



Phonics and Reading

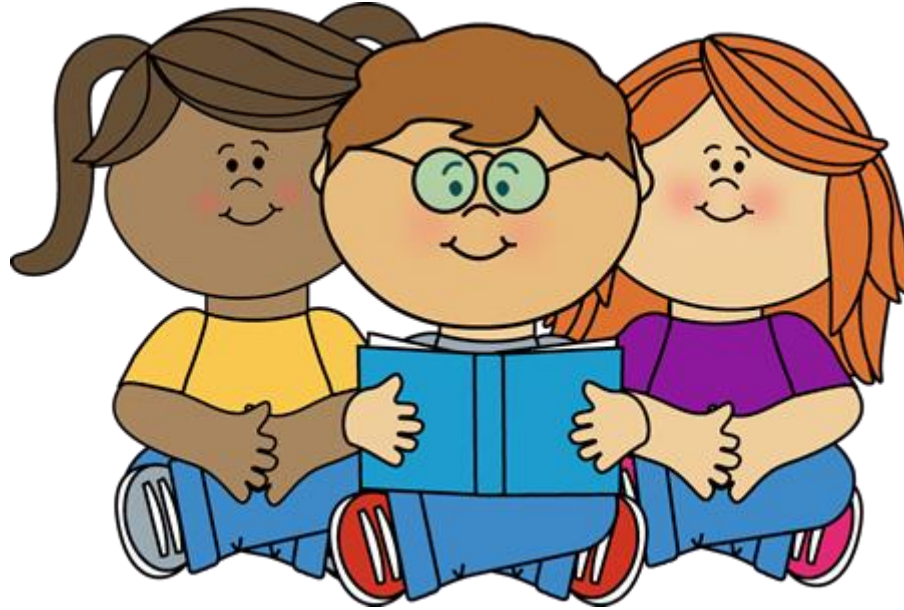
in Key Stage One at
Walter Infant School and Nursery



We teach reading
and the associated
skills across the
curriculum!



