



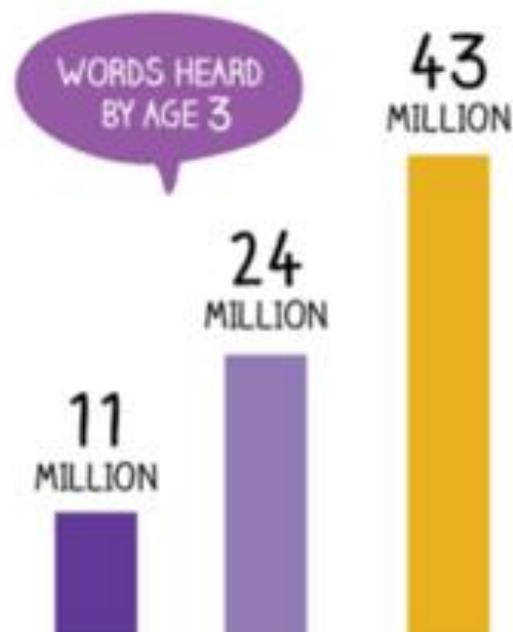
**Early
Reading
and Phonics
Workshop**

Mayflower Community
Academy and Nursery

Wednesday 18th October 2023

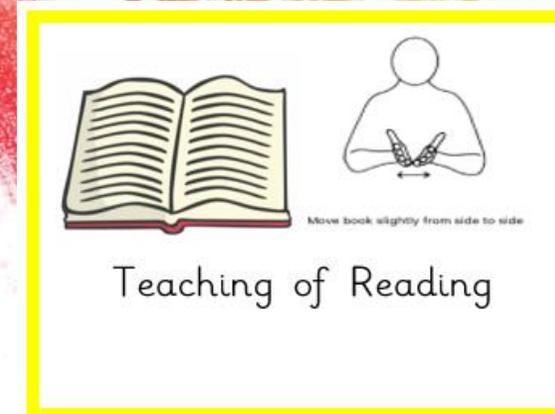
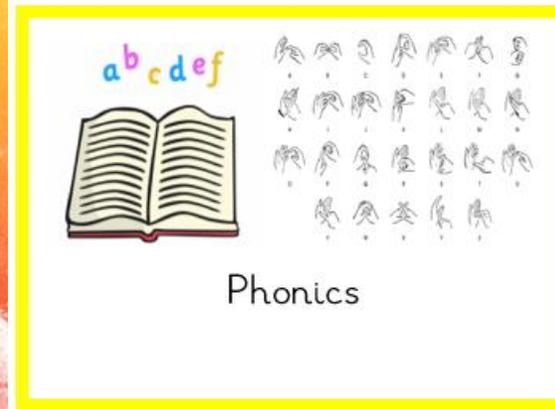
3.30-4.00

30 million word gap



Children who have poor language skills at age 5 are then twice as likely to be unemployed by aged 34 than their peers at 5 who have developmentally on track language skills. (Law, Rush, Schoon, & Parsons, 2009).

What does
Early
reading look
like in
Reception?



Daily Phonics

Daily Teaching of
Reading

Reading Den

Reading Enhancers

Reading for Pleasure
Books

Phonics Reading
Books

'Reception'

Development Matters Objectives

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

'Early Learning Goal'

Development Matter Objectives

Literacy

Comprehension

- Demonstrate 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.

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.

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.

Bug Club Phonics



Bug Club Phonics is the dedicated phonics strand of Bug Club, a core reading programme that can be used for independent and guided reading from Reception to Year 6.

Together, Bug Club Phonics and Bug Club provide a complete solution to helping you teach children to read in Reception and Key Stage 1.

Overview

Assess

Assess children's knowledge and understanding using the assessment pages and resources that make up the *Bug Club Phonics* teaching and assessment programme. Keep the children in the whole-class teaching programme, and provide extra, targeted **catch-up** – in small nurture groups or through one-to-one tuition, for those needing additional support. Use the online resources to prepare children for the Phonics Screening Check in Year 1.

Teach

Teach whole-class phonics using the *Bug Club Phonics* lesson plans for each unit. Make use of the opportunities that whole-class teaching provides for ongoing observational assessment.

