

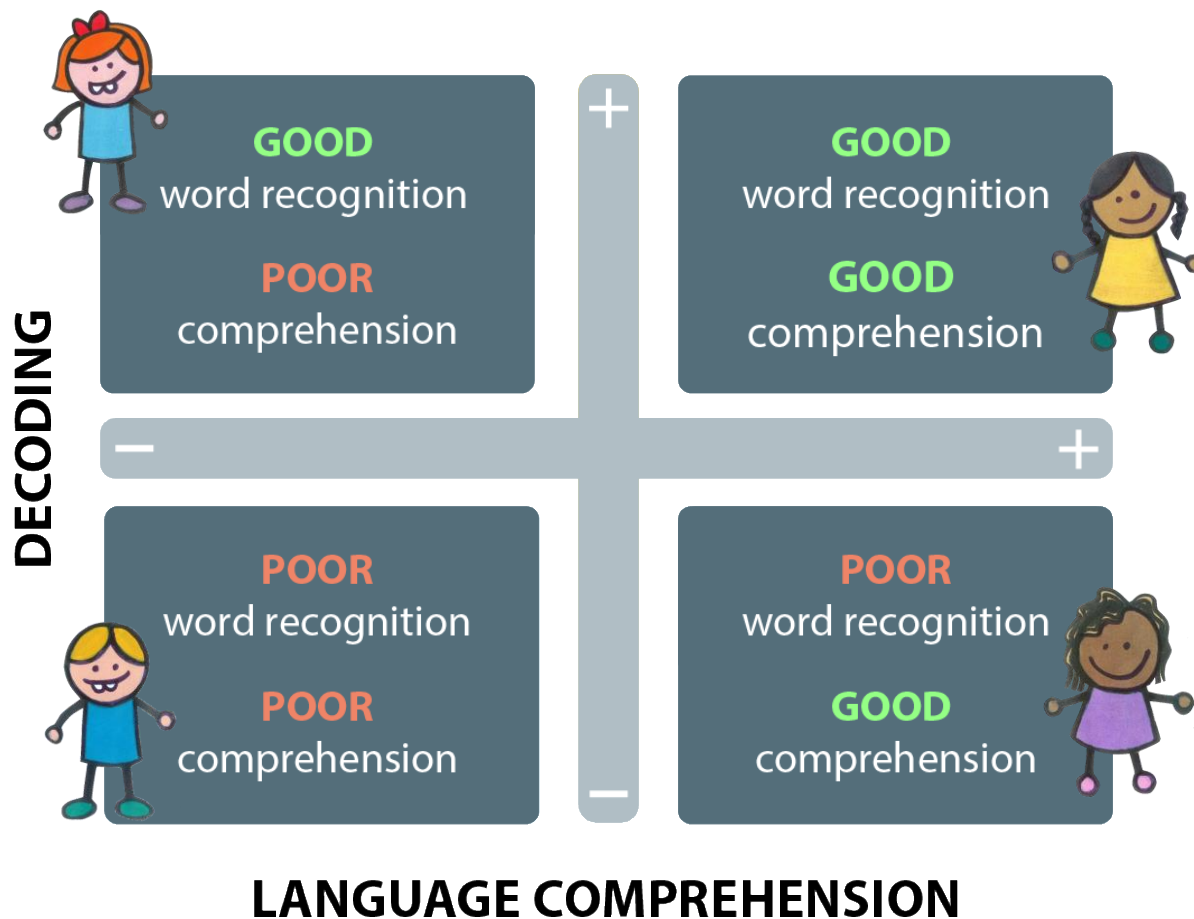


Phonics and Reading

in the Foundation Stage
at Walter Infant School and Nursery



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.

EYFS ELGs for Reading

Target for the end of Foundation Stage

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

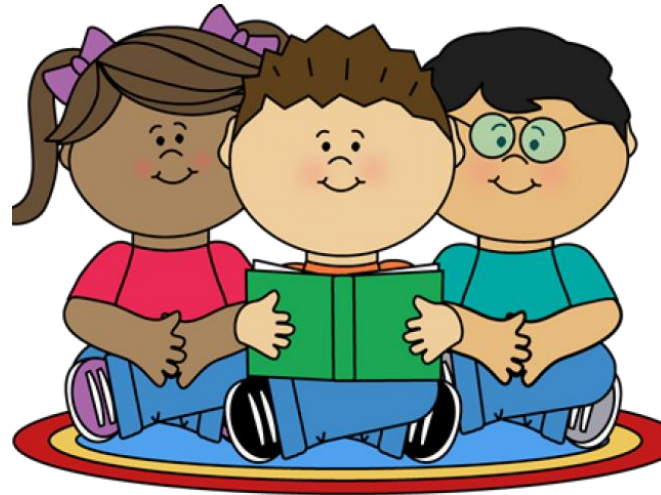
ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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.



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**

EYFS ELGs for Listening and Speaking

Target for the end of Foundation Stage

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.

Talking is important and helps to develop reading and understanding of the English Language. The EYFS, Development Matters Document has Reading and the importance of Talk Across the Curriculum! This emphasises speaking and talk's 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_DfE_Development_Matters_Report_and_illustrations_web_2.pdf

The English Language

There are 26 letters
in the alphabet.

26

abcdefghijklmnop
qrstuvwxyz
xyz

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'.

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.

What is Phonics? Why is it so important?

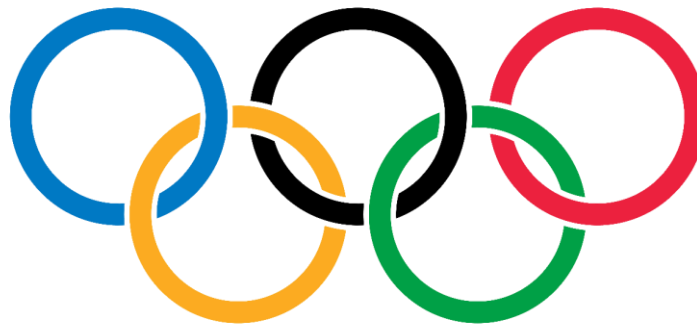
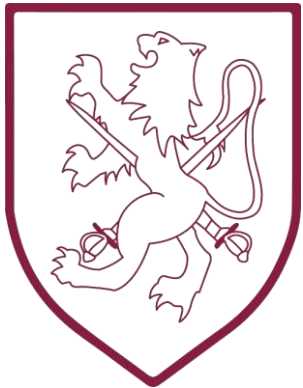
Phonics is a strategy used for word reading or decoding; we also use it for spelling.

