

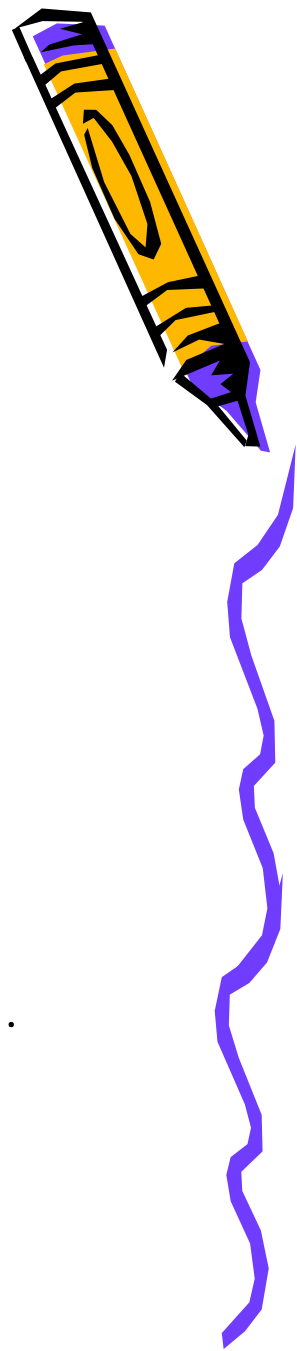


Foundation Workshop

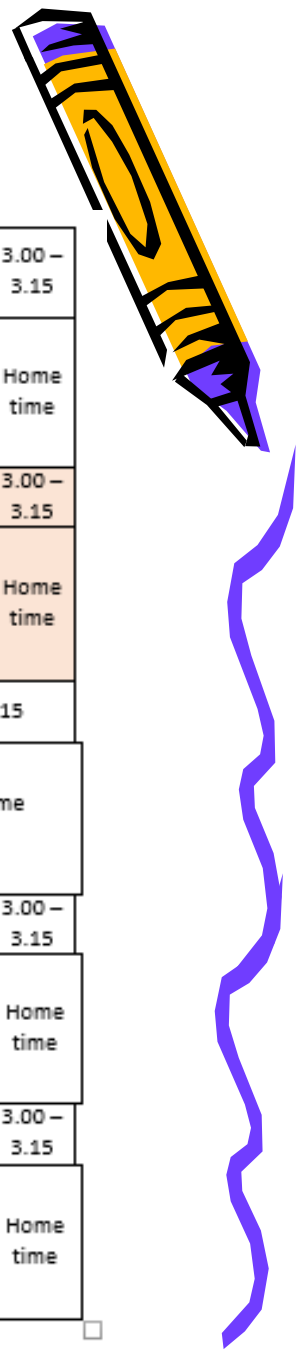


Encouraging independence

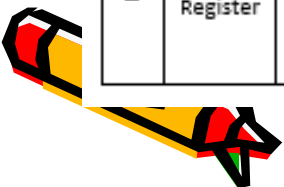
- Looking after own belongings
- Getting dressed
- Labels
- Snack / milk / water
- Dropping off and collection arrangements.