Practise

Consolidate pupils' understanding using the *Bug Club Phonics* photocopy masters (PCMs) and games, which can be found as *handy links at the bottom of each teaching unit lesson plan*.

Apply

Allocate the decodable readers and eBooks, matched to each unit, to help pupils practise reading, ensuring that they approach any unfamiliar words by using their knowledge of phonics to decode the word.

Articulating Mayflower's Reading Provision...

Reading for Pleasure, Sunshine Read
Hear Me Become a Reader

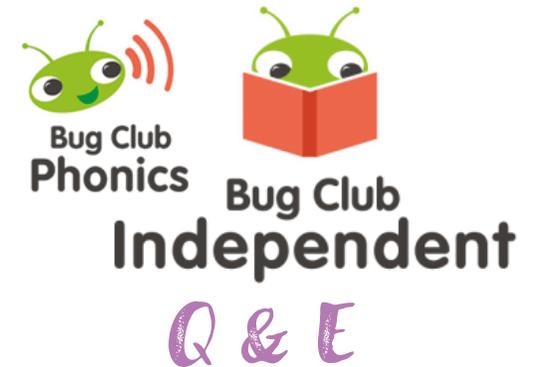
Year 5, Year 6

Children will maintain a positive attitude for and love of reading by reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions). Children will continue to explore books that are structured in different ways, read for different purpose, recommend texts to peers and make comparisons between books. Children will show secure understanding of what they have read and provide reasoned justification for their own views.



Year 2, Year 3, Year 4

Children will develop their fluency and automaticity. Children will read without overtly segmenting and blending. Children will listen to, discuss and begin to express views about a wide range of contemporary and classic poetry, stories and non-fiction. Children will comprehend what they have read by answering questions, drawing inference and justifying such inferences with evidence.



Nursery, Reception, Year 1

Children will learn to segment, blend and begin to read with fluency and automaticity. Children will become familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Children will begin to understand what they have read.



Reception Overview

Programme structure

Unit structure

The following table shows what is covered in each of Units 1–12 of *Bug Club Phonics*. (See also the section ‘*Bug Club Phonics* and the phases of progression’ on page 8.)

- Each of the 12 units represents a group of letters.
- Each phoneme within a group is introduced in one Phoneme Session, and each unit concludes with a Language Session, which includes teaching of associated irregular words.

Phase	Unit	Focus	Not fully decodable words (irregular words)	Phase	Unit	Decodable words	Not fully decodable words (Irregular words)
2	1	s, a, t, p		2	1	at, as	
	2	i, n, m, d			2	an, it, in, is, dad	
	3	g, o, c, k	to		3	can, on, not, got	to
	4	ck, e, u, r	the, no, go		4	mum, up, get	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her		5	had, back, his, big, him, if, of, off, but	l, into, her
3	6	j, v, w, x	me, be	3	6	will	me, be
	7	y, z, zz, qu	he, my, by, she		7	–	he, my, by, she
	8	ch, sh, th, ng	they		8	that, this, then, them, with	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are		9	look, see, too	we, are
	10	ar, or, ur, ow, oi	you		10	for, now, down	you
	11	ear, air, ure, er	all, was, give, live		11	–	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	4	12	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 2 Sound Mat

Phase 2

Sound Mat



s	ss	a	t	p	i	n	m	d
								

g	o	c	k	ck	e	u	r
							

h	b	f	ff	l	ll
					



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

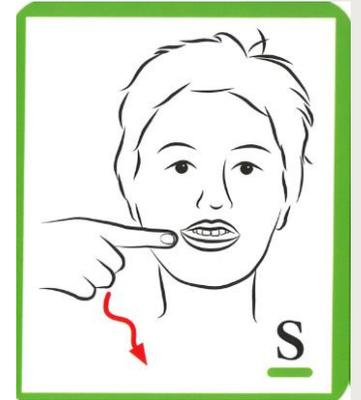
Phase 2 Decodable and Not Decodable Word Mat

a	is	got	no	him	into
at	dad	to	go	if	her
as	and	mum	had	of	
an	can	up	back	off	
it	on	get	his	but	
in	not	the	big	I	

