

Phonics

A Parent Information Workshop



Letters & Sounds

The History & Research

- 2006 Review of the teaching of Early Reading
- Synthetic phonics most successful approach.
- Recommended children are ready to learn phonics by age 5.
- Children should be taught daily systematic phonics in order to become fluent readers and skilled writers.

Systematic Phonics

“Phonics is a method of instruction that teaches students correspondences between graphemes in written language and how to use these correspondences to read and spell words.

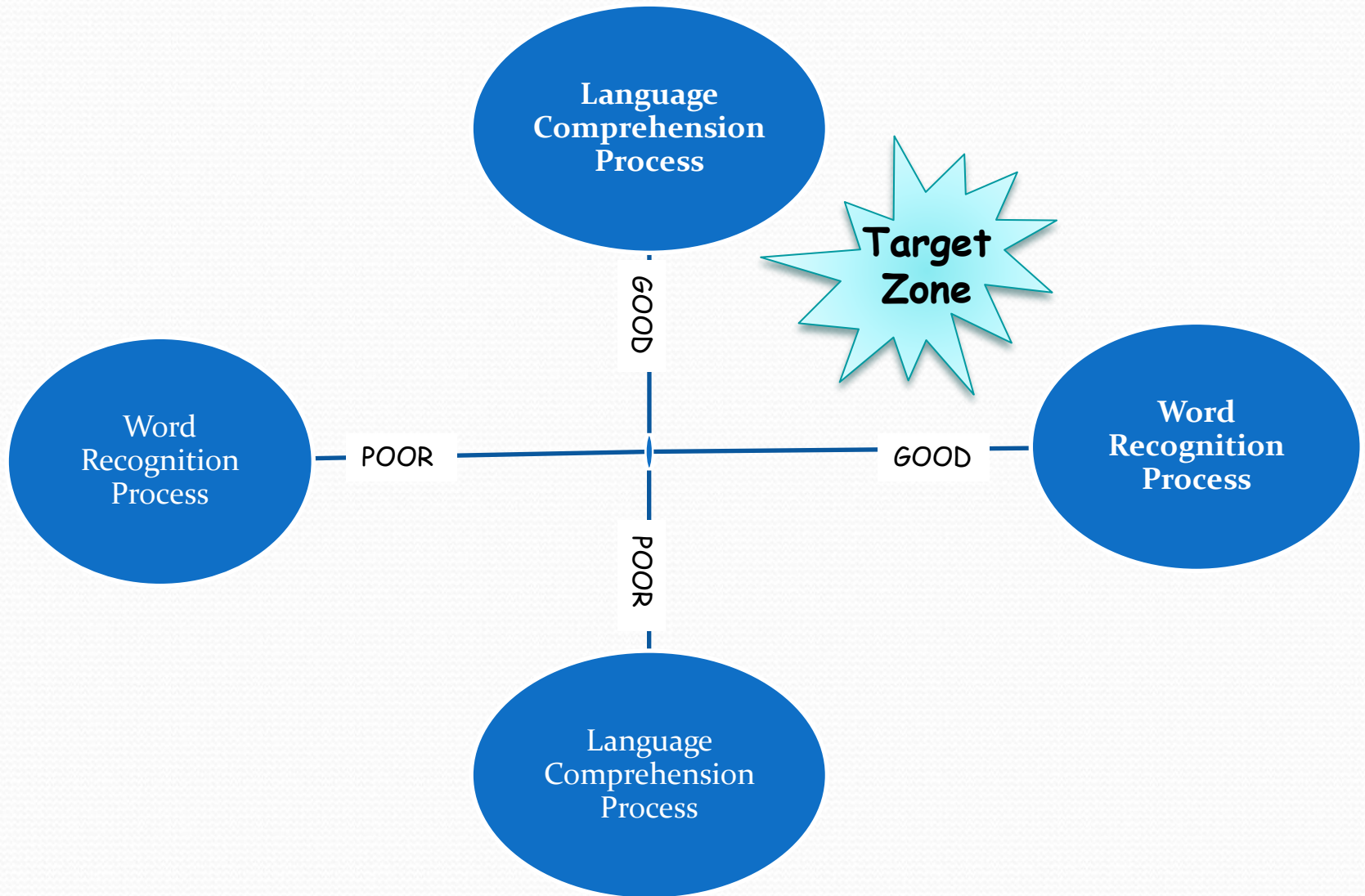
Phonics instruction is systematic when correspondences are taught and they are covered in a clearly defined sequence”

