

Phonics and Reading

Amblecote Reception Class

October 2016



Phonics and Reading workshop

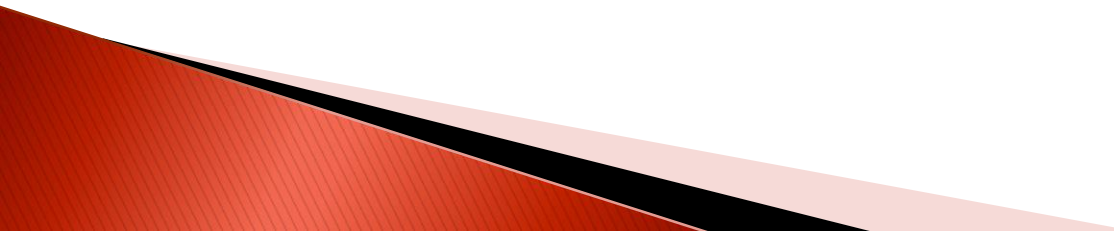
By the end of the session you will:

- Be familiar with the Letters and Sounds materials and how we teach phonics and reading at Amblecote.
- Know how to support your child at home.

Aim for every child

'To ensure that young children are equipped with the phonic knowledge and skills they need to be fluent readers by the age of seven.'

Letters and Sounds

- At Amblecote we use a phonics programme called Letters and Sounds.
 - Children they take part in phonics sessions everyday.
 - Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning.
 - Children have time to practise and rapidly expand their ability to read and spell words.
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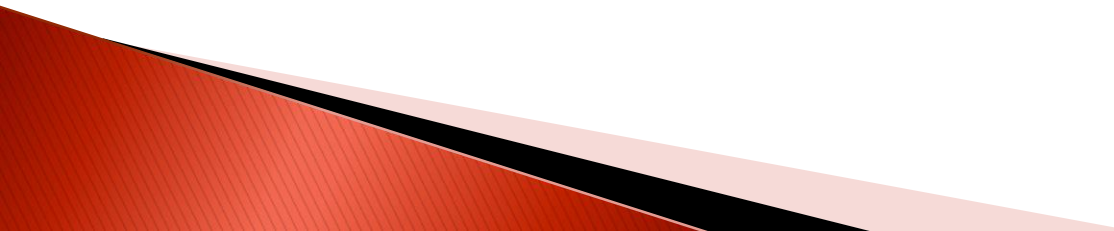
Phase 1 Letters and Sounds

- In Pre-school children are introduced to Phase 1 of the letters and sounds programme. This supports the development of speaking and listening and awareness of sounds.
- This continues in Reception class where we aim to teach your child the important basis elements of letters and sounds such as oral blending and segmenting of familiar words.

Children working within Phase 1 will;

- Explore and experiment with sounds and words.
- Distinguish between sounds in the environment and phonemes.
- Show awareness of rhyme and alliteration.

How we teach Phase 1

- We play a variety of games and activities with the children and music has a key part in developing children's language.
 - Adult led activities
 - Child initiated learning
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Examples of Phase 1 activities

- **Listening walks**- small group go out to listen for specific sounds, or, listening to environmental sounds.
- **Identify the instrument**- Play hidden instruments and child identifies them and plays them back.
- **Copy cats**- repeat the rhythm. Play instruments, body parts, or equipment and children copy.
- **Cross the River**- blue fabric represents river and child crosses it if they have the correct sound. This could be letter sound, rhyming object or oral blending.
- Play games like **I spy** and Kim's game
- Sing **nursery rhymes and songs**.
- Make up stories and children contribute to it.

All the way through we also teach the skills of 'blending' and 'segmenting'.

Blending

We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

Segmenting

We teach the children how to segment each word to spell. E.g. cat = c-a-t

The aim is for the children to read the whole word automatically.

These activities are all done orally. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

You could help your child by:

Sound-talking or Robot-talking

Find real objects around your home that have three phonemes (*sounds*) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g - peg.'

'I spy a c-u-p - cup.'

'Where's your other s-o-ck - sock?'

'Simon says - put your hands on your h-ea-d.'

'Simon says - touch your ch-i-n.'

Phase 2

- Moves from oral blending and segmentation to blending and segmenting with letters.
- By the end children should read some VC and CVC words and spell them
- Read 2 syllable words and simple captions

Phonics sessions are fun sessions involving lots of speaking, listening and games.

Phase 2

We teach the children the smallest unit of sound - called a 'phoneme'.