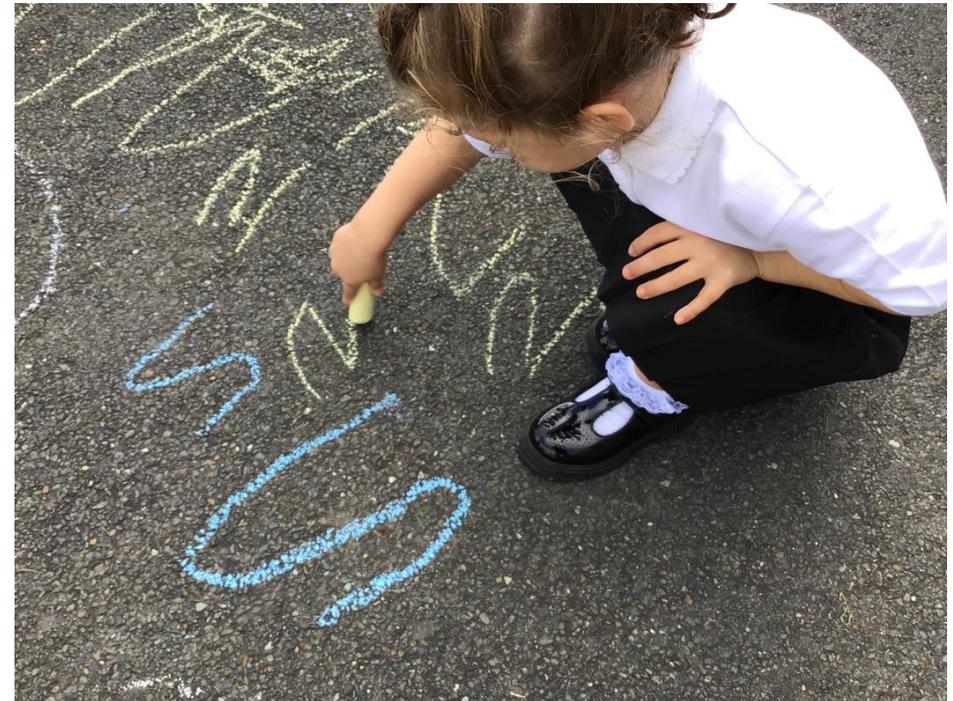


Tricky words

What does a pre-teach lesson look like?



A screenshot of the Bug Club Phonics software interface. The top bar is orange and contains the logo, the text 'Unit 1 Phoneme /s/: Lesson', and a 'Guide' button. Below this are two tabs: 'Sounds' and 'Writing'. The main area is a large black rectangle with a play button and a progress bar at the bottom. To the left of the main area is a vertical toolbar with various icons for navigation and editing. At the bottom of the interface is a colorful alphabet bar with letters from 'a' to 'z'.

