



Phonics and Reading

at Walter Infant School and Nursery



Walter the Reading Lion

Today we going to share how we teach children to read at Walter Infant School and Nursery



We will also be able to suggest ways in which you can support your child in learning to read at home.

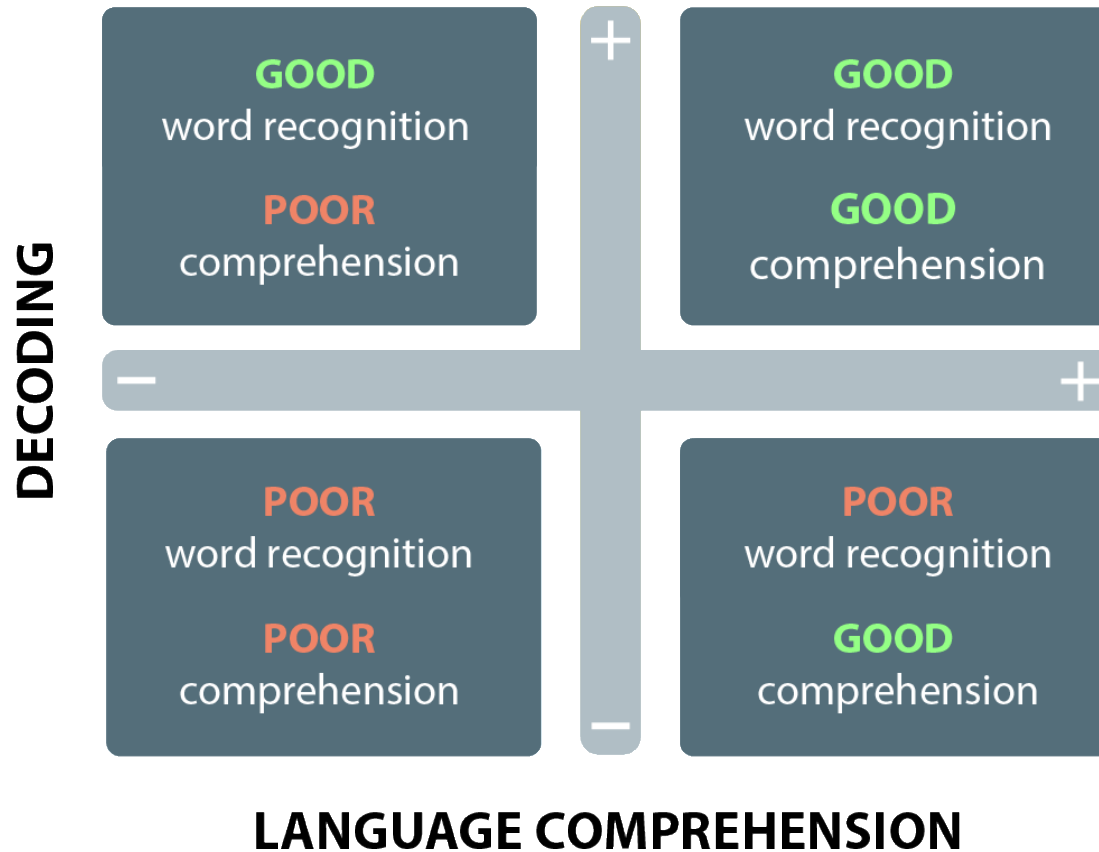
7 Aspects of Reading

Learning to read is a journey that begins as soon as your child is born:

- Early Literacy Skills
- Phonological and Phonemic Awareness
- Alphabetic Principle
- Phonics
- Fluency
- Vocabulary
- Comprehension



The Simple View of Reading



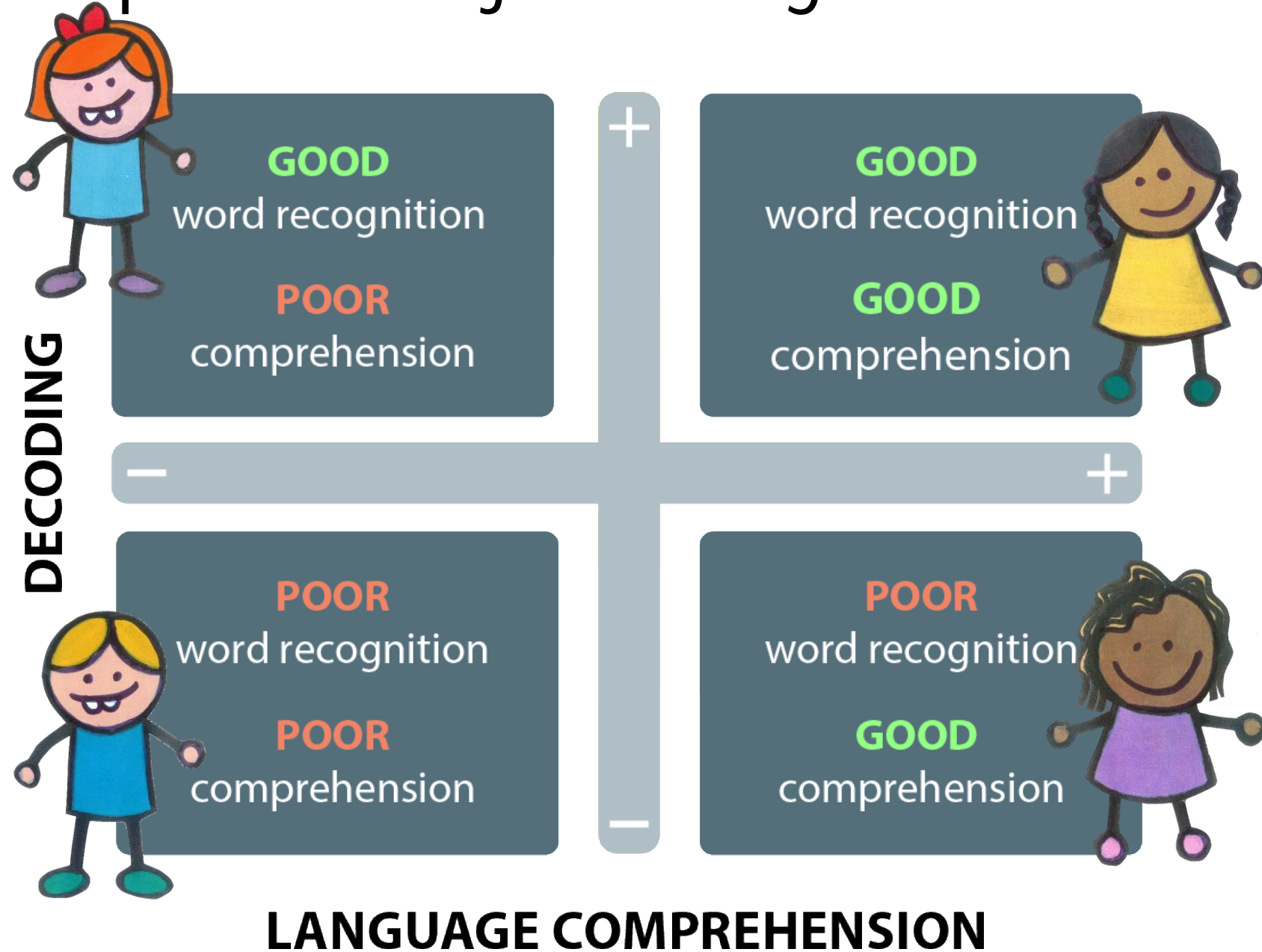
Reading can be broken down into two processes or dimensions: word recognition and language comprehension.

Phonics helps with word recognition or decoding words so they can be read.

Phonics does not help develop language comprehension; the understanding of what is being read. This is done through questioning and discussion before, during and after reading a book or text.

The Simple View of Reading

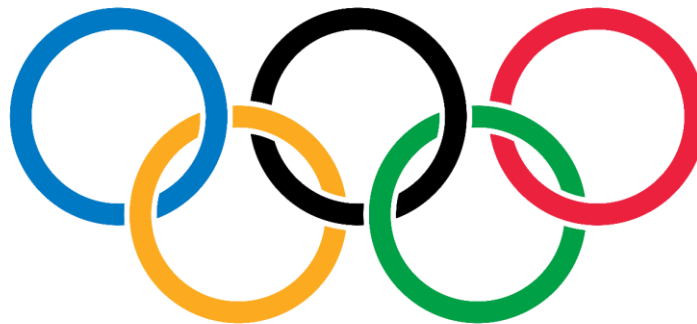
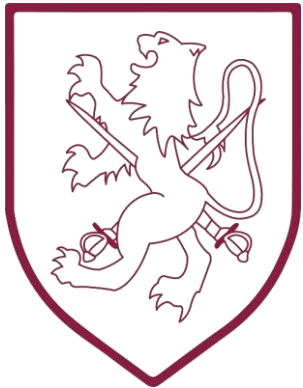
The children at our school join Year 1 with a variety of skills and abilities; our teacher assessments help us to learn what the children know already and what they need to learn next. We use the Simple View of Reading to help us decide which skills we need to focus on first.



