

ENGLISH IN FOUNDATION STAGE

WHAT IS PHONICS

- Each word is made up of sounds and letters.
- Cat, ship and sight all have 3 sounds but a different number of letters.
- English language has 26 letters.
- However, it has 44 sounds.
- Therefore, we have different combinations of letters to make up the sounds within the English language.
- <http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/>

LEARNING TO READ IN YEAR R

- In reception we teach the children the set 1 sounds.

m a s d t i n p g o c k u b f e l h s h r j v y w t h
sh th ch qu x z ng nk

- Followed by the set 2 sounds.

ay ee igh ow oo oo ar or air ir ou oy

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

BLENDING - ORAL BLENDING

- ◉ In order to read using the sounds the children will also need to know how to blend.
- ◉ This is when you say the sounds in a word and put them together to hear the whole word e.g. C-a-t, sh-ee-p, th-i-nk.
- ◉ The first step in blending is known as oral blending. This is when you say the sounds in a word to the children and they tell you what the whole word is.
- ◉ For this we use Fred the Frog

BLENDING

- Once the children recognise some sounds confidently and can orally blend then they will begin to be able to read simple regular words (green words) by looking at the word, saying the sounds and blending the word together.

RED WORDS

- ⦿ There are, annoyingly, many words in the English language that we cannot blend as they are irregular
- ⦿ E.g. Come, are, the, does.
- ⦿ These words are called red words.
- ⦿ The children have to memorise what these look like as a whole word. They will learn them by sight. They cannot blend these words.

HELPING AT HOME

- ◉ Sound books.
- ◉ We will write each new sound your child has learned in the book. Your child can draw pictures of things that begin with that sound and they could practise writing the sound if they are ready.
- ◉ It would be hugely beneficial for you to go through your sound book every time you listen to your child read.
- ◉ ***Please keep in the sound book in the plastic reading wallet so that we can keep it up to date.***

RED WORDS

- ◉ As we learn red words we will write these in the back of the sound book.
- ◉ We will also send these home on cards in order for you to play games with them to help your child to remember them as a whole.
- ◉ Snap, matching pairs, hide the word.

READING BOOKS

- As you know children can choose a book to take home from the class book corners to share with you. These are kept in their book corner book wallets (red label). These can be changed as often as you wish.

READING BOOKS

- ◉ We will also send home reading scheme books once your child is ready, one of which is a phonic based book.
- ◉ Phonics books - focus is on practising saying the sounds and blending.
- ◉ Rigby Star books - focus is on using other strategies to read e.g. Using the repeated patterns. There tends to be more words that can't be sounded out.

READING BOOKS

- ◉ Discuss front cover: What might the book be about?
- ◉ Look at the pictures.
- ◉ Predict what might happen next.
- ◉ Don't expect your child to be able to sound out or recognise words we have not covered in class yet.
- ◉ Did they like the story? What was their favourite part?
- ◉ Can they retell the story in the correct sequence?

READING BOOKS

- ◉ When your child brings home a reading scheme book it will be in their reading scheme wallet (blue label).
- ◉ These can be changed any day but should be at least twice a week.
- ◉ ***Please write the title of the book in their reading record and sign it when you want a new book.***
- ◉ ***Put the wallet in the reading scheme book box and we will change it for you that day.***
- ◉ Please read with your child regularly. We recommend 10 minutes a day.

WRITING - PENCIL CONTROL

- Your child may not be ready for writing letters yet. You can help them to prepare for this with different activities....
 - Picking up small objects with tweezers
 - Threading
 - Playdough
 - Buttons and zips
 - Posting - coins, pasta, grains of rice etc
- Once ready use variety of tools to make marks e.g. paint brushes, chunky felts/crayons, chalk, pencils.

WRITING - PENCIL CONTROL

- Begin with the pre writing shapes - including vertical lines and anti clockwise circles. Once ready begin to help your child to form individual letters.
- Please see handwriting 'patter' sheet.

WRITING - FOR MEANING

- ◉ To begin with your child will ‘play’ at writing, making marks on paper. When your child does this, encourage them to tell you what it ‘says’, so that your child understands the purpose of writing is to communicate meaning.
- ◉ The next step will involve your hearing and writing initial sounds in words.
- ◉ After this children are taught to hear and write the sounds in 2 and 3 sound words - using the sounds they are familiar with.

WRITING - FOR MEANING

- ◉ We do not worry at this stage if spelling is not accurate, it is more important that they are hearing and recording the main sounds in words e.g. we might expect your child to spell the word orange as orinj.
- ◉ We teach your child to spell the high frequency words as a whole word and not to try and sound this out. However, this is not a focus until the latter stages of year R.