Correct pronunciation is vital! c not cuh or cee b not buh or bee a not ay

s, a, t, p

i, n, m, d

g, o, c, k

ck, e, u, r

h, b, f, ff, l, ll, ss

A phoneme can be represented by more than one letter.
E.g. ll as in bell ss as in hiss ck as in sock.

Blending

s i t

. . .

p a n

. . .

t o p

. . .

p i p

. . .



Ways you can support your child at home.

Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught - have fun finding these with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: 'a-m, am', 'm-e-t, met'.

Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met - m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

Not all children will learn at the same rate!

- Your child will be supported *whatever* their rate of learning
- There is a very close link between *difficulty with phonics and hearing*, so if your child is making progress more slowly than expected, it is worth having their hearing checked.

Tricky words

- Some words cannot be sounded out or spelt correctly by listening to the sounds in them. These are called tricky words and have to be learnt. Activities to support the learning of tricky words: Daily practise, matching pairs games, tricky word hunts.

the, to, I, go, no

Phase 3

The purpose of this phase is to:

- Teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat
- Practise blending and segmenting a wider set of CVC words, for example, fizz, chip, sheep, light
- Teach letter names
- Teach reading and spelling of two-syllable words (farmyard, bedroom)
- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences

Phase 3- Letter progression

j v w x

y z,zz qu

Consonant digraphs- ch, sh,
th, ng

Vowel digraphs- ai, ee, igh,
oa, oo, ar, or, ur, ow, oi, ear,
air, ure, er

Phase 3 Tricky words

- The number of tricky words is growing. These are so important for reading and spelling:

He, she, we, me, be, was, my,
you, her, they, all

Phase 4

- When children start Phase Four of the Letters and Sounds Phonics programme, they will know a grapheme for each of the 42 phonemes. In Phase 4 no new graphemes are introduced.
- The main aim of this phase is to consolidate the children's knowledge and help them to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 4

- Children continue to practice previously learned graphemes and phonemes and learn how to read and write:
 - CVCC** words: tent, damp, toast, chimp
 - and **CCVC** words: swim, plum, sport, cream, spoon
- They will be learning more tricky words and continuing to read and write sentences together.

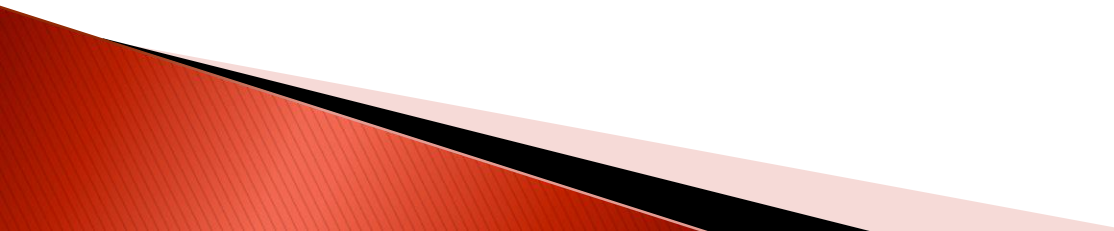
Letters and Sounds-Phase 5/6

As your child enters Key Stage 1 (Y1/2) they will continue to take part in daily phonics.

In these phases your child will be learning to:

- Recognise and use split diagraphs e.g. a_e
- Recognise different ways of making the same sound e.g. ay, ai and a_e. This develops their knowledge of spelling choices.
- Read and write more tricky words

Home Reading

- Read to your child as often as possible
 - Re-read favourite stories
 - Talk about stories
 - Sing and say rhymes, songs, jingles
 - Point out print in the environment
 - Use the library
 - Discuss characters when sharing books
 - Listen to story CDs
 - Demonstrate reading yourself
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We support and encourage children's reading by:

- Talking about story openings, characters and events
- Help with the sounds, blend sounds together
- Help with the grammar- read to the end of the sentence, go back to the beginning and try again. Does it make sense?
- Help with the meaning-look at the picture, what has happened so far?
- Help with the words- look closely at the word, break it down, does it look like any other words?

Home learning

- Phonics Homework- Alternate Fridays (to be returned following Thursday)
- Picture books to share
- Reading scheme books
- Reading diary

REMEMBER:

Give lots of praise and encouragement and make it fun!

Parents as Partners

- Your involvement in this new learning is vital, and we ask that whenever possible you take time to encourage them to use their new knowledge through the activities outlined above. Please write comments in your child's reading diary.
 - Please do not hesitate to speak to us if you have any questions or concerns about your child's learning and development.
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