

*Phonics, Early
Reading and Writing
Reception - KS1*



Let's Talk!





Bug Club

What is phonics?



Phonics is one method of teaching children how to read and write. Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

What is phonics?

/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	<u>oo</u> /
/ar/	/or/	/ur/	/ow/	/oi/	/air/	/ear/	/er/	/b/	/c/	/d/
/f/	/g/	/h/	/j/	/l/	/m/	/n/	/p/	/qu/	/r/	/s/
/t/	/v/	/w/	/x/	/y/	/z/	/sh/	/ch/	/th/	<u>th</u> /	/ng/

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se	c	se	ci		

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg		g	pp		tt	wh			tch
	ck	ch			ge	dge						

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	i-ē	ō-ē
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			ore	aw						
			au							



These are the sounds the children will learn.

Glossary

Phoneme - the smallest unit of sound that changes a word's meaning - for example /rat/ > /cat/

Grapheme - a letter or combination of letters that represent a phoneme, eg 'r', 'ch'

Digraph - Two letters that make one sound, e.g. 'ai' is pronounced as 'ay'.

Trigraph - Three letters that make one sound, e.g. 'igh' is pronounced as 'i'.

Blending - saying the individual sounds that make up a word and then merging them together to say the word.

Segmenting - to sound the individual phonemes for spelling, e.g. a child hears /hat/, breaks it down into /h/ /a/ /t/, then writes the letters for those sounds.



These are words that the children will learn and use in phonics.

Saying the sounds



When teaching the phases we use actions to support. These can be found on the videos attached to this slide which we will be sending out.

Word reading

cat

goat

/c/ /a/ /t/

/g/ /oa/ /t/

cat

goat

When being taught to read words, children are taught to pronounce the individual sounds associated with the letters they see, and then blend them together to form the word. Here we would;

We look at the word 'cat'.

We break it down into the phonemes /c/ /a/ /t/.

We **blend** (synthesise) the phonemes together to read the word cat.

We look at the word 'goat'.

We break it down into the phonemes /g/ /oa/ /t/.

We **blend** (synthesise) the phonemes together to read the word goat.

This means that as soon as they have learned the first six graphemes and their phonemes, children are able to read and spell simple words. Once they have learned ten graphemes and their phonemes they can read and spell short captions and children have begun their journey to becoming readers.

Spelling

/dog/

/sheep/

/d/ /o/ /g/

/sh/ /ee/ /p/

write dog

write sheep

Reading and spelling are reverse processes and are taught at the same time.

When the children are spelling;

We hear the word /dog/.

We say dog and break it down into phonemes /d/ /o/ /g/.

We then write the three corresponding graphemes – the letters ‘d’ ‘o’ and ‘g’.

We hear the word /sheep/.

We say the word sheep and break it down into phonemes /sh/ /ee/ /p/.

We then write the three corresponding graphemes – the letters ‘s’ and ‘h’ for /sh/, the letters ‘e’ and ‘e’ for /ee/ and the letter ‘p’ for /p/.

Tricky words

Turn to the person next to you and discuss why you think these words are called 'tricky words'.

I

she

so

come

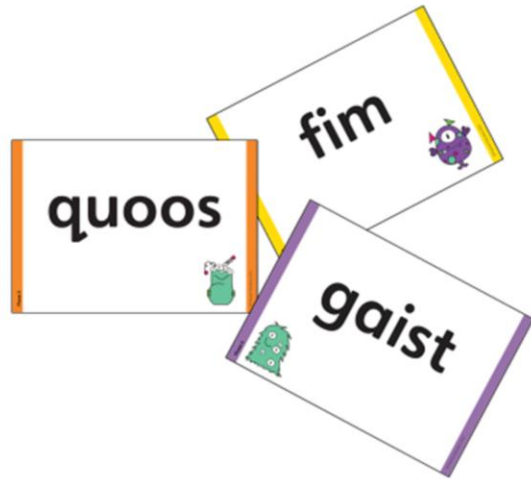
When learning to read, children are also taught 'tricky words'. These are words that cannot be fully decoded or irregular words. These are often common words (high-frequency words) a child will meet in their early reading.

We encourage children to use the phonemes that they know and tell them which phonemes are 'tricky'. In bug club phonics we introduce these with flash cards which highlight the tricky bit of the word in blue.

Our Bug Club Phonics books highlight the tricky words included within the book on the front cover so that the children are familiar with them when reading the book.

