



Barkisland Reading Evening

Wednesday 16th October

DfE The Reading Framework

- The document from the DfE sets out guidance in relation to early reading.
- In 2022 we reviewed our practices in light of this and we now subscribe to Monster Phonics.
- The vast majority of what is contained in the document was and is something we were already doing



Aims



- ▶ Early reading principles
- ▶ Teaching of phonics
- ▶ Guided Reading
- ▶ Ways you can support at home

Covering Nursery to Year 2

Partnership

Developing children to become fluent readers is a partnership between home and school.



Developing Children's Spoken Language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of parents' talk with them that expands their vocabulary.

Studies show that parents who engage their children in books prepare them to become committed and enthusiastic readers: parents can transform their attitudes to reading.



Developing Children's Spoken Language cont...

Children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.

Book related talk introduces children to language that they might not hear in ordinary conversation. This supports later reading by helping them to understand what they read in their leisure and across the curriculum.





Shocking statistics

How many words children would have heard by the time they were 5 years old:

Never to read – 4,662

1-2 times a week – 63,570

3-5 times a week – 169,520

Daily – 296,660

5 books a day – 1,483,300

Engagement in reading

Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.

For this to happen, children need to read as fluently as possible and be motivated to continue reading.

Principles:

Developing language comprehension through talk and listening

Storytimes

Rhymes

Phonics

We will look at these on the following slides





Developing Language Comprehension through talk

Studies:

Young children typically gain several new words a day, acquiring vocabulary at an astonishing rate.

The number of words a child has heard and can speak by the age of 3 is a predictor of later language development, so early vocabulary gains are critically important.

Across the school, and crucially in EYFS and Year 1, we create language-rich environments where adults talk with children throughout the day. Adults engage the children in high-quality dialogue right across the curriculum.

Critical to this are children's back and forth interactions with adults.

Developing Language Comprehension through talk

Children need to be taught when to listen, to know what good listening looks like.

In school we:

- Show children what good listening looks like through the teacher's own behaviour
- Reinforcing and praising good listening with examples e.g. 'I could tell you were going to say something interesting: I could see you were listening carefully and concentrating.'
- Showing children how to talk with a partner to articulate ideas in well-formed sentences.



Busy environment



All this interaction, scaffolding, modeling, listening, talking, practicing and giving feedback to build children's language comprehension even before they start picking up a book to read is absolutely crucial and all part of children learning to read.

The Department for Education say teachers do not have to collect and record evidence of children's achievements for the EYFS. Observation puts the adult in a state of judgement rather than interaction. Every moment spent in observing, recording, collecting and compiling evidence takes teachers' time away from teaching including talking.

Storytime

Literature is probably the most powerful medium through which children have a chance to inhabit the lives of those who are like them. For example, celebrating a birthday, having their hair cut, worrying about a new sibling, going to the seaside etc.

Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore differences begins to break down a sense of otherness (them and us) that often leads to division and prejudice.



Thriving on repetition



It isn't just the number of different stories children listen to that matters.

On each reading, their familiarity with a story deepens and, with that, comes a greater emotional engagement.

Re-reading gives children the chance to:

- Explore the language
- Explore the characters and their feelings
- Relive the emotions they felt on the first reading
- Hear the same words and gain comfort in knowing what follows
- Wait for their favourite bits, ready to join in, to be scared etc.

Their attachment to the story equips them to retell it and, when they have learnt to read, encourages them to read it for themselves.

Poetry & Rhymes



The predictability of rhymes in poems and songs also helps children to memorise and re-use newly acquired words and phrases.

In school, the younger children in EYFS & Year 1 will have songs or poems daily.

Further up the school, the children are exposed to poems through the English curriculum and reading for pleasure.

Word reading & spelling

Phonics gives children the key to unlocking our alphabetic code for their reading and spelling.

Evidence shows that teaching phonics is the best way to teach children to read.

Phonics usually begins as soon as the children start their Reception year, but here at Barkisland, our Nursery children are exposed to the beginnings of phonics.



What exactly is phonics?

What is Phonics?

Phonics is the process which we teach children to read and write.

Starting in Reception we teach children to match sounds with individual letters or groups of letters which we call graphemes e.g. a, c, e, f, ch, ll, ph

Children are taught to blend the sounds of letters together to read.

They can start to read words such as 'tap' and 'pat' after learning the sounds for the letters t, p, a and s.



Then things become more complicated as the children move into Year 1

- ▶ The 26 letters of the alphabet and combinations of these letters make 44 speech sounds in English.
- ▶ The 44 sounds (phonemes) are spelt by 144 different letter combinations (graphemes). For example, the sound A is spelt 8 different ways!!! e.g ay (play), ai (train), a-e (cake) eigh (weigh) ei (eight), ey (they). We will see other letter combinations when we meet the monsters.
- ▶ The system is not logical and is difficult for children to learn. It simply is the result of changes in English pronunciation and spelling over hundreds of years.
- ▶ That is why we chose Monster Phonics



Why did we choose Monster Phonics?



As a school we know our children well - what appeals to them and what inspires them to learn and be successful. We chose Monster Phonics as the programme is fun and engaging and appeals well to both boys and girls. They love the little Monsters that help them to learn their sounds as part of early reading.

Colour helps children to see the sound that different spellings make

Phonics is simplified and easier to understand if we categorise the speech sounds into 10 groups and use the Monsters as a categorisation.

Each monster has a different colour.

That colour represents that way of spelling the sound.

