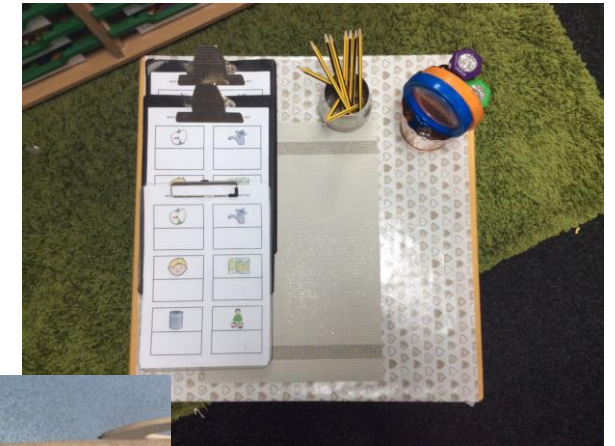




# Early Reading at Ashdene Primary School

# Aims

- ▶ Why and how do we teach phonics?
- ▶ Phases of phonics
- ▶ A typical phonics lesson
- ▶ Phonics terminology
- ▶ How to help at home .



## Why do we teach phonics?

“ synthetic phonics offers the vast majority of young children the best most direct route to becoming skilled readers and writers.”

Sir Jim Rose 2006



# What does phonics look like?



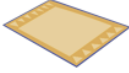



- ▶ We use a synthetic scheme called 'Bug Club Phonics'
- ▶ A phonics session is taught whole class everyday for 30 minutes
- ▶ A guided reading session is taught everyday and revisits the phonic knowledge covered. This session allows the children to apply their knowledge of phonics to their decodable reading book.
- ▶ Children read Bug Club reading books that match the sounds being taught in phonics

abcdefghijklmnopqrstuvwxyz

Can you write the grapheme 'm'?

m \_\_\_\_\_

Can write the initial sound next to the picture?

# The phases of phonics

- ▶ Phase 1 ( Pre School)
- ▶ Phase 2 (reception)
- ▶ Phase 3 (reception)
- ▶ Phase 4 (reception)
- ▶ Phase 5 (year one)
- ▶ Phase 6 (year 2)

# Phase 1

- ▶ Phase 1 is usually taught in pre-school/nursery
- ▶ It begins with sound discrimination in the environment
- ▶ Listening to repetitive sounds in words through alliteration and rhyme
- ▶ Children should then have lots of opportunities to listen and join in with 'oral blending and segmenting'
- ▶ For example, when giving children instructions, the adult could segment the last word into separate phonemes and then immediately blend the sounds together to say the word- e.g. "It's time to get your c-oa-t, coat!"

## Phase 2

- ▶ Phase 2 is taught in reception
- ▶ Children are taught 23 phonemes along with their grapheme correspondent

s, a, t, p  
i, n, m, d

g, o, c, k  
ck, e, u, r

h, b, f, ff, ll, ss

- ▶ Once taught a set of sounds the children are encouraged to blend sounds into words.
- ▶ Children use segmenting skills to spell out simple CVC words using the sounds they know.
- ▶ tricky words **to, the, no, go, I, into, her**

# Phase 3

- ▶ Phase 3 is taught in reception
- ▶ Children are taught 27 phonemes along with their grapheme correspondent

j, v, w, x  
y, z, zz, qu

ch, sh, th, ng  
ai, ee, igh, oa  
oo (long), oo (short)

ar, or, ur, ow, oi  
ear, air, ure, er

- ▶ Once taught a set of sounds the children are encouraged to blend sounds into words.
- ▶ Children use segmenting skills to spell out simple CVC words using the sounds they know.
- ▶ tricky words *Me, be, he, my, by, she, they, we, are, you, all, was, give, live*



# Phase 4

- ▶ Phase 4 is taught in reception
- ▶ Children are taught adjacent consonants (start, nest, green)
- ▶ tricky words *said, have, like, so, do, some, come, were, there, little, one, when, out, what*

