

How to support your EAL child  
with phonics and reading at home



5.02.2025

Workshop with Mrs Markova



Merhaba Γειασας Halo Hallå  
Привіт Përshëndetje  
Halló Diaduit  
Habari Привітанне Sveiki  
Bok  
Halo  
Helo  
Здравей  
नमस्ते  
Olá Tere Hej Halló  
Ahoj Alo  
Cześć Sveicināti  
שלום  
Здраво 안녕하세요  
Xinchào  
Привет  
Halo  
ಗ್ರಾಸು  
こんにちは  
Giao  
Bonjour  
Hola  
Hello



Our school is the first step into an education system for many children.

At Eastbury, we understand the needs of children with EAL and we use different strategies to support them in class learning and developing the English language and at the same time ensuring access to all curriculum subjects, Math, Science, Geography, History, PSHE, DT and Art, Computing and PE.



Eastbury primary school is a significant part of the new beginning for all these children and their families: a life in a new country and new language, new culture, new curriculum.

- Our EAL children come from a range of cultural, religious, national and linguistic backgrounds and a very large percentage is New to English children – at the beginning of learning English.



*Eastbury's EAL provision has been supporting children and parents since 2014*

*We created the KS2 EAL class in the Summer Term of 2018*

This is an additional provision for our "New to English" children. The class consists of Year 3 to Year 6 children who are mainly new to the country or at the early stages of learning to speak English.

Mrs Markova is the EAL Lead at Eastbury, and she is teaching phonics and early reading, English and Math in the KS2 EAL class.



***Mrs Markova***  
***EAL Lead***

The children who attend the class benefit from tailored curriculum which targets language development and filling in broader curriculum gaps with strategies and resources that empower the EAL learners to succeed academically and socially.



# Support at home!

**You as parents play a very important role in supporting your children's learning, and your children's educational achievement is linked to the level of support that is provided at home as well.** Research suggests that children's achievement is influenced 80% by family and community and 20% by schools.

## Many ways to support children's language and learning at home:

Reading and talking to your children (Home language and/or English) and home

Share books together, chat and sing songs and rhymes together.

Play board games and puzzles

Ask open ending questions while modelling when needed full answers

Encourage the children to retell you stories they read and to include more details, names of characters, when and where was the story happening,

how the character was feeling and more.



## **5 years-old children learning words:**

If parents never read to - 4 662 words

If parents read 1-2 times/week – 63570 words

Read 3-5 times per week – 169 520 words

Read every day – 296 660 words

Read 5 books every day – 1 483 300 words

# Support at home!

## The little things that mean a lot:

**Screen time** – limit use of device and include it for educational purposes

**Physical activity** – ensure regular exercise, walking and running every day

**Creativity** – short slots for a drawing, colouring, handwriting, building, tidying, singing, dancing together or with siblings

**Memory exercise** – facts recalling games, problem solving games, memorising a poem, times tables practice, remembering new words – read, spell, write

**Speaking and Listening turns** – understanding turns, listening respectfully, take turns in asking questions, and receiving a full and detailed answer

**Talk about and model** kindness, persistence, resilience, honesty, respect, determination



# Support at home!



Allow extra practice at home and help your child to catch up with current learning – due to absences or difference in previous education, to fill in gaps in their learning

Support with homework if needed

Encourage and reward:

- short daily practice
- good habits
- independency

Talk to the Class teacher or Mrs Markova and ask for:

- extra reading books to take home
- extra practice work sheets, spellings,
- to explain to you a concept that you are not sure how to help your child with
- ask for new words which you can pre-teach at home ready for next week's learning.

# Support at home!

## Why?

Learning at home is a positive experience

You can explain key concepts or words/phrases meaning in your language

You model your love for learning and establish a consistent daily routine for homework and studying at home

Builds your child confidence and sense of achievement



Phonics

Letters and Sounds

Tricky sight words

Spelling rules

Making simple sentences



Spot the errors!

*ben cen sooim*

---

# RETRIEVAL PRACTICE – BLAST FROM THE PAST



Read the information and spot the errors! Write down the corrections in your books.

*hassan wil reed Thu Leta*

---

# Handwriting, number and letter formation practice



Handwriting Practice Paper: Blank lined Pages \ Lines To Practice Writing For Young Kids. Paperba

by De-Skill Publishing (Author)  
4.5 ★★★★★ 617 ratings

#1 Best Seller in Ancient Language Learning for Children

Save 5% on any 4 Qualifying items

Blank Writing paper notebook for alphabets and numbers. This notebook

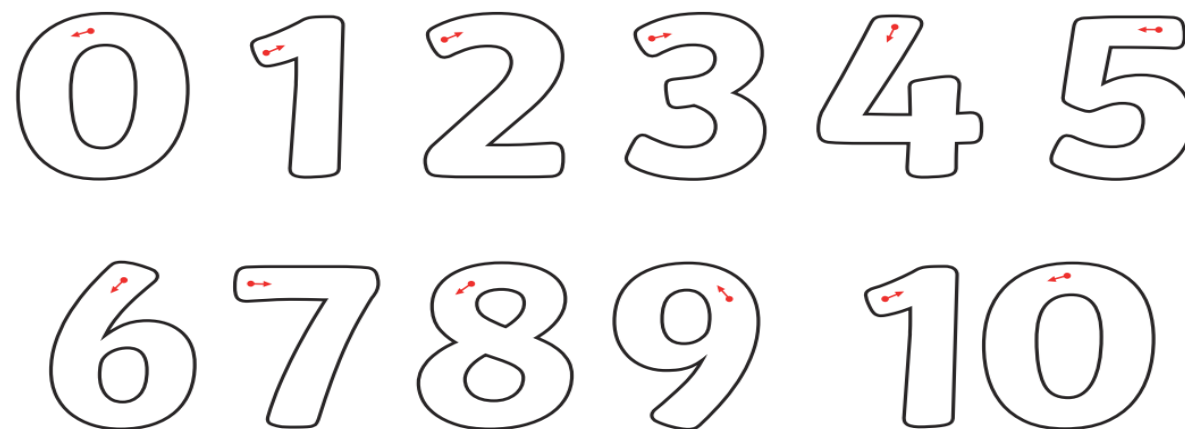
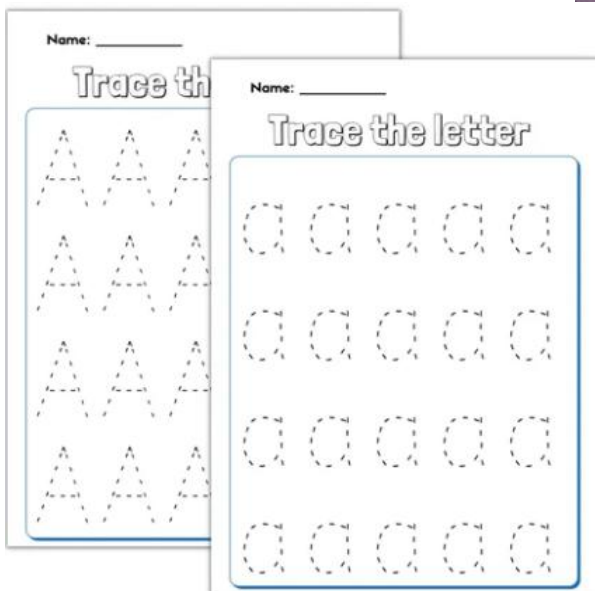
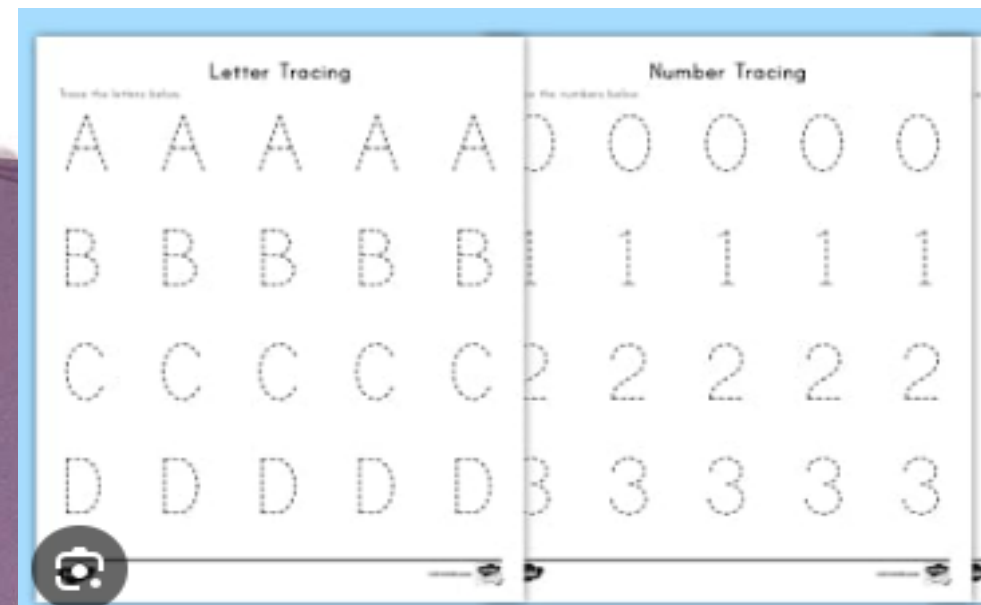
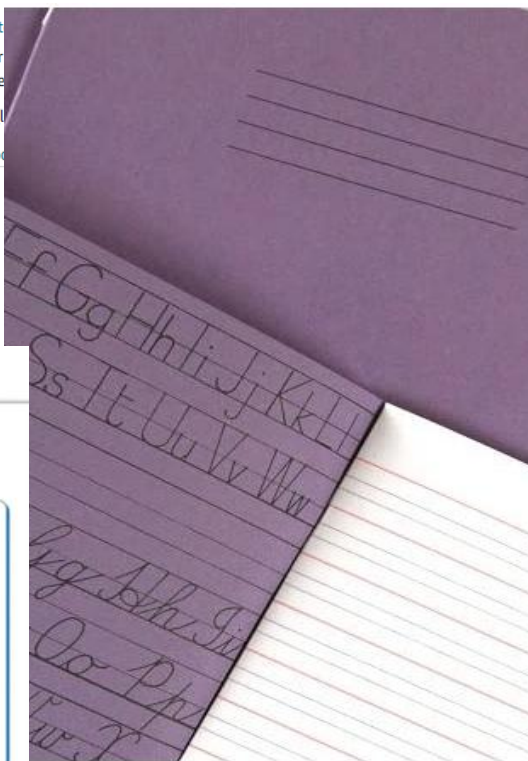
Book is 11 inches x 8.5 inches in (U.S.)

Report an issue with this product

Print length



110 pages



*HELP your children to hold the pencil correctly!*

*GIVE them time to practise handwriting.*

*PRAISE them for any effort and make it fun.*

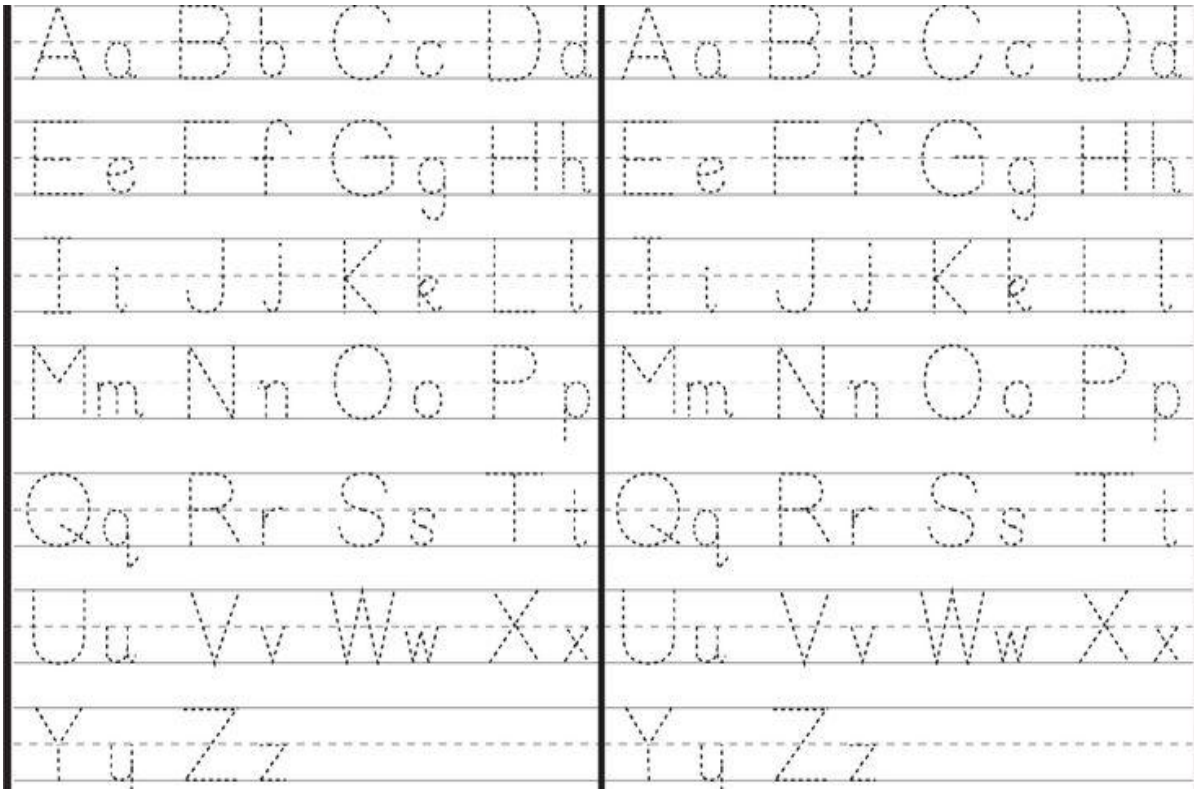
*To for good learning habits: be consistent, first have short practice (every day) and after have lots of fun.*

*Don't forget having physical activities daily is very important for the young minds!*

*Always model the correct letter formation - where the letters start from, keep all small-case letters within the blue lines (not bigger or smaller), some letters are capital letters but go up to the red line or go down through the lower blue line.*

*Hold their hand to show them how to relax the grip and make beautiful curved lines or nice straight lines.*

*Writing starts from the left-hand side of the page with clear finger spaces between the letters or the words.*



Support your children at home with letter and number formation skills.  
Encourage your children to hold a pen or a pencil from early age and have some fun activities at home so that they strengthen the muscles and have pencil control by the time they start school.

Dot-to-dot activities, colouring pages, and tracing exercises can help children develop the necessary fine motor skills and hand-eye coordination while reinforcing the correct grip.



