The Winchester School

Welcome to the Foundation Stage Reading and Phonics Workshop

Monday, 8th September 2026

Objectives

•To introduce ‘Read Like a GEM (RLAG) initiative’ and promote a love for reading by sharing age-appropriate reading strategies.

• To demonstrate fun, play-based activities that support early phonics and reading at home.

•To familiarise parents with the basic of phonics and some useful phonetic terms.

READ LIKE A GEM

Purpose of Read Like a GEM

- Engage deeply with texts
- Build a wide and rich vocabulary
- Develop fluency and comprehension
- Become lifelong learners and passionate readers.

What Teachers Will Do

- Create a reading-rich environment in every classroom.
- Guide vocabulary development
- Monitor progress and provide targeted support
- Encourage reading for both learning and enjoyment.

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READ LIKE A GEM

What to Expect at School?

Your child will experience a variety of reading-focused activities designed to inspire and progress.

- **Read Aloud**: Teachers model expressive and fluent reading in every classroom.
- **Vocabulary Building Activities:** Explicit teaching of key vocabulary.
- **Resources and Tips** to help make reading at home enjoyable and effective.
- **Parent Reading Ambassadors:** To strengthen the home–school partnership, the school is inviting parents to register as Parent Reading Ambassadors. Ambassadors will be welcomed into classrooms to read aloud to students, modeling the key elements of fluent reading—expression, accuracy, pace, and comprehension.

Each initiative has been designed to ensure that reading becomes a joyful habit shared between home and school.

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Reading Tips

- **Setting aside daily reading time**: Listen to your child read and read aloud together.
- **Asking questions**: Discuss stories and texts to build comprehension and critical thinking.
- **Encouraging participation**: Motivate your child to join the GEMS Reading Challenge and celebrate their progress.
- **Modelling a love of reading**: Share your own reading habits and experiences.

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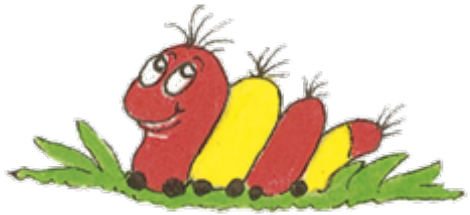
Read, Read and Read… But **Why** read?

Your child is beginning to understand how stories work and that the words on the page mean something. Reading together will help them start to make sense of those words and recognise some letters.

Reading not only increases their vocabulary, but it will help with their reading and language skills as they get older too.

Reading aloud to children is one of the best ways to get them interested in books. When you help your child learn to read, you are opening the door to a world of learning.



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Repeat stories - Children love to hear their favourite stories over and over again. Encourage them to join in and have them read their favourite books back to you. Encourage them to use plenty of expression.

Read everywhere you go - Look at signs, logos and words when you go out. Point out the labels on packets and tins at the shops.

Create stories with children- asking them to predict what's going to happen next…..I wonder what will happen….. and helping them to make up their own endings to familiar stories, encourages them to think more critically and become more creative.

Picture reading – all the family members can take turns to describe a picture in sentences using adjectives.

Story corner- Create a special reading corner for your child at home. You can make story baskets to generate interest and to let children role play their favourite stories.

