



# PHONICS AND READING AT GREENSIDE

A workshop for Reception parents/carers

Wednesday 27<sup>th</sup> September 2023



**GREENSIDE**

WHERE CHILDREN COME FIRST

# OUR AIMS ...

- Help you to understand what phonics is.
- Help you to understand how your child is learning to read with phonics.
- Help you to support your children with reading at home.



CAN  
YOU  
READ  
THIS?

**Отче наш,  
сущий на небесах,  
да святится Имя Твоё,  
да придёт царствие Твоё,  
да будет воля Твоя,  
как на небе,  
так и на земле.  
Хлеб наш насущный  
дай нам сегодня,  
и прости нам долги наши,  
как и мы прощаем  
должникам нашим,  
и не введи нас  
во искушение,  
но избавь нас от лукавого.  
Аминь.**

# THE TOOLS NEEDED TO DECODE TEXT ...

To be able to read a person must ...

Understand that text is read from top to bottom and left to right.

Remember the sound (phoneme) for each letter.

Use phonics to blend sounds and make words.

Use knowledge of tricky words / sight vocabulary.

Possibly use the picture or read on to decipher a particular word.



& after all that ...

Understand / make sense of what they've read.

# HOW DO CHILDREN LEARN TO READ?

Through phonics – Phonics is a method of teaching reading. We teach the children the sounds (phonemes) that the letters make.

Through sight recognition – Some words can't be decoded using phonics, for example "one". We learn these words by reading them often.

# A BRIEF EXPLANATION OF HOW THE ENGLISH LANGUAGE WORKS ...

Every letter has a name and a sound.

All words are made up of sounds.

These sounds are “blended” together to form words.

# PURE SOUNDS

All words are made up of sounds

In English there are 44.

Our 26 letters work

- singularly e.g. m, a, s, d, t, i, n, p
- in pairs e.g. ch, sh, th, qu, oo, ay
- and sometimes in 3's e.g. igh, air, to represent just 1 sound .

We will learn a simple code first.



# LET'S HAVE A GO AT THE SOUNDS.

Let's learn the  
sounds ...

Remember not  
to add an "uh"  
to the sounds.

# SOUNDS IN WORDS ...

cat has 3 sounds

ship has 3 sounds

light has 3 sounds

phonics has 6 sounds

- We use 44 sounds to make all of the words in the English language.

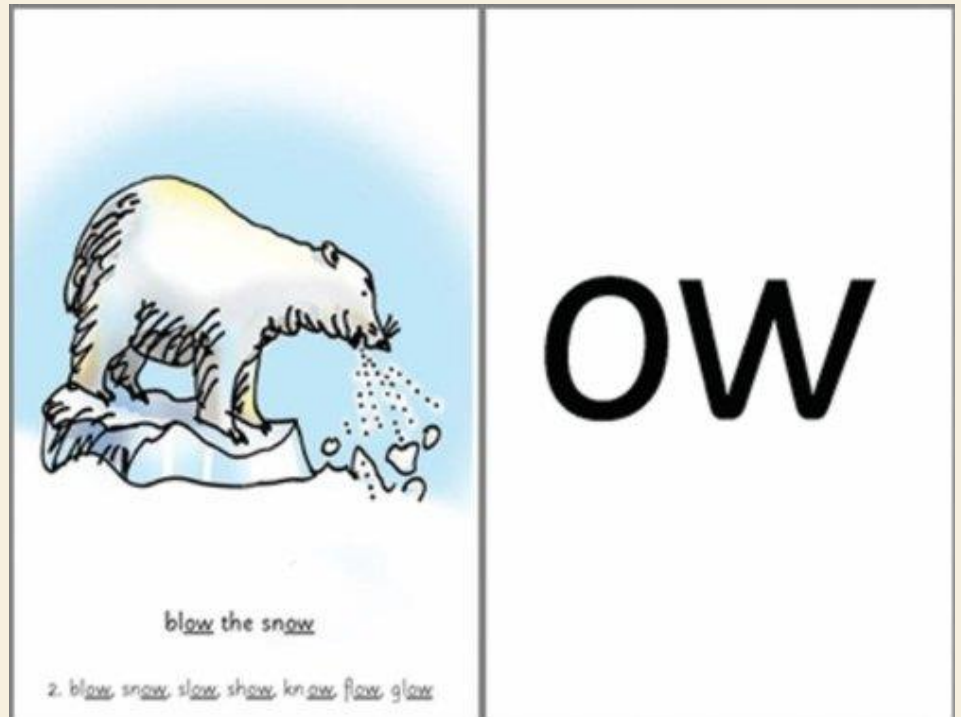
# SOUNDS IN WORDS ...