# Set 1 Speed Sound Map

m

Sound: mmmmm  
Remember: Monkey. Monkey. Monkey. Monkey.

a

Sound: aaaaaa  
Remember: Around the apple, down the tail.

s

Sound: ssssss  
Remember: Slither down the snake.

d

Sound: d-d-d-d  
Remember: Round the bottom, up the tall neck, down to the feet.

t

Sound: t-t-t-t  
Remember: Down the tower, across the tower.

i

Sound: i-i-i-i  
Remember: Down the body, dot for the head.

n

Sound: nnnnn  
Remember: Down the body, over the net.

p

Sound: p-p-p-p  
Remember: Down the glass and over the pirate's face.

g

Sound: gggg  
Remember: Round her face, down her hair and go for a tail.

o

Sound: oooooo  
Remember: Ah around the orange.

c

Sound: c-c-c-c  
Remember: Curl around the caterpillar.

k

Sound: k-k-k-k  
Remember: Down the kangaroo's body, tail and leg.

u

Sound: uuuuu  
Remember: Down the handle, up to the top and draw the puddle.

b

Sound: bbbbbb  
Remember: Down the spine to the heel, round the toe.

f

Sound: ffff  
Remember: Down the stem, and draw the leaves.

e

Sound: e-e-e-e  
Remember: Lift off the top and scoop out the egg.

l

Sound: lllll  
Remember: Down the long leg.

h

Sound: h-h-h-h  
Remember: Down the head to the bottom and over the back.

sh

Sound: sh-sh-sh-sh  
Remember: Like the horse to the hissing snake.

r

Sound: rrrrr  
Remember: Down the body, then curl over the arm.

j

Sound: j-j-j-j  
Remember: Down the body, see you, see you.

v

Sound: vvvvv  
Remember: Down a wing, up a wing.

y

Sound: y-y-y-y  
Remember: Down a horn up a horn and under the head.

w

Sound: w-w-w-w  
Remember: Up, down, up, down, up.

th

Sound: th-th-th-th  
Remember: The princess in the tower is rescued by the horse. She says: th-th-th-th you.

z

Sound: zzzzz  
Remember: Zigzag.

ch

Sound: ch-ch-ch-ch  
Remember: The horse passes when the caterpillar's hair gets up its nose.

qu

Sound: qu-qu-qu-qu  
Remember: The quail quacks for help for help and down for help. The quail takes for help with help.

x

Sound: xxxxx  
Remember: Down the arm going and repeat the other side.

ng

a thing on a string

nk

I think I stink!

# Set 2 Speed Sound Map

ay



may I play?

ee



what can you see?

igh



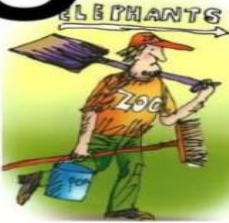
fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



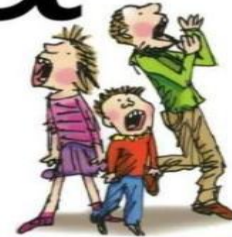
that's not fair

ir



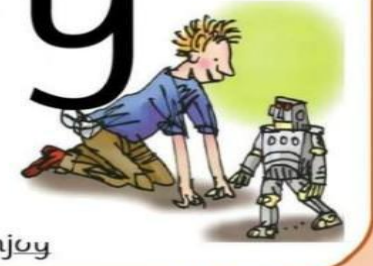
whirl and twirl

ou







shout it out

oy









toy to enjoy

# Set 3 Speed Sound Map

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| <b>ea</b><br>cup of tea<br> | <b>oi</b><br>spoil the boy<br> | <b>a-e</b><br>make a cake<br> | <b>i-e</b><br>nice smile<br> | <b>o-e</b><br>phone home<br> | <b>u-e</b><br>huge brute<br> |
|--|---|--|---|---|---|

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| <b>aw</b><br>yawn at dawn<br> | <b>are</b><br>care and share<br> | <b>ur</b><br>nurse with a purse<br> | <b>er</b><br>a better letter<br> | <b>ow</b><br>blow the snow<br> | <b>ai</b><br>snail in the rain<br> |
|--|---|--|---|---|---|

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <b>oa</b><br>goat in a boat<br> | <b>ew</b><br>cheer the stew<br> | <b>ire</b><br>fire, fire!<br> | <b>ear</b><br>hear with your ear<br> | <b>ure</b><br>sure it's pure?<br> | <b>ue</b><br>come to the rescue!<br> |
|---|---|---|--|---|--|

|   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| <b>ie</b><br>terrible tie!<br> | <b>au</b><br>Paul the astronaut<br> | <b>e-e</b><br>go Pete and Steve!<br> | <b>kn</b><br>knock knock, who's there?<br> | <b>ck</b><br>tick tick clock<br> | <b>wh</b><br>whisk whisk<br> | <b>ph</b><br>take a photo<br> |
|---|--|--|---|---|---|--|

Look at the pictures and think of how  
to say the words.

Say the words out loud.  
Listen to the sounds they make.  
What sound is the same?









**crayon**

Is the exception  
- the sound in the middle



**pray**



**play**



**clay**



**tray**



**spray**



**hay**



ay

ay

Special friends

May I play?

*Watch me: Fred fingers - model blending. Say individual sounds and combine them together into a word*

*MTYT Use Fred fingers to say the sounds and the combine into a word*

*Your Turn - give it a go! Say the sounds and blend without me.*

pay

say

day

may

way

ray

hay

pray

play

stay

clay

spray

Use your Fred fingers (sound fingers) to sound out the green words and then **blend** the sounds for reading (blend - to combine the individual sounds into words) .

