



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL

# Welcome Parents



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL

## Phonics Workshop



KRISHNA AVANTI  
PRIMARY SCHOOL



KRISHNA AVANTI  
PRIMARY SCHOOL

## September 2019



KRISHNA AVANTI  
PRIMARY SCHOOL

KRISHNA AVANTI  
PRIMARY SCHOOL

# Introduction

*“As parents and carers, you are your child’s first teachers. You have a powerful influence on your child’s early learning...”*

# Age Related Expectations

| Phase                                 | This phase would typically be taught in |
|---------------------------------------|---|
| Phase 1                               | Nursery, Reception and On-going         |
| Phase 2                               | Reception                               |
| Phase 3<br>Secure by end of Reception | Reception                               |
| Phase 4                               | Reception/Year 1                        |
| Phase 5<br>Secure by end of Year 1    | Year 1                                  |
| Phase 6                               | Year 2                                  |

# Phase 1

Your child will be learning to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds

# Phase 2

## Main purpose:

- To teach 19 phonemes
- To move from oral blending and segmenting to blending and segmenting with letters
- To read and spell simple words
- To learn common exception words
- To introduce reading two syllable words and simple captions

# Phase 3

## Main purpose:

- To teach a further 25 phonemes
- Practise blending and segmenting CVC words so they can read and spell two syllable words and captions
- Learn letter names
- Learn to read more tricky words and spell some of these words
- To learn common exception words

**Read this word:**

**Cerater**

# Pronunciation

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- Sounds should be sustained where possible (eg, sss, mmm, fff)
- If not, ‘uh’ sounds after consonants should be reduced where possible (e.g. try to avoid saying ‘b-uh’, ‘c-uh’)



**Shall we practise???**



# Phoneme count:

It

King

Sheep

Beard

Cat

Might

# Interesting facts...

Children who read books at home on a regular basis are more likely to gain higher results in maths, vocabulary and spellings than those who read less regularly.

Here's an interesting statistic...

“Vocabulary at the age of 5 is a powerful predictor of GCSE achievement”

# Speaking and Listening is pivotal

## How can you help?

- 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
- Show you are interested in their conversation
- Read stories
- Use puppets and toys

# Robot Talk

## Oral Blending:

*Word to be spoken by the adult:*

*s – o – ck, m – a – n, f – i – sh, s – t – a – m –  
p*

## Oral Segment:

*Word to be spoken by the adult:*

*jam, zip, dog, net*

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.

# Non-word Reading

*E.g.*

*og*

*ab*

*cag*

*meck*

*ket*

*nud*

# Common Exception words/tricky words

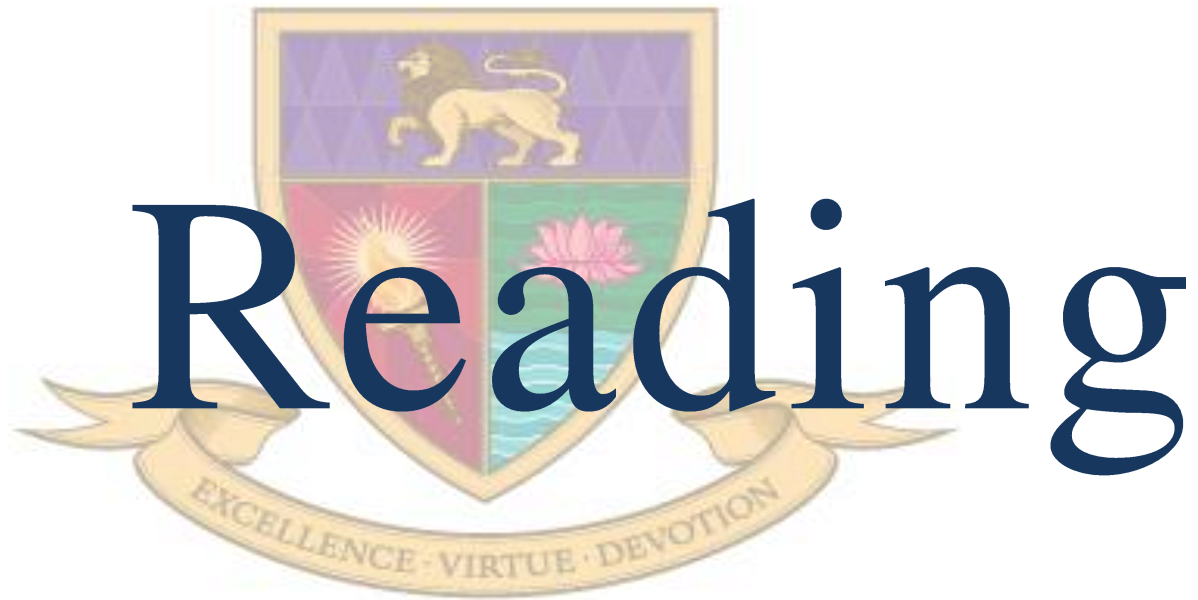
Your child will also learn several common exception words; those that cannot be sounded out. Look out for them in Reading records. Learn to read and write them.

