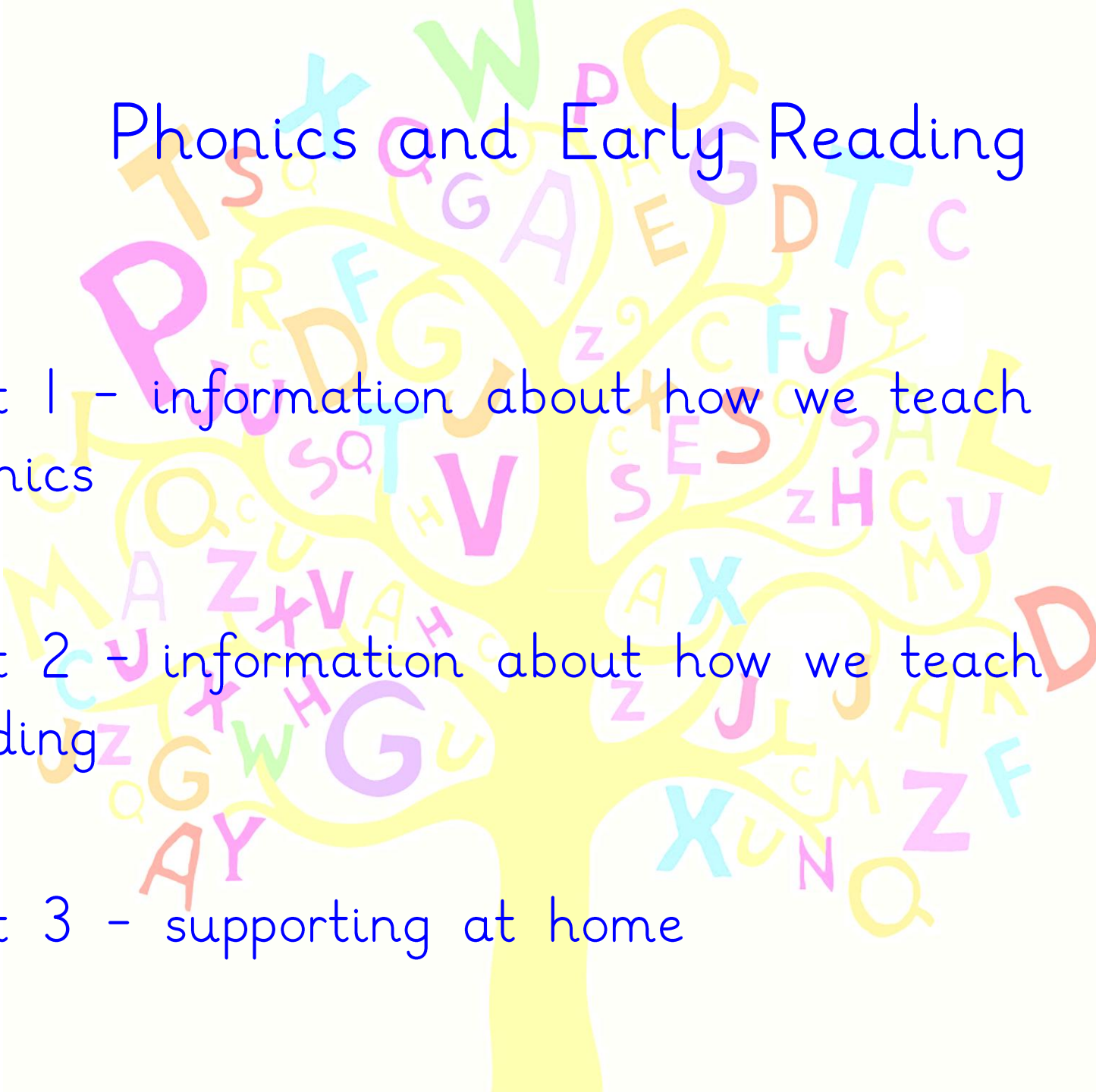


Phonics and Early Reading



Part 1 - information about how we teach phonics

Part 2 - information about how we teach reading

Part 3 - supporting at home

Phonics

What is Phonics?

- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language

Did you know?

The English language has:-

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds



abcdefghijklmnopqrstuvwxyz

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air

How we teach phonics

Daily short sessions

Specific order of teaching

Synthetic phonics

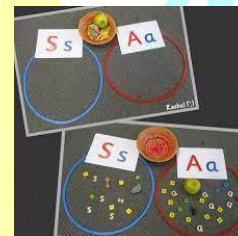
m - u - s - t

Correct pronunciation is vital, watch Little Wandle videos to find out more

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Repeated practice

Revisit previously taught sounds at start of each lesson



Practice makes permanent

s



t



n



d



th

ss

ck

ng



ch

sh

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

• • •

R Au1 extra

nip

• • •

R Au1 extra

sat

R Sp1 wk1

meet

• — •

R Sp1 wk1

rain

• — •

R Sp1 wk1

sheep

— — •

R Au2

go

R Au1

the

R Au1

is

R Au2

to

Jargon

You may hear your children say....

-**phonics** (also known as 'synthetic phonics') - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

phoneme - Any one of the 44 sounds which make up words in the English language.

-**grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

-**blending** - Putting together the sounds in a word in order to read it, e.g.

'f - r - o - g, frog'

-**segmenting** - Breaking a word into sounds in order to spell them
r - o - g

-**Digraph**- 2 letters making one sound

-**Trigraph**- 3 letters making one sound



ee



igh

Additional Support



Blend from the box



Blending

GPC Recognition

Home Learning

 Love, Courage, Respect	Little Wandle - Letters and Sounds EYFS Phonics Home Learning	
	Phase 2 – Autumn 1 Week 2	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school –

i iguana 	n net 	m mouse 	d duck 
---	--	--	---

We will be learning to recognise and write the letters using the rhymes.

i iguana 	Down the iguana's body, then draw a dot (on the leaf) at the top.	n net 	Down the stick, up and over the net.
m mouse 	Down, up and over the mouse's ears, then add a flick on the nose.	d duck 	Round the duck's body, up to its head and down to its feet.

We will be reading and writing words. Can you spot this week's phonemes?

sit	nap	man	dip
pat	sad	nip	mat

Can you write the initial sound for these pictures? Use the rhyme to help you.

Home Learning will be sent out weekly for 5 weeks. This will be sent via Google Classroom, please help to support your child with their reading by completing this.

Reading

We want children to
love reading

Learning to read should
be a positive experience

Reading should be
enjoyable

We want children to
read for pleasure and
be life long readers

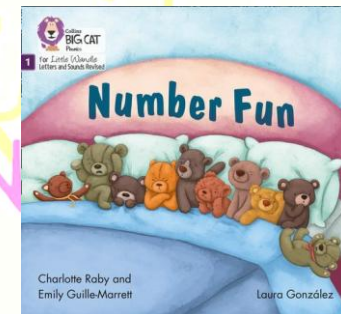
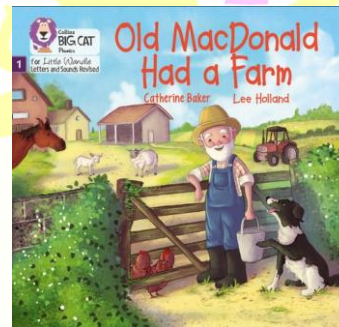
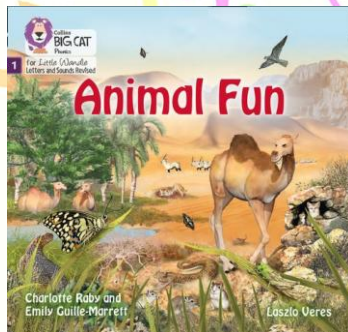
The MORE that you
READ, the more things
you will **KNOW.**
The MORE that you
Learn, the more places
you'll **GO.**

Dr. Seuss

Reading underpins children's access to the curriculum
and clearly impacts on their achievement

Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books





How we teach reading

Reading practice sessions are :

Once your child can blend

Timetabled 3 times a week

Taught by trained teacher or
teaching assistant

Taught in small groups

Books are :

matched to children's
secure phonic knowledge
and word reading

read three times

sent home

Reading Practice Books carefully matched so children can read fluently and independently

3 Reads – each one begins with some quick sounds and words practice

1. Decoding

2. Prosody
(intonation, expression)

3. Comprehension



When children take their book home to read they should be **95% fluent**. Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!!

