

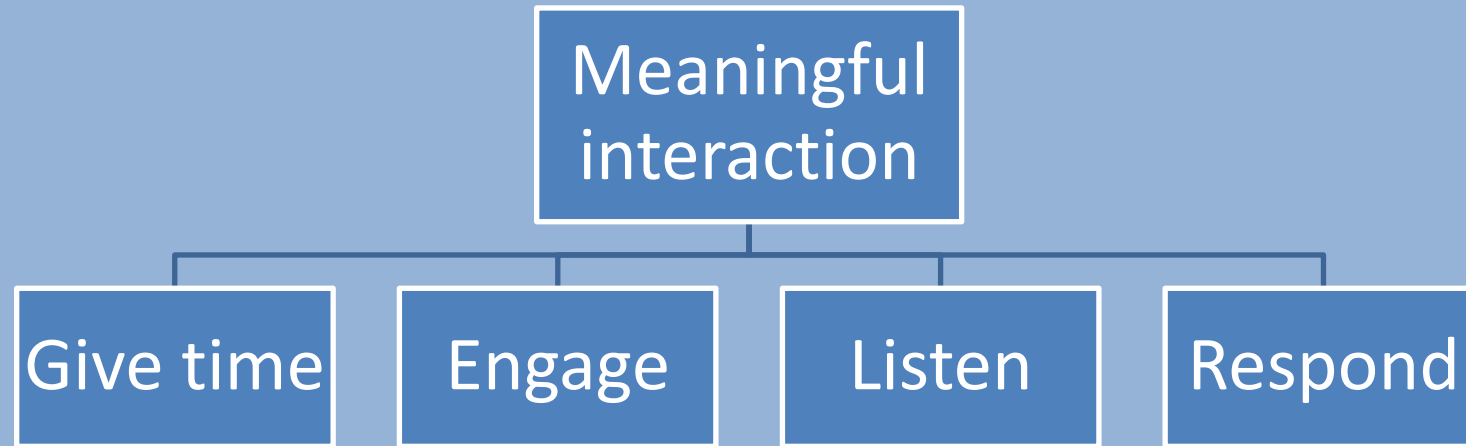
Busy Bags

Making phonics fun

Anika Watson

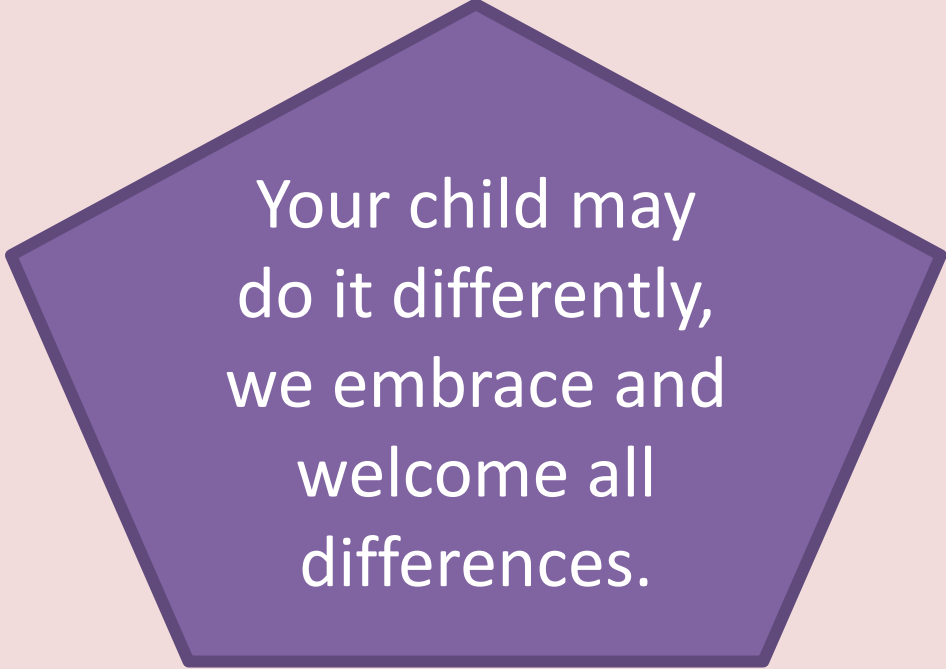


“Nothing matters more than stopping, listening and responding positively to young children” – Julie Fisher, Improving Interactions in Early Years.

