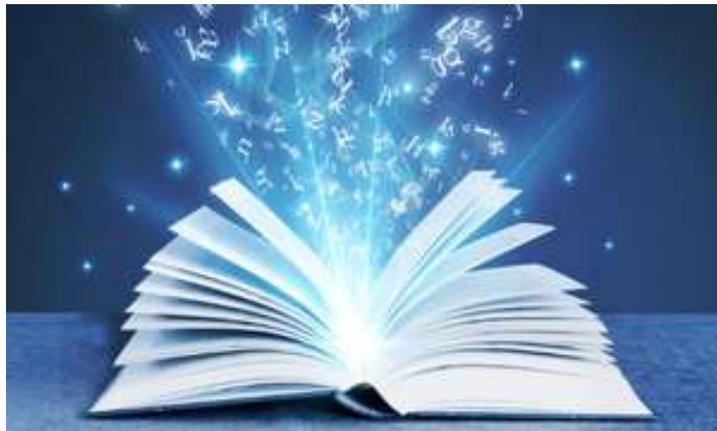


Phonics & Reading At school and Home



Phonics Terminology

- ▶ **Phoneme** – smallest unit of sound. When we write something down phonemes are represented by graphemes.
- ▶ **Grapheme** – a letter or group of letters making one sound and is the written symbol of a phoneme.
- ▶ **Digraph** – two letters making one sound (ch, sh, ng)
- ▶ **Trigraph** – three letters making one sound (igh, ure)
- ▶ **Split digraph** – two letters split to make one sound e.g. i-e site
- ▶ **Decode** (sound out) break down the word into individual phonemes e.g. cat c-a-t
- ▶ **Blend/ing** – to draw phonemes together to pronounce the word e.g. c-a-t = cat
- ▶ **Segment** – to split the word into individual phonemes in order to spell the word e.g. cat has 3 phonemes /c/ /a/ /t/

Phonics Terminology

- ▶ VC – abbreviation for vowel-consonant e.g. in
- ▶ CVC - abbreviation for vowel-consonant e.g. pat
- ▶ CCVC - abbreviation e.g. ship
- ▶ CVCC - abbreviation e.g. sock
- ▶ HFW – High Frequency words – these are the words that are most commonly read.
- ▶ Tricky Words – these are words that are not phonetically decodable.

Phonics Curriculum

There are six phases in the teaching of phonics taught from Nursery - Year 2

- ▶ Phase 1 – taught at Nursery (sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting)
- ▶ Phase 2 – Phase 4 – Reception - During Phase 2 and 3 the children learn all 44 graphemes.
- ▶ Phase 5 – Year 1
- ▶ Phase 6 – Year 2

Phonics Curriculum

Phase 2 – mostly single letter graphemes (s,a,t,p,i,n) and some diagraphs introduced (ss, ff, ll). Children learn to read and spell VC and CVC Words, high frequency words and tricky words.

Phase 3 – mostly diagraphs and some trigraphs (igh, ear, ure),, continue to read and spell CVC words, high frequency words, and tricky words.

Throughout these phases children are taught the skills to decode (sound out) and blend sounds to read words and to segment spoken word into separate sounds to spell. They also have lots of time to review and revise.

Phase 4 – Consolidation phase of phases 2 and 3,

Phase 5 – Year 1 – Teach further graphemes , alternative pronunciations and alternative spellings of phonemes.

Phase 6 - Year 2 - Past tense, suffixes, spelling rules – year 2 spelling curriculum.

How do we teach phonics?

- ▶ Daily phonics session.
- ▶ We use a government approved scheme called 'Bug Club'
- ▶ Sessions are structured into a 4 part session which includes **revision, teach, practice and apply.**
- ▶ We don't teach letter sounds in alphabetical order. For example we start with SATPIN – allows children to use these sounds to make a range of CV and CVC words.
- ▶ Focus on the correct pronunciation of the phonemes.

Assessment in Phonics

- ▶ We assess the children all the time during their phonics lesson to establish how well they have learnt the new teaching.
- ▶ Assess at the end of each phase.
- ▶ Year 1 have a 'Phonics Screening test' in June.

Reading at school

- ▶ Children are heard to read regularly with an adult. Some children who have been identified as needing extra practise are further supported by reading daily.
- ▶ Children are given a 'phonics book' to read which is closely matched to their phonic ability. They read this twice to help them to develop their fluency in reading.
- ▶ Children take home a 'reading for enjoyment' book and a library book that they have chosen themselves.
- ▶ We have daily story time where we read and enjoy a story with the children.
- ▶ Children visit the library once a week.
- ▶ The library is open on a Monday after school to parents.
- ▶ In year 1, children begin guided reading sessions which focus on a range of reading skills including developing their comprehension.

Reading at Home

- ▶ It is very important that you hear your child read at home. We ask that you hear your child read for 5 – 10 mins each day – little of often is best.
- ▶ Doesn't always have to be their reading book. You can read and share their library book, read to your child and talk about the book. Please record any of these activities in the reading record.
- ▶ If they are too tired to read then leave it. It's important to make sure reading is fun and enjoyable!
- ▶ Please don't worry about which stage your child is reading. Children progress in their reading at their own pace.

How to support your child when reading

Look and discuss the front cover first. Ask questions:

- ▶ Who is in our story?
- ▶ Where do you think they are? Why do you think that?
- ▶ What do you think they are doing?
- ▶ What might happen in our story?

Go through the story and discuss the pictures first.

- ▶ Who is in the picture?
- ▶ What are they doing?
- ▶ Look at any items they have - may need this language.

Then move onto reading the text.

Children may not be able to decode the words they may use the initial sound and pictures to read the words.

They may sound out and blend each word.

Go over and read the whole sentence so they get the meaning and can develop fluency.

How to support your child when reading

- ▶ If appropriate, before moving onto next page you can **discuss what has happened** – how the character is feeling, what might happen next etc. This will help your child to understand what they are reading as well.
- ▶ **Please don't cover up the pictures.** Using the pictures to help decode and to understand the story is a vital strategy for your child to learn.
- ▶ **If your child gets stuck on a word,** remind them to use their phonics, refer back to pictures and what has happened so far. If they are still stuck then tell them the word and then ask them to read the sentence back to you.
- ▶ Encourage your child to notice and use any **repetition in the story,** this is also an important strategy for them to learn.