

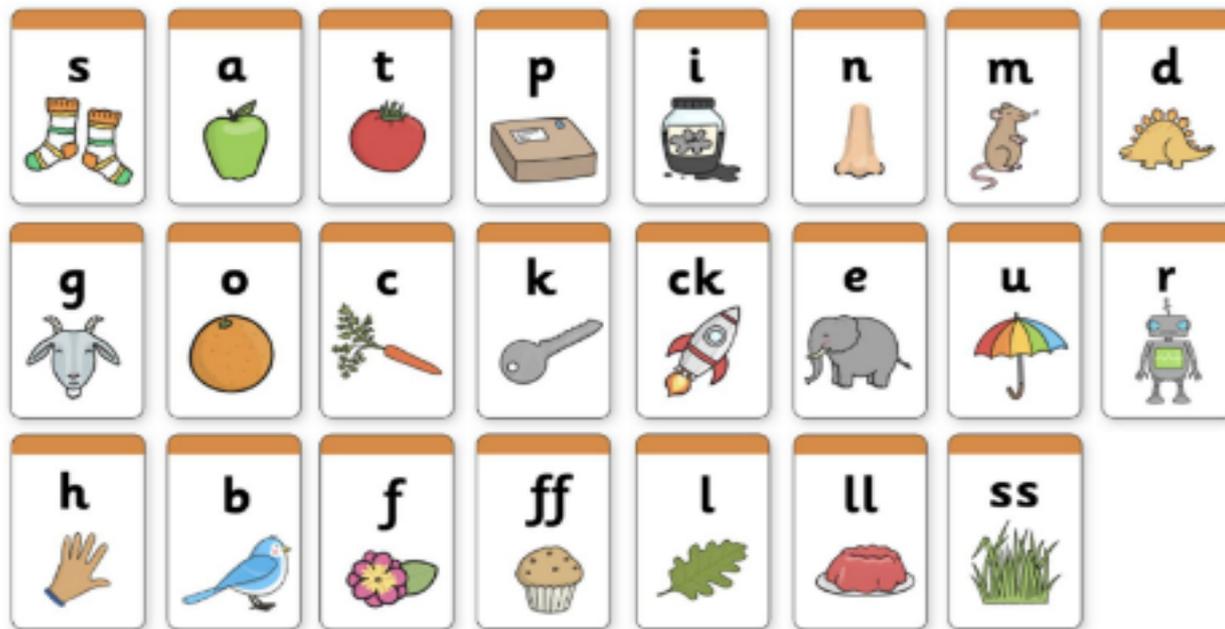


# Literacy Workshop 2

Tuesday 17<sup>th</sup>  
January 2017



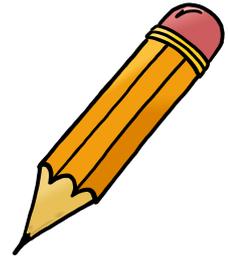
# YOUR CHILD HAS NOW BEEN EXPOSED TO ALL OF THE SOUNDS FROM PHASE 2...



...AND YOUR CHILD HAS BEEN  
PRACTICING SEGMENTING AND  
BLENDING VC AND CVC WORDS SUCH  
AS...

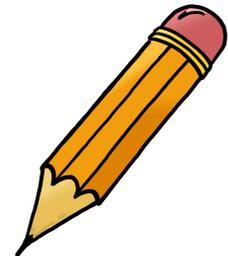
it  
• •

hen



pin  
• • •

at



\*VC words = vowel, consonant  
\*CVC words = consonant, vowel, consonant



# SO WHAT NEXT?

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**My Phase 3 Sound Mat**

 [www.twinkl.co.uk](https://www.twinkl.co.uk)

\*digraph = two letters that make one sound e.g. 'ch'



# PHASE 3 TEACHING OVERVIEW



WEEK BEGINNING:	PHASE THREE SOUNDS
09.01.17	j, v, w, x (Set 6)
16.01.17	y, z, zz, qu (Set 7)
23.01.17	sh, ch, th, ng (Set 8)
30.01.17	ai, ee, igh, oa (Set 9)
06.02.17	oo, ar, or
HALF TERM	
20.02.17	ur, ow, oi (vowel digraphs)
27.02.17	ear, air, ure
06.03.17	er (vowel digraphs) REVISION
13.03.17	REVISION
20.03.17	REVISION
27.03.17	REVISION

Phase 3 Tricky words:  
he, she, we, me, be, was, you, they, all, are, my, her

# SOUND BUTTONS

Sound buttons help children to identify units of sound within a word. Children draw a dot for 'single' sounds and a line to identify digraphs (such as 'sh').