Children Reading for Pleasure



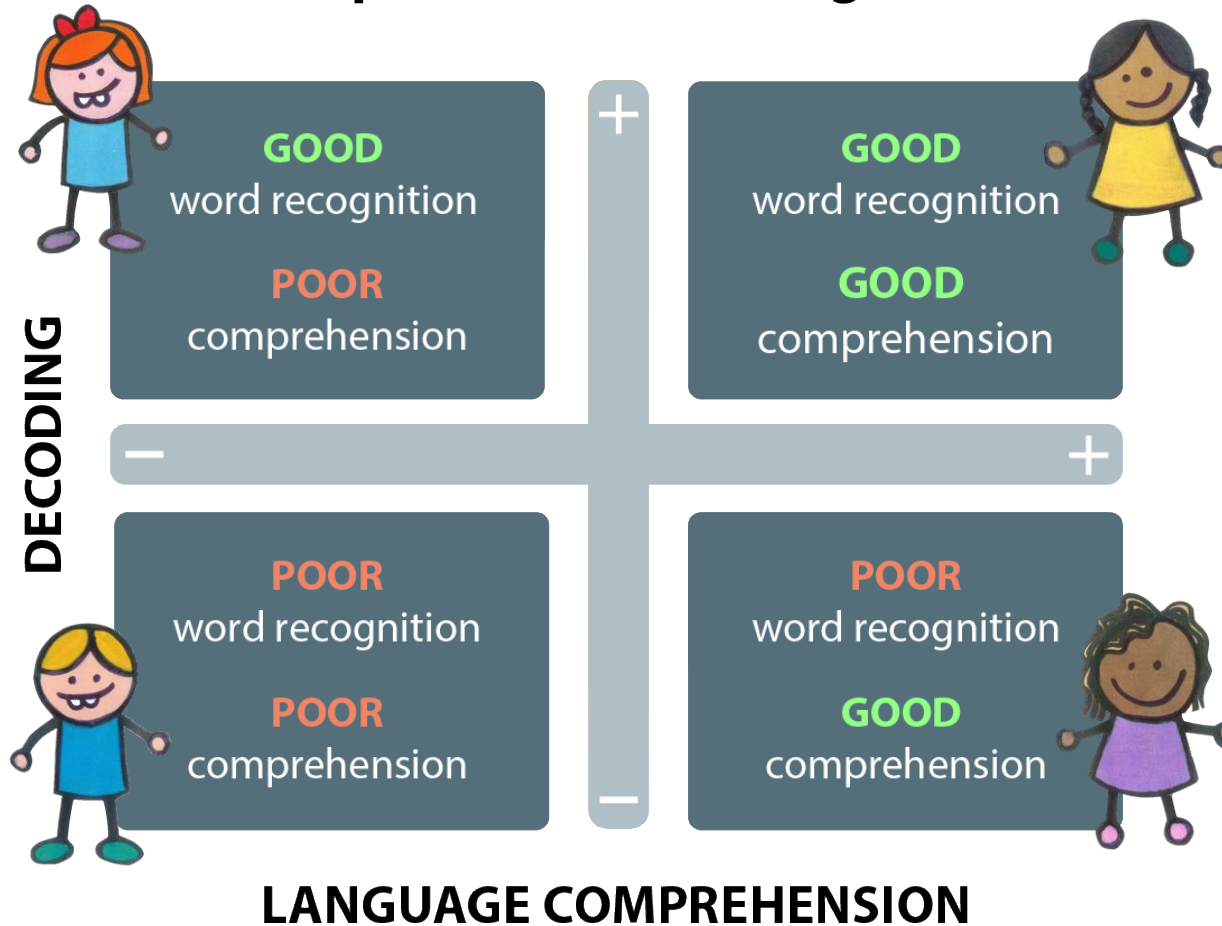
We foster a love for reading at school; please do the same at home. Explain to your children how much you love to read and regularly share books with them. Talk about your favourite books. Some children will prefer fiction and some will prefer non-fiction. We have a wide variety of both

Developing Children's Spoken Language

- 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.



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.

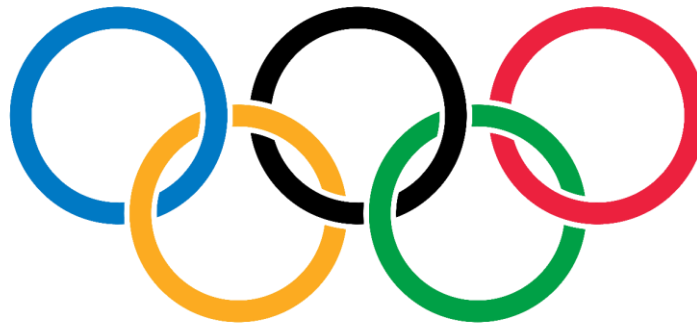
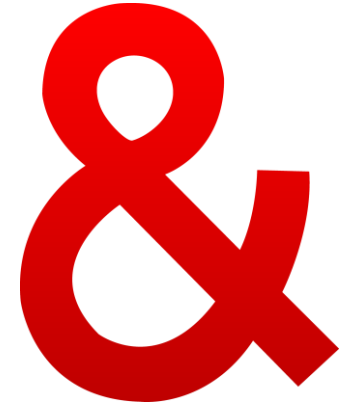
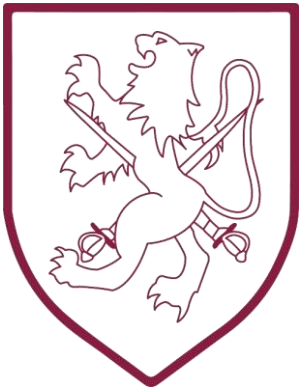
Why Reading Matters

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. There is much research and many studies which agree that reading brings social, cultural and economic value to a person's life. If a child cannot read, it can have a life long impact.



