

Session 5

Preparing to Work with Children in Schools

Developing Skills for Listening to Children

Learning Outcomes

By the end of the session you will be able to:

- Review week 4 – hand in previous learning outcomes
- Respond with empathy in given situations

Identify how children learn to read -phonics

Demonstrate how you learnt to read

Recognise how to support children's literacy skills in the classroom -
practical

Sympathy or
Empathy

EMPATHY

VERSUS

SYMPATHY

Ability to identify and understand another person's situations and feelings

Feelings of sorrow and pity for someone else's misfortune

Can understand another's situation

Cannot understand another's situation

May have similar experience in the past

Does not have similar experience

Understanding and acceptance are evoked

Pity, sorrow and concern are evoked

Explaining empathy to children

https://www.youtube.com/watch?v=9_1Rt1R4xbM

Share examples of how you felt when someone was empathetic towards you.

What would be the golden rules of responding with empathy?

Golden rules

- 1.Listen. Listening is one of the most effective ways you can demonstrate **empathy** to other people.
- 2.Open up. Just listening to someone isn't going to build a bridge between the two of you. Share your experiences with them.
- 3.Offer physical affection if appropriate, ask if unsure
- 4.Withhold judgment. Refrain from making judgements about what they are telling you.
- 6.Offer help, show you are thinking about them

1.2 Assessment

Give examples of how children react when listened to with empathy.

English as part of the National Curriculum

Literacy Game –What do you know?

On the chat I have sent a private message with a word –read your word to yourself

When you see the correct definition for the word being read out- say your word to the group

What is literacy?

What is literacy?

The simplest definition for literacy is the ability to read and write, but in total there are three strands of literacy:

- Spoken language
- reading
- Writing

English in the National Curriculum

The revised national curriculum programmes of study for English started in September 2015

This means that schools are free to develop their own curriculums for English that best meet the needs of their pupils.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

What are children taught?

Spoken Language

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama

Reading The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading ,comprehension (both listening and reading). .

Writing The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing)

Spelling, vocabulary, grammar and punctuation

How do schools support spoken language?

Supporting Spoken Language

- Circle time
- Assemblies
- Show and Tell
- Drama in class/ school plays
- Buddy Work (talk partners)
- School Council
- Literacy work – oral stories/ rhymes/ poetry/ debates
- Instructions
- Games – I Spy...
- Music Activities

How do schools support reading in schools?

Supporting Reading

- Name cards on pegs/trays
- Labels around the classroom eg door, window
- Reading scheme books
- Alphabet charts – upper and lower case
- Library books – fiction, non-fiction, encyclopaedia
- Big books
- E-books and other e-resources (own individual screens or CT's *Smart Board*)
- Comics/ leaflets
- Class rules/aims
- Games eg *Junior Scrabble*
- Displays - wide variety to inform, entertain or engage (More on displays subsequently)

What are Phonics?

Phonics is one of the primary building blocks of reading.

It is the relationship between letters and sounds, without this reading cannot occur.

At the very core of phonics lies the alphabet. In order to master phonics children must master the alphabet.

Letters then need to be connected to their corresponding sounds.

Definition: A small unit of sound

Blending sounds + Knowledge of the alphabetic code

How phonics are learnt

Grapheme Phoneme Correspondence

Grapheme - A way of writing down a phoneme.

Graphemes can be made up from

One letter e.g. p, h, l

Two letters e.g. sh, th, ch

Three letters e.g. tch, ent, ing

Four letters e.g. ough.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a **GPC** means being able to match a phoneme to a grapheme and vice versa.

The same letter or combination of letters can express different sounds

g

ow

ear

our

ch

ough

th

giant

now

bear

four

choose

though

there

give

know

rear

flour

chorus

through

thank

choir

rough

chef

drought

nought

Read Write Inc. Phonics Speed Sound Cards 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 nk

Programme of Study Reading

Children in the **Reception** should learn to:

- use common consonants and vowels
- blend and segment with letters
- read and spell a wide range of VC and CVC words
- learn 'tricky words' that cannot be segmented
- understand that words are constructed from sounds (phonemes) and that these are represented by letters (graphemes)
- use at least one grapheme for each of the 44 phonemes

From **Year 2 through to Year 6**, children develop their understanding and knowledge of spelling. This will include:

- the use of prefixes and suffixes
- plurals
- spelling rules and their exceptions
- contractions
- homophones
- etymology (the origin of words)

Children in the **Year 1** should learn to consolidate their previous learning. There are no new graphemes taught but instead children learn to:

- read and spell more 'tricky words'
- segment adjacent consonants in words and apply this in spelling
- blend adjacent consonants in words and apply this skills when reading unfamiliar texts.
- read phonetically decodable 2 and 3 syllable words
- use alternative ways to pronounce and spell the graphemes, including long vowel sounds
- make phonetically plausible attempts to spell complex words.

At the end of Y1 all children nationally are screened to assess their phonetic knowledge. The assessment is made up of real words as well as made-up “whacky words”. Your child’s phonic score will be included with their annual report.

Pupils who are unable to read the expected number of words (32/40 in 2015) at the end of Y1 will continue to receive targeted phonics teaching in Y2. They will redo the phonics screen at the end of the Y2.



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How did you learn to read?

Letters are symbols - Reading is understanding what the symbols mean

Look at the Greek symbols and see if you can work out what they mean.

Good Luck