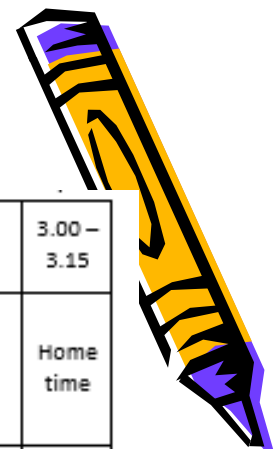
FC Timetable



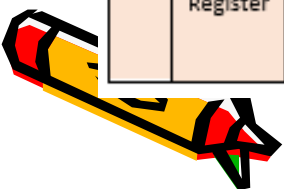
Monday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 3.00 Understanding the World Afternoon		3.00 – 3.15	
	Register	Phonics	Maths RE	5 min maths	Toilet/ Wash hands		Register Reading group	Allotment Forest School Computing STEM		Home time	
Tuesday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45	2.45 – 3.00	3.00 – 3.15	
	Register	Phonics	Maths RE	5 min maths	Toilet/ Wash hands		Register Reading group	Maths RE	Story time	Home time	
Wednesday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45		2.45 – 3.15	
	Register	Phonics	Reading	5 min maths	Toilet/ Wash hands		Register Reading group	Maths Writing	Story Time		
Thursday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 1.45	1.45 – 2.45	2.45 – 3.00	3.00 – 3.15
	Register	Phonics	Floor Book	5 min maths	Toilet/ Wash hands		Register Reading group	DANCE YOGA <small>(Alternate weeks)</small>	Floor Book	Liturgy	Home time
Friday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45		2.45 – 3.00	3.00 – 3.15
	Register	Phonics	Floor Book	5 min maths	Toilet/ Wash hands		Register Reading group	Floor Book Library slots	Rainbow Challenge Review	Home time	



FE Timetable

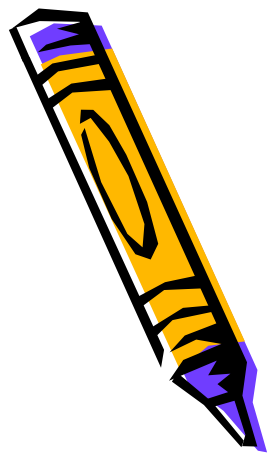


Monday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 3.00 Understanding the World Afternoon		3.00 – 3.15	
	Register	Phonics	Maths RE	5 min maths	Toilet/ Wash hands		Register Reading group	Allotment Forest School Computing STEM		Home time	
Tuesday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45	2.45 – 3.00	3.00 – 3.15	
	Register	Phonics	Maths Writing	5 min maths	Toilet/ Wash hands		Register Reading group	Maths Writing	Story time	Home time	
Wednesday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45	2.45 – 3.15		
	Register	Phonics	Reading	5 min maths	Toilet/ Wash hands		Register Reading group	Maths	Story Time		
Thursday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 1.45	1.45 – 2.45	2.45 – 3.00	3.00 – 3.15
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Friday	8.45 – 9.05	9.05 – 9.20	9.20 – 11.35	11.35 – 11.40	11.25 – 11.45		12.45 – 1.00	1.00 – 2.45	2.45 – 3.00	3.00 – 3.15	
	Register	Phonics	Floor Book RE	5 min maths	Toilet/ Wash hands		Register Reading group	Floor Book RE Library slots	Rainbow Challenge Review	Home time	



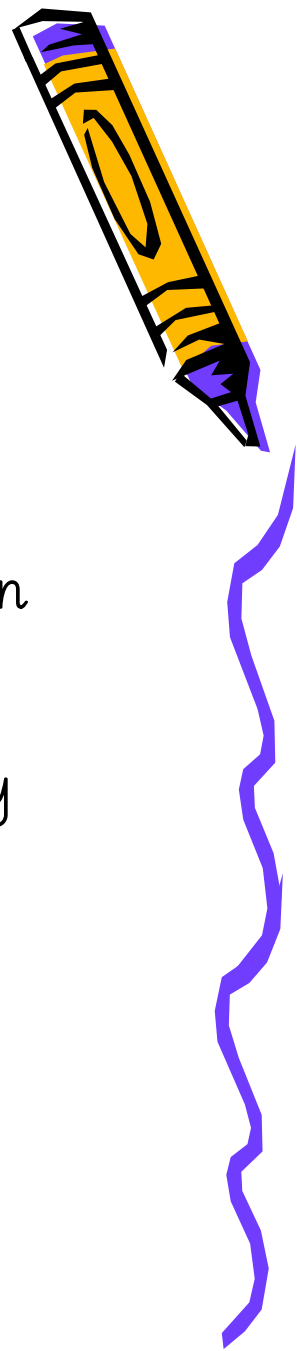
Introduction

- **Phonics** is a method of teaching children to read using letter sounds. These sounds are then blended together to read words.
- All children will be at very different stages of learning to read.
- First stage of phonics is for children to tune into hearing everyday sounds.
- Progress to hearing the sounds that words begin with.