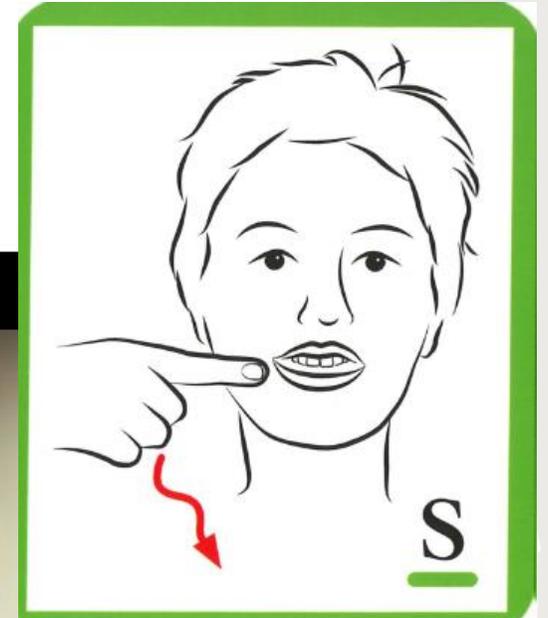
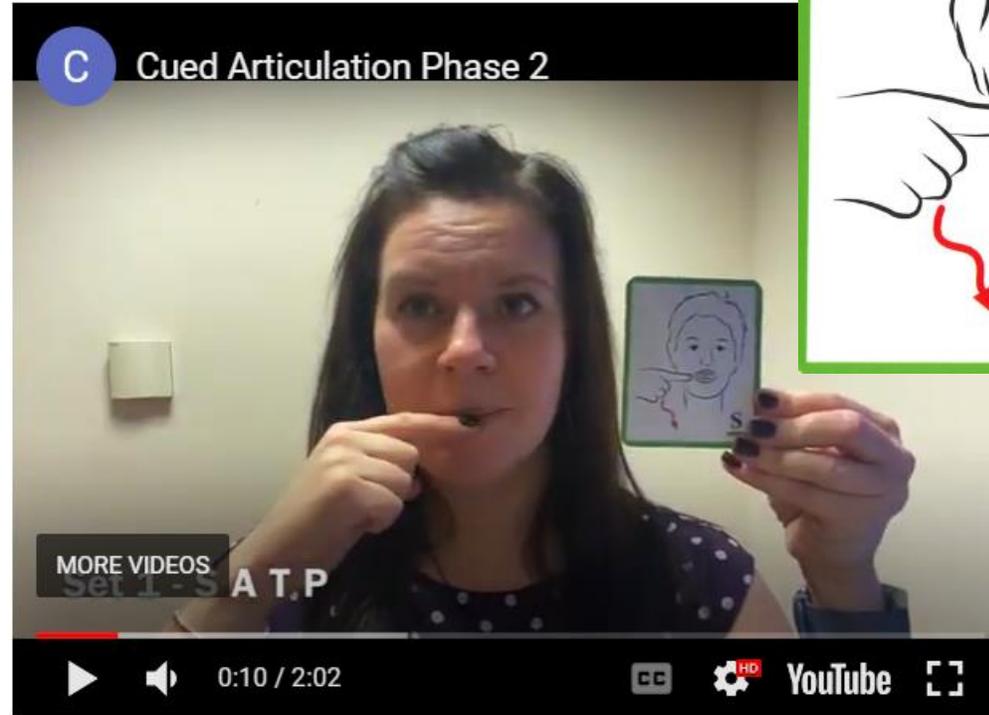


Cued Articulation

Phase 2: Cued Articulation

Cued articulation is a highly successful technique that is used by Speech and Language Therapists across England.

Each of the 49 sounds (phonemes) that make up the English phonological system has a separate hand sign - related to where and how, in the mouth, the sound is made.



What will a re-teach lesson look like?

