



# Welcome to “Phonics and Early Reading in Nursery”





Our aim for this workshop...



- **To explain the importance of pre-reading skills and how we are developing these in Nursery**
- **Understand more about what phonics is and how we teach it in Nursery.**
- **For you to feel more confident in supporting your child with the early stages of reading.**

# What is Phonics?



Phonics is a way of teaching children to read skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’
- blend those sounds together from left to right to make a word.

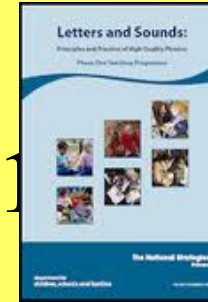
Children can then use this knowledge to ‘decode’ new words that they see or hear. This is the first important step to learning to read.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the

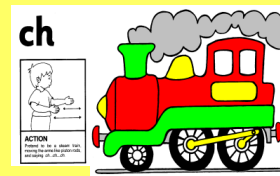
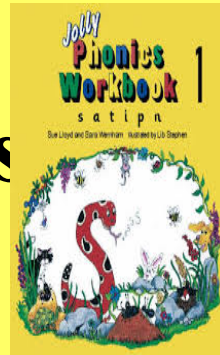


At Manor Primary School, we base our teaching of Phonics on 3 sources

- **Letters and Sounds – Phases 1**



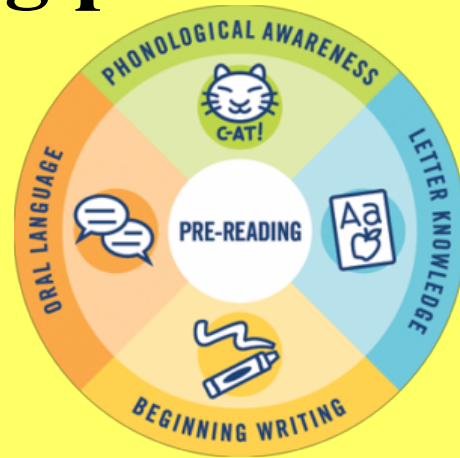
- **Jolly Phonics**



- **Floppy Phonics**



# Developing pre-reading skills?



**Although all children develop at their own pace, there are reading readiness skills that children commonly develop based on their age. Knowing what to look for not only helps you follow their development, it can alert you to any reading skills that may need extra attention**



# Oral Language



Ability to:

understand spoken language and speak clearly to communicate with others.

## **Some Key Oral Language Skills:**

understanding and using individual words to communicate needs and label objects

understanding and using phrases, sentences and questions

paying attention to the language of others in conversations



# Oral Language



**How have the children been developing their Oral Language Skills in Nursery?**

## **Phase 1 – Letters & Sounds**

- Increasing children's vocabulary and speaking skills.
- Building comprehension and understanding through the enjoyment of books.

Developing children's oral language skills in the nursery

# Phase One aspects

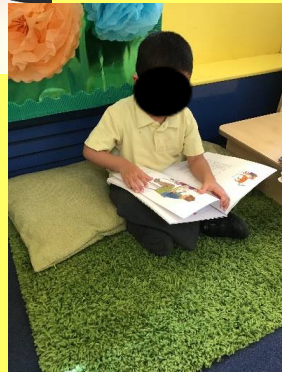
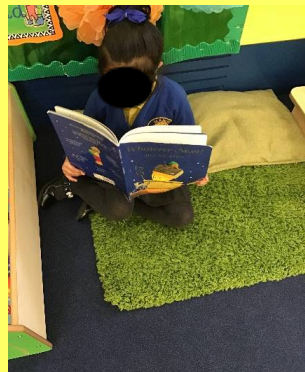
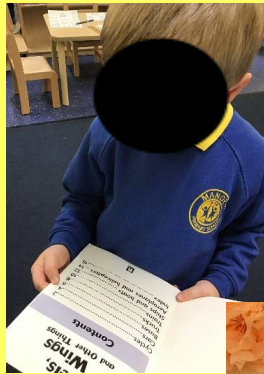
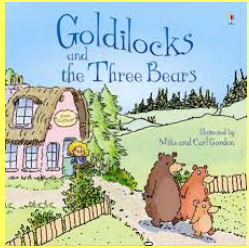
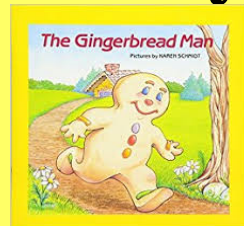
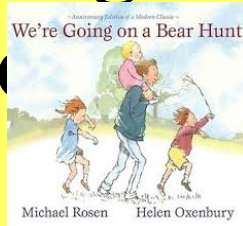
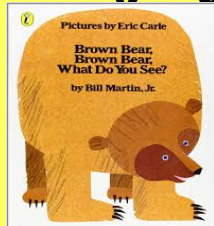
1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting







