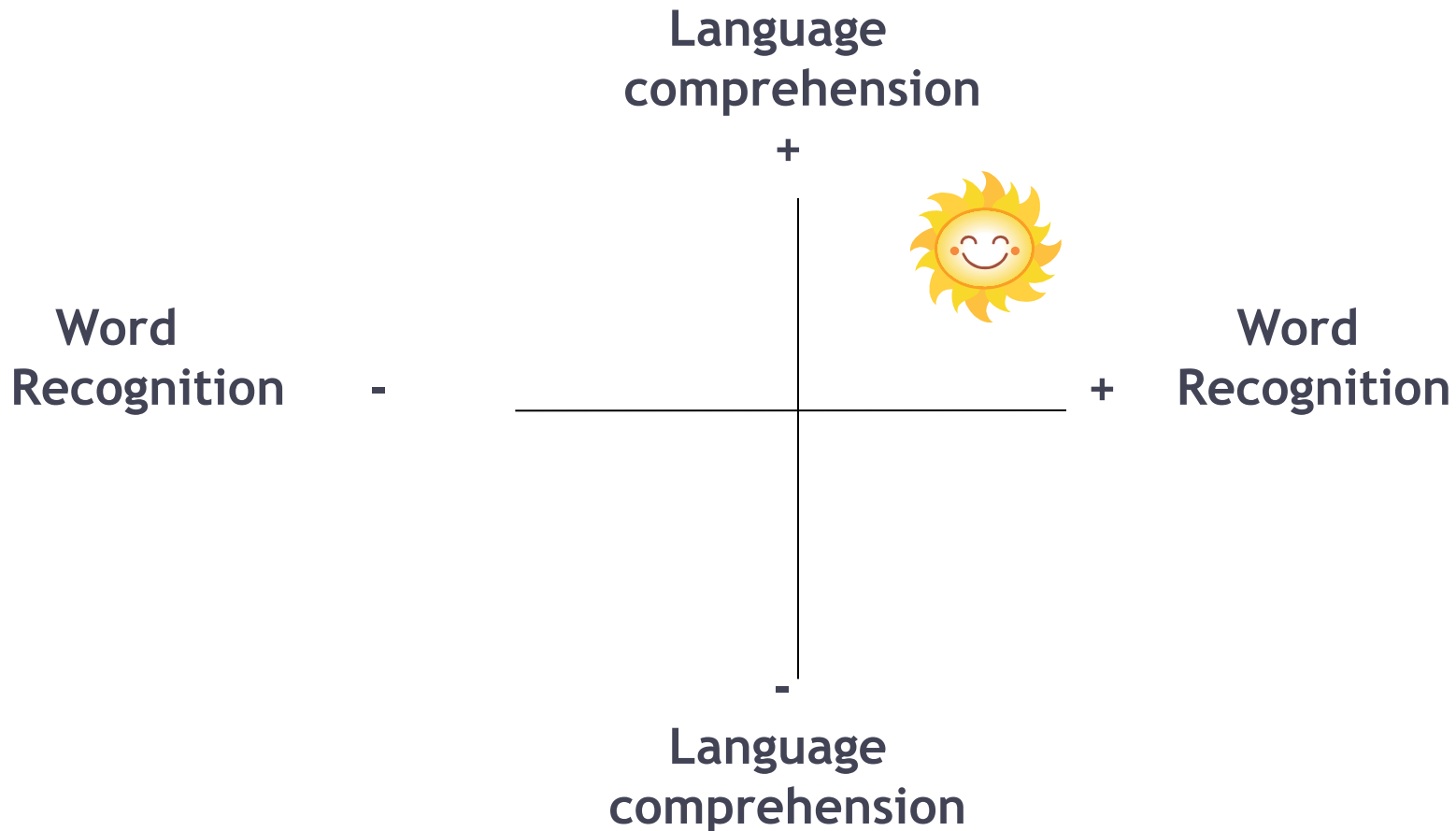


Letters and Sounds
in the EYFS@

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This is the 'simple view of reading' which identifies two aspects of reading - 'word recognition' and 'language comprehension'.



Reading is a life skill

Evidence has proven that children benefit hugely by being exposed to a range of texts from an early age, not just 'school' books, but picture books, comics, annuals, magazines, etc.

Enjoying and sharing a range of reading material leads to children seeing it as a source of pleasure and interest, and motivates them to value reading.

There is a very clear link between being a 'good' reader and being a 'good' writer.

