

Introduction to Reading and Phonics in FS1

Phase 1



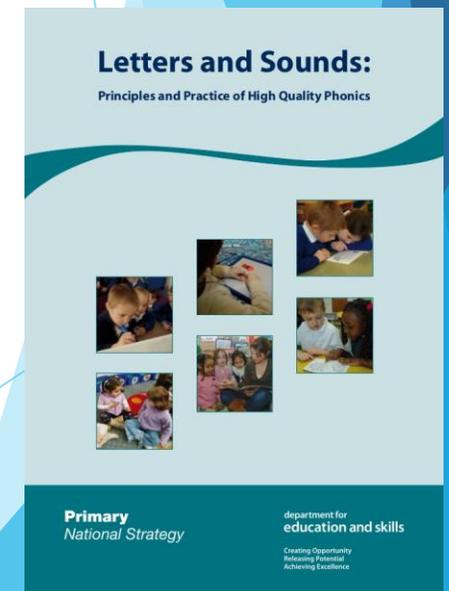
✓ Teach children to 'become' readers

- ▶ Enjoy books together every day
- ▶ Read the **blurb** at the back
- ▶ Discuss the **front cover**, what might happen? What makes you say that? Use language like **illustrator**, **illustrations**, **author** and **contents page**.
- ▶ Verbalise your thinking, 'I think this lady is mean because she is not smiling and her eyes are narrow,' 'What do you think?'
- ▶ Stop at a key point in the story and ask, 'What do you think might happen next?' - **predict**
- ▶ Reread the same story lots of times – embed the language and comprehension
- ▶ **Retell** and **sequence** stories
- ▶ **Make connections** – 'What does this story make you think of?' Can you remember a time when you felt happy/sad like the _____?'



What do we have to do?

- ▶ Teaching synthetic phonics is a statutory requirement
 - ▶ -Letters and Sounds was published in 2007 and is the scheme we use:
http://www.foundationyears.org.uk/files/2011/10/Letters+Sounds_Phase21.pdf
- ▶ It's a six-phase teaching programme
- ▶ Phase 1 begins in the Early Years – at home, childminders, pre-school settings, Nursery
- ▶ Phase 6 and beyond – into Y2 through to Junior school
- ▶ Phonics Screening Check at the end of Y1



What phonetic skills do they need?

- ▶ Phase 1
- ▶ Laying the foundations - **Phase 1 “...paves the way for reading and writing”**



It is made up of 7 aspects -

- ▶ Environmental sounds – listening walks, bingo, sound discrimination – ‘the dad lab’
- ▶ Instrumental sounds – hearing, matching, naming - DVD
- ▶ Body Percussion – using our bodies, pitch, beat, rhythm, volume – clapping games and action rhymes – music groups, singing, dancing, nursery rhymes
- ▶ Rhythm and Rhyme
- ▶ Alliteration – ‘I Spy’, Collect objects starting with the same sound, Jolly Phonics CD
- ▶ Voice Sounds
- ▶ Oral blending and segmenting

Phase 1

- ▶ Don't rush towards matching letters with sounds – phase 1 doesn't teach any phoneme/grapheme (letter/sound) correspondence
- ▶ Make sure reading activities are positive – they don't have to be done sitting at a table
- ▶ To learn more, visit **Oxford Owl** -

Ruth Miskin *'What is phonics?'*

<http://www.oxfordowl.co.uk/home/reading-owl/expert-help/what-is-synthetic-phonics>

Learn the correct pronunciation – Oxford Owl - Say the Sounds

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Making sounds into words

Sounds (phonemes)	Listen to the sounds	Letters that represent the sounds (graphemes)	Examples of the sounds in words	Listen to the sounds in words
a		a	ant	