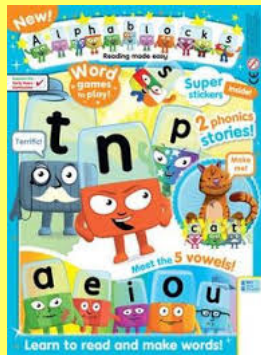
# Exploring and enjoying a variety



Children have enjoyed listening to stories with strong rhymes that have helped them absorb the rhythm and structure of sentences and sharpened their listening skills. They have enjoyed listening to and joining in with Nursery rhymes to further develop key pre-reading skills ("Rain, rain, go away. Come again another ??")



**Remember  
words/texts can come  
in a variety of ways.**



The children have enjoyed listening to story CDs with follow-along books..

They have thoroughly enjoyed exploring texts in comics and used computer games to explore print.

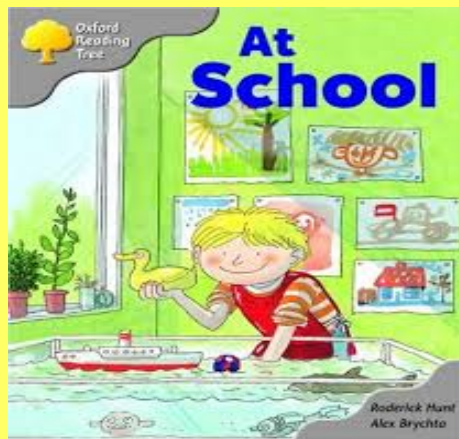


# School Reading Books.

## The first stage of Early Reading

Picture books have been used to encourage confidence when handling books.

The children have begun to notice that books have a front and a back cover, a title, illustrations, blurb and that a book progresses page by page.



They are beginning to use the pictures to tell a story, recognising and describing the characters and settings.

They are now being encouraged to predict what happens next

# Letter Knowledge



## Letter Knowledge Includes:

recognition and naming of letter names and letter sounds  
general understanding of how print and pictures are  
processed differently

## Some Key Letter Knowledge Skills:

print awareness  
uppercase (capital) letter names  
lowercase (small) letter names  
letter sounds





# Phonological Awareness

Phonological awareness is the ability to pay attention to the *sounds* in spoken language, rather than the meaning of what is being said. Those who are phonologically aware develop the insight that language is made up of units, or chunks, of sound. Children who are phonologically aware can break these units or chunks of sound into smaller units of sound, such as words, syllables, parts of syllables, and individual sounds called phonemes. Phonological awareness is a critical component of future decoding skills; it is an essential insight that helps young children learn how to read. Phonological awareness makes it possible for young children to *blend* together letter sounds and word parts to teach themselves new words, an important beginning reading strategy.

# The building blocks of Phonemic Awareness

Laying a strong foundation for reading



1

## Develop a kinesthetic awareness of sounds

(Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out?  
Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?)