Use your Fred fingers (sound fingers) to **segment** (segment – opposite to blend - to break the word into individual sounds) for writing.

**sound:** ea

1. Spell 'speak': s-p-e-a-k

2. Sound out s-p-ea-k

Practise saying the letters names (alphabet names)

Practise using your sounds

**P1**

tea

eat

meat

seal

**P2**

peach

teach

clean

scream

# Red words

the

in

on

my

do

to

go

no

I

said

you

was

out

your

are

did

# Red words

little

people

want

went

when

where

what

which

why

who

there

their

have

with

some

some

# Red words

always

again

away

amazing

cry

dry

try

fly

cried

dried

tried

flew

does

goes

field

guitar

laugh

every

race

behind

# Practise:

read 5 times and write 5 times

## Group 1

1. day

2. say

3. may

4. said



## Group 2

1. always

2. again

3. away

4. amazing



Matching pictures to words



pray

hay

clay

spray

play

tray

# Open your red books

Date and title

ay

Listen carefully to the words

Write them down using Fred  
fingers

*Watch me: Fred fingers - model segmenting. Say the word - say individual sounds (put one on each finger), then write each sound and combine into a word.*

*MTYT Segmenting with Fred fingers*

*Your Turn - give it a go! Listen to the word. Say the word, sound it out (segment it), write the sounds (one by one if needed) into a word.*



1. pay
2. say
3. day
4. may
5. way
6. ray
7. hay
8. pray
9. play
10. stay
11. clay
12. spray

# Correct, practise, learn

SA

## Group 1

1. day
2. say
3. may
4. said

## Group 2

1. always
2. again
3. away
4. amazing



# Alien words

blonk



barday

tirk

bownik

astrik

Read, write, correct, practise, learn

smay

bray

ray

tay

SA

*These words don't make any sense. They are nonsense words.*

*You need to keep saying them to identify individual sounds and use them to write the whole word.*

*Watch me: Fred fingers - model segmenting. Say the word - say individual sounds (put one on each finger), then write each sound and combine into a word.*

*MTYT Segmenting with Fred fingers*

*Your Turn - give it a go! Listen to the word. Say the word, sound it out (segment it), write the sounds (one by one if needed) into a word.*



# RETRIEVAL PRACTICE PLACEMAT

My mum and I

Your sister

The Doctor

Ben

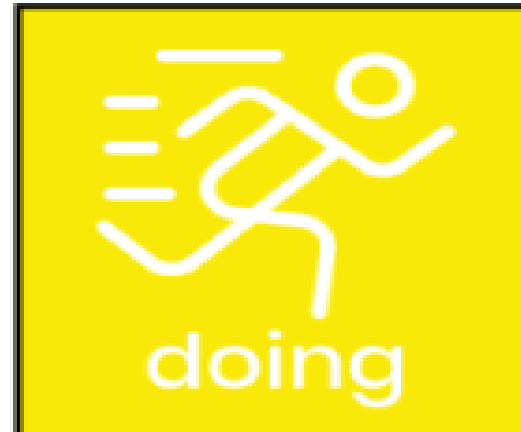
My teacher

Alex

Milla and Ella

Who?

Doing?



can swim.

are cooking.

is asking.

are running.

is reading.

will come.

is playing.

Choose a green word and make a sentence

play, stay, tray, today, spray, may, day

Example:

Pete *played* with *me* today.

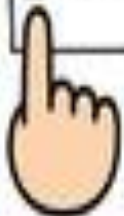


Do not forget to use:

Capital letters and full stops.

Point to each word as you read.

I can run.



When you come to a word you don't know, finger tap each sound.



r → u → n

Blend the sounds together and read the word.

r u n



run

Split the word by syllables.

rain bow



Look for the secret codes you know.

th is



Heart Words



Heart any sounds you don't know.

rain



Read the sentence again. Does it make sense?

I can run.

