



# 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.

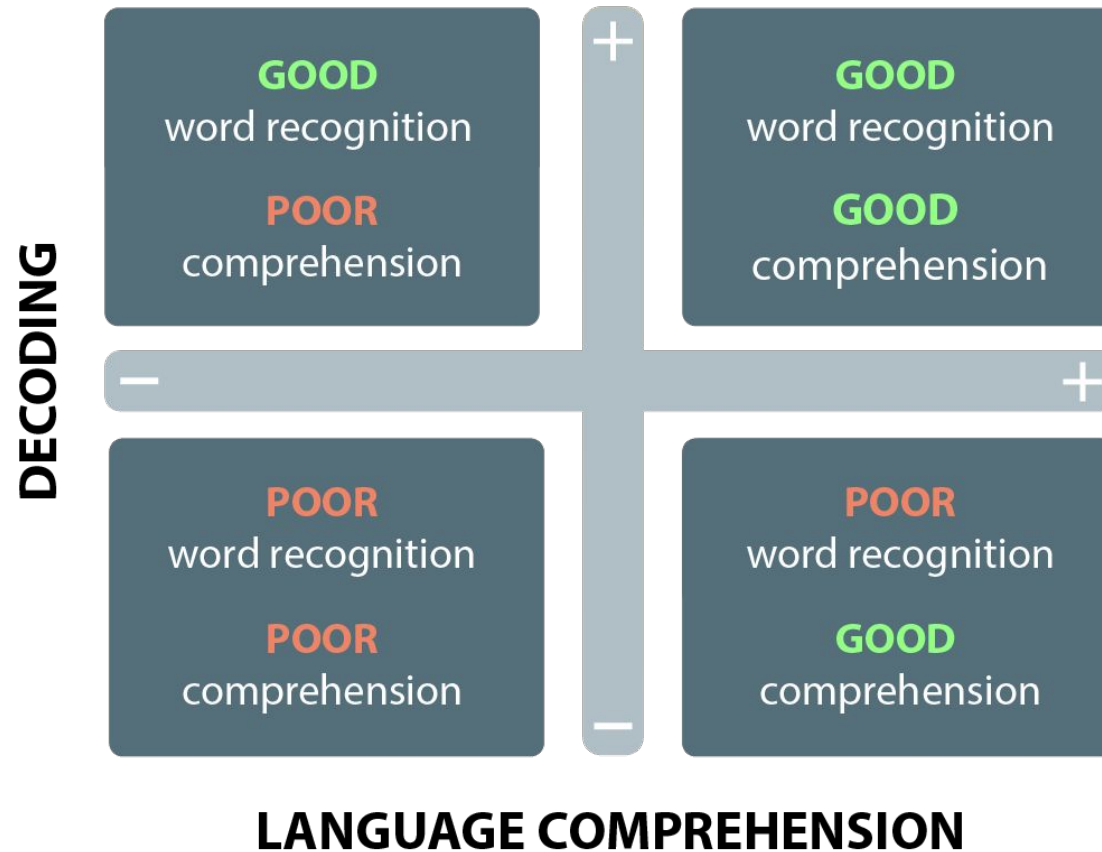
# 7 Aspects of Reading

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



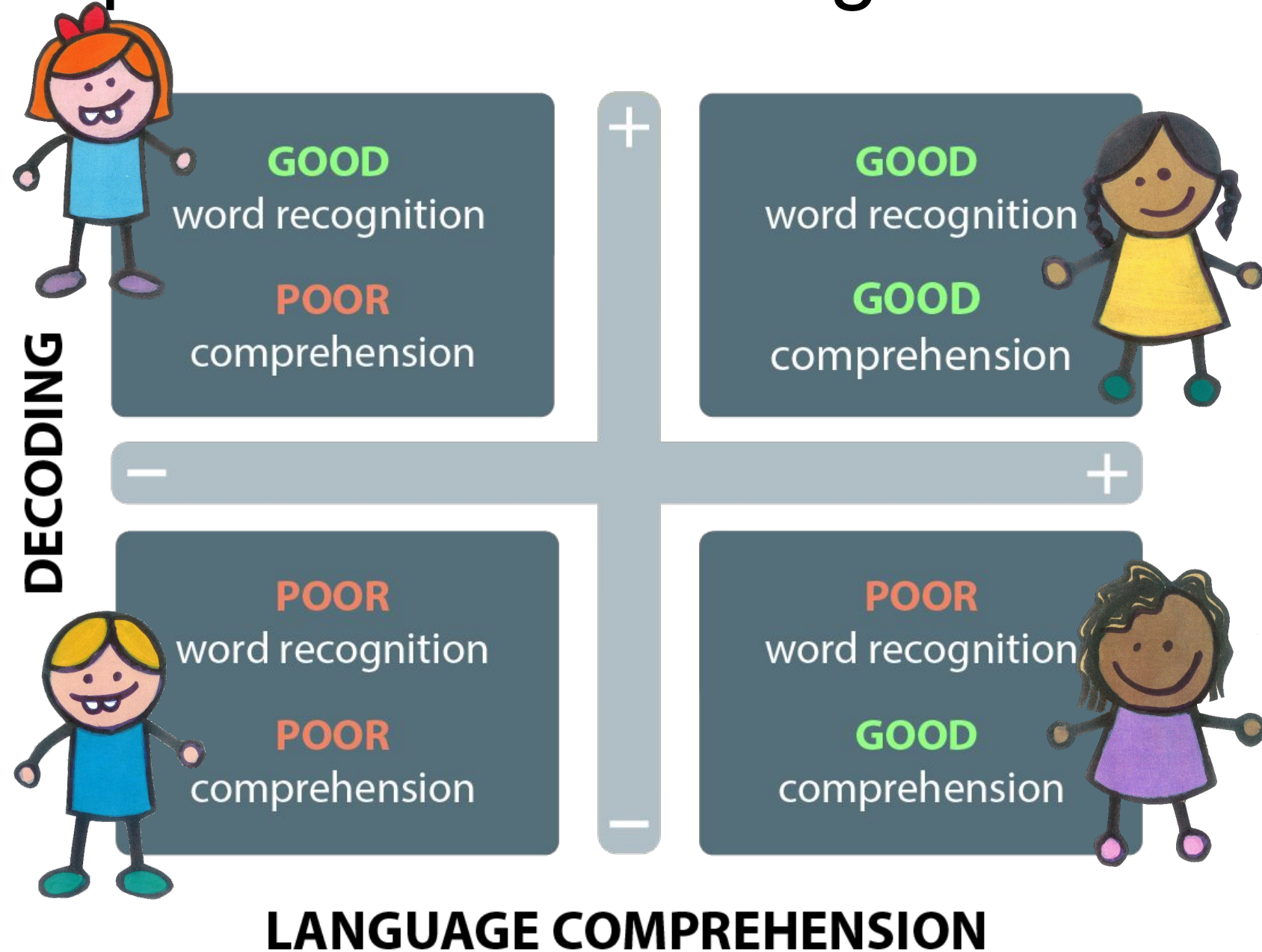
# The Simple View of Reading



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.

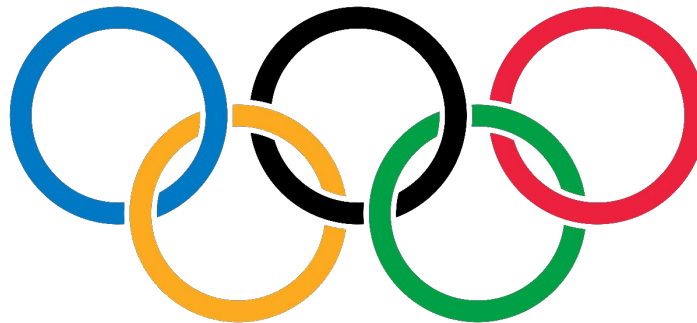
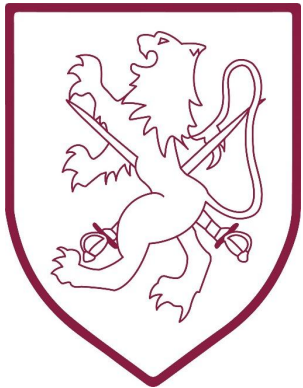
# The Simple View of Reading

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.



# 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.



# What is synthetic phonics?



Why is it called synthetic?

Because...Synthetic can mean fuse, integrate, mix, alloy, merge, arrange or blend.



Synthetic phonics is the breaking down of words into their smallest possible sounds:  
c-a-t d-o-g ph-o-n-i-c-s

It is expected that all schools will use a Systematic Synthetic Programme to teach phonics: we use our own based on Letters and Sounds 2007. Our children are able to succeed and become readers and we get very good results in the Phonics Screening Check at the

# 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

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z

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.

We subscribe to a website called Phonics Play to help us; parents can access the site too.



[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsg](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsg)

qyw

# The Added Schwa

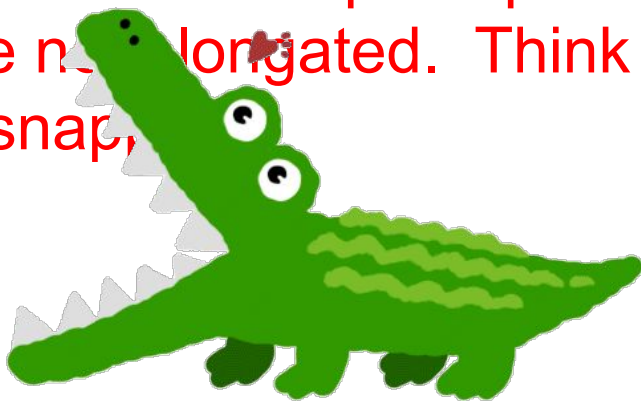
This is where things get complicated!!!!!!

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 snap,



m = "mm" and not  
"mmmmmm"

s = "ss" and not

# 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.**

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

**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

The word 'cat' is shown with three blue dots positioned directly below each letter: 'c', 'a', and 't'.

s h o p

The word 'shop' is shown with four blue dots positioned below each letter: 's', 'h', 'o', and 'p'. A blue horizontal oval is placed under the 'sh' digraph, spanning the space between the dots for 's' and 'h'.

t a p e

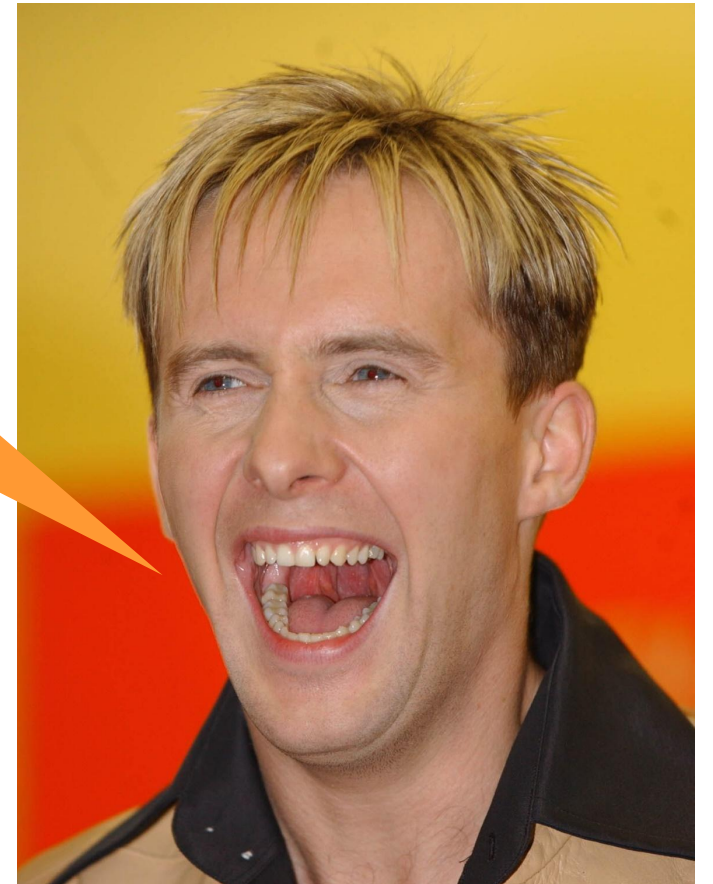
The word 'tape' is shown with four blue dots positioned below each letter: 't', 'a', 'p', and 'e'. A blue curved line is placed under the 'ap' digraph, starting under the dot for 'a' and ending under the dot for 'p'.

# 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'!



# Phonic Sessions

The children in Dove, Magpie and Woodpecker are taught phonics as a class so they can all learn together. The children who need more help to make sense of phonics will have additional small group learning as well.



# Letters and Sounds and Phases

We follow the Letters and Sounds guidance, which we supplement with the resources on the [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) website.

Letters and Sounds breaks the teaching of Phonics down into Six Phases.



# Phase One



## **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.

# Phase Two



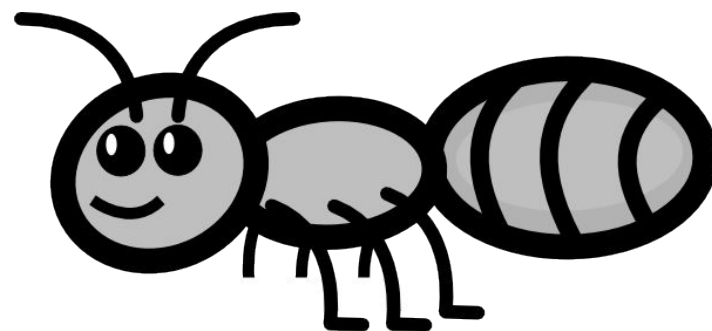
Children begin to learn that letters make phonemes or sounds. They are taught the 19 most common phonemes. They learn how to blend and read CVC (consonant-vowel-consonant) and VC words. They also learn some common exception words.

s  sock	a  ant	t  toma to	p  penguin	i  igloo	n  nest	m  mouse	d  dog
g  grape	o  orange	c  cat	k  key	ck  clock	e  elephant	u  umbrella	r  rainbow
h  hat	b  balloon	f  fish	ff  muffin	l  lion	ll  bell	ss  grass	

