



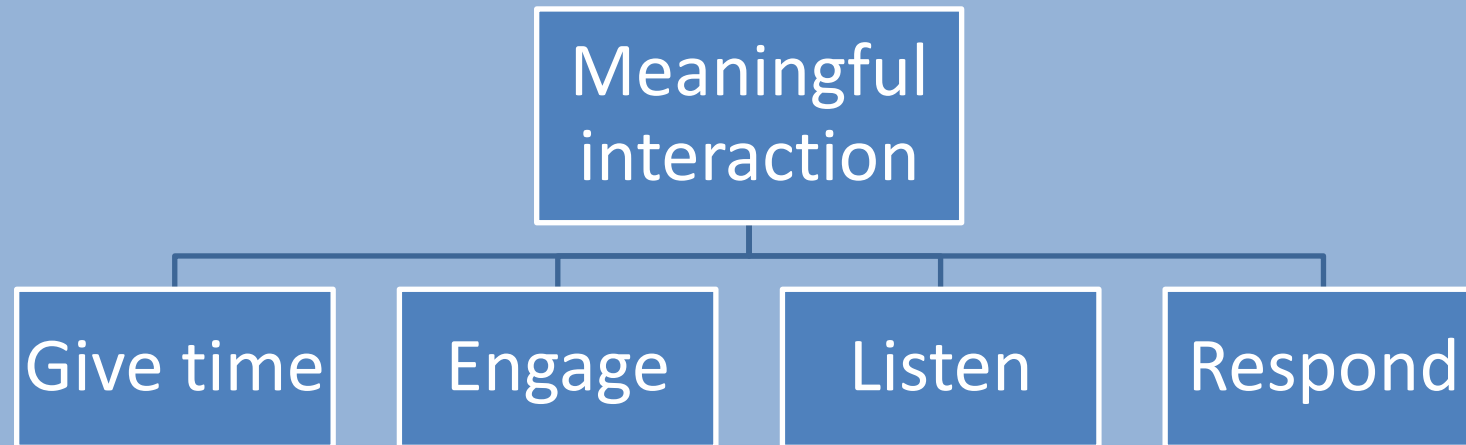
Busy Bags

Making phonics fun

Anika Watson

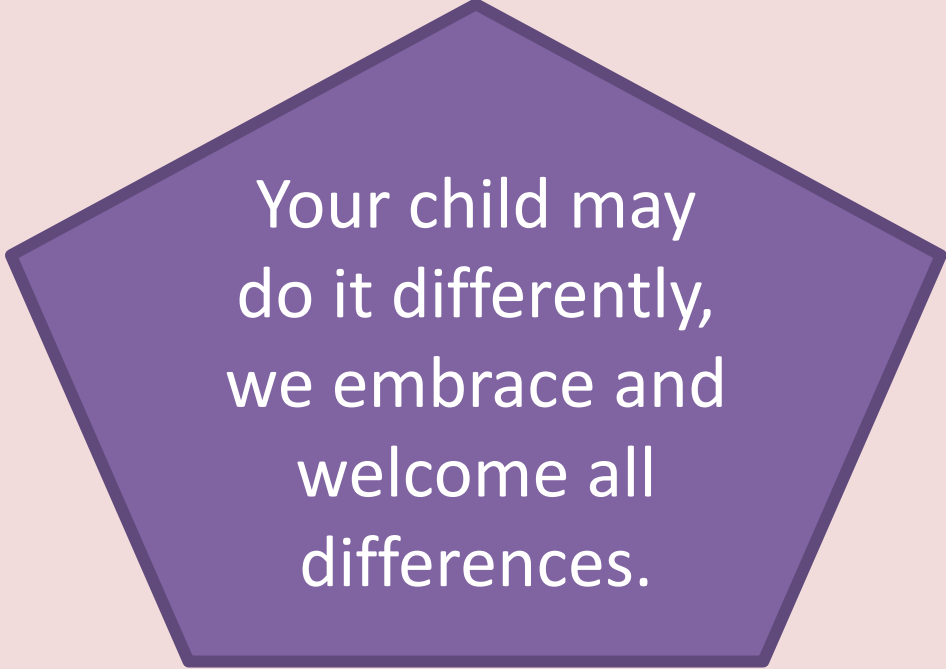


“Nothing matters more than stopping, listening and responding positively to young children” – Julie Fisher, Improving Interactions in Early Years.