Unit 4 Phoneme /e/: Lesson

Sounds Reading Spelling Writing Follow-up

Words Pictures

Hide Undo

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

Name: _____ Unit 1 Phoneme s

1 Put a ring around s in the alphabet.

abcdefghijklmnopqrstuvwxyz

2 Put a ring around s in the words.

pants Stan past spins

3 Write the letters s and S.

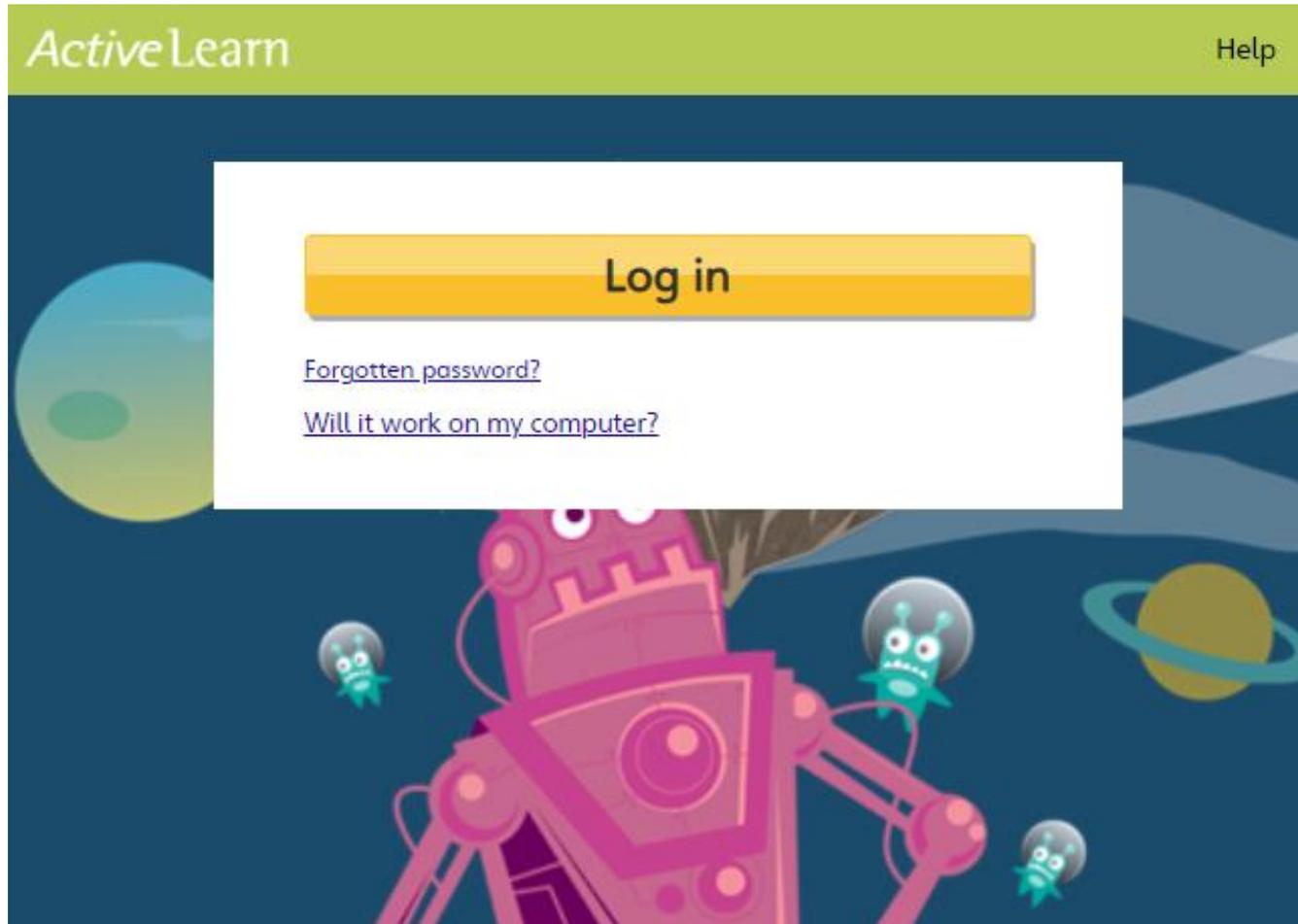
S _____

S _____

☺ ☹

Bug Club Phonics © Pearson Education 2016

How do I use Bug Club at home with my child?



Sign in ?

Username
Crose

Password
MCA18 Hide

School code (Primary schools only)
a96q

[Forgot your username or password?](#)

Sign in

101



My Work



Reading Corner

Welcome Theo

Click My Stuff to get started!

16

My Work

101

Close

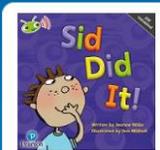
62 items



Pam Sits In

New

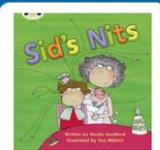
6



Sid Did It!

New

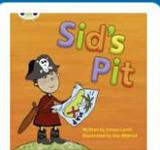
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Sid's Nits

New

3



Sid's Pit

New

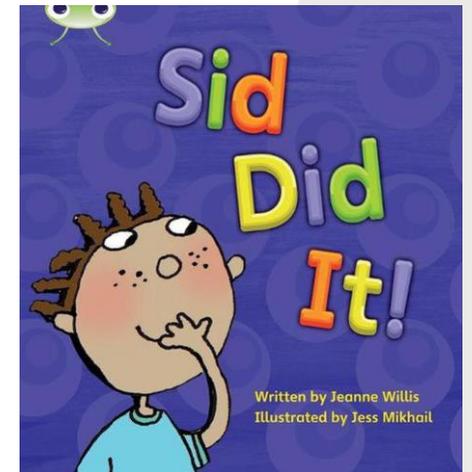
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Tap It, Pat It!

