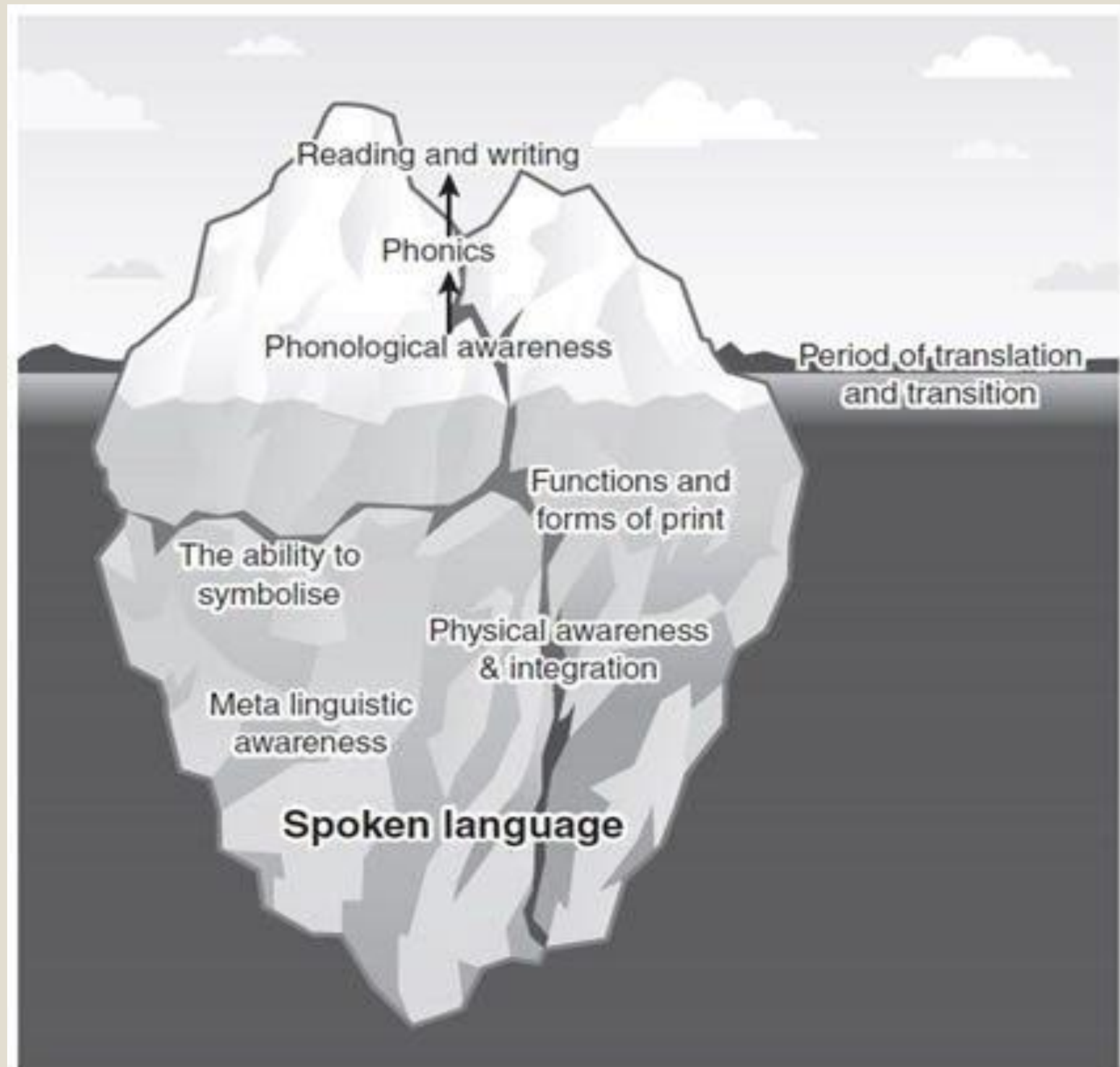




# Busy Bee's Phonics Workshop

Busy Bee's Pre-School  
Swallowfield Primary School

# HOW DO WE SUPPORT OUR CHILDREN TO BECOME LITERATE?



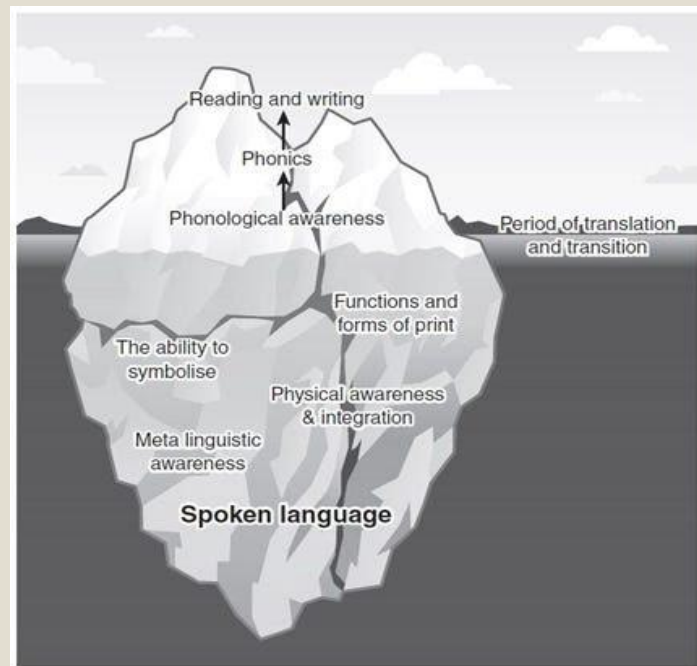
At this stage of your child's learning experiences phonics is the 'tip of the iceberg' that your children are working towards.

Knowledge, skills, understandings and attitudes we need to develop first through experiences, as well as teaching.

Not only is it essential to children's learning at school, but is also beyond that.

SO what can we do to enable them to access phonics teaching with success?

# SPOKEN LANGUAGE



Story telling



Sharing stories



Listening/Interaction

Children develop awareness of different sounds in spoken language from a very early age. Developing speech, language and vocabulary is an **essential** part of reading.

‘Learning to read well starts early, and good early language skills are the vital stepping stone. If children do not learn to speak and listen from an early age, along with developing their understanding of the meaning of words and stories, they will struggle to learn to read well when they get to primary school’ –

Literacy Trust UK

# WHY SHARE STORIES?

Early Childhood Research (2019) shows:

If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

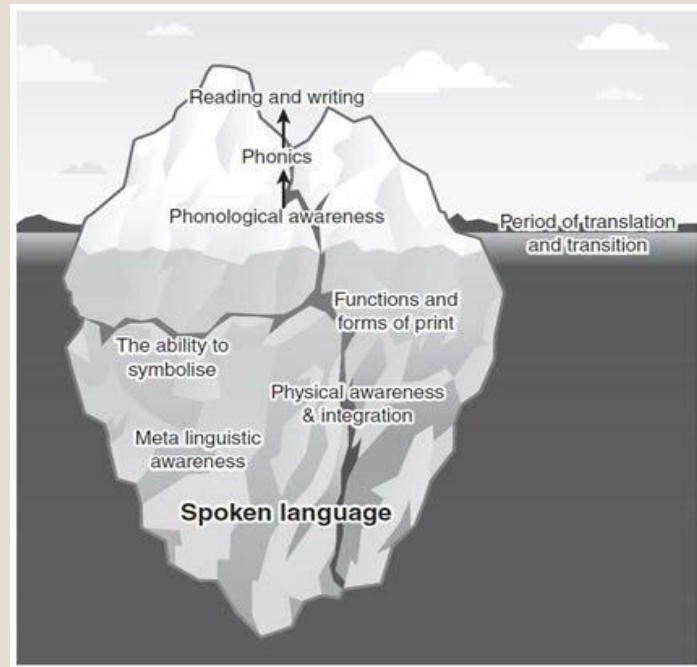
If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old – almost 292,000 more words

If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old – over 1,000,000 more words.

“They are likely to pick up reading skills more quickly and easily.”