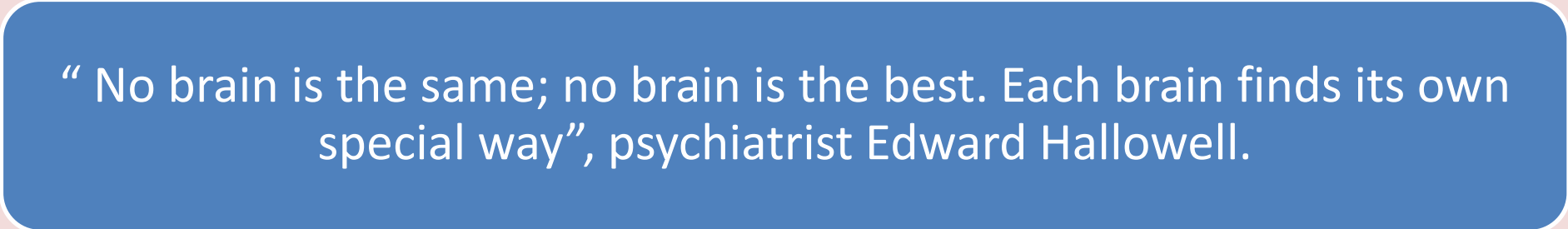


Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

Unique Child



Your child may
do it differently,
we embrace and
welcome all
differences.



“ No brain is the same; no brain is the best. Each brain finds its own special way”, psychiatrist Edward Hallowell.

Outline for the session

- ▶ Information about the curriculum, how phonics is taught in school and how you can help at home
- ▶ Activity with the children (approx 45 mins, which is the length of a lesson)
- ▶ The children return to class
- ▶ Summary and evaluation



Busy Bags

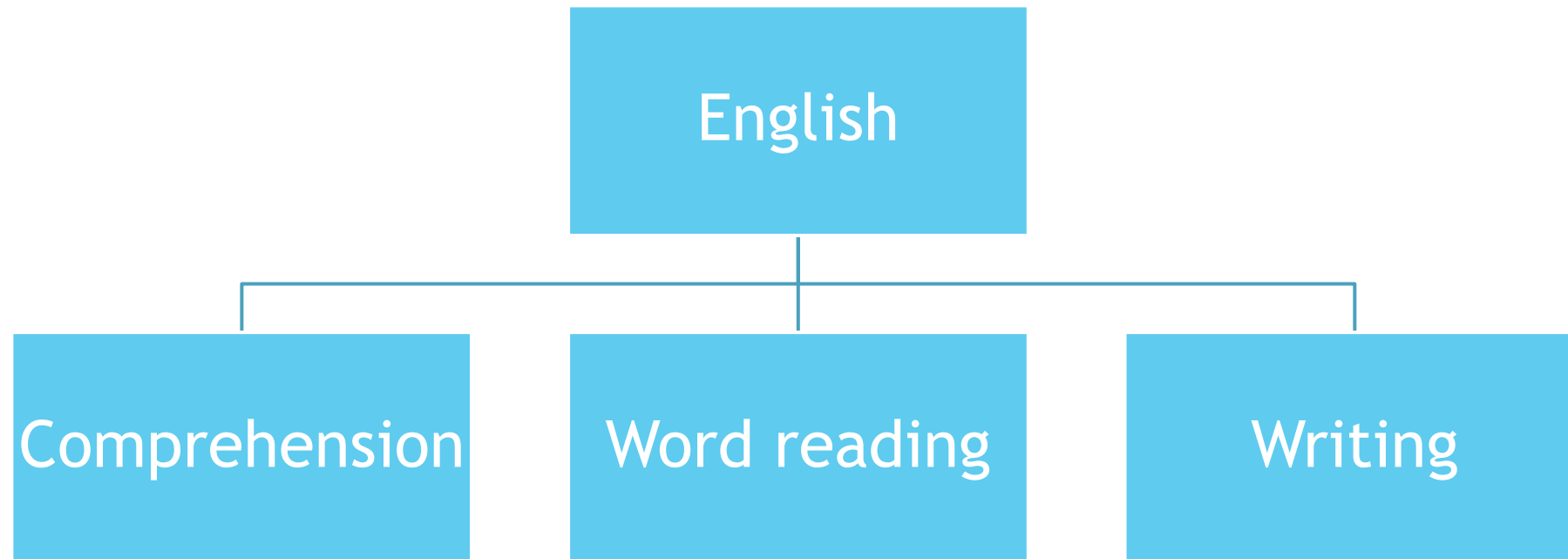
- ▶ The busy bag is a fun way to encourage children to get involved with their learning at home
- ▶ All the activities made today can live in your busy bag so they are ready whenever you need them
- ▶ Encourage phonics at home - you can use lots of different games and resources to keep it fun - see the 'how to use your busy bag' sheet
- ▶ When the children join us, please decorate your bags with the resources on your tables