DfES 2003

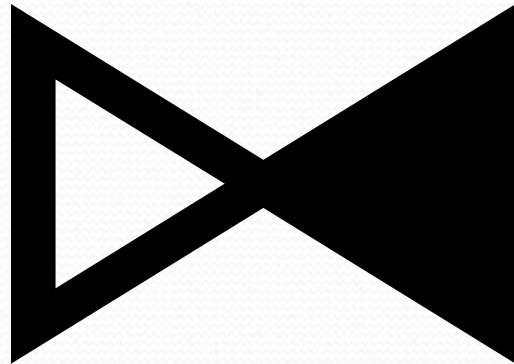
Synthetic Phonics

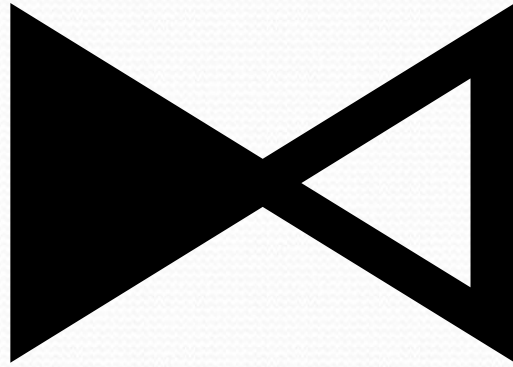
- Our writing system is alphabetic.
- New readers must be taught how the letters of the alphabet represent the sounds of our spoken language.
- The sounds should be learnt as 'soft sounds'.
- Children need to know how to blend (synthesise) the sounds for reading.
- Children need to know how to sound out (segment) the sounds in words for spelling.