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

abcdefghijklmnopqrstuvwxyz

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'.

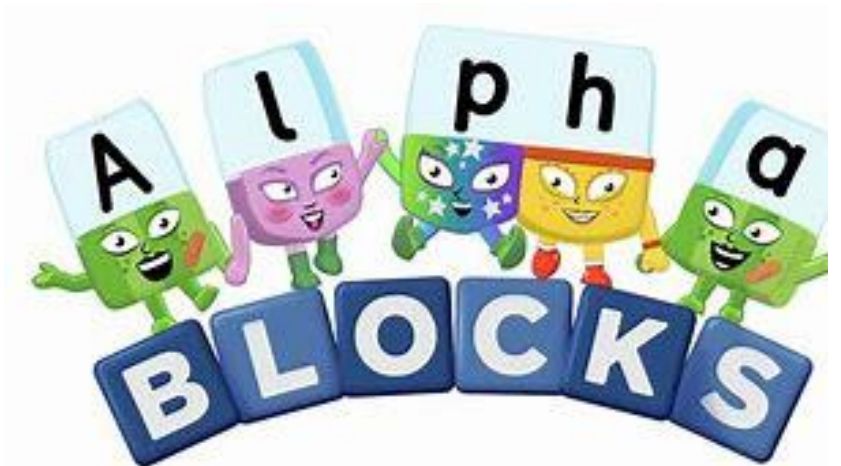
Enunciation and Pronunciation of Phonemes

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.

Alphablocks, on the BBC website or iPlayer, is very good at teaching the letter names and phonemes or sounds.



The Added Schwa

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.

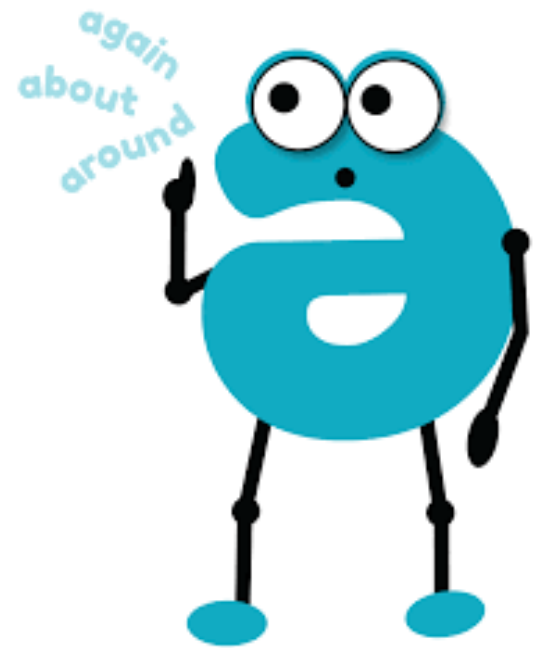
m = “mm” and not “muh”

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 “mmmmmmmm”

s = “ss” and not “ssssssssssssss”



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.

A large, bold, red lowercase letter 'k'.

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

A large, bold, green lowercase letter 'c'.

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

A large, bold, magenta digraph 'ck'.

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

A large, bold, yellow digraph 'ch'.

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

Rocket Phonics

At Walter Infant School and Nursery we chosen Rocket Phonics as our phonics programme, 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 | c cat |
| 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 |
| ar car | or fork | ur purse | ow owl | oi coin | ear ear |
| air chair | ure manure | er hammer | wh wheel | ph dolphin | 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 cube |
| ue statue | ew news | er herbs | ir bird | ou cloud | oy toy |
| blue screw | aw strawberry | oul should | a father | al palm | ear ear |
| astronaut or | deer | ere here | are | ball | ear |
| world | there | square | colour | 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 | ce fence |
| ch chef | dge bridge | ge package | o mother | le bottle | ed mixed |
| school | bridge | package | mother | bottle | drilled |
| mb comb | kn knot | gn sign | wr writing | tch hatching | s si ge treasure |
| ture picture | y pyramid | sc scissors | st whistle | (w)a (qu)a watch | ti ci ssi station |
| | | | | squash | percussion |

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!



s n a k e

Alternative Pronunciations

Examples:

a as in **hat**, **acorn** or **fast**

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**

and there are lots more...