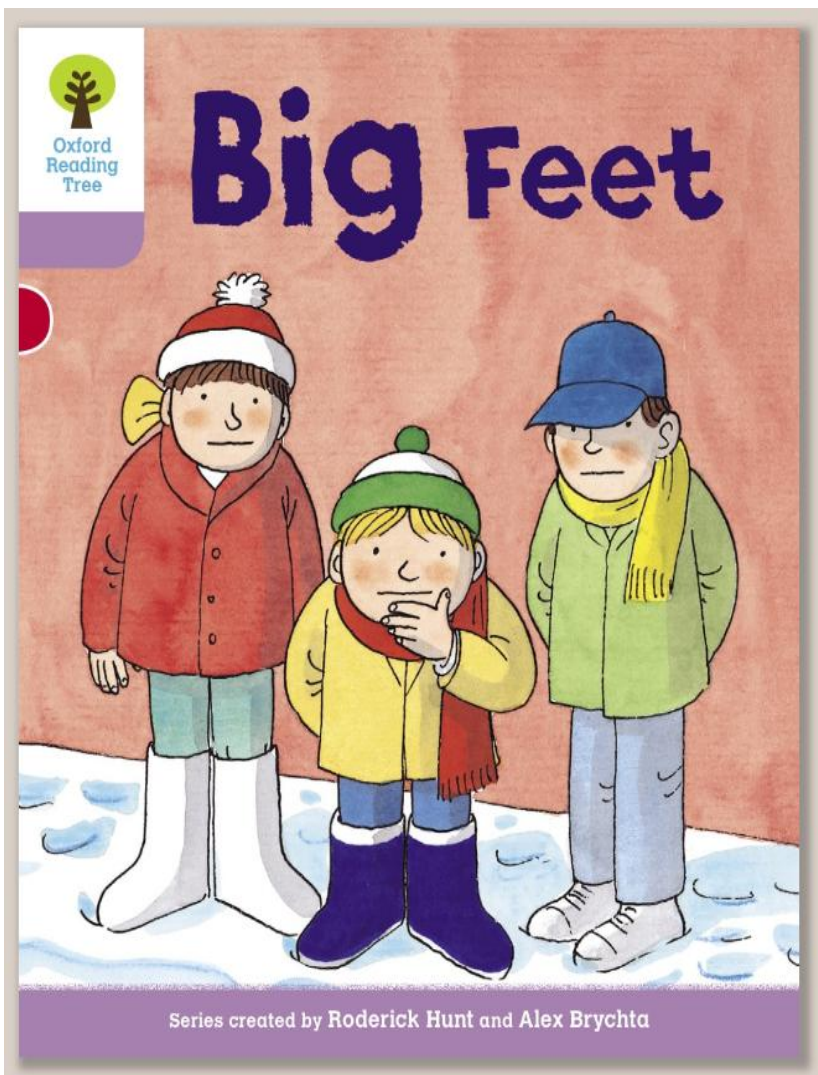


## Front cover

What is the title?

What do you think this story will be about?

Look at the pictures on the cover.



## Questions to develop understanding (comprehension)

Before reading, during reading and after reading you can ask your child to make basic predictions about what they think might happen next in the story.

Clarify vocabulary, use direct translation or explain phrases/idioms to ensure they understand the story.

Visualise with an object, show them a photo or a short video (age appropriate) if you need to explain a concept.

Encourage them to try and retell the story using some questions to help them:

**Who? What did they do/happened?**

**Where? Where? Why?**

You can ask them how they think the character is feeling. Why do they think that?

Where is the story set?

Can they give you some details about the setting of the story: green dark forest, haunted spooky house.

Have they seen something like that before or have they experienced it as well?

How did they feel about what happened then?

## Back cover

What is a blurb?

It uses short attention-grabbing words and phrases.

It gives you clues and hints to the story so that you would continue reading.





Written by Roderick Hunt  
Illustrated by Alex Brychta

### BEFORE READING

#### Talk together

- Look at the cover and read the title together.
- Ask your child who might have made these footprints.
- Look through the book and talk about the pictures.

### About the words in this book

- Your child should be able to sound out and blend some words, which may include:

**a at is it and big  
Dad**

- Some words may be more challenging. Encourage or model blending, then read the words below to your child if necessary.