LANGUAGE COMPREHENSION

Print to Meaning

Phonics gives the children a strategy needed for word recognition only. Language comprehension is primarily developed through our Guided Reading sessions. Phonics is about turning the marks on the page, the symbols or letters into a sound. Below are some examples of this. What do the following symbols mean?



What is Phonics? Why is it so important?

Phonics is a strategy used for word reading or decoding; we also use it for spelling.

Phonics is the prime method for decoding (reading) and encoding (spelling) newly encountered or unfamiliar words.



Technical Vocabulary

Letters – the 26 letters of the alphabet.

Vowel – the letters a, e, i, o, u.

Consonant – all the letters that are not vowels.

Grapheme – the written representation of a sound or phoneme made up of one or more letters.

Phoneme – the smallest possible units of sounds that makes up a word.

Digraph – two letter grapheme (ea, ay)

Trigraph – three letter grapheme (igh, ear)

Quadgraph – four letter grapheme (eigh)

Split digraph – where the letter 'e' at the end of the word changes the vowel sound, e.g. snake, flute or mike.

Common exception words – words that are not so easily; or impossible to decode using phonics.

Grapheme-Phoneme correspondence (GPC) – the process of identifying that a grapheme represents a phoneme or sound.

Segment – breaking down words into their smallest possible phonemes or phonemes.

Blend – to join the phonemes or sounds together to make a word.

Decode – when phonics is used for reading.

Encode – when phonics is used for spelling.

The English Language

There are 26 letters
in the alphabet.

26

abcdefghijklmnop
qrstuvwxyz

40+ phonemes or
sounds in the English
language, accounting
for regional dialects.

40+

200+

Over 200 graphemes or written representations of these sounds.
Sounds or phonemes can have one or more grapheme for example
the sound s can be spelt with an 's' or a 'c'.

Enunciation and Pronunciation of Phonemes

It is very important to make the sound of each letter or group of letters correctly; we are going to teach you how in a moment or two!

We teach the children how to move their mouths and tongues to pronounce the sound.

If children have speech and language difficulties this will be much harder for them to do, so they will receive additional support. Mr Thorne is an expert and definitely worth viewing.



The Added Schwa

This is where things get complicated!!!!!!

The schwa sound is the 'uh' sound. It exists in many words in the English language. It is an unstressed vowel sound, where the vowel is neither long or short. It is the most common vowel sound; everyone at school has to be careful not to add it on when saying a phoneme.

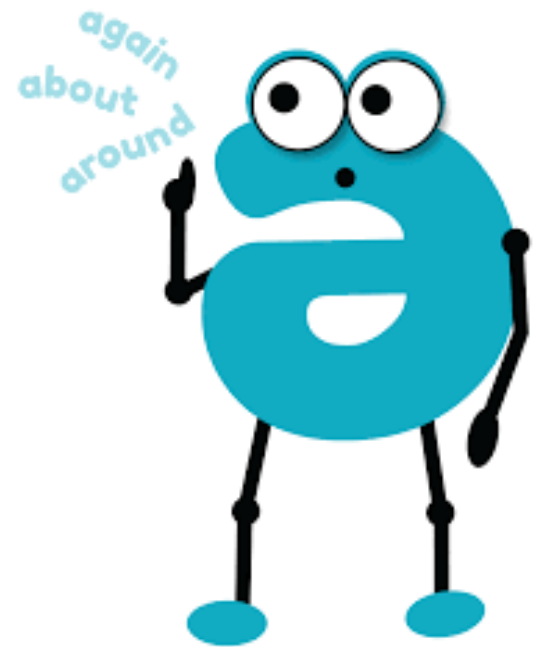
m = "mm" and not "muh"

s = "ss" and not "suh"

Also, remember to keep the phonemes 'clipped' so they are not elongated. Think of them as short and snappy.

m = "mm" and not "mmmmmm"

s = "ss" and not "ssssssssssss"



Letters and Phonemes

There is a difference between letters and phonemes. Think of the word 'letter' as the name of the letter and the 'phoneme' as the sound it makes; BBC's Alphablocks illustrates this very well. Do not be afraid to use these interchangeably. Use the letter name when discussing what letters make up a digraph, for example 'or' is made up of the letters o and r not 'oh' and 'rrr' and makes the sound "aw". Here are some examples with the "k" sound or phoneme.



**This is the letter "kay"
and it makes the
sound "k" as in kite.**



**This is the letter "see"
and it makes the
sound "c" as in cat.**



**This is the digraph
"ck" as in wick. It is
made up of the letters
"see" and "kay".**



**This is the digraph
"ch" as in school. It is
made up of the letters
"see" and "aitch"**

Sound Buttons

We can add sound buttons to words to help the children to segment and blend. We use a dot for a single letter grapheme, a dash for a multi-letter grapheme and a curve for a split digraph. Here are some examples:

c a t
• • •

s h o p
— • •

t a p e
• — •

The Letter H!

The letter H or h causes a lot of controversy. People call this letter different things. To settle any disagreements at Walter Infant School and Nursery, we would like everyone to say it as “aitch” and not “haytch”.



Ohh look its
'aitch'!



The Letter Z!

The letter Z or z causes a lot of controversy. People call this letter different things. Some people refer to as “zee” and some people refer to it as “zed”. “Zee” is the American name for this letter, this is due to American television programmes and people learning American English more widely. However, in British English, it is called “zed”.



Phonics Taught in Class Groups

Phonics should primarily be taught in the class and by the class teacher. The idea is that all the children develop a broad consolidated base, which provides a secure foundation and that no child is left behind. Any children that are finding the work challenging, will have an opportunity to revisit and secure their knowledge. The idea is that gaps are closed quickly and rapidly. Some children may sit outside of this phonics provision; however, these children will have other barriers to their learning; i.e., children with an EHCP.



Rocket Phonics

An SSP is a systematic synthetic phonics programme. The Reading Framework and the DfE suggests and strongly urges all schools to select an SSP that best suits their needs. The DfE published a list of approved SSPs for schools to choose from.

An SSP includes a phonics programme, a reading scheme, a method for teaching handwriting and many other things.

We chose Rocket Phonics, as we felt it best reflected our school. It also allowed for a good level of flexibility, whilst ensuring rigor, parity and an holistic approach to teaching reading.



Rocket Phonics Progression

Rocket Phonics uses Colour Bands, similar to our home and guided reading books. They start at the beginning of F2 and progress through the programme, until the end of Year 2.

Pink (A, B & C)	Red (A, B & C)	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White
Foundation 2	Year One				Year Two				

First Steps in Phonics (Phase 1)



Aspect 1 – Environmental Sounds

- Going on sound walks
- Making or matching animal sounds
- Listening for sounds that are all around us
- Sounds of different weather

Aspect 2 – Instrumental Sounds

- Exploring sounds using instruments
- Matching sounds to their instruments
- Playing instruments alongside stories
- Making loud and quiet noises

Aspect 3 – Body Percussion

- Clapping patterns
- What sounds can we make with different body parts?
- Develop an awareness of sound patterns and rhythms

Aspect 4 - Rhythm and Rhyme

- Telling rhyming stories
- Singing nursery rhymes
- Counting or clapping the syllables in words
- Odd one out games, for example cat, dog, mat.

Aspect 5 – Alliteration

- Listening for the first sound in a word
- Matching objects that begin with the same initial sound
 - Playing I-spy games

Aspect 6 – Voice Sounds

- Exploring different mouth movements
- Making different vocal sounds
- Using robot voices to sound out words (c-a-t)

Aspect 7 – Oral Blending and Segmenting

- Games that involve breaking down words into sounds or phonemes and blending.
- Segmenting words together and then blending.

Generally, these skills are taught during Nursery, or Robin Class at Walter.

These 7 aspects are revised again and again. They are used as a basis for teaching phonics.

Graphemes and Phonemes

The children have five discrete phonics lessons a week. By the end of Year One, the children are expected to know all the following phonemes and graphemes. We are going to practise these together.

