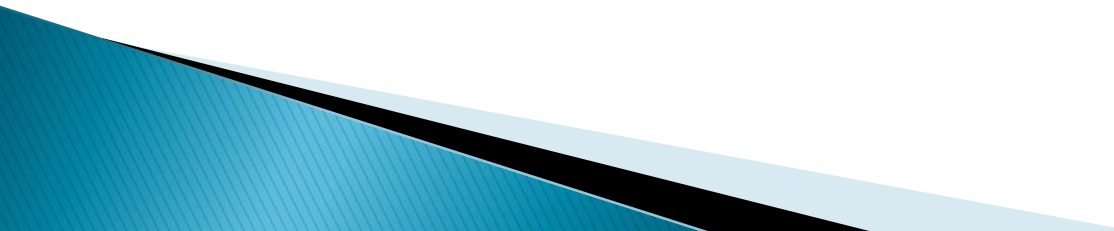




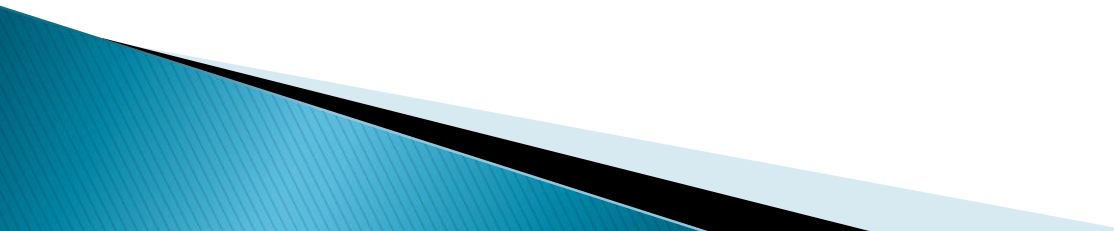
# Phonics and Early Reading Information Meeting for Parents and Carers

1<sup>st</sup> November 2023

# What will we cover?

- ▶ Information about phonics
  - ▶ Ideas of ways to support FS and Year 1 pupils in phonics.
  - ▶ Phonics Screening
  - ▶ Rapid Reading for Year 1
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# Why do we teach phonics?

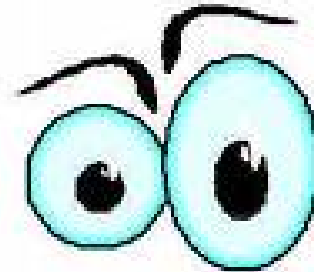
- ▶ The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
  - ▶ Phonics helps children to develop good reading and spelling skills.
  - ▶ We use a scheme called 'Rocket Phonics' as our main resource. However we supplement this with many other activities and tasks.
  - ▶ We are building on the phonics learning your child has begun at pre-school.
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# What terminology will my child learn?

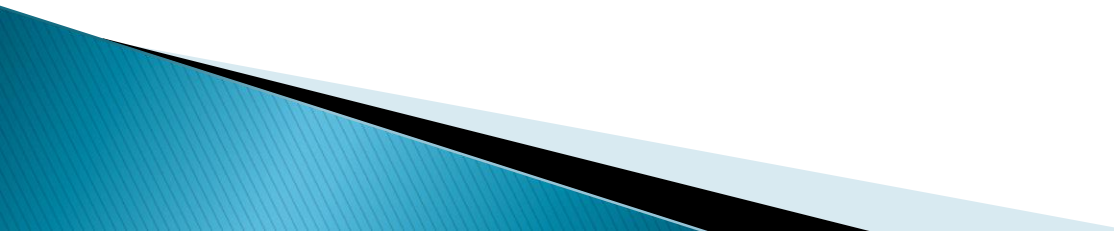
- ▶ **Phonemes** – These are the sounds in a word  
e.g c–a–t



- ▶ **Graphemes** – These are the letters that represent each phoneme.



# How to say the sounds?

- ▶ Saying the sounds correctly with your child is extremely important
  - ▶ The way we say sounds may well be different from when you were at school
  - ▶ We say the shortest form of the sounds
  - ▶ There is a helpful video showing the articulation of all 44 phonemes on YouTube.
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# What terminology will my child learn?

## **Segment/ decode**

- ▶ ‘Chopping up’ the word to spell it out
- ▶ 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’.

## **Blend**

- ▶ Merging or ‘blending’ the sounds in the order in which they are written to pronounce the word ‘cup’

# What terminology will my child learn?

- ▶ **Tricky words** – Words that the children need to learn by sight as they cannot be sounded out e.g. the, come, said
- ▶ **Pseudo words** – Nonsense words e.g shrap, blom.