Is Phonics The Only Way ?

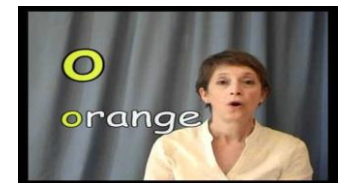
- The majority of children do learn through phonics.
- A few children have really good visual memories and can remember words after seeing them a few times.
- Phonics can still be useful for these children particularly when they are learning to write.



Talking the same Language

Phoneme

- A phoneme is the smallest unit of sound in a word.
- There are 44 phonemes that are taught throughout school.
- We all need to use the same language and enunciation of sounds.



Grapheme

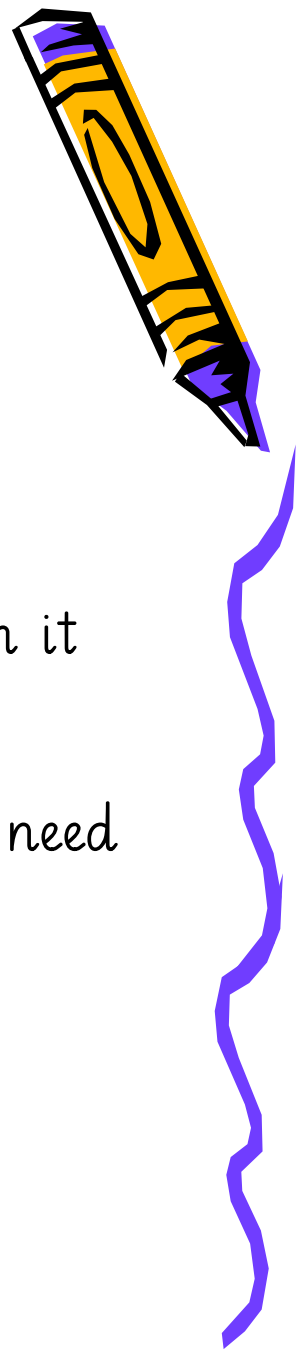
- Letters representing a phoneme

e.g. c ai igh

- Children need to practise recognising the grapheme and saying the phoneme that it represents.



Jolly Phonics



- Children find it helpful to use all of their senses to learn.
- Just seeing a symbol and being told a sound to go with it can be tricky for a child to remember.
- If they already know the graphemes then they do not need the actions.



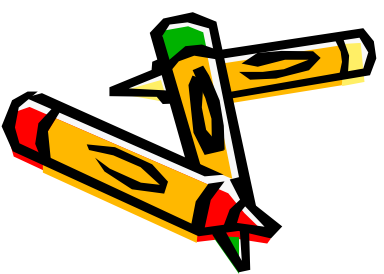
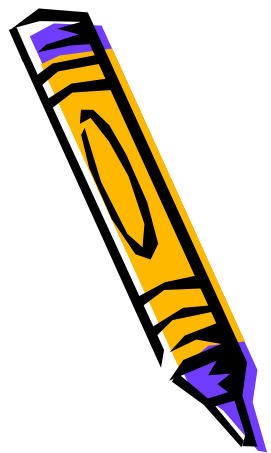
To start with.....

s a t p i n

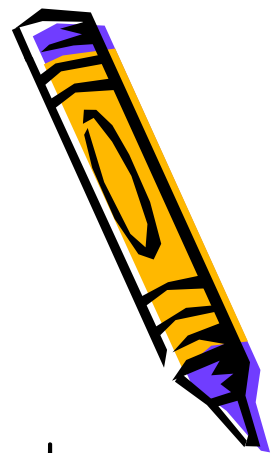
m d g o ck e

u r h b f l

j v w x y z qu



Once children are good with single phonemes...