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



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?



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.

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

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.

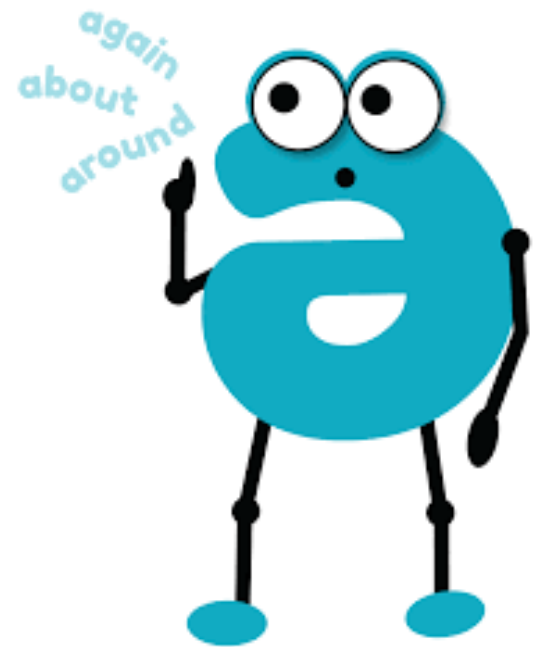
m = "mm" and not "muh"

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”.



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 moon	or car	ur fork	ow owl	oi coin
ear 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



a



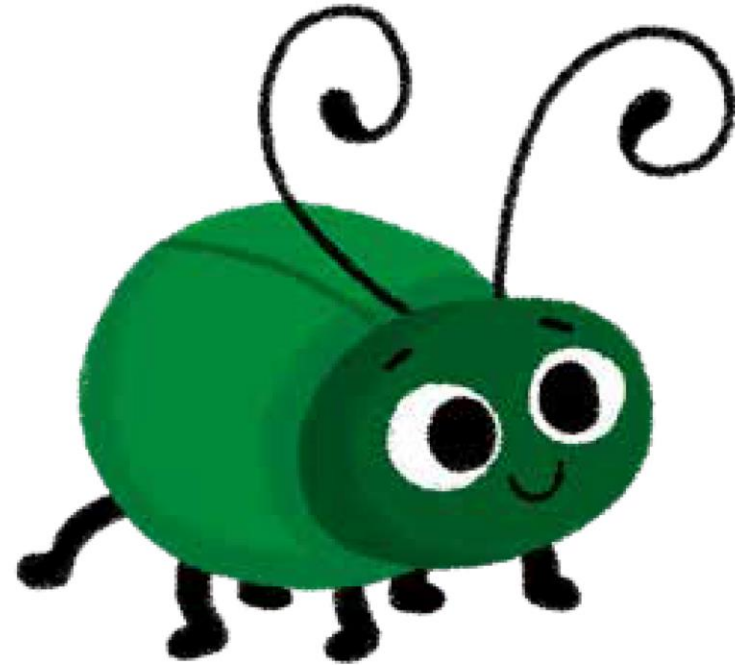
t



p




i




n




The children are taught these six phonemes and graphemes first.
What words can you make from these six letters?

s  S


Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 1**

a  A


Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 2**

t  T


Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 3**

p  P

Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 5**

i  I

Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 4**

n  N

Reading Planet: Rocket Phonics Copyright © 2021 Hodder & Stoughton Ltd **Flashcard 6**

Let's look at the remaining phonemes and graphemes. The children are expected to learn these sounds and be able to blend them when encoding or reading words.