shop

— • •

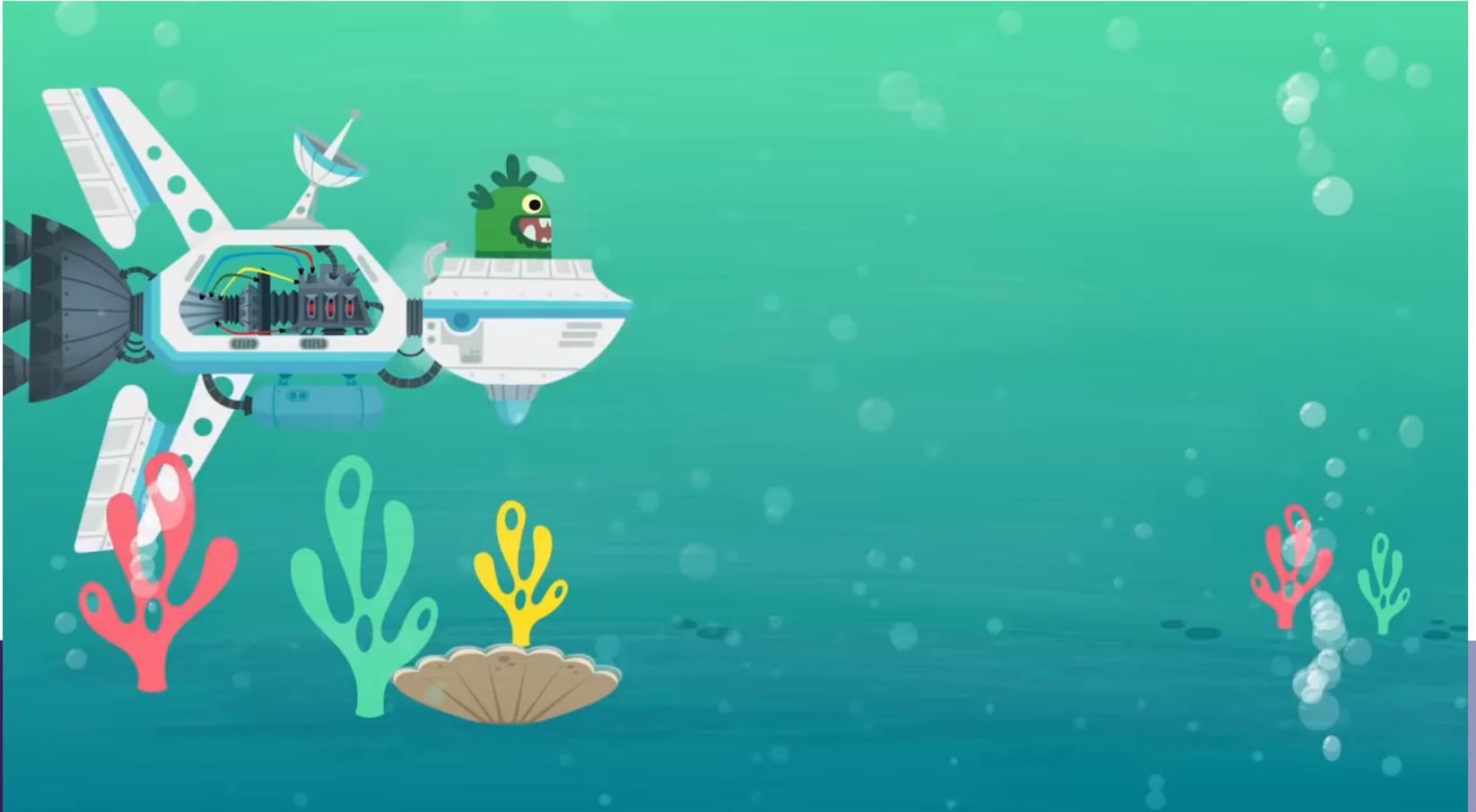
The children then 'push' the sound buttons to segment the word and then are encouraged to blend the sounds together to read the word.





# TEACH YOUR MONSTER TO READ

Supporting phonics at home



# HOW DO CHILDREN BECOME SUCCESSFUL READERS/WRITERS?

- Phonic knowledge (sounds and spelling)
- Knowledge of context
- Grammatical knowledge
- Word recognition and graphic knowledge



# READING AT HOME

- Now your child has knowledge of phonic skills its important that they apply them when reading.
- When they come across easily decoded words encourage them to segment and blend the sounds in order to read them. (Try not to do this for them but get them to do it for themselves!)
- Remember that a child should be reading 90% of the book themselves and if they can't the book is too hard for them!