New

6



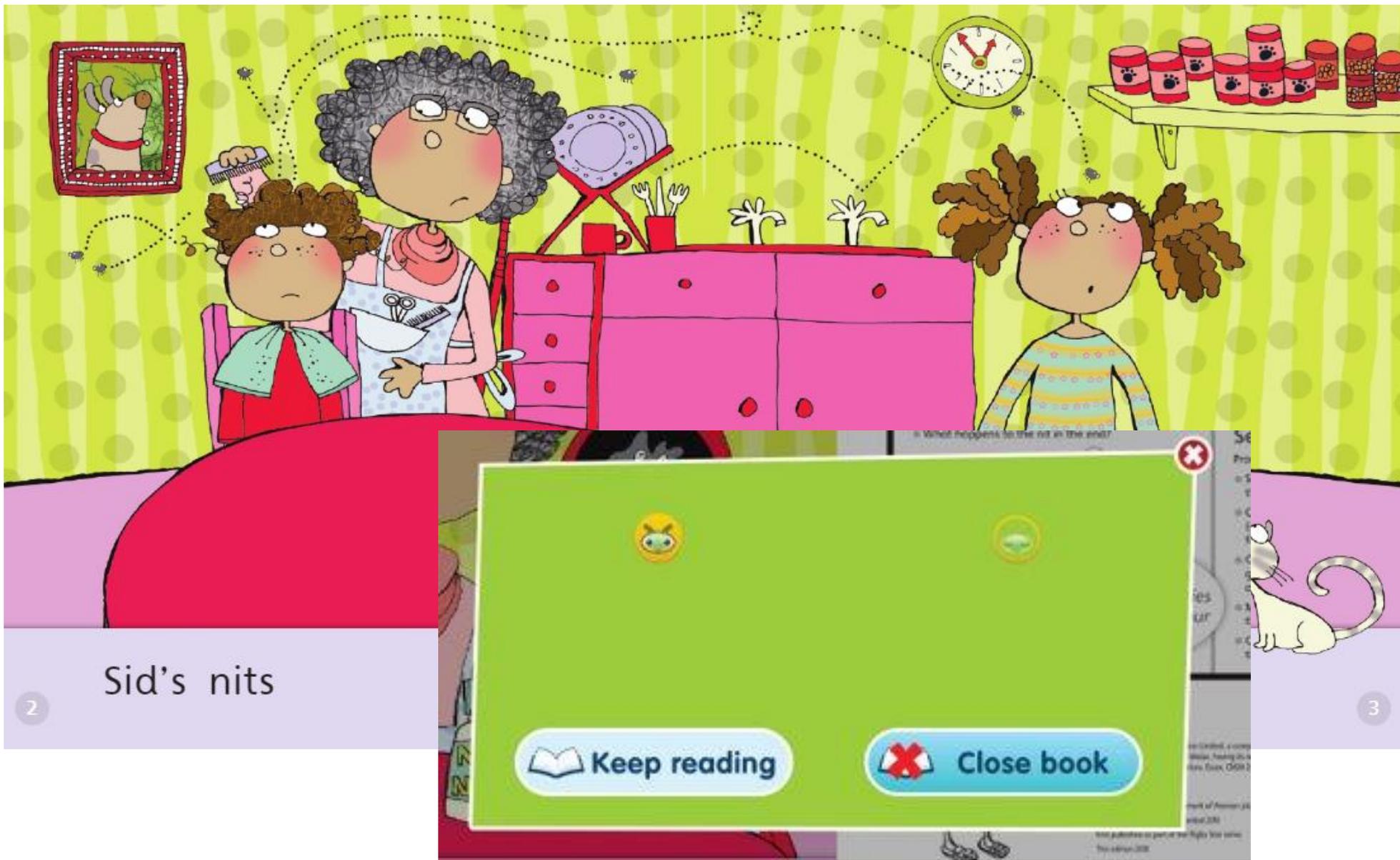
Written by Jeanne Willis
Illustrated by Jess Mikhail