m



d



g



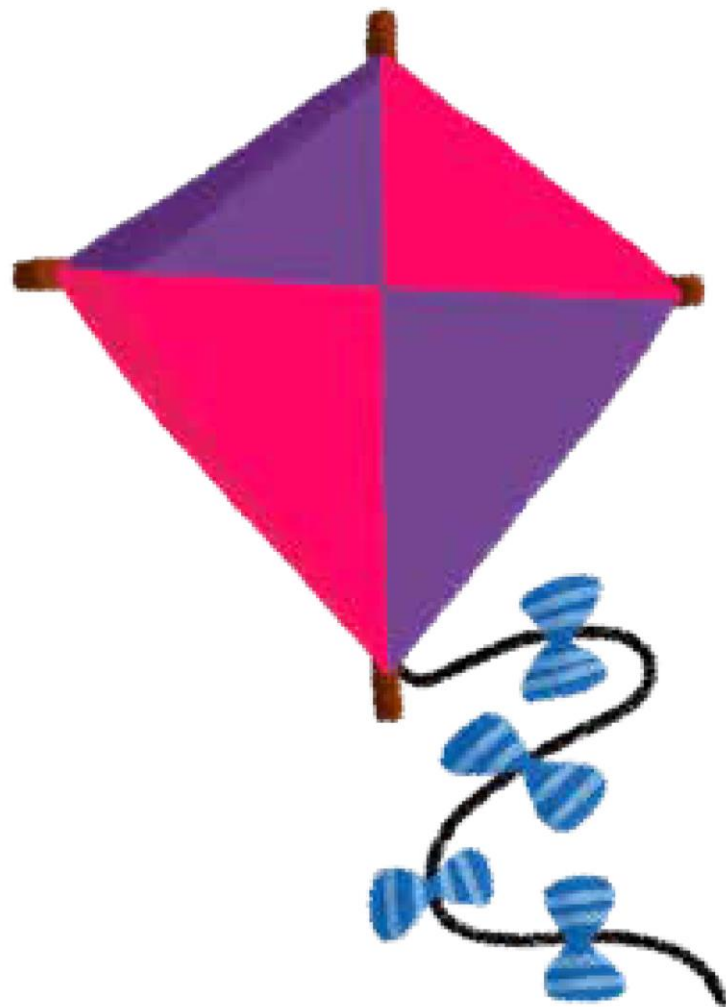
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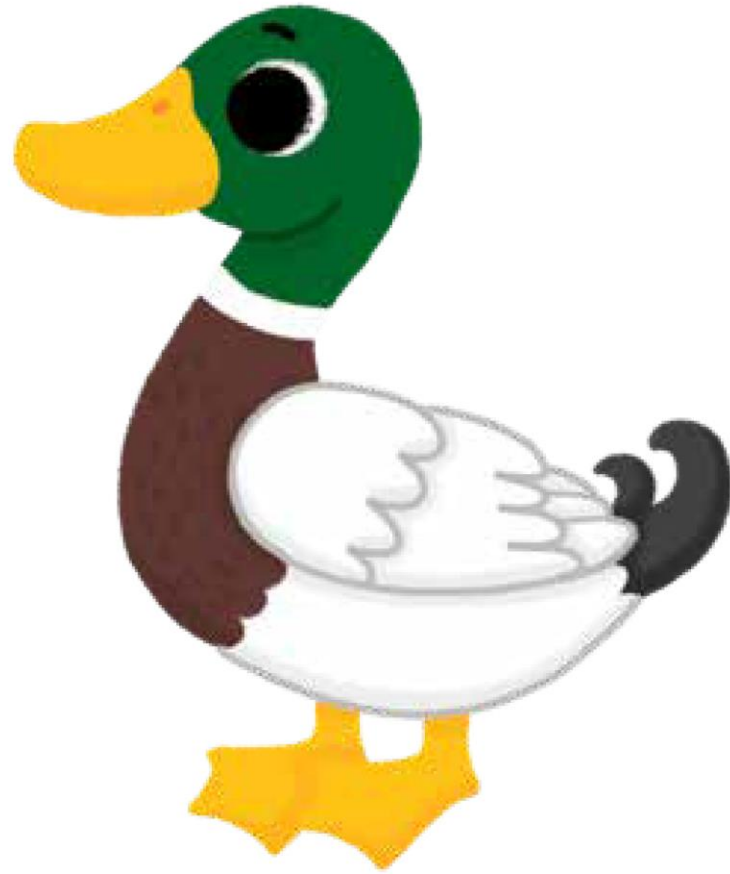
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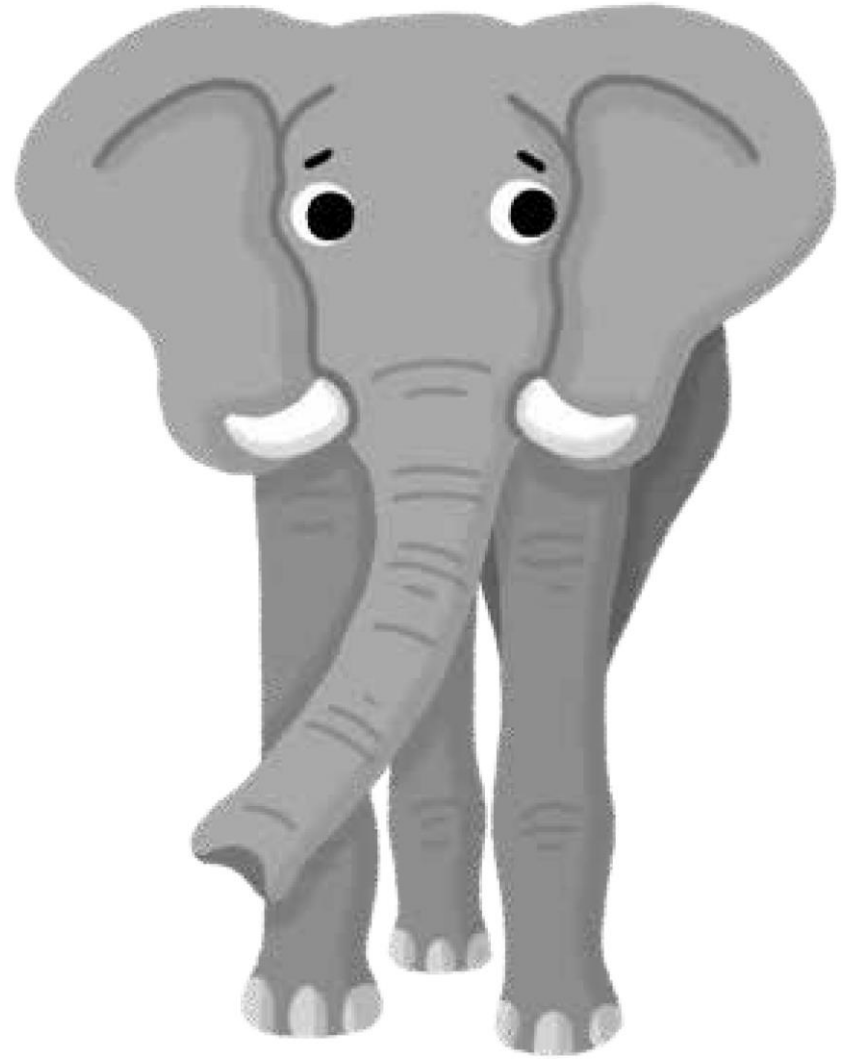