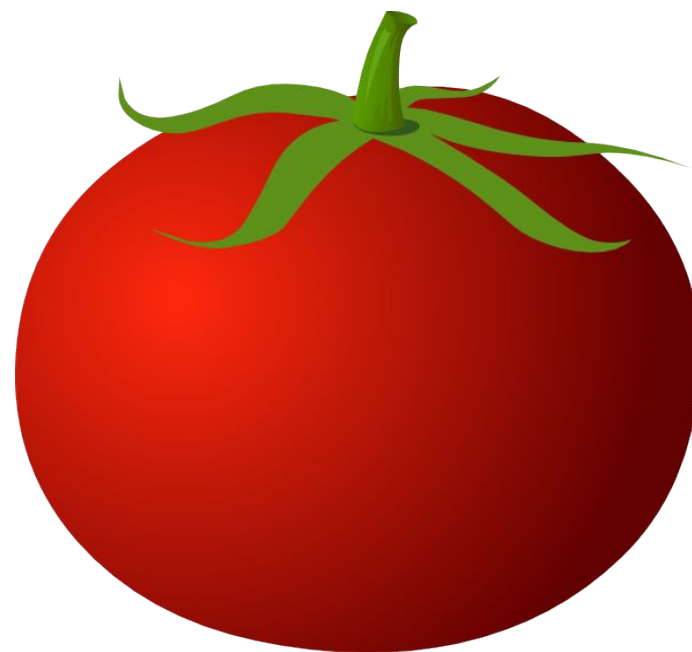
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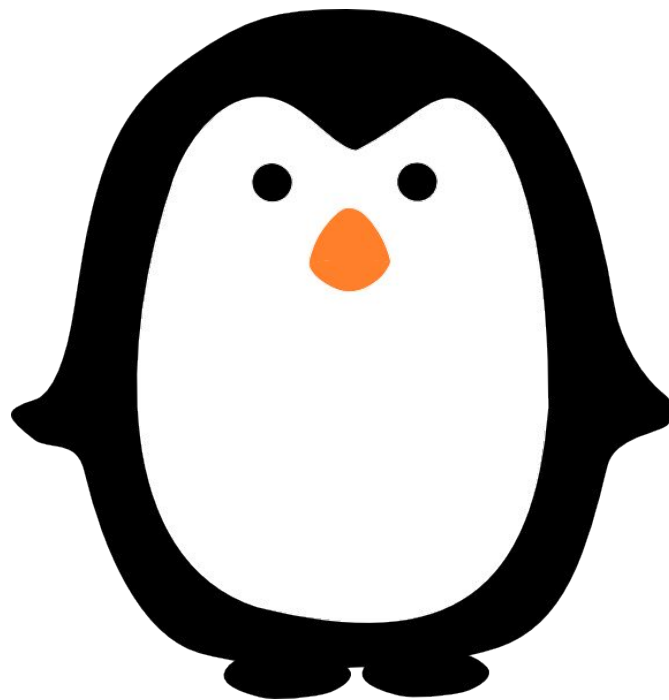
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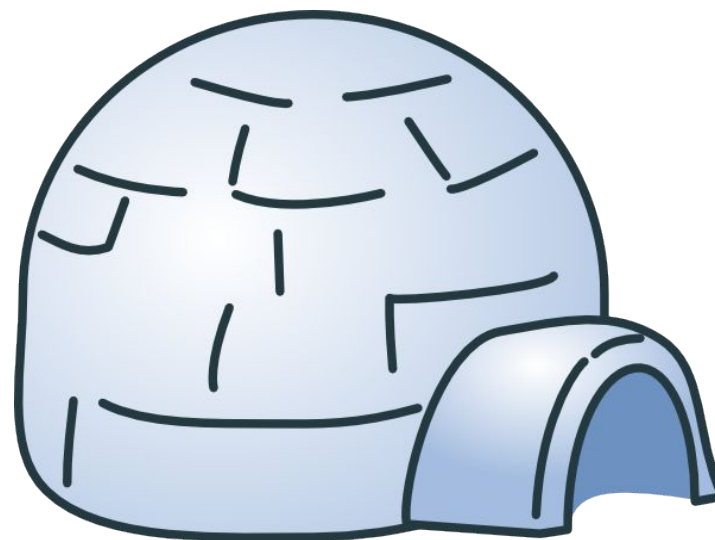
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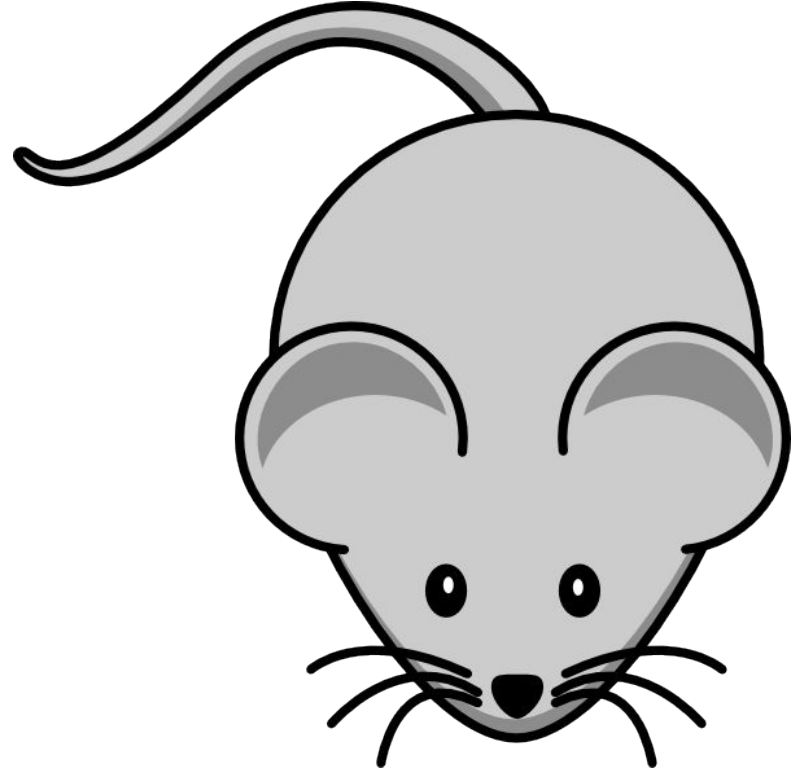
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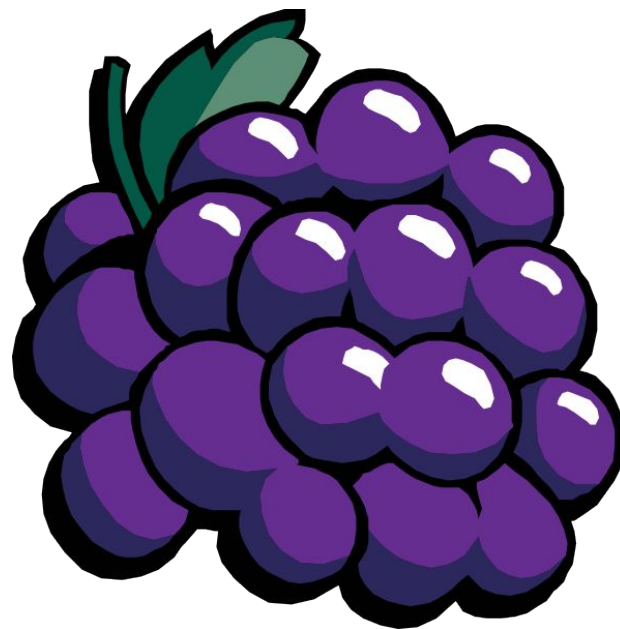
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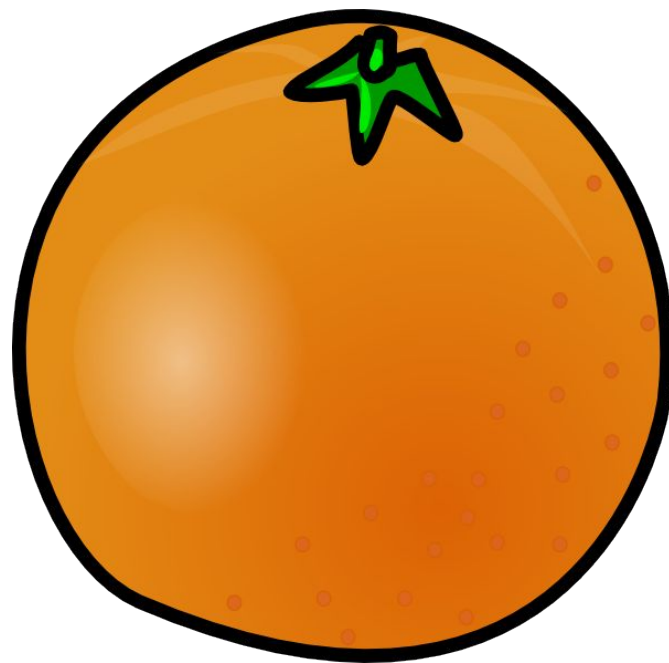
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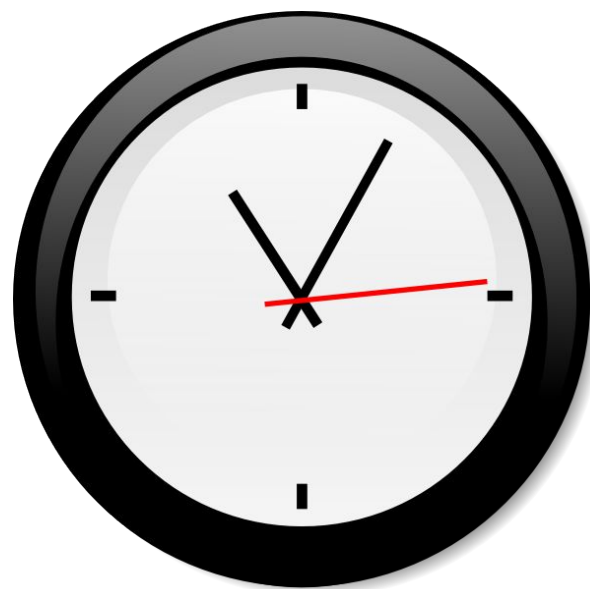
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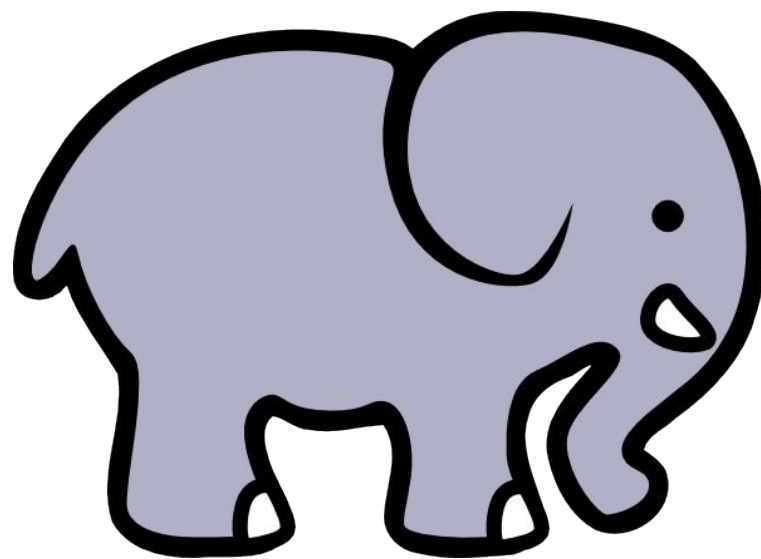
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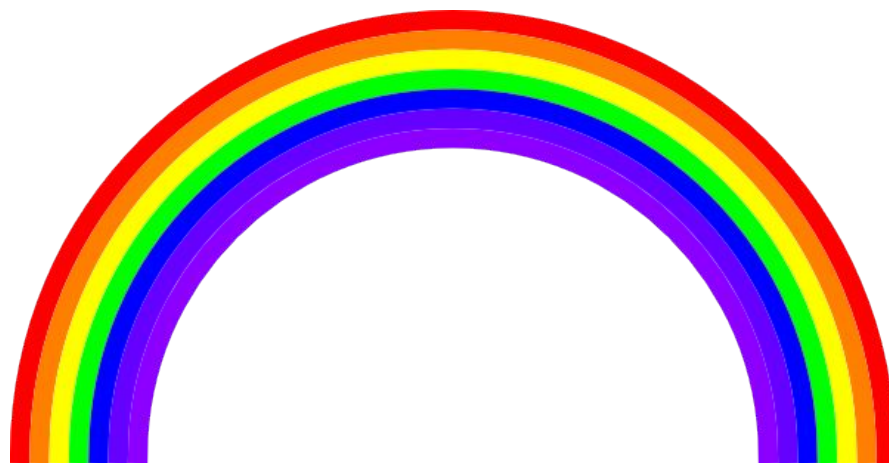
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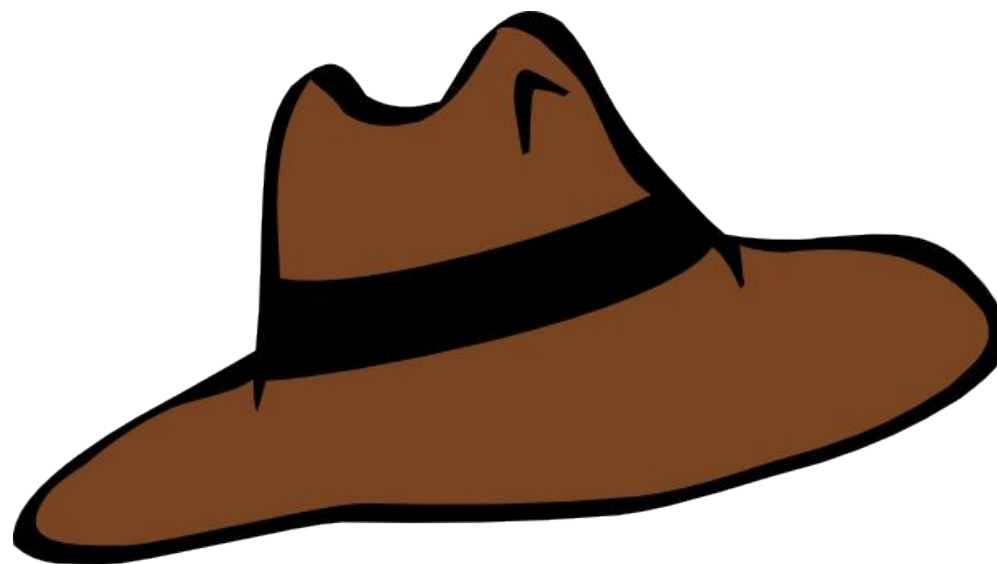
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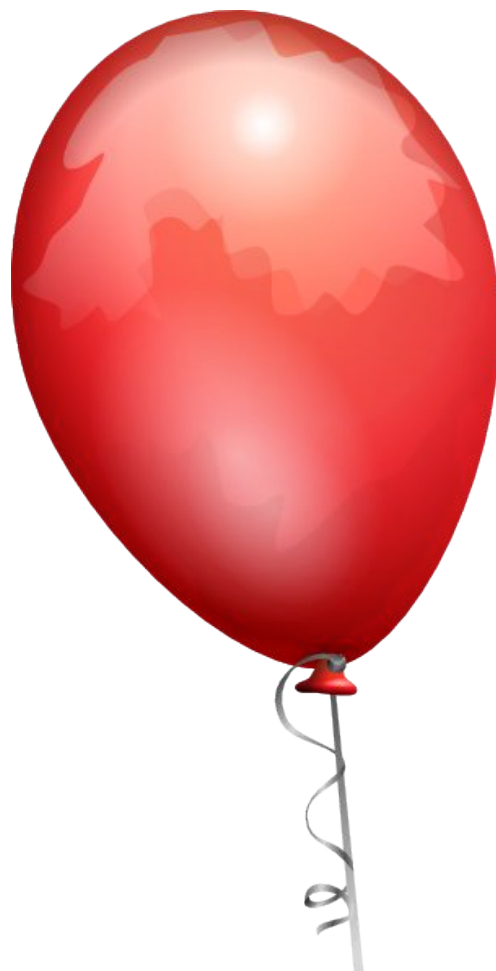
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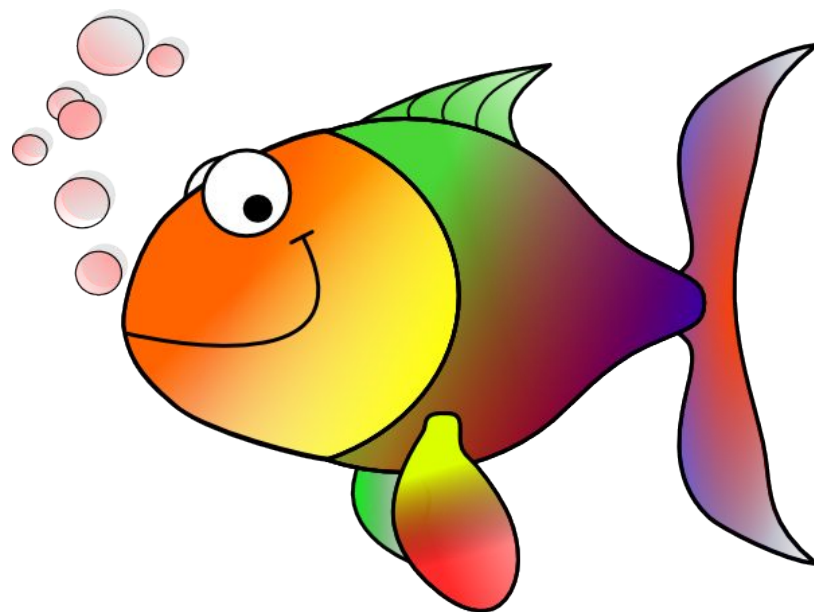
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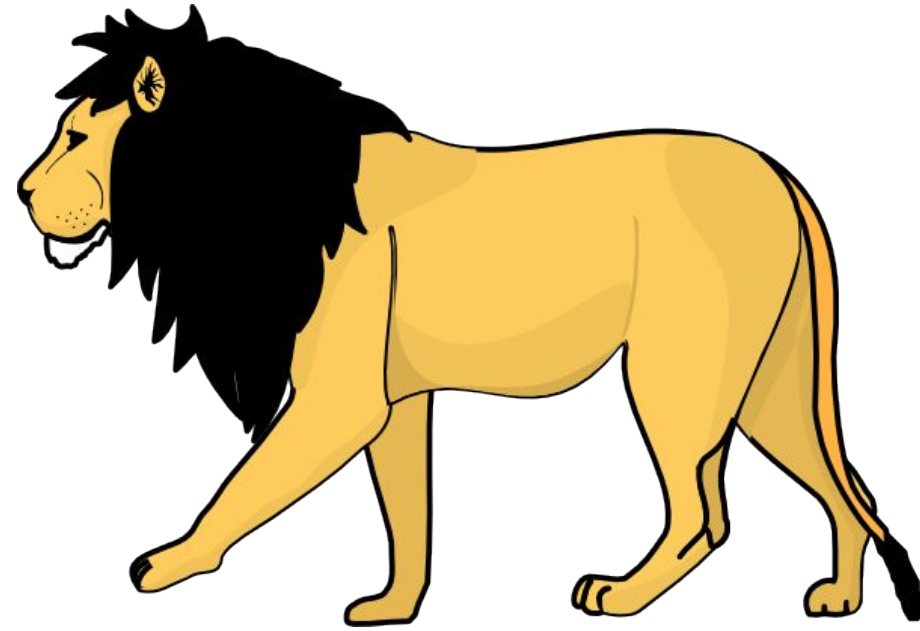