Rocket Phonics Sounds Mat 1

s sun	a apple	t tap	i insect	p pan
n net	m mouse	d dog	g goat	o octopus
k kite	ck duck	e elephant	u umbrella	r rabbit
h hat	b bat	f frog	ff cliff	l ladder
ll shell	ss dress	j jug	v van	w web
x fox	y yellow	z zebra		

Rocket Phonics Sounds Mat 2

zz fizzy	qu queen	ch chick	sh sheep	th thumb
ng ring	ai train	ee bee	igh light	oa boat
oo book	or car	ur purse	ow owl	oi coin
er ear	air chair	ure manure	er hammer	wh wheel
ph ph	ay crayon	a-e cake	a acorn	e-e scene
ie shield	ea peach			

Rocket Phonics Sounds Mat 3

i child	i-e time	ie pie	y spy	o-e rope
ow snow	oe toe	o piano	ey key	u unicorn
u-e statue	ew news	er herbs	ir bird	ou cloud
oy toy	aw strawberry	oul should	a father	al palm
ear ear	or world	eer deer	ere here	are square
our four	ore snore			

Rocket Phonics Sounds Mat 4

oor door	augh daughter	ce celery	ci city	cy cycle
ge germ	gi giraffe	gy gymnast	ea bread	se cheese
ch chef	dge bridge	ge package	o mother	le bottle
ed mixed	mb comb	kn knot	gn sign	wr writing
tch hatching	ture picture	y pyramid	sc scissors	st whistle
s si ge treasure	(w)a (qu)a watch	ti ci ssi station	musician percussion	

S



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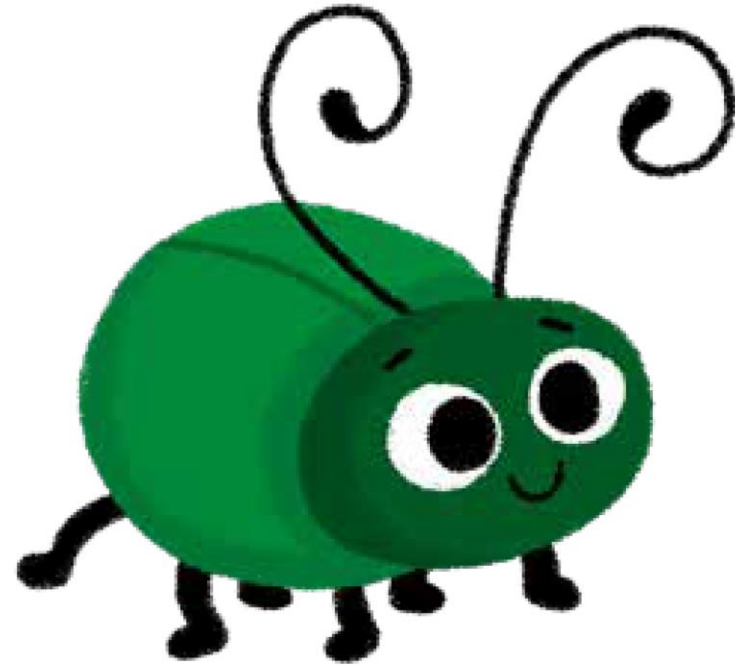
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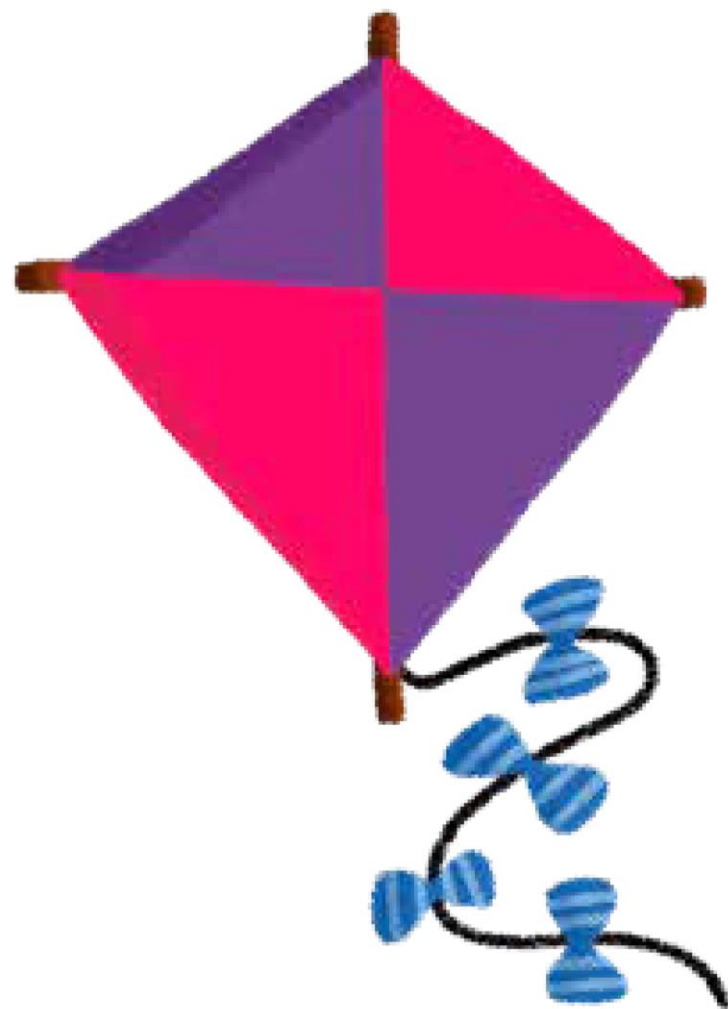
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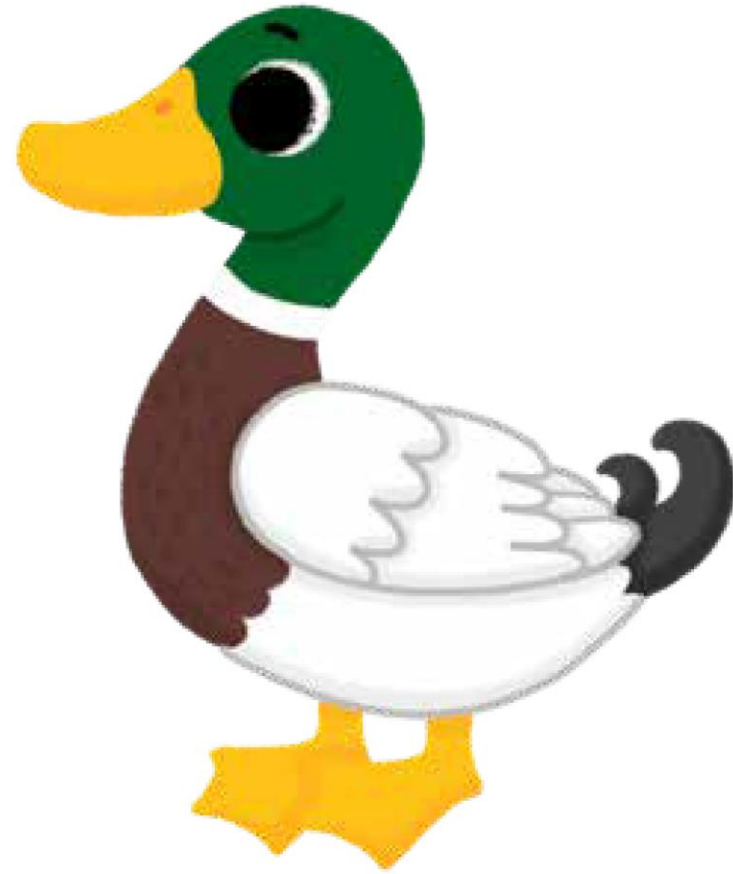
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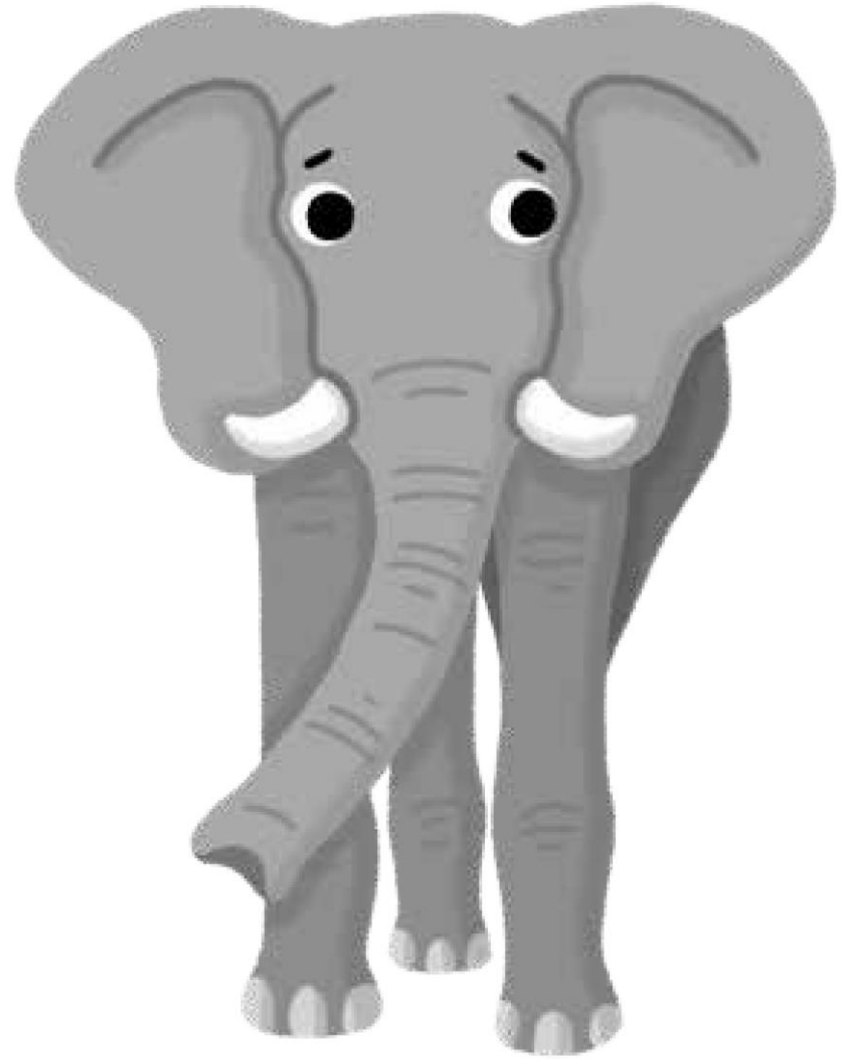
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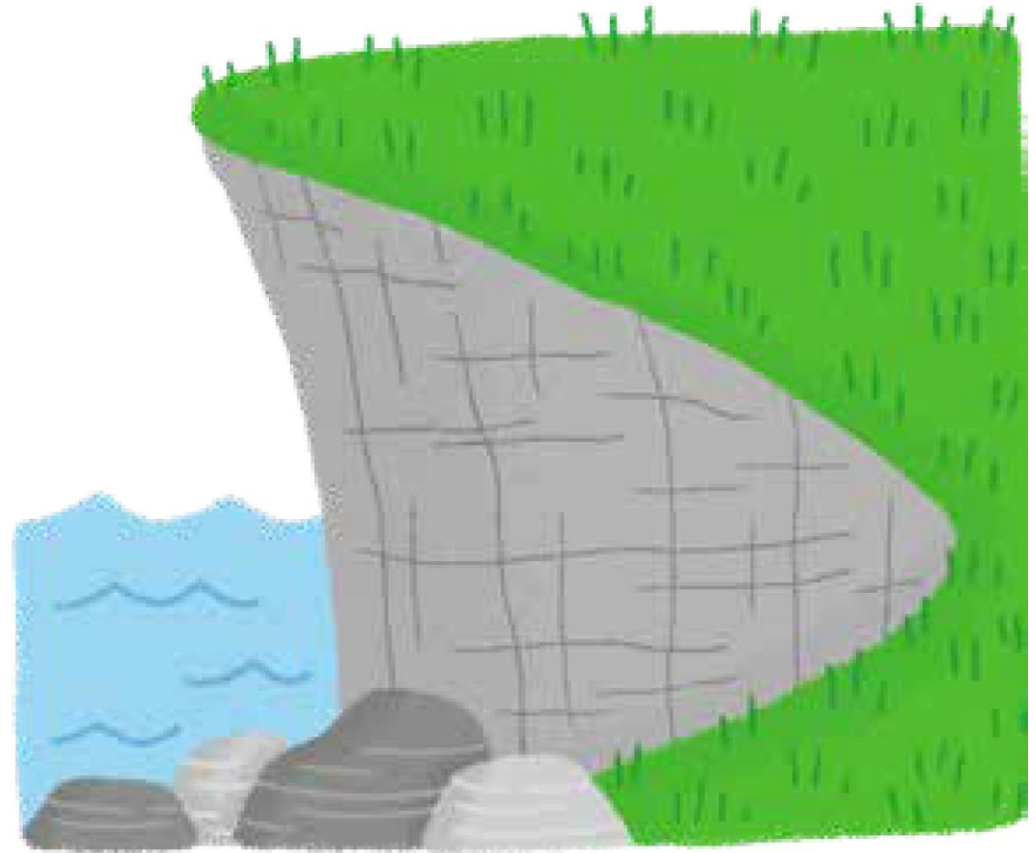
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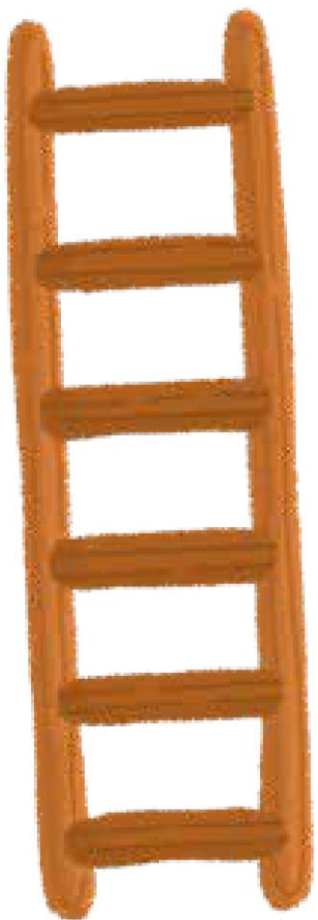