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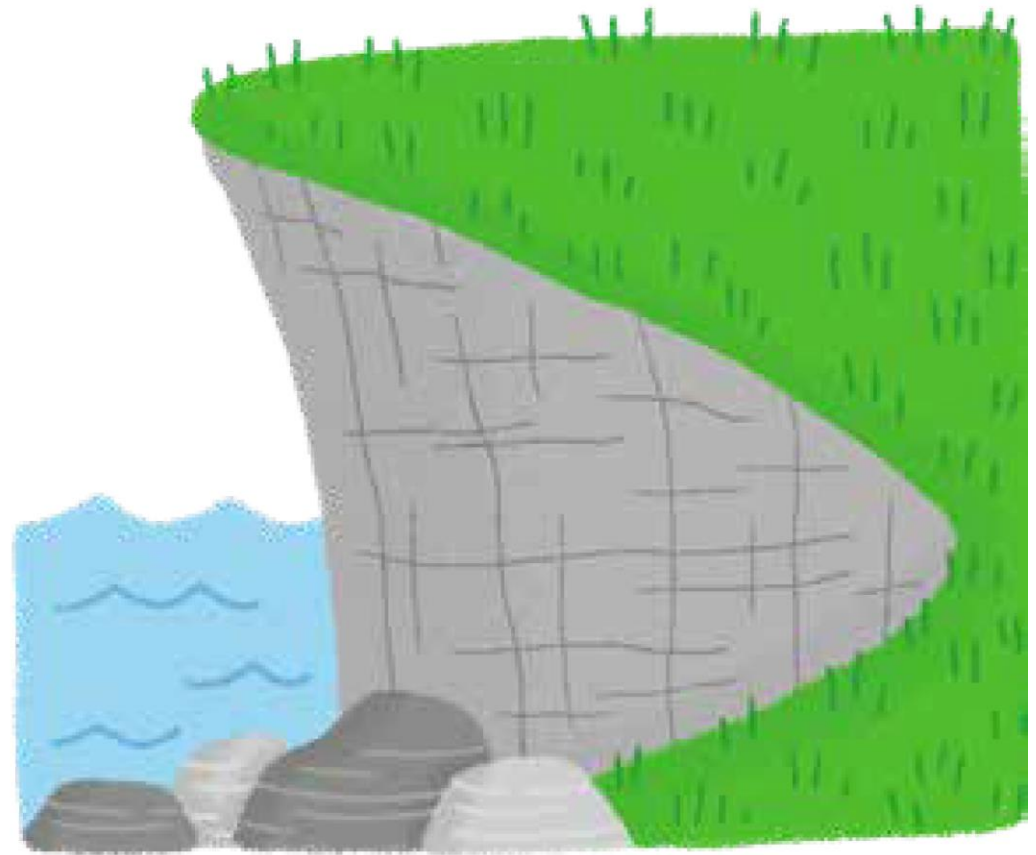
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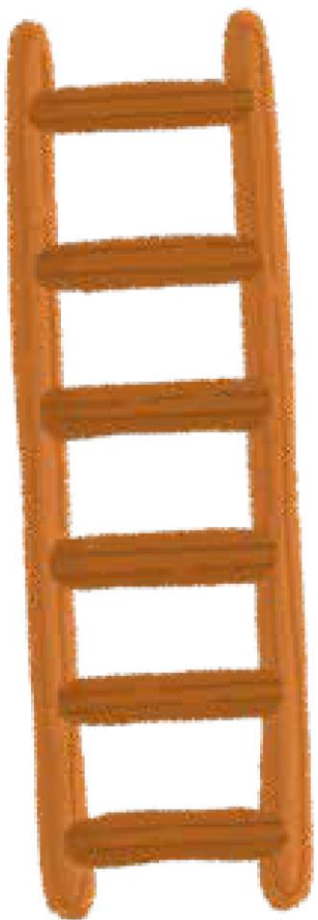


