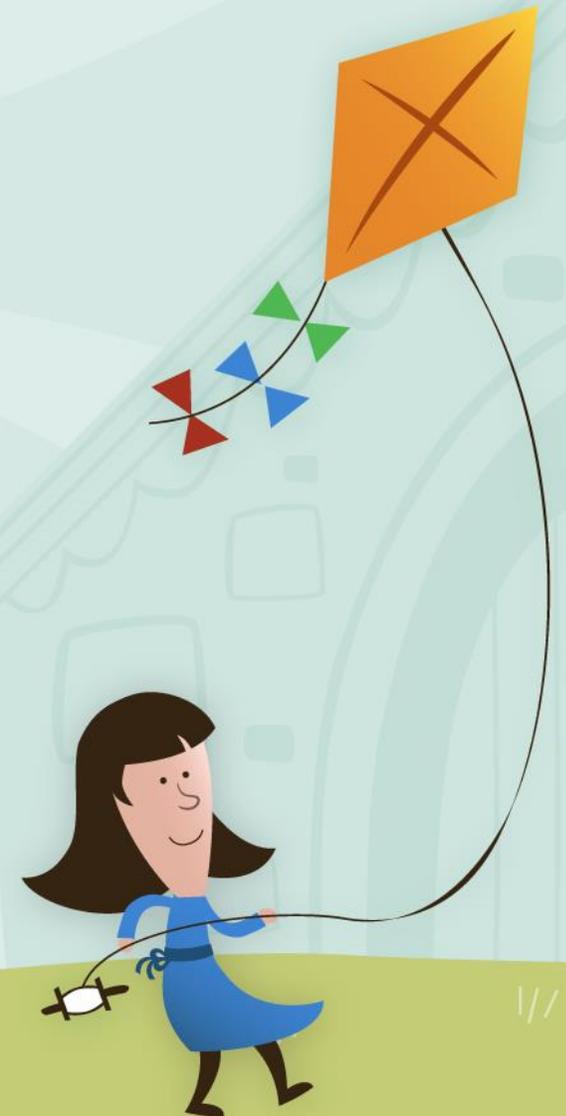


Welcome to Phonics and Early Reading

Monday 24th September 2018



Introduction

- Starting in Early Years, children are taught phonics; the journey of learning to read, write and spell. These vital skills, are the beginning of a lifelong literacy journey. Phonics, which can also be referred to as 'Letters and Sounds' is the process of children learning to read.
- The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including home. Exposing children to conversation and books is essential.



Speaking and listening

- Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing.
- Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

• Caption



The importance of reading

- Sharing books and reading with your children is one of the best things you can do to support their education.
- Library books from school
- Reading books (some without words in)



Letters and sounds

- We currently follow the systematic phonics programme called 'Letters and Sounds' is divided into six phases. During the programme new skills are taught, continually building on previous learning.
- We do use Jolly Phonics actions to support our teaching.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6



Phase 1

- This is the beginning of the systematic learning of phonics and takes place predominately in Nursery or Pre-School. It falls primarily within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage Curriculum.
- During this phase, children should be exposed to a language-rich environment. Activities are mainly adult led and build up to teaching children the important basic elements such as oral segmenting and blending



Useful Tips

Sharing books from an early age is hugely beneficial for children.

Enjoying and sharing books from being young, enables children to see reading as a source of pleasure.

Through the sharing of good books, children's vocabulary increases which enables them to talk confidently.



Phase 1

- This phase is divided into seven strands:
- **Aspect 1: Environmental Sounds** Children are exposed to a variety of sounds in the environment, being encouraged to copy them.
- **Aspect 2: Instrumental Sounds** Children are encouraged to listen to and make sounds using different instruments.
- **Aspect 3: Body Percussion** Children use their body to accompany songs and rhymes, for example by clapping and tapping.
- **Aspect 4: Rhythm and Rhyme** Children are exposed to a range of books and rhymes. Children are encouraged to join in with repeated refrains and rhymes.
- **Aspect 5: Alliteration** Children are encouraged to listen to initial sounds within words. They are asked to think of other words beginning with the same sound.
- **Aspect 6: Voice Sounds** Children are asked to create different mouth movements and say a range of sounds.



Aspect 7: Oral Blending and Segmenting

This stage is vital before children are exposed to grapheme to phoneme correspondence (learning which letter represents each sound). It is all done orally and is to encourage children to hear the separate sounds within words.

