

Phonics and Reading Parents' Information Meeting 19.9.23



What we'll talk about today...

- What makes a good reader
- How we start in Nursery
- Our phonics programme and how that works from Reception through key stage 1
- Reading at school
 - ❖ Fluency
 - ❖ Vocabulary meaning
 - ❖ Text comprehension
- Reading at home

To become a good reader children need:

- Print awareness
- To be able to hear the sounds of speech and know that the sounds of speech make words.
- Phonics
- Fluency
- Vocabulary meaning
- Text comprehension

Nursery

In our nursery, the teaching of reading *continually* reinforces sounds and speech.

The children are encouraged to become listeners, hearing a range of different sounds around them. We use speech, songs, nursery rhymes, stories and information texts to do this.

How Nursery Parents can help

Read, read, read!

Talk, talk, talk!

The nursery provides a lending library

Story sacks - Parents and children can interact with the characters and objects in the sack, to either retell a story or make up stories of their own.



Phonics



Sounds Write

- We previously used Letters and Sounds which was a phonics programme developed back in 2007. Children worked through 'Phases' and read books from colour bands (and numbers).
- Following new research into how children learn to read and consequently write and spell we decided to introduce Sounds Write. All our children start their SW journey in Reception.

What is Sounds Write?

- Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language.
- From there, it takes children in carefully sequenced steps and teaches them how each of the 44 or so sounds in the English language can be spelt (there's 176 of them).
- The words used and the concepts of how the alphabet code works move from simple to complex – CVC, CVCC etc
- It's step-by-step so as not to overload the child's brain.

The Initial Code

Reception

- Simple (one sound, one spelling)
- CVC words (consonant, vowel, consonant)

Unit 1 - **a, i, m, s, t**

/a/ as in '**cat**', **/i/** as in '**pin**', **/m/** as in '**map**', **/s/** as in '**sip**' and **/t/** as in '**ten**'

Every week or so, we begin a new unit and build the new sounds into what we have already introduced.



- When single-letter sound-spellings have been introduced and established it introduces the concept that the sounds...

'f', 'l', 's' and 'z' can be spelt with two letters too
'ff', 'll', 'ss' and 'zz'

- As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.
- 'Two letters - one sound' is further developed through the introduction of the most common consonant two-letter spellings: '<sh>', '<ch>' and '<th>', in words like 'shop', 'chimp' and 'thin', for example.

The Extended Code

- Taught across Year 1 and Year 2
- Introduces the two, three and four letter spellings of the vowels
- Pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

Did you know there are 8 different ways to spell the /ae/ sound?

- ay today
- ai rain
- ea great
- a_e game
- a Amy
- eigh eight
- ei vein
- ey they



From c a t to
catastrophically in Year 2



The General Approach

Our approach teaches children the basic concepts that they need to become an effective reader:

- that letters are spellings of sounds: that what they see on paper is just what they say in spoken language

- that a spelling can contain one, two, three, or four letters

s a t

f i s h

n i g h t

w e i g h t

- that there is more than one way of spelling most sounds: the sound 'ae', spelt as <a-e> in 'name', can be represented as <a> in 'table', <ai> in 'rain', <eigh> in 'eight', <ay> in 'play', and so on

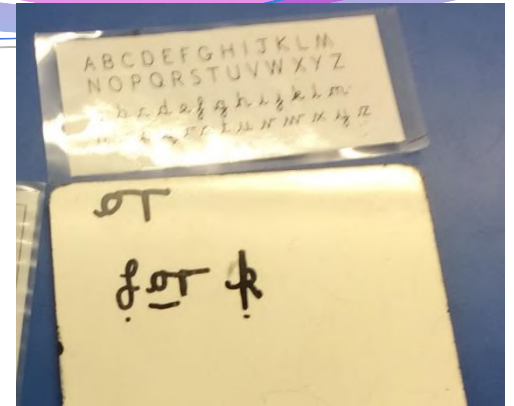
- that many spellings can represent more than one sound: <ea> can be the sound 'e' in 'head', 'a-e' in 'break', or 'ee' in 'seat'

The Skills Developed

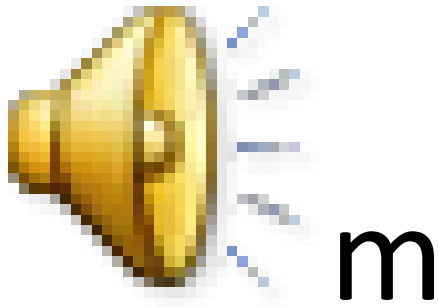
Pupils need to be able to:

- **segment** or separate sounds in words - cat is c – a - t
- **blend** or push sounds together to form words
- **manipulate sounds** take sounds out and put sounds into words

Practice is vital – repetition is crucial.