Meet the Monsters



These are the 10 categories of sounds your children will be meeting across their phonics journey from Reception to Year 2

ay ai el
a-e a ea ey
eigh

Angry Red A

ea ie ey
ee y e
ai e-e l-e

Green Froggy

y igh
i-e le
t y-e

Yellow I

oo o-e ow
o

Miss Oh No

u-e ew ue
oo ou
u-e u
u

U-Hoo

ew ue
ou
u
o-e
ou

Cool Blue

ow
ou

Brown Owl

ere oo ir ai ear
d ed c g t
o s
ed a
er ar
air dg
ture au
eer
ou ure
ssi d ce

ss v w z y st
r h l ll j z th sh
e b f ff x qu ch ng or
u
g c o
m d n
P s a t

ou wh t w k g gh b c m
ea wh
e

Ghosts

Monster PHONICS

Tricky Witch

Monster Phonics videos

This video explains how monster phonics works and we get to meet the monsters

<https://monsterphonics.com/how-it-works/>



Progression of phonics...

Phase 1: Nursery

Seven aspects of sound: environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Nursery now have access to the Monster Phonics scheme that focuses on phase 1. This means that we can lay down the foundations in phonics and get children ready to develop blending and segmenting skills.





Talk to the children about the types of sounds they might hear, such as a lighthouse bell, a tractor chugging in a field, or a car horn beeping.

Phase 2: Reception

This phase has a duration of 6 weeks.

Children starting this phase will already have experience of a range of listening activities, involving songs, stories and rhymes.

What is taught?

1. 19 new phonemes and their corresponding graphemes:

s a t p i n m g d o c k c k e u r h b f f l l s s

2. Children progress from oral to written blending and segmenting

3. Read and spell some VC (at, it, on) and CVC (cat, sit, pip) words

4. Read two-syllable words (such as sunset).

5. Begin to read simple captions

6. Children learn to read some high-frequency 'tricky' words. I, the, t, go, no.

Phase 3: Reception



Has a duration of 12 weeks

What is taught?

1. Teach 26 phonemes and corresponding graphemes

j v w x y z/zz qu ch sh th ng

ai ee igh oa oo (food) oo (good) ar or ur ow oi ear air ure er

2. More CVC blending and segmentation

3. Reading and spelling simple two-syllable words and captions.

4. Learning the letter names

5. Learning to read more tricky words and also begin to learn to spell some of these words.

Tricky Words List: they, was, her, all, we. he , she, me, be, my

Phase 4: Reception

- ▶ No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
- ▶ Practise and consolidation phase



Phase 5: Year 1



- Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know:

ai, ay, a-e, ea, aigh, eigh

- plus different ways of pronouncing the graphemes they already know:

a: cat, acorn, fast (south), wash

Year 2

- Once the children enter Year 2, they work on the content in the English National Curriculum
- Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.
- Many “rules” are learnt in this phase and are taught through the Monster Phonics programme.
- Reinforcing and recapping Phase 5



Guided Reading

- Small groups of children of the same ability ideally no more than 6.
- Each child has own copy of text.
- The text offers opportunities for the children to practice their phonics and develop their fluency to aid understanding.
- The children practice this book in school with an adult and then will bring it home to read independently to an adult at home.



Ways to support reading at home:



Ensure they have:

- access to books, magazines and newspapers from home, school and library
- somewhere quiet to read
- time to read regularly
- opportunity to see you as a reader – reading, choosing books, going to the library, talking about what you read.
- Read to them and take turns with them in reading a section each of the text, supporting and prompting their reading in positive ways.
- **Save bedtime reading for those books you and your child enjoy together. The home-school books should be treated a little like homework e.g. read when your child is alert.**

Home school reading

What's happened so far...

- ▶ Settling in/getting used to routines
- ▶ Developing a bank of sounds and know how to apply these to reading (EYFS specifically)
- ▶ Assessments are allowing the teacher to match books to children's ability



What will happen next

- ▶ Children will be given the book they read during their guided reading session to bring home to read independently to an adult. These will match their phonic ability. Year 1 and 2 have already had books sent home. The monster phonics books must come back on the days indicated by the teacher as they may be required for other children in the class.
- ▶ The books are likely to be below the level that the children understand, particularly in Reception and Year 1. This is to ensure they focus on becoming secure in their phonic knowledge. Their wider understanding will come through reading stories with adults and the language rich environments provided across the curriculum.





What will happen next

- ▶ In addition to the independent decodable Monster Phonic book, your child will be able to bring home a reading for pleasure book to share with families.
- ▶ There will be a reading record for you to sign and make any comments in. Please sign to say your child has read their book, even if they have read it a few times to you - you may be surprised at the progression.



ebooks



- ▶ Later on in the term, we will be sending details of how to register for our ebooks. This enables parents to access the books that have been sent home digitally. This will be useful particularly once the paper books have been returned to school as your child will be able to practice the books still.
- ▶ Year 1 and 2 children should already be able to access ebooks via a login we sent out last year.



Parent/Carer Monster Phonics Webinar

- ▶ Monster phonics hold information sessions throughout the year and school will share any links to any sessions available.
- ▶ Below is a link to a pre recorded webinar for parents.
- ▶ [https://youtu.be/ za_HaQlvQk](https://youtu.be/za_HaQlvQk)

And a link to Monster Phonics webpage for parents:

<https://monsterphonics.com/monster-phonics-for-parents/>

Key Messages

- Reading isn't just about the reading of words and getting through as many books as you can- there is so much more involved.
- To recap:
- Communication & language
- Home / school partnership
- Repetition- not quickly ploughing through the books to get to the next level.





Resources



- ▶ Parents can purchase resources off the website
- ▶ <https://monsterphonics.com/product/standard-parent-starter-pack/>