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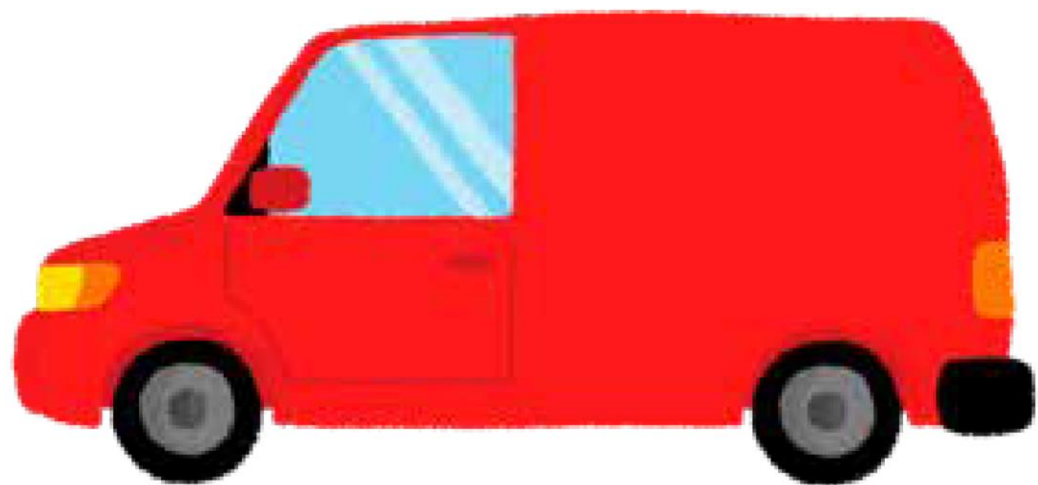
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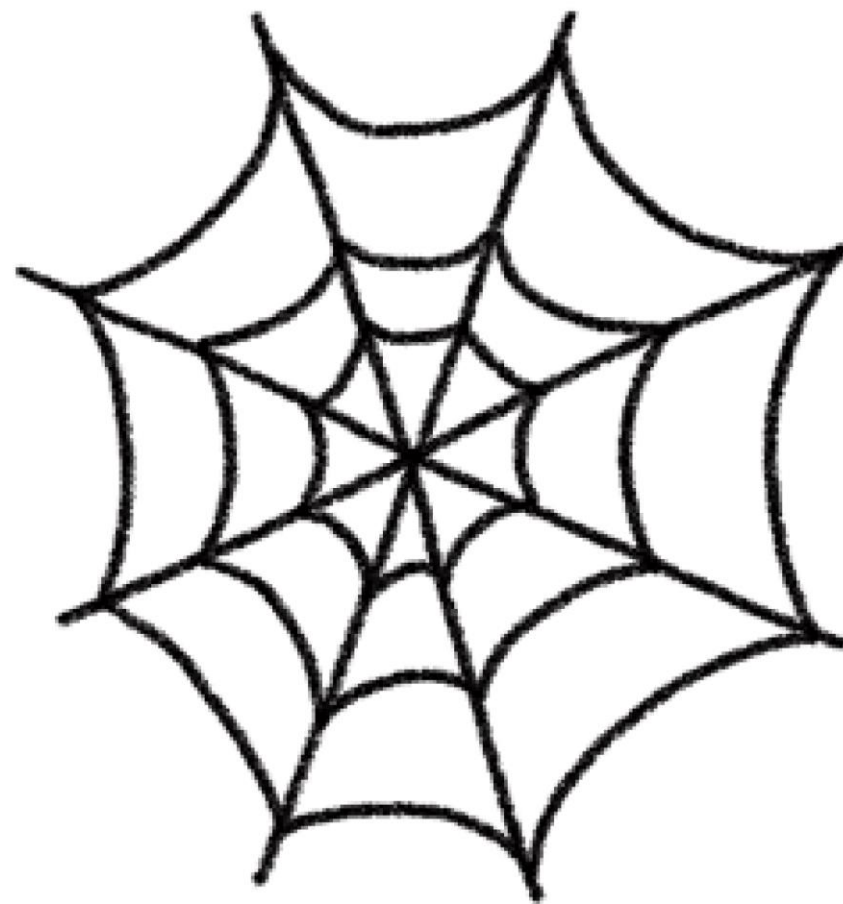
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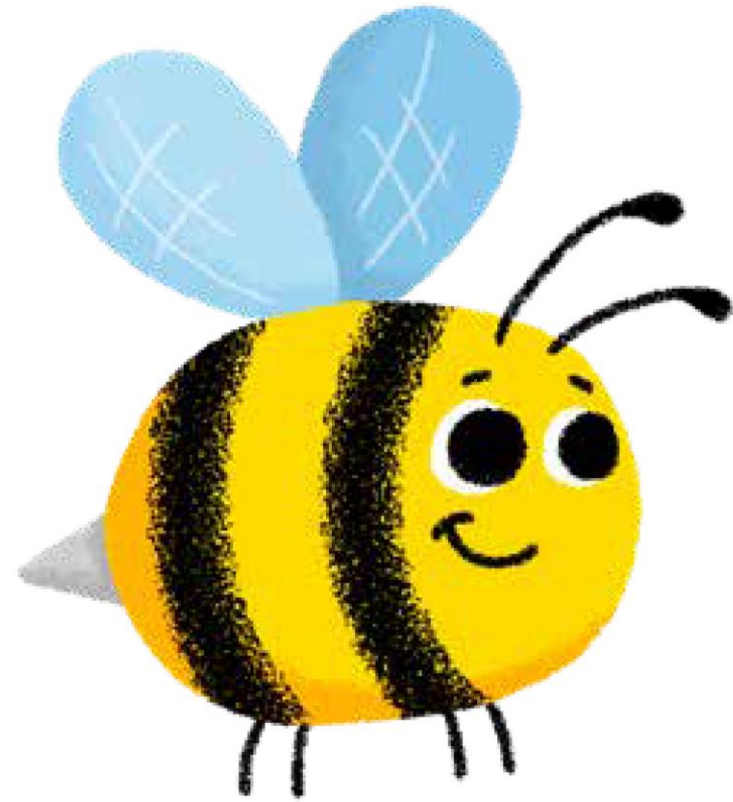
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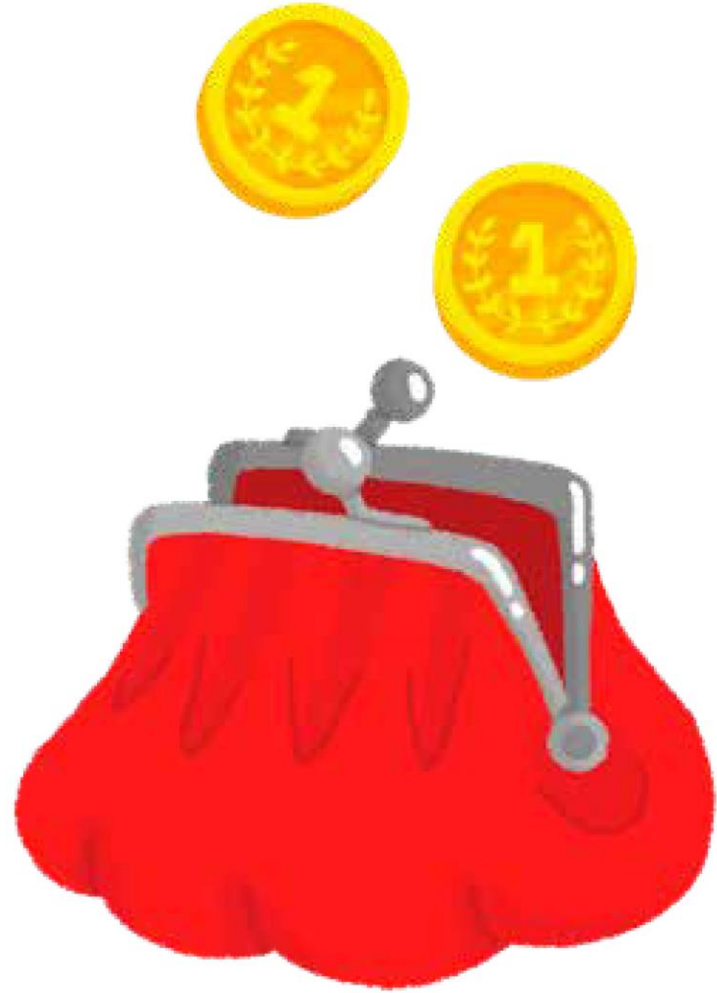
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or



