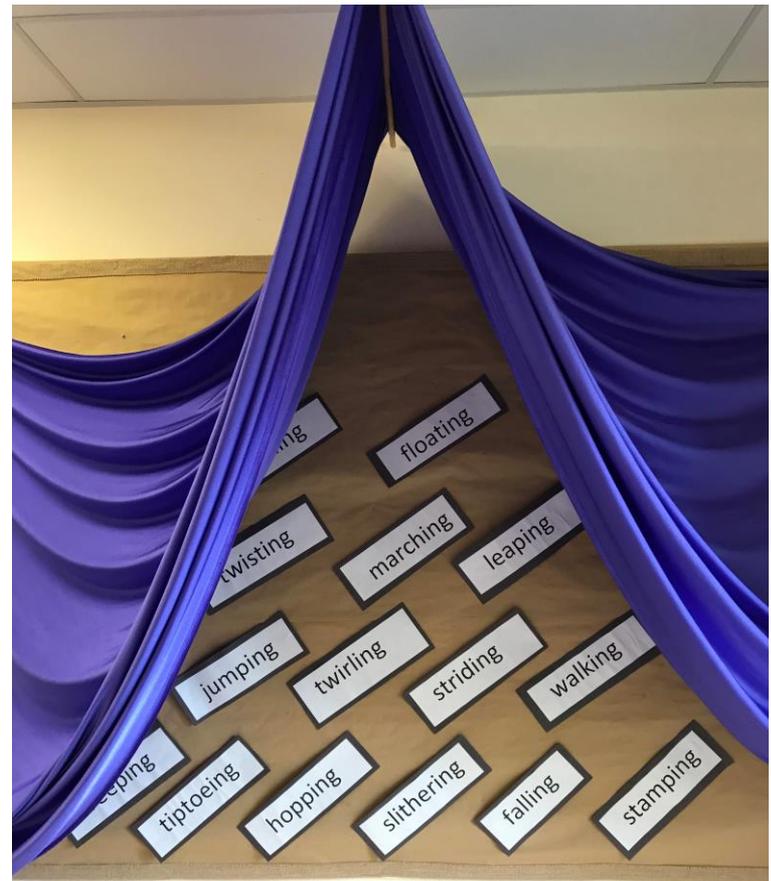
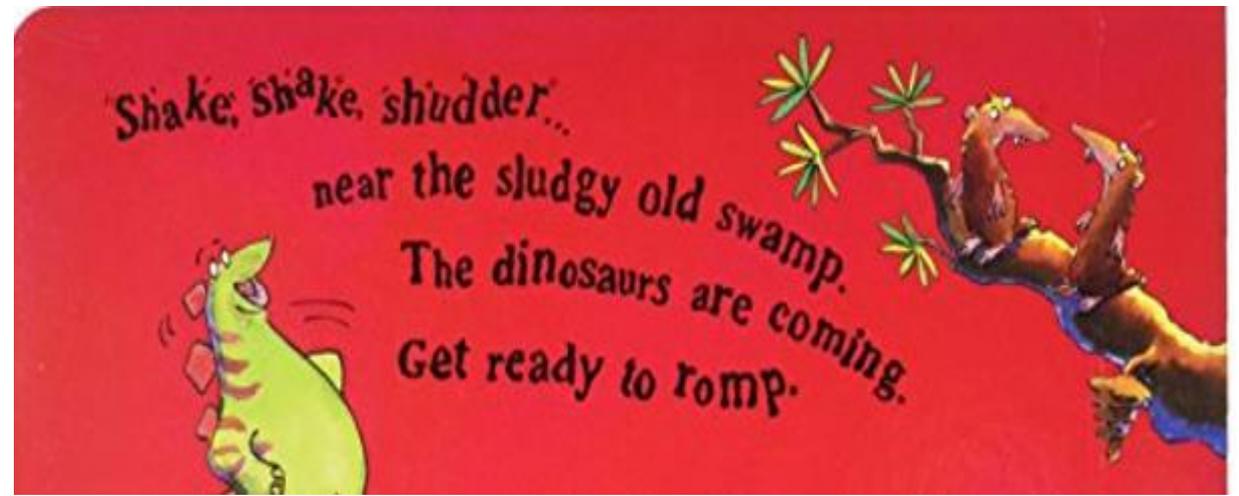
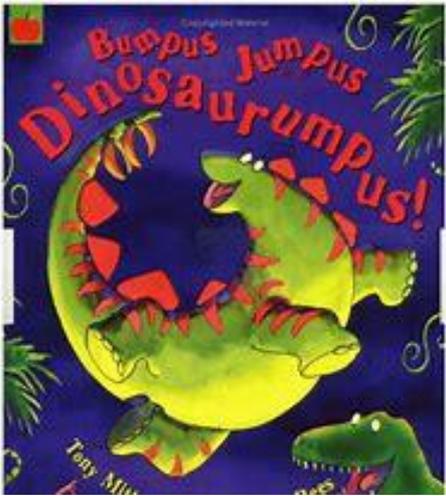
Be a mouse
And walk on tiptoe,
Ever so quiet
With not one sound.