- Greedy letters— 2/3/4 letters that make 1 sound

ll ff ss zz ck

- Then 2 letter phonemes like

ch sh th ng ai ee or oa igh
oo/oo oi ar er ow



Blending



- We use sound buttons to press each grapheme. Then we blend the sounds softly together .

s a t



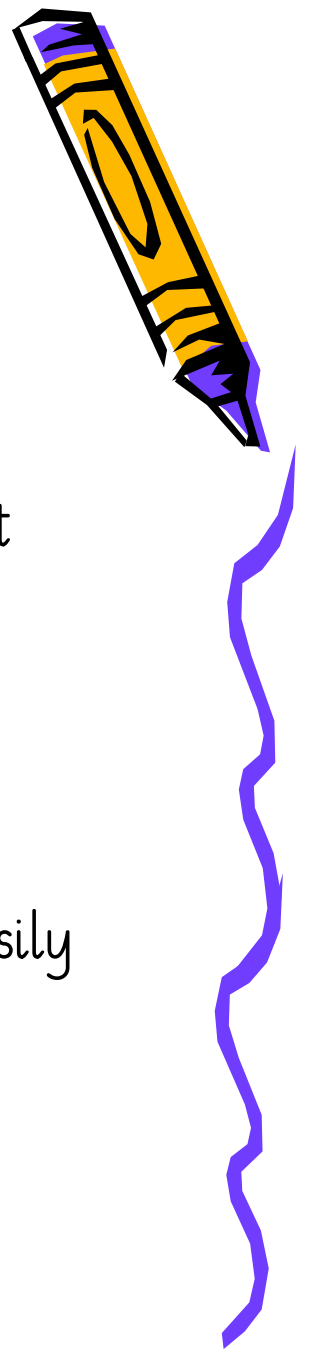
s i t



t i n



Blending

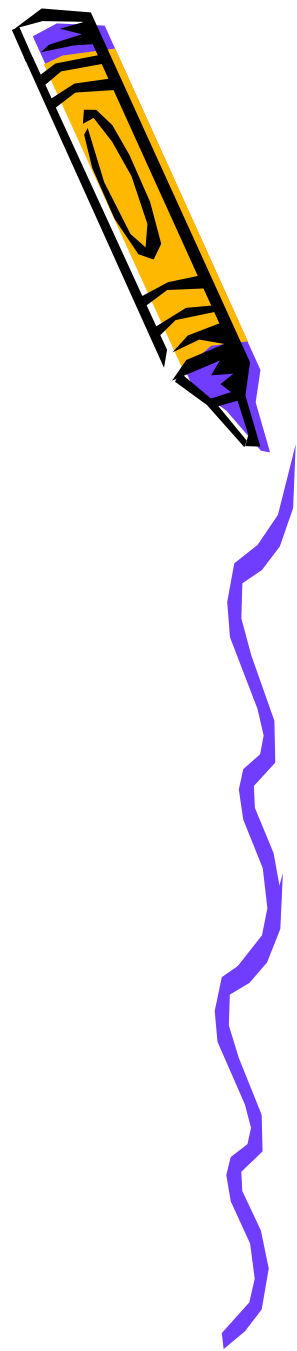


- As soon as children have a small number of grapheme/phoneme correspondences, they need to start blending the phonemes together to read words.
- We start with sounds s a t p i n
- Blend together easily to make short words that are easily decoded.

