


Bracknell Forest Community Learning




Our Commitment

We are committed to promoting learning for all and we welcome adult learners regardless of age, gender, race, disability, belief, sexual orientation, background or learning difficulty.

You have the right to feel safe where you learn, and your safety is extremely important to us. This leaflet gives you key information and various contact numbers to use if you, or someone you know, are at risk.

1. Fire Regulations

 Please familiarise yourself with the health and safety procedures and fire exits for the venue before your session begins.

On hearing the fire alarm:

- Leave the building by the nearest fire exit
- Do not stop to collect personal belongings
- Assemble at the appointed place where your tutor will take the register
- Remain at the assembly point until advised otherwise

2. Accident

If you have an accident, injury or 'near miss' while on the premises, please notify a member of staff. We will arrange any necessary assistance and ask you to complete an incident report form.

3. 'Safeguarding'

Our staff undertake Safeguarding training and understand the importance of safeguarding children and adults at risk from abuse.

Abuse is when someone does something to another person that damages their quality of life or puts them at risk of harm. Abuse may be physical, emotional, sexual, neglect, financial or discriminatory.

If you suspect that a **child or adult** is at risk of being abused or neglected, you should either:

- 1) Inform your tutor or another available member of staff
- 2) Telephone the **Bracknell Forest Safeguarding Children Team on 01344 354014/ Bracknell Forest Safeguarding Adults Team on 01344 351500**
- 3) The council Out of Hours Team are available on 01344 786543 or Thames Valley Police on 101 (or 999 in an emergency)

You can also call these numbers if you are the person being abused.

Anika Watson

**Bracknell Forest
Community
Learning Team**



Bringing learning to life

The purpose of this session is to provide information and experiences that will help you to support your child's learning.

However.....


One size **doesn't** fit all!!



Own
experiences



Older
children?



TV, books,
internet

Each parent has different knowledge, skills & experiences - if any of the topics covered are familiar to you, please feel free to chip in and share - we can learn a lot from each other!

- Please note down any:
- questions/things you want to know more about
 - notes on things you would like to try out with your child
 - any ideas or 'top tips' you can think of

Magic Box

Fun with phonics



Outline for the session

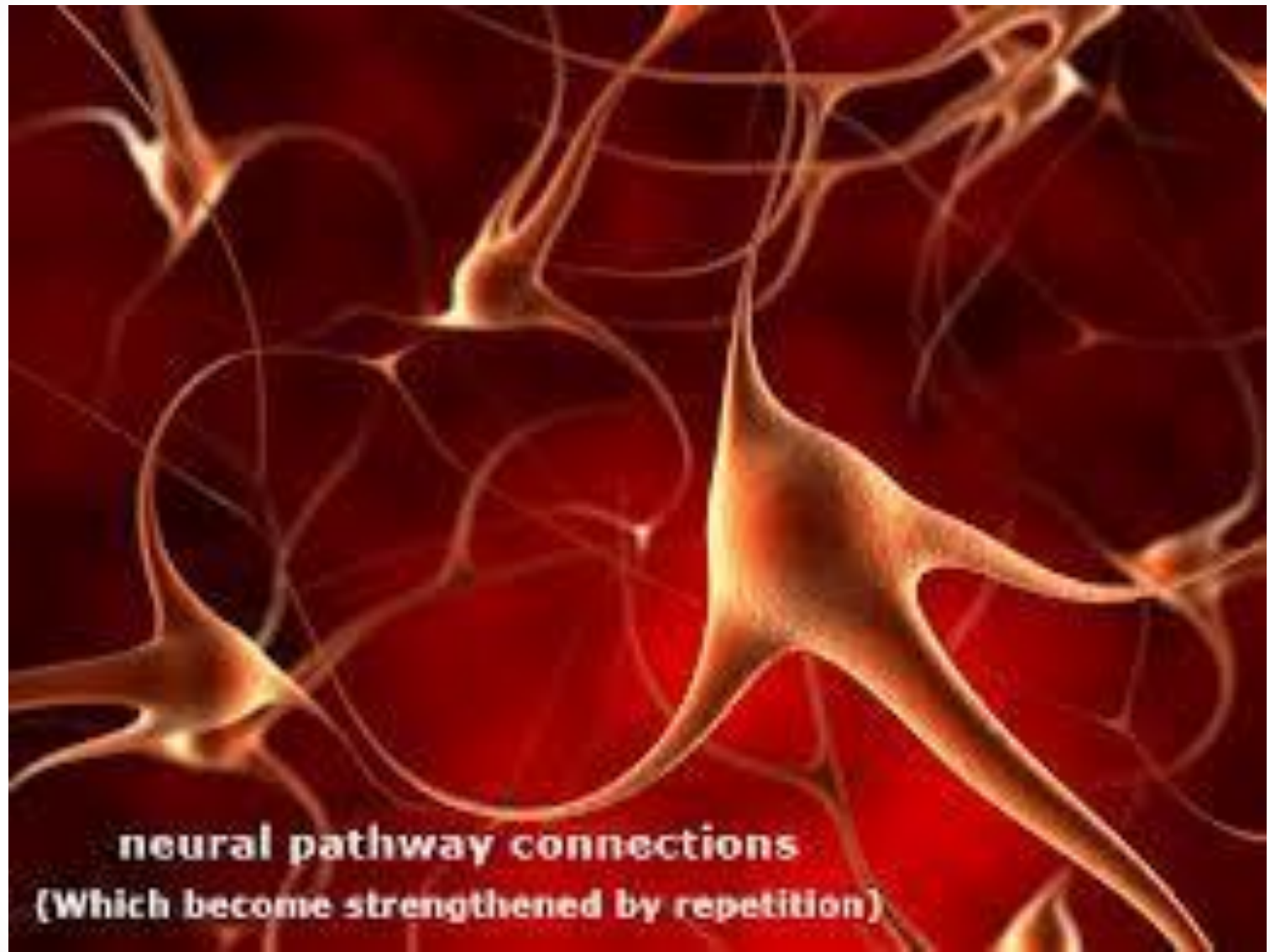
- Information about phonics and how it is taught in schools
- How to help your child read
- Ideas for practicing phonics at home in a fun way
- Making a resource with your child
- Summary and evaluation

Reading changes your child's brain!

'Committing [a new word] to long term memory means organising (or reorganising) some ...neural structure.'

This means that your child's brain has to reorganise the way it's built/structured so that the new word can be stored in its memory.

It is said that a child has to see a new word about 200 times before it is properly learnt!



neural pathway connections
(Which become strengthened by repetition)

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



Why Phonics?

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

Phoneme



- A unit of **sound**
- Phonics is about linking sounds to written letters
(graphemes)
- Spoken English is divided into about 44 phonemes.
- Phonics schemes are based on these 44 phonemes.

Teaching order

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

My sound



Letter sounds



Phase 1

Children in nursery are taught to **hear** the phonemes first. They are generally not expected to write them in the early stages.

Children spend a lot of time **playing with sounds** in nursery, so that by the time they get to reception, they are ready for phase 2.

Reception phases 2-4

- Children begin to **pronounce** the sounds themselves in response to **seeing them** written down.



- They are then taught the **names** of each letter of the alphabet. (phase 3)
- By phase 4 they are learning to blend adjacent consonants.
e.g. fl, bl, sp, st



Fred Talk

- Fred the Frog puppet plays an important role in Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk.



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.

In order to read, children need to learn to blend the sounds together they see on the page.

d - r - e - ss

Some sounds are represented
by more than 1 grapheme

ship

sh . i . p



Digraphs

- 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

Digraphs and Trigraphs

ch - chip

sh - shop

th - thin/then

ure - sure

ai - rain

ng - sing

ar - farm

or - for

ur - hurt

ow - cow

ee - feet

oi - coin

igh - night

oo - book, spoon

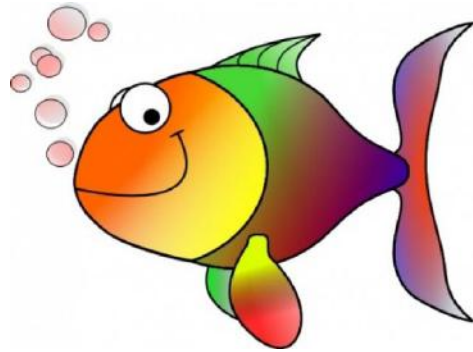
er - corner

air - fair

oa - road

ear - near

• fish



f-i-sh

• wing



w-i-ng

frog



f-r-o-g

brown



b-r-ow-n

flag



f-l-a-g

stair



s-t-air

night



n-igh-t

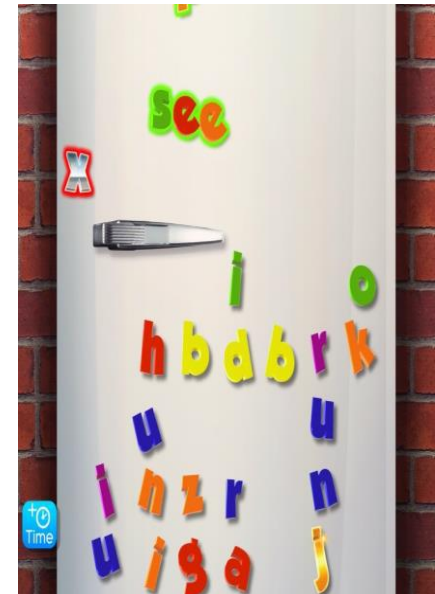
Red Words (common exception)

- Not all words can be decoded using phonics
- Children learn to **sight read** them. (Stick them up around the house so they see them regularly)

the, to, I, no, go

he, she, we, me, be, was, you, they,

all, are, my, her



First Books



- No words – children tell the story from the pictures in their own words.
- They feel like they are real readers – motivating and confidence building.

Wordless books

- Give practice in **sequencing skills** and understanding **how stories work** (beginning, middle and end.)
- Develop **imagination** and creativity – they can decide on the details of the story
- An opportunity to use **new vocabulary** and learn new words
- See: <http://www.childrens-books-and-reading.com/wordless-picture-books.html#wordless-picture-books> for ideas

What to do with a wordless book

- Talk about the **cover and title**
- Look at the **pictures** together and talk about them
- Tell the story **together** – there is no right or wrong way and a different story may emerge each time!
- Help your child by asking **who? when? where?** and **why?** questions if they get stuck.

