

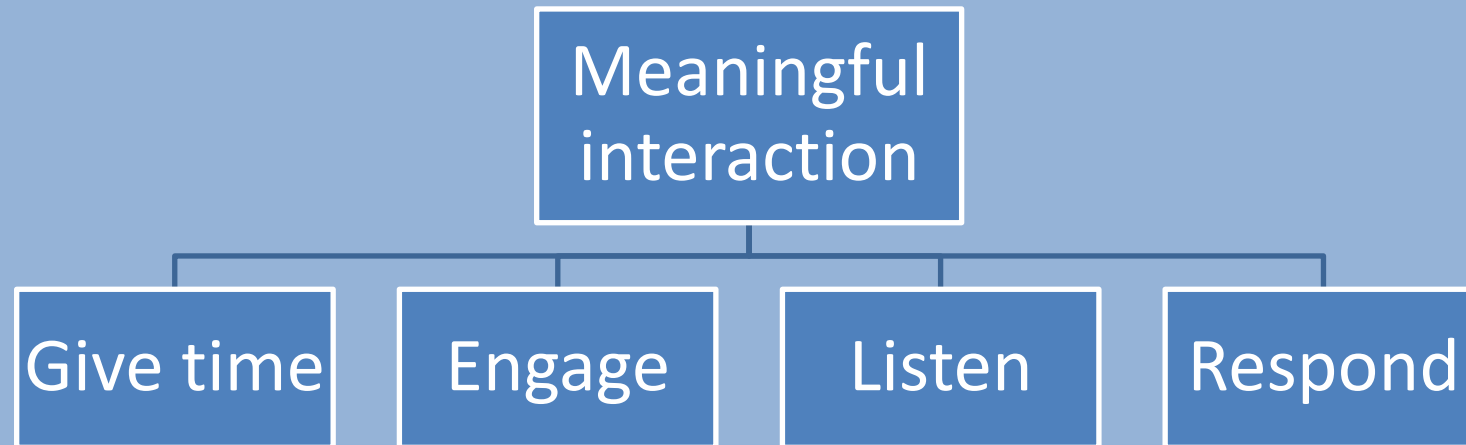


# Busy Bags

Making phonics fun

Anika Watson

“Nothing matters more than stopping, listening and responding positively to young children” – Julie Fisher, Improving Interactions in Early Years.



Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

# Unique Child

Your child may  
do it differently,  
we embrace and  
welcome all  
differences.

“ No brain is the same; no brain is the best. Each brain finds its own special way”, psychiatrist Edward Hallowell.

# Outline for the session

- ▶ Information about the curriculum, how phonics is taught in school and how you can help at home
- ▶ Activity with the children (approx 45 mins, which is the length of a lesson)
- ▶ The children return to class
- ▶ Summary and evaluation



# Busy Bags

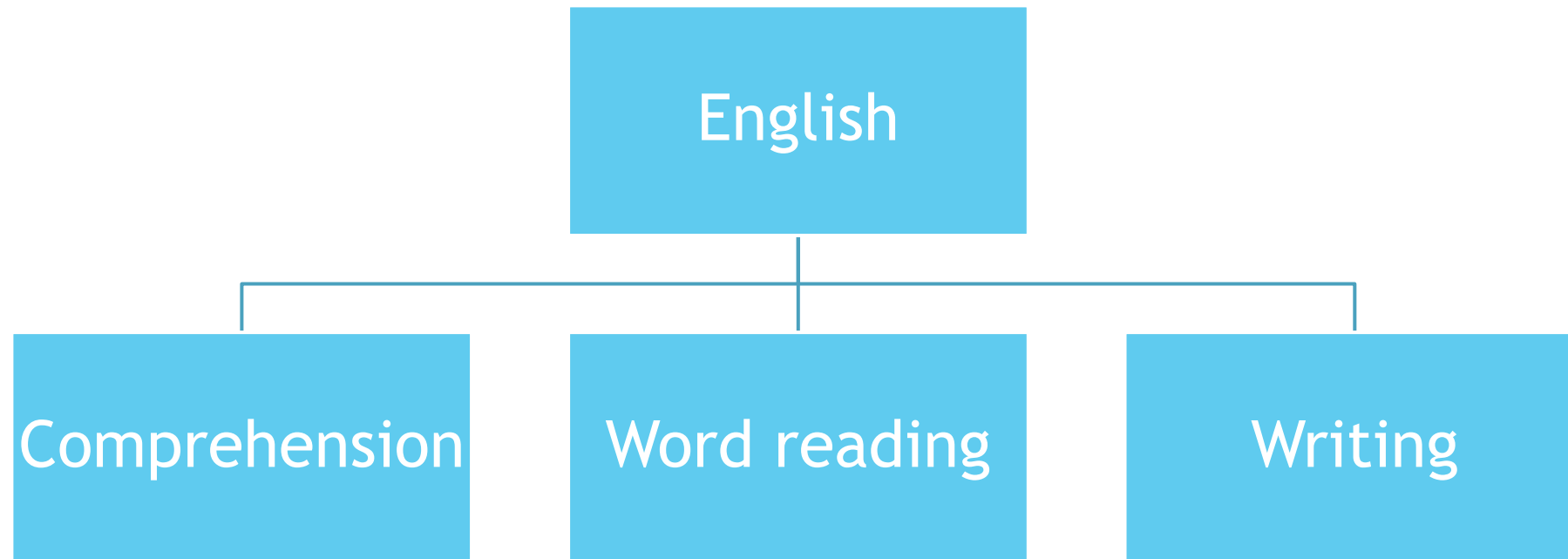
- ▶ The busy bag is a fun way to encourage children to get involved with their learning at home
- ▶ All the activities made today can live in your busy bag so they are ready whenever you need them
- ▶ Encourage phonics at home - you can use lots of different games and resources to keep it fun - see the 'how to use your busy bag' sheet
- ▶ When the children join us, please decorate your bags with the resources on your tables