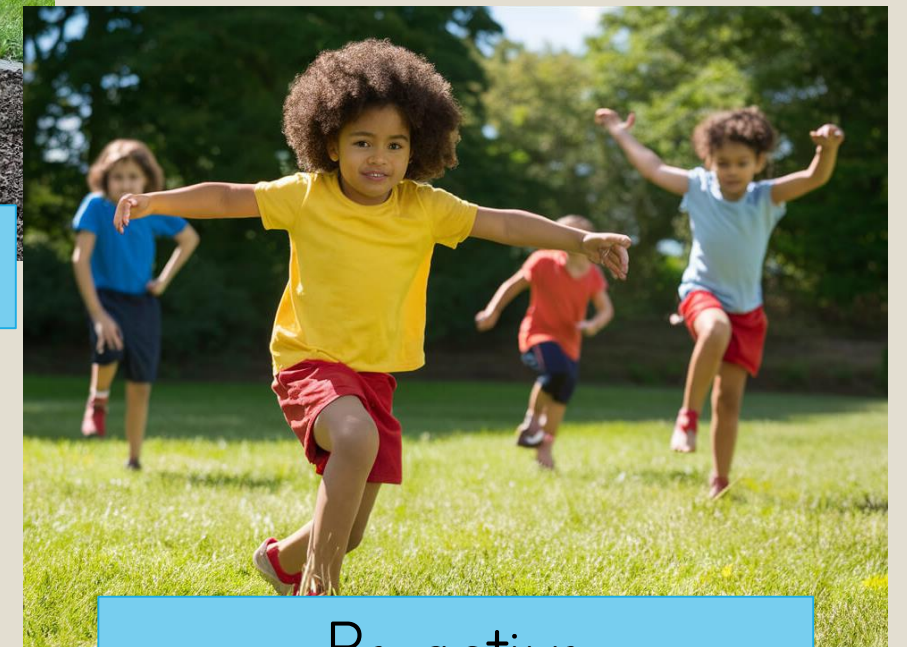
# PHYSICAL ACTIVITY TO SUPPORT SENSORY AWARENESS AND INTEGRATION



Sit still and focus



Balance and Kinesthesia

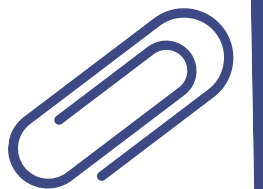
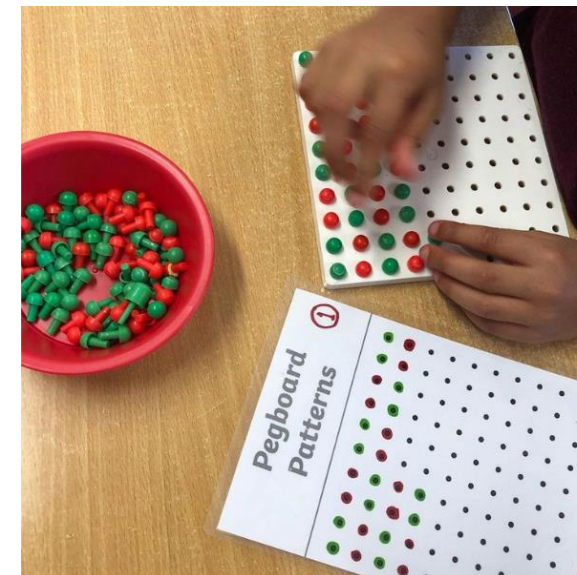


Be active

Children need to develop a range of physical skills to engage effectively in learning.

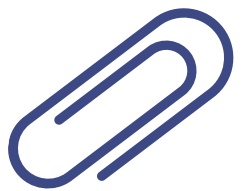
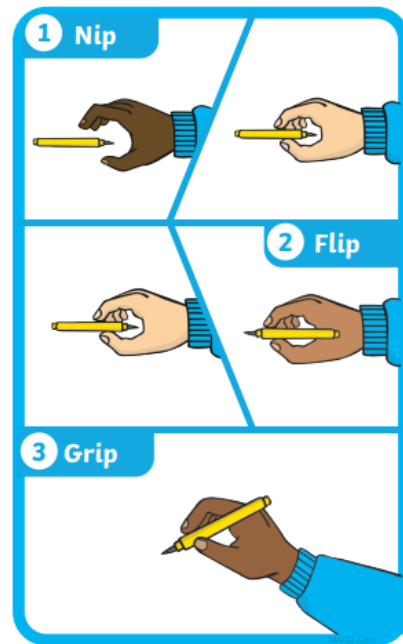
# GROSS AND FINE MOTOR SKILLS

Young children need to develop the muscles in their fingers before they can hold a pencil properly in a tripod grip. Being able to write also uses gross motor movements from the shoulders and elbows.