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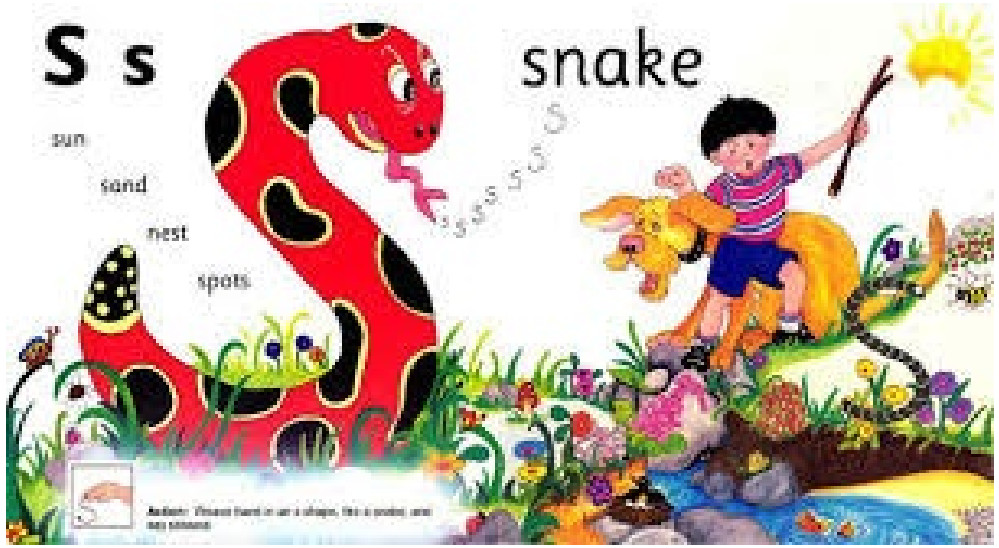
- **Read to your child** stories at least once a day. Cut down on distractions and have story time in a quiet and comfortable place. Turn off the TV, mobile or tablet and focus on the book.
- **Modulate your voice**, gestures, and facial expressions while reading. You can use silly voices to draw the children into the story.
- **Talk about the cover,** read the title, and point to the author before rushing into the text. Ask questions like “What do you think it will be about? What sort of book is this?
- **Model how to hold the book**, turn pages one by one and picture read. Point your finger from left to right while reading books in English.
- **Take time** to look together at the illustrations in the story - can they say what is happening or find particular objects in the pictures?
- **Keep books handy for your child-** in the car, in the garden or outdoor area. And at home, in the bath. There are books for every situation and they will help to develop their attention. Give them reading as an option to utilize time instead of screen time.

Oxford Reading Tree In FS 2

- We follow the **Oxford Reading Tree Scheme.**
- The ORT books are sent home every week.
- These books are levelled starting with picture reading and then to simple words and sentences. Stage 1
- Individual reading happens once a week and class reading happens every day.
- Your child will be given the opportunity to “read” their book in class to the teacher and when they have read to us, we will write a comment in their record book. It is important that you sign their reading record book and write a comment when they have read to you.
- We also invite parent volunteers, reading buddies, sixth-form students, and older siblings to read and listen to the children.

Phonics in Foundation Stage 2

Jolly Phonics



Key Phonics Terminology

- **Phonemes:** The smallest units of sounds that are found with in a word.
- **Grapheme:** The spelling of the sound e.g. th
- **Digraph:** Two letters that make one sound. Example- s n ai l
- **CVC:** Stands for consonant, vowel, consonant. Example - c a t
- **Segmenting:** Breaking up a word into its sounds (to spell) cat – c a t
- **Blending:** Putting the sounds together (to read a word). c a t - cat

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How does Jolly Phonics work?

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing.

Letter Sounds – Phase 2 and 3

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

-from the simplest to the more complex sounds and letters.

-you can make simple, three-letter words than with any other combination of 6 letters.

-to start blending and reading words right from the start.

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Writing (Activity)

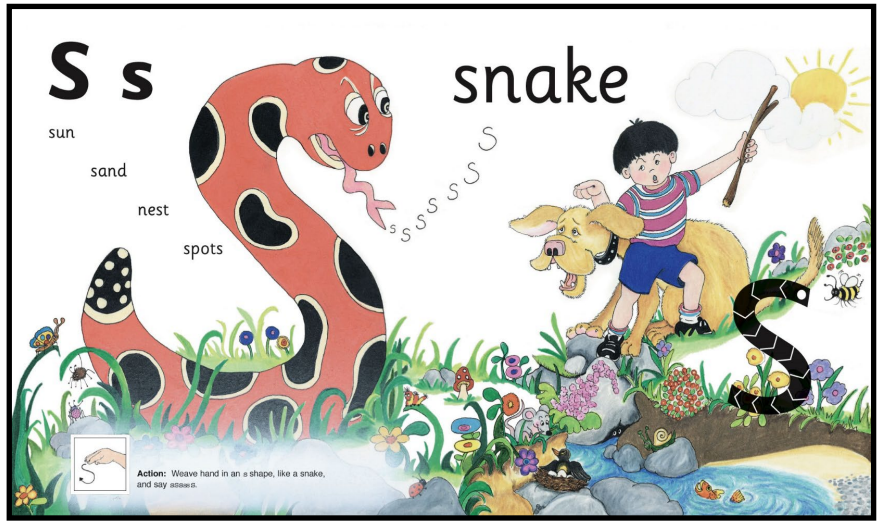
Letter Formation- Activity

Actions are taught for each phoneme/grapheme.