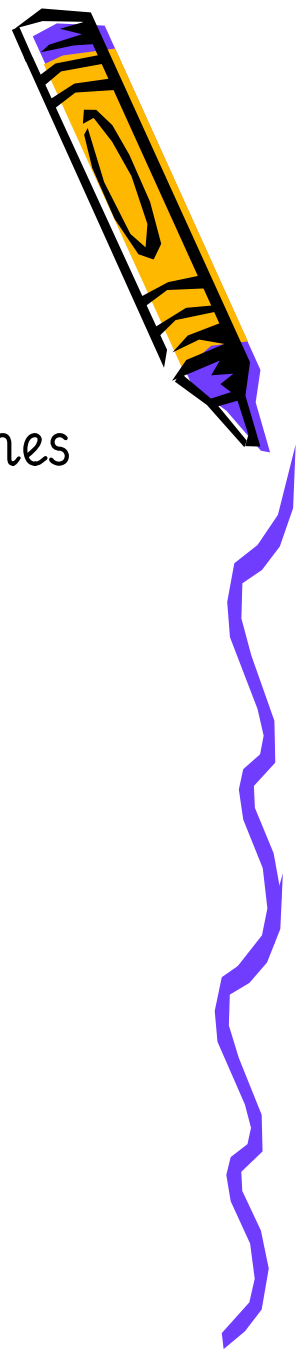


Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Use your "robot arms"
- Eg. cat c - a - t



Segmenting Activity



- Use your 'robot arms' to say how many phonemes in each word.

- shelf
- dress
- sprint
- string



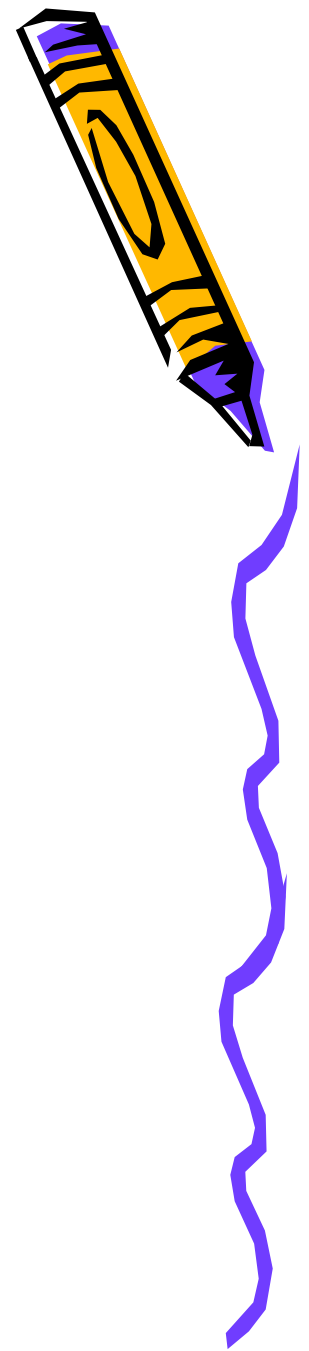
Did you get it right?

• shelf = sh - e - l - f = 4 phonemes

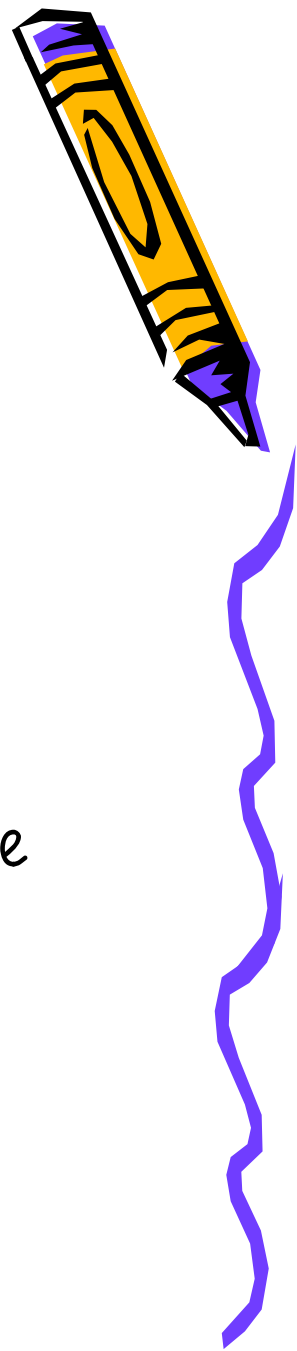
• dress = d - r - e - ss = 4 phonemes

• sprint = s - p - r - i - n - t = 6 phonemes

• string = s - t - r - i - ng = 5 phonemes



Applying Skills



- Children will be asked to read nonsense words.
- These are used to build up phonic skills.
- The Phonic test in year 1 includes nonsense words.