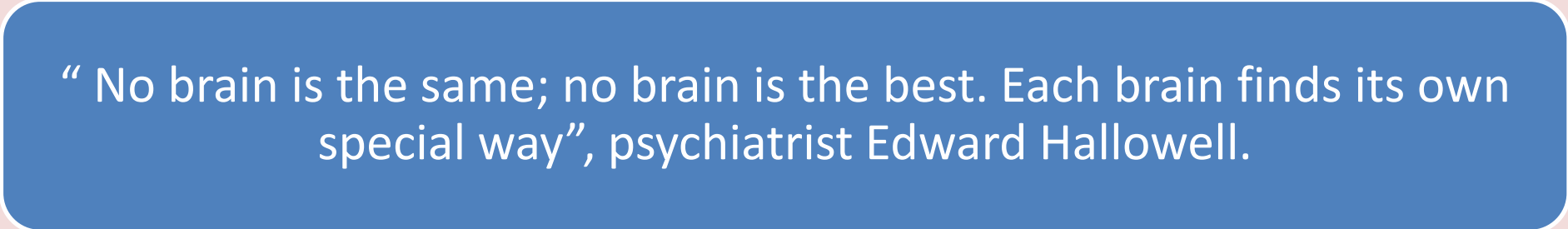


Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

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

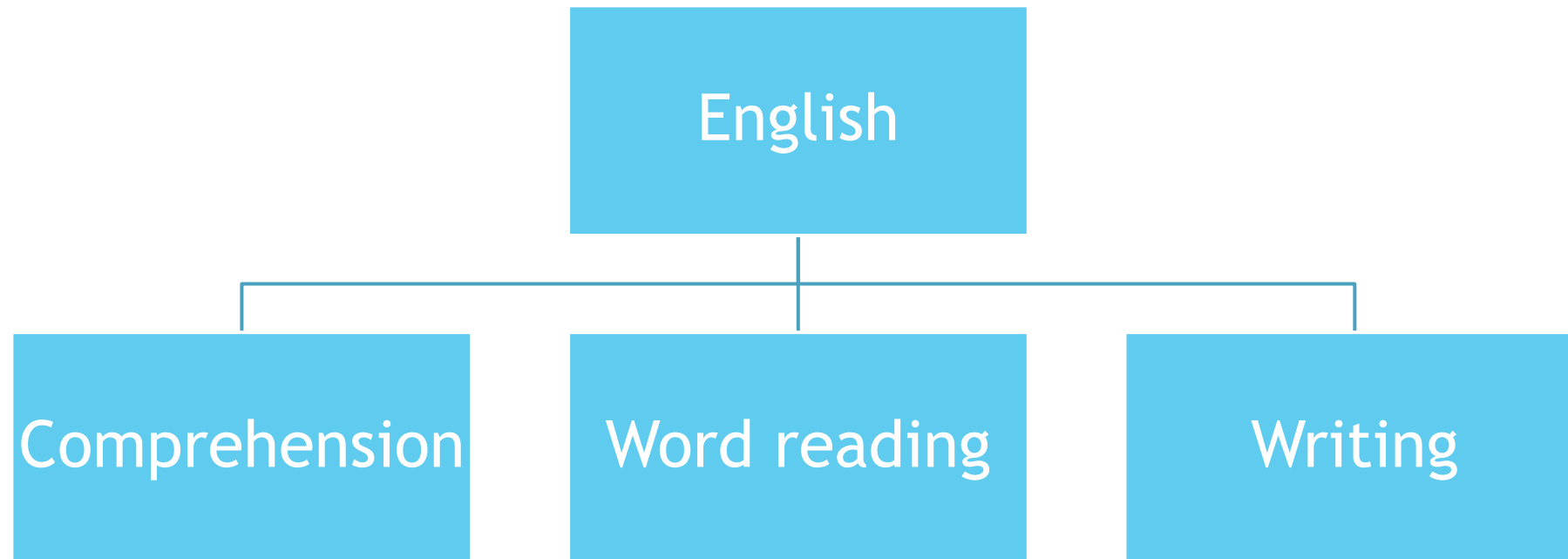
- ▶ Information about the curriculum, how phonics is taught in school and how you can help at home
- ▶ Activity with the children (approx 45 mins, which is the length of a lesson)
- ▶ The children return to class
- ▶ Summary and evaluation



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

Early Learning Goals



Word Reading - 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**.

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.

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**.