Why Read?

1. Reading is an active mental process
2. It is a fundamental skill builder
3. Improves your vocabulary
4. Gives you a glimpse into other cultures and places
5. Improves concentration and focus
6. Builds self-esteem
7. Improves memory
8. Improves your discipline
9. Learn anywhere
10. Improves creativity
11. Gives you something to talk about
12. Books are inexpensive entertainment
13. You can learn at your own pace
14. New mental associations
15. Improves your reasoning skills
16. Builds your expertise
17. Saves money
18. Decreases mistakes
19. You'll discover surprises
20. Decreased boredom
21. Can change your life
22. Reduces stress
23. Gets you away from digital distractions
24. You'll make more money
25. The book is always better than the film!

Letters and Sounds

Letters and Sounds is a phonics programme designed to teach children the skills of reading and spelling. We teach letters and sounds daily because the skills of reading and spelling are so important.

Phonics focuses on the teaching of sounds (phonemes) and highlights the relationship between sounds. Children may also use the term 'grapheme', this means the written representation of the sound.

It is important to remember that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is our ultimate goal!

Six Phases in Letters and Sounds

Phase 1 - Sound discrimination, Rhythm and rhyme, Alliteration, Voice Sounds, Oral blending and Segmenting

Phase 2 - Learn 5 sets of letters (phonemes) Learn to read some 'Tricky Words' (the, to, go, no) typical duration 6 weeks

Phase 3 - Learn 25 new graphemes (the written representation of the sounds), learn letter names, learn to read and spell more 'Tricky Words', typical duration 12 weeks

Phase 4 - Consolidation of children's knowledge, (reading and spelling words with adjacent consonants and polysyllabic words)

Phase 5 - Learn new graphemes and alternative pronunciations. Begin to choose the appropriate grapheme for spelling.

Phase 6 - Learning to become fluent readers and increasingly accurate spellers.

In the Early Years Foundation Stage (EYFS) we focus on teaching phase 1 (interleaved with phase 2), 2 and 3.

Some children are ready to move on to phase 4 and 5 before they leave EYFS and if this is the case this year, we will move children on before they start Year 1. After we have initially taught all the phonemes (sounds) from phase 2 we carry out assessments and group children according to whether they need to revisit the sounds or they are confident and can move on to phase 3.

Phase 1

Games and Activities

www.phonicsplay.co.uk/Phase1Menu.htm

<http://www.iboard.co.uk/iwb/Channel-Earth-206>

Phase 2

Letter progression (one set per week)

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

High Frequency Words is, it, in, at, and

Tricky Words to, the, no, go, I

Practise blending to read words

Practise segmentation to spell words

Correct pronunciation and the jolly phonics song

<http://www.youtube.com/watch?v=lwJx1NSineE>

<http://www.youtube.com/watch?v=Djz82FBYiug>

Revisit and review

Practise previously learned letters
Practise oral blending (reading) and
segmentation (spelling)

Teach

Teach a new letter
Teach blending and/or segmentation with
letters
Teach one or two tricky words

Practise

Practise reading and/or spelling words
with the new letter

Apply

Read or write a caption (with the teacher) using one or more
high-frequency words and words containing the new letter

Children in Reception have already begun the Letters and Sounds programme and have so far been taught the phonemes;

s, a, t, p,
i, n, m, d (This week)

Using resources - flashcards, sound fans, magnetic letters, games, matching pictures to sounds, whiteboards and pens, post-it notes, interactive whiteboard games - splash

Phoneme frames

Transferring our skills

Getting ready for writing

Teachers will model how to form letters (*graphemes*) correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time. A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers.

In the early phonic phases children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

Writing in lower-case letters

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home. A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters. Your child's teacher can advise on the handwriting style that is taught and how you can help at home.

Phase 3 (digraphs / trigraphs)

ch

chip

ar

farm

sh

shop

or

for

th

thin/then

ur

hurt

ng

ring

ow

cow

ai

rain

oi

coin

ee

feet

ear

dear

igh

night

air

fair

oa

boat

ure

sure

oo

boot/look

er

corner

How can you help at home?

Sharing books, texts and valuing reading as an important life skill.

Show children that print is everywhere around them, shops, road signs, packaging, toys, etc

Read with children for 5 minutes, 5 times a week (drip, drip)

Practise the sounds and praise children (even if they only remember one)

Make it fun, rather than a chore, play silly games, eg. For tea we have ch-i-p-s