# Phase 5 and 6

## Phase 5

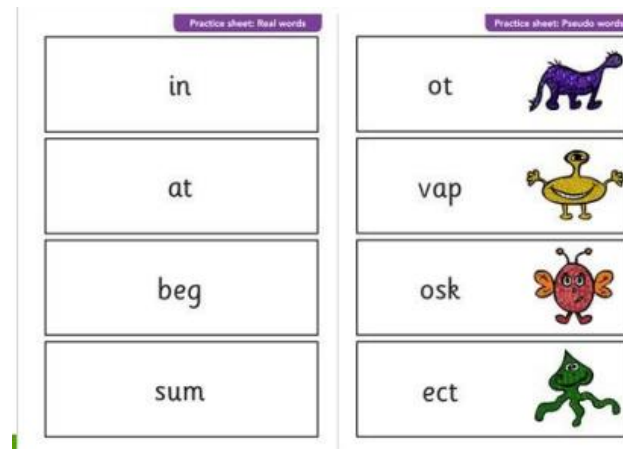
- ▶ Alternative pronunciations and spellings of known graphemes
- ▶ Children are taught adjacent consonants (start, nest, green)

## Phase 6

- ▶ Children are introduced to more complex, multi syllabic words and morphemes such as prefixes and suffixes

# National Phonic Screening Check

- ▶ The national phonic screening check is a statutory assessment
- ▶ All year 1 pupils will take the phonics screening check in June
- ▶ It comprises of a list of 40 words; 20 real words and 20 nonsense words
- ▶ It will assess phonic skills and knowledge learnt though reception and year 1



# The difference between letters and sounds

- ▶ 26 letters in the alphabet
- ▶ 44 phonemes (sounds) in the English language
  - ▶ Over 150+ graphemes
- ▶ It is important to differentiate between the letter names and the phonemes they represent .
- ▶ Children must know the letter names and should use them when talking about how a word looks or how it is spelt.

# Phonemes and Graphemes

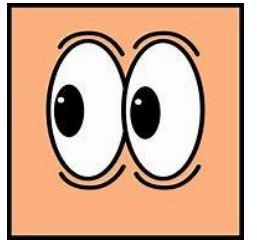
## Phoneme

The smallest unit of sound in a word.



## Grapheme

The written representation of a phoneme.

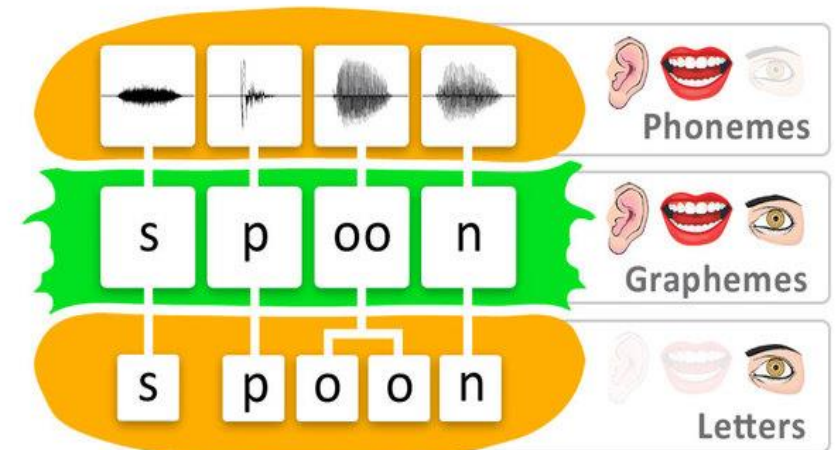


## Grapheme Phoneme Correspondences

Being able to match a phoneme with the correct representation and vice versa.