Eg: the, to, I, go, no

# Other ways you can support:

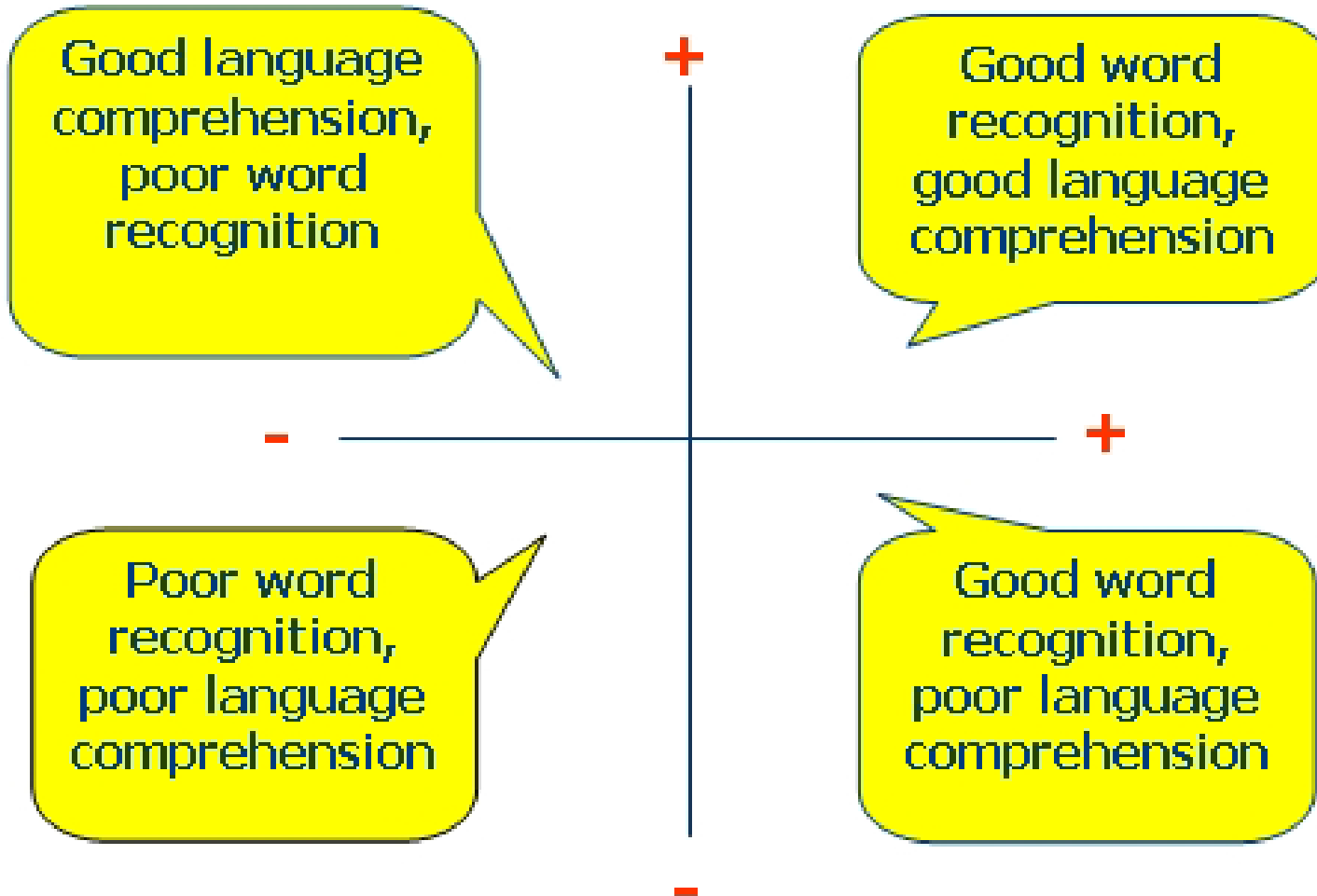
- Sing the alphabet song together
- Play 'I spy'
- Play with magnetic letters – insert sound buttons
- Practise tricky words
- Create phonic games with a timer
- Quick write
- Buried Treasure
- Make it/break it
- Letters fans