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ff





ll



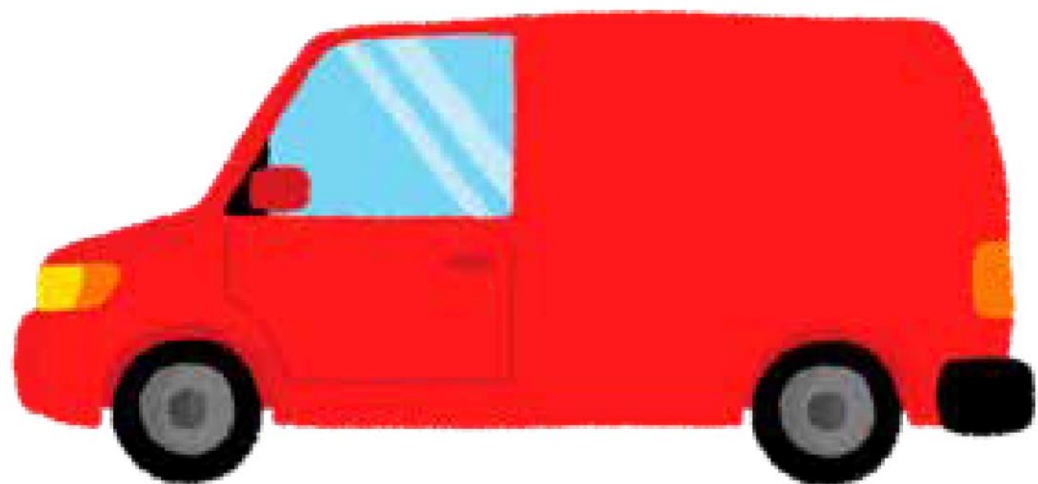
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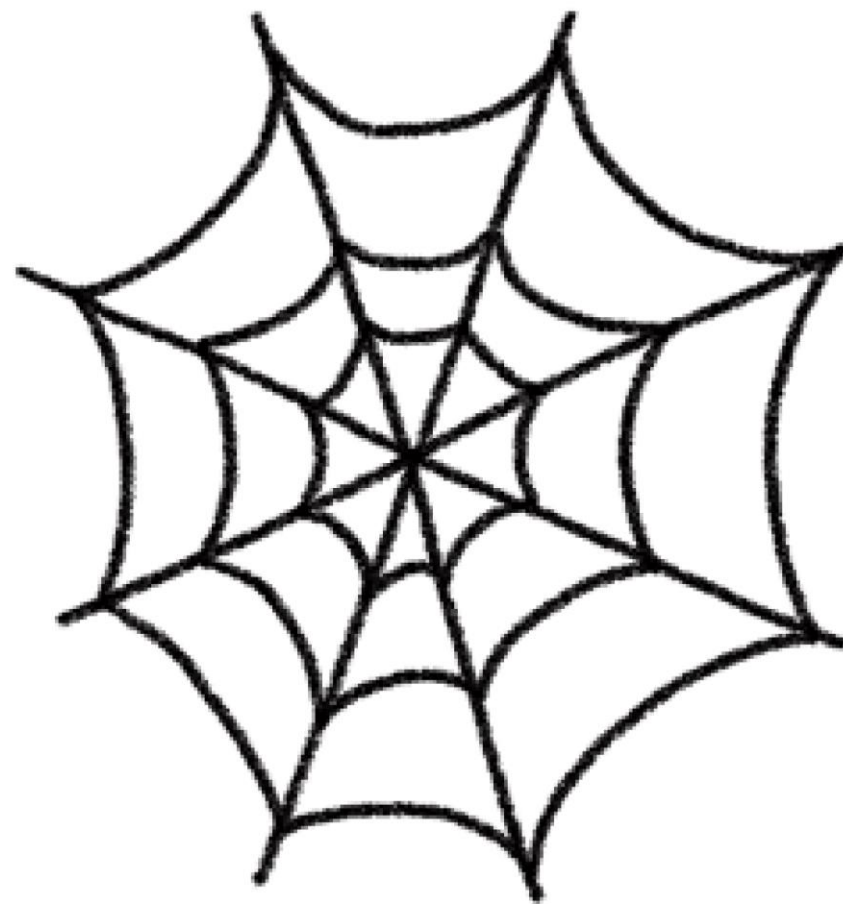
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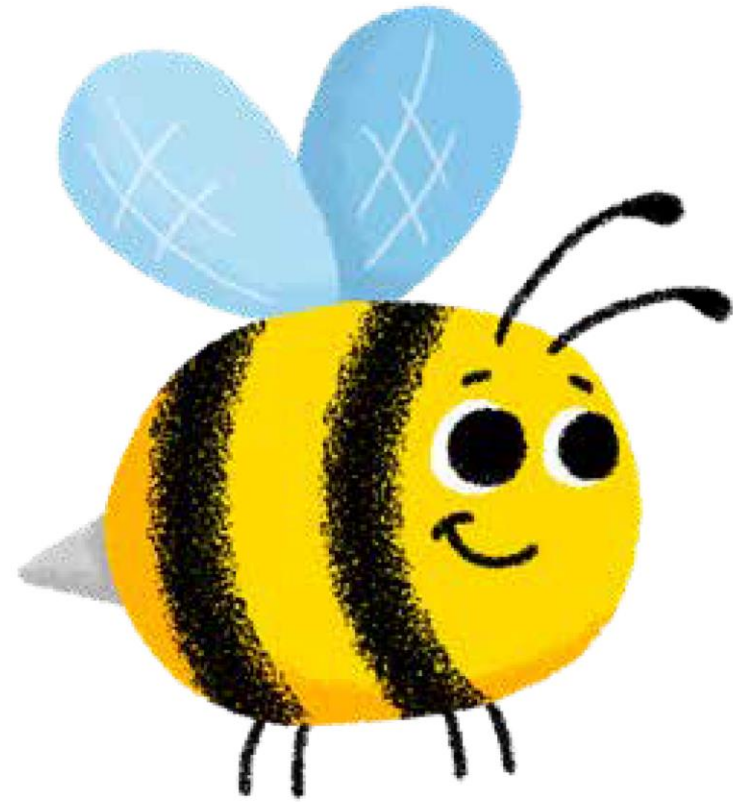
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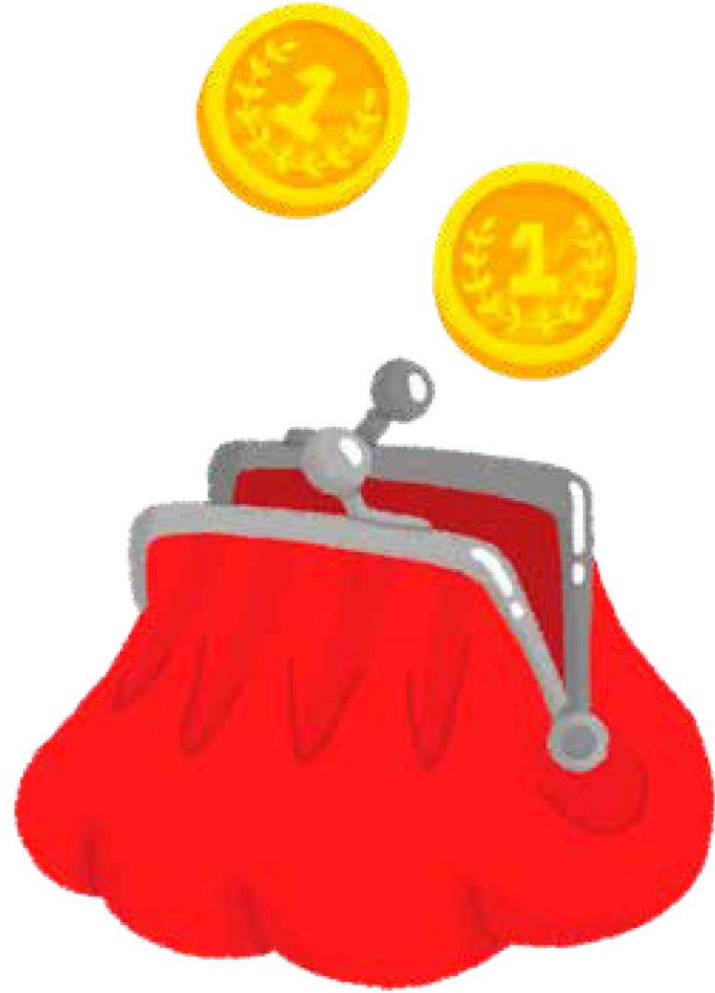
ar