- cat has 3 sounds            c – a – t
- ship has 3 sounds        sh – i – p
- light has 3 sounds       l – igh – t
- phonics has 6 sounds     ph – o – n – i – c – s

# GRAPHEMES

A grapheme is a sound written down

English has more than 150 graphemes (that's 150 ways to represent the 44 sounds!)



A complex code!

# COMPLEX CODE - TAKE THE SOUND “S” ...

- In sat it's spelt “s”
  - In dress it's spelt “ss”
  - In horse it's represented with “se”
  - In circle it's spelt “c”
  - And in ice it's spelt “ce”.
- 
- We will learn the complex code as we move through the phases.

# HOW DOES PHONICS HELP US TO READ?

## Fred Talk

Fred can only talk in sounds ...

He says “c-a-t” not **cat**.

We call this Fred Talk.

Have fun with Fred Talk at home!

*“What a tidy r-oo-m!”*

*“Where’s your c-oo-t?”*

*“Time for b-e-d!”*



# PHONICS LESSONS AT GREENSIDE

At Greenside, we use Read Write Inc. which is one of the government approved systematic synthetic phonics programmes.

We teach RWI phonics every morning at 9am for 30 minutes. Pupils learn to read and write sounds, blend words (including alien/nonsense words) and recognise red/common exception words (words which can't be blended.)

Once pupils have learnt a sufficient amount of their Set 1 sounds, we will start to have a 2<sup>nd</sup> daily phonics or 'Storybook' session 4 times a week. These sessions will focus on getting the children to apply their skills and understanding to reading sentences and even books. Pupils will begin the week focussing on learning the words individually before applying what they have Learnt to read a Ditty Sheet or Core Learning Book.



# WHAT DOES A PHONICS SESSION LOOK LIKE?

It's interactive with maximum participation.

We began the year with phonics taught in full classes

The children are then taught in small groups. We can pitch the teaching to revise or accelerate the learning.

**Ditty 1: pop**

Speed Sounds - read the sounds and the order names

a g t p n s d o i

Green Words - read these words by blending the sounds together!

not got sip pop dad did dog

Red Words - read these words but not green, add the word if they get stuck

I the

I got pop  
dad got a sip  
the dog did not




- Once pupils have learnt sufficient Set 1 sounds, they will begin to have a second daily phonics session where the focus is reading a text. This would be a RWI 'Ditty Sheet' or 'Core Storybook'.
- They will begin the week learning the key sounds, 'Green' words and 'Red' words that they will find in the text.
- They will then read the 'Ditty' sheet or 'Core Storybook' throughout the rest of the week, repeating the text a number of times. This is so that pupils develop a concrete understanding of the sounds/words within the book and have the opportunity to also develop their reading comprehension.
- On the **Friday**, your child will bring home the Ditty sheet they have been reading that week, or a Book Bag Book that links to their Core Storybook. Pupils and parent/carers will also be able to access the Core Storybook and other activities through their Oxford Owl log in.

# STORYBOOKS

**Read Write Inc.** Phonics

**On the bus**  
Set 1 Story 1  
a e i o u



Story by Gill Munton  
Illustrated by Tim Archbold  
Series developed by Ruth Miskin