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff, l, ll, ss	I, into, her

Phase	Unit	Decodable words	Not fully decodable words (Irregular words)
2	1	at, as	
	2	an, it, in, is, dad	
	3	can, on, not, got	to
	4	mum, up, get	the, no, go
	5	had, back, his, big,	I, into, her
		him, if, of, off, but	



New books are allocated each week, linking to current phonics teaching and learning.



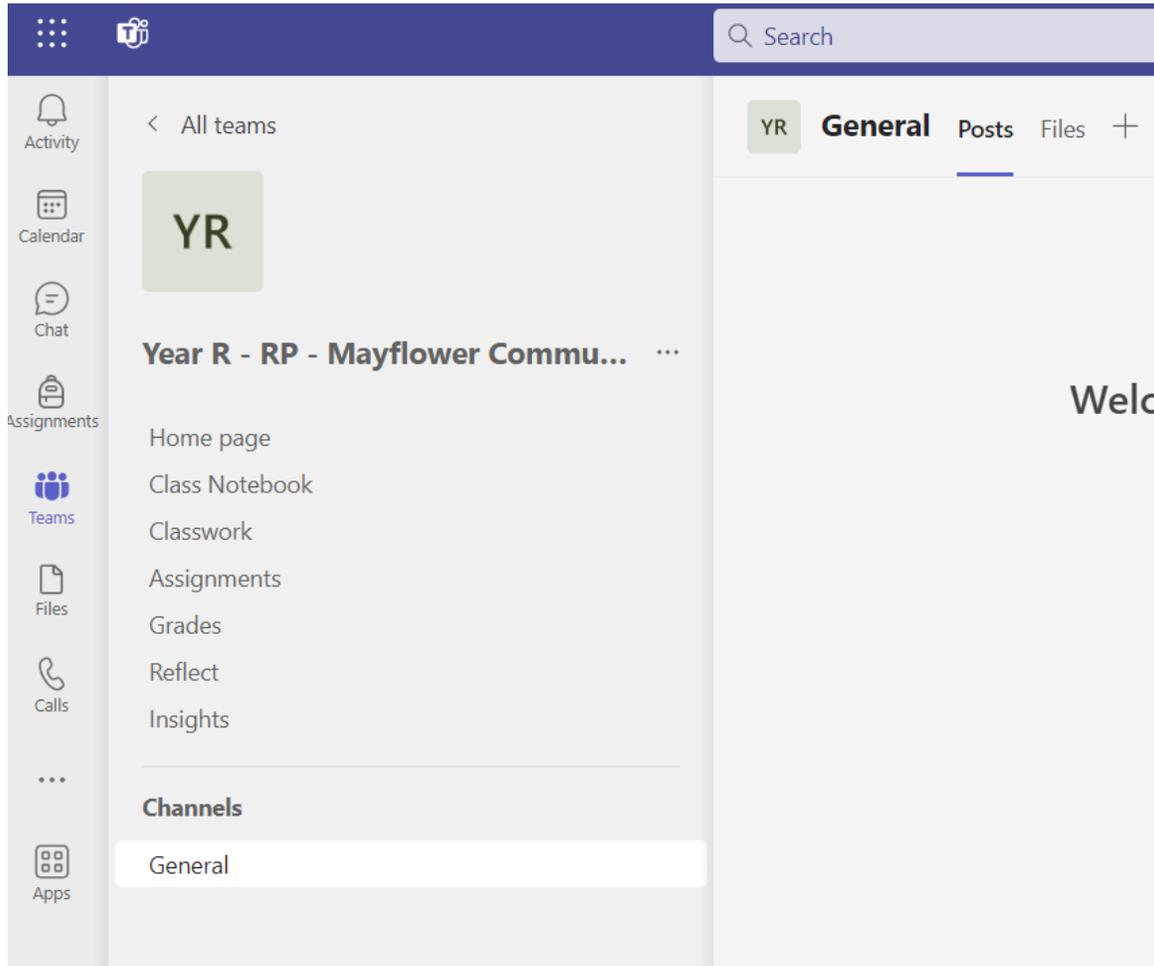
In order for coins to be awarded and books to be acknowledged as being read, you have to complete the Bug Club challenges before pressing the button 'close book.'