Sssh, sssh,
Creep around,
Ever so quiet
With not one sound.

Be a dinosaur,
Big and noisy!
Stamp your feet
And stomp around!

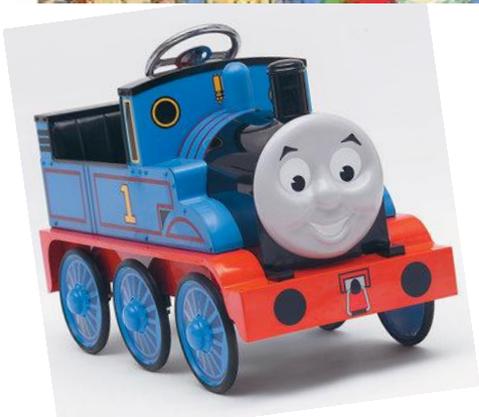
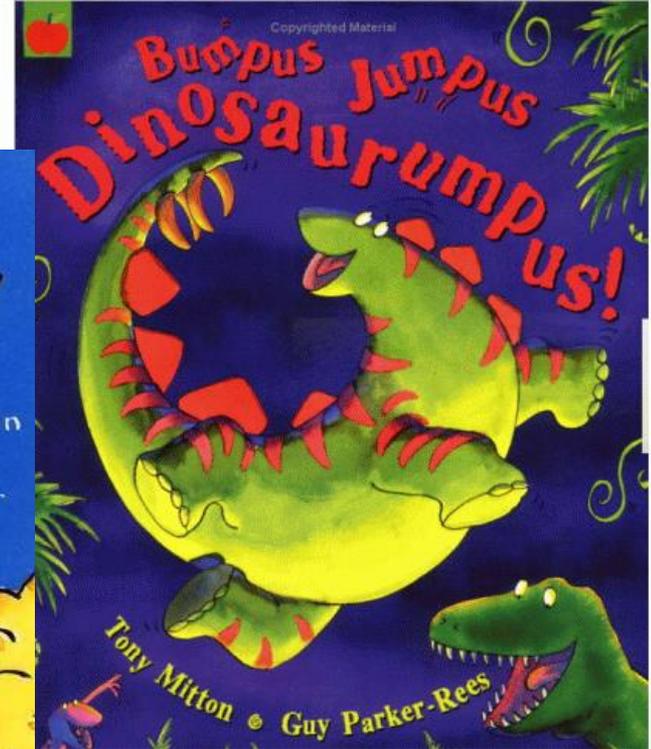
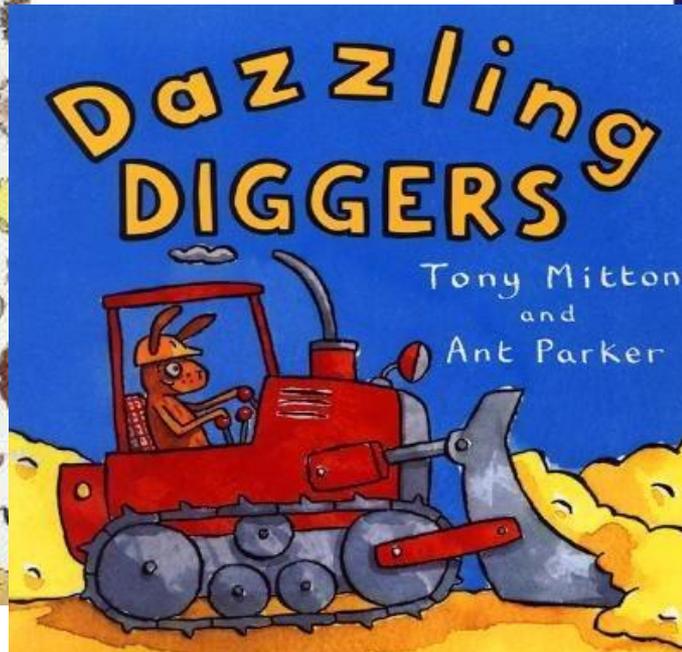
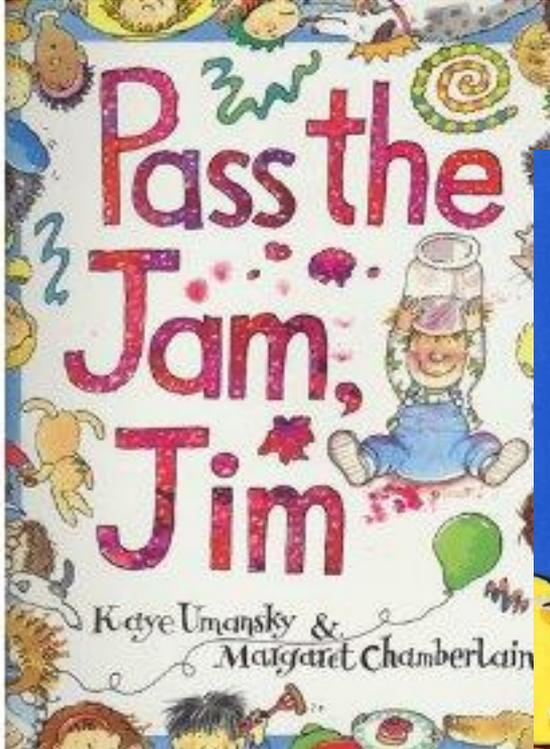
Stomp! Stomp!
Stomp around!
Stamp your feet
And stomp around!