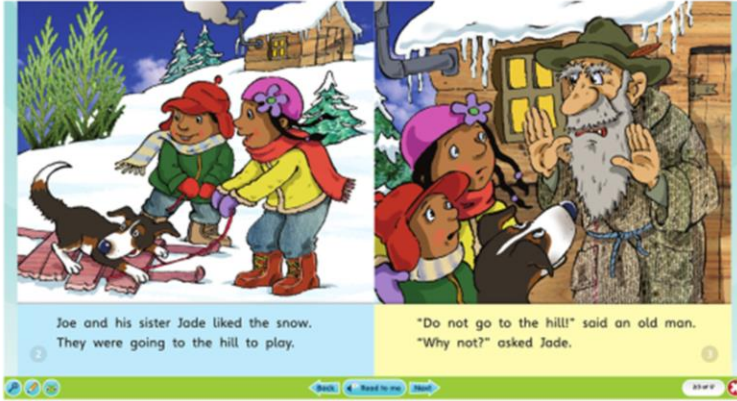
Pseudo words

Why do you think we use pseudo words?



These are also known as nonsense or alien words. These words are used to assess a child's ability to decode a word using their knowledge of phonics. While we do not teach nonsense words, children do practice reading them as they are part of the Year 1 Phonics screening check.

Decodable reading books



Once children have learnt a unit of sounds, we check that the children are confident with these phonemes and decodable reading books are sent home that are carefully matched to the phonemes they have been learning.

The books are for your child to practice applying their phonics knowledge and read to you. Your child may not be able to read every word fluently, however, they should be encouraged to use their phonic knowledge for words they do not know. They should sound out the individual sounds and then blend them to make the word.

We encourage children to reread a book several times to improve fluency with decoding and build their confidence as a reader.

The phonics screening check



The phonics screening check takes place in the June of year 1 and this assesses a child's knowledge of the graphemes and their corresponding phonemes and how they can use this to decode words and blend them together to read both real and nonsense words. The check consists of 40 words, 20 real and 20 nonsense. We never know the pass mark until the checks have been completed. It is conducted as a low-key assessment, similar to assessments that children will undertake throughout the year. You will be informed if your child has passed or not passed the check. Those who do not pass the check in year 1 will receive further additional support in achieving this and will have to repeat it in year 2.

Early Reading

Language comprehension and Word recognition



In early reading the focus is on decoding the text, when we are applying the relationships between letters and sounds to be able to pronounce the written word. In the Early Years and throughout education we also develop comprehension skills. Children need confidence in both of these areas to become good readers. Children will develop their ability to question and verbalise their thinking by looking closely at texts, making predictions and discussing in depth inferences they might draw from a text.

This can be supported at home through high-quality talk and when you are reading to your child. Developing comprehension does not only need to happen with the book a child is reading. It can be when they are watching their favourite TV programme, while out on a walk or when looking at picture books.

Once the children have finished phase 6 of Bug Club phonics, they will move onto our *Essential Spelling* programme.

It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words



What is Accelerated Readers?

A reading scheme which assesses the children's comprehension level through quizzes, which check their understanding through information retrieval, inference, noticing patterns and making predictions.

Ensures comprehension and decoding is equal - one skill cannot come without the other.



Read the book

- Pick a book you think you'll enjoy!
- Check it is within your ZPD.
- Start reading!



Take the quiz

- Take your quiz as soon as you have finished your book.
- Check you've got the right quiz-lock at the quiz number!

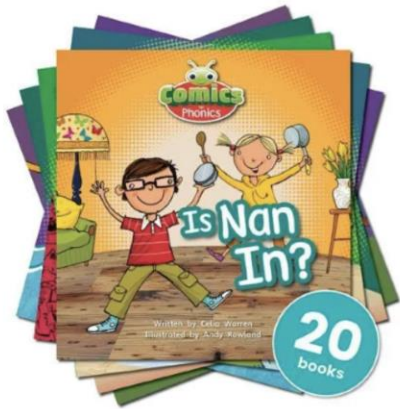


Get your results!

- Review any questions.
- Check your progress.
- Take the Vocabulary Quiz (if available).



What can reading at home look like?



School books x3 a week

Listening to an adult read higher level books



Sharing a story

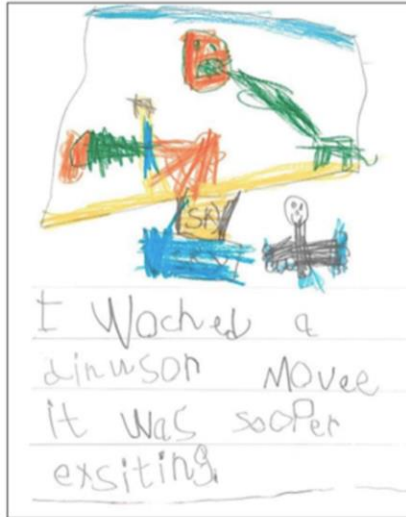
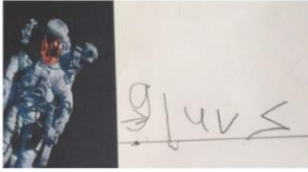


What do our English lessons look like?

Our English lessons centre around 'core texts' - quality, age-appropