

# PHONICS AND EARLY READING

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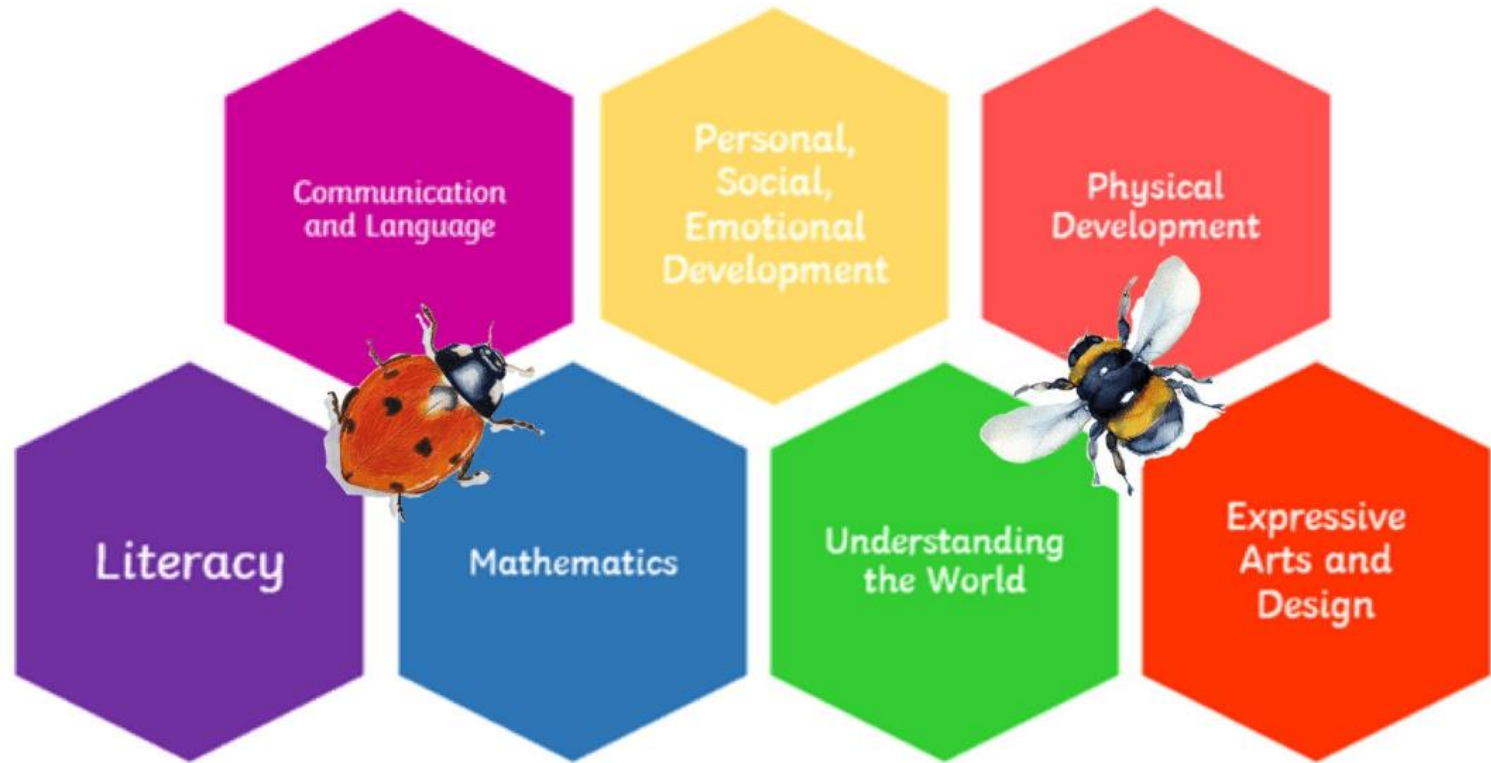
Early Years Foundation Stage

# The Curriculum...

The Early Years Foundation Stage stage begins from birth and continues up until the end of the Reception year. Whilst in Reception, children are developing knowledge, skills and understanding in 7 different areas of learning.



# Areas of Learning...



# Assessment...

At the end of the Reception year children are assessed against the Early Learning Goals. The final assessments will show whether your child is:

**Emerging or Expected**

in the different areas of learning. Their school report will highlight their achievements in these terms.

Literacy	<b>Comprehension</b>	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
	<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>
	<b>Writing</b>	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>

# The Curriculum...

Teaching and learning is based on the principle that young children learn in different ways than older children.