Reading changes your child's brain!

- ▶ Children need a lot of practice!
- ▶ And encouragement!
- ▶ And a sense of success: 'I can do this, so I will keep going...'



Early Learning Goals



Early learning goals for word reading

- ▶ Say a sound for each letter in the alphabet and at least 10 **digraphs**.
- ▶ Read words consistent with their phonic knowledge by **sound-blending**.
- ▶ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some **common exception words**.

Your school uses the Oxford Reading Tree Floppy's Phonics programme



Vocabulary used in phonics

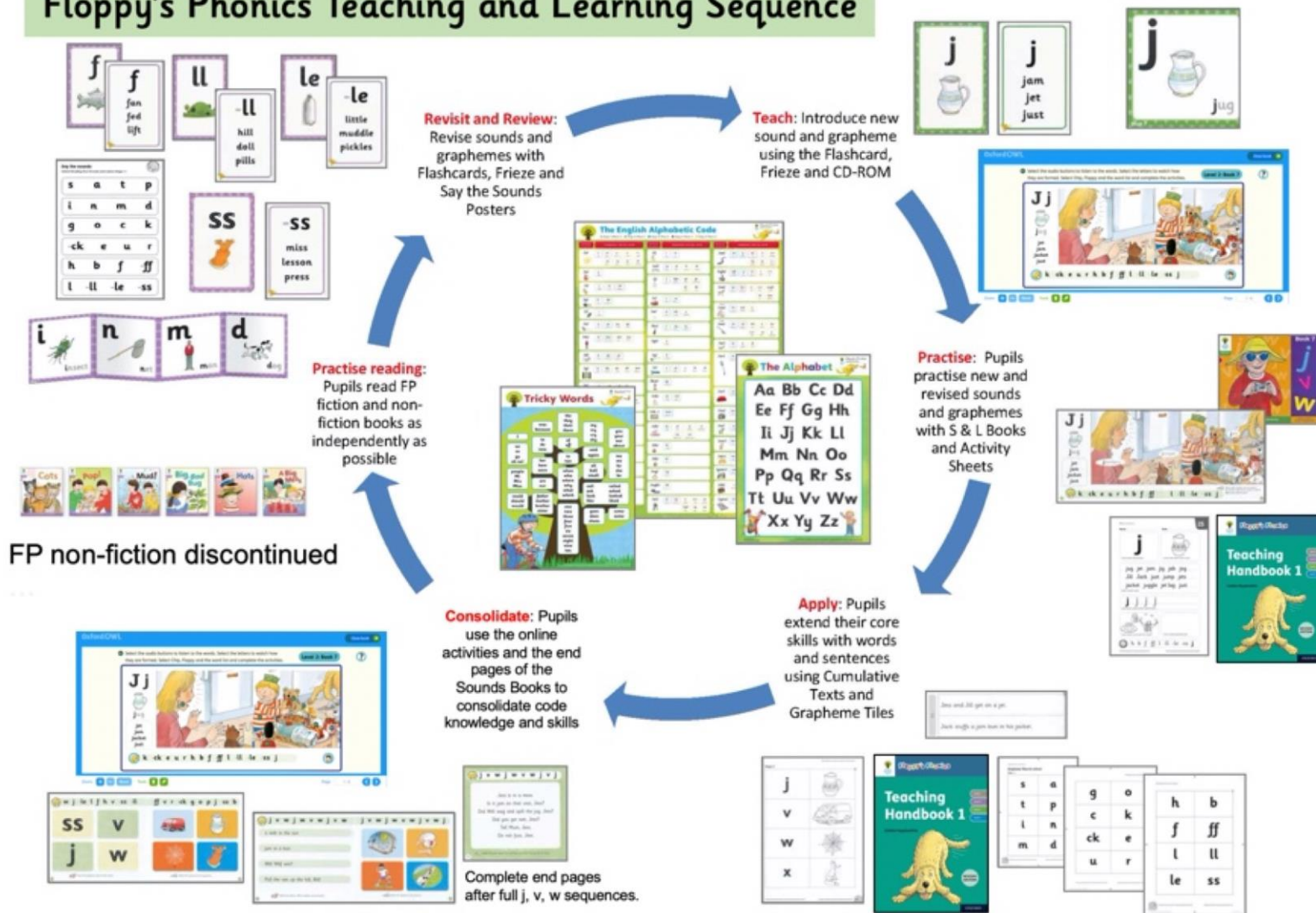
- ▶ Phoneme - a single sound that can be made by saying one or more letters
- ▶ Grapheme - written letters or group of letters which represent a single sound e.g. reading or writing c or ck
- ▶ Digraph - two letters which together make one sound e.g. ck
- ▶ Trigraph - three letters which together make one sound e.g. igh
- ▶ Sound blending - linking the sounds together and reading the whole word in one go
- ▶ Common exception words - words in which the English spelling code works in an unusual or uncommon way.

Why Phonics?

ELG - Say a sound for each letter in the alphabet and at least 10 **digraphs**.

- ▶ Phonics gives children the tools to **decode** words by **segmenting** (splitting them up) and **blending** (putting them back together).
- ▶ Children don't just have to rely on visual memory i.e. seeing a word and remembering its shape.
- ▶ Phonics is taught in Phases allowing children to build their toolbox of sounds gradually.
- ▶ Phonics works for most children.
- ▶ Phonics relies on **phonemes** and **graphemes**.

Floppy's Phonics Teaching and Learning Sequence



Phase 1 Nursery

- ▶ This phase focuses on developing children's speaking, listening and awareness of sound.
- ▶ During this phase, your child will begin to distinguish between different sounds within their environment and may begin to show an awareness of rhyme and alliteration.
- ▶ Singing is very important at this age and there will be a lot of emphasis on rhymes and songs in nursery
- ▶ Children in nursery are taught to hear the phonemes first. They are generally not expected to write them in the early stages.

Phase 2 Sounds Reception

- ▶ In this stage, your child will begin to learn new sounds and the letters that are associated with that sound.
- ▶ They will say the sounds and do a variety of games and activities to practise recognising these sounds.