# Phonemes and Graphemes

- ▶ Phonemes are represented by graphemes. Children have to learn the grapheme to know the sound
  - ▶ A grapheme can consist of 1 or more letters
- ▶ A phoneme can be represented/spelled in more than one way ( **c**at, **K**ennel, **sch**ool)
- ▶ The same grapheme can represent more than one phoneme (m**e**, m**e**t)



# Phonemes and Graphemes

## ▶ Single letter

One letter that represent one single sound (cat)

## ▶ Digraph

Two letters that make one sound (sh ee p)

## ▶ Trigraph

Three letters that make one sound (fair)

## ▶ Split digraph

Digraph that is split by a consonant (these)

see

sound

read

cake

smile

mistake

# Segmenting and Blending

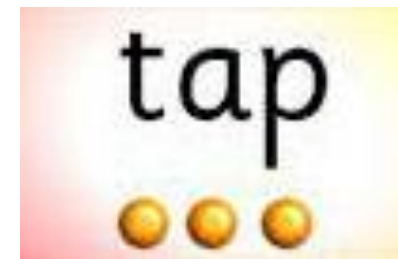
## Segmenting

Splitting the word up  
into the sounds that you  
can hear



## Blending

Recognising the letter  
sounds within a written  
word and merging or  
'blending' them to  
pronounce the word.





# How to help at home

- ▶ **Decodable reading book**

These books will link to the phonics being taught in class

- ▶ **Reading for pleasure books**

These are books the children choose to read. They will need your help reading them as they are not decodable.

- ▶ **Homework**

A list of words or a phonic activity will be shared with you via tapestry each week

- ▶ **Make time to enjoy books together!**



# Bug Club and Go Read



- ▶ Online reading tool
- ▶ Online library where children have access to decodable phonic books
- ▶ Teachers will add books the children are reading to their library
- ▶ Children can play games relating to the sounds and words in the book.
- ▶ Log ins will be made available at the end of this week
- ▶ <https://www.youtube.com/watch?v=y1R8xRz43PU>

- ▶ Online reading tool
- ▶ Where you record what you are reading with the children.
- ▶ Teachers and parents can add books the children are reading
- ▶ Teachers and parents can make comments about the progress of the child's reading each time
- ▶ Teachers can track how often a child has read their book. We expect children to have read at least 5 times a week
- ▶ Log ins will be made available at the end of this week
- ▶ <https://player.vimeo.com/video/531349764?h=1ccb630764>

# Tapestry

- ▶ Online learning journey
- ▶ Updated every half term
- ▶ Share your homework and any activities you do out of school
- ▶ **How to add observations**
- ▶ <https://www.youtube.com/watch?v=espJ96TJHV8>
- ▶ **How to see homework**
- ▶ <https://www.youtube.com/watch?v=vJ3n56SGxrg>

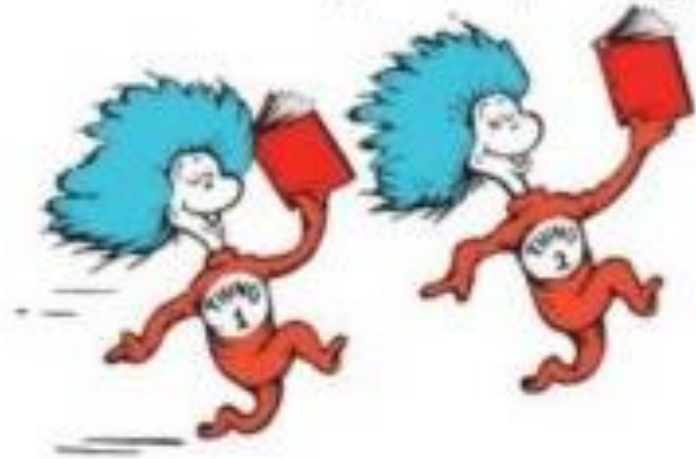


# A few top tips!

- ▶ Keep reading enjoyable
- ▶ Ensure you have chosen the right time and environment to read
- ▶ Talk to your child as much as possible and use an ambitious range of vocabulary.
- ▶ Enrich conversations through description to extend vocabulary

“look at the rain. It looks like little diamonds sparkling on the window panel.”

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



“A book  
is a gift  
you can  
open  
again  
and  
again.”

— Garrison Keillor

Parade



**Excellence:**  
**everyone, everywhere, every day**