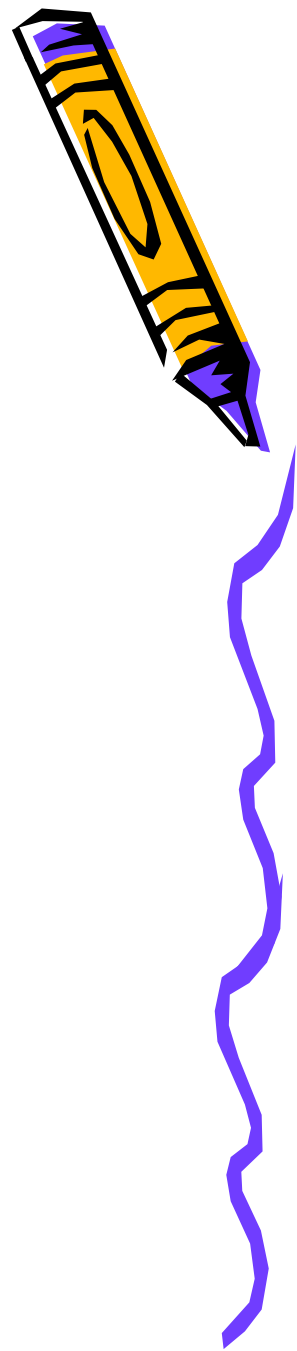




Reading and Phonics Information for Parents

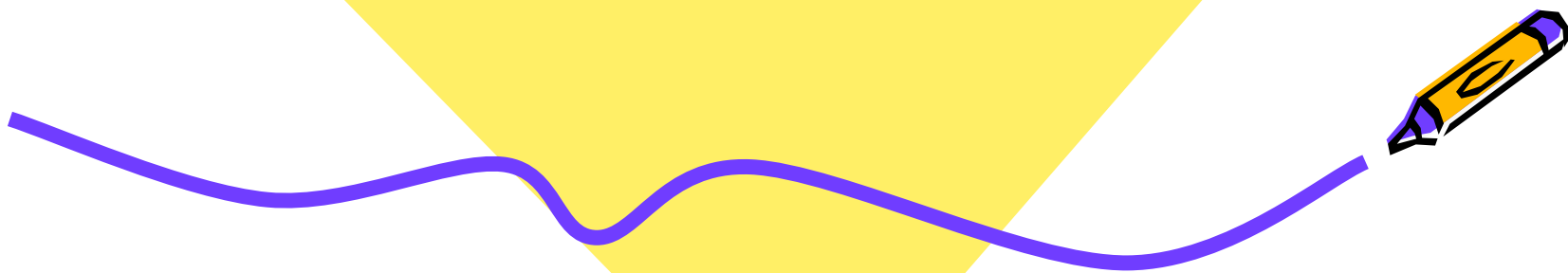
Aims

1. What is phonics? - An overview of the teaching of phonics in school and some important terminology.
How to help with Phonics at home?
2. Reading in school.
3. How to help with reading at home?
 - Reception and KS1
 - In KS2



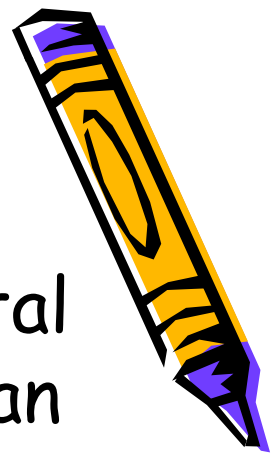


Phonics



Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Letters and Sounds**' as our teaching resource.

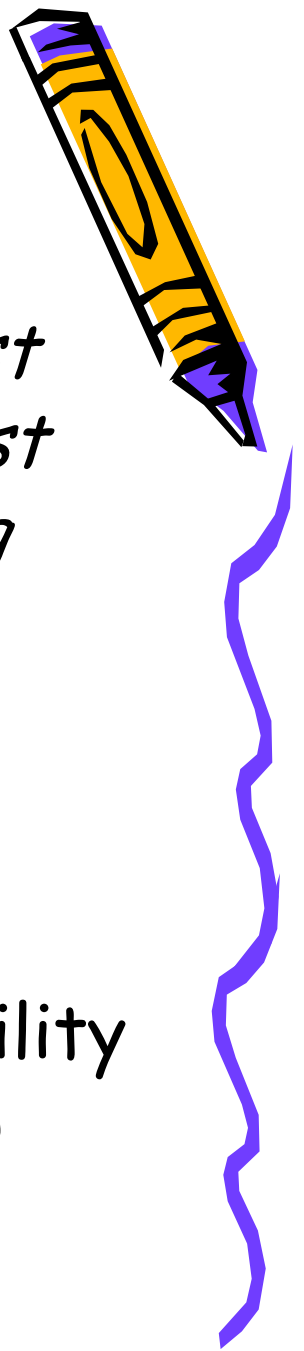


Why synthetic phonics?

