



Floppy



Kipper



Biff



Chip



Wilf



Wilma



Dad



Mum

# Phonics & Early Reading Workshop

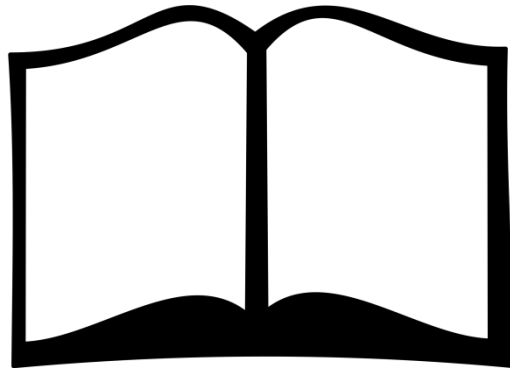
Tuesday 1st November 2016

# Early Reading

## The Importance of Wordless Picture Books

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words.

Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Sharing wordless books reinforces the idea that, in many books, the story and the pictures are connected.



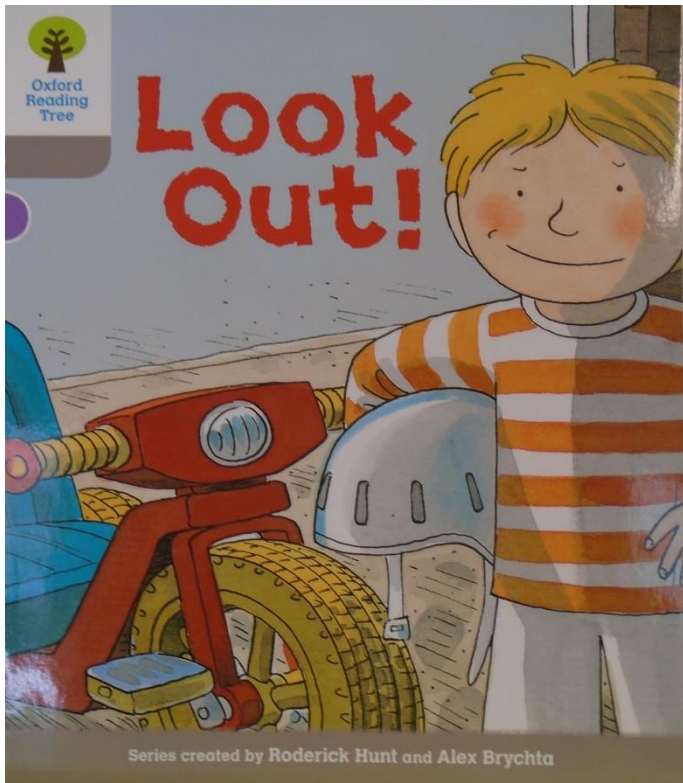
# Day 1

Spend time looking at the cover and talking about the book's title. Based on these two things, make a few predictions about the story.

Take a "picture walk" through the pages of the book. Enjoy the illustrations, which are often rich with detail. Look carefully at the expressions on characters' faces, the setting and the use of colour. Talk to each other about what you see. These conversations will enrich the storytelling. Predict what might happen next?



Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just get a sense of what the book is about. Extend the children's vocabulary, introduce them to new words which describe things in the pictures and explain what they mean.



Talk to the person next to you about the first few pages of this book.



What questions would you ask from the front page?  
What would you point out?  
What rich vocabulary could you teach them?  
How could you 'tell' the story for this first page?  
Any sound effects?

# Day 2

Go back through the book a second time and get ready for some great storytelling! Tell the story first, acting as a model for your child. The more drama the better! Use different voices for each character, add sound effects and use interesting words in your version of the book.





How could we model expressions and tones of voice on this page?



# Day 3

Encourage your child to "read" you the book with their story. Focus on the words your child uses when they tell the story. Help your child expand their sentences or thoughts by encouraging them to add further information from the illustration's details. One way to encourage more details is by asking "W" questions: Who? Where? When? Why?

Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favourite part of your story? Have you had an experience like the one in this story?





Child: Argh! Kipper crashed.

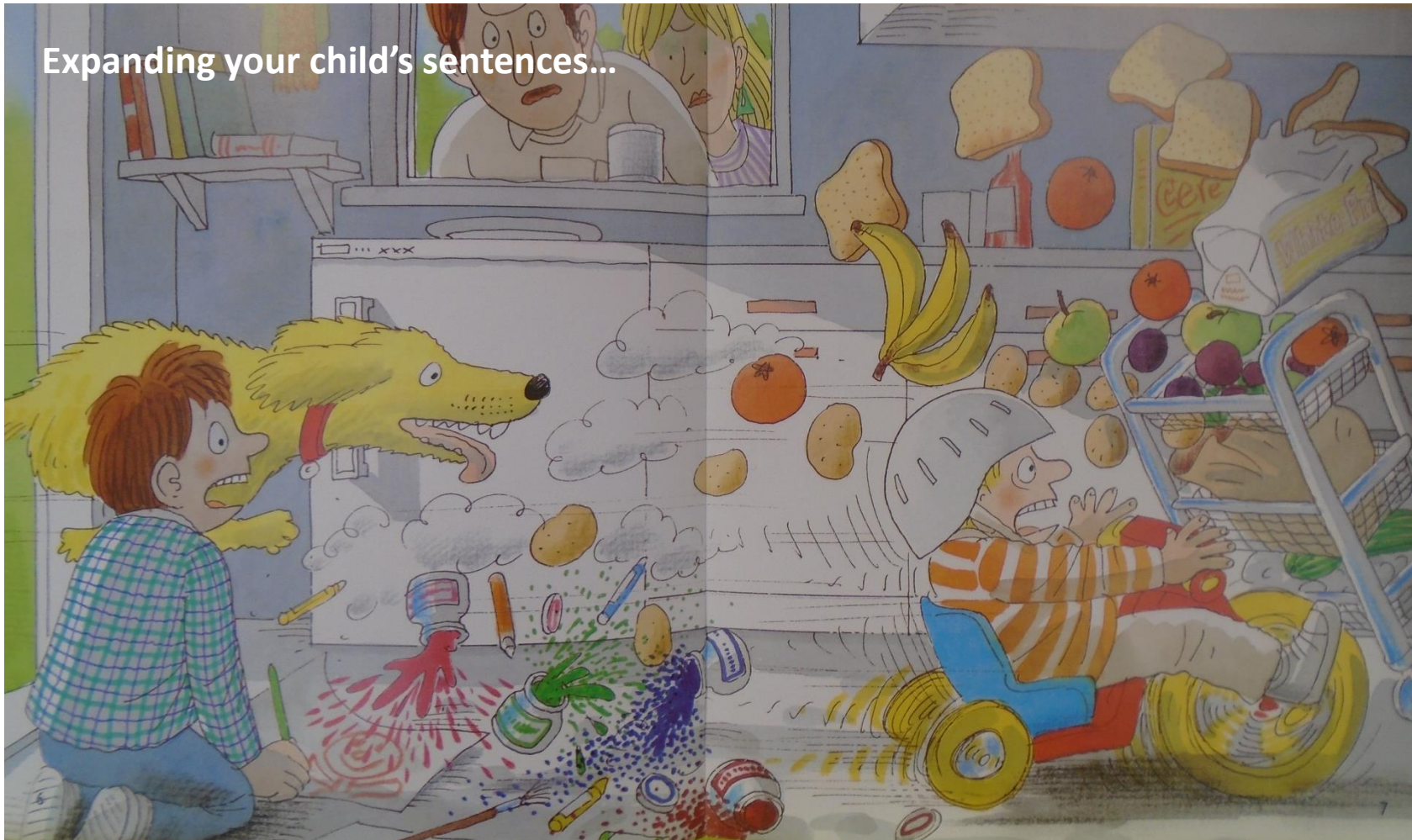
Parent: What did he crash in to?