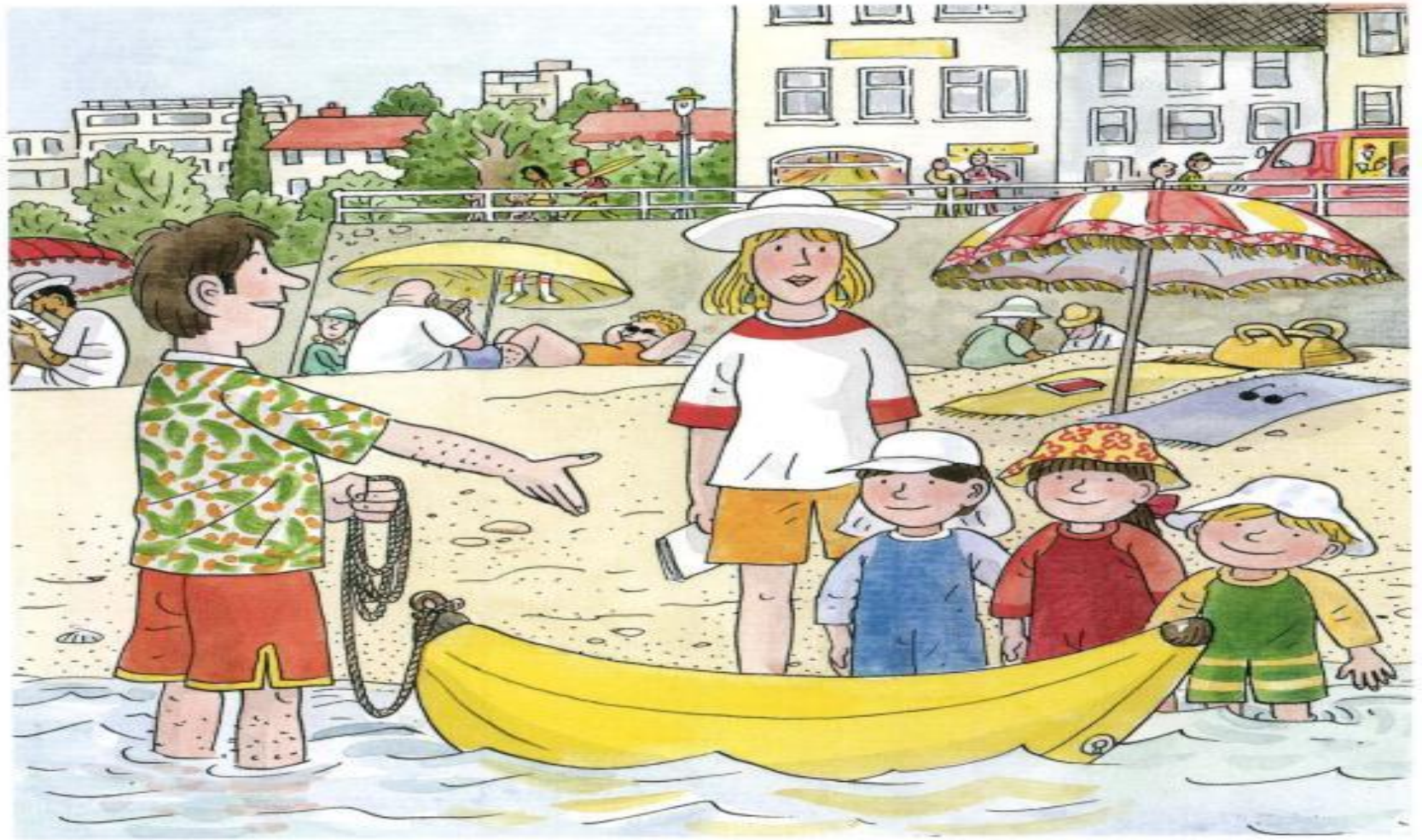




Reading

# Reading - the simple view of reading diagram:





An aerial view of a school campus. In the foreground, there is a large, multi-story building with a grey roof and several dormer windows. To the right, a playground with a red rubber mat and a green field is visible. In the background, there is a large, light-colored building with a portico supported by columns. The sky is overcast.

# Things to remember:

- Always read the title of the story
- Let the child turn the pages
- Ask children open ended questions
- Practise the word lists we send home

# Not all children will learn at the same rate!

Your child should be supported *whatever their rate of learning*

Intervention Groups

Parent support – materials : We spend a lot of time putting this together so please support us

# and finally...

Please ensure that you are listening to your child read at least 4/5 times a week. Adult need to ensure that a comment is written every time.

Look after the books and reading records

Keep them in book bag everyday as we listen to 6 children read per day

Remember ~ we are here to help