# What are the National Expectations by the end of Foundation Stage? Early Learning Goals (ELGs):

## Literacy

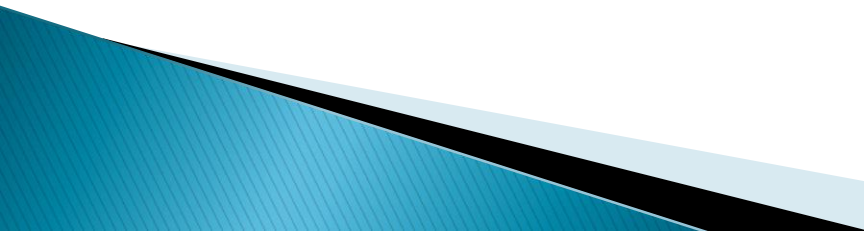
### Comprehension

- 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, nonfiction, rhymes and poems and during role play.

### Word Reading

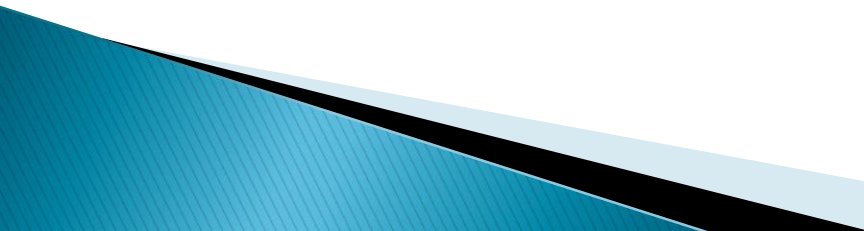
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

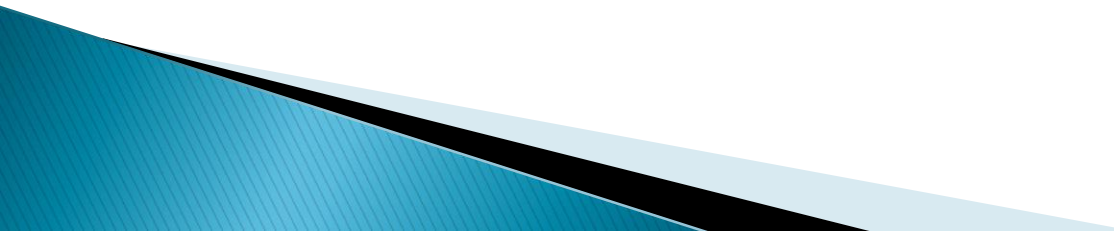
- Write recognisable letters, most of which are correctly formed.
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
  - Write simple phrases and sentences that can be read by others
- 



# Year 1 (English National Curriculum)

- ▶ Apply phonic knowledge and skills as the route to decode words
  - ▶ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  - ▶ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
  - ▶ Spell words containing each of the 40+ phonemes already taught
- 

# How is phonics taught at Abbot's Hall?

- ▶ Daily whole class 20 minute sessions taught by the class teacher. Teaching assistants support and extend.
  - ▶ We use the Rocket Phonics scheme and linked reading books which provide a comprehensive system for teaching, applying and embedding phonic skills.
  - ▶ We use the strategy of 'sound fingers' to decode and blend words and segmenting for spelling.
- 

# How do our reading books support progress in phonics?

## Foundation

Read aloud simple sentences and books that are **consistent with their phonic knowledge**

## Year 1

Read accurately by blending sounds in unfamiliar words **containing GPCs that have been taught**

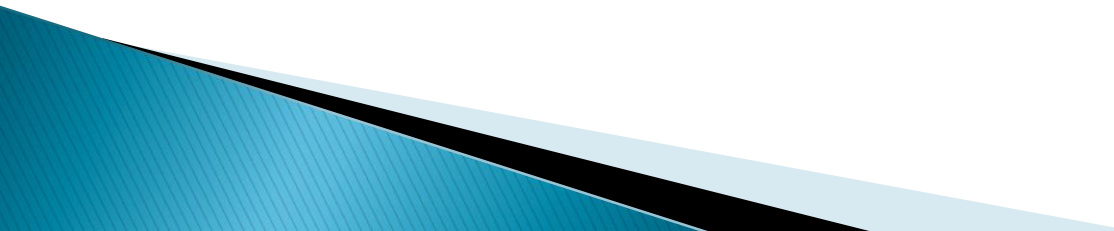
- ▶ Reading books are closely matched to phonic knowledge through regular assessments. When a child can confidently recognise the phonemes in a book, they will then take this book home to practise applying their phonic knowledge. Reading these at least 2–3 times is recommended so that your child builds fluency and becomes more confident decoding these sounds before moving on to a new book.
- ▶ We love to challenge and extend children at Abbot's Hall. If a child is confidently recognising more phonemes than have been taught, they are able to move on to books in line with their phonic knowledge.

