

# **Phonics and Reading Parents' Information Meeting 19.9.24**



# 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
- 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 teaching
- Fluency
- Vocabulary meaning
- Text comprehension

# Nursery

In our nursery, 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 and talk to your children. We have a lending library and you can take home story sacks so the children become familiar with characters and can make up their own stories.

# Phonics



All our children start their Sounds Write journey in Reception.

We continue through Year 1 and Year 2.

# 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 - simple to complex.
- 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.

# The 44 phonemes- banishing the 'uh'





- When single-letter sound-spellings have been introduced it moves on to the idea 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 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'.

V = Vowel

C = Consonant

- 'Two letters - one sound' is then introduced with sh, ch, th, ck, ng, wh, q and ve.

# The Extended Code across Year 1 and Year 2

Pupils are taught:

- the two, three and four letter spellings of the vowels
- that there is more than one way of spelling most sounds
- 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'
- 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

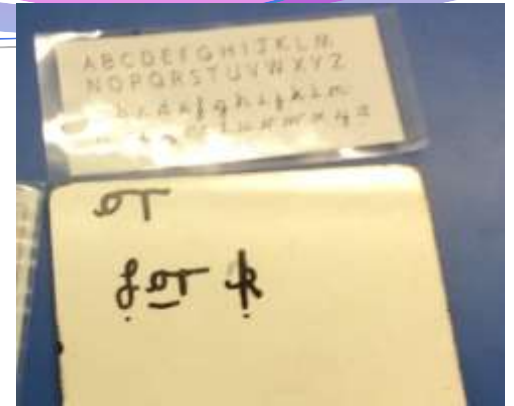


# The Skills Developed

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 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.



# 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.