# Reading changes your child's brain!

- ▶ Children need a lot of practice!
- ▶ And encouragement!
- ▶ And a sense of success: 'I can do this, so I will keep going...'



# Early Learning Goals



# Early learning goals for word reading

- ▶ Say a sound for each letter in the alphabet and at least 10 **digraphs**.
- ▶ Read words consistent with their phonic knowledge by **sound-blending**.
- ▶ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some **common exception words**.

# Vocabulary used in phonics

- ▶ Phoneme - a single sound that can be made by saying one or more letters
- ▶ Grapheme - written letters or group of letters which represent a single sound e.g. reading or writing c or ck
- ▶ Digraph - two letters which together make one sound e.g. ck
- ▶ Trigraph - three letters which together make one sound e.g. igh
- ▶ Sound blending - linking the sounds together and reading the whole word in one go
- ▶ Common exception words - words in which the English spelling code works in an unusual or uncommon way.

Schools should use **Systematic Synthetic Phonics** programmes and ‘cumulative’ **decodable** reading books for beginners

Why is it ‘**synthetic**’ phonics?

**Synthesising** = sounding out and blending the sounds to read the *unknown* words

# Why Phonics?

ELG - Say a sound for each letter in the alphabet and at least 10 **digraphs**.

- ▶ Phonics gives children the tools to **decode** words by **segmenting** (splitting them up) and **blending** (putting them back together).
- ▶ Children don't just have to rely on visual memory i.e. seeing a word and remembering its shape.
- ▶ Phonics is taught in Phases allowing children to build their toolbox of sounds gradually.
- ▶ Phonics works for most children.
- ▶ Phonics relies on **phonemes** and **graphemes**.

# Phase 1 Nursery

- ▶ This phase focuses on developing children's speaking, listening and awareness of sound.
- ▶ During this phase, your child will begin to distinguish between different sounds within their environment and may begin to show an awareness of rhyme and alliteration.
- ▶ Singing is very important at this age and there will be a lot of emphasis on rhymes and songs in nursery
- ▶ Children in nursery are taught to hear the phonemes first. They are generally not expected to write them in the early stages.

# Phase 2 Sounds Reception

- ▶ In this stage, your child will begin to learn new sounds and the letters that are associated with that sound.
- ▶ They will say the sounds and do a variety of games and activities to practise recognising these sounds.

# Phase 2 Blending

- ▶ After your child has begun to explore different sounds (phonemes) and letters (graphemes), they will start to blend.
- ▶ Blending is the process of combining letters together to form words.
- ▶ At this step, your child will probably be focussing on creating simple CVC words (consonant, vowel, consonant).
- ▶ By saying the sounds aloud, your child may begin to blend sounds together (s-a-t - sat, c-u-p - cup)

Let's blend

c - a - t

c.a.t

cat

# Phase 2

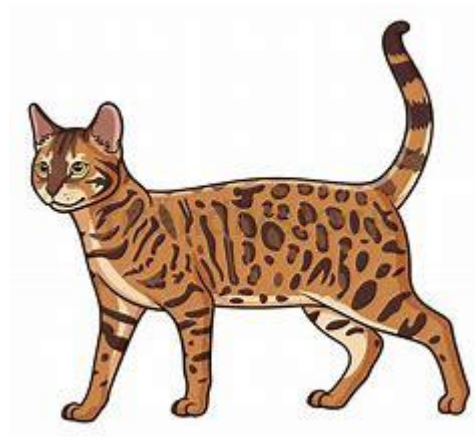
## Segmenting

- ▶ Segmenting is the reverse of blending.
- ▶ In blending, your child combines sounds together to form words.
- ▶ With segmenting, your child hears a word and identifies the different sounds that make up that word.
- ▶ This is a good way for your child to practise not only the phonics sounds they have learnt so far, but also to establish spelling patterns and rules.