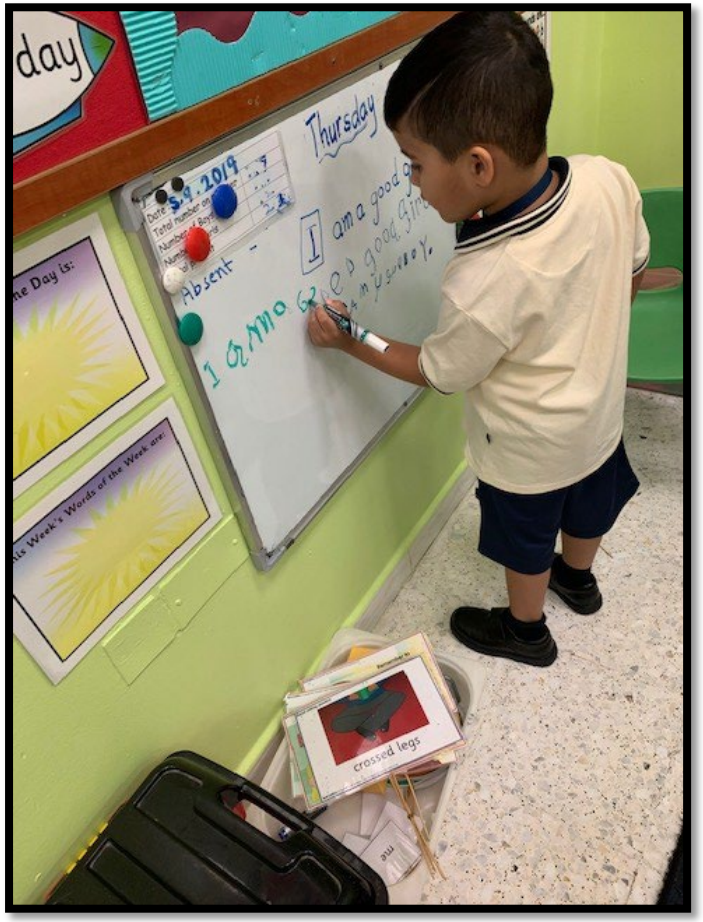
Weave your hand like a snake, making an ‘s’ shape, saying ssssss.

Let us make the sound -

- on the board
- in the air
- on the table



Independent Writing



I went hors riedin thatwos fun.