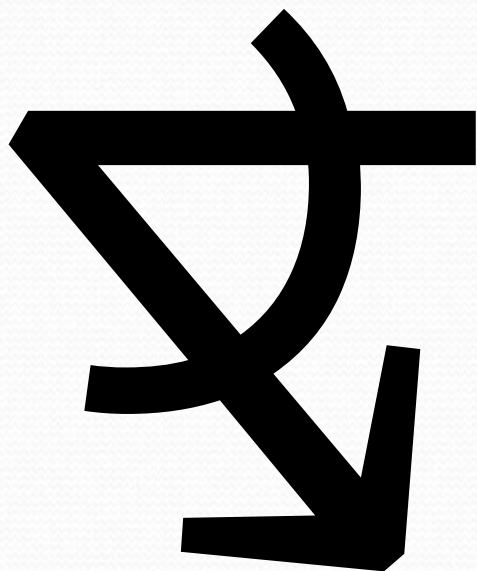
Simple View of Reading

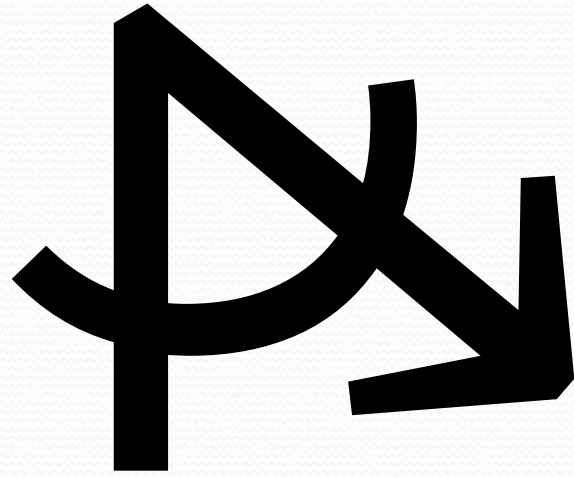


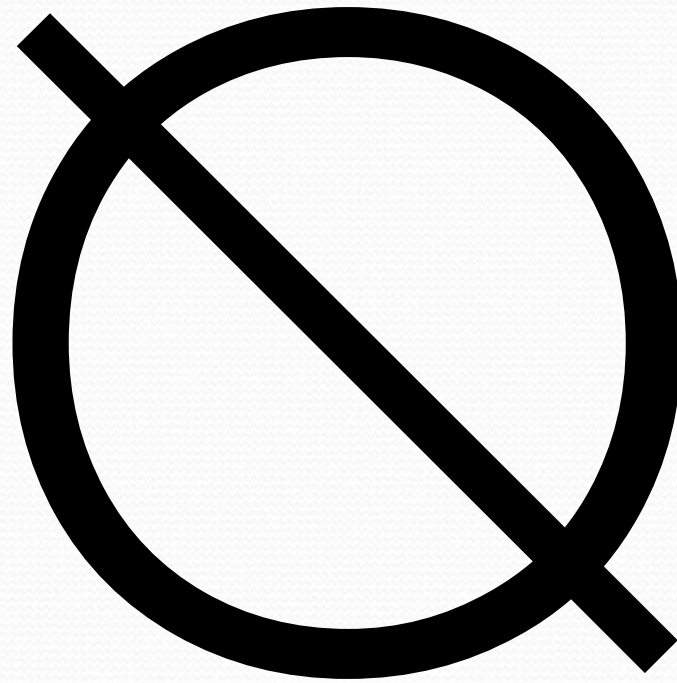
Learning to Read

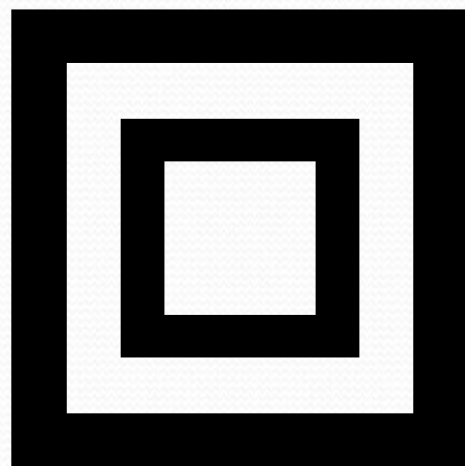











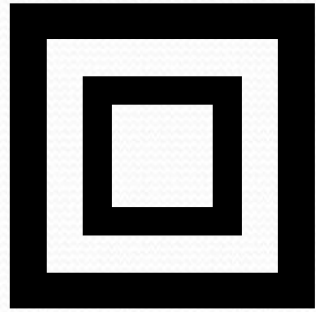
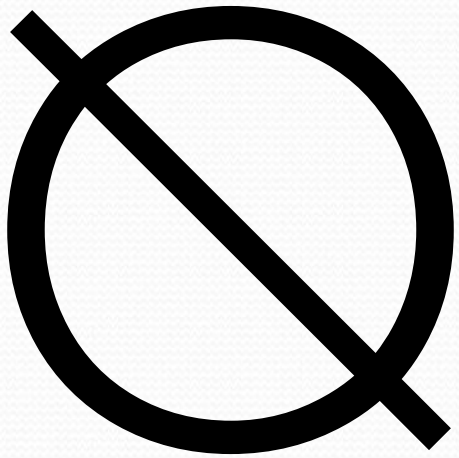
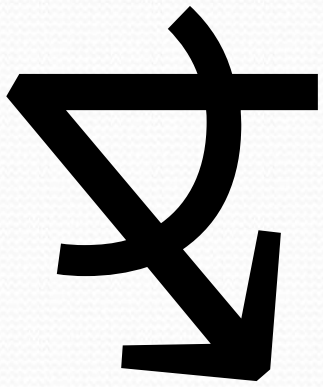


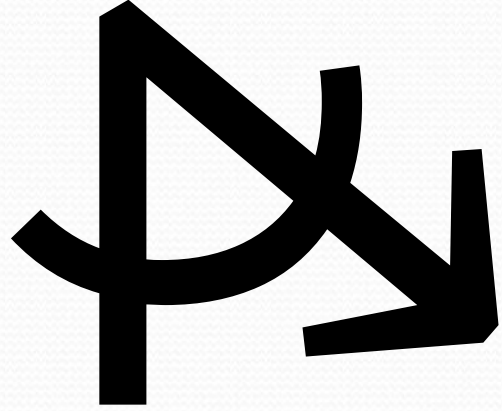
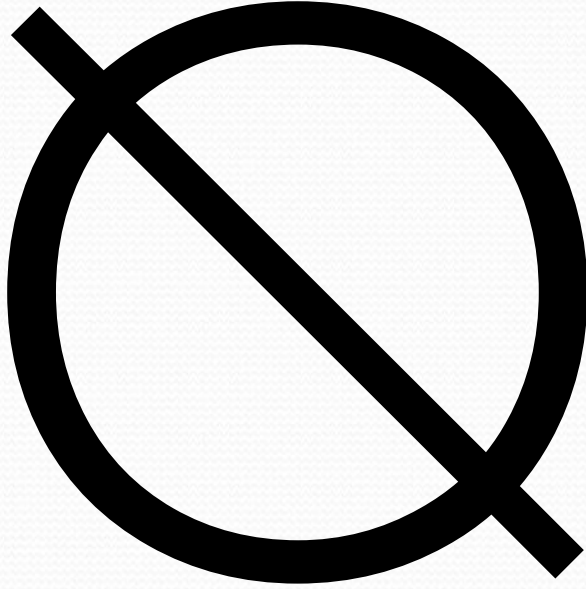
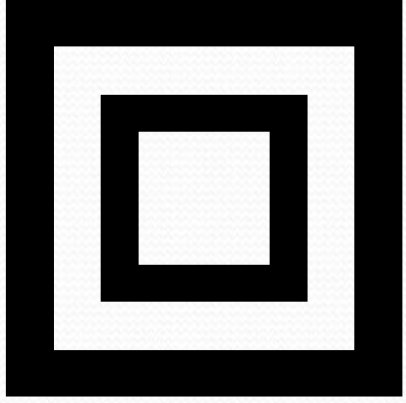


