

Reading and Phonics

Wednesday 20th September 6.30 p.m

Benefits of reading

Early reading ignites creativity, sparks curiosity and stimulates imagination

Reading helps to grow self-confidence and independence

Reading expands children's vocabulary and knowledge

Reading can give children comfort, reassurance, confidence, security, relaxation, happiness and fun.

What Ofsted says about reading

‘During all inspections of infant, junior, primary and lower-middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity.’

Inspectors want to see that reading is a top priority across the school for all children ‘regardless of their background, needs or abilities.’

In the EYFS there are four primary concerns that Ofsted expects to see addressed.

- ❖ *Fostering a love of reading*
- ❖ *Having a secure, systematic, synthetic phonics programme.*
- ❖ *Creating opportunities for children to read books that match the phonics stage taught.*
- ❖ *Effective use of assessment.*

How to read with your child - handling

- ❖ *Practise handling books*
- ❖ *Share the front cover with your child. What do they think it could be about? Who is the author? Can they recognise any sounds / words? Can they make any predictions?*
- ❖ *Share the back of the book, the 'blurb'. What does it tell them about the book?*
- ❖ *Let them hold the book and turn the pages. Guide them through the pages one at a time.*

How to read with your child - pictures

Prompting your child to 'read' the pictures of a book gives them a great start.

- ❖ *Encourage your child to talk about the pictures. Are there any characters in the pictures? Can they describe what they see? Can they predict what is happening on that page?*
- ❖ *Ask them if they recognise feelings on characters faces through the story.*
- ❖ *Challenge them to identify things in the pictures that might prompt new vocabulary*
- ❖ *At the end of the book can they retell the story in their own words?*
- ❖ *Ask them if they liked the book and if they did, what was their favourite part?*

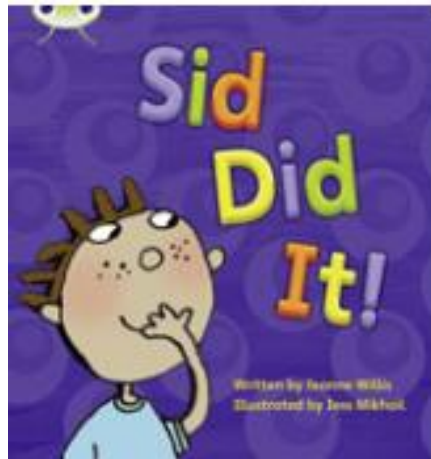
How to read with your child – sounds, segmenting and blending.

Phonics readers.

High quality texts

Phonics readers

Ask children to read these sounds before reading the book.



Before and during reading



1 Say the sounds

s	a	t	p	i	n	m	d
---	---	---	---	---	---	---	---

2 Blend the sounds

a	did	in
it	mad	nips
pin	Sam	Sid
sits	is	

Blend?
Say the sounds,
then the word,
e.g. m-a-d → mad!



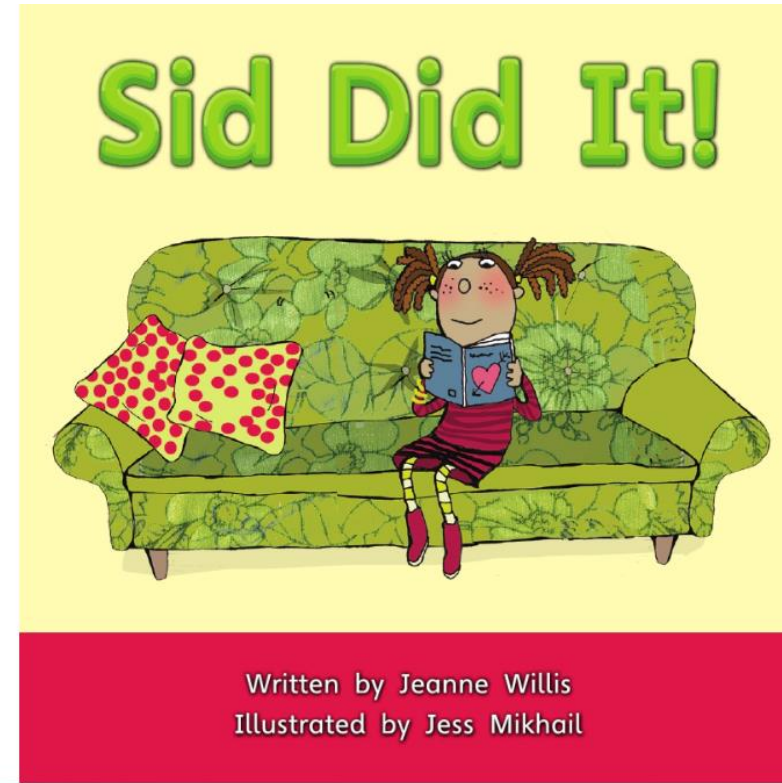
Story comprehension
Ask the children to read the title and the text on the back cover. What do they think Sid might have done?