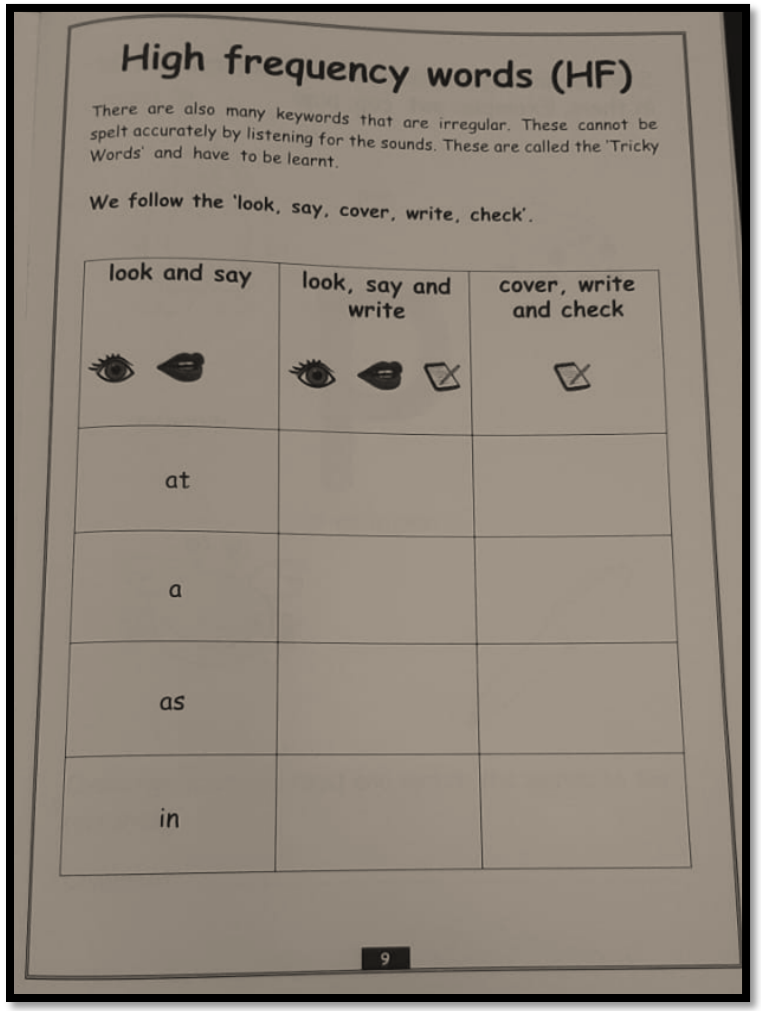
ELIES

ELIES

ELIES

ELIES

Tricky words



High frequency words (HF)

There are also many keywords that are irregular. These cannot be spelt accurately by listening for the sounds. These are called the 'Tricky Words' and have to be learnt.

We follow the 'look, say, cover, write, check'.

look and say	look, say and write	cover, write and check
at		
a		
as		
in		

9

- There are many words that we cannot blend or segment because they are irregular words:
  the was said you some

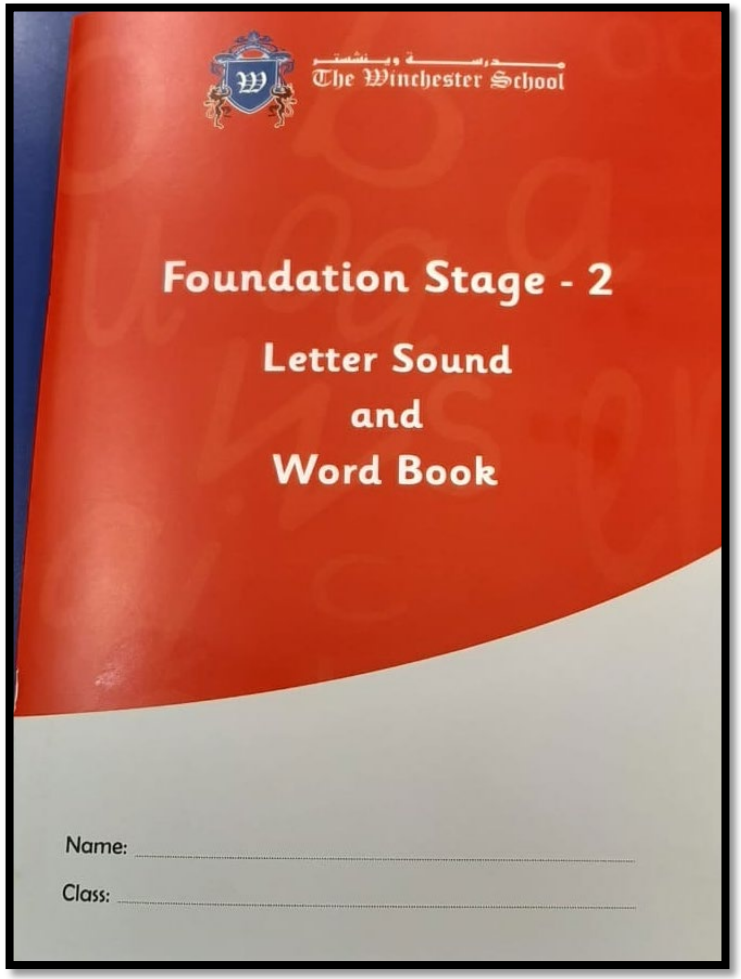
- These words are taught in different ways like -

- flash cards
- regular practice
- bingo games
- look, read, cover and write.