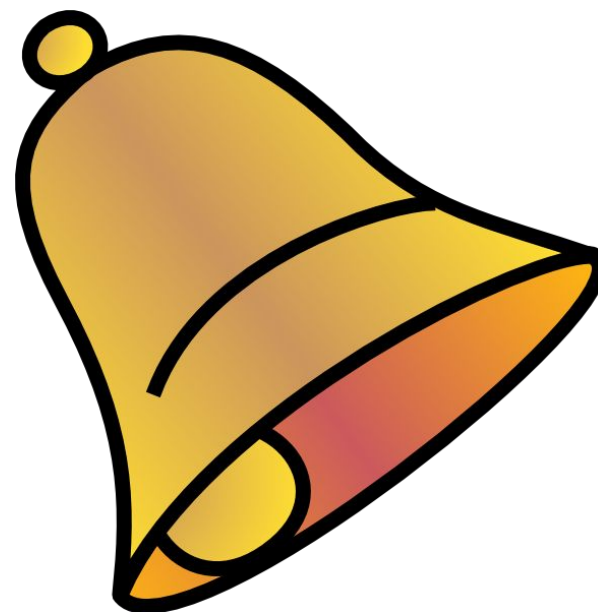
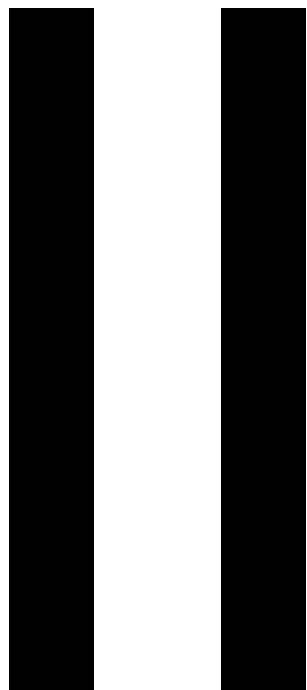
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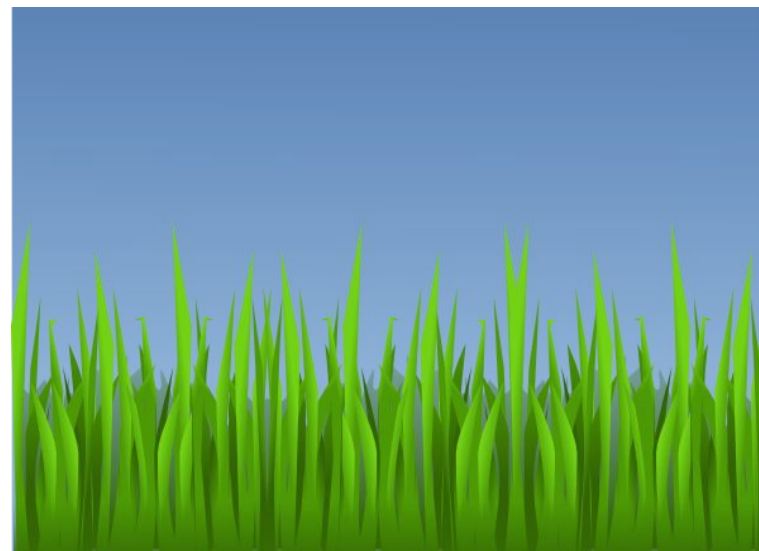
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Ss





















# Phase Three

Children are introduced to the remaining phonemes. This includes a wider range of digraphs and trigraphs. The children are also taught more common exception words.