Alliteration

focused experiences



Having fun with names

Names, phrases looking at the first letter of children's names

Meaningful print in the environment

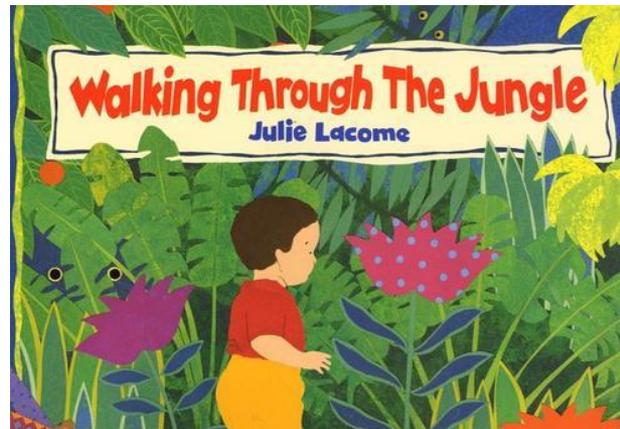
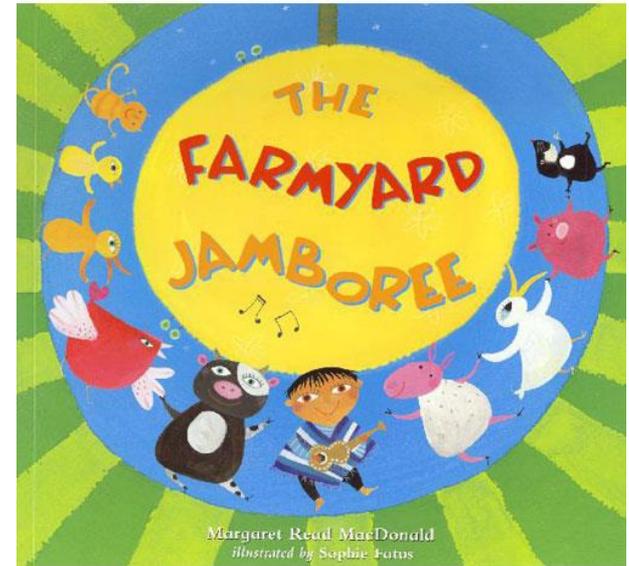
