

# Parents' Meeting - part 2

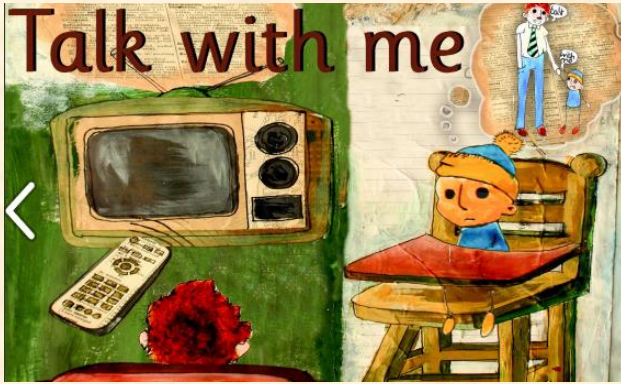
## Focus -communication, phonics and reading skills



Holy Trinity C of E Primary School  
December 2021



# Talk Matters in Hartlepool encourage you to do 5 things with your child



## Talk with me Every day in different ways...

**Engage:** Get down to your child's level and make eye contact.

**Comment:** Talk about what you and your child are doing.

**Repeat:** Say words again and again.

**Take turns:** Give time for your child to answer.



### Did you know?

By talking to your child, even before they are born, you are helping their language development.



## Play with me Every day in different ways...

**Time:** Make time to play with your child.

**Follow your child's lead:** Let your child choose what they want to play and join in.

**Comment:** Talk about what you and your child are doing, name the toys, people, objects, actions.

**Make it fun:** Show you are enjoying playing with your child.



### Did you know?

Play helps children to learn about the world around them and is an important way to develop early language and communication skills.



## Listen to me Every day in different ways...

**Listen:** Show your child you are listening. Make eye contact, smile, show you are interested in what they are 'saying'.

**Respond:** Repeat back their attempts to communicate: sounds, facial expressions, words.

**Take turns:** Encourage your child to talk by giving them time to respond.



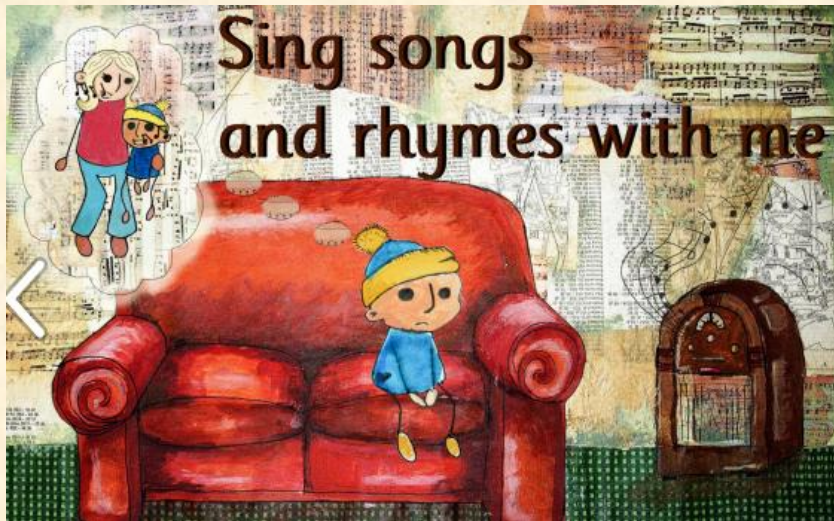
### Did you know?

You are the most important person in developing your child's language. When you respond to your child's 'talk', they know you are listening.





# Talk Matters in Hartlepool



## Sing songs and rhymes with me

Sing songs and rhymes with me  
Every day in different ways...

**Repeat:** Sing rhymes and songs again and again.

**Rhythm:** Clap hands, stamp feet or use instruments.

**Actions:** Add actions to match the words.



**Did you know?**

When you sing songs and rhymes with your child, their brain is making lots of connections and they are becoming familiar with the rhythms of language.



## Share a story with me

Share a story with me  
Every day in different ways...