2

## Blend two words into a compound with an auditory prompt

(blend the words *rain* + *bow* into *rainbow*)

3

## Blend one-syllable words from an auditory prompt

(blend the sounds /b - ũ - g/ into *bug*)

4

## Recognize and distinguish between similar sounds

(Notice the similarities and differences between /th/ in *thin* and /TH/ in *then*)

5

## Segment one-syllable words

(segment *cat* into /k - ä - t/)

6

## Isolate the initial sound

(identify /b/ as the first sound in *build*)

7

## Change the initial sound to create new words

(change *cat* into *that, hat, pat*)

8

## Isolate the final sound

(identify /k/ as the final sound in *block*)

9

## Change the final sound to make new words

(change *met* into *mess, men*)

10

## Isolate the medial vowel sound

(identify /ë/ as the medial sound in *nest*)

11

## Blend two-syllable words

(blend the sounds /b - ä - s - k - ë - t/ into *basket*)

12

## Rhyme one-syllable words

(*cart, part, smart, and art*)





**How are we developing the children's  
Letter Recognition and Phonological  
Awareness in Nursery?**

**Phase 2 Letters and  
Sounds**

# Phase 2

- Is the start of systematic phonic work.
- Begins the understanding of **grapheme-phoneme** correspondence.
- Understand that words are constructed from **phonemes** and that phonemes are represented by **graphemes**.



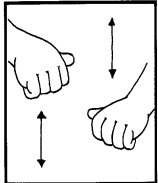




## Jolly Phonics

Each sound is taught through a short story and has an action based on this story to act as a hook for the children's learning.

### D d

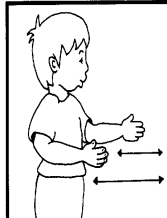


#### ACTION

Pretend to hold drum sticks and beat up and down on a drum and say d d d.

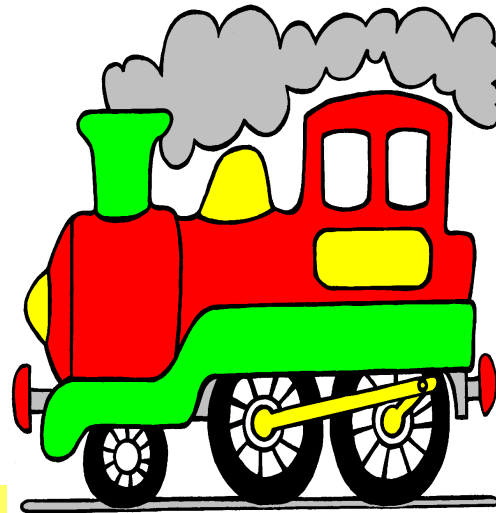



















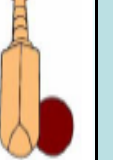
### ch



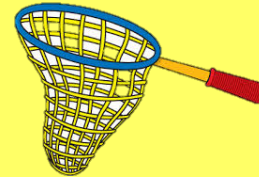
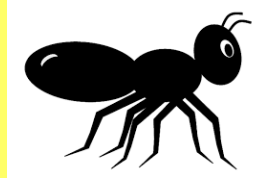
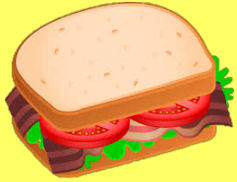
#### ACTION

Pretend to be a steam train, moving the arms like piston rods, and saying ch...ch...ch.