# What is my child learning?

## Phase 1 – (aimed at pre-school settings but often taught in Reception)

- ▶ Emphasis on hearing sounds
- ▶ Learning how to orally segment and blend words e.g. c-a-t
- ▶ Rhythm, rhyme and alliteration

## Phase 2 –

- ▶ Learn 19 simple phonemes (sounds) for some letters (graphemes).
  - ▶ Learn CVC words e.g. mum, cat, dog, tap
  - ▶ Learn some tricky words e.g. the, to, no
  - ▶ Blending sounds together to make words
  - ▶ Segmenting words into their separate sounds
  - ▶ Beginning to read simple captions
- 

# What is my child learning?

## Phase 3

- ▶ Teach more graphemes (mostly made up of 2 letters e.g. oa for boat, ai for rain)
- ▶ Learn more tricky words e.g. she, you, they
- ▶ Read and write simple sentences
- ▶ Reading captions and questions.

## Phase 4

- ▶ Recap of phase 2 and 3.
- ▶ Practise segmenting and blending.

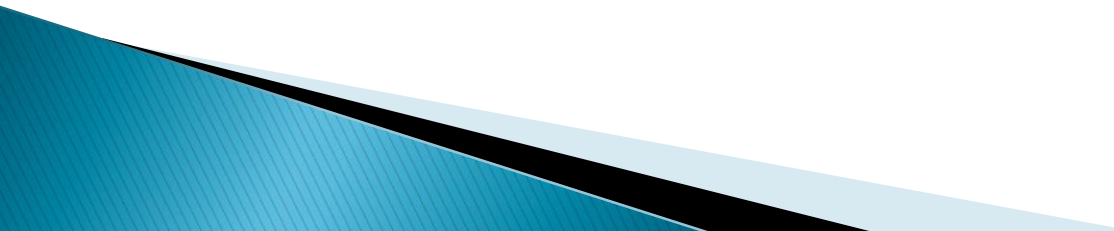
## Phase 5

- ▶ Learning that sounds can be spelled in more than one way e.g f, ff, ph
- ▶ Learn that letters can make more than one sound e.g. leaf and bread

# How is my child assessed in phonics?

- ▶ Phonics assessment after each rocket phonics block has been taught (roughly each half term) – testing if the children are able to apply their knowledge to reading and writing words containing these sounds.

## Phonics Screening Check

- ▶ The phonics screening check will be taken individually by all children in Year 1 in England in a week in June .
  - ▶ It is designed to give you information on how your child is progressing in phonics.
  - ▶ It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.
  - ▶ There will be two sections in this 40–word check and it will assess phonics skills and knowledge learned through Reception and Year 1.
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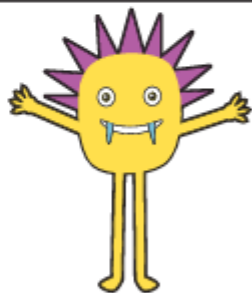
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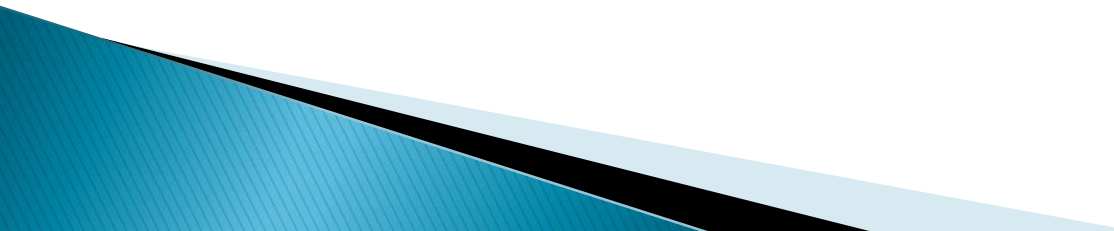
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# How can I support my child with phonics at home?

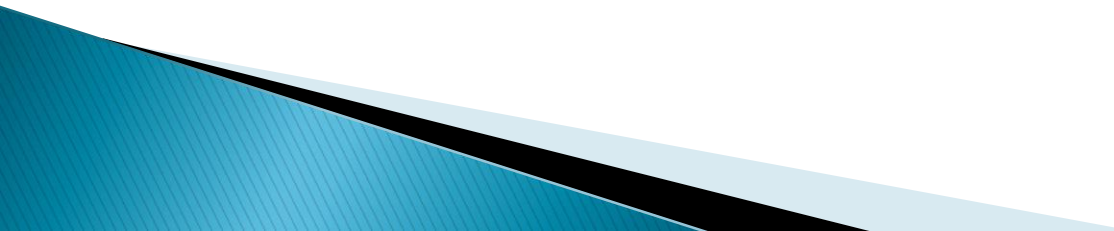
- ▶ Make time to share their reading book for 10 minutes, every day. Record this in their yellow reading log. Read our 'next steps' to see what your child needs to work on when reading at home.
  - ▶ Encourage your child to use 'sound fingers' and model this to them when needing support to decode and blend.
  - ▶ Encourage use of their sound mats
  - ▶ Practise reading and writing high frequency words (inside yellow home/school book)
  - ▶ Play phonics games together
  - ▶ Regularly read different nonsense words
  - ▶ Use the phonics play website
  - ▶ View the phonics resource tab on our year group website pages
  - ▶ See Phonics Family on Facebook or Instagram
- 