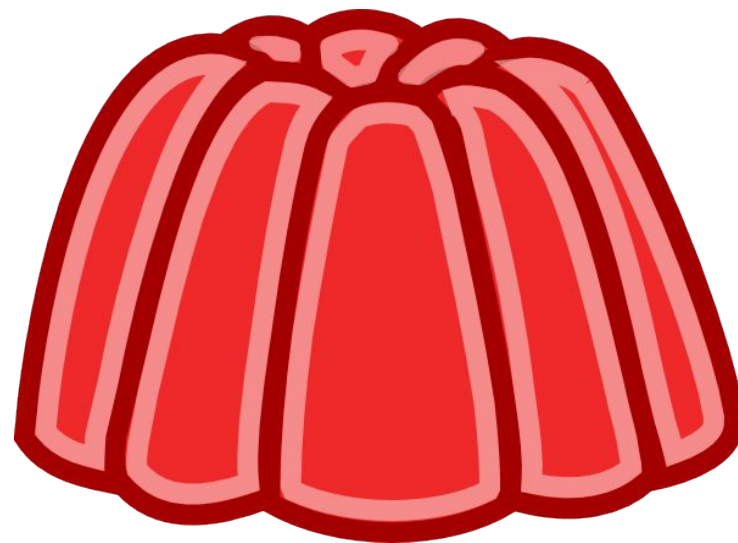


j	v	w	x	y	z	zz	qu	ch
								
jelly	volcano	web	fox	yoyo	zebra	pizza	queen	chicken

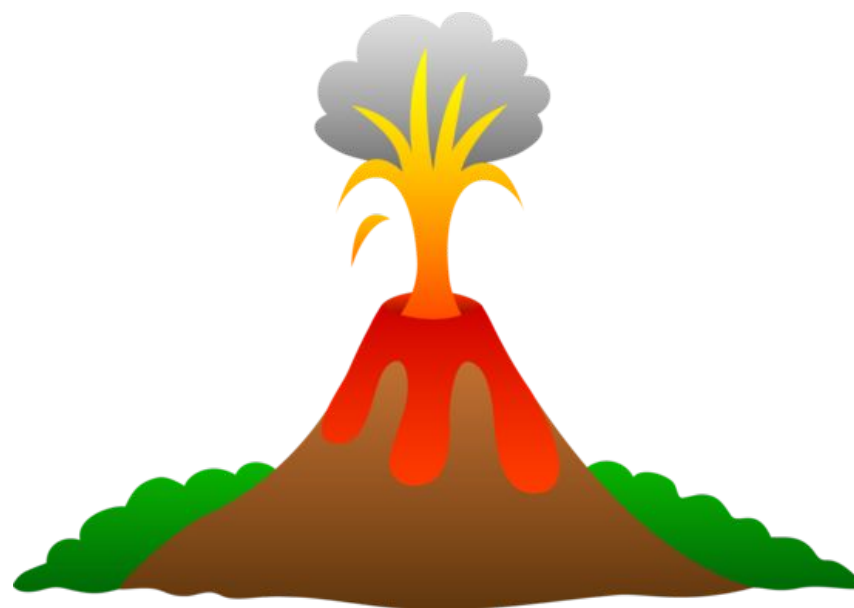
sh	th	ng	ai	ee	igh	oa	oo	oo
								
shoe	thumb	ring	snail	sheep	night	boat	moon	book

ar	or	ur	ow	oi	ear	air	ure	er
								
star	fork	burger	owl	coin	ear	chair	pure	hammer

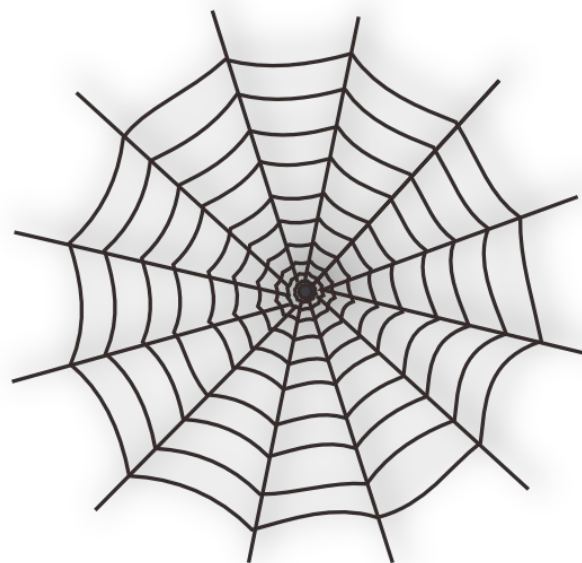
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V