# Segmenting the sounds

▶ In order to spell, children must learn to hear the sounds within words.

▶ I want to write about a



▶ I must hear the word in my head and split it up into individual sounds.

# Teaching order

- ▶ Children are taught the phonemes in a certain order.
- ▶ The first group of phonemes allows them to make several **CVC** words. They can then start making their own words straight away.

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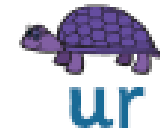
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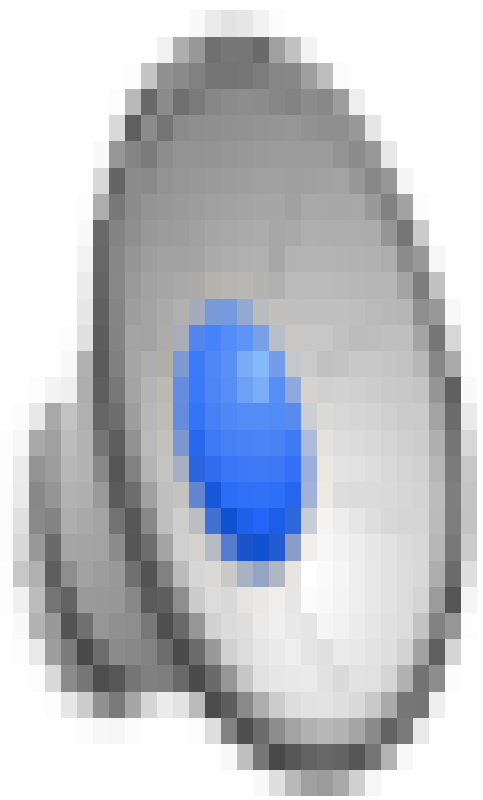
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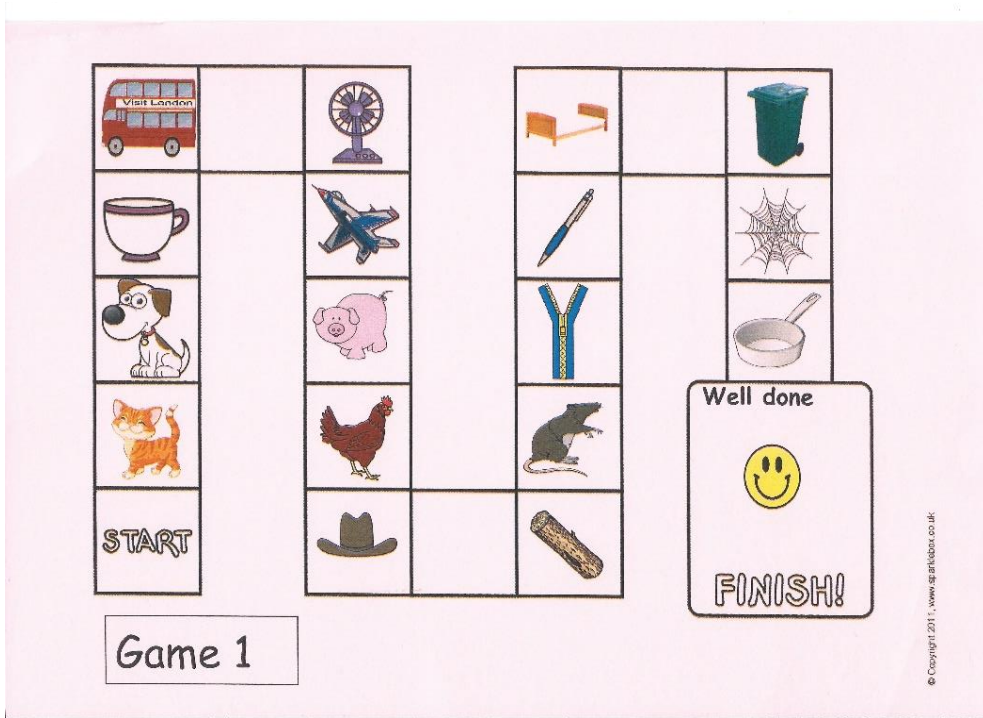
# Digraphs and Trigraphs

- ▶ Some sounds are represented by two letters. These are called digraphs.
- ▶ e.g. sh, ch, ng, oo
- ▶ And some need 3 letters - trigraphs.
- ▶ igh, ear, ure

sh . i . p



# Phonics Game



- ▶ Choose a counter. Take it in turns to move the counter.
- ▶ Look at the picture. What can you see?
- ▶ Say the initial phoneme (beginning sound) and find the matching phoneme card.
- ▶ Move along the track to the finish.