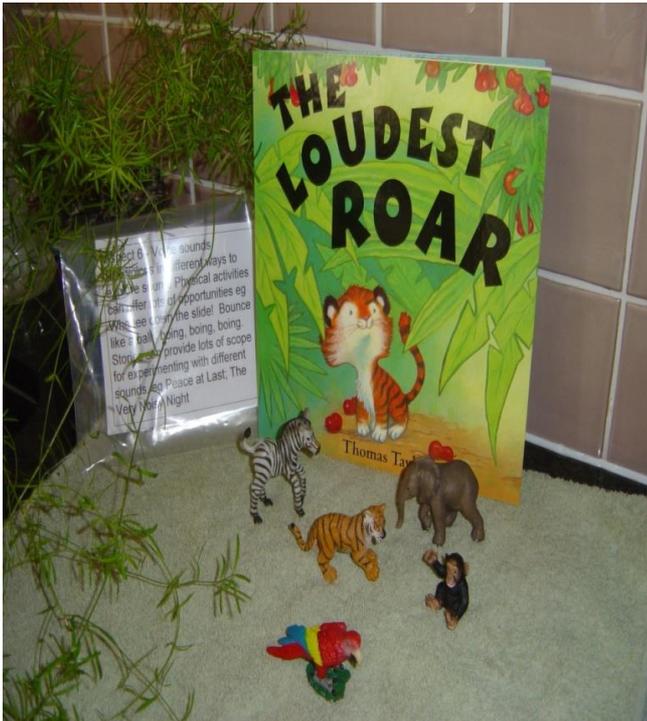
Hannah, banana!

Izzie Wizzy lets get busy!



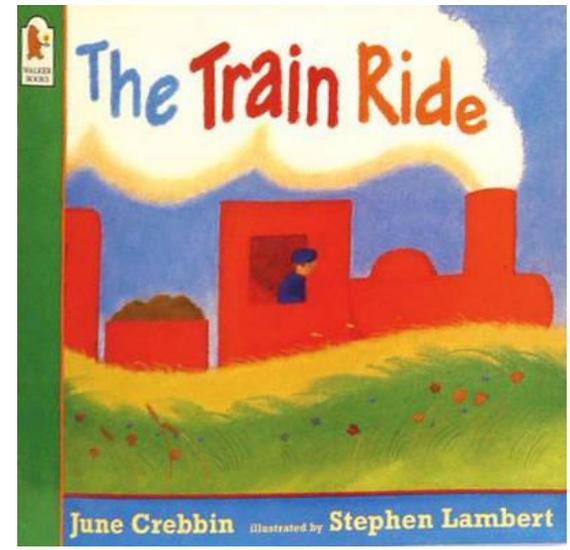
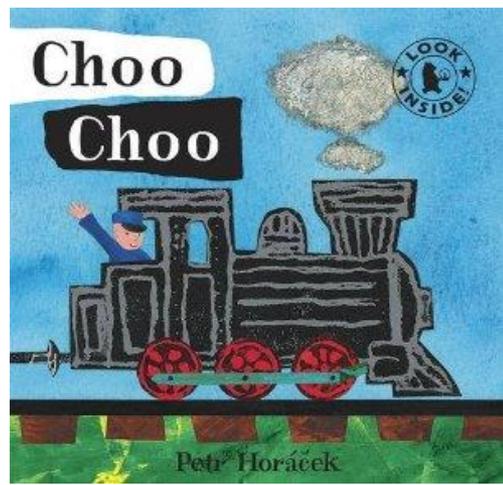
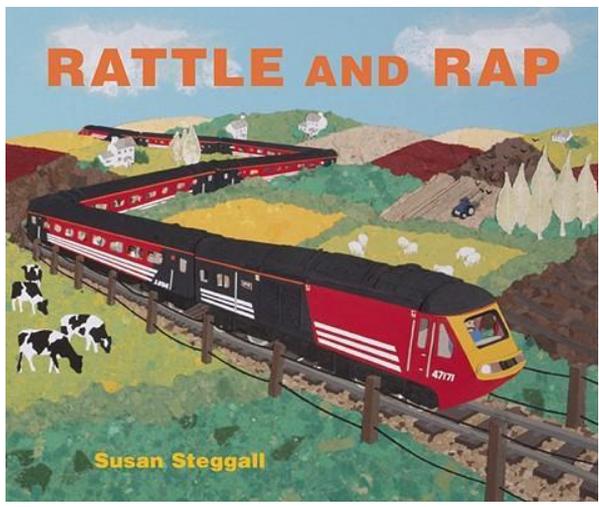
Voice Sounds

