



Meeting for Parents - English

October 2018





Aims and Objectives

- To provide an overview of how English is taught at school.
- To outline how parents can help their child/children at home.
- To provide an opportunity for parents to ask questions about English.



Reading





Reading

It is important to remember that **children learn to read at different rates and in a variety of ways.**

A good reader:

- makes pictures in their head
- stops reading when he stops understanding
- then reads again, asks questions and puzzles over the text.



Reading

- read independently
- guided reading
- shared reading



Reading

Children will work through the new coloured **reading bands**. These are progressive, allowing them to apply their growing phonics knowledge, sight vocabulary to texts and comprehension at an appropriate level.



Reading

Learning Choice activities

Story time

Phonics

ERIC

SODA

Library time

playtime

Bug Club

Lesson time



Reading Comprehension

- The children are encouraged to be engaged and take meaning from an unfamiliar text.
- We use four strategies to develop comprehension.

Clarifying

Summarising

Questioning

Prediction



Phonics



Phonics

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in the English alphabet, there are more than 40 speech sounds.

This smallest unit of sound is called a **phoneme**.



Phonics

- The letters that represent the phoneme are called graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented in more than one way (**c**at, **k**ennel, **ch**oir) - different spelling choices
- The same grapheme may represent more than one phoneme (**me**, **met**)



Phonics

- DIGRAPHS - 2 letters that make 1 sound.

ll ss zz oa ai

k i s s

o o 

- TRIGRAPHS - 3 letters that make 1 sound.

igh dge

s i g h

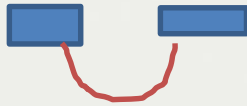


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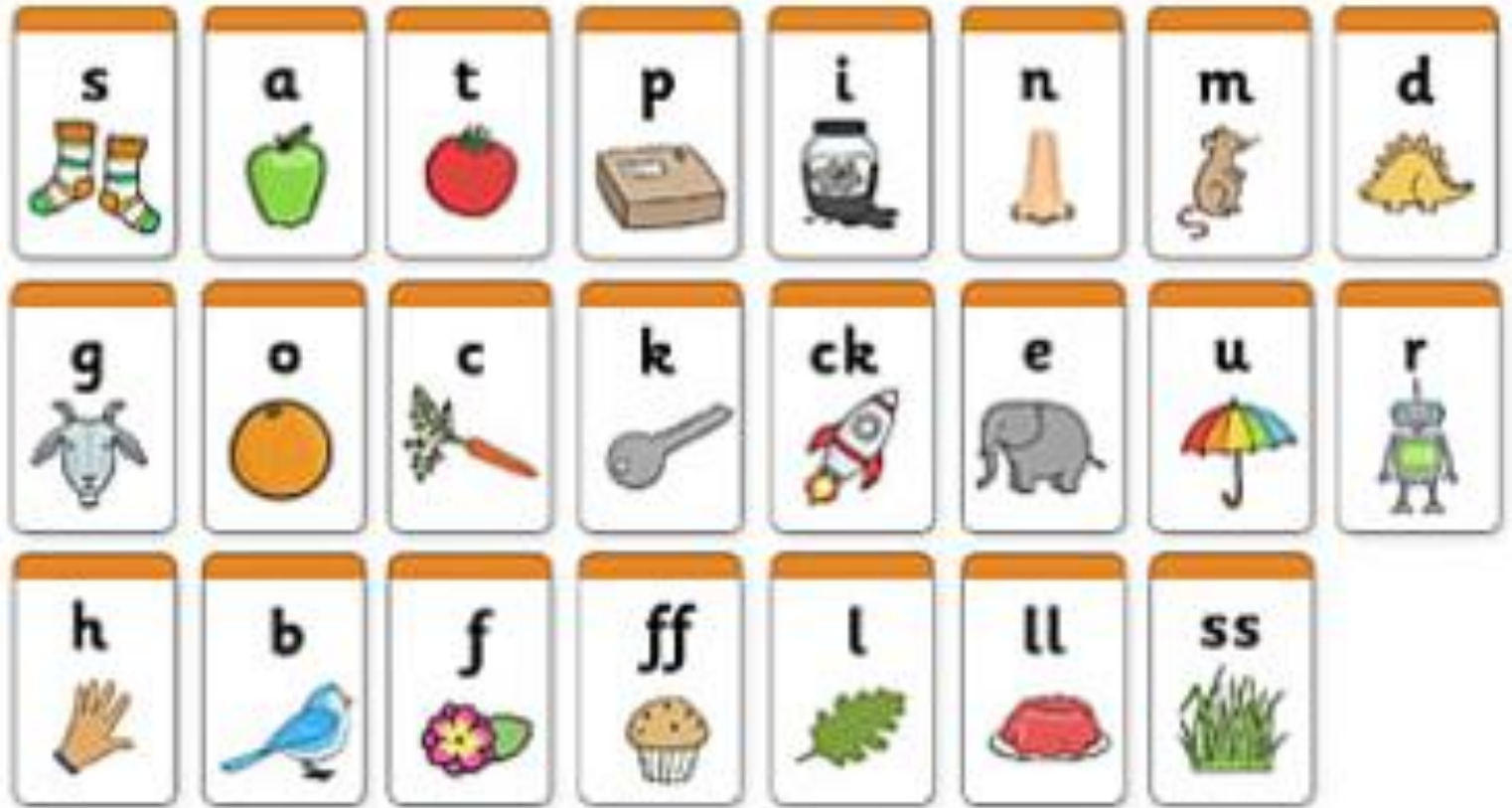