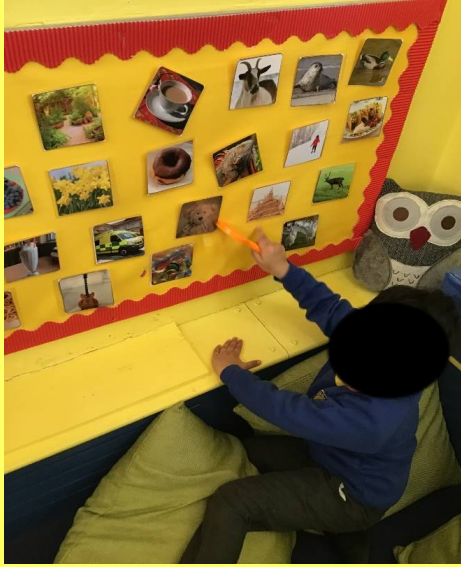
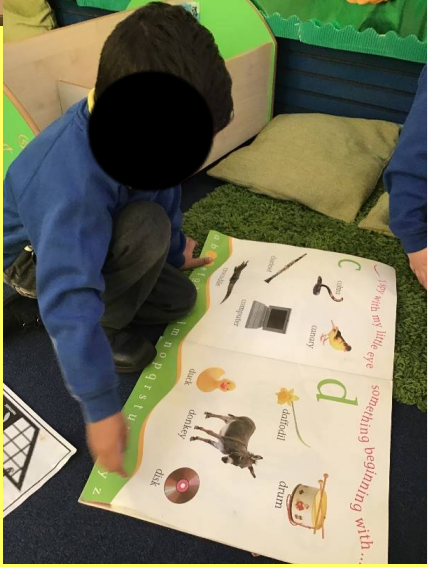
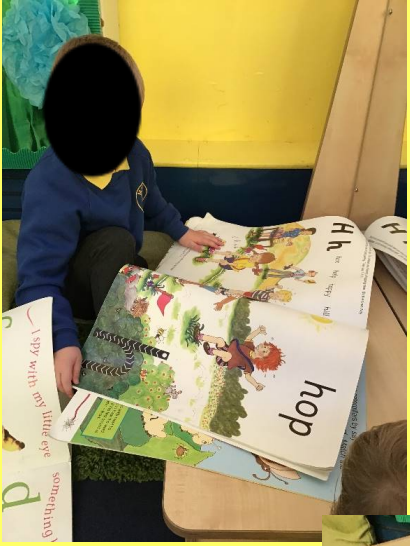


|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
| s   | a   | t   | i   | p   | n   | c k   | e   | h   | r   |
|  |  |  |  |  |  |   |  | <p><b>Phase 2<br/>Phonemes<br/>es</b></p>   |   |
| m   | d   | g   | o   | u   | l   | f   | b   |   |   |

I spy with my little eye something beginning with “s”



Tommy the  
train took the  
terrible tiger to  
the town.



**s**

**a**

s



a



**S i .**



b

e

ll



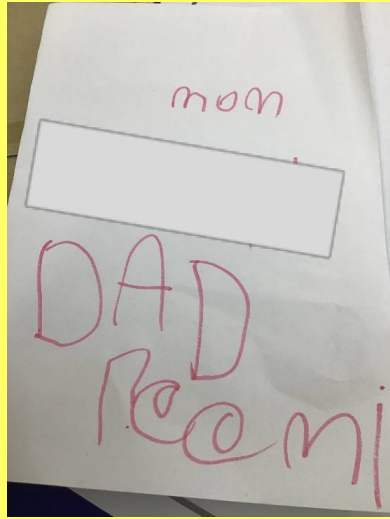
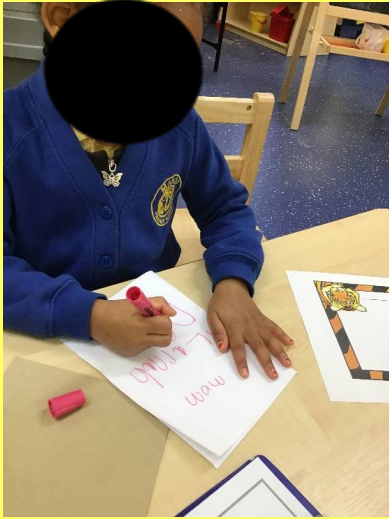
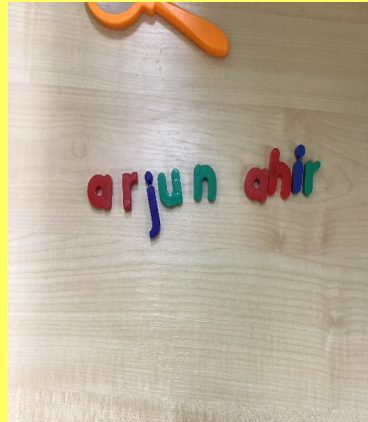
pat a dog


