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers"

Sir Jim Rose, Rose Review of Reading 2006

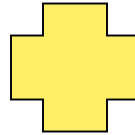
- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.



Phonics at a glance

Phonics is...

Skills of segmentation and
blending



Knowledge of the
alphabetic code.



Phonics Consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



Some Definitions

A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in
cat?



A grapheme

These are the letters that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!
We often refer to these as sound buttons:

t

ai

igh



- A phoneme you hear



- A grapheme you see



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school



Letters and Sounds

- Clip - enunciation

<https://www.youtube.com/watch?v=-ksblMiliA8>

<http://www.focusonphonics.co.uk/sound.htm>



The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/



This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme (**m**e, **me**t)

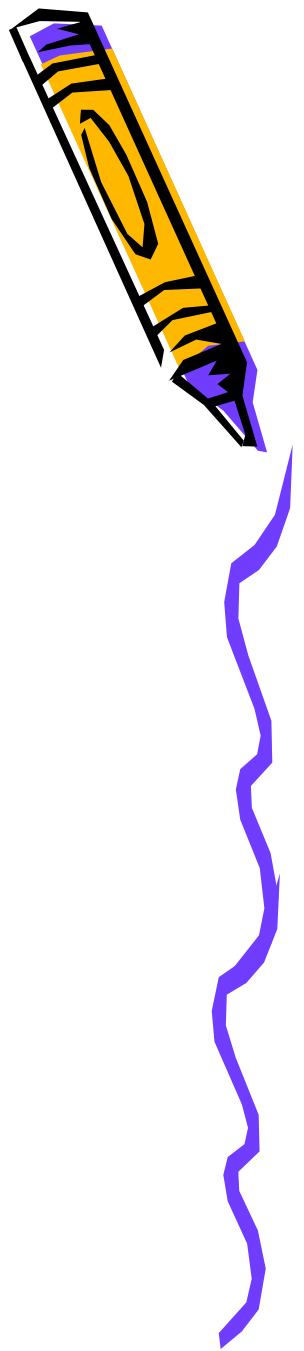


Blending

- Recognising the letter sounds in a written word, for example

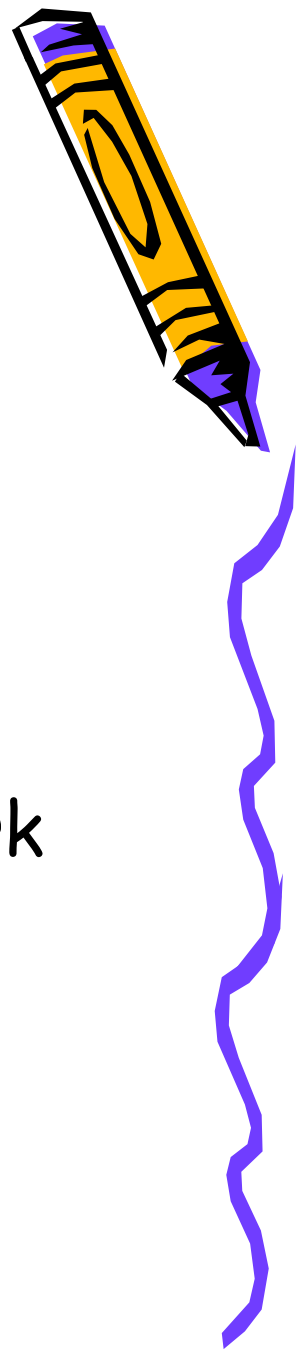
c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