wr



Ow



Oi



ear



air



wre



er



This phoneme should be taught as 'uh' and not 'ergh'.

ay



ou



ie



ea



oy



ir



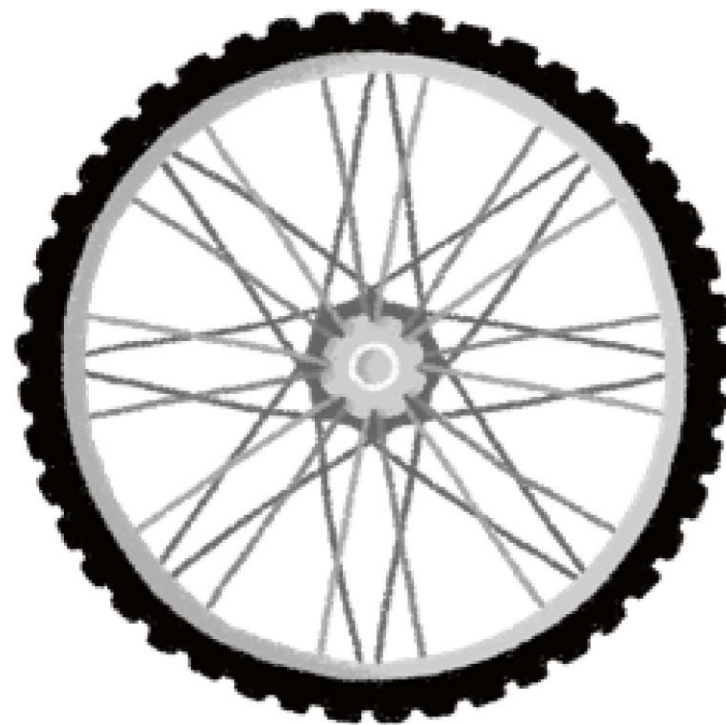
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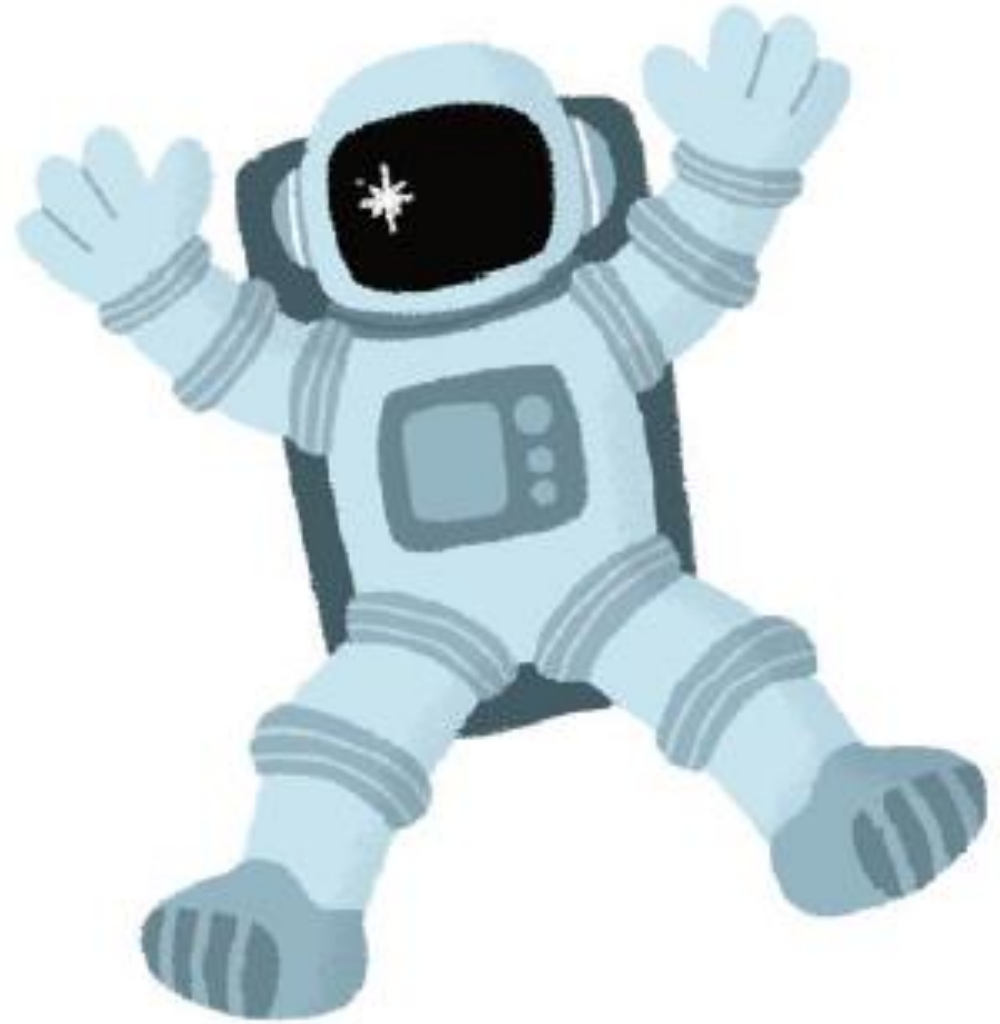
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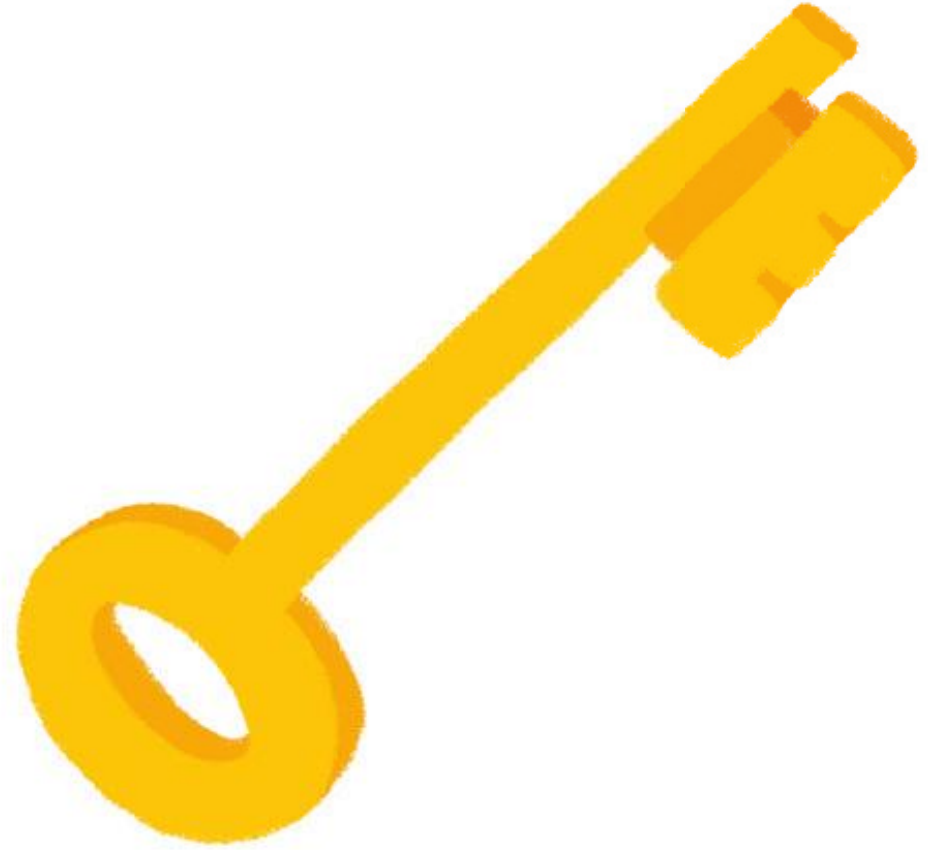
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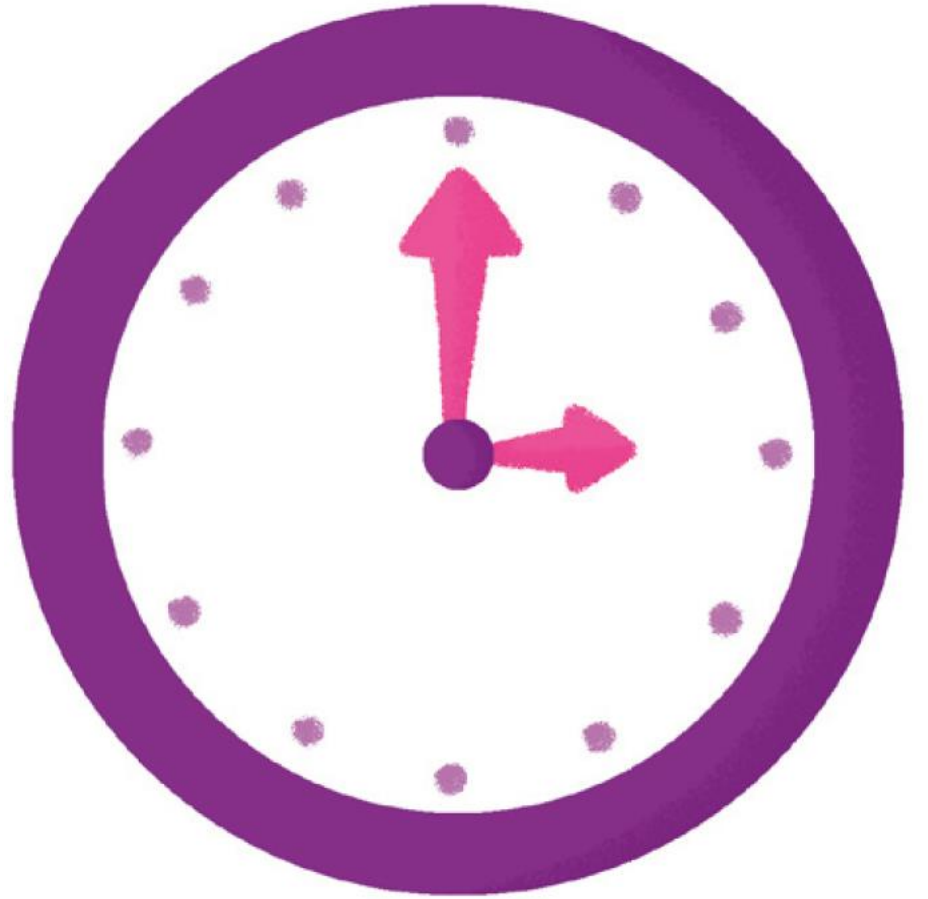
