

**Tattenhall Park Primary School**

# Literacy Workshop for Parents

**2018**



# Phonics

*Children are using phonics as soon as they can hear and make a noise. They learn to make different sounds by hearing sounds, and will then move on to letter sounds (phonemes) and connecting these sounds to the shape when the sound is written (graphemes).*

We teach phonics at the start of Reception. 'Phoneme' is the name we give to the sound each letter or group of letters makes. This helps because some sounds contain more than one letter.

For example: 'chip' begins with the phoneme 'ch'. It is one sound but has two letters.

'Feet' has four letters but only three phonemes because the 'ee' makes one sound although it uses two letters. Teaching letter sounds (phonemes) and then names, helps children to read and write words by sounding them out.

Children start by learning these sounds and making simple words by saying each sound (segmenting) then 'blending them back together' to say the whole word. This is the order in which we teach the phonemes:

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

Once the children are confident using these phonemes to sound out and read words, we teach them the following: (Some words to show you the sound of the phoneme)

ch	chip	ar	farm
sh	shop	or	for
th	this/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	clear
igh	night	air	fair

Children will practise reading words and sentences containing these sounds. By repeating and saying each sound and blending sounds to make words, children get to know them. They are beginning to read!



**At home, it would be helpful if you could encourage your child to sound out unfamiliar words when reading and writing.**

### *Common Words (High frequency words) and 'Tricky Words'*

In addition to phonics, children need to learn to read some common or 'tricky' words on sight. We call some of them 'tricky' words because if we try to sound them out by saying the sound of the letter, it doesn't work. For example: the, they, come, here



These have been split up into phases. Children start learning these 'Tricky' and High Frequency words when they are learning at phase 2. The aim is that children should be able to read these words on sight.

**At home you could practise reading these words. Make it fun by writing them onto cards and playing games like Snap or Pairs. You could even hide them around the house so your child can go on a Word Hunt. Only learn a few (between 3 and 5) new words at a time and remember to keep going back to some that your child already knows. Look for the words in books and count how many times they appear.**

Some of these words can't be sounded out - tricky words!

<b><u>Phase 2</u></b>
is
it
in
at
and
to
no
go
the
I
a

<b><u>Phase 3</u></b>
he
she
we
me
be
was
you
they
all
are
my
her

<b><u>Phase 4</u></b>
said
have
like
so
do
some
come
were
there
little
one
when
out
what

<b><u>Phase 5</u></b>
oh
their
people
Mr
Mrs
looked
called
asked
could

## ***Reading***

Through the week at school your child works with their teacher on reading strategies during a guided reading session.

The goal of guided reading is to teach your child to read, understand and appreciate a variety of reading materials. Many different texts are shared during these sessions: poetry books, story books, information books, leaflets, newspapers etc. Children are encouraged to talk about these texts in order to make sure that they understand what is being read and build comprehension skills so that they can answer questions.

**Your child will have a book to share at home to help practise the reading skills taught at school.**

## ***Reading at Home***

### **Before you read you might talk about the following:**

- What your child thinks the story is about
- Who the characters are
- What do they think might happen
- At the end of the book, ask your child what the book was about.

### **You could ask some of these questions:**

- Where does the story take place?
- What happened in the story?
- Explain something that happened at a specific point in the story
- If you were to interview a character/author, which questions would you ask?
- What do you think is going to happen next? Why?
- Were you surprised by the ending? What is the most exciting part of the story? Why?
- How would you have felt in the same situation?
- Which part of the story best describes the setting?

### ***Non-Fiction***

You could discuss the features of a non-fiction book (Contents page, Index and Glossary) and the information your child would like to find. You could talk about not having to start at the beginning by selecting what you would like to read about from the contents page.

At the end of the book, ask the children what the book was about. You could ask some of these questions:

- Find something that interests you from the book
- When would you use the index page in the book?
- Why have some of the words been written in bold?
- Why do we need a glossary?
- Have you found any pictures useful?

## Writing

All children are encouraged to use adventurous vocabulary in their written work, and to think about appropriate and better word choices.

Playing word games at home could help to further develop this.

I bought a big bag of potatoes yesterday. Who can think of a better word for big?

Enormous
Massive
Huge
Gigantic
Titanic

Extending sentences is something we also encourage children to do. I bought an enormous bag of potatoes yesterday because all my friends were coming for dinner.

Other joining words we encourage are but, and, or, when, if, that.

Children are also encouraged to change the order of their sentences.

- (a) Yesterday I bought an enormous bag of potatoes because all my friends were coming for dinner.
- (b) All my friends were coming for dinner yesterday because I bought an enormous bag of potatoes.

## How does this change the meaning?

Children have been taught to include full stops at the end of their sentences. They should begin to use a range of punctuation in year 2: question marks, exclamation marks and commas in lists.

We teach children to write for a range of purposes - writing stories of their own, re-telling traditional stories, writing reports, instructions, poems and more throughout the year.

We encourage the children to talk about their ideas and develop their use of story language.



**If your child writes a story at home, let them read it to you.** You could suggest an adventurous word or two that they could include. When reading, check it makes sense and that they have used full stops. You could always read it to them so they can hear when a full stop should be used. Give them lots of praise! Isn't it fantastic that they are having a go?!

**If you can talk it, you can  
write it!!**

**Have fun!**