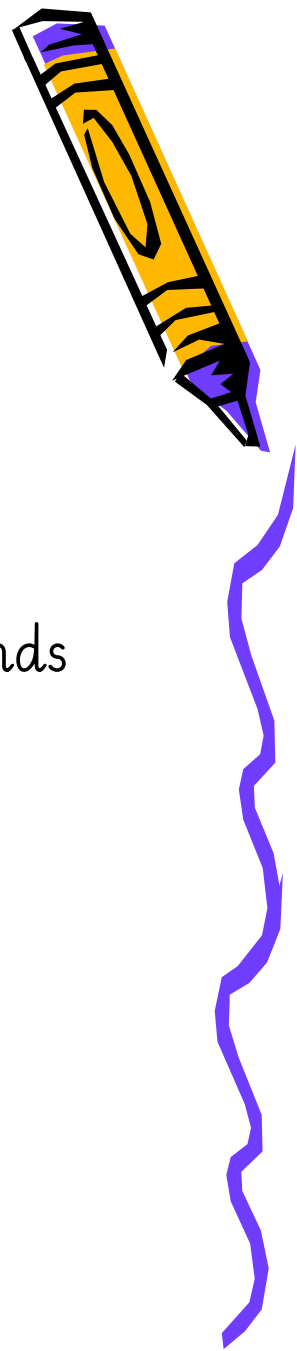


Tricky Words

- Words that are not phonetically decodable
- e.g. the, I, no ,go ,to, he, she, we, be, was, my, you , her ,they ,all , are
- They need to be learnt by sight using flashcards or read, cover, write techniques.
- Bee words- 45 high frequency words that children should know by the end of Foundation. Mixture of tricky words and phonetically decodeable words.



Helping Your Child At Home



- Play games such as I spy using letter sounds.
- Sort objects or pictures into two different sound sets.
- Sound Talk helps your child to hear the separate sounds in words
- E.g. I spy a p-e-g

Where is your s-o-ck?

Put your hand on your ch-i-n



Reading



Reading at home

- Find somewhere quiet and cosy.
- Turn off the television and avoid distractions.
- Give your child your full attention.
- If your child is tired and grumpy, leave it and read to them instead.



Start at the beginning.

- Talk about the front cover – what is the story going to be about?
- Use the pictures to predict what's going to happen.
- Look at the author, illustrator and publisher
- Use terminology e.g. blurb, front cover, title page



Inside the book

- Books without text help develop reading skills.
- They need to talk about what they see and this will help them later with their writing skills.
- Even when there is text encourage them to expand and talk about the pictures as this helps their language development.



- The magic finger!!
- First books are repetitive. They will learn them off by heart but ask them to point to a particular word or cover a word up and get them to spell it to you.
- Phonics books
- Don't cover up the pictures as they need them to help and it is part of the experience of reading.



Getting stuck. . . .

- Use the initial sound and the picture for clues e.g bowl or dish?
- If it is too difficult to sound it out break it up e.g. r-a-b /b-i-t.
- Cover up some of the graphemes and get them to focus on the first few sounds and use the picture.
- If they guess using the picture then get them to check they are correct.
- Remind them and then start to encourage them to tell you what they can do to help themselves if they can't read a word.



Other words

- 45 high frequency or 'bee' words.
- Tricky words
- Use the initial sounds and the pictures and then tell them.
- Don't let them struggle as it will take away from the meaning.
- Explain new sounds if appropriate.