Then try this version -

- ▶ Look at the picture .Sound out the whole word and build the word with your phoneme cards

Vocab check:  
- phoneme  
- grapheme

# Early learning goals for word reading

- ▶ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some **common exception words**.
- ▶ Not all words can be decoded using phonics
- ▶ Children learn to sight read them.

# Common Exception Words

- When you have made your busy bag and played the game you can start making your **CEW** flash cards.
- Use the template provided and the laminated Tricky Words sheet (**please do not remove**) to create your flash cards.

Reception Red Words		
Sets 1 and 2 Steps 1-8 Autumn Term	Set 3 Steps 9 – 20 Spring Term	Set 4 Steps 21-32 Summer Term
the	be	here
I	me	where
he	his	today
she	no	when
is	so	what
to	has	come
go	do	some
of	her	push
as	my	pull
we	by	friend
are	ask	school
you	our	out
into	says	one
	they	once
	said	your


# Beginning to read



**Wordless Books** - children tell the story from the pictures in their own words.

They feel like they are real readers - motivating and confidence building.

Gives practice in sequencing skills and understanding how stories work (beginning, middle and end.)

Develops imagination and creativity - they can decide on the details of the story

4. An opportunity to use new vocabulary and learn new words

# What to do with a wordless book

Look at the pictures together and talk about them



Talk about the cover and title

Help your child by asking who? when? where? and why? questions if they get stuck.

Tell the story together - there is no right or wrong way and a different story may emerge each time!

# The next step



Written by Roderick Hunt and illustrated by Nick Schon,  
based on the original characters created by  
Roderick Hunt and Alex Brychta  
Phonics Consultant: Debbie Hepplewhite

## BEFORE READING

### Talk together

- Look at the cover picture together and read the title and blurb on the back. Ask: *What do you think will happen?*
- Look through the book and talk about the pictures.

### Say the sounds

These are the focus letters and sounds your child will practise in this book.

a t p i n d g o c u r h b  
ff l

### Sound the words

These words practise some of the focus letters and sounds for this book.  
Encourage your child to say the sounds from left to right to read the words.

as in on Dad had big bag bud  
bug bad Biff lid log

## Chip had a bug.



Enjoy reading and talking about the book together!

See the inside back cover for more ideas.

Biff had a bug.

A bug on a bud.



Kipper had a bug.

A bug on a log.



# Early learning goals for comprehension

- ▶ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ▶ Anticipate (where appropriate) key events in stories.
- ▶ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

# Question Words

What?

Who?



When?



Where?



Why?

because...



How?

How long?  
How many?  
How much?  
How old?  
How big?

When you read  
to your child  
ask them  
questions.

# Look at the interesting vocabulary

back	orange
teeth	black
claws	purple
eyes	prickles
toes	terrible
tusks	jaws
knees	wart
tongue	knobbly
nose	poisonous
	turned-out



# Practise phonics at home

- ▶ Spot letters in the environment - can your child find the letters that make up their name?
- ▶ Make a letter hunt with a few of the sounds your child has learnt. Can they make some CVC words when they have found all the letters?
- ▶ Invest in some lower-case magnetic letter tiles - leave little words on the fridge for your child to 'notice'.
- ▶ Use your Busy Bag!

# When the children join us...

1. Decorate your Busy Bag
2. Play the phonics game - start with initial sound then try the whole word, use the phoneme cards to build the word
3. Make your CEW/Red word flash cards

# Summary

- ▶ Use the busy bags at home to consolidate the sounds the children are learning at school
- ▶ Use word cards to help them remember the common exception words
- ▶ Practise the sounds yourself, build up your confidence




# Useful Websites

- ▶ [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- ▶ [www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds](http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)
- ▶ <https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>
- ▶ [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

# Evaluation - please fill one in before you go



**Family Learning Evaluation**

  
Bracknell  
Forest  
Council

**Session Attended: 'Time to Read'      FS2/Reception**  
**Tutor: Anika Watson**

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

**Your name:** ..... **Date:** .....

**1. Glad you came?**

Did you find today's session informative and useful?      Yes/No

Did you enjoy your time in school today?      Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
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Best bit? .....

Any challenges? .....

Is there anything we did not cover in the session that you think could have been included?  
.....

**2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)**

Courses to support my child's learning: Maths, Literacy, other.....

Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid

Soft Skills: Managing change / confidence building/ team building/ effective communication

English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else? .....

Phone number/email address.....

*Thank you for your time*