**W**



X



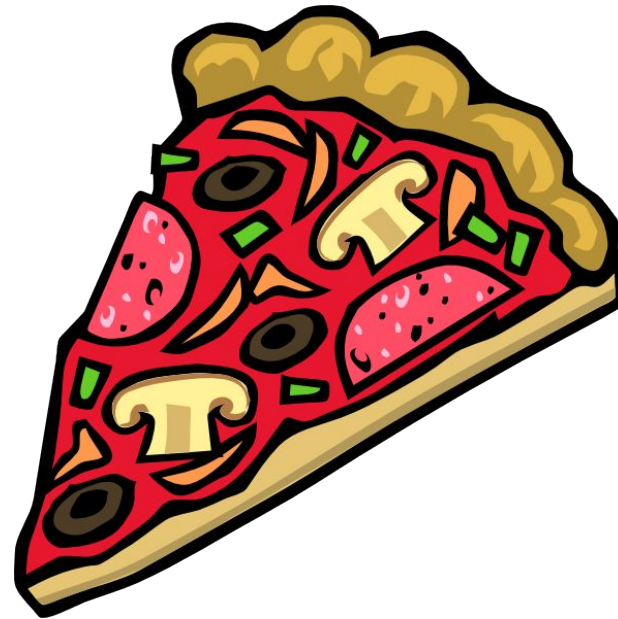
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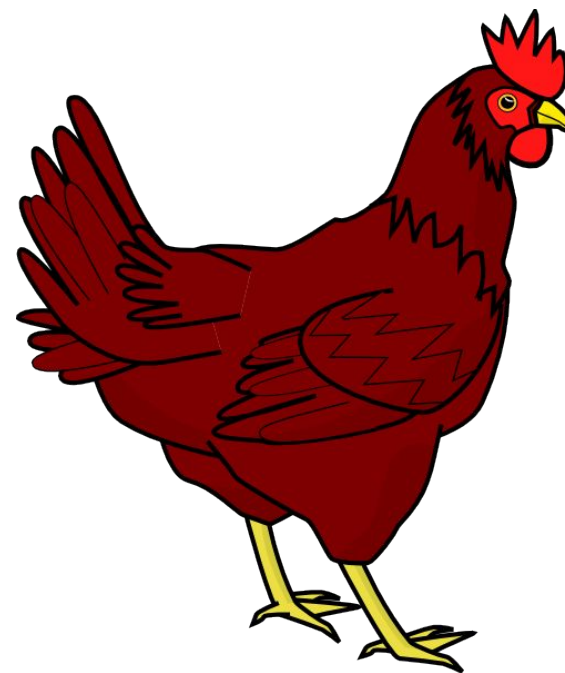
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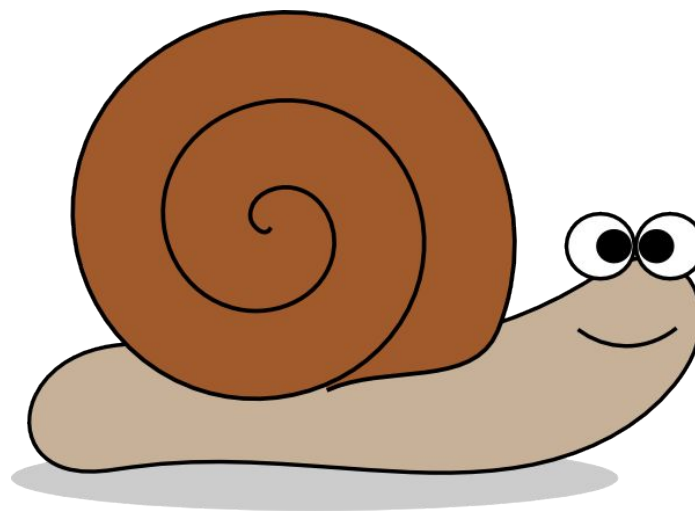
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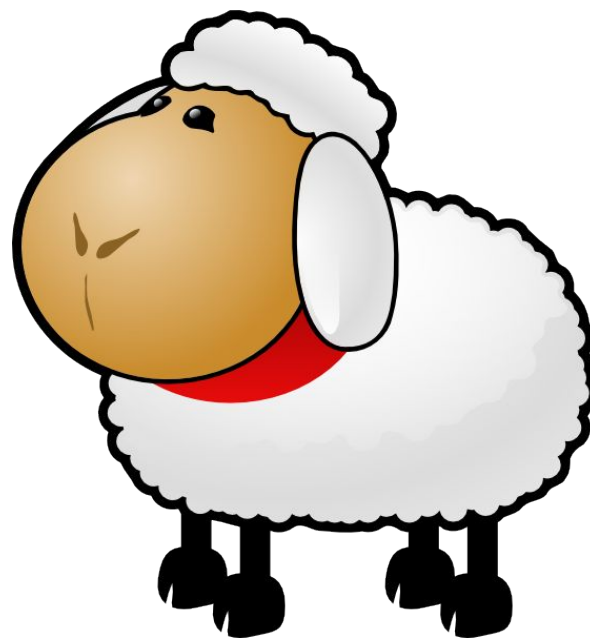
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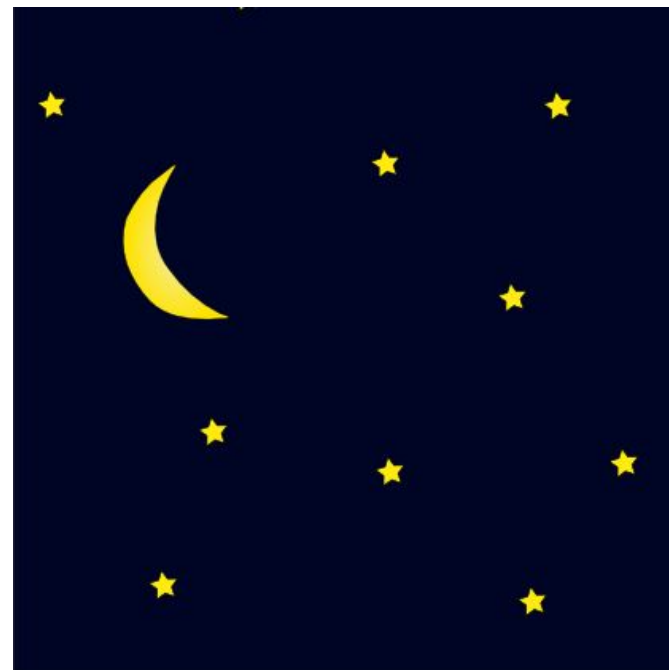
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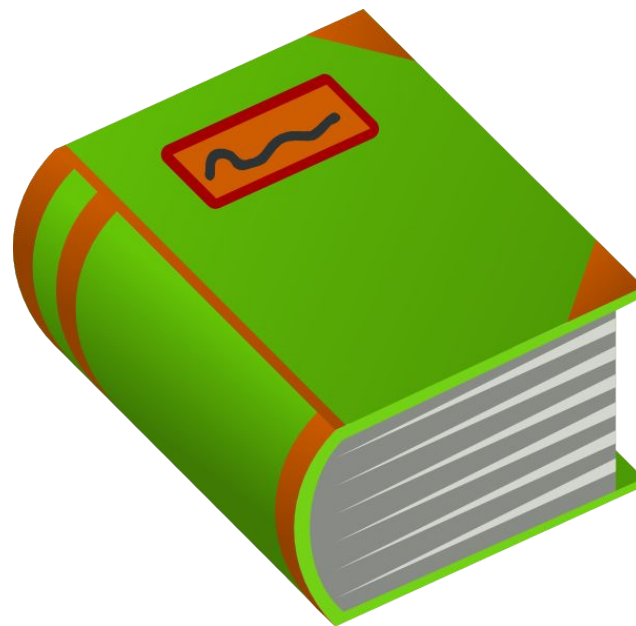
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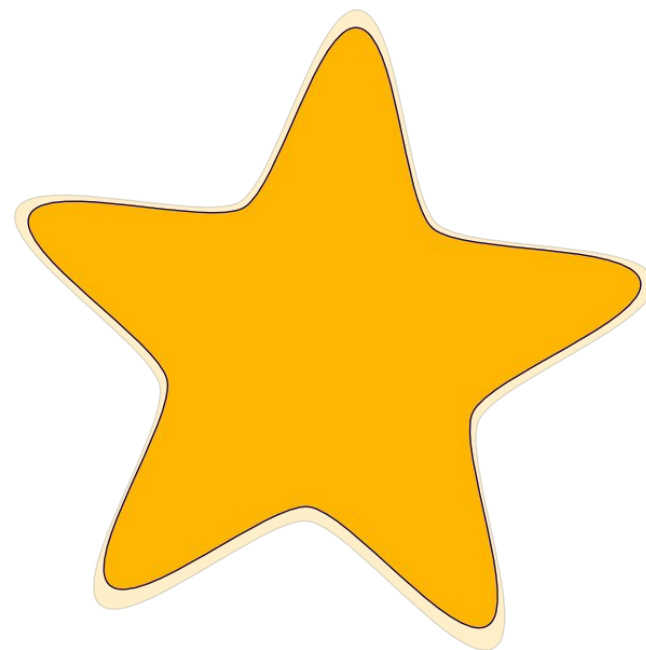
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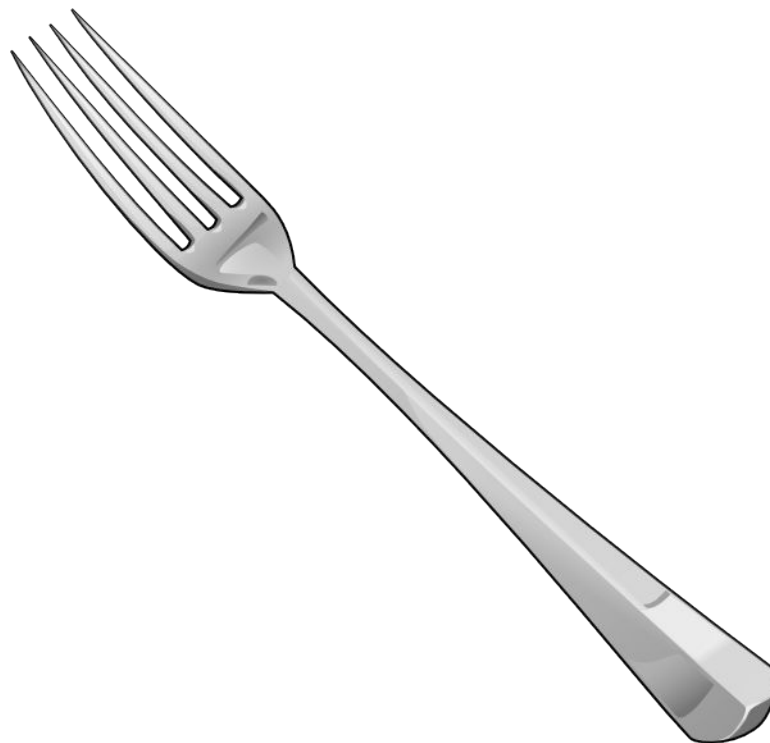
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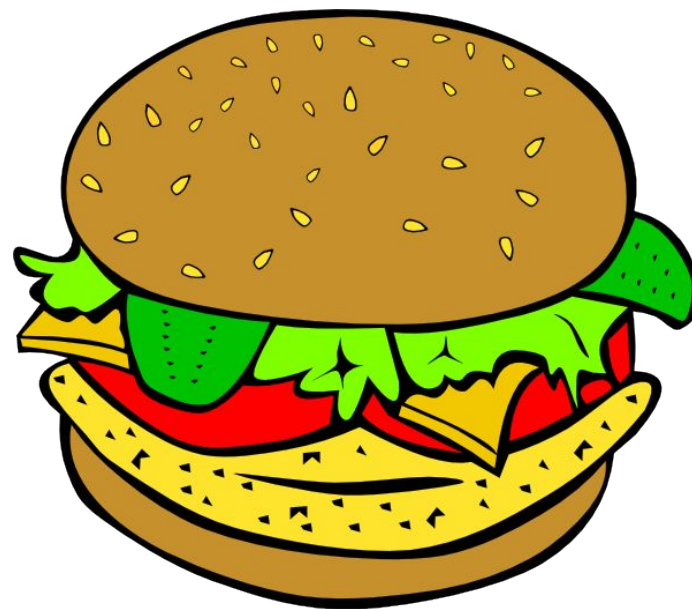
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or



ur



ow



Oi



ear



air



ure



er



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

# Phase Four



During this phase children are not taught any new phonemes. From now on the teaching and learning of phonics is focused on consolidating the skills necessary for decoding and encoding new words.

The children begin to use phonics to decode and spell much longer words. They are taught words which have adjacent consonants, including CCVC and CVCC words. The adjacent consonants can sometimes be tricky to hear or sound out, for example: milk; belt; fact. They also learn some additional common exception words. Multi-syllabic words are also introduced.

# Common Exception Words

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.

Phase 2	Phase 3		Phase 4		Phase 5
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

# The Reading Framework

Teaching the foundations of



at Walter Infant School and  
Nursery



# Learning to read books @ Walter...



We love books at Walter Infant School  
and Nursery!