or



wr



Ow



Oi



ear



air



wre



er



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

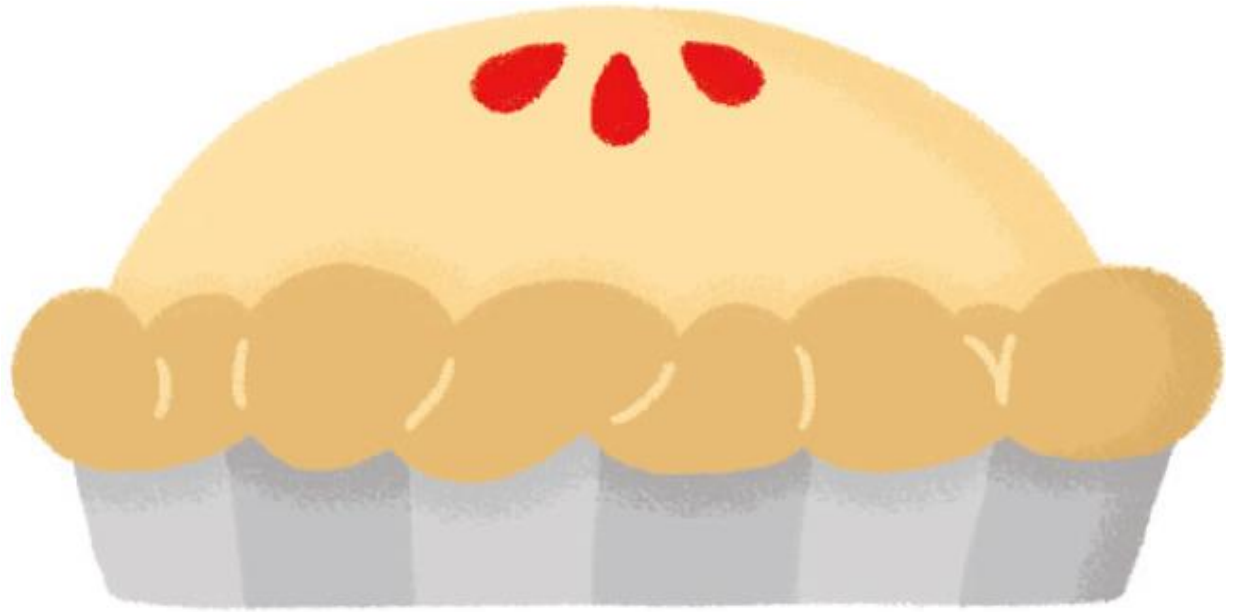
ay



ou



ie



ea



oy



ir



we



aw



Common Exception Words Examples

Common Exception Words used to be called tricky words. These words cannot easily be decoded or encoded using phonics. The children should be able to read most of these words by the end of F2.

Pink	Red		Yellow	
I	he	are	come	do
no	she	her	have	like
the	we	was	one	out
to	me	all	said	so
go	be	they	some	there
into	you	my	were	what
			when	

Guided Reading

At Walter Infant School and Nursery, we have adopted a guided reading method for teaching reading. Our children read with a teacher 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.

Pink <small>(A, B & C)</small>	Red <small>(A, B & C)</small>	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			

Home Reading Books

- The children take reading books home. This starts with 2 a week.
- 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.

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

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.



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 Progression

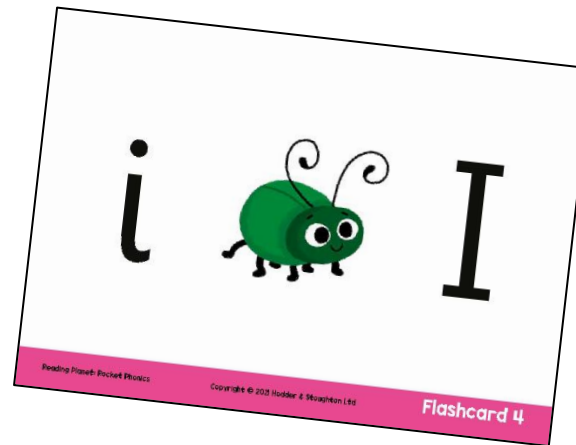
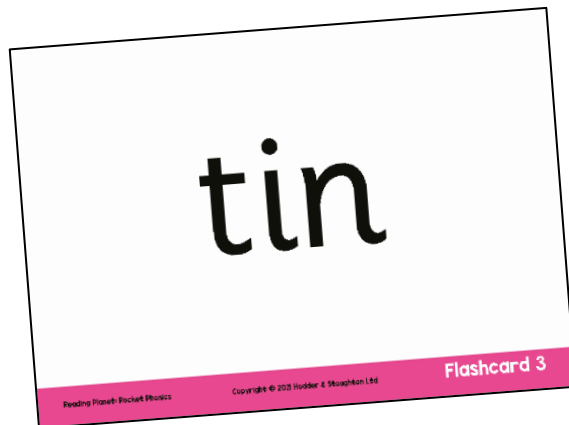
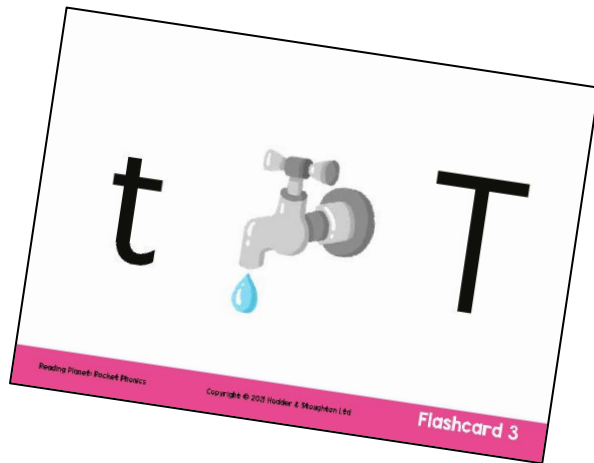
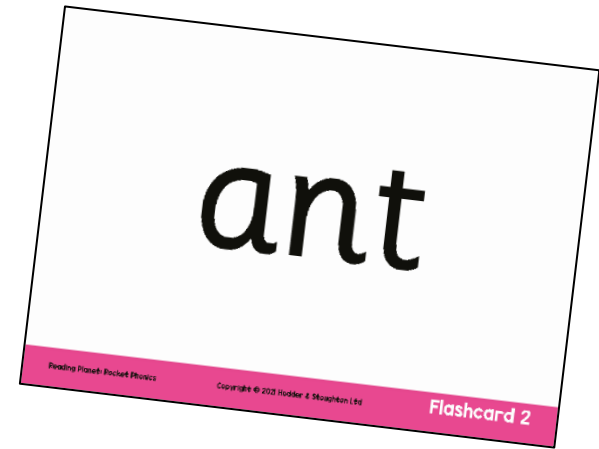
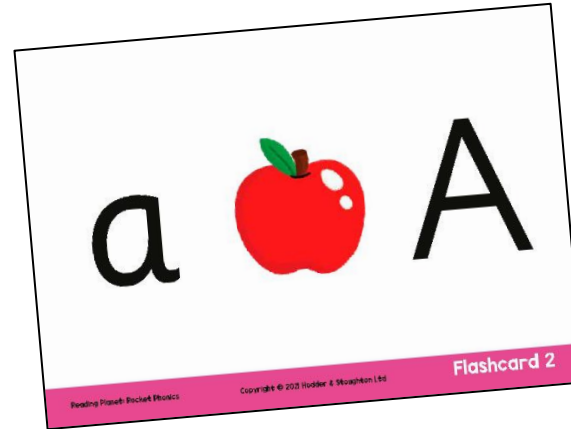
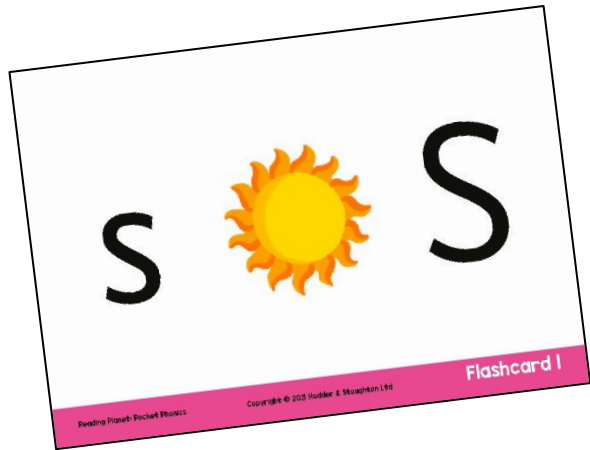
Rocket Phonics also uses Colour Bands, similar to our home and guided reading books. They start at the beginning of F2 and progress through the programme, until the end of Year 2.