focused experiences



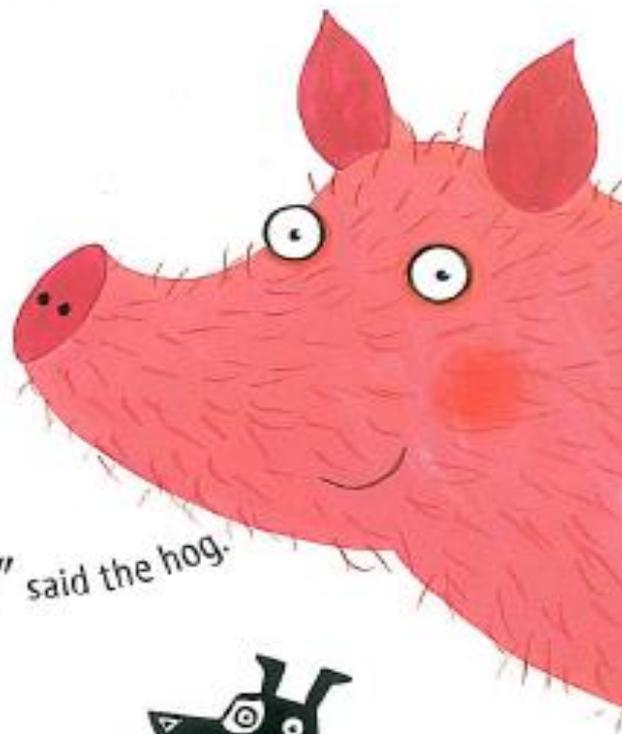


06/01/2012





"NEIGH!" said the horse.



"OINK!" said the hog.