**no come look  
this monster  
dinosaur giant**



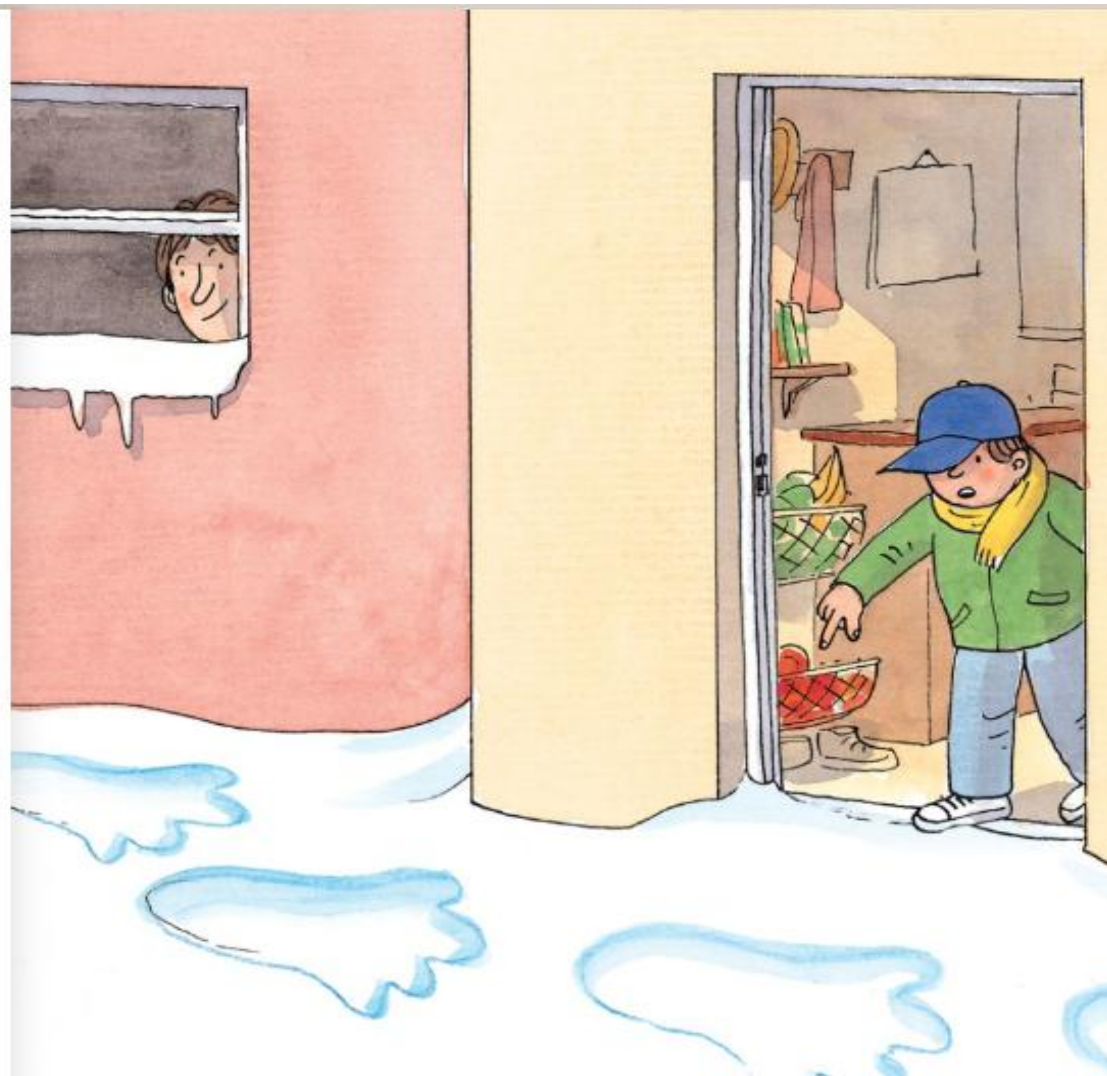
### DURING READING

Enjoy the story together.  
If your child needs support to read the words:

- Ask your child to point from left to right under each word whilst reading.
- Model how to sound out and blend new words if necessary.
- If a word is still too tricky, simply say the whole word for your child.
- Use the pictures to talk about the story and learn the meaning of new words.



See the inside back cover  
for more ideas.



Come and look at this.



What your child is learning at school:  
Check our website for all important date and curriculum information per year group

<https://eps.barking-dagenham.sch.uk/>

**Navigation Menu:** HOME, WELCOME, KEY INFORMATION, CURRICULUM, CHILDREN'S PAGE, HOME LEARNING, INCLUSION, DEAF

**Key Dates**

**September**

- Tues 3rd: Children return to school
- Thur 26th: Languages Day (Non-uniform)

**October**

**Curriculum Overview**

- Pupil Links
- Nursery
- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Sunshine
- Maths
- English
- Reading

**Curriculum Maps:** Curriculum Map, Science Curriculum, PE Medium Term, Art Medium Term, DT Medium Term, Geography Medium Term, History Medium Term, PHSE Medium Term

**Targets:** Maths Targets, Reading Targets, Writing Targets

**Other Content:** Brock Whiston Winning Paralympic Gold Medal, Parent Meeting, EAL Coffee Afternoon: Wednesday 2, Parent Forum: Monday 22nd O, Ofsted Report



Learn and practise phonics:

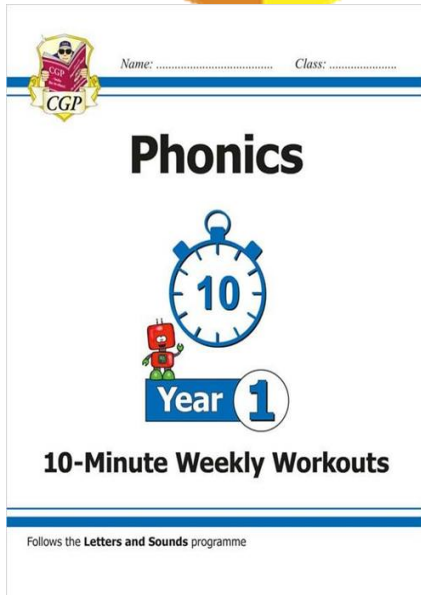
youtube.com

<https://www.youtube.com/watch?v=Mpa9TYUpxgs> (adults)

<https://www.youtube.com/watch?v=A2Zt04bPQwY>

<https://www.youtube.com/watch?v=YK3F7QAitjc>

<https://www.youtube.com/watch?v=TvMyssfAUx0> (tricky words)



**Search youtube.com for short videos and songs**

Set 1 phonics

Set 2 phonics

Set 3 phonics

RWI phonics

Tricky words

RWI Red words

# Welcome to our Phonics Page

## PHONICS AND EARLY READING OFFER

### Our Intent

Our intention is that all children, regardless of their background and starting point, become fluent pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics program. Write Inc. Literacy and Language. Read Write Inc. Phonics closely matches the expectations of the early learning goal, teaching children to read accurately and fluently. They learn to form each letter and compose their ideas step-by-step.