Vocabulary check
Point out that Sid and Sam are names of characters in the story. Do the children know what it means if we 'nip in' somewhere? Check the children understand that 'mad' can sometimes mean 'angry'.

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2-3, make sure the children can identify which character is which.
- On pages 4-5, ask the children to read the text first and then to look at the picture. What does Sid 'nip in' and do? Can they predict what might happen next? Read on to see if they are right.
- On page 7, ensure the children understand why Sam is 'mad'.

Ask children to attempt segmenting and blending these words.



Phonics: Bug club

The screenshot shows the Bug Club Phonics interface. At the top, there is a red header with the Bug Club logo and the text 'Unit 1 Phoneme /a/: Lesson'. To the right of the header is a 'Guide' button with a close icon. Below the header are two tabs: 'Sounds' (selected) and 'Writing'. The main content area is a large white space with a blue border. In the center, there is a large, colorful illustration of the letter 'a' with a smiling face, set against a background of green trees. Below the illustration is a progress bar and a 'BBC ACTIVE' logo. On the left side, there is a toolbar with various icons for navigation and audio control. At the bottom, there is a row of colorful letters from 'a' to 'z'.

Bug Club

In systematic phonics the graphemes and corresponding phonemes are taught just before the introduction of words that contain these letters.

To read these words, children are taught to pronounce the individual phonemes (sounds) associated with the graphemes (letters) they see, and then to blend them together to form a word.

Phonics sessions

Daily carpet sessions

Homeroom

Letter formation

The teaching sequence

- ❖ *Introduce*
- ❖ *Revisit and review*
- ❖ *Teach*
- ❖ *Practise*
- ❖ *Apply*
- ❖ *Assess learning*

Letter pronunciation

An important part of teaching phonics is the correct pronunciation of each letter.

I will send out a video link showing the correct pronunciation of phonemes on Homeroom.

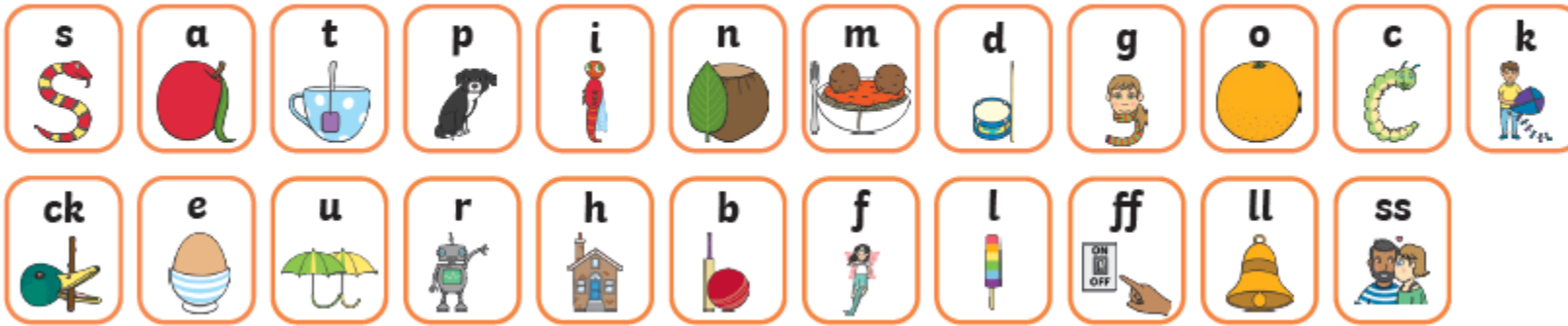
Blending

The process is as follows:

- ❖ *See the word e.g. 'cat'.*
- ❖ *Break it down into its individual letters (graphemes)*
- ❖ *Pronounce the corresponding sounds (phonemes) for each letter in turn: /c/ /a/ /t/*
- ❖ *Blend the separate phonemes together.*