When talking to your child, use the sound the letter makes, not the name.

- 'I spy with my little eye, something beginning with 'a.'
- Keep the sounds pure - no 'uh' on the end. This helps with blending.

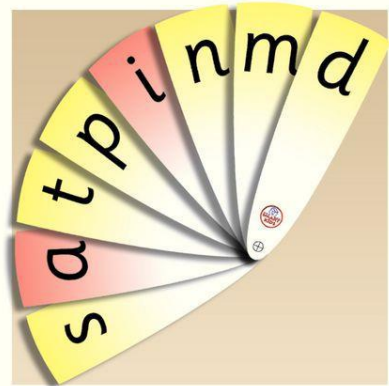


Writing the sounds



- The **formation** of each grapheme (written down form of the sound) is taught at the same time as the pronunciation.
- Children **talk about the shape** of the letter and they practise its shape using **gross motor skills first**.
(Chalk, paint, air writing, or writing on hands and backs.)

Activities in school



Phonic fans



Sound-talking puppet



Countdown -
read as many
words in one
minute as
possible

Sound talk the
word and find
the correct
picture

t-a-p



Practise 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 magic box!

Have fun with letter formation

- Shaving foam is fun! (Keep it in the square of masking tape!)
- Write with chalk outside or use water, a bucket and large paint brush
- Invest in a cheap whiteboard and some marker pens.

Children love it when their grown ups or family members join in. They may concentrate for longer!



Making your Magic Box

A fun activity to complete with your child that can be used in many different ways.

Once the children join us, allow them to choose the wrapping paper they like - wrap up your box (take your time, it can be stressful!) The children can help with the cellotape or cut out pictures from the wrapping paper scraps. Anything to keep them busy while you concentrate!!

Once wrapped, decorate it.

How to use your Magic Box

It's **MAGIC** because it changes all the time!



As a Story Box – use the objects to make up a story with your child. If you have a notebook inside you can jot down the story and re-read it which will help to reinforce the relationship between ideas, words and print.

As a Phonics Box– use the objects to stimulate learning the sounds of letters. What sound does the object start with? Can your child think of something else that starts with that sound. Can they sort objects into digraphs or into groups using the middle vowel sound?

As a Sentence Maker – pick an object and get your child to make up a sentence about it – The brown teddy bear has a very cute face.

As a Rhyme Maker – put objects or pictures in the box and work out which rhyme.

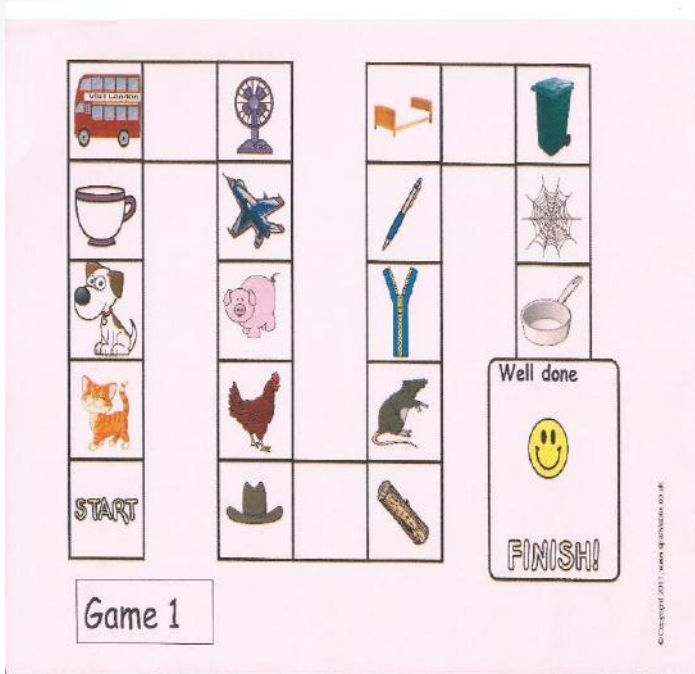
As a Book Box– put some objects that are in a story and use them to help retell the story (like a story sack)

As a Memory Box – play Kim's Game

As a **Writing Box** – fill with a variety of stationery to encourage writing & mark making.

Remember - YOU are the keeper of The Magic Box!

Phonics game



Choose a counter. Take it in turns to move the counter. Look at the picture. What can you see? **cat**
Say the initial (beginning sound) and match the correct phoneme card. **c**

Move along the track to the finish.

Then try this version -

Look at the picture .Say the word and find the phonemes to make the word .c-a-t

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

Summary

- Use the magic box at home to consolidate the sounds the children are learning at home
- Use word cards to help them remember the tricky words (common exception)
- Practice the sounds yourself, build up your confidence

Useful Websites

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

Evaluation

Please fill in an evaluation form before you go. Thank you very much for your time 😊

Family Learning Evaluation



Session Attended: 'Time to Read'
Tutor: Anika Watson

FS2/Reception

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