**c**

**a**

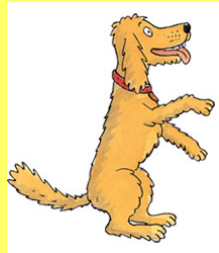
**t**



# Phase 2 Sound Mat

|   |   |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
| s<br>  | a<br>  | t<br>  | p<br>   | i<br>  | n<br>   | m<br>   | d<br> |
| g<br>  | o<br>  | c<br>  | k<br>   | ck<br> | e<br>   | u<br>   | r<br> |
| h<br> | b<br> | f<br> | ff<br> | l<br> | ll<br> | ss<br> |  |

# School Reading Books.



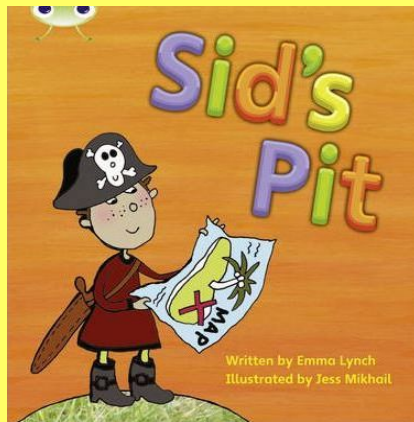
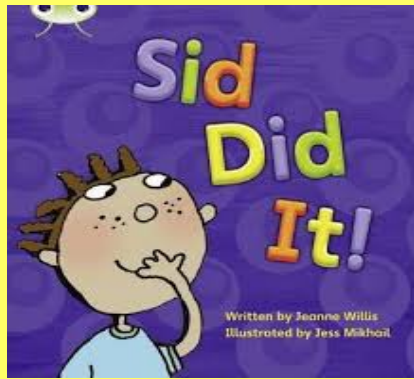
Children will begin to bring home a set of character names from the Oxford Reading Tree

**Mum      Dad**

**Biff      Chip**

**Kipper      Floppy**

Enjoy playing games with the flashcards, match, snap, I spy.





# Home Reading



*Get into the habit of enjoying stories together.*

*Make stories part of your child's daily routine.*



**This special time offers a chance to sit quietly with your child and really bond over a shared**





# Phonics.



Letters and Sounds Website offers free resources to help support the DfES Letters and Sounds phonics programme found on:- <http://www.letters-and-sounds.com/>

Department of Education Website contains materials that concentrate on activities to promote speaking and listening skills, phonological awareness and oral blending (download PDF) found on:-

<https://www.gov.uk/government/publications/letters-and-sounds>

Topmarks Website contains a variety of interactive games to support letter recognition, letter formation, sorting sounds, listening games and matching games, found on:- <http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

Phonics Play Website contains interactive games to support Phase 1 of Letters and Sounds, found on:- <http://www.phonicsplay.co.uk/Phase1Menu.htm>

BBC – Cbeebies Website contains Alphablocks which is based on best-practice phonics, as taught in school. The programme starts with letters and the sounds they make, then builds words by blending the sounds together.

<http://www.bbc.co.uk/cbeebies/alphablocks/>

Sounds of the English Phonic Code is a video that demonstrates the precise pronunciation of sounds, found on :- <http://www.youtube.com/watch?v=Iw3v1NSineE>



# Thank you for your support