How do we decide which books children read?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

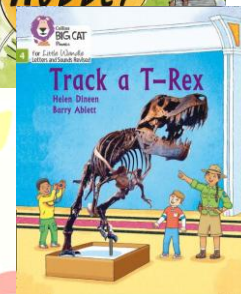
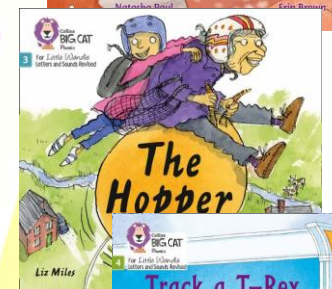
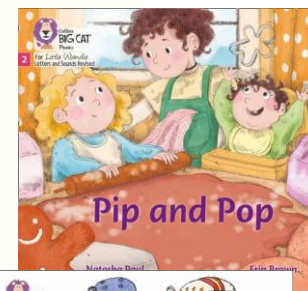
Children will take a Phonics Book home.

Share the front cover page before reading - this cover sounds and words contained in the book.

Celebrate, praise, talk about the book with you child.

Please make sure books are in book bags and children can change these after they have read them 3 times. must be recorded in reading diaries.

Please look after our books.



Before reading

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

ee igh oa oo ar ur ow air er or

- Read the words together.

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
 - What do these words mean?

coax hoots cavort talons curl
sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal park keeper does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (zebras)
- Now read the book. Enjoy looking at the pictures and talking about them.

Supporting at home.

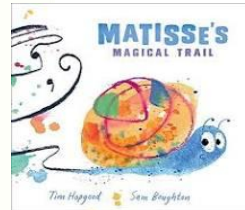
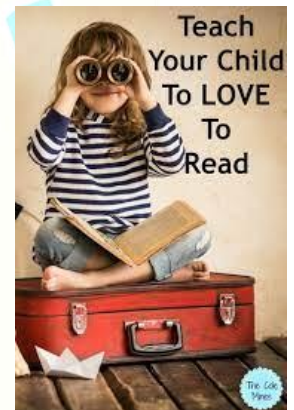
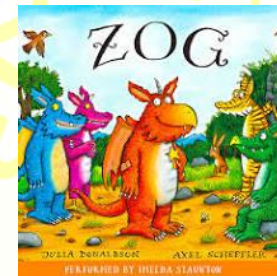
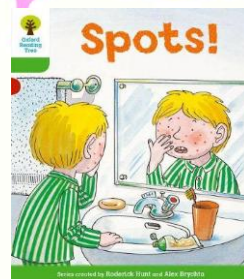
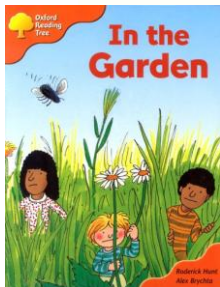
Reading for pleasure books

Children will also bring home 2 'love to read books' as well their phonics book.

To become lifelong readers, it is essential that they read for pleasure

Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading



Reading Diaries



Date	Book title and page number	Comments
25.09	Crick and crock have lunch.	Read fluently with daddy. JA
26.9	The Monster on the Train	 Reading Practice 1 Decoding Focus
26.09	Crick and crock have lunch	Read well and answered questions about the text. JA
27.9	The Monster on the Train	 Reading Practice 2 Prosody Focus
27.09	How the ear can hear	Super reading! JA

Date	Book title and page number	Comments
28.9	The Monster on the Train	 Reading Practice 3 Comprehension Focus
29.09	How the ear can hear	Good reading and comprehension. JA
01.10	How the ear can hear	Fluent reading. JA
3/10	Zebra's Tent	 Reading Practice 1 Decoding Focus
4/10	Zebra's Tent	 Reading Practice 2 Prosody Focus CM