We believe that building strong foundations is key to a good curriculum, and this is particularly important for children who are passionate about phonics and begin teaching phonics in the early years. This then gives the child the opportunity of achieving the early learning goal by the end of reception, passing the phonics screening check in year 1, becoming proficient and effortless readers by the end of year 2. We firmly believe that this will allow them to progress in the wider curriculum, key stage 2 and beyond.

We believe that parental involvement is important to a child's education, and therefore work hard to support their child's reading journey. We hold workshops regularly to show how they can help their child with reading. We provide home materials via Clasdojo for parents to use in order to support their child with reading.

The Read Write Inc Phonics curriculum will teach children to:

- Apply the skill of blending phonemes to read words.
- Segment words in their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

New Ofsted Framework

Reading at home Book 1

Reading at home Book 2

RWI Printable Speed Sound Mat

Simple & Complex Speed Sound Chart

**Reading Support**

Getting ready for reading (Ages 3-4)

Starting to read (Ages 4-5)

Building on reading skills (Ages 5-6)

Developing confidence as a reader (Ages 6-7)

Building independence (Ages 7-9)

Encouraging reading (Ages 9-11)

Eastbury Primary School Phonics Policy

Parent Information Book

An Introduction to Phonics Parent Workshop 2022

Phonics Screening

What is Read Write Inc. Phonics?

How to say the sounds

Video unavailable  
This video is unavailable

How the Read Write Inc. Phonics?

How to help your child...

Phonics Screening

What is Read Write Inc. Phonics?

How to say the sounds



## Learn and practise Reading:

- \*read to your children in your language and in English
- \* they can practice reading the same book a few times a day and for a few day
- \*if they do not understand the books – help them with questions, clarifying vocabulary and talking about the pictures and real-life experiences

What do you think will happen next?

How do you think this character is feeling? Why? Have you ever felt like him before?

What do you think this character is thinking? Why?

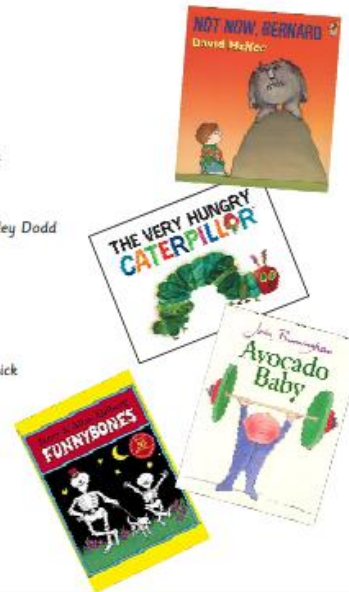
### Reading with your child in Year 1

#### Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out.
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think the character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Can you retell the story in your own words?

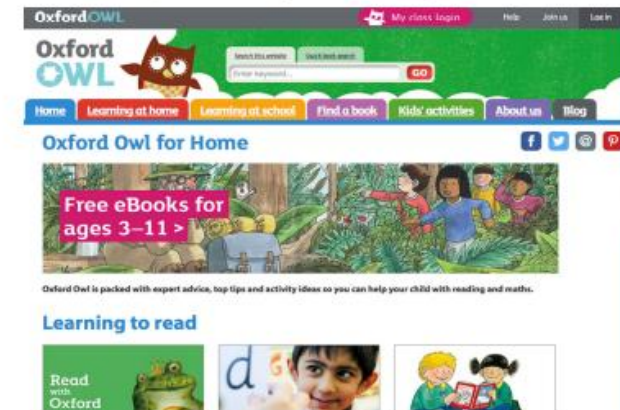
#### Year 1 Recommended Reading List

The Very Hungry Caterpillar – Eric Carle  
We're Going on A Bear Hunt – Michael Rosen  
Lullabyhullaba – Mick Inkpen  
Peace at Last – Jill Murphy  
Funny Bones – Allan Ahlberg  
Cops and Robbers – Allan Ahlberg  
The Gruffalo – Julia Donaldson  
The Smartest Giant in Town – Julia Donaldson  
The Paper Dolls – Julia Donaldson  
A Bear Called Paddington – Michael Bond  
Hairy Maclary from Donaldson's Dairy by Lynley Dodd  
Owl Babies – Martin Waddell  
A Kitten Called Moonlight – Martin Waddell  
The Emperor of Absurdia – Chris Riddell  
Mister Magnolia – Quentin Blake  
Mrs Armitage on Wheels – Quentin Blake  
Katie Morag's Island Stories by Mairi Hedderwick  
My Friend Bear – Jez Alborough  
Avocado Baby – John Burningham  
The Tiger who came to Tea – Judith Kerr  
Meg and Mog – Helen Nichol  
Not Now Bernard – David McKee  
A Dark, Dark Tale – Ruth Brown  
Dogger – Shirley Hughes  
The Trouble with Jack – Shirley Hughes  
I Want My Hat Back – Jon Klassen



Useful website to help support your child's reading:

<https://www.oxfordowl.co.uk/for-home>



The above website has free eBooks. All you need to is register for free to access all the wonderful reading materials.



EAL Parent & Carer Inclusion  
Survey - Spring 2025



Any questions?

5 February 2025

with Mrs Markova  
EAL Lead at Eastbury primary School

