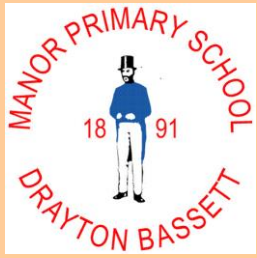




Robins and Ducklings Phonics Workshop 27th September 2022



Three and Four-Year Olds



Prime Area

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

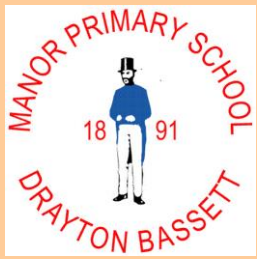
Specific Area

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



Children in Reception



Prime Area

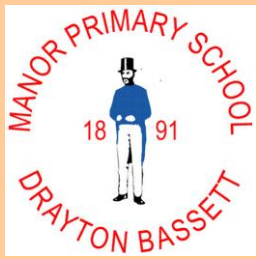
Communication and Language	
<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.	<ul style="list-style-type: none">• Engage in story times.
<ul style="list-style-type: none">• Learn new vocabulary.	<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.
<ul style="list-style-type: none">• Use new vocabulary through the day.	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them.	<ul style="list-style-type: none">• Use new vocabulary in different contexts.
<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.
<ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives.	<ul style="list-style-type: none">• Learn rhymes, poems and songs.
<ul style="list-style-type: none">• Describe events in some detail.	<ul style="list-style-type: none">• Engage in non-fiction books.
<ul style="list-style-type: none">• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	<ul style="list-style-type: none">• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<ul style="list-style-type: none">• Develop social phrases.	

Specific Area

Literacy
<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.
<ul style="list-style-type: none">• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
<ul style="list-style-type: none">• Read some letter groups that each represent one sound and say sounds for them.
<ul style="list-style-type: none">• Read a few common exception words matched to the school's phonic programme.
<ul style="list-style-type: none">• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
<ul style="list-style-type: none">• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<ul style="list-style-type: none">• Form lower-case and capital letters correctly.
<ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with letter/s.
<ul style="list-style-type: none">• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
<ul style="list-style-type: none">• Re-read what they have written to check that it makes sense.



Early Learning Goal



Prime Area

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Specific Area

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

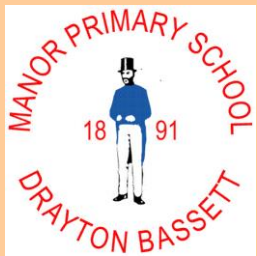
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



How do we teach phonics in the EYFS?

- Specific phonic sessions
- Story reading
- Singing, including our Nursery Rhyme of the Week
- Phonic based activities within the continuous provision
- Listening games







Phase 1 - listening skills

Phase 2 - primarily, but not exclusively, the alphabet letters

Phase 3 - digraphs and trigraphs

Phase 4 - consonant blends e.g. 'br', 'cr', 'sp' etc.



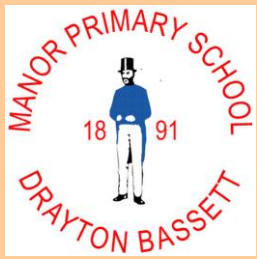


Tricky Words

These are words that are not decodable (i.e. - phonic knowledge cannot be used to blend them, e.g. c - a - t being 'cat'). Example of Phase 2 tricky words include 'the' and 'no'. Examples of Phase 3 tricky words include 'was' and 'you'. These words have to be simply learnt by sight.



Phonics Lessons



These sessions are typically taught separately, with Ducklings working with Mrs Perry and Robins working with Mr Forman.

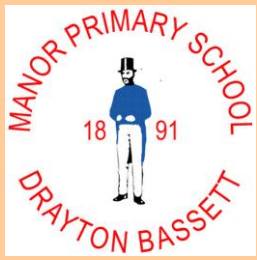
Ducklings will focus on Phase 1 listening skills. They may begin to investigate Phase 2 phonemes during the summer term, if the cohort are ready to learn them.

Robins begin with Phase 2 sounds, working through to Phase 4 in the summer term.



Phonics activities will be present within the continuous provision, for example talking tins, name writing, letter writing etc.





Reading in class and reading at home

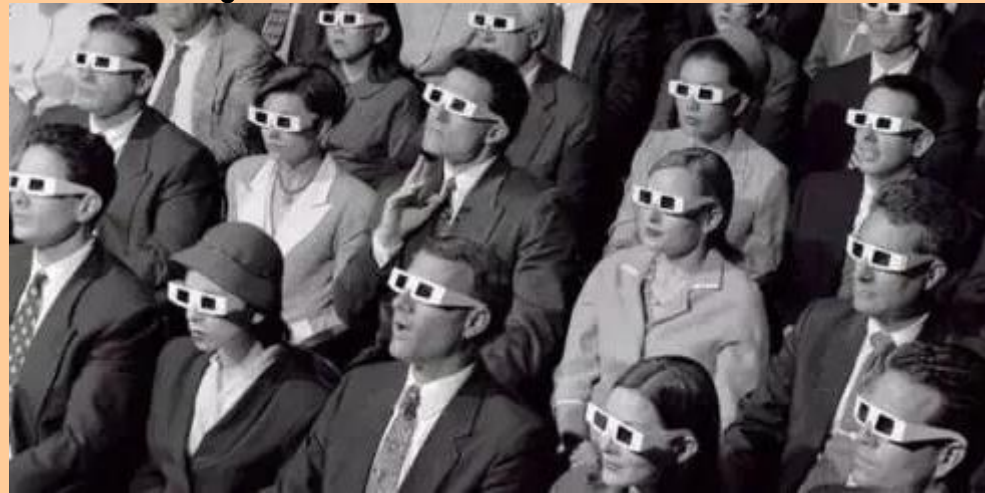
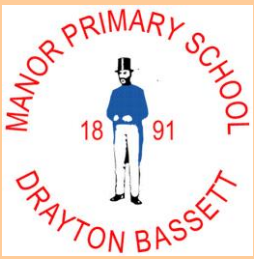
Clearly, phonics is the key to unlocking reading and all this has to offer. Reading regularly at home is so important, as it reinforces and extends the learning that takes place in school. But reading for pleasure is equally as important!

With regard to the school reading books, these need to be phonically decodable, which is why the children may have books on more than one occasion, as they move towards blending, holding a sentence in their head and comprehending what they have read.

Children will often 'learn' a text. This means they can appear very fluent in 'reading' the story, as they have memorised it. Good ways to check that children are reading the text rather than simply memorising it include reading a random page, cover up the pictures to remove visual clues, writing a sentence on a separate piece of paper and asking them to read it in isolation or simply picking a variety of random words from random pages in order to check they are reading the specific word.



Let's go and watch phonics!



What resources needed to give out at workshop?

- phase 1 listening games – list of
- flashcards
- phase 2 / 3 sounds
- phase 2 / 3 tricky words