**Time and space:** Make time and find a quiet space to share a story.

**Share a book:** Look through a book together and talk about the pictures, characters and the story.

**Tell a story:** Make up a story about what you have been doing or where you have been.



**Did you know?**

Children who have shared lots of stories enjoy reading and have better language skills when they get older.



# Develop Talk and Communication skills

- A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand. We provide role play opportunities for children to play with each other, work in a pair or work as part of a group. When working on the carpet area the children have talk partners, so they can talk about their ideas.
- Back and forth conversations help children to articulate what they know and understand
- At school we will ask questions back so they are using language- Teacher - What do you think you need to do? This encourages children to verbalise and use language.

# Our school has chosen Little Wandle Letters and Sounds Revised



"A love of reading is the biggest indicator of future academic success"

(OECD)

How many times have you already read today?



*Just think about how many times you have already read things today. It really is a vital skill.*



**Phonics is:**

making connections between the sounds of our spoken words and the letters that are used to write them down.





# Some definitions

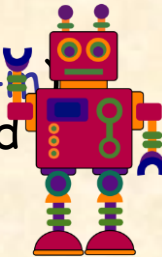
Blending-Recognising the letter sounds in a written word, for example c-u-p, m-a-n, sh-u-t and merging them in the order in which they are written to pronounce the word.

Need to blend to be able to read.

This is a video to show blending from the Little Wandle website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Segmenting- Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'. Pulling apart the sounds in the word. Children might refer to this as 'Robot Arms'



Need to segment to be able to spell.

A phoneme is the smallest unit of sound in a word. 1, 2 or 3 letters can be one phoneme.



c-a-t  
f-r-o-m  
t-ee-th  
sh-o-p  
h- air

# Some definitions

## Digraph

Two letters, which make one sound. A **consonant digraph** contains two consonants:

sh ck th ll

A **vowel digraph** contains at least one vowel. A E I O U

ai ee ie oa ue

## Trigraph

A single sound that is represented by three letters, for example: **igh** as in sigh, **air** as in fair, **ear** as in dear and **are** as in dare.

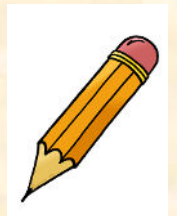
We often place sound buttons on words.



## Grapheme

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word/ the way we write the letters.

The sound can be represented in different way eg 'oa' in boat and 'ow' in slow



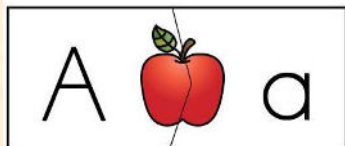
# Alternative Graphemes

ai	→	ay	a-e	rain, play, cake
ee	→	ea	e	bee, sea, he
igh	→	ie	i-e i y	high, pie, bike, find, cry
oa	→	oe	o-e o ow	goat, toe, pole, no, slow
ue	→	u-e		que, tube

Focus on where they are in the words. E.g. The 'ay' usually comes at the end on a word.



Children begin to learn the difference between the name and the sound.  
E.g. the name is 'A' but the sound is 'a'.



Adam  
apple

Some words use the sound and some use the name - Ellie / Ethan  
When we say the sound we try to say the pure sound eg sssss not sssuh

## Phonics

It is broken down into phases.

- **Phase 1** – Nursery / Listening skills, oral blending and segmenting
  - **Phase 2** – Reception-Blending/Segmenting s a t p i n m d c k e h r g o u l f b ll ss ff j v w x y z  
qu ch sh th ng
  - **Phase 3** – Reception-Digraphs represented in one way ai ee igh oa oo oo ar ur ow ear air.....
  - **Phase 4** – Reception / Year 1- Consonant clusters eg t e n t      c l a p
  - **Phase 5** – Start in Reception if master other areas / Year 1/2
- **Year 1 Phonics test based on Phase 2-5.**  
You can find some resources but be aware of the difference in phase 2 / 3.  
<http://www.letters-and-sounds.com/>



























# Little Wandle



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has a mnemonic (like the astronaut that you can see here). This helps the children recognise and remember the graphemes.



Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg	 Hh	 Ii	 Jj	 Kk	 Ll	 Mm
 Nn	 Oo	 Pp	 Qq	 Rr	 Ss	 Tt	 Uu	 Vv	 Ww	 Xx	 Yy	 Zz

# Tricky words

the, was, I, he, she, could, here, said, you, some, they

Children cannot blend or segment these words, because they are irregular, therefore must be recognised as whole words.

Explain to the children that for some common words phonics doesn't work and must be specifically taught.

Games & activities will ensure that children become familiar with the main sight words.

Little Wandle tricky words- is, has, his, and

Have a look at this video on the website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



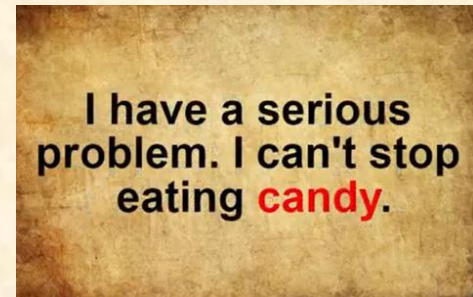
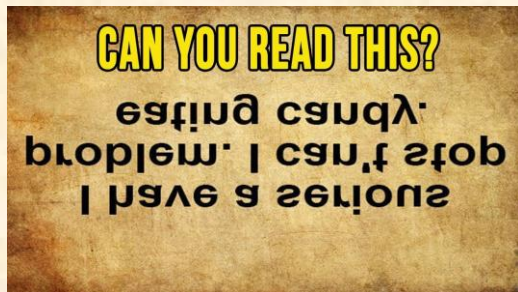
# Reading Frame 2021

- parents who engage their children in books prepare them to become committed and enthusiastic readers:
- book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.
- Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings: Here's how many words kids would have heard by the time they were 5 years old:
  - \*Never read to, 4,662 words;
  - \*1–2 times per week, 63,570 words;
  - \*3–5 times per week, 169,520 words;
  - \*daily, 296,660 words;
  - \*five books a day, 1,483,300 words.
- Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.

# The Importance of Reading

- Children need to be engaged with the reading process.
- Reading is when you engage with a text, relating and responding to it.
- See a purpose for reading.
- It must be fun - a sense of achievement.
- As adults we often forget how complex the task of learning to read is.
- How difficult is reading?

## Task - Reading Experience - Can you read this?

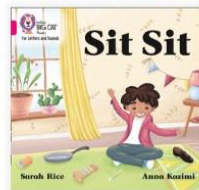


IT IS SO IMPORTANT THAT CHILDREN RECOGNISE THE  
LETTERS SO THEY CAN BLEND THE WORD.

## How do we teach reading in books?

### Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



*The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice or our David Attenborough voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out.*

## Reading a book at the right level

### This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.





## The most important thing you can do is read with your child



### Reading a book and chatting had a positive impact a year later on children's ability to....

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Sénéchal, M. and Lefvre, J

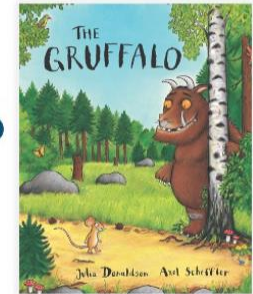
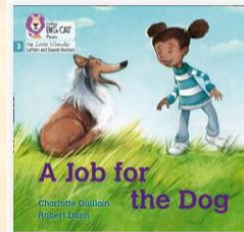
*Celebrate child's success at school, make time for reading at home!*

A high degree of 'thinking aloud' by the adult is essential for young children during reading activities.

Sharing books allows us to make explicit to the children the processes we go through in order to read.

Discussion is so important – questions around what they have read. Relate to their own experiences and discuss messages.

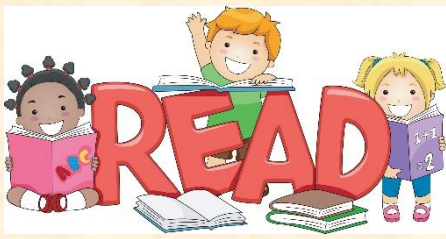
## Books going home



As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. This is how we are going to give them the WILL to read. Please read with your child as often as you can – at least once a day if possible.

