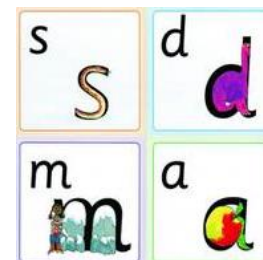
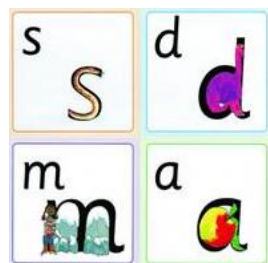




Early Years Reading Workshop

October 2022





Aims of the workshop

- To explain the process that we go through when we are teaching phonics and early reading
- To make you familiar with the Read Write Inc Programme
- To explore the activities and resources that support the teaching of phonics and early reading

Why Read Write Inc Phonics



- Watch our [short clip about Read Write Inc.](#)



In the beginning. . .

- All children have had different experiences of phonics in nursery
- Likewise, all children develop at different rates
- Although some children start school knowing some of the sounds, they often pronounce them incorrectly or say the letter names e.g. A, B, C
- Children are taught to read letters or groups of letters by saying the sound(s) they represent
- They are taught that the letter M sounds like mmmm (a stretchy sound) and the letter A sounds like a,a,a (a bouncy sound)



Introducing the letters

- We teach sounds using the speedy sounds cards. The pictures help the children learn the sounds and make links with the letter formation phrases (show cards)
- We start introducing the sounds in a very specific order and at the end of each set of sounds (usually six) we have 'word time'
- We teach the sound of the letter not the name (s a t not S A T)
- We teach pure sounds that can be blended easily
- We try very hard not to put 'uh' at the end of sounds
- Example of how introducing the sound is taught

<https://schools.ruthmiskin.com/training/view/EDB7Bl8S/IWR7O8mU>



'Fred Talk'

- Fred is a frog that talks in sounds, we help him say the word.
- We start by saying the word in sounds as Fred e.g. c-a-t.
- Then ask the children to repeat. Can they 'jump in' with the whole word?
- We say the word in sounds, followed by the whole word e.g. c-a-t, cat
- Children will repeat.
- We talk to the children like Fred throughout the day e.g. 'Can you get your c-oa-t?' 'It is time for l-u-n-ch.'
- Talking to your child like this at home will really help!
- Check Tapestry for links to Fred Talk games





Word Blending

- Once we have taught enough sounds and the children are used to 'Fred Talk', we teach the children to blend and read them as words
- We start with assisted blending, we use 'my turn, your turn'

m	a	t
---	---	---

<https://schools.ruthmiskin.com/training/view/7p8vbzpi/PIDCjF5a>

- Once they are confident with assisted blending we move onto independent blending using the green word cards

mat

<https://schools.ruthmiskin.com/training/view/slfDNNxD/HGQeOR2w>

Red Words and Nonsense Words



- In addition to green words, we have red words and nonsense words.
- Red words are tricky words that we do sound out but unlike green words they aren't as easy to blend e.g. g o
- Nonsense words are words that have no meaning e.g. tib
- They are used to assess blending and children need to be able to read nonsense words in the phonics screening in Year One
- We read nonsense words but never write them



Getting ready to write

- Play dough
- Tweezers
- Threading
- Coins into a purse
- Pipe cleaners through a colander
- Glitter in a baking tray
- Paint in a zip lock sandwich bag



Writing and word building

- As we are learning to read words, we are also starting to spell them
- We Fred talk a green word by using our Fred's Fingers to pinch the sounds before we write

<https://schools.ruthmiskin.com/training/view/UfmYtsEM/h6zqygBb>

Assessment and Reading Books



- Children will initially be given a wordless book. These books are really important for developing comprehension skills, using storytelling language and developing their storytelling voice.
- The sound the children are learning will be uploaded to tapestry
- Every six weeks the children will be assessed. They will then be put into groups matched to their reading ability. Please do not worry if your child does not move groups every six weeks
- Blending books are given out once a week when the children are independently blending
- Once children are confident blending independently they will take home a 'Ditty' each day
- Once your child progresses to Red Group they will then start to take home a reading book matched to their reading ability. This will be a paper copy of the book they have read in their phonic lesson. (Ditty Book) To accompany this will be given a 'Book Bag Book.'
- You will be provided with a reading log to write your comments. Please ensure you sign to show you have read with your child



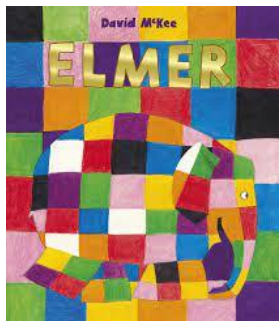
Reading at Home

- Try not to get frustrated or worried – all children develop at different rates
- Children should aim to practise their reading for 5 minutes each night
- Gently encourage your child to read, try not to force them
- Children should experience a broad range of reading material (comics, identifying sounds in the newspaper, going to the library)
- Read as many stories as you can to your child. Traditional tales, non fiction, stories from other cultures, poetry
- Encourage children to retell a story using a range of vocabulary and the pictures as cues to develop comprehension
- Explain the meanings of new words

Helping your child



- Display the sound cards at home, in your child's bedroom or on the fridge, until they become very familiar with them. We carry sound cards in a pinny and continually show them to children throughout the day!
- Use the sound cards to help your child hear the initial sound in words
- Make words for your child to read, or give them the three sounds and ask them to make a word
- Use Fred Talk at home, for example "can you pass me a c u p" or "it is time for b e d"
- Use Fred fingers to write and spell words
- Sound hunts around the house, games such as 'I spy' and recognising sounds in the environment
- Download phonics apps or games on the laptop such as [phonicsplay.com](https://www.phonicsplay.com)



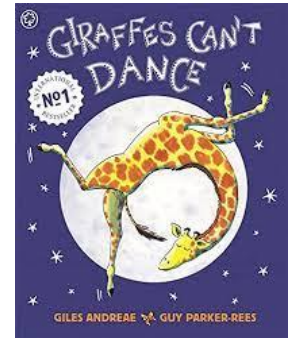
Remember...



Don't replace your lap with an app!



Bedtime stories are really important!



It is vital to foster the love of reading and fire your child's imagination!