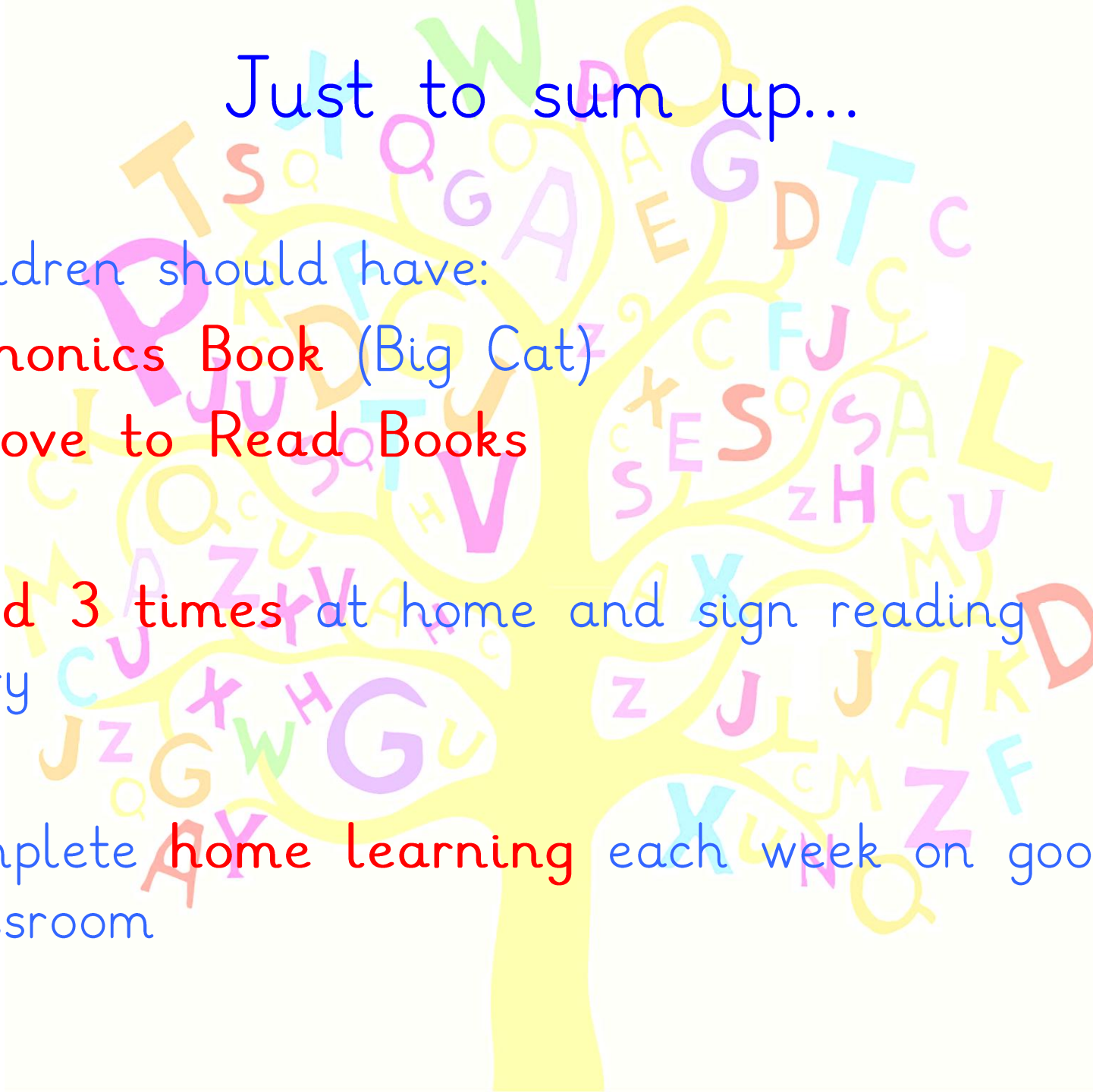
What else can parents do?

Please look at the Little Wandle videos and guidance for parents

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure

Look at our website ‘Our Curriculum’+‘Reading Phonics’ page.



Just to sum up...

Children should have:

1 Phonics Book (Big Cat)

2 Love to Read Books

Read 3 times at home and sign reading diary

Complete home learning each week on google classroom