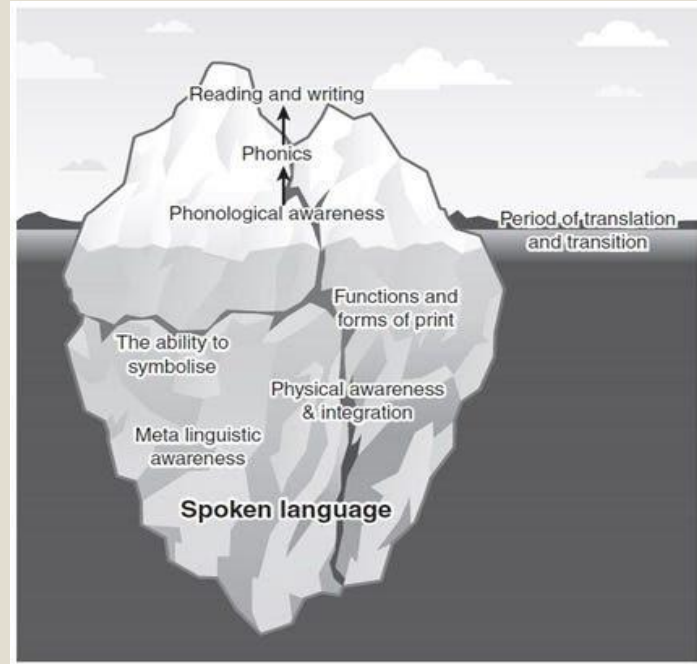


# MAKE WRITING FUN

CCCCCCCC



# META-LINGUISTIC AWARENESS



Language-play

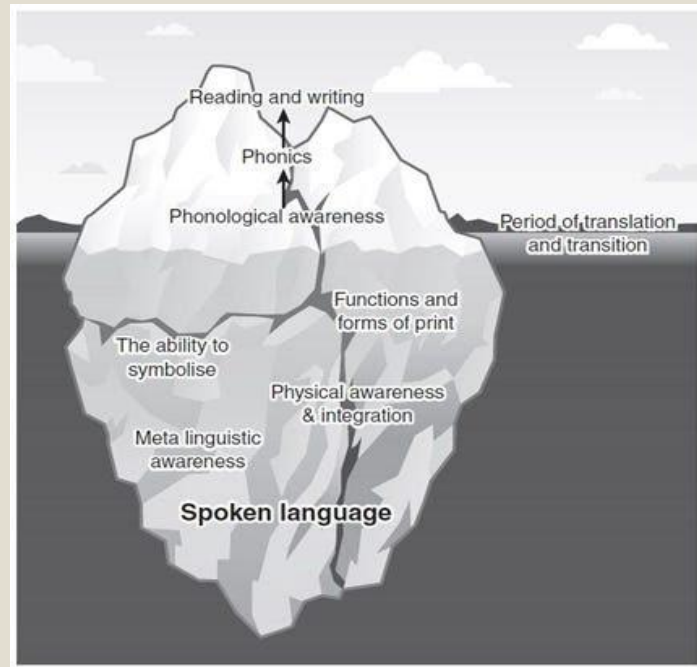


Draw attention to language

Thinking and talking about language.  
Aware of language as an objects composed of words and meanings. It can be manipulated.