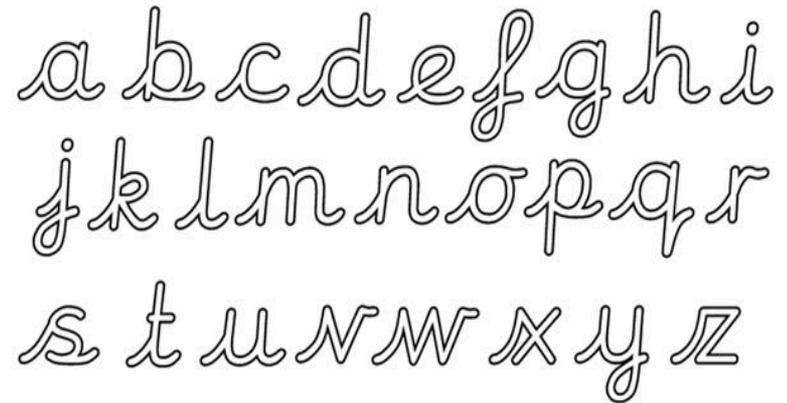
# READING AT HOME

- Some words are not decodable and need to be learnt by heart, e.g tricky words point these out as your reading and discuss why they are tricky.
- Some books have a repetitive pattern - again point this out and encourage your child to notice and use this as a reading strategy.
- If your child needs help with reading a word encourage them to use picture cues and just the initial sound - sometimes this is just enough!
- Ask lots of questions to make sure of children's understanding.



# WRITING

- Autumn term- introduced 'cursive writing'.
- It's linked very closely to our phonics program so when we learn a new phoneme/sound they learn it in cursive, then practice writing it straight away.



# HOW TO IMPROVE WRITING AT HOME

- Last time we talked about how to improve physical development e.g., how children hold and control a pencil.
- Letter formation, forming letters correctly and starting in correct position and direction - linked to cursive writing. (see handout)
- It's important that you encourage the children to use cursive letter formation now as they are emerging writers.

bat

hat

mat

cat



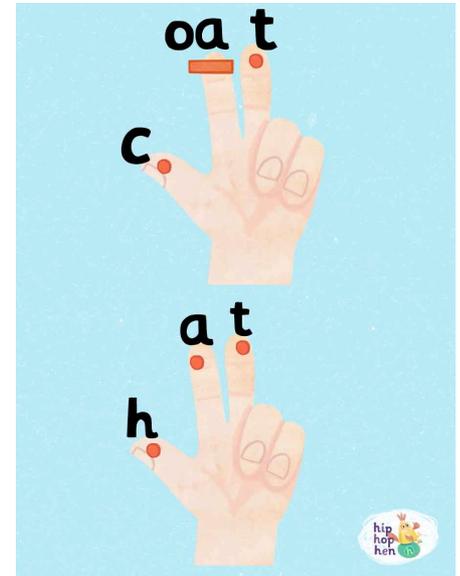
# IMPROVING WRITING AT HOME

- Start with their name and make sure all the letters are formed correctly - refer to handout.
- If they are finding it tricky get them to practice those tricky letters - eg rainbow letters, air writing, in sand, chalk, big then small.
- If they are still experiencing difficulties with pencil control, encourage lots of colouring, painting and using different art tools.



# IMPROVING WRITING AT HOME

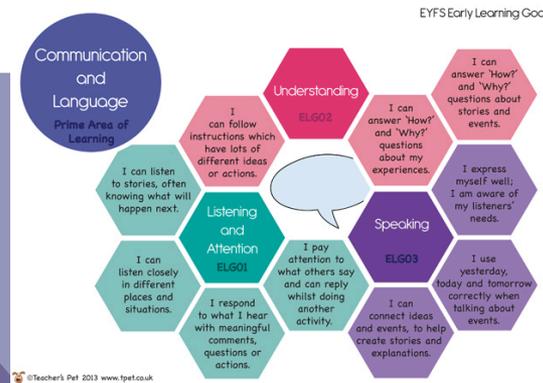
- Reluctant writers - find out what they are 'in' to and use that to encourage them to draw and colour pictures, e.g trolls colouring, making recipe books, writing about superheros or cars.
- Encourage your child to write simple words using their phonic skills - use their "funky fingers" to segment sounds before they write.
- Eventually they will begin to write simple sentences by putting words together - this is what we are aiming for by the end of the year!



# THE IMPORTANCE OF TALKING

## Early Learning Goal for Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



# THE IMPORTANCE OF TALKING

- Helps children expand their vocabulary.
- Helps them communicate with the world around them.
- Helps them learn how to ask and answer questions.
- Improves their literacy and numeracy skills.
- Helps them become successful in later life!



# HOW CAN YOU IMPROVE THEIR TALK AT HOME?

- Playing games, board games, word games I spy,
- Communicate with them whilst they are playing a game, or when role-playing
- Learning songs and rhymes together, teach them songs you knew as a child!
- Playing with puppets
- Through stories, get them to learn and retell their favourite ones, they could prepare a 'performance' for the family!
- Use everyday situations to teach language and improve talk for example getting dressed, tidying up their bedroom, shopping and cooking, going for walks.