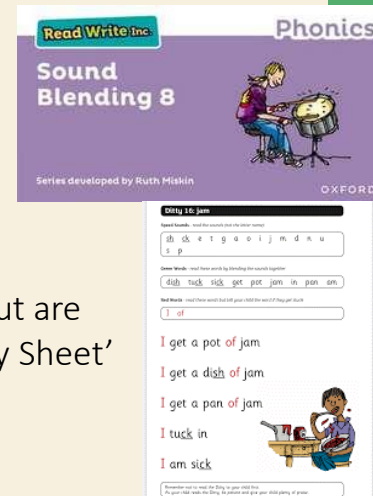
**OXFORD**

# HOME READING

**\*\*All books are changed on Fridays\*\***

- Reading texts will start going home after your child has learnt sufficient Set 1 sounds. This is likely to be in the next few weeks or after the half-term holidays.
- The text will be in the form of 'Blending Books', 'Ditty Sheets' or 'Book Bag Books' which build on the ideas taught and are closely linked to what they have read in school that week.
- **'Blending Books'** are small books with one word per page and a corresponding picture to help children begin to blend the letters they read into words. First pupils should try to read the word without clues (i.e. picture and sound buttons). The following page shows the same word with sound buttons and a picture. This is to help children read words as they would appear in books, with the second page to support them with their word reading should they need it.
- **'Ditty Sheets'** are short reading activities for pupils who are beginning to blend sounds but are not quite ready for the longer book bag books. Your child is likely to have read their 'Ditty Sheet' in school during the week before bringing it home to practise further and cement their understanding.
- **'Book Bag Books'** link directly to the Core Storybook that your child has read during phonics lessons and are designed to practise blending the sounds using correspondence that your child has been learning that week, as well as revising pre-existing understanding.  
e.g. If your child has been reading the core storybook 'On the bus' during the school week, they will bring home 'The din on the bus' as their book bag book on Friday. Many of the words/sounds correspond between the two books. Pupils will also be able to read 'On the Bus' again at home by using their Oxford Owl Online login.

**\*\*Please note: Parents/Carers will be charged £4.50 for any lost or damaged books as they will need to be replaced.**



# HOME READING

- **School Planners** will also go home with reading books. Parents/carers should record your child's reading and leave a comment in the 'home reading' section of the planner. Your child's planner will also contain log ins for online learning platforms including Oxford Owl and Numbots.
- **Reading Together Books** – Each Friday (providing they have returned the previous book), pupils will be able to choose a 'Reading Together' book. We hope these picture books, which are to be enjoyed together with an adult at home, will develop a child's love of reading.
- **Key words** – these are words that your child will come across regularly but which can't be phonetically decoded (i.e. can't be sounded out and blended together) and therefore must be learnt by sight.



There are six sets of key words for pupils to learn as they progress through Reception and into Year 1:

**Set 1:** the, to, I, no, go, into

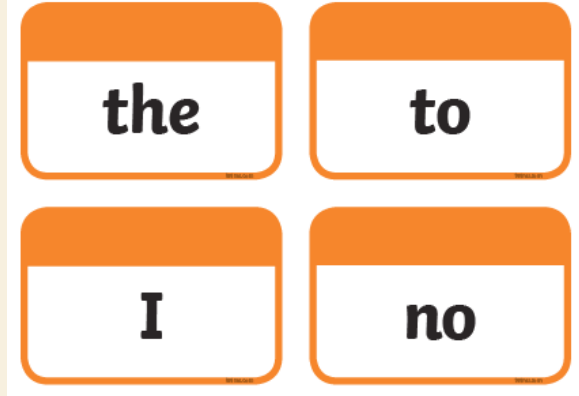
**Set 2:** he, she, we, me, be, was

**Set 3:** you, they, all, are, my, her

**Set 4:** said, have, like, so, do, some, come

**Set 5:** were, there, little, one, when, out, what

**Set 6:** oh, their, people, Mr, Mrs, looked, called, asked, could



Once your child knows a set, please leave a note in their school planner; we will then check and issue the next set of flash cards. Reception staff will also periodically check how your child is getting on with recognising their key words.

# HOW CAN YOU HELP AT HOME?

- Seize opportunities! – sound out words in newspapers, signs, recipes, books etc.
- Let your child be the teacher! – let them demonstrate for you the sounds that they have learned.
- Listen to them reading their school reading books.
- Practise key words – make it fun!
- Read stories with your child relentlessly.
- Read favourite stories **over and over** again.
- Read some stories at a higher level than they can read themselves.
- Join the local library.
- Trips to the book shop as a treat.
- Practice, practice, practice!
- Talk to your child .... lots and lots and lots!





# Tapestry Learning Journal

A guide for parents  
and carers

# Tapestry: A parents/carers guide

- In Reception at Greenside, we now use the Tapestry platform as the main record of your child's learning journey. We observe and record key moments in your child's development.
- This is a quick outline of how we do this for your information:
  1. We write a record of what we saw your child do.
  2. We try to quote the child accurately using the exact language that he/she used.
  3. Sometimes we also note the progress or comment on the learning demonstrated.
  4. Sometimes we will write next steps so you know what to focus on with your child at home.
- As parents/carers you can view and comment on the entries about your child so that you can share in and celebrate their learning at school.
- Parents/carers can also add their own observations into your child's journal from things they do at home.