# FUNCTIONS/FORMS OF PRINT



Familiar logos and branding

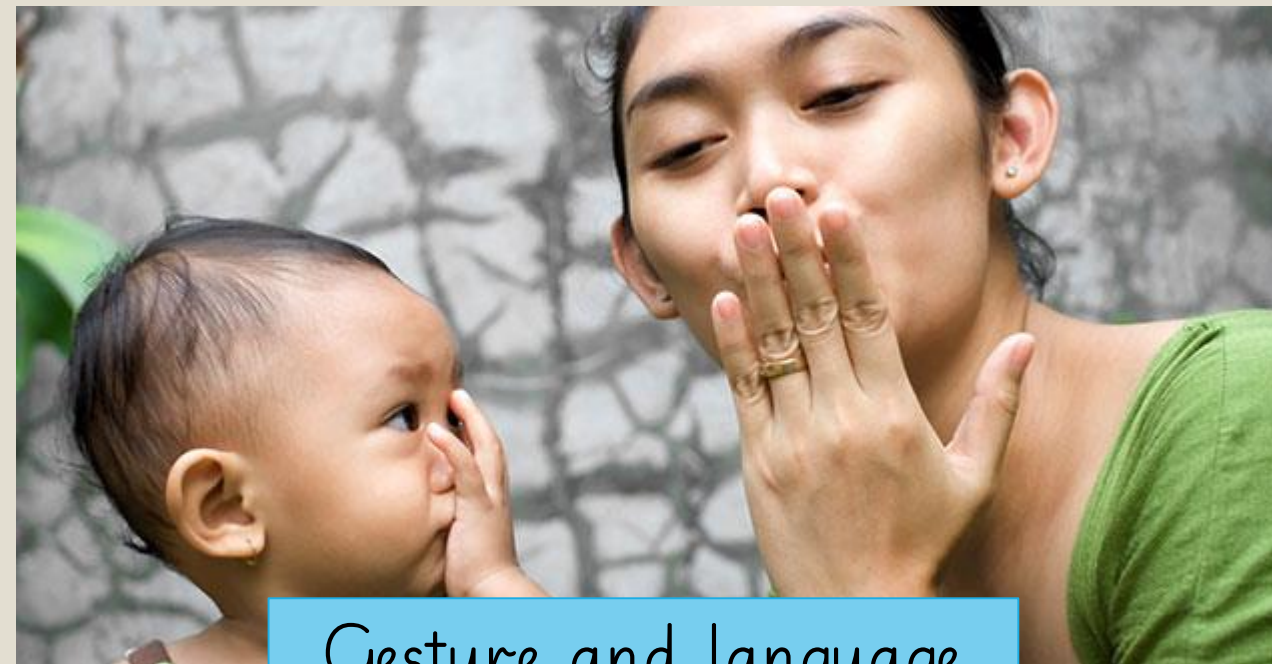
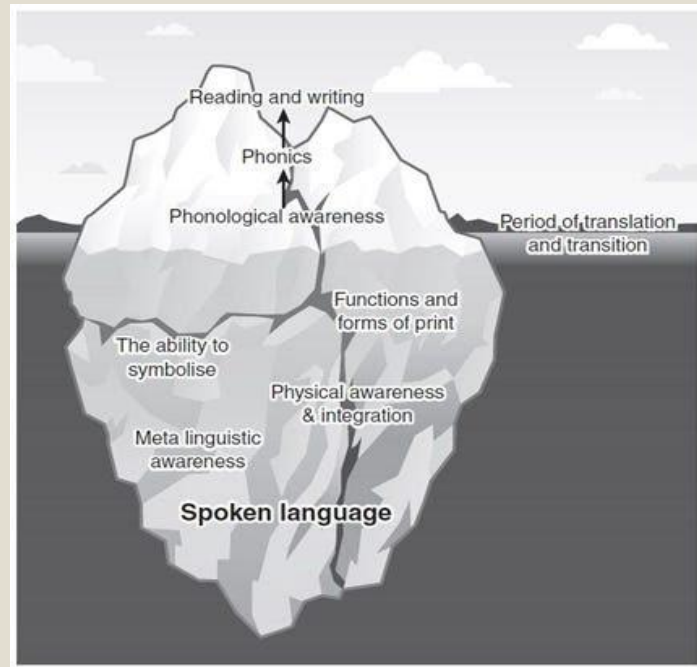


Classroom environment

Why/where/how print is used.  
Including digital print.