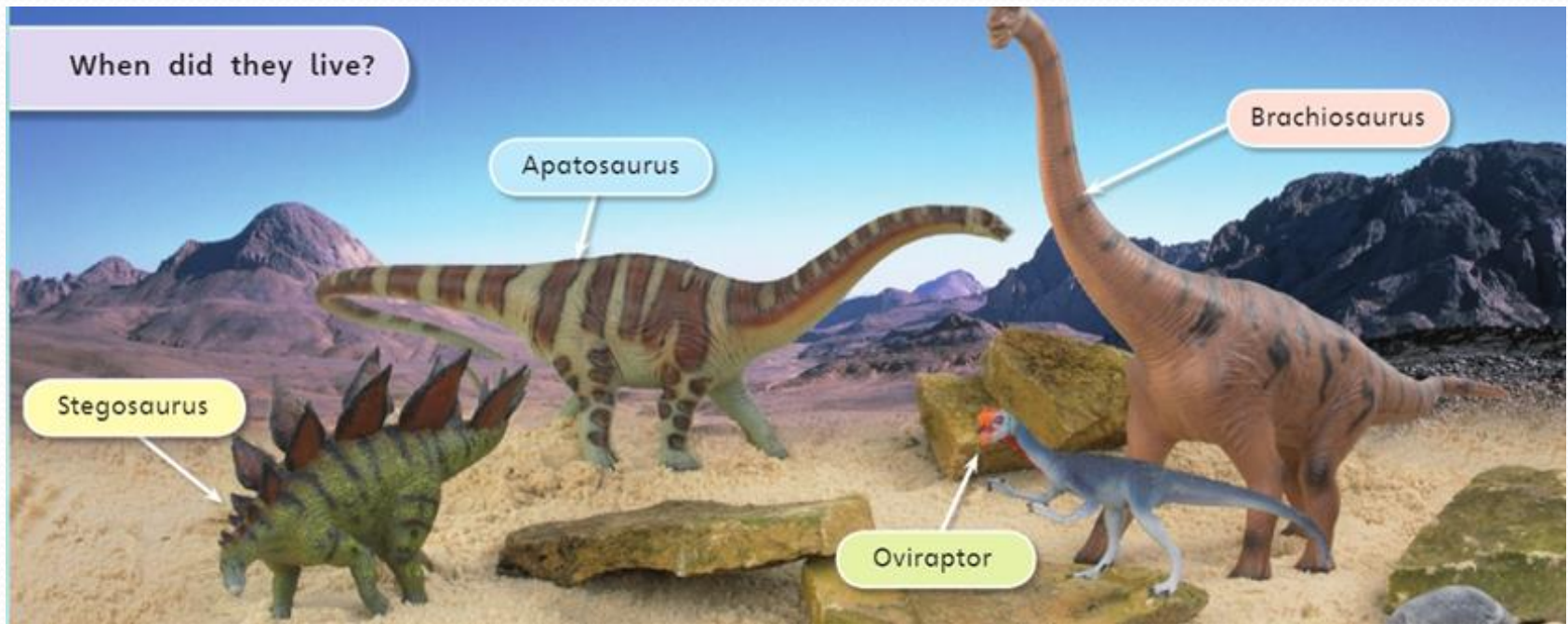
文

文

文







Dinosaurs lived a long time ago. We know this because the fossils are found all over the world. We can't know for sure how many kinds of dinosaurs there were. So far, scientists have found around 300!

Foundation Stage Profile Assessment

Early Adopter 2020 Learning Goals

Literacy is split into 3 goals

Comprehension

Word Reading

Writing

Foundation Stage Profile Assessment

Early Adopter 2020 Learning Goals

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate - where appropriate - key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Foundation Stage Profile Assessment

Early Adopter 2020 Learning Goals

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Foundation Stage Profile Assessment

Early Adopter 2020 Learning Goals

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

National Curriculum KS1

Children working at expected standards in Reading

- Decoding words
- Reading common exception words
- Reading fluently (90 words per minute)
- Understand text / check it makes sense.