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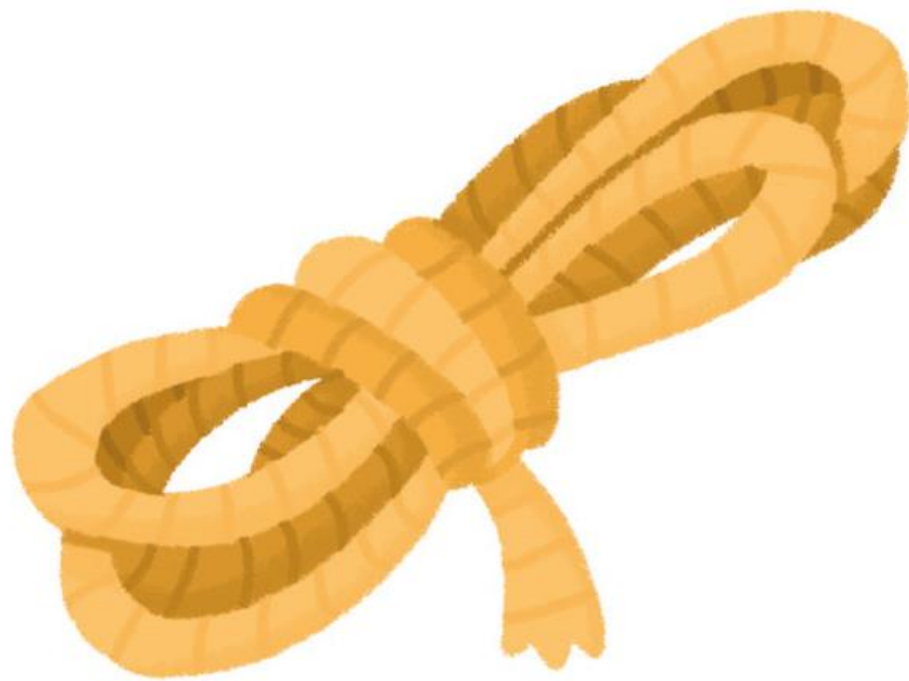
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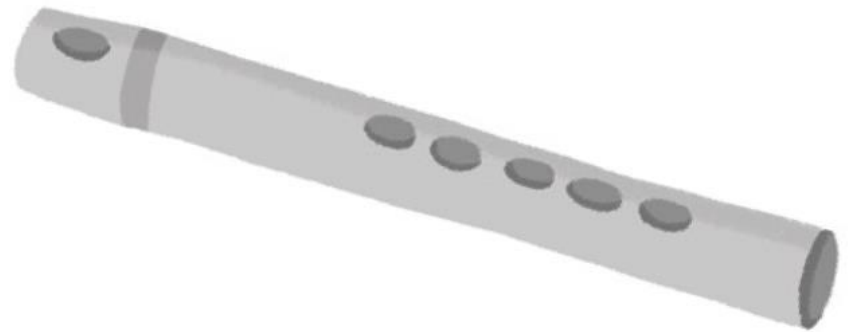
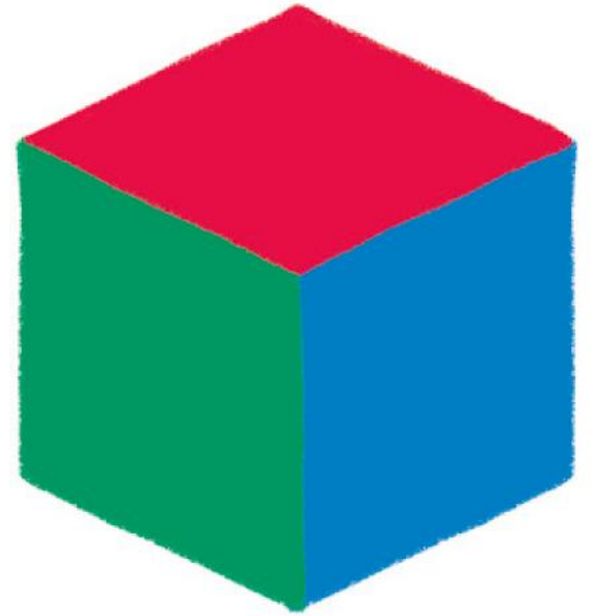
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o _ e



we



Split Digraph

The split digraph is where the 'e', usually at the end of a word, changes the vowel sound in the middle of the word to its letter name.