Meaningful engagement with print – in different contexts

# ABILITY TO SYMBOLISE



Gesture and language



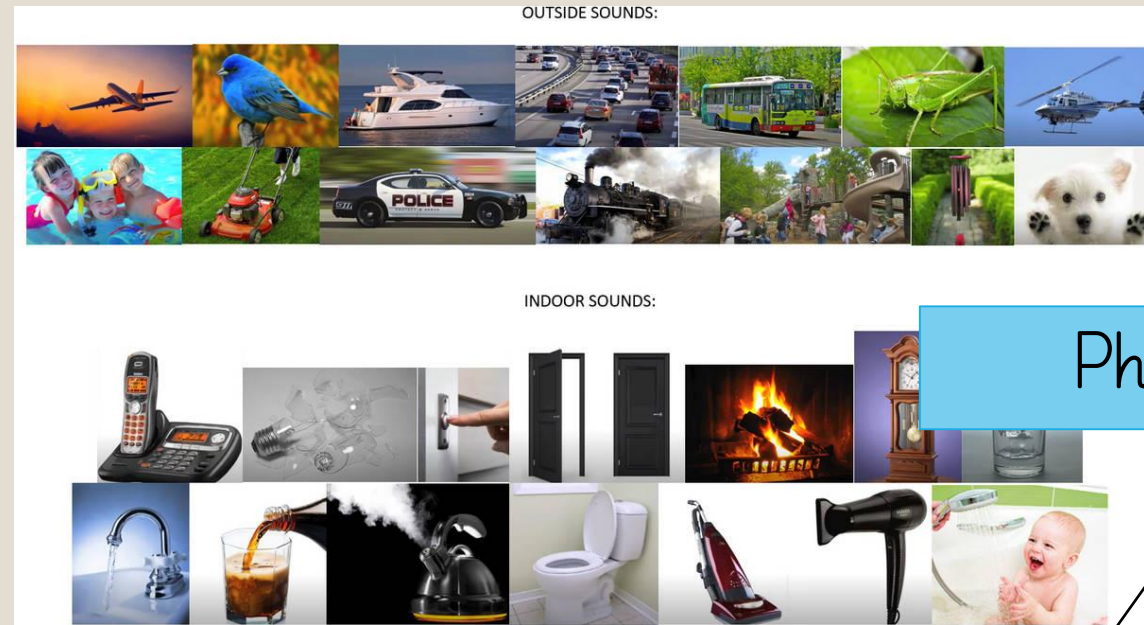
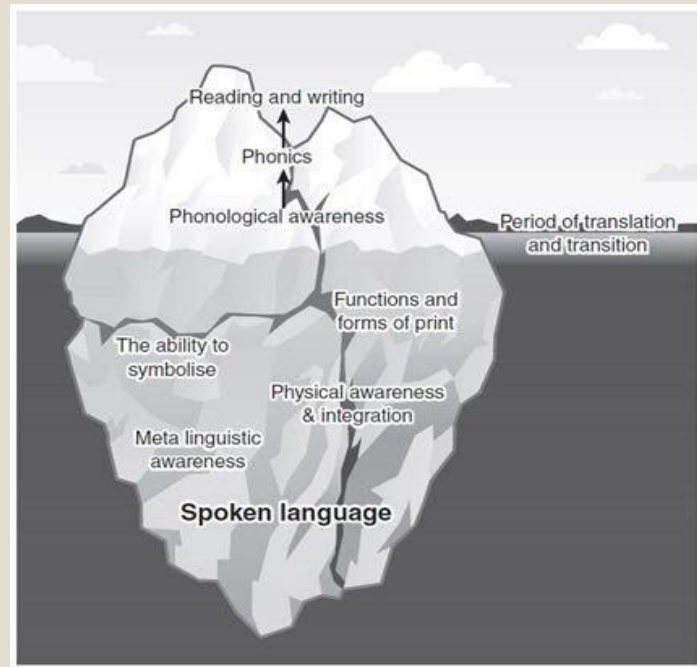
Symbolic resources in everyday learning