Segmenting

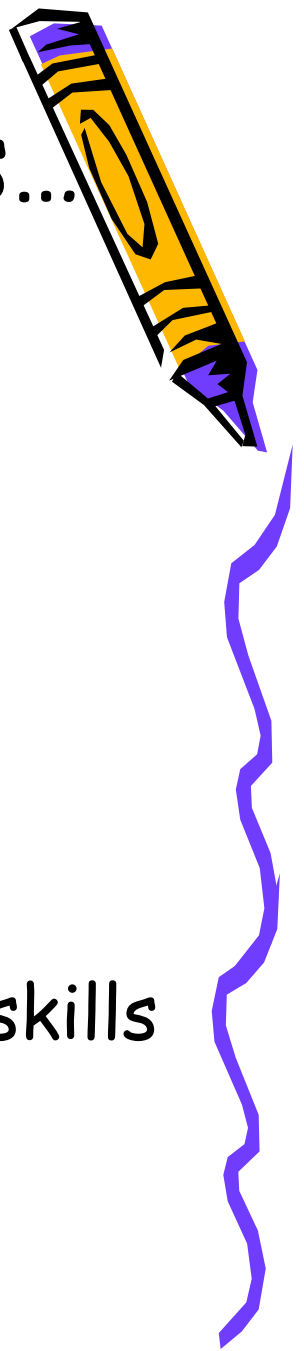
- 'Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork



Segment and Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills
- and are fun!



Once children are good with single phonemes...



- DIGRAPHS - 2 letters that make 1 sound

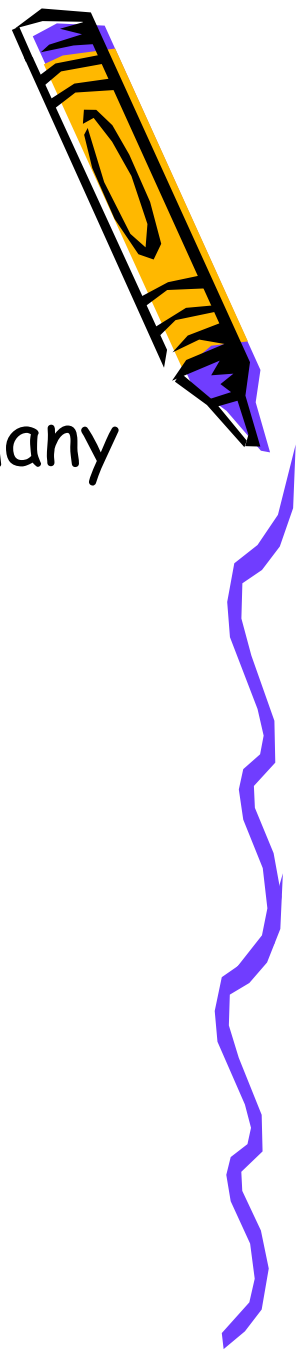
oa ai

- TRIGRAPHS - 3 letters that make 1 sound

igh dge



Segmenting Activity

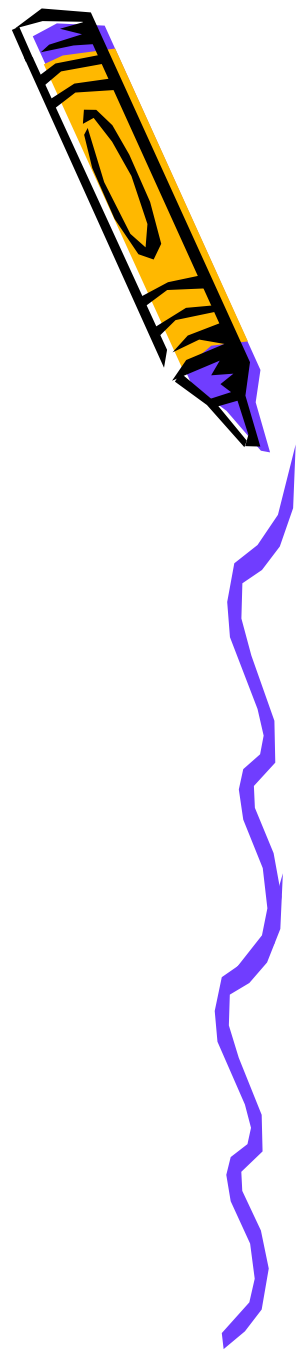


- Using 'sound buttons' can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - string



Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes



Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there,



Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning.
- Children have time to practise and rapidly expand their ability to read and spell words.
- They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.



Lesson format

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.



Phonic learning is fun!