The 44 phonemes- banishing the 'uh'



The Alphabet Song

- We call the actual process of writing down a letter a 'grapheme'.
- Sounds Write emphasises the 'sound' of each grapheme.
- We don't start to introduce the name of the grapheme - A, B, C - until the children are ready (usually in Year 1). Although we know they are used at home.
 - ❖ Using the name can sometimes confuse a child when learning to read.

The results so far

- Children are much more confident reading aloud
- Spelling is improving
- Children who have found learning difficult are included within lessons and don't need to be taken out for small group work – building confidence
- Teaching and support staff have been upskilled.
- The pedagogy behind the Sounds-Write programme has changed our whole viewpoint on the best ways that children learn and the best ways to teach to meet the needs of our children.



Reading at school and home

Reading

- Reading is fundamental to education – it allows children to access the whole curriculum. Without the ability to read, everything else becomes so much more difficult
- It's fundamental to success in school, training and life
- Finally, and perhaps most importantly considering the last few years we've had, reading also offers important emotional benefits, enabling pupils, through listening to and talking about stories, to talk about their ideas and feelings and to lose themselves in books.

The Next Steps to Reading Well

Fluency

It's important that once your children can segment words and recognise those 'tricky', 'high frequency words' that they speed up so their reading sounds more like speech.

Encouraging fluency is a major part of our teaching in school. We use:

repeated reading

choral reading

echo reading

paired reading

Vocabulary meaning

As children read more complex texts they will undoubtedly come across words they understand or haven't heard before.

It's important that they continue to read with an adult to help explain and discuss the texts.

What does hollow mean? What else could be hollow?



Toad lived in an oak tree.
The oak tree was very old.
It was hollow in the middle.



Comprehension

Being able to read does not mean you understand what you read. Your child might sound like a good reader but may not necessarily understand what the text means.

The best way to develop understanding is to talk about texts. Ask questions – we included a list of them you could use in the reading pack.

Reading in School

The Teaching of Reading

- Phonics – daily (EYFS + KS1)
- Shared reading and Book Talk
- Guided reading – whole class begins in Year 2 onwards
- Independent reading
- Reading across the curriculum
- 1:1 reading with an adult (teacher/teaching assistant/reading volunteer) – as often as possible

The New Reading Packs

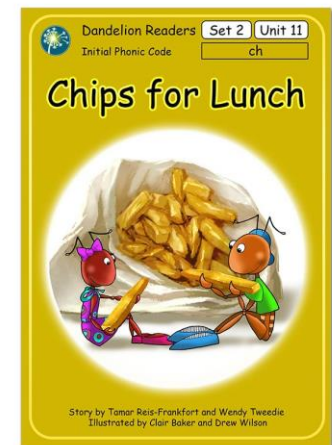
Once again, we have given (or will be giving) all our Reception and KS1 children reading packs.

They include:

- Some Sounds Write information
- Some questions you could ask your child when you are reading with them
- Some tips on games and ways you can encourage reading more and what to do when repeating the same reading book
- A phonically aligned reading book which is matched to your child's phonic knowledge - this book should be read several times so the children become more confident, feel successful and build up a level of fluency.
- Reading activities which reflect their learning in school - homework

What to do if your child is stuck

- Use phonics first. We use the phrase “Say the sounds and read the word”
- Help them to segment and blend
- Don’t use the ‘uh’
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



‘My child read this book easily’

- The ethos behind Sounds Write is that the children should learn and practise. We know that practise makes perfect but repetition also builds reading confidence.
- For this reason, we change books weekly
- Play games – time yourselves, you read they read
- Read other things – comics, recipes, football programmes etc
- Talk to your teacher

Reading at Home – enjoy!

- Make reading visible; have books available in your home. Read yourselves.
- Share books every day
- Talk about books
- Sing songs and nursery rhymes
- Sit and listen – be present
- Respect their choices



Thank you!

We do recognise and value the role of parents in the teaching of reading.

The time parents give, working with and supporting their child at home, is invaluable in helping the child make progress.

Please remember, staff are always here to help and answer any questions you might have about supporting your child at home.