Why/where/how print is used.

Including digital print.

Meaningful engagement with print – in different contexts

# PHONOLOGICAL AWARENESS



Phase 1 phonics

Hearing/naming everyday sounds

Identifying rhymes orally

Oral blending

RWI link – Fred the Frog



Go and get your **c oa t**

It is really cold, remember your **h a t**

...and your welly **b oo t s**

Please sit **d ow n**

It is time to eat your **s n a ck**

Now you can go and **p l ay**

What colour is your **c ar** ?

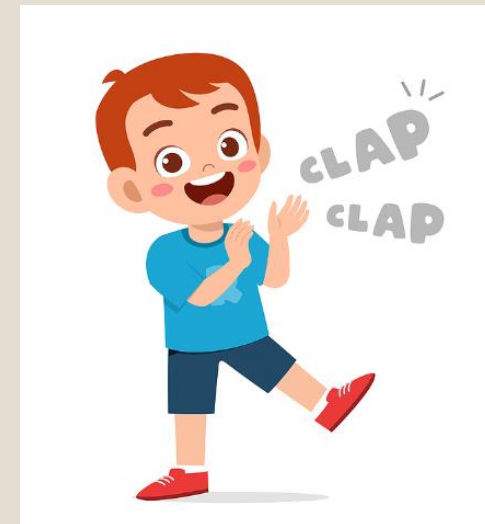
# WHAT DOES THIS LOOK LIKE AT BUSY BEES – PHASE 1 PHONICS



Environmental sounds



Instrumental sounds



Body percussion

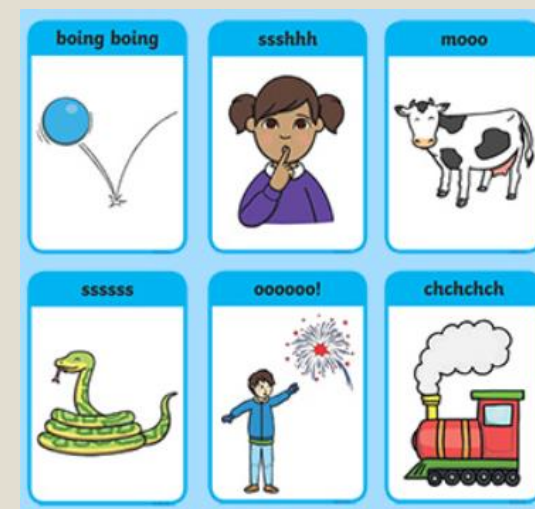
## Twinkle, Twinkle Little Star

Twinkle, twinkle little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle little star,  
How I wonder what you are.