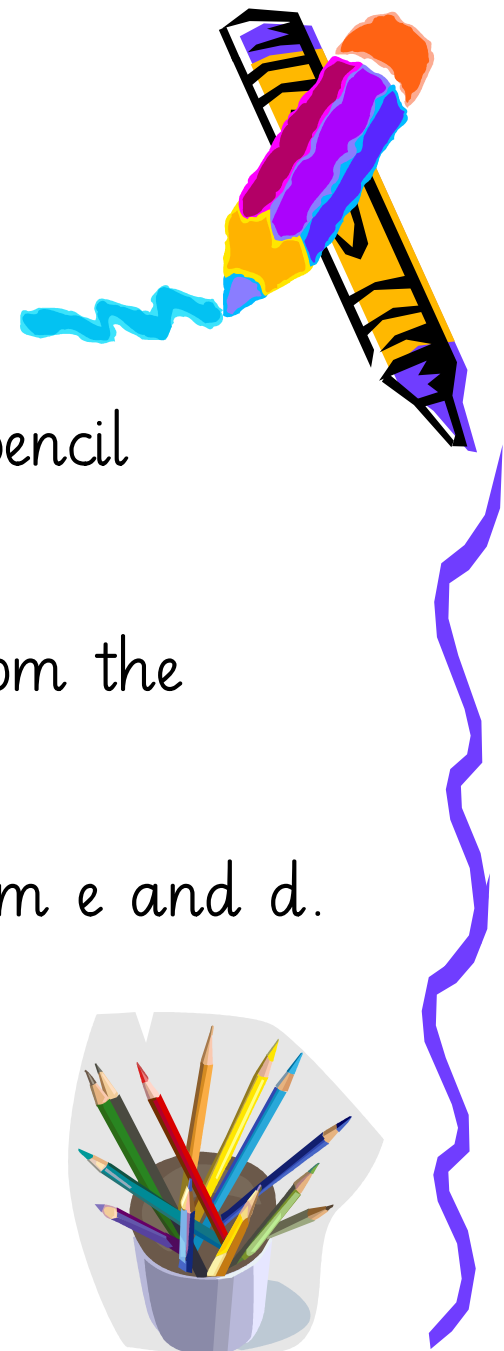


Reading Diaries

- We hear your child read at least once every week, they will have set day/days but it would be helpful if they had their books and diary with them all week.
- We'll have usually read one of the books as a group reader.
- Two-way conversation.
- Please sign in your child's diary to say that you have heard them read.



Letter Formation

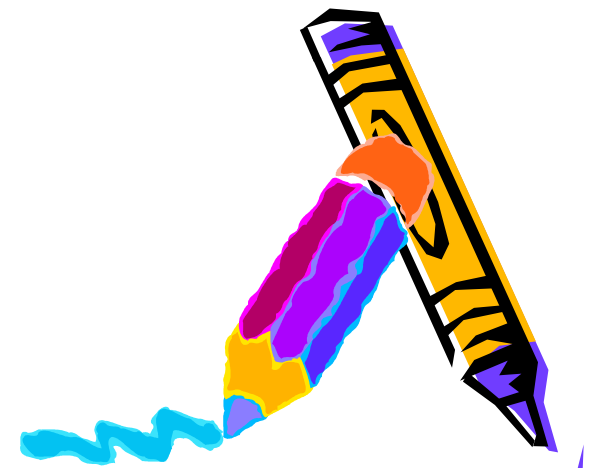


- Important for your child to hold their pencil properly.
- Letter formation needs to be correct from the start.
- All letters start from the top apart from e and d.
- Lower case before capitals.