Phase 2 Blending

- ▶ After your child has begun to explore different sounds (phonemes) and letters (graphemes), they will start to blend.
- ▶ Blending is the process of combining letters together to form words.
- ▶ At this step, your child will probably be focussing on creating simple CVC words (consonant, vowel, consonant).
- ▶ By saying the sounds aloud, your child may begin to blend sounds together (s-a-t - sat, c-u-p - cup)

Let's blend

c - a - t

c.a.t

cat

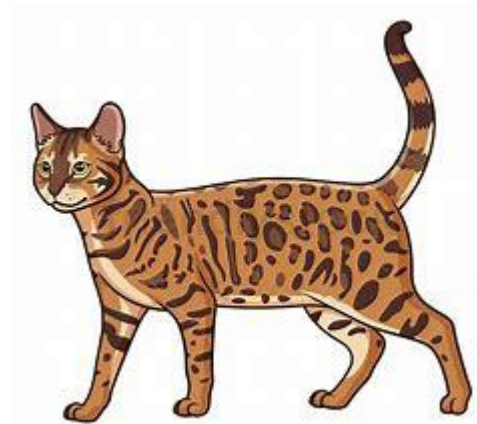
Phase 2 Segmenting

- ▶ Segmenting is the reverse of blending.
- ▶ In blending, your child combines sounds together to form words.
- ▶ With segmenting, your child hears a word and identifies the different sounds that make up that word.
- ▶ This is a good way for your child to practise not only the phonics sounds they have learnt so far, but also to establish spelling patterns and rules.

Segmenting the sounds


- ▶ In order to spell, children must learn to hear the sounds within words.

- ▶ I want to write about a



- ▶ I must hear the word in my head and split it up into individual sounds.

Cover notes in the *Floppy's Phonics Books* provide guidance for the adult to support the young reader



Series created by Roderick Hunt and Alex Brychta
Phonics Consultant: Debbie Hepplewhite

Once children have learned all of the sounds in Stage 3 they can go on to read the Stage 3 Floppy's Phonics Fiction and Non-fiction.

USING THIS BOOK TOGETHER:

- 1 Say the sound together.
- 2 Ask your child to finger-trace the letter group and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "ai as in aim".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6 Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- 7 Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end – letter-tracing, matching and reading!


THIS BOOK INTRODUCES:

ai as in aim.
ee as in eel.
igh as in knight.

Hear the sounds on our website
www.oxfordowl.co.uk

LABELS IN THE ILLUSTRATIONS

The labels show the focus letter group in black. Encourage your child to listen for the focus sound within the word as you read the whole word to them.




Debbie Hepplewhite's Top Tips

What is blending?
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

How to blend:
Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.
e.g. **l-igh-t** light

Tips for spelling (encoding)
Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.




Write down the graphemes which are code for each sound you have tallied.

Sounds and spellings
Letters written like this /k/ refer to a sound, not a spelling.
e.g. /k/ as in cat, key, duck

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www.oxfordprimary.co.uk

PARENTS:
Help your child's reading with essential tips, fun activities and free eBooks
www.oxfordowl.co.uk



























Blending routine
for reading

Segmenting routine
for spelling



Level 1+

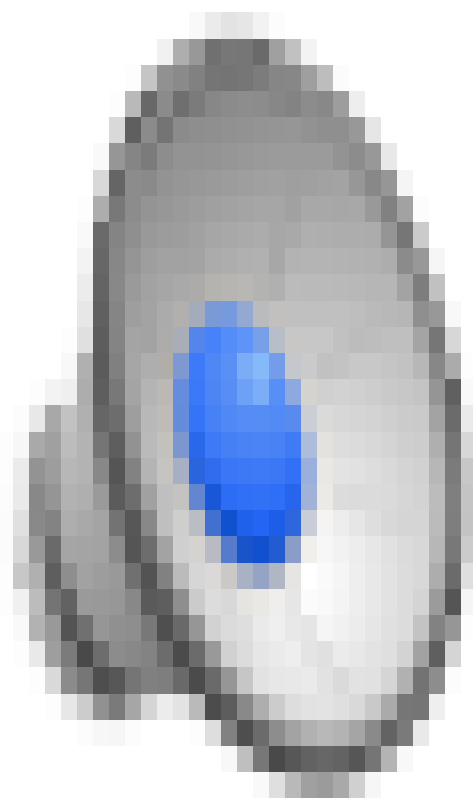


s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress

Level 2



j  jug	v  van	w  web	-x  fox
y  yo-yo	z  zip	-zz  buzz	qu  queen
ch  chick	sh  ship	th  this thumb	-ng  ring
-dge  bridge	-ve  glove	wh  wheel	-cks  ducks
-tch  hatch	-nk  ink		