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

- At Walter Infant School and Nursery, we have adopted a guided reading method for teaching reading.
- Our children read with an adult in small groups, which consist of no more than 6 children. The session is led or facilitated by the teacher.
- It starts by teaching or consolidating a skill for reading. The children explore the book with the teacher and engage in discussion. This is before, during and after reading. For example, they might discuss the front cover, technical vocabulary or what they thought of the characters.
- The children are asked questions and given lots of time to read and explore the text. This allows for high quality discussion, whilst using high quality texts.



Guided Reading

Our Guided Reading scheme uses a colour banding system. The children progress through the colour bands and these could be considered levels. Below are the end of year expectation for each year group. By the end of F2, most children are securely reading Red Books.

| | | | | | | | | | | | | | |
|--|--|---|---|---------------------------------------|--|---|--|---|---------------------------------------|--|---------------------------------------|---|--|
| <div><div></div><div>Pink</div><div>(A, B & C)</div></div> | | <div><div></div><div>Red</div><div>(A, B & C)</div></div> | <div><div></div><div>Yellow</div></div> | <div><div></div><div>Blue</div></div> | <div><div></div><div>Green</div></div> | <div><div></div><div>Orange</div></div> | <div><div></div><div>Turquoise</div></div> | <div><div></div><div>Purple</div></div> | <div><div></div><div>Gold</div></div> | <div><div></div><div>White</div></div> | <div><div></div><div>Lime</div></div> | <div><div></div><div>Copper</div></div> | <div><div></div><div>Topaz</div></div> |
| 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 | | |

Home Reading Books

- The children take reading books home regularly.
- The children are encouraged to change the books by themselves.
- Generally, they take home the colour band below home.
- This is to allow the children to practise and consolidate the skills they have been taught in school. It should still be a challenging read, and the children will still need help and support with some words or comprehension of the text.
- Please discuss the book before, during and after reading. Use the illustrations to engage in discussion and talk about the characters, the setting or the facts in the book.
- The children are expected to re-read the book to help develop fluency.
- The children should use their phonics as the prime method for decoding or reading a word. However, if they are struggling, just tell them the word.
- It should be a fun activity, that is enjoyable. If your child is having an 'off day' then they are not ready to read - leave it for another time.

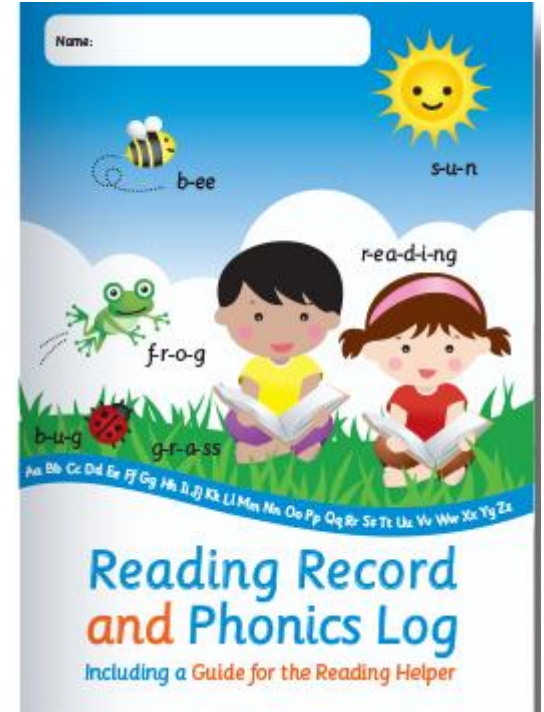
Asking questions

- 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.



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, additional phonics or extra reading throughout the week. This is to help them to continue to make progress.



Any Questions?