# How can I support my child with reading at home?

- ▶ Read a range of stories, non-fiction, poetry and rhymes to your child. Be a positive role model and read books yourself.
  - ▶ Participate in our school reading challenge.
  - ▶ Encourage your child to be fluent. Reread sentences and model good fluency and expression.
  - ▶ Encourage reading in different environments e.g. restaurants, road signs, shops.
  - ▶ Encourage your child to read unknown words using their phonics, picture clues and the context of the sentence.
  - ▶ Practise reading high frequency words and their sounds.
  - ▶ Join the local library
  - ▶ View the example comprehension questions and sentence stems on our year group website pages to support understanding of reading at home.
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# What is Rapid Reading for Yr 1?

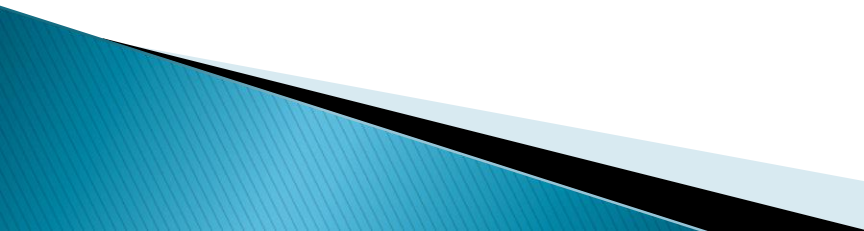
- ▶ Daily small group reading session for 20 minutes.
  - ▶ Taught in blocks of 2 weeks every half term. Using expertise from across the school.
  - ▶ Each group will work with the same adult for the whole block.
  - ▶ Class Teachers and English Leaders will plan the sessions.
  - ▶ The books used are from our Rocket Phonics scheme for a consistent approach. New sets purchased this year.
  - ▶ Staff feedback to class teachers daily.
  - ▶ A sticker will be in your child's yellow log so that you are aware of when these sessions are taking place.
- 

# What will happen in these sessions?

- ▶ Sessions will focus on building fluency.
- ▶ Pupils will read 2 different books across the week.
- ▶ They will discuss and answer questions throughout the sessions.
- ▶ Strategies will be used to help improve children's reading.
- ▶ Friday will focus on reading of high frequency words.



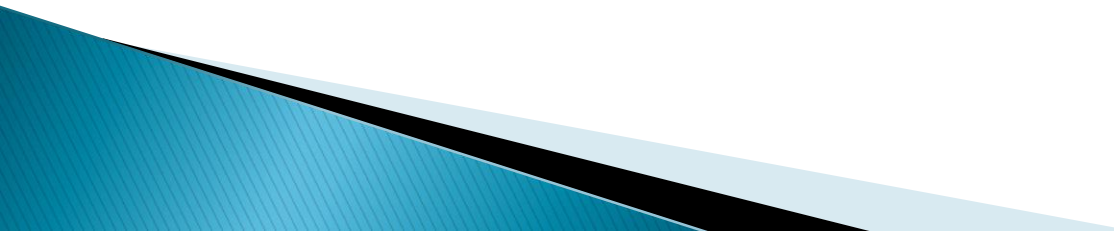
# How else can I support my child in writing at home?

- ▶ Support your child with developing a tripod pencil grip – remind them of ‘pinchy fingers’.
  - ▶ Encourage your child to use different writing materials.
  - ▶ Encourage your child to write their name.  
Encourage your child to write even if they are scribbling to begin with (This is called emergent writing, the first stage of writing).
  - ▶ Don't write a sentence for them to copy – unless this is for handwriting practise.
  - ▶ When they are ready, encourage them to use their sound mats to support their writing.
  - ▶ Provide writing opportunities, writing for a purpose is proven to be more engaging for children e.g. shopping list, notes, birthday cards, home learning, diaries.
  - ▶ Be a positive role model and talk about what you are writing.
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# You can make a difference

- ▶ Here's how many words children would have heard by the time they were 5 years old:  
Never read to, 4,662 words
- ▶ 1-2 times per week, 63,570 words
- ▶ 3-5 times per week, 169,520 words
- ▶ Daily, 296,660 words
- ▶ Five books a day, 1,483,300 words

(DfE The reading framework – teaching the foundations of literacy)



# Thank you for listening

Please feel free to come and ask us any questions.