When two vowels go out walking, the first one does the talking!



Alternative Pronunciations

a (south) as in hat, acorn, fast or was

a (north) as in hat, accord or was

e as in bed or he

i as in tin or mind

o as in hot or no

u (south) as in but, unit or put

u (north) as in but or unit

Alternative Pronunciations

ow as in **down** or **low**

ie as in **pie** or **chief**

ea as in **sea** or **head**

er as in **farmer** or **her**

ou as in **out, you, could** or **mould**

Alternative Pronunciations

y as in **yes, by, gym** or **very**

ch as in **chin, school** or **chef**

c as in **cat** or **cell**

g as in **got** or **gent**

ey as in **money** or **they**

Alternative Graphemes

The children learn that some phonemes can have multiple graphemes, for example: ai, ay, a_e, eigh, ey or ei. These are called alternative graphemes. They also learn more common exception words. It is important that the children are encouraged to spell the alternative graphemes by their letter name, for example 'igh' is made up of the letters 'i-g-h' and not the letter sounds or phonemes.

ai	ay	a_e	eigh	ey	ei
rain	crayon	snake	weight	grey	rein

Common Exception Words Examples

Common Exception Words used to be called tricky words.

They are words that cannot usually be decoded or encoded using phonics although there are some exceptions e.g. out, looked.

I	he	are	said	little	oh
no	she	her	have	one	Mrs
the	we	was	like	were	people
to	me	all	so	there	their
go	be	they	do	what	called
into	you	my	some	when	Mr
			come	out	looked
					asked
					could

Guided Reading

Our Guided Reading scheme also uses a colour band system. However, the progression might look slightly different. Phonics is a skill that is practised during Guided Reading, alongside many other skills required for reading. These are the end of year expectations for each year group.

Pink (A, B & C)	Red (A, B & C)	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Copper	Topaz
F2 Expected	F2 Exceeding											
Year One Working Towards			Year One Expected			Year One Greater Depth						
Year Two Working Below KS1 Standards			Year Two Working Towards			Year Two Expected			Year Two Greater Depth			

The Reading Framework

Teaching the foundations of literacy



at Walter Infant School and Nursery



Learning to read books @ Walter...

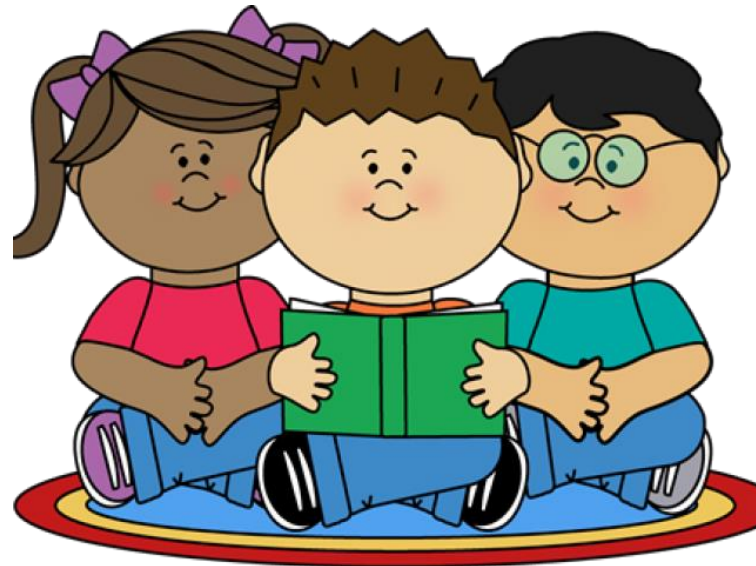


We love books at Walter Infant School and Nursery!



Why Reading Matters

Reading is an essential skill for life. At Walter Infant School and Nursery we dedicate ourselves to ensuring our children are all readers by the time they leave for Junior School. Reading brings social, cultural and economic value to a person's life. If a child cannot read, it can have a life long impact.



The Department for Education

In 2021 The Department for Education released a new piece of guidance on reading and developing early literacy skills.

This guidance is to help schools teach children to read; it is broken down into 6 sections, which we have summarised and contextualised for our school.



Developing Children's Spoken Language

- The skills for reading develop before children encounter a book. This is driven by the quality of a parent's talk and the child's exposure to language and images.
- Children need to hear lots of different talk; conversations, instructions, questions, suggestions. They will spend time listening to others, they will absorb the talk around them, mimic it and practise making different sounds and using new words.
- We have hundreds of toys and books to stimulate speaking as we try to make all our learning fun.



**LET'S
TALK**

Talking about books brings ‘particular advantages’.



At Walter Infant School and Nursery, we have plenty of opportunities to share and discuss books.

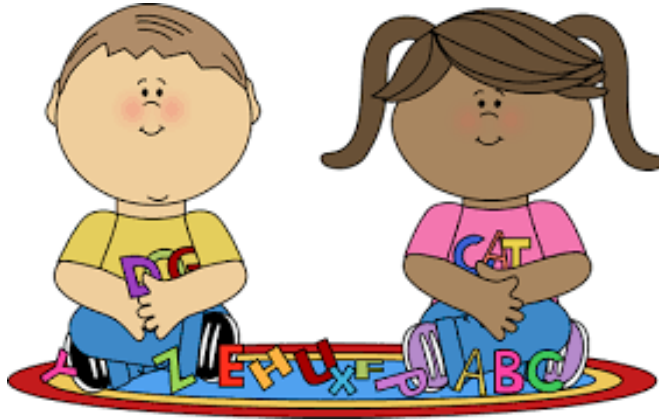
- Our **Big Curriculum for Little People** is designed around good quality fiction and non-fiction books as well as real life experiences.
- **Guided Reading** sessions provide wonderful opportunities for the children to talk to each other about what they have read.
- **Story Time:** adults read pictures books aloud to the children giving opportunities for the children to interact with the text and join in with refrains! “There’s no such thing as a Gruffalo!”

Children Reading for Pleasure



We foster a love for reading at school; please do the same at home. Explain to your children how much you love to read and regularly share books with them. Talk about your favourite books. Some children will prefer fiction and some will prefer non-fiction. We have a wide variety of both

Developing Children's Spoken Language



We want our children to love coming to school so we make learning as much fun as possible; all our classes in Key Stage 1 have lots of role play and small world play to encourage fun interactions between the children

Back and Forth Interactions

We do all of these at Walter Infant School and Nursery

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.

Poetry and Rhyme

- Adults in school can build children's strong emotional connection to language through enjoying rhymes, poems and songs, it is great to learn poems 'off by heart' as a group or class to recite to others
- The predictability of rhymes in poems and songs help children to memorise and re-use newly acquired words and phrases.
- Learning poetry and songs through 'call and response' allows children to join in gradually. Each repetition strengthens their vocabulary, embedding new words.
- Word knowledge exists on a continuum. As each word is acquired in a young child's vocabulary, it moves from the barest familiarity to an in-depth knowledge of that word, with all manner of associations and contexts.
- As the children say each word of a poem, the rhythm of the lines helps to convey the meaning and the mood. Children pick up the rhythm and, by speaking more slowly, gain awareness and control of their voices.
- We have a set of ten core rhymes at Walter which the children begin to learn in Robin: Learning rhymes, poems and songs is an end in itself. However, learning poems including traditional nursery rhymes such as 'Hickory Dickory Dock', 'Little Jack Horner' and 'Baa Baa Black Sheep' can also heighten children's awareness of the individual sounds within words through alliteration, repetition and rhyme. For instance, because rhymes share the same end sound, they alert children to the contrast of the phonemes at the start of each word, as well as the repeated phonemes at the end, as in 'dock'/'clock', 'Horner'/'corner' and 'Incy'/'Wincy'.