Phonics

- **SPLIT DIGRAPHS** - 2 letters that make 1 sound which are not next to each other
c a k e



Phase 2 Sound Mat



My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 	 www.twinkl.com				



My Phase 5 Sound Mat







































ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		



Phonics

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds

The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										



Phonics

Blending

- This involves recognising the letter sounds in a written word.

c-u-p

- Then merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.
- We blend with a clap



Phonics

Segmenting

- 'Chopping Up' the word to spell it out. Some children will use robot arms.
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g., s-t-or-k) and writing down letters for each sound (phoneme) to form the word **stork**



Phonics



We use alien words to segment and blend too.

d r e p



g r i f



Nonsense games like this (using alien words) help to build up skills - and are fun!



Phonics

• Children are also taught to read and spell 'tricky words', which are words with spellings that are unusual. We call these NINJA WORDS.

- Words that are not phonically decodeable
e.g. was, the, I

- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there,



Phonics

Year 1 Phonics Test

In June all Year One children will be expected to undertake a phonics check.

If a child has not reached the expected standard we will ensure that additional support is given to help your child progress in year 2.

grit

start

best

hooks

blan



steck



hild



quemp





How can I help?

- Provide positive praise to celebrate their achievements.
- Be a good role model.
- Take ownership of a book, e.g. hold it, make sure it faces the right way, turn the pages.
- Practice reading your child's reading book at least 3 times a week.
- Point to words to track the text, use expression, pause in the correct places. If stuck, use the pictures or read around the words in the sentence.
- Ask your child questions about the text
 - What has happened in the story? Who was the main character? What was the setting of the story? Can you find the word _____? Encourage children to retell and summarise the story.
- Practice reading the ninja words in the blue diary.
- Sing songs and rhymes, including the alphabet together
- Play phonic games -I spy or be a phoneme detective looking for this week's phonemes.



Writing



Writing at School

Guided Writing

Shared Writing

Independent Writing



Writing at School

Emergent Writing

Talk for writing

Handwriting sessions

Big Write - cold write/ hot write

Learning Choice' activities

'Dough disco'- to strengthen their muscles ready for writing.



Spelling

- 'have a go'
- phonetically plausible
- alternative spelling choices for sounds (eg. oi/oy; igh/ie/i_e).
- common exception words or ninja words (tricky words), and are words that cannot be easily sounded out (e.g. the, to, he, come, little, could).
- Morning SODA, Phonics & handwriting



How can I help?

- Provide positive praise to celebrate their achievements.
- Be a good role model
- Fine and gross motor skills- necessary for children to be able to write successfully.
- Phonics - through reading book, homework or Phonic play game
- Correct letter formation
- Form sentences correctly - talk, walk, chalk



Thank you!

We will be here to
answer any
questions ask at the
end.

Please ask.