# Commenting on School Observations


- When you read the observations by school staff there is an option for you to leave a reply. Perhaps your child has done something similar at home or is showing particular interest in the topic of the observation - if so we would love to hear about it. If we have written a next step then you can also reply to the observation telling us about how your child got on at home e.g. 'X loved talking about this painting at home and could tell us how she mixed the colours to make orange'.

Comments

Add a comment

Add Reply



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ONLINE LEARNING JOURNAL

This is where you can add comment. It is found beneath the observation.

# Observations by Parents

- One of the fantastic features of Tapestry is that parents/carers can also add observations/wow moments from home to your child's journal. This is a great way of supporting us in assessing your child outside the school environment and it also provides us with opportunities to celebrate any achievements your child has made at home.
- When adding an observation, we would appreciate it if you could follow the guidelines below:
  1. Add a title to your observation to summarise your moment e.g. Feeding the ducks
  2. When writing your observation keep it simple. Try and record what your child said in their exact words and then comment on why this is a wow moment e.g. 'X was excited to feed the ducks, she said "Look that duck is big than that duck". X is starting to point out the differences between different objects.' 'X went to her cousin's birthday party, she spent lots of time bouncing on the trampoline without help and taught her cousin how to jump and turn around at the same time.'
  3. If you wish, then you can then add a photo or video to your observation (please keep videos to a maximum of 1 minute long).

# Adding Observations

Once you have logged in, your home page will look like this:

Greenside Primary School

Observations Children Reports Memos Activities

GREENSIDE  
WHERE CHILDREN GROW BEST

Observations

+ Add Observation

Filter & Sort Observations

Search

**I am a robot!**  
30 Sep 2020 02:02 PM by Martin Phillips  
Angus and Freddie role played being robots by making robot heads out of cardboard boxes. They moved around the classroom in different ways, including as a digging robot (crawling). They used robot vo...  
EYFS 2

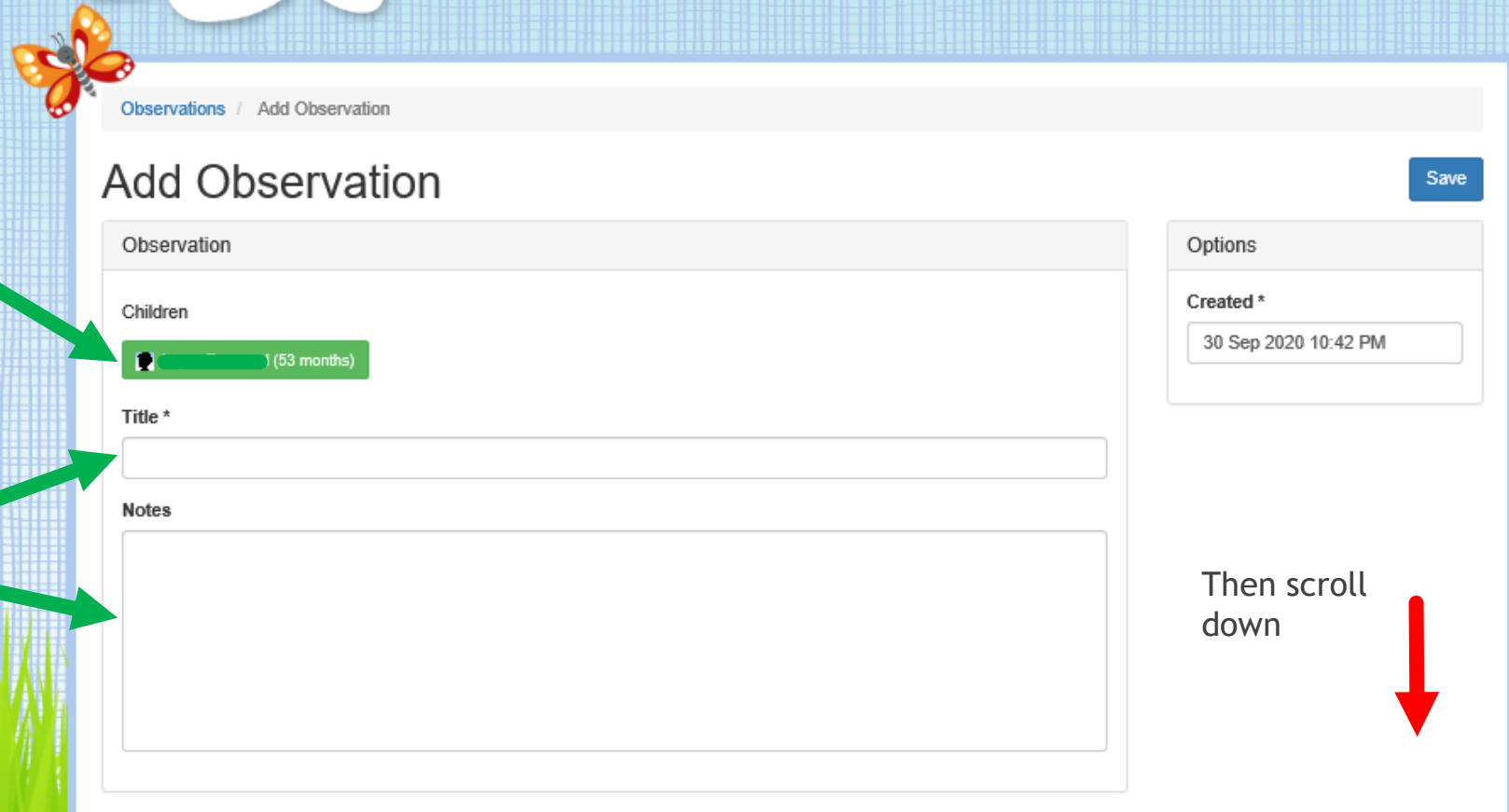
**Searching for treasure**  
28 Sep 2020 02:45 PM by Martin Phillips  
Angus created a treasure map which he used on an expedition in the forest. He used a stick as a shovel to dig for the treasure.  
EYFS 1