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.



You can re-read your favourite books at any time. They can be found in 'My Library.'

What is Microsoft Teams?



General – Public page for general questions or sharing. Arbor is our main platform for communication.

Assignment – We will share weekly home learning challenges.

Class Notebook – You can share home learning with us.

What will home learning look like next term?

The screenshot shows the Microsoft Teams interface with a sidebar on the left containing icons for Activity, Calendar, Chat, Assignments, Teams, Files, Calls, and Apps. The main content area is titled 'Upcoming' and shows three assignments for Year R students at Mayflower Community Academy:

- Nov 10th Friday:** Home Learning Wk1 (Due at 11:59 PM)
- Dec 20th Wednesday:** History & Geography Retrieval (Due at 11:59 PM)
- Dec 20th Wednesday:** PSHE - Being Me in My World (Due at 11:59 PM)

Weekly Reception →

The worksheet is titled 'Home Learning Wk 1' and includes a logo at the top. It contains the following sections:

- Introduction:** Can you revise this week's learning using the MCA 4 apps?
- Phonics:**
 - Revise letters and sounds: s a t p
 - Revise decodable and not decodable words: at, as
 - Read Story: Get the Map
 - Includes icons for 'Bug Club' and 'Get the Map'.
- Maths:**
 - Can you practise counting to 10?
 - Includes a number line from 0 to 10.
 - Can you explore different ways of making number 3?
 - Examples: e.g. 0 and 3, 1 and 2, 2 and 1, 3 and 0.
 - Includes a YouTube link: <https://www.youtube.com/watch?v=vh48lgFiqQk>
- Spelling Shed:**
 - Can you complete the spelling list?
 - Spelling List: a, at, sat, pat, tap, sap, past
- Letter-join:**
 - Can you practise forming these letters?
 - Letters: s a t p



← Whole School



How can I share home reading with you?

The screenshot shows the Microsoft Teams interface. On the left, the navigation pane includes Activity, Calendar, Chat, Assignments, Teams, Files, Calls, and Apps. The main area displays 'All teams' with a 'YR' team card. Below the team card, the 'Year R - RP - Mayflower Commu...' team is selected, showing options for Home page, Class Notebook, Classwork, Assignments, Grades, Reflect, and Insights. A hand-drawn arrow points from the 'Class Notebook' option to a separate 'Class Notebook' window. This window has a ribbon with 'File', 'Home', 'Insert', 'Draw', 'View', 'Help', and 'Class' tabs. The 'Home' tab is active, showing a ribbon with undo, redo, font face (Calibri Light), font size (20), bold (B), italic (I), and underline (U) options. Below the ribbon, a list of notebook pages is shown: 'Year R - RP - Mayflower Community Academy Notebook', 'Class Notes', 'Homework', 'Handouts', and 'Quizzes'. A second hand-drawn arrow points from the 'Class Notes' page to the right.

Class Notebook – Share your home learning with us!

The screenshot shows a 'Reading Journal' entry. The title is 'Reading Journal' and the date/time is 'Monday, April 18, 2022 12:29 PM'. The text of the entry reads: 'Room on the Broom', 'Sid's Nit's', 'At the Tip!', and 'T has enjoyed showing off using his magnet arms to segment and blend the words this week.' Below the text is a photograph of two young boys sitting on a bed, reading a book together. One boy is wearing a blue shirt and the other is wearing a green shirt.

How will we communicate with you?



Arbor – Main platform for communication



Microsoft Teams – Home Learning and Platform for sharing learning from home



Instagram – Sharing snapshots of learning through play
@madeinmayflowerEYFS



Mayflower Website – Key Information and Curriculum Overview
<https://www.mayfloweracademy.co.uk/page/?title=Reception&pid=191>