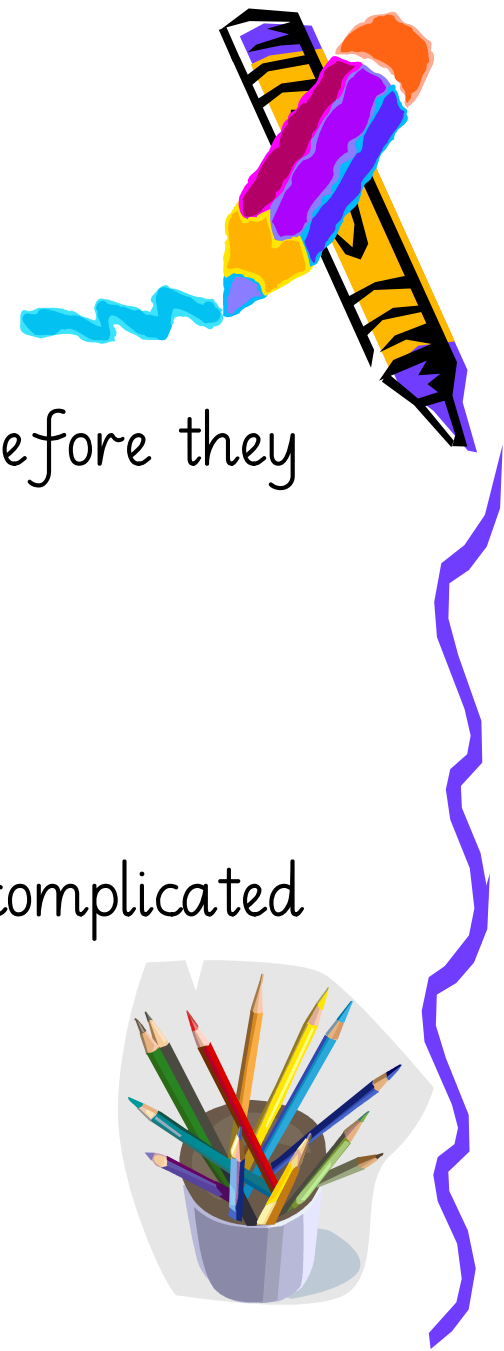


Writing words

- Start with writing their name.
- Simple three letter words they can sound out e.g. cat, dog, mum, dad.
- Use sound mats to help with sounding out.
- Keep checking letter formation and pencil grip.
- Move on to writing labels, lists, captions and cards.



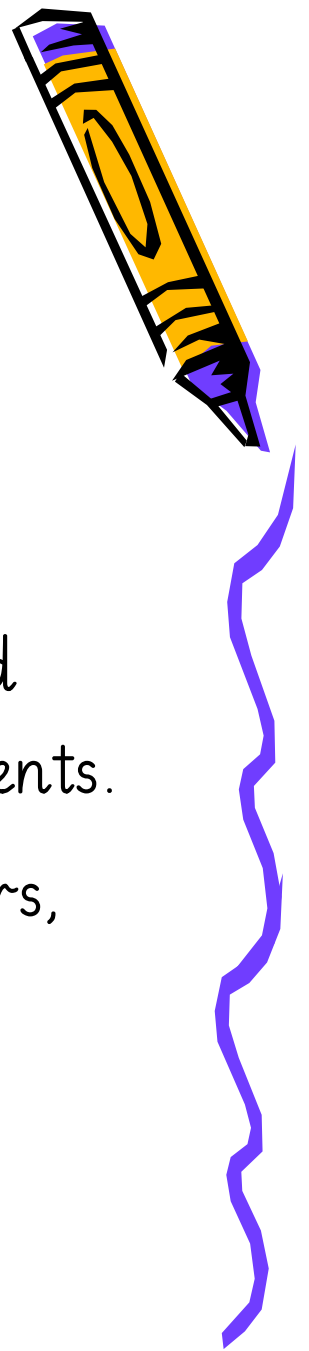
Writing for a purpose



- They need to be able to say a sentence before they can write it.
- Finger spaces
- Correct key words and simple words but phonetically plausible attempts at more complicated words are fine.
- Capital letters and full stops.



Maths



- List of everything we cover during the year.
- Key skills are 1 to 1 correspondence, recognising numbers to 20 at random, simple addition and subtraction, talking about different measurements.
- Everyday maths works really well. Door numbers, bus numbers, cooking etc.