# Why Reading Matters

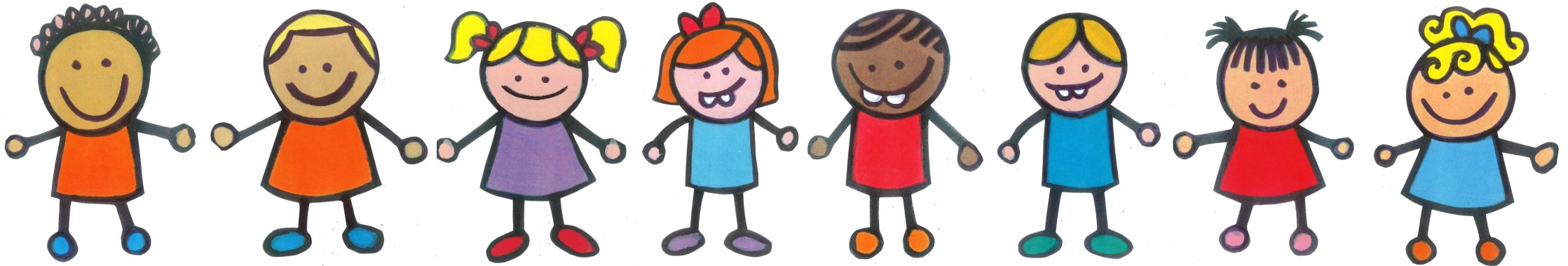
Reading is an essential skill for life. At Walter Infant School and Nursery we dedicate ourselves to ensuring our children are all readers by the time they leave for Junior School. Reading brings social, cultural and economic value to a person's life. If a child cannot read, it can have a life long impact.



# 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.



# Section 1: The Importance of Reading and a Conceptual Model

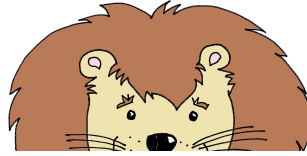


# Developing Children's Spoken Language

- 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.



# Talking about books brings 'particular advantages'.



## At Walter Infants opportunities



## We have plenty of class books.

quality fiction and non-fiction books

children to talk to each other about

g opportunities for the children to  
g as a Gruffalo!"

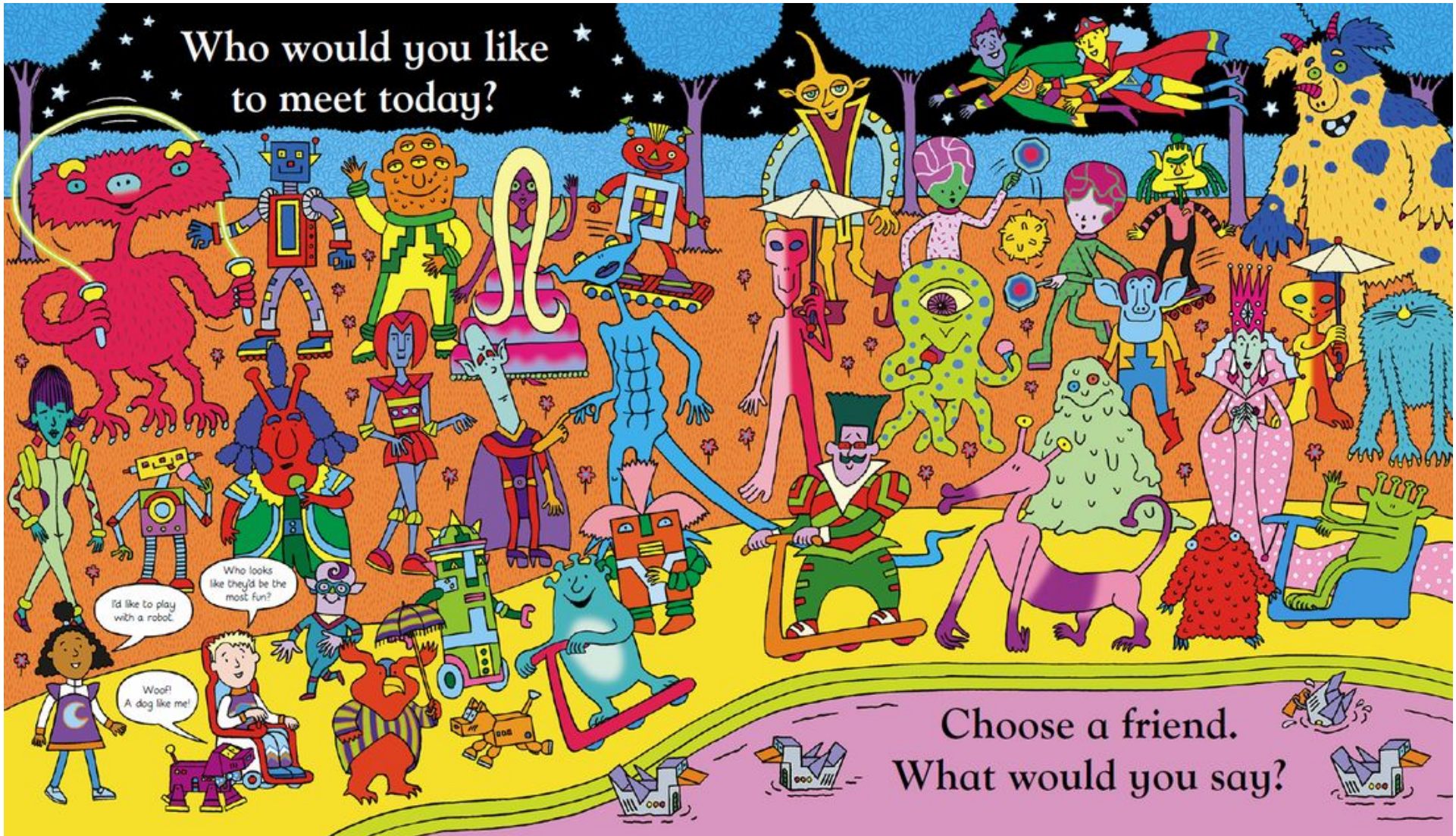
- Our **Big Curriculum for L** as well as real life experie
- **Guided Reading** sessions: what they have read.
- **Story Time**: adults read p interact with the text and j

# Children Reading for Pleasure

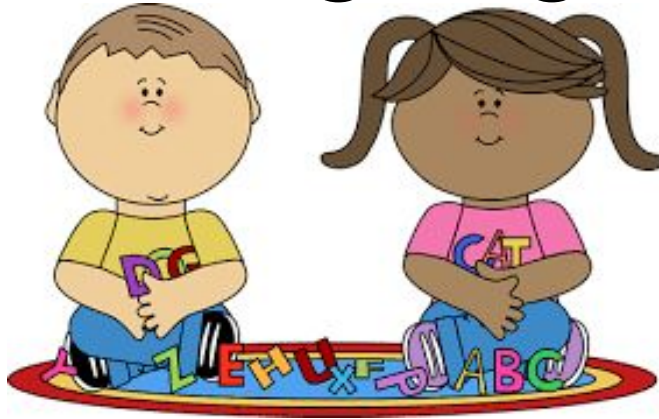


We foster a love for reading at school; please do the same at home. Explain to your children how much you love to read and regularly share books with them. Talk about your favourite books. Some children will prefer fiction and some will prefer non-fiction. We have a wide variety of both

## Section 2: Language Comprehension



# 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

# EYFS ELGs for Listening and

## ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

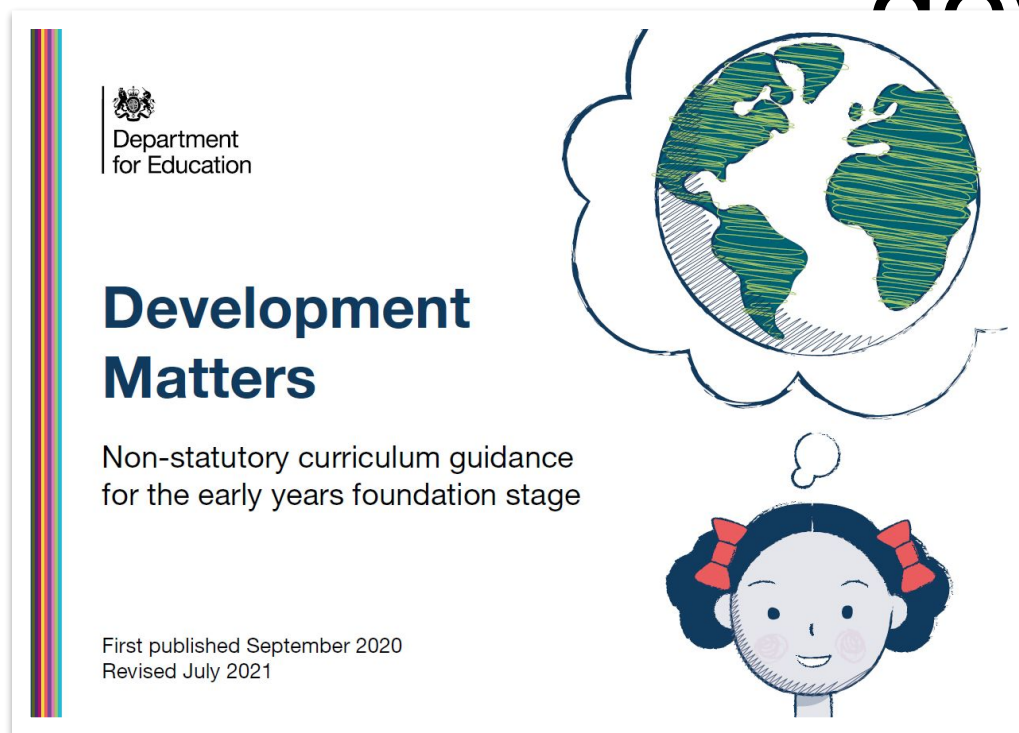
## ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

# The New EYFS Development Matters Document has Talk Across the Curriculum!

This emphasises its great importance, particularly in the early stages on development.