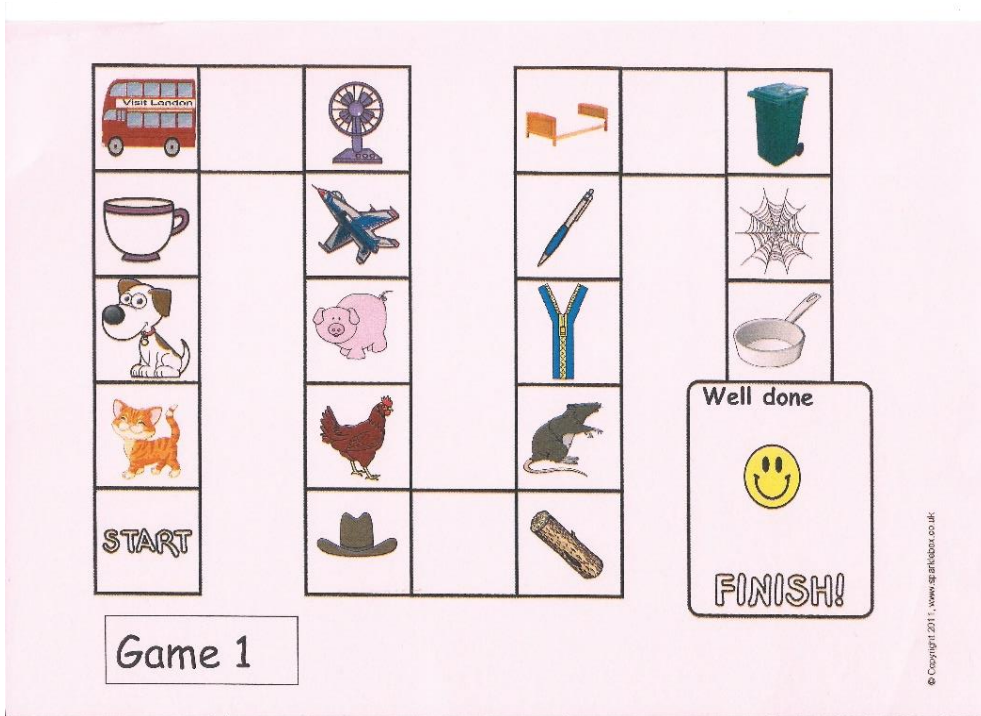
Digraphs and Trigraphs

- ▶ Some sounds are represented by two letters. These are called digraphs.
- ▶ e.g. sh, ch, ng, oo
- ▶ And some need 3 letters - trigraphs.
- ▶ igh, ear, ure

sh . i . p



Phonics Game



Vocab check:
- phoneme
- grapheme

- ▶ Look at the picture. What can you see?
- ▶ Say the initial phoneme (beginning sound) and find the matching phoneme card.
- ▶ Move along the track to the finish.

Then try this version -

- ▶ Look at the picture .Sound out the whole word and build the word with your phoneme cards

Early learning goals for word reading

- ▶ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some **common exception words**.
- ▶ Not all words can be decoded using phonics
- ▶ Children learn to sight read them.

Helpful words

- When you have made your busy bag and played the game you can start making your flash cards.
- Use the template provided and the laminated Helpful Words sheet (**please do not remove**) to create your flash cards.



BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL BOOKS
LILAC	1	1	           
PINK	1+	2	       
RED	2	3	       
YELLOW	3	3	      
BLUE	4	4	    
GREEN	5	5	           

48 Sounds Books

6 level 1 'cloud books'
not interactive

When letters and
sounds are introduced,
the books are
numbered Book 1,
Book 2, Book 3
(36 numbered books)

Beginning to read



Wordless Books - children tell the story from the pictures in their own words.

They feel like they are real readers - motivating and confidence building.

Gives practice in sequencing skills and understanding how stories work (beginning, middle and end.)

Develops imagination and creativity - they can decide on the details of the story

4. An opportunity to use new vocabulary and learn new words

What to do with a wordless book

Look at the pictures together and talk about them



Talk about the cover and title

Help your child by asking who? when? where? and why? questions if they get stuck.

Tell the story together - there is no right or wrong way and a different story may emerge each time!

The next step



Written by Roderick Hunt and illustrated by Nick Schon,
based on the original characters created by
Roderick Hunt and Alex Brychta
Phonics Consultant: Debbie Hepplewhite

BEFORE READING

Talk together

- Look at the cover picture together and read the title and blurb on the back. Ask: *What do you think will happen?*
- Look through the book and talk about the pictures.

Say the sounds

These are the focus letters and sounds your child will practise in this book.

a t p i n d g o c u r h b
ff l

Sound the words

These words practise some of the focus letters and sounds for this book.
Encourage your child to say the sounds from left to right to read the words.

as in on Dad had big bag bud
bug bad Biff lid log



Enjoy reading and talking about the book together!

See the inside back cover for more ideas.

Chip had a bug.



Biff had a bug.



Kipper had a bug.



Early learning goals for comprehension

- ▶ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ▶ Anticipate (where appropriate) key events in stories.
- ▶ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Question Words

What?

Who?

When?

Where?

Why?

How?

?

How long?
How many?
How much?
How old?
How big?

because...

twinkl visit [twinkl.com](https://www.twinkl.com)

When you read
to your child
ask them
questions.

Look at the interesting vocabulary

back	orange
teeth	black
claws	purple
eyes	prickles
toes	terrible
tusks	jaws
knees	wart
tongue	knobbly
nose	poisonous
	turned-out



Practise phonics at home

- ▶ Spot letters in the environment - can your child find the letters that make up their name?
- ▶ Make a letter hunt with a few of the sounds your child has learnt. Can they make some CVC words when they have found all the letters?
- ▶ Invest in some lower-case magnetic letter tiles - leave little words on the fridge for your child to 'notice'.
- ▶ Use your Busy Bag!

When the children join us...

1. Decorate your Busy Bag
2. Play the phonics game - start with initial sound then try the whole word, use the phoneme cards to build the word
3. Make your CEW/Red word flash cards

Summary

- ▶ Use the busy bags at home to consolidate the sounds the children are learning at school
- ▶ Use word cards to help them remember the common exception words
- ▶ Practise the sounds yourself, build up your confidence




Useful Websites

- ▶ www.letters-and-sounds.com
- ▶ www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds
- ▶ <https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>
- ▶ www.oxfordowl.co.uk

Evaluation - please fill one in before you go



Family Learning Evaluation													
Session Attended: 'Time to Read'		FS2/Reception											
Tutor: Anika Watson													
We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:													
Your name:		Date:											
1. Glad you came?													
Did you find today's session informative and useful?		Yes/No											
Did you enjoy your time in school today?		Yes/No											
Did you learn something new? Please rate increase in knowledge/skills:													
<table border="1"><tr><td>+0</td><td>+1</td><td>+2</td><td>+3</td><td>+4</td><td>+5</td><td>+6</td><td>+7</td><td>+8</td><td>+9</td><td>+10</td></tr></table>			+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10			
Best bit?													
Any challenges?													
Is there anything we did not cover in the session that you think could have been included?													
2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)													
Courses to support my child's learning: Maths, Literacy, other.....													
Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid													
Soft Skills: Managing change / confidence building/ team building/ effective communication													
English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)													
IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers													
Something else?													
Phone number/email address.....													
Thank you for your time													