Children working at expected standards in Writing

- Write a narrative.
- Use punctuation correctly (full stop, capital letters, question and exclamation marks).
- Use correct tense
- Use noun phrases.
- Use co-ordination (and/or/but) and subordination (when/if/that).
- Spell common exception words.
- Spells decodable words mostly correctly.
- Use diagonal and horizontal strokes to join letters.
- Uses correct letter size and orientation.

Handwriting

Nelson Handwriting Scheme

- Correct letter formation is taught discretely in Reception.
- Letter joins are taught in Year 1 and 2.
- Correct use of upper and lower case letters is important to talk about and correctly model as soon as children recognise print.
- Correct formation and orientation is crucial if children are to meet end of Key Stage 1 (end of year 2) expectations.
- NO QUICK FIX - The longer incorrect formation/orientation is unchallenged, the harder the habits are to break.

Handwriting

Top Tips For Developing Pre-Writing Skills

- Allocate free time regularly for mark making.
- Use pencils - Get rid of the felt tips - using appropriate pencil pressure key skill for children to develop.
- Correct pencil grip - always encourage children to use a pincer grip when using pencils (2 frogs on a log).
- When children begin to use letters in their writing to represent meaning, teach them the correct way to form these letter.
- If children are learning to write their names teach them with the correct case letters e.g. teaching them to write all letters in capital letters will need to be 'unlearnt' later on.

Daily Reception Phonics Lesson

- Phonics
- Writing
- Reading

We will also teach English using exciting stories to develop comprehension and writing skills.

Phonics Session

- Alphabet song
- Speedy Sounds
- Speedy Words (including spotting the digraph/trigraph).
- Introduction of new phoneme/grapheme.
- Read words with new grapheme (including spotting the digraph/trigraph).



Writing Session

- Learn how to form the letters correctly - upper and lower case (including writing on the line).
- Writing words containing the focus letter.
- Phrase/sentence writing containing the focus letter.



Reading Session

Children read the book with partner, once as the reader, once as the pointer.

- Day 1 - Introduction of the book, predict what will happen. Decoding any unknown words. Class teacher read the book.
- Day 2 - Reading for fluency.
- Day 3 - Using punctuation and adding expression. Teacher to model reading expressively.
- Day 4 - Comprehension focus.
- Day 5 - Language focus session



Reading in School

- Children will read their phonics book at least 10 times with their reading partner or teacher.
- Children will be allocated the same book on Bug Club.
- Children will also be allocated a new book on Bug Club (at the same level as class book).
- Children will take home a banded reading book each week.
- Children will take home a library book to read for pleasure with a grown up.



Supporting your child

You can help by...

- Ensure children have a rapid recall of all of the letters we have taught. (build this into everyday activities - e.g. your walk to school).
- Encourage them to orally blend and segment words that do sound out - play lots of robot talk games.
- Some words contain non-decodable elements - or Tricky parts. Encourage children to recognise the 'tricky' element and sound out the remainder of the word.
- Reading everyday/night - they can read to you or you can read to them.

Supporting your child

Mirror our school system

Choose 1 focus book each week

- Day 1 - Read together /decode unknown words and tricky words. Discuss meaning of new/usual words.
- Day 2 - As above - more fluently (less decoding).
- Day 3 - Read fluently -recognise punctuation / use to add expression and rhythm to reading.
- Day 4 - Comprehension - read fluently - children can understand text. Ask questions ensure understanding.
- Day 5 - Read - Read for pleasure.

NB - Other books can be read alongside or in addition to this focus book.

Completing the Reading Diary

- Complete the reading diary for your child over the week - writing in each day when you read with your child. Reading diaries are checked daily (please don't backfill as it won't count).
- Suggested reading - A minimum of 3 times per week.
- Reading diary to be returned to school each day -
- children who have read (& diary completed) will get a dojo. (No completed diary-No Dojo-No backfilling)

Golden Ticket



- Reading Reward System
- All children who read at least 3 times each week (+ recorded in diaries) receive a treat on Wednesday afternoon.
- Staff will read/chat to children about their focus book to ensure fluency and comprehension.

Key Phonics Language

- **Sound (phoneme)** - The smallest unit of sound in a word, e.g. s or ss. (44 English phonemes).
- **Grapheme** - A letter or group of letters representing a phoneme.
- **Digraphs** - 2-letter grapheme where 2 letters represent 1 sound e.g sh as in shop.
- **Trigraphs** - 3-letter grapheme where 3 letters represent 1 sound e.g. igh as in night
- **Blend** - blending individual sounds together in a word when reading
- **Segmenting** - sounding out individual sounds in a word for writing.



Phonics Bug



Bug Club

[www.activelearning.](http://www.activelearning.co.uk)
[co.uk](http://www.activelearning.co.uk)