Common Exception Words in RWInc are called **Red Words**

- ▶ 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
- ▶ The children will practice these words in school, you can support them at home by making flashcards

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

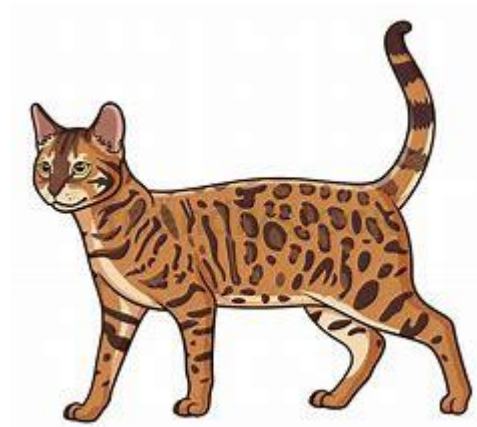
Segmenting

- ▶ 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.

Speed Sounds Set 1




















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

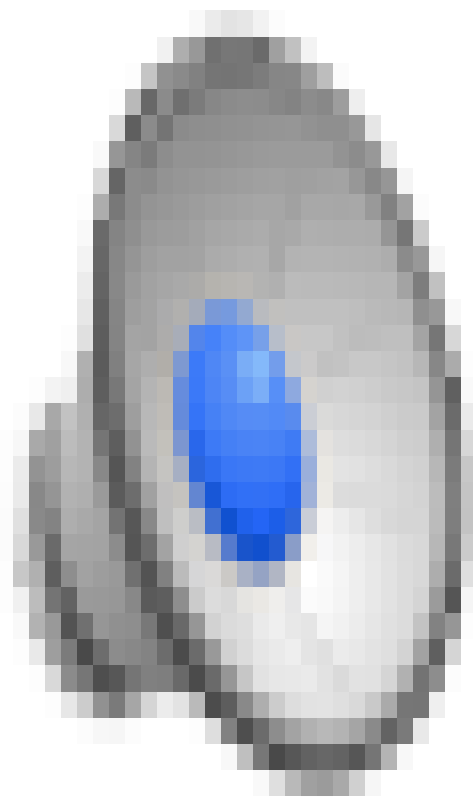
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Speed Sounds Set 2

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 twirl

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, fire!	ear  hear with your ear	ure  sure it's pure



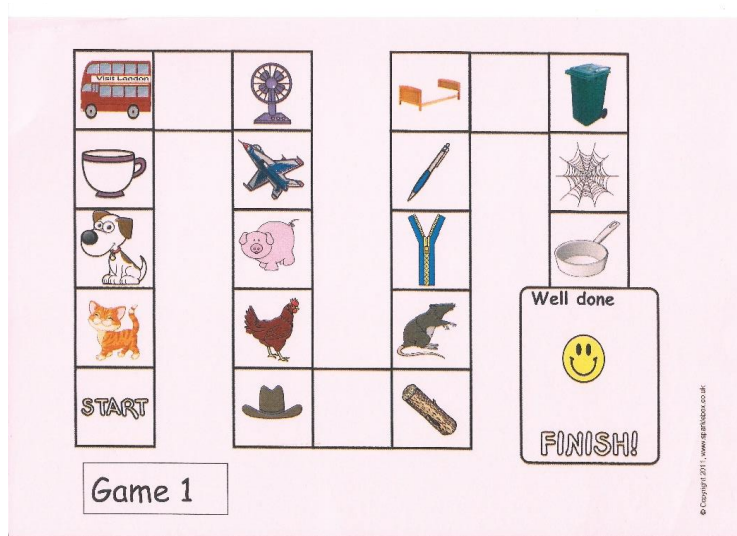
Digraphs and Trigraphs

- ▶ 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 and Writing Game



Vocab check:
- phoneme
- grapheme

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

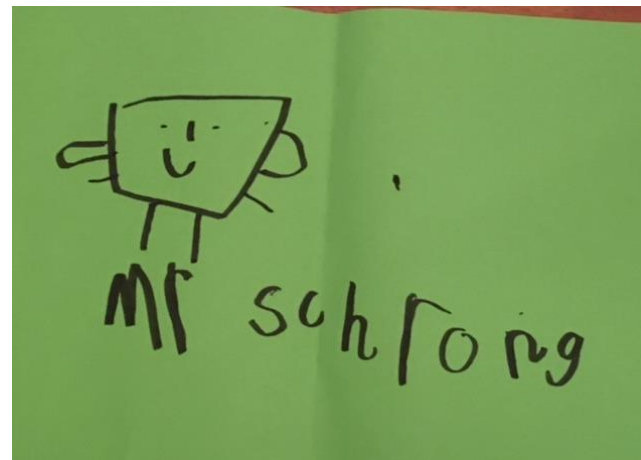
Then try writing the word on a whiteboard, use the letter formation guide to help.