The word talk appears 90 times  
in the development matters  
document and word listen 53  
times.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534)

# Communicative

- think
- payi
- reph
- valid
- reph
- aski
- ansv
- expl
- delic
- prov
- exte
- conr
- help



ar by

ten...?')

# Rhyme

- Adults in school can build children's strong emotional connections by using rhymes, poems and songs, it is great to learn poems 'off by heart' and to share them with others



and response' allows ch

As a young child's vocabulary, it word, with all manner of

- As the children say each word of a poem, the teacher helps to convey the meaning and rhythm and,  y,   



at Walter  
nd in itself  
'ock', 'Little Jack Horner' and 'Baa B  
ne individual sounds within words th  
rhymes share the same end sound,  
art of each word, as well as the repeated phonemes at the end,

# Section 3: Word Reading and Spelling



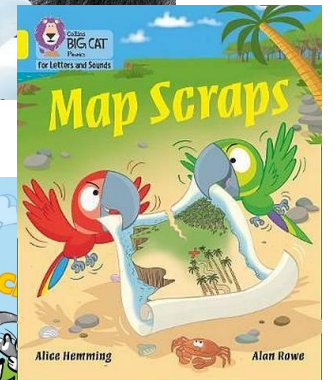
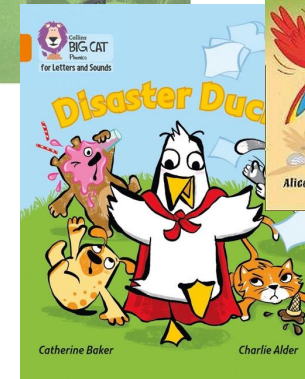
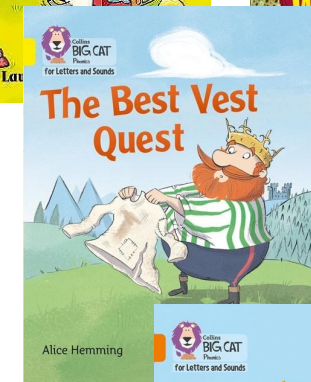
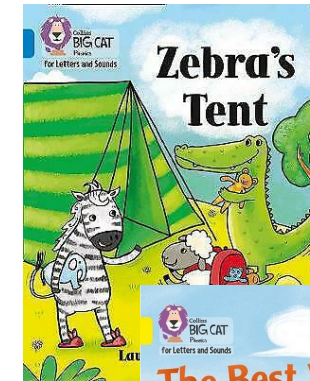
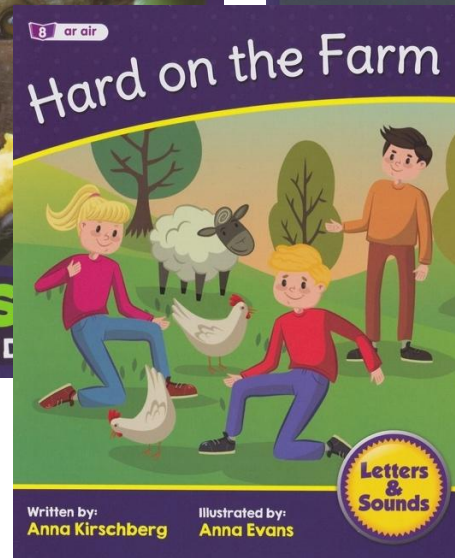
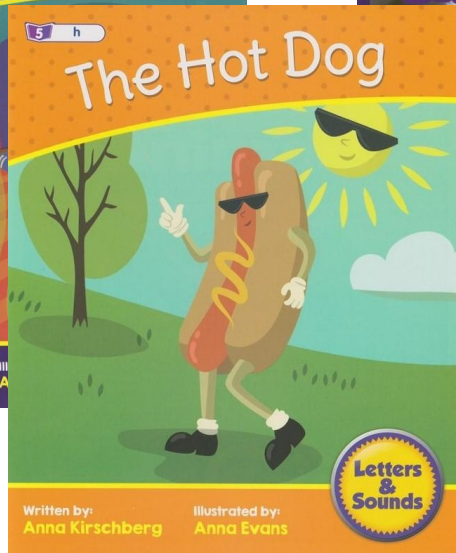
# Phonics

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



# The Walter Reading Hub

We have developed a website called the Walter Reading Hub.

The website has information, hints and tips on how to teach your child reading at home. We have loaded it with videos which include, phonics lessons and the adults in school reading and sharing books. The website also links into the Big Cat eBook Library, which the children can access at home.



<https://wisreading.weebly.com/>

# Section 4: Children at the Risk of Reading Failure



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



# Section 5: Leadership and Management



# Mrs Wheeler, our Head Teacher



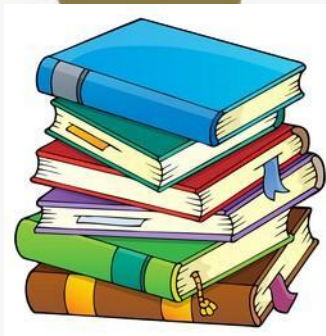
Headteachers are ultimately responsible for building the reading culture in their school and ensuring that the teaching of reading is as effective as possible. They have to make sure that all their staff, including the special educational needs co-ordinator, and their ITT trainees, have the knowledge,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

# A Team of Experts within our School



We have an amazing team of experts in our school; Mrs Wheeler leads English in School and Mrs Starbuck leads phonics 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 otmost respect by children and adults alike.

# We teach reading across the curriculum!



# Section 6: Building on the foundations with older pupils – a summary

## 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.

Essentially, it discusses 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



## Walter Infant School & Nursery Book Bands & Phonic Phases

- The Reading Band so that children can be grouped by reading level.

- The Reading Band is used to group children by reading level.

Book Bands	Phonic Phase	ARE	Reading Age
Pink Band 1A	Phase 2	FS2 WT	4
Pink Band 1B	Phase 2	FS2 WT	4
Red Band 2A	Phase 3	FS2 WA	4 - 5
Red Band 2B	Phase 3	FS2 WA	4 - 5
Yellow Band 3	Phase 3/4	FS2 GDS/Y1 WT	5
Blue Band 4	Phase 4/5	Y1 WT	5
Green Band 5	Phase 5	Y1 WA	5 - 6
Orange Band 6	Phase 5/6	Y1 WA	5 - 6
Turquoise Band 7	Phase 5/6	Y1 WA+	6.5 - 7
Purple Band 8	Phase 6	Y1 GDS Y2 WA	7 - 7.5
Gold Band 9	Phase 6	Y2 WA	7.5 - 8
White Band 10	Phase 6	Y2 WA+	8 - 8.5
Lime Band 11	Phase 6	Y2 GDS	8.5 - 9
Copper Band 12	N/A	Y2 GDS +	9 - 9.5
Topaz Band 13	N/A	Y2 GDS +	9.5 - 10

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# 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 to read

- Learn your phonics too!

- Spend time reading to your child at bedtime!

- Choose a time that works for you and your child will have chosen for themselves

- Try and develop a routine for reading (but not for too long)

- Keep the reading record up to date so we know that you are reading with your child at home



as often as you can

listening to them read and not just

home reading book (which your

setting comfortable and only focus  
on long enough)

# Asking

- Help them ask questions to them
- **Before** (knowing the book)
  - Do you think you will like it?
  - What do you think the story is about?
- **During** (reading the picture book)
  - What is happening in the picture?
  - What is happening next? What do you think will happen?
- **After** (completing the book)
  - What did you think of the story?



g  
or listen

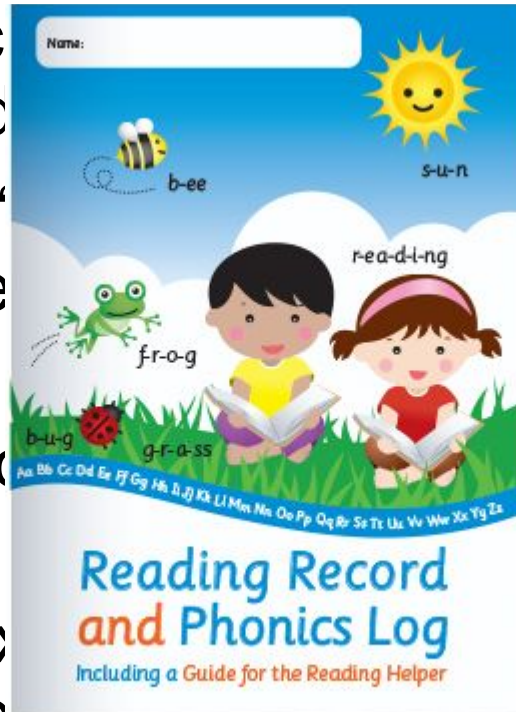
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# Reading together and decoding new words

- Children will use many c on the page: they should
  - You can help by saying “ (segment) the phoneme
  - Do not let your child stru sounds together. Do reco reading record.
  - There will be common ex 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.
- to help them read the words e the phonics to decode.  
sound?” Can you sound out h-o-p etc  
if they can't blend the found difficult in the  
the books that they should



# Any Questions?