Phase 2 and 3 Phonics - Reception

Level 2 Sounds

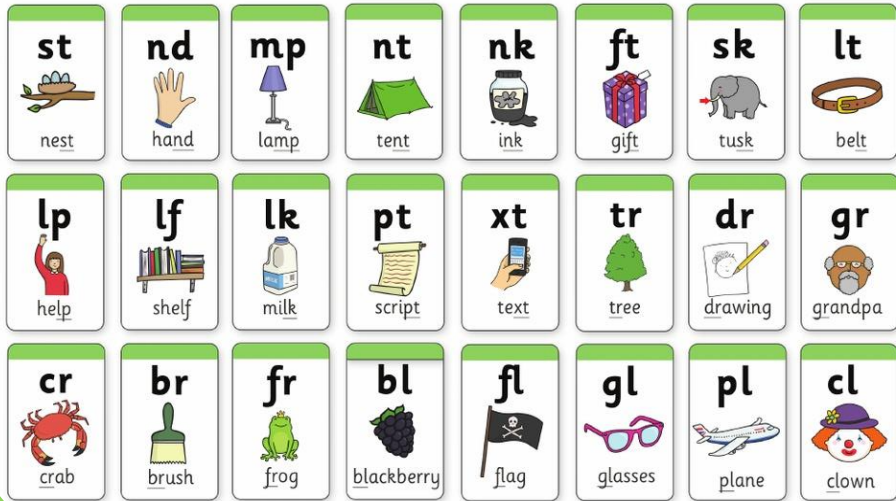


Level 3 Sounds



Phase 4 and 5 - Year 1 Phonics

Level 4 Sounds

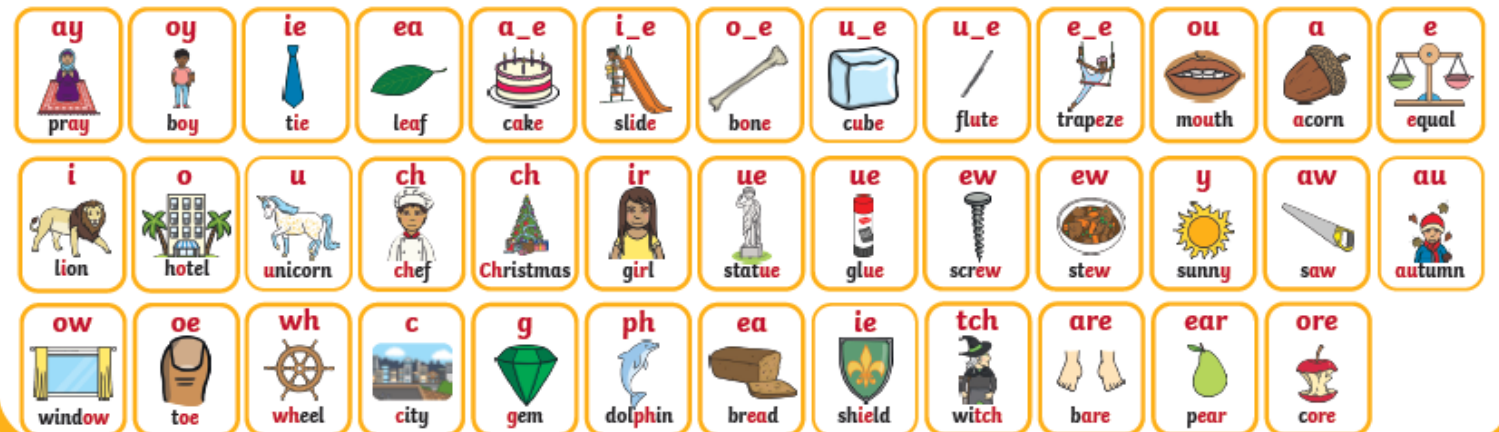


Phase 4
Consonant Clusters

Phase 5
Alternative sounds/spellings

Bug Club units 13-27 include the
Phase 5 and Phase 6 sounds.

Level 5 Sounds



Phase 5 Phonics

We look at the alternative spellings for the sounds they have already learnt. We learn the sounds as 'families' such as vowel sounds.

The alternative sounds help both reading and spelling. They can be tricky to learn and remember so support at home is important. We still use BugClub and send home phonics readers every week.

Phase 5 Split Diagraphs

name

n a m e

these

th e s e

hide

h i d e

rope














r o p e

cute

c u t e

Phase 6 and SPaG - Year 1 Phonics

Level 6 Sounds

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife	wr  wrist	le  table	eer  deer	ture  picture	mb  thumb
al  walk	a  walnut	o  glove	ey  monkey	war  warm	wor  world	s  treasure	wa  watch	qua  squash	tion  station

SPaG – Spelling, Punctuation and Grammar

Suffixes

- -ing
- -ed
- Silent e with -ing and -ed
- -s plurals
- -es plurals

Prefixes:

- Re-
- Un-

Phonics Screening Test

In June all Year 1 children will participate in the screening test to confirm that all children have learned phonic decoding to an age-appropriate standard.


Children read 40 words;
20 'alien' words and 20 real words.

bep 

boy

strave 

tailor

drave 

whirling

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fod				jer			
bep				drave			
zat				teap			
ult				phibe			
heng				slimp			
shob				craint			
farn				splet			
chesh				strave			
trun				boy			
glork				scoop			
remp				foam			
deeb				white			
chip				swept			
hill				dreams			
jars				scrap			
shack				strike			
twin				elbow			
crack				tailor			
tuft				sequins			
ports				whirling			

Total correct	
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How to help your child at home

Play rhyme and sound games

- ❖ Lots of ideas found on Oxford Owl website - <https://home.oxfordowl.co.uk/reading/reading-age-4-5-reception/>

Listen to your child read every day

- ❖ Although your child might seem unenthusiastic, or you're sure you've read that book one hundred times before, try to find time to hear them read every day.

Read to your child every day

- ❖ Learning to read can be hard work for many children, so it's important to keep apart some special time for enjoying books without the stress of reading.