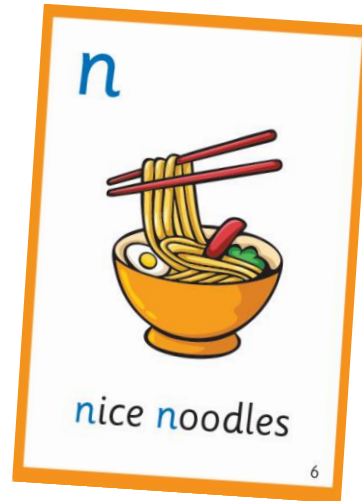
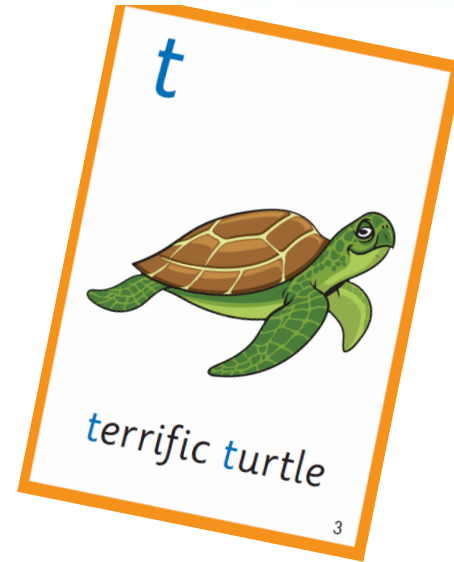
## Play based curriculum



# Typical Day in Reception

- Gather Times & Focussed Group Times
  - Phonics, Literacy & Mathematics are taught daily
- Choosing Times
  - Continuous Provision
  - Outdoor Play
  - Adult Led Activities
- Playtimes with the infants
- Lunchtime in the hall and outside

# 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.*

*Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.*

*National Literacy Trust*

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

Words are made up of sounds called phonemes. Children are taught to listen carefully and identify the phonemes that make up each word. This helps children to learn to spell and read words using the corresponding grapheme (GPCs).



# Glossary

**Phoneme** – the smallest unit of sound e.g. the word ‘hat’ has three phonemes: /h/, /a/, /t/. The English language has 44 phonemes.

**Grapheme** - a sound that is written

**Digraph** - two letters that together make one sound, e.g. sh, ch & th,

**Trigraph** - Three letters that together make one sound, e.g. igh, ear, air & ure

**Blend** - to draw individual sounds together to pronounce a word, e.g. b-a-t, blended together, reads *bat* (we would ask children to sound the word out)

**Segment** - phonics definition – to split up a word into its individual phonemes in order to spell it,

# How Do We Teach Phonics?

We teach children:

- letter names and sounds
- how to blend phonemes to read
- how to segment phonemes to spell
- recognition of sight words
- formation of letters

\* Children actively take part in phonics for 20 minutes each day.

\* It is fast and furious, with the children learning four new phonemes a week, leaving a day dedicated to consolidation.

The phonemes are not taught alphabetically. They are grouped into sets allowing 3 letters words to be made and the skills of blending and segmenting to be practised from the outset.

Here are the phase 2 phonemes:

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7
s	i	g	ck	h	j	y
a	n	o	e	b	v	z / zz
t	m	c	u	f / ff	w	qu
p	d	k	r	l / ll	x	
				s / ss		

In phase 3 we move onto the teaching of digraphs.

ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur,

ow, oi,

and trigraphs igh, ear, air, ure, er



# Phonemes




O



orange  
orangutan

10 Lesson 12



Start at the top, all the way round.

Teach grapheme caption

# Phoneme Mat

## Phase 2 - Letter Sounds

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

KEY

- = vowel
- = consonant
- = consonant digraph



# Phoneme Mat

## Phase 3 - Phonics

**j**

**v**

**w**

**x**

**y**

**z**

**zz**

**qu**

**ch**

**sh**

**th**

**th**

**ng**

**al**

**ee**

**lgh**

**oa**

**oi**

**oo**

**oo**

**ow**

**ow**

**ar**

**air**

**ear**

**er**

**ur**

**or**

**ure**

**KEY**

- = vowel
- = consonant
- = consonant digraph
- = long vowel

- = multi-sound grapheme
- = r-controlled vowel



# Articulation of Sounds

Click on the image below to watch a video that teaches the articulation of sounds as they are taught in school. Listen carefully as certain letter sounds are often pronounced incorrectly, for example: s, m, r, f, & l.



Don't panic! Your child will take great pleasure in teaching and correcting you!!

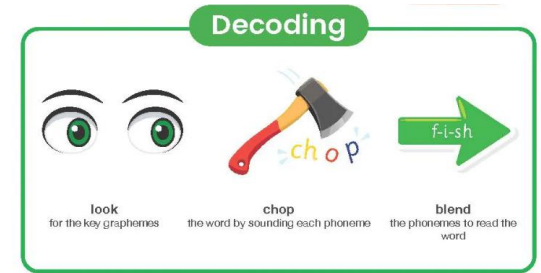


# Why is articulation important?

ham



# What is Blending?



We blend the individual phonemes to read a word. For example, the children would say each phoneme in turn and then blend them to read. This skill takes lots of practise and some children will master it more quickly than others. That's ok!