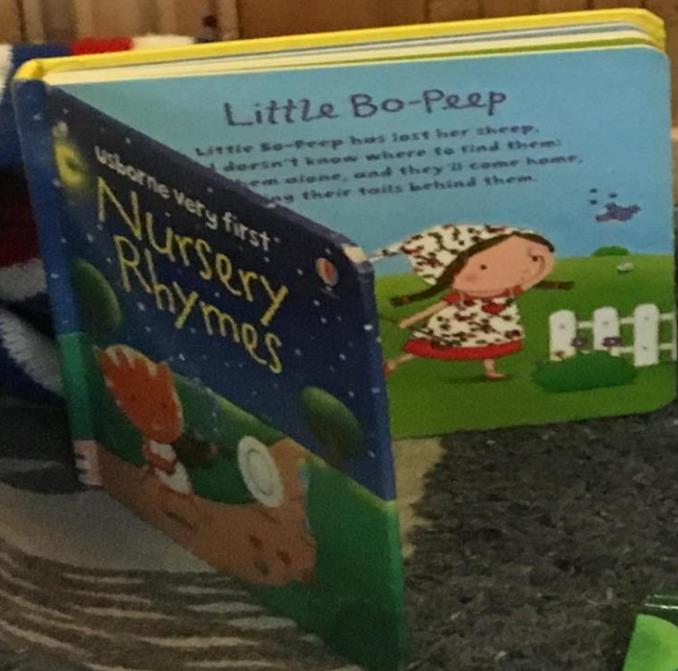
"BAA!" said the sheep

and "WOOF!" said the dog.



One cat miaowed while the other one purred ...





A 'tuneful' classroom

Think about your day.

At what times do you sing together/share rhymes?

How might you build on existing practice?

Oral blending and segmenting

focused experiences and continuous provision



Main purpose

To develop oral blending and segmenting of sounds in words

Oral blending It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme–phoneme correspondences.

For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. It's time to get your c-oa-t, coat! or Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?)

Use only single-syllable words for oral blending.

Oral blending can also be modelled when books are being shared, particularly rhyming books.

Sound talk

Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. To add to the activity, as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards.

For example: What would Charlie like for tea today? The toy speaks silently in the adult's ear and the adult repeats 'ch-ee-se' looking puzzled and then, says with relief 'cheese!' Now invite the children to see if they can speak like the toy: Do you think you could try to toy talk? Say ch-ee-se: (the children repeat 'ch-ee-se').

'ch-ee-se



P-u-sh your
ch-air under
the table

Oral Blending

P-u-t your
hands in your
l-a-p!

S-t-a-n-d
u-p!

Where is my
p-e-n?

At every opportunity throughout the day

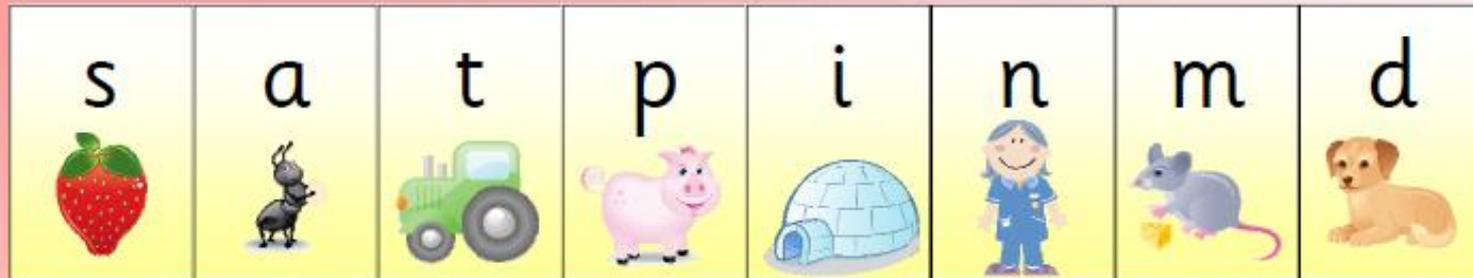
Letters and Sounds

Phase Two marks the start of systematic phonic work. It begins the introduction of grapheme–phoneme correspondences (GPCs). Decoding for reading and encoding for spelling are taught as reversible processes.

As soon as the first few correspondences have been learned, children are taught to blend and segment with them.

Blending means merging individual phonemes together into whole words; segmenting is the reverse process of splitting up whole spoken words into individual phonemes.

Phase 2 Sounds



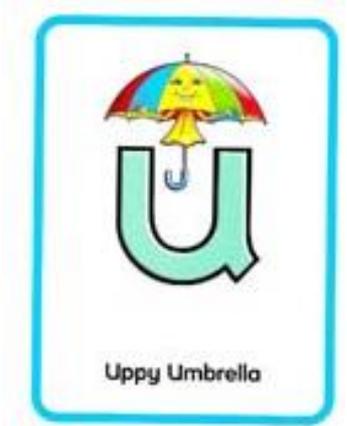
What does 'learning a letter' comprise of?