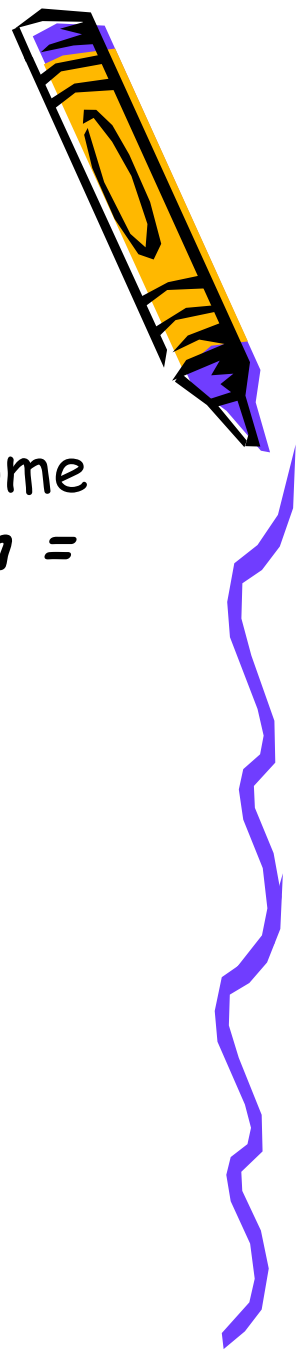
The children learn and practise their phonemes in lots of fun ways:

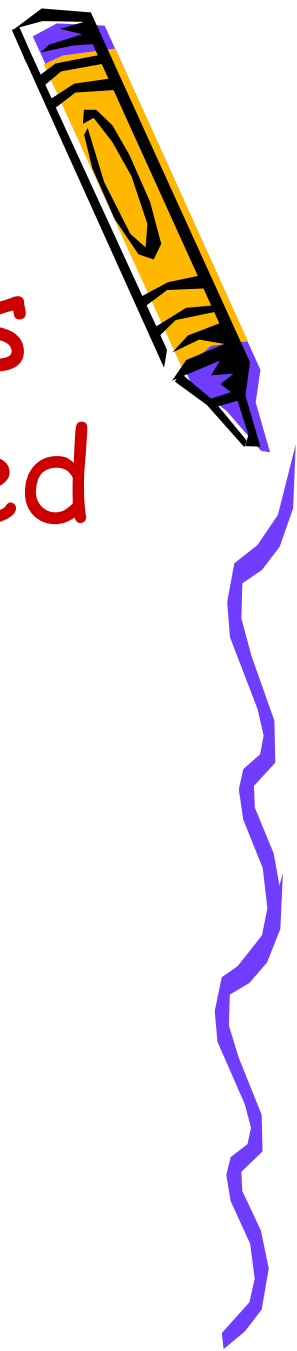
- Sound talking and rhyming.
- Playing games - table games or interactive games on the computer.
- Using phoneme frames, "sound buttons" and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme "detectives".
- Reading and writing sentences. Silly sentences are great fun!



How can I help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words
- Look at tricky words
- Look for phonic games
- Play pairs with words and pictures





REMEMBER: Phonics is
not the only thing needed
to become a fluent
reader.



How Do We Teach Reading At School?

- Daily Phonics Sessions (Reception, Year 1 and Year 2)
- Shared Reading (whole class reading)
- Guided Reading (small groups)
- Individual reading (with parents and additional support in school for those who need it)
- Reading for pleasure (individual reading of books of own choice)
- Comprehension
- Reading across the curriculum/for a real purpose.

Reading Into Writing



OUR DODFORD READING SCHEME



- **Children will change their home school reading book regularly during the school week, our scheme has been developed to offer a breadth of different genres so some books may be easier than others.**
- ***You will be asked to fill in the home reading record book each time you hear your child read.***
- ***Please be honest with your comments, if your child had problems with certain words or found the book very difficult, please say so.***
- ***Do not be afraid to ask the teacher to send home the same book again, this is not a race and moving on too quickly may result in difficulties at a later stage.***

Book Bands

Book Band colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
lilac							
pink							
red							
yellow							
blue							
green							
orange							
turquoise							
purple							
gold							
white							
lime							
brown							
grey							
blue (KS2)							
red (KS2)							

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The chart above gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.

The chart shows the progress of an 'average' band of children- but no individual child is 'average', so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts - periods of growth followed by periods of consolidation when their progress seems to halt for a while.

Reading at home - KS1

Please continue to read with your child each night and encourage them to:

- Book Walk – explore the pictures before reading
- Sound out
- Re-read to check it makes sense
- Use pictures for clues
- Ask questions about the book
- Read shorter books more than once to develop fluency

Reading at home - KS2

Your child will move towards becoming an independent reader but it is vital that they continue to read aloud regularly to an adult.

Please continue to:

- Ask questions about the book (Use target cards)
- Discuss effective vocabulary and new words
- When reading aloud encourage children to read with fluency, using punctuation marks to make their reading expressive

And most importantly **ENJOY READING!**

Extra reading resources to support reading comprehension at home can be found online at **Bug Club.**



www.activelearnprimary.co.uk