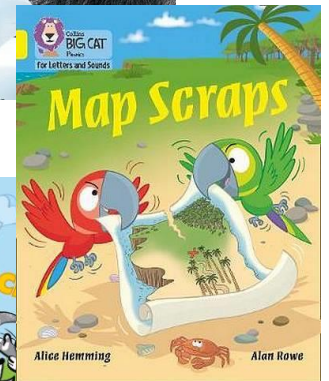
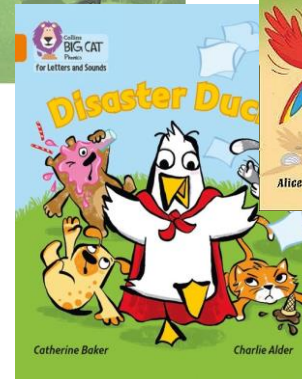
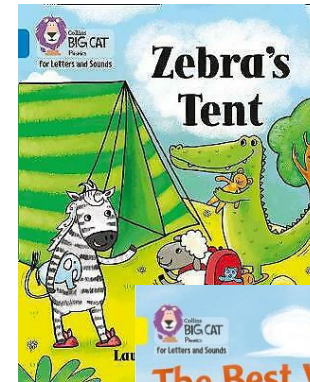
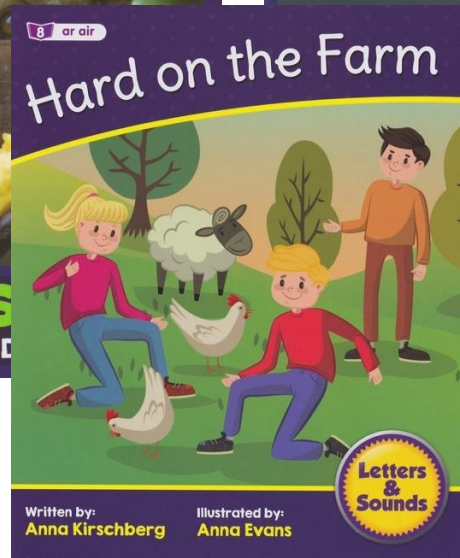
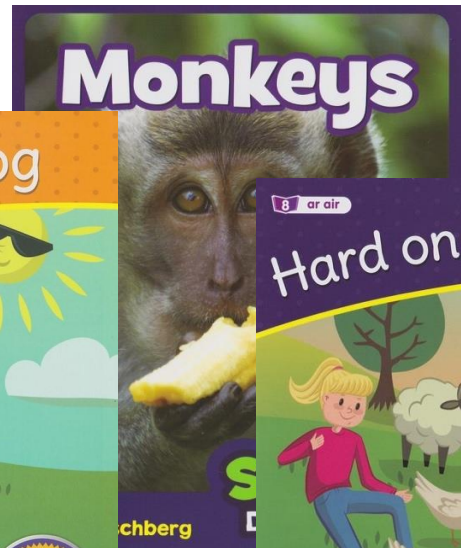
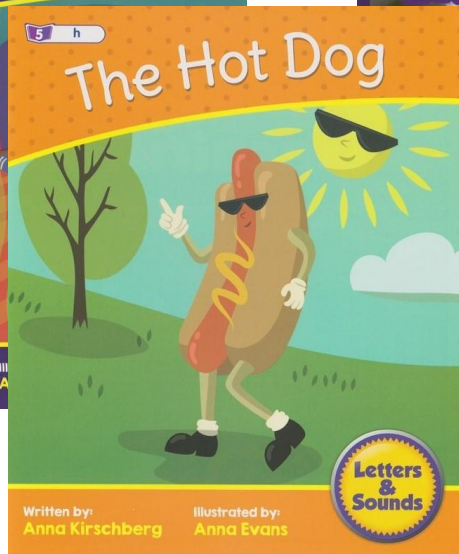
Phonics

As you already know, phonics is taught daily at Walter Infant School and Nursery. It is modelled, taught and rehearsed as the prime method for spelling and reading new words.



We ensure that we are using the same 'language' or technical vocabulary across the school when we are teaching phonics so that there is no confusion!

Decodable Books @ Walter Infant School and Nursery



Our lowest attainers or lowest “20%” of readers receive a personalised provision to suit their needs and learning ability. This might include reading more easily decodable texts, smaller phonics or reading groups or additional reading throughout the week. This is to help them to continue to make progress with their reading.



Mrs Hargreaves, our Head Teacher



Headteachers are ultimately responsible for building the reading culture in their school and ensuring that the teaching of reading is as effective as possible. They have to make sure that all their staff, including the special educational needs co-ordinator, and their ITT trainees, have the knowledge, skills, understanding and professional support to teach reading effectively and thus transform children's life chances.

Mr Lee, our English Subject Lead



At Walter Infant School and Nursery, we have an English Subject Lead for English, Literacy, Reading and Phonics across the school.

Currently, this is Mr Lee.

Mr Lee specialised in English whilst at university. He has also worked as an external Key Stage One moderator. This has included working with the local authority to help other schools with their writing and reading.

A Team of Experts within our School



We have an amazing team of experts in our school; Mr Lee leads English in School BUT everyone is an expert here and that is reflected in our data. All are staff our committed to ensuring that our provision is differentiated to meet the needs of all our children and our year group leaders ensure that our children have access to wonderful resources, all of which are treated with the utmost respect by children and adults alike.

We teach reading across the curriculum!



Building on the foundations with older pupils

Cultural Capital

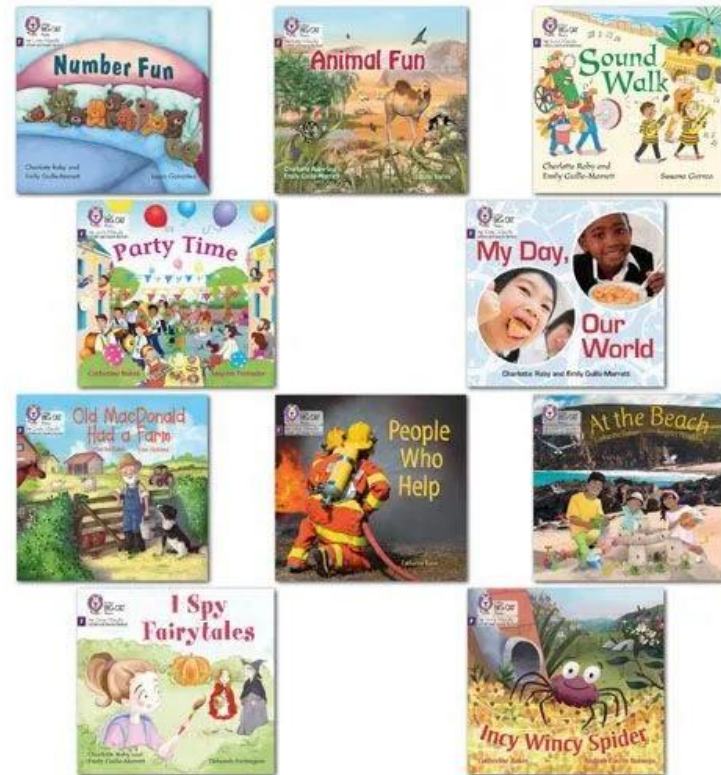
It is our aim that no child will leave us at the end of Year 2 without being able to read! Sadly, some children will have barriers that prevent them from learning at the same pace as their peers; but we will do all we can to enable them to love books and enjoy the process of being read to and with.

It is important for us, as a school, to understand that it is more challenging for older children to learn to read and develop their early literacy skills. Therefore, it is essential that we get it right at Walter Infant School and Nursery before they move on. We need our children to be Junior School Ready when they leave us!



Reading Books that go home

- To begin with in Foundation Stage 2, the children will bring home phonically decodable picture books with simple and repetitive phrases and sentences.



Book Bands and Phonic Phases

- The children will be taught to read in groups through Guided Reading Sessions in school. They will learn from a book that is banded at the suitable level for teaching reading to the group, so that it challenges the children, introduces new vocabulary and information but also has lots of familiar words and punctuation.
- The children will bring home the preceding colour so that they are able to read 90% of the text but it may still be challenging. The children choose their own books to take home along with their reading record. The books they read at home are matched to the phonic phase in which they are secure.

How can you help your child learn to read?

- Talk to them as much as you can using a variety of vocabulary and expression
- Share signs and labels wherever you go
- Show them how much you love books and share books as often as you can
- Learn your phonics too!
- Spend time reading to your child, with your child, and listening to them read and not just at bedtime!
- Choose a time that works well for you both to share the home reading book (which your child will have chosen for themselves)
- Try and develop a routine, the same time and space, getting comfortable and only focus on reading (but not for too long, 10 minutes is more than long enough)
- Keep the reading record up to date so we know that you are reading with you child at home

Asking questions

- Help them understand what they have read by asking questions before, during and after you read with them or listen to them
- **Before** (knowledge of books) ~ Can you point to the title? What do you think this story might be about? What does the blurb tell us?
- **During** (comprehension and prediction) ~ What is happening in the pictures? What has happened so far? What might happen next? What sort of character is...? How do you know?
- **After** (comprehension and opinion) ~ Did you like this book? What did you like most about it? What happened in the story?

Reading together and decoding new words

- Children will use many cueing strategies to help them read the words on the page: they should always try to use the phonics to decode.
- You can help by saying “What is the first sound?” Can you sound out (segment) the phonemes?” e.g. shop ~ sh-o-p etc
- Do not let your child struggle for too long if they can’t blend the sounds together. Do record the word they found difficult in the reading record.
- There will be common exception words in the books that they should not find too tricky to recognise.
- If the book is too difficult please mention it in the reading record so that we can check the book is well matched to our SSP.

Any Questions?