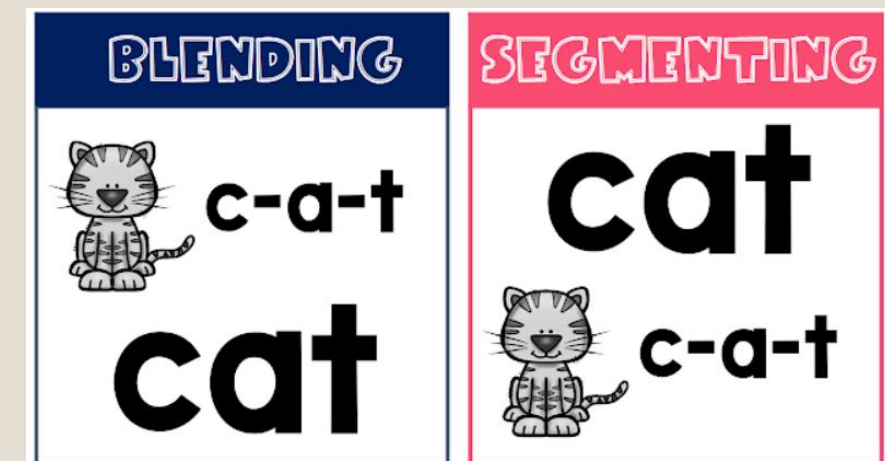
Rhythm and rhyme



Alliteration



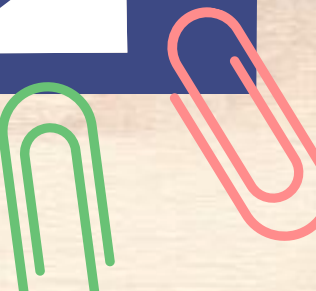
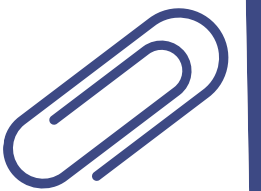
Voice sounds



Oral blending and segmenting

# WHAT IS PHONICS?

- ❖ Spoken words are made up of different sounds. Children learn to match these sounds to letters. These are called 'pure sounds'.
- ❖ We have 26 letters, 44 sounds and 150+ ways of writing those sounds!! It is the most difficult language to crack!
- ❖ The children then use this when they are reading and writing.



# READ WRITE INC.

## AN APPROVED GOVERNMENT SCHEME

Phonics is formally taught from Reception until Year 2.

Children in pre-school will learn 'phase 1' early phonics skills and have exposure to phonics sessions in the Summer term.

Set 1 and 2 sounds – taught in Reception.

Set 3 sounds – usually taught from Year 1 onwards

Formal Phonics Screening in the Summer term of Year 1.

Children are split into RWI colour groups appropriate for their phonics level.

# PURE SOUNDS

Speed Sounds Set 1

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

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and swirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, feet	ear hear with your ear	ure sure it's pure

It is important that children learn to pronounce the sounds correctly. Try not to add a 'schwa' to the end of a word e.g.

/r/ as 'ruh'    /d/ as 'ruh'  
/t/ as 'tuh'    /m/ as 'muh'  
/s/ as 'suh'    /c/ as 'cer'