Letter formation guide



Early Learning Goals Writing

- ▶ Write recognisable letters, most of which are correctly formed.
- ▶ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ▶ Write simple phrases and sentences that can be read by others.



In school - Talk for writing



To help children generate ideas and practise the language they will need for the writing task, they spend a lot of time preparing for writing by doing speaking and listening activities.



‘Children are encouraged to do writing for real purposes, such as stories, lists, labels, captions, recipes, instructions and letters.’ National Strategy

Handwriting and posture



- ▶ Your school will have a handwriting policy and a script that they model for the children.
- ▶ Encourage your child to hold the pencil correctly by doing this yourself and 'talking them through' how to hold it - using the pincer grip
- ▶ Good posture can prevent headaches, fatigue and pain in the shoulder, arm and hand.
- ▶ Table height should allow the child to sit with their feet flat on the floor and be able to reach the table without stretching up or reaching over.
- ▶ Children should use their non-writing hand to steady the paper and bear some body weight.

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

Rhymes and songs

- ▶ Songs and rhymes can be used to help develop children's comprehension
- ▶ In your packs you have some pictures that are associated with traditional nursery rhymes and songs e.g. an egg for humpty dumpty - these are black and white so the children can colour them in
- ▶ Use the lolly sticks to create prompts, to encourage singing in rhymes, that you can keep in your busy bag. You can also use them to retell a story
- ▶ If you have nursery rhymes and songs from your own childhood, possibly from another culture or language include these as well - there are blank boxes for you to draw your own pictures



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. Can you write the word on a WB?
3. Make your nursery rhyme prompts and sing some songs

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

The next step

How to use this book

Support your child as they follow each of the steps below. There are notes in italics to guide you throughout the book.

Before reading each ditty, ask your child to read the Speed Sounds on page 5, in and out of order, and then the **Ditty Green Words** and **Ditty Red Words**.

When reading the ditty:

- 1 Help your child to sound-blend each word (unless your child can already read the word without blending). Praise your child for their effort!
- 2 Re-read the page to your child and chat about what is happening. (There are questions on pages 22 and 23 to help you.)
- 3 Encourage your child to re-read the ditty again. Praise your child for reading the words more quickly.
- 4 Let your child colour in the stars on page 24 as they complete each activity.

Speed Sounds

Each box contains one sound. Sometimes one sound is represented by two letters (a digraph). The digraphs used in this book are circled.

Consonants

Ask your child to say the sounds (not the letter names) in and out of order.

f	l	m	n	r	s	v	z	sh	th	ng
					ss					nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

Vowels

Ask your child to say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

Ditty 1 Sun hat fun

Ditty Green Words

For each word, ask your child to read the separate sounds (e.g. **h-a-d**) and then blend the sounds together to say the word (e.g. **had**).

had a hat sun fun
it on and run

Ditty Red Words

Red Words don't sound as they look. Read the word out to your child. Ask your child to practise reading the word.

put

Question Words

What?

Who?

When?

Where?

Why?

How?



twinkl visit [twinkl.com](https://www.twinkl.com)

When you read
to your child
ask them
questions.

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



Support writing at home

Support your child's ability to write stories by reading to them frequently and talking about stories and characters together.

Spend quality time talking and sharing thoughts and ideas with your child. Make quality talking a regular part of your family life.

Be a role model - children like to copy us! Let them see you writing lists, letters and cards and involve them too.

Correcting spellings - remember the ELG is to identify the sounds in a word so it's ok if spellings aren't perfect


Useful websites

- ▶ [Fine Motor Skills - Therapy Fun Zone](#) - craft ideas to help develop fine motor skills
- ▶ [Get Squiggling Letters - CBeebies - BBC](#) - practice letter formation on a tablet or phone
- ▶ [Literacy - CBeebies - BBC](#) - lots of online stories and poems
- ▶ [Letters and Sounds, English Games for 3-5 Years - Topmarks](#) - sky writer games shows letter formation. Lots of phonics games too

Useful Websites

- ▶ <https://monsterphonics.com/helping-parents-to-support-their-children/>
- ▶ 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

Evaluation – please fill one in before you go 😊

Family Learning Evaluation													
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:													
<table border="1"><tr><td>+0</td><td>+1</td><td>+2</td><td>+3</td><td>+4</td><td>+5</td><td>+6</td><td>+7</td><td>+8</td><td>+9</td><td>+10</td></tr></table>			+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10			
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													