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

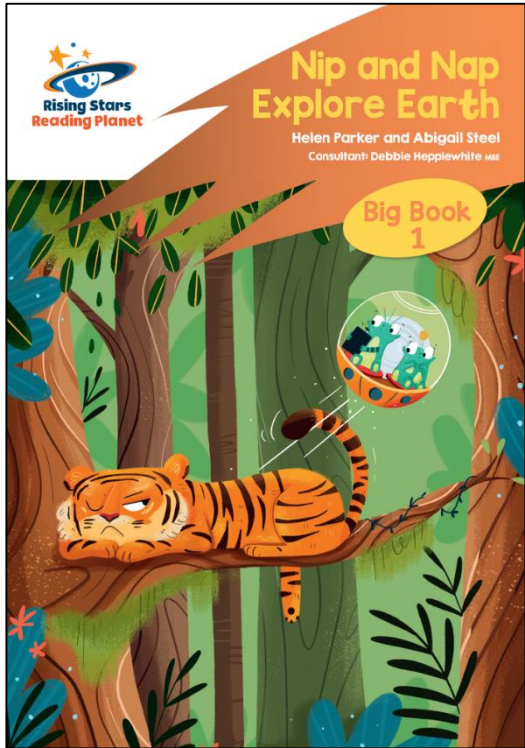
Let's take a look at a Rocket Phonics Lesson



We teach phonics daily. The children and the adults love their Rocket Phonics lessons. All phonic sessions start with revisiting what they children have previously learned through the use of flash cards.



The main teaching of the phonics session is done through a shared guided reading text. This is presented on the interactive whiteboard, as a big book.

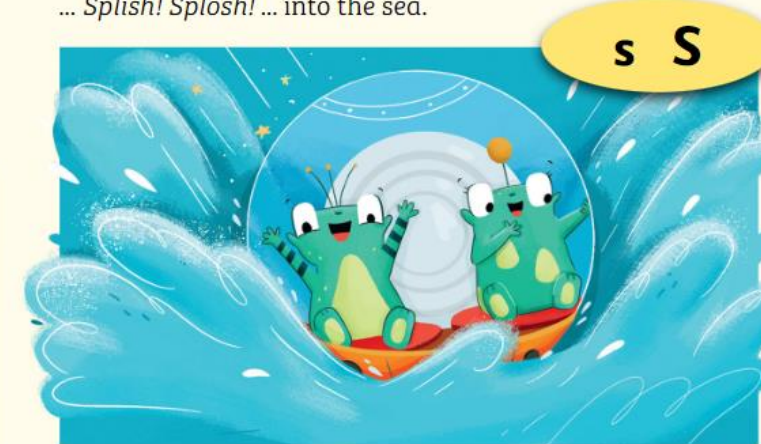


From a galaxy far, far away, a tiny spaceship shot through the stars, heading for planet Earth.

Inside the spaceship were two tiny aliens called Nip and Nap. They were on a secret mission to explore Earth and send information back to their planet.



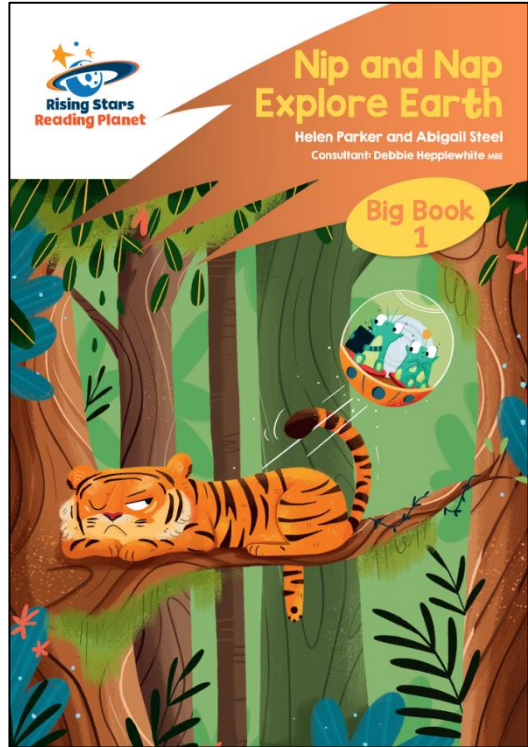
The little space-pod sped through space and then splashed ... *Splish! Splosh!* ... into the sea.