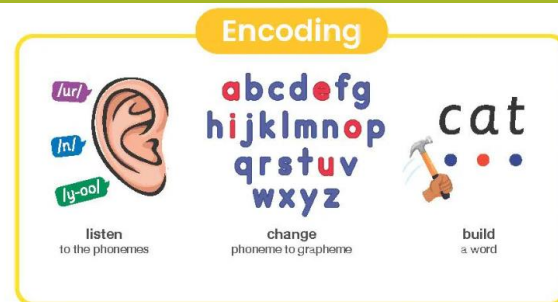
c a t

• • •

Watch the video to see blending in action!



# What is Segmenting?



We segment the phonemes to spell words phonetically. For example, the children would say the word they want to write, chop up the phonemes in turn and then recall and write the corresponding grapheme to spell the word.

c / a / t

Watch the video to see segmenting in action! Using the chopping action helps children to focus on each phoneme.



## High Frequency Words and Common Exception Words

However, there are certain words that cannot be decoded and instead need to be recalled from memory. We refer to these words as 'common exception words' or 'tricky words'.



These words will be sent home in your pack for you to practise at home

To help children's fluency in reading we practise recognising certain high frequency words by sight. Some of these words are decodable for example:



# Common Exception Words

## Phase 2

**a**s

**I**

**i**s

**no**

**go**

**to**

**into**

**the**

**put**

**his**

**has**

**of**

**pull**

**full**

KEY

= tricky part



On a Friday the sounds taught that week will be added to your child's sound book and sent home for you to practise over the weekend and the following weeks. It is important you share the sound book regularly to help your child consolidate their recognition of the phonemes and graphemes.

## **'Sticky learning!'**

When all elements of our phonics teaching are taught simultaneously children will be able to 'crack' the code of reading at their own pace. More importantly however, when we work together we can develop your child's confidence and build the foundations that will ensure a life long love of reading.

# Guided Reading

In school children take part in weekly Guided Reading sessions, in small groups of up to 6 children.

Each child is given a copy of the same book and together they are taught how to handle books appropriately, about authors and illustrators and taught different strategies to help them decode unfamiliar words.

The children are initially encouraged to point at words as they read using their 'Peter Pointer'.

The books read at school are a reading level higher than those sent home. This is to ensure children have an opportunity to develop their confidence and love of reading, whilst still being challenged in school. Children are continuously assessed throughout the year.



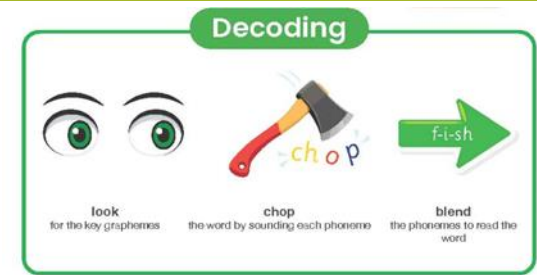
# Reading at home

Children will bring home their first reading book after the half term break. Reading books will be changed on Mondays. We ask that you aim to read with your child for 5/10 minutes each day.

When reading at home please allow the children to look at and discuss the pictures. Initially, they will use the pictures for clues and often decode words from the picture cues and initial sounds as they become more confident in blending.

Encourage your child to talk about what they have read and predict what might happen next. Discussing the story supports your child's comprehension and is as important as reading the text itself.

# Reading at home



Once the children start to learn digraphs and trigraphs it's important to help them spot them when they come to a word they can't immediately read. When this happens we teach them to **LOOK, CHOP, BLEND**

**LOOK** for digraphs and trigraphs

**CHOP** the phonemes

**BLEND** the phonemes to make the word

If they haven't noticed the digraphs and trigraphs their success will be compromised.

Don't let them 'sound out' a word that you can see is not phonetic. Let them know it's a 'tricky word' and just tell it them.

# Reading at home

If your child is tired or reluctant please don't force it. Read the book to them instead using your finger to point to the words as you say them. The odd night off is fine!

If it becomes a regular occurrence though speak to one of the reception team and we'll see how we can help.

Please remember all children develop at different rates so try not to compare. If you ever have any questions or concerns please just ask.

Please remember to sign the comments section of your child's reading record book.

## Reading at home

\*Once a book has been read there's great value in re reading it to help develop automaticity and fluency. This will in turn give them confidence to use intonation and expression in their reading.

\*Help your child to value and care for books.

\*Please read to your child as often as possible, children love to listen to stories particularly favourites from home or the library. Children will bring home a library book each week to share.

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