Oral Blending

- At first, the adult will show the children how this is done. The separate sounds (phonemes) are clearly spoken aloud, in order, fairly quickly and are then merged together into the whole word. E.g. m-a-n man.
- The merging together of the sounds is called blending. Initially, children may not be able to merge the sounds together independently and will need frequent practise which is highly beneficial.



Oral Segmenting

- This is the opposite to oral blending. Here, children hear the whole word before it is then broken into separate sounds (phonemes). E.g. dog d-o-g.
- This skill is called segmenting and is vital in order for children be able to spell. Initially, children might only be able to hear the initial sound and will need frequent practise.



Ways you can support your child at home

Share a range of rhymes.

Practice oral blending in and around the home. You can do this by talking in the following way:

c-a-t, cat. Can you out on your s-o-ck?

Initially, the children will just listen and then with time, they will be able to join in, hearing the words the sounds create.



Phase 2

- This phase builds upon the oral blending and segmenting of the previous phase. Children must continue to practise what they have learnt. They will also then be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. fin, huff.
- Phonemes - the order we teach the phonemes (sounds).

Set 1	s, a, t, p
Set 2	n, m, d
Set 3	g, o, c, k
Set 4	ck, e, u, r
Set 5	b, f, ff, l, ll, ss



Learning Grapheme-Phoneme Correspondences

The process of learning a sound, includes:

- Saying a number of words with the same initial sound, exaggerating it. E.g. ssssnake ssssssun
- Showing the children the grapheme (letter) that represents the sound.
- Flashing a card with the grapheme on one side and a picture on the other. When the children see the grapheme side, they are to say the sound. When they see the picture sound, they are to say the word corresponding to the picture.



Tricky words

- During this phase, the children will also be exposed to tricky words: words that cannot be sounded out.
- the
- to
- I
- go
- no



High frequency words (HFW)

There are 100 common words that recur frequently in much of the written material young children read and that they write. Most of these are decodable, by sounding and blending, assuming the grapheme-phoneme correspondences are known, but only 26 of the HFW are decodable by the end of Phase 2. Reading a group of these words each day, by applying grapheme-phoneme knowledge as it is acquired, will help children recognise them quickly.

a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put.

Useful Tip

Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said. E.g. the sound 'f' should be pronounced ffff rather than fuh.



Phase 3

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs. E.g. 'ee' as in bee.
- Practise blending and segmenting a wider range of CVC words.
- Read more tricky words and begin to spell them.
- To read familiar words on sight, rather than decoding them.



Sounds and Digraphs

The following sounds are taught:

Set 6	Set 7
j, v, w, x	y, z, zz, qu
Digraphs	Trigraphs
ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er	igh, ear, air, ure



Tricky words

he, she, we, me,
be, was, my, you,
her, they, all.

High frequency words (HFW)

A further 12 HFW are decodable by the end of Phase 3.

will, with, that, this, then, them, see,
for, now, down, look, too.

Useful Tip

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters. E.g. rain should be read as r-ai-n not r-a-i-n



Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) and multisyllabic words.

Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.



Tricky words

said, so, do, have,
like, some, come,
were, there, little,
one, when, out,
what



High frequency words (HFW)

A further 6 HFW are decodable by the end of Phase 4.

went, it's, from, children, just, help.



Handwriting

- Since the introduction of the current National Curriculum in 2014, the importance of handwriting has significantly increased. Connections between handwriting, composition of writing and spelling have been made.
- It is expected that children learn to sit correctly, hold a pencil correctly and form letters correctly, knowing where they should start and end. This leads them into joining letters correctly, ideally in Year 2.



Pre-Writing Skills

It is essential that a child begins to write when they are ready. In order to prepare your child there are many activities that can be done in various settings, including at home.

Writing readiness can be defined in a number of ways:

- Hand and finger strength
- Upper limb strength
- Hand dominance
- Pencil grasp
- Hand-eye coordination



Ways you can support your child at home

From an early age, allow your child access to various writing materials of all shapes and sizes. (paint brushes, crayons, pencils, pens)

Encourage participation in skills that involve manipulating objects.
(jigsaws, threading)

Encourage activities to promote finger strength. (tweezers, building bricks, playdough)

Encourage activities to promote gross motor skills. (painting walls outside with water, using a wheelbarrow, climbing ladders)

Encourage activities to promote hand-eye coordination.
(ball games, skipping, throwing a frisbee, throwing stones into the sea)