Foundation Stage 2

Title/Theme	Building Phonics Skills
Letter Sounds	Match objects to the initial sound. Role the dice and find objects for that sound. Find and click pictures of objects that have the sound in the classroom. Using playdough to make objects for a particular sound
Fun with Sight words	Build and read sight words with LEGO. Sight Word Splat Read the words on the flashcards
Create Rhyming words	Create a rhyming string with the help of pictures Match the rhyming pictures
Sound / Word / Sentence Creation	Children will create letter sounds using natural materials. Make words with blocks Matching words to pictures Jumbled Sentences Describe a given picture Write sentences for the High Frequency words
Alliterative Partners	Children will be given pictures and they have to find the alliterative partner. Role the dice to find alliterations.
Phonics with Tech..	Children will play Phonic games on the I-Pad Click pictures of objects in the class with the letter sound

Letter and Sound Book



- The book will be sent home every Thursday and should be sent back to class on Monday.
- Homework will be assigned in the letter and sound book.
- Dictation of the letter sounds and words.
- Reading CVC words.

ASSESSMENT, RECORDING AND REPORTING

- Assessments are built up throughout the year on a cumulative basis, from on- going learning and teaching.
- Regular assessments, observations and recordings of children's learning are made, and we use this information to assess the progress the children are making and ensure that future planning reflects identified needs.
- **Look, listen and note**
- **Dictation and Reading of sounds and words**.
- **Letter and sound phonic assessment**.
- At the end of every term we report if your child is 'Emerging, Emerging Plus or working at the 'Expected, Expected Plus Level.
- At the end of FS 2, we report on the 17 Early Learning Goals (ELG) as Emerging, Emerging Plus, Expected and Expected Plus.

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Communication And Language	Attainment
Understands questions such as who; why; when; where and how. (Range 6)	Expected
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Range 6)	Expected Plus
Uses language to imagine and recreate roles and experiences in play situations. (Range 6)	Expected
Links statements and sticks to a main theme or intention. (Range 6)	Expected Plus
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Range 6)	Expected
Introduces a storyline or narrative into their play. (Range 6)	Expected
Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (Range 6)	Expected Plus
May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span (Range 6)	Expected
Understands a range of complex sentence structures including negatives, plurals and tense markers. (Range 6)	Expected
Beginning to understand humour, e.g. nonsense rhymes, jokes. (Range 6)	Expected Plus
Able to follow a story without pictures or props. (Range 6)	Expected Plus
Listens and responds to ideas expressed by others in conversation or discussion. (Range 6)	Expected Plus

Communication And Language Target
To indicate two-channelled attention, e.g., paying attention to something of interest for short or long periods; can both listen and do for a short span.

Communication And Language	Attainment
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding old conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)	Expected Plus
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG)	Expected Plus
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)	Expected Plus

Communication And Language Target
To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

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Question and Answer

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Kindly share your feedback.

Feedback Form- Reading and Phonics Workshop Foundation Stage 2026-27

[Feedback Form- Reading and Phonics Workshop Foundation Stage 2026-27 – Fill out form]

Thank you!

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Some useful websites

- http://jollylearning.co.uk/
- http://www.readingbear.org/
- http://www.familylearning.org.uk/phonics_games.html
- http://www.youtube.com/results?search_query=jolly+phonics+phase+3
- http://www.youtube.com/results?search_query=jolly+phonics+phase+2
- https://wordwall.net/resource/5060580/letter-sound/beginning-letter-sound
- https://wordwall.net/resource/25605413/questions-with-phonemes-set-1-7
- https://wordwall.net/resource/292852/english/phase-3-tricky-words
- https://wordwall.net/resource/43052/english/phase-3-letters-and-sounds-random-wheel

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