Child: The fruit and vegetable trolley.

Parent: Argh! Kipper screamed as he crashed in to the fruit and vegetable trolley. Can you say that?

Child: (Repeats)

Expanding your child's sentences...





# How Reading will be Organised

- Children will be expected to bring their reading books in on a Monday.
- This is the day we will change them.
- Two books will be given to take home for the whole week but please bring them in every day.
- It is expected that each book will take you 3 evenings, following the ideas shown.
- We will listen to your child 'read' at least once in school too, some children may be listened to more than others depending upon their ability and personal targets.

# A Whistle Stop tour of Phonics

This year, Nursery & Reception will be following the Letters & Sounds scheme for Phonics. Over the next few terms, we will be teaching Phase 1-3.

Part of this teaching will include ideas from Jolly Phonics where a song & action are used to help the children learn the phoneme (sound) & grapheme (print).

Before half term, we assessed your child on their phonic ability. These assessments will inform our groupings.

Each class will have 3 differentiated phonics groups and your child will be placed in one of them. Each group will challenge the children and teach them new sounds which they are ready to learn.

We will assess your child every half term to ensure progress is being made.

# Phase 1

Children at this stage will be focusing on:

- Sound discrimination - environmental sounds, instrumental sounds & body percussion (listening & developing awareness of sounds)
- Rhythm & rhyme (enjoyment, word play, invention, repetition)
- Alliteration (fun with words sizzling sausages & tongue twisters)
- Voice sounds (weeeeeee, squelch, drip drop)
- Oral blending & segmenting (h,h,h,h, hoppers...b,b,b,b, ball), its time to get your c-o-a-t.)

# Phase 2



Set 1	s a t p
Set 2	i n m d
Set 3	g o c k
Set 4	ck e u r
Set 5	h b f, ff l, ll, ss

the

to

go

no

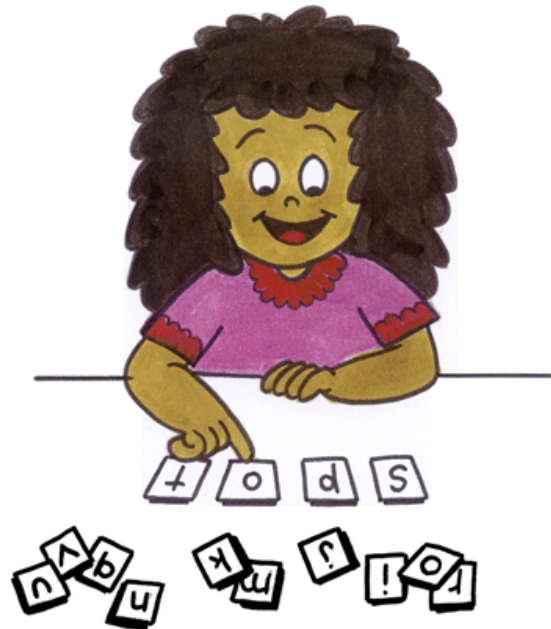




# Phase 3

Set 6	j	v	w	x
Set 7	y	z, zz	qu	

*There are many more sounds in Phase 3 - we will share these with you at a later workshop.*



# 1 minute Phonics Homework

In addition to your child reading every night.

We will also be giving them a phonics sheet to practise at home with you every day. This will be given out on a Friday too.

Encourage your child to read each sound. How many do they get right in 1 minute? Can they beat this record tomorrow?

Phase 2 Set 1 Sounds				
s	a	t	p	a
t	s	p	s	p
a	t	s	p	a
t	p	t	a	s
s	t	a	p	t
a	p	s	a	t
p	t	a	s	p
a	p	t	s	a

Thank you.  
Any questions?



Floppy



Kipper



Biff



Chip



Wilf



Wilma



Dad



Mum