Add new observation by clicking here

View observations from school staff here. Click for more detail.

# Adding Observations

Once you click 'Observation', you arrive at this page:



The screenshot shows a web interface for adding an observation. At the top left is a butterfly icon. The breadcrumb trail reads "Observations / Add Observation". The main heading is "Add Observation". On the right, there is a blue "Save" button. The form is divided into two main sections: "Observation" and "Options".

**Observation Section:**

- Children:** A dropdown menu showing a child's profile picture and the text "(53 months)".
- Title \*:** A text input field.
- Notes:** A large text area for entering details.

**Options Section:**

- Created \*:** A text box displaying the timestamp "30 Sep 2020 10:42 PM".

**Annotations:**

- A green arrow points from the text "You can only add observations of your child" to the "Children" dropdown.
- Two green arrows point from the text "Add a 'Title' and the 'Notes' of your Observation" to the "Title \*" and "Notes" fields respectively.
- A red arrow points from the text "Then scroll down" to the bottom of the form.

# Adding Observations

At the bottom of the page:

Add photos or a short video of your child using **'Add Files'** and the click **'Start Upload'**

Media

Size limits: Each video must be less than 10 minutes and 5GB; each audio file must be less than 30 minutes and 5GB; each document must be less than 100MB.

Drag and drop files here or use the [Add Files](#) button below

[Add Files](#) [Start Upload](#) [Delete Selected Media](#)

Click "Save" to save your observation and view it.

Click "Save & Add Another" to save this observation and immediately start adding another.

[Save & Add Another](#)

[Save](#)



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ONLINE LEARNING JOURNAL

Finally, save your observation.

# Key Points to Remember

- Accounts have been set up for parents/carers using your child's priority 1 contacts and emails have been sent so that you can activate your account on Tapestry. You have 30 days to do so before it becomes inactive and school must reactivate the account.
  - A high-level password is required to ensure effective safeguarding.
  - Any downloading of media and publishing of staff observations from Tapestry onto social media is strictly prohibited due reasons of safeguarding and child protection.
  - Please contact a member of staff if you are unsure about how to use any of the Tapestry features.
  - Celebrate your child's development by sharing the learning journal with them at home, we are sure your child would love to talk about what they have been learning at school.
  - We will be especially interested to hear about your child's progress in relation to targets we set and share with you.
  - Tapestry is just one of several ways that we gather evidence about your child's learning. It is used in conjunction with these other methods (e.g. work recorded in books) as part of a detailed assessment process.
- An app version of Tapestry is available if you prefer.

Any Questions?