This makes learning to read very tricky as /c/a/t/ becomes cer-ah-tuh

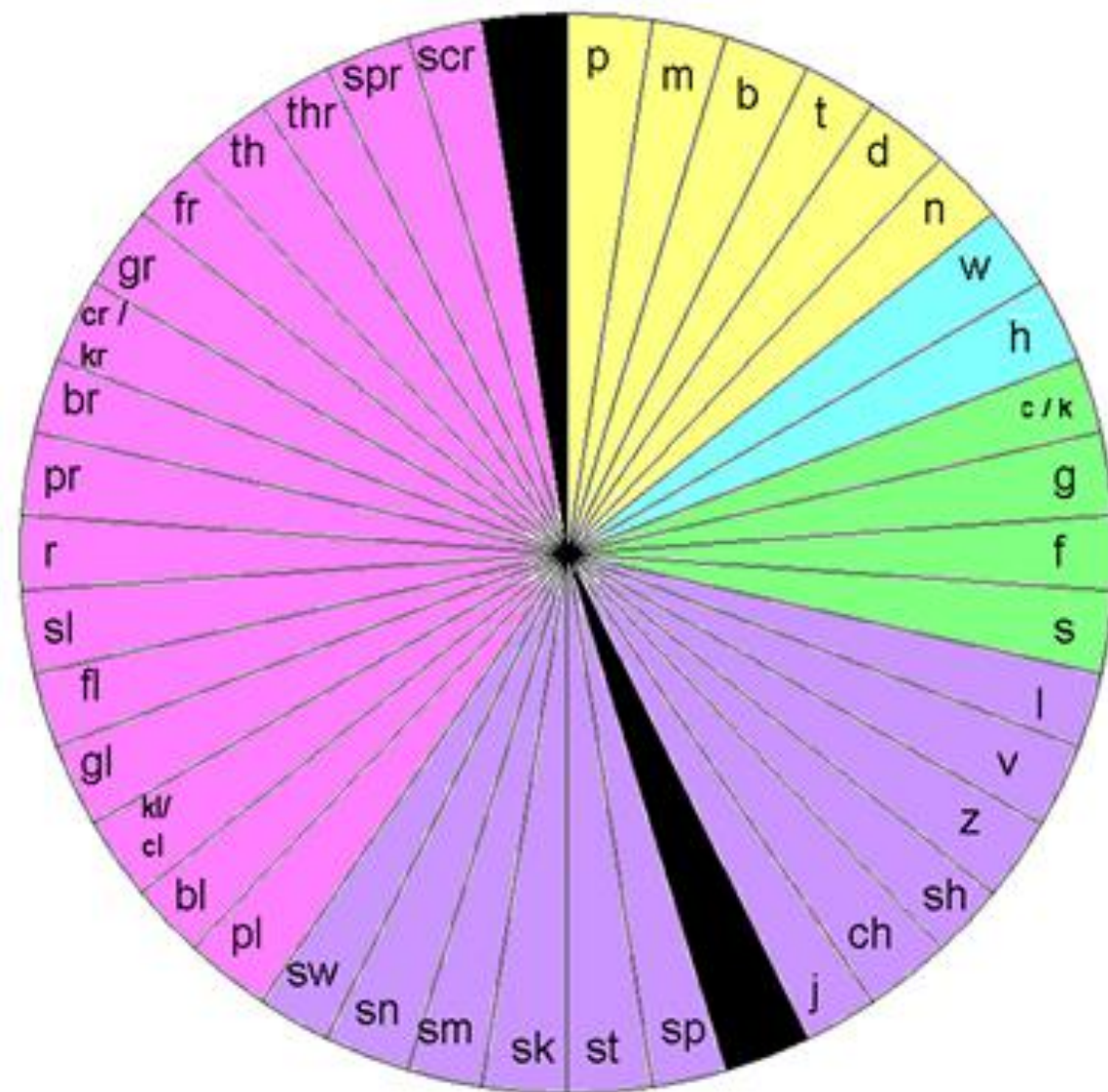
<https://www.youtube.com/watch?v=yln6PpVICll>

This link is useful to support sound pronunciation.

# SPEECH SOUND DEVELOPMENT

## Speech Sound Development Wheel

The wheel below shows you which sounds develop when in children's speech.



### Key

Yellow	1 ½ - 2 years
Cyan	2 ½ - 3 years
Green	3 - 4 years
Purple	4 - 5 years
Pink	5 - 7 years

Adapted from versions by Speech and Language Therapy department, Cambridgeshire Community Health Services

A useful link to which sounds develop when in children's speech.

<https://childspeechbedfordshire.nhs.uk/wp-content/uploads/2018/03/Speech-Sound-Development-Wheel-for-4-5yrs-SPEECH-what-to-expect-section.pdf>

Find more information and advice on the NHS Speech and Language Therapy Service in Bedfordshire and Luton on the website or Facebook page: [www.childrensslutonbeds.org.uk](http://www.childrensslutonbeds.org.uk)



Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels

Bouncy consonants

Stretchy consonants

# HOW SHOULD I SUPPORT AT HOME

Think about the ways you engage and model with Literacy in day-to-day life.

'teachable' moments – new vocabulary, model use of language for thinking or appropriate language.


Scaffolding talk – discussing, pondering, questioning, modeling, introducing vocabulary.

Engaging with children – think about your screen time as well as theirs.

# HOW SHOULD I SUPPORT AT HOME

The National Literacy Trust's Early Words Together (2015) identified the following ways parents can support their child's developing language:

- Sharing books and stories
- Singing songs and rhymes
- Playing with other children
- Playing with letters and sounds
- Painting and drawing
- Visiting the library
- Going out on trips and exploring the environment.

The image features a stack of papers on a light-colored wooden surface. The top paper is white with a dark blue border and contains the text. To the left, a green notepad with white lines and a scalloped edge is partially visible. On the right, three paper clips are scattered: a blue one at the top, a green one in the middle, and a red one at the bottom. In the bottom left corner, two blue pencils with yellow erasers are shown. In the bottom right corner, a blue and green pen is lying horizontally.

Thank you for coming!

We appreciate your time and support.

Any questions?