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th the	ng 	ear 	air 	ure pure	er 

What does 'learning a letter' comprise of?

- Distinguishing the shape of the letter from other letter shapes
- Recognising and articulating a sound (phoneme) associated with the letter shape
- Recalling the shape of the letter (or selecting it from a display) when given its sound
- Writing the shape of the letter with the correct movement, orientation and relationship to other letters
- Naming the letter
- Being able to recall and recognise the shape of a letter from its name.

Say, Read, Write ...



Articulation needs to be constant (regional variations can apply).

Enunciation is very important in our work
with children.

<https://www.youtube.com/watch?v=EYx1CyDMZSc>

Who needs to be involved with this?

Synthetic Phonics (Pure sounds)

Cat

bat

1

Saying the pure sounds.

A guide on how to say the letter sounds

These sounds should all be stretched slightly (trying not to say 'uh' at the end).

- **M** -  - keep lips pressed together hard.
- **S** -  - keep teeth together and hiss.
- **N** -  - keep tongue behind teeth.
- **F** -  - keep teeth on bottom lip and force air out sharply.
- **L** -  - keep pointed curled tongue behind teeth.
- **R** -  - say as if growling.
- **V** -  - keep teeth on bottom lip and force air out gently.
- **Z** -  - keep teeth together and make a buzzing sound.

These next sounds cannot be stretched. Make the sound as short as possible, avoiding 'uh' at the end.

- **T** - tick tongue behind teeth.
- **P** - make distinctive 'p' with lips.
- **K** - make sharp click at back of throat.
- **C** - as above.
- **H** - say h as you breathe sharply out.
- **X** - say a sharp 'x' and add 'x'.

You will find it harder to avoid saying 'uh' at the end of these sounds:

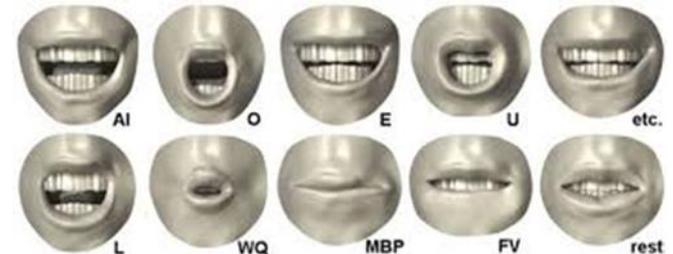
- **D** - tap tongue behind teeth.
- **G** - make soft sound in throat.
- **B** - make a short, strong 'b' with lips.
- **J** - push lips forward.

2

- **Y** - keep edges of tongue against teeth.
- **W** - keep lips tightly pursed.

The short vowels should be kept short and sharp:

- **A** - open mouth wide as if to take a bite of an apple.
- **E** - release mouth slightly from 'i' position.
- **I** - make a sharp sound at the back of the throat.
- **O** - push out lips, make the mouth into an 'u' shape.
- **U** - make a sound in the throat.



Sequence of teaching in a discrete phonics session

Introduction

(Objectives and criteria for success)



Revisit and review



Teach new learning



Practise



Apply



Assess learning against criteria

Blending (for reading)

- Recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

Segmenting (for spelling)

- Identifying the individual sounds in a spoken word.
- (e.g.sh-i-p) and writing down or manipulating letters for each sound to form the word 'ship'.



Phonics First What's next?

Take Away Task:

1. How do ensure that your children are developing their Phonics skills and knowledge during daily rigorous systematic phonics teaching?
2. What opportunities are there within the EY setting for children to embed Phonics in EY aside from the daily Phonics lesson? (e.g. during Literacy, child-led learning time)
3. How do adults support children, aside from the daily rigorous Phonics session- to embed phonics skills and knowledge- leading to progress against EY outcomes?

**Reception Phonics Session 2:
14th November 2019 4-6pm**