The space-pod floated on the waves. Nip took out his special scanner and sent pictures back to their home planet.



The teacher reads through the story and shares the sound or phoneme for the lesson. The children have the opportunity to respond to questions and activities.

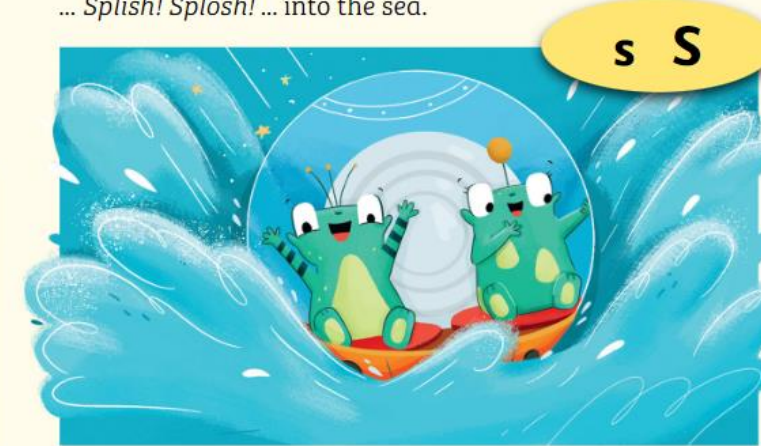


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The space-pod floated on the waves. Nip took out his special scanner and sent pictures back to their home planet.



Once the teaching is done, the children complete an activity in their workbooks. The tasks are designed so the children can demonstrate what they have learned and to practise their skills further. Adult support is still available if needed.

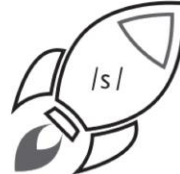



Pupil Practice Booklet

1




Abigail Steel
Consultant: Debbie Hepplewhite MBE



Name: _____



s


S

1. Revisit and review: Listen to the sounds and point to the letters and pictures.
 s  S s  S s 
2. Grapheme write: Copy the letters and say the sound as you write.
 s s s
 S S S
3. Pre-segmenting practice: Say the word and write s.


4. Apply: Let's write.



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s


S



1. Revisit and review: Say and tick each sound and picture.
 s S  s S  s S
2. Grapheme search: Find and circle all the s letters.
 Sam sits on a mat.
 How many did you spot?
3. Pre-blending practice: Match the letters to the pictures.

S
S
S




4. Colour the items that begin with s.



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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.



Home Access to Rocket Phonics



The children have access to Rocket Phonics at home. The login details will be sent home once this has been setup. Please scan the QR Code or visit: https://walter.eschools.co.uk/storage/secure_download/NXk2d0VUUFJSTzlFa0p0Nm9xV1g5dz09 for more information.



Mrs Hargreaves, our Head Teacher



Mrs Hargreaves, as the Head Teacher, has ultimate responsibility for the children's learning in school. Previously, she was a leading literacy teacher and has a wide and varied experience of teaching children to read. Mrs Hargreaves has a thorough understanding of how children develop their phonic skills and learn to read.

Mr Lee, our English Subject Lead

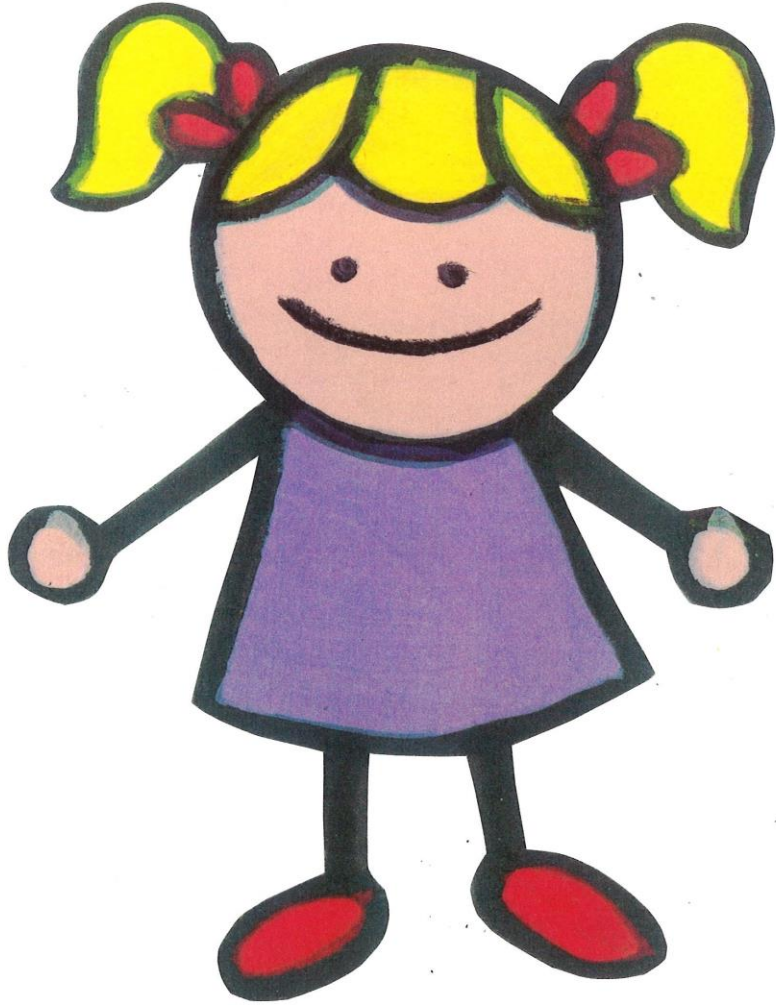


At Walter Infant School and Nursery, we have an English Subject Lead for English, Literacy, Reading and Phonics across the school.

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.

Mrs Bennette



Mrs Bennette, is our Foundation Stage Leader. She is an expert in early years teaching; with a thorough understanding and in depth subject knowledge of the EYFS curriculum.

Mrs Bennette has many years of experience of teaching young children to read and learn early literacy skills.

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 of our staff are 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.

Any Questions?

