

# Reading & Phonics

at



6<sup>th</sup> November 2018

# Learning to read...

- Instructional level in school
- Over learning and consolidation
- Building fluency and comprehension at home
- Varied reading diet
- Growing a lifelong love of reading



# Learning to read...

## Why phonics?

- Through various research studies on children's reading development, the Government have dictated that this is the best way for children to learn to read. However, not all children learn best through phonics so we try to provide a varied approach to our teaching (but with a greater focus on phonics).
- The children will 'sit' a **national phonics screening check** in **June** when they are in **Year 1**. (If this is not passed in Year 1, children will need to retake it at the end of Year 2.)
- Good phonic skills help with the accurate **decoding** (reading) and **encoding** (spelling) of words.

# What is phonics? The technical bits...

- **The definition of phonics**: a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
- There are **44 sounds** in the English language which are represented through different combinations of our **26 letters** of the alphabet.
- **Phoneme**: a distinct sound in a language e.g. the word 'dad' has three distinct sounds 'd-a-d'.
- **Grapheme**: the smallest meaningful unit in a writing system e.g. 'a'.
- **Digraph**: a combination of two letters representing one sound e.g. 'ea'.
- **Trigraph**: a group of three letters representing one sound e.g. 'igh'.
- **Letter Blends**: certain combinations of two or more letters are called letter blends. Letter blends appear in the beginning or at the end of words to create specific sounds. In letter blends you can hear the sound of each letter e.g. the suffix ending 'ment'.

# The year 1 phonics screening check

- 40 word reading test (20 real words and 20 pseudo words (alien words)).
- Pass mark is released after the test is completed but has been 32/40 for the previous few years.
- Completed 1:1 with a familiar teacher in a quiet space.

jash



chum

clend



model

quib



kick

braits



person

coid



reef

scrug



chapter

quass



short

splue



reptiles

# How do we teach phonics in school?

- We use RWI ('Read, Write Inc') which is a commercially published scheme that helps teachers deliver quality phonics lessons.
- Lessons are fast paced and blocked into 15 minute focussed parts.
- Every lesson has a revision element to embed and consolidate learning (over-teaching).
- Daily teaching of a new focus sound.
- Daily reading of green words (phonically decodable) that match the daily taught sound.
- Daily reading of red words (high frequency sight words that are not phonically decodable).
- Using phonics to encode (spell) words.
- Year 1 develop this into 'holding a sentence'.
- Daily reading of instructional texts that uses well-known phonics sounds. (This starts once children are secure enough in their set 1 sounds and set 1 green words.)

# Using pure sounds...

- It is essential that children use the correct pure sounds when sounding out and blending word, or they get to the wrong word.
- E.g. if the word **m-a-t** is sounded out using letter names (**alphabet**) we would get the entirely wrong pronunciation (**ematey** vs. **mat**).

# Using pure sounds...

The set one sounds. My turn, your turn...

**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**

# Using pure sounds...

Segmenting with sound buttons and blending. My turn, your turn...

d a d  
● ● ●

sh i p  
— ● ●

th r ee  
— ● —

# How can I help at home?

- Support and consolidate the use of phonics over the use of letter names (alphabet) at the early reading stage.
- Use letter names for spelling once in Year 2.
- Daily reading to allow children the chance to build on their learning in school and consolidate their learning.
- Read a range of books to build a life-long love of reading. (Read with them and to them.)

# Reading lilac books at home...

- Look at the pictures to develop a wider working range of vocabulary.
- Look at the pictures to deduce and infer what is happening. “Look at dad’s face, what would he be saying?”
- Encourage children to talk in whole sentences using challenging vocabulary.
- Enjoy the time to share a book with your child. (Don’t worry if other children are on a different book band.)

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