# Approaches to Reading

- Children need a range of cues when reading – knowing about letters, looking for digraphs/trigraphs, identifying tricky words, spaces and punctuation.
- Re-reading the word or sentence so it makes sense.
- Shared reading – modelling at home and school.
- Sharing big books
- Group / Individual reading
- Discussion is so important even when a child is a fluent reader, lots of questions and reasoning will support comprehension.**



# School Reading Focus

## Understanding text

What word tells you...?  
What word means...?  
What does the word ..... mean  
Find a word that describes how..  
Copy a word that means the same as ....

## Identify and explain characters /events /titles information (retrieval)

Which...? What...? How...? How...? Where...?  
When...? Why...? Why...? Who...?  
Give me a reason why....?  
Which character...?  
Identify two ways....

## Identify/explain sequence

Order what happened in the story.  
What happened after?  
What happened before?  
Which of the events happened first?  
Which events happened last?

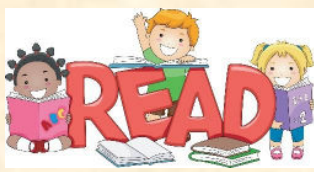
## Make inference from text

Why do you think..?  
Which do you think...?  
How do you know...?  
  
True false questions  
What evidence is there that.....?  
What is this characters attitude?

## Predict

What will happen next?  
What would happen if..

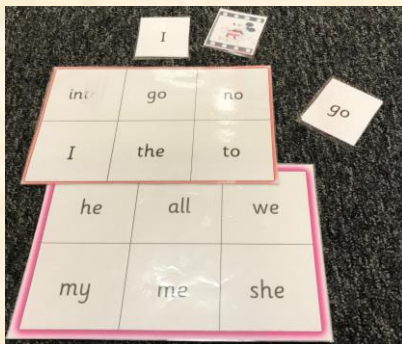
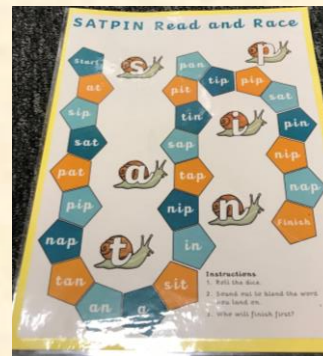
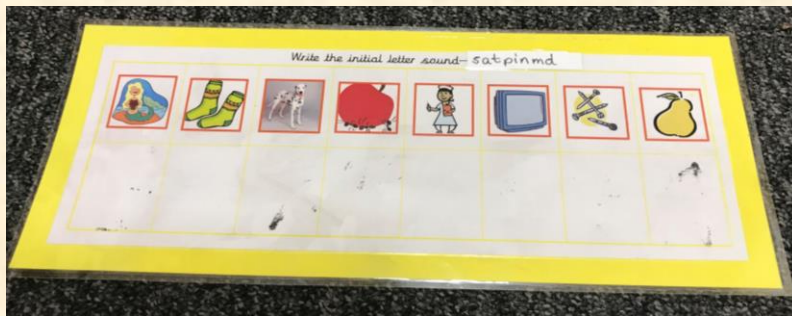




# Reinforcing Phonics and Reading

## Resources and games

We play games to engage children to read.– sight word snap, pairs, matching words to pictures.



If the process becomes a chore children are 'switched off' reading.

Pick appropriate times.

# Children move from 'learning to read to reading to learn'



When you read to your child they are exposed to vocabulary and language they would not hear day to day.

When your child can read they can find things out for themselves.

They can use the vocabulary and ideas when they talk to people and they can use these in their writing.

# Reading at home



You can help your child at home by:

- Practising with their reading book at least 3 times per week.
- Talking about stories that you have read with them – questioning on their understanding.
- Reading around a text and making links with everyday life e.g. meanings behind a story.
- Blending and segmenting at any opportunity e.g. in the bath, at the park, at the shops. Can you see the c-a-t? Point to the t-r-ee.
- Practising letter recognition when you are out and about. You may notice your child start to point out familiar sounds or words in the environment.
- Praise and encourage your child. It can be frustrating at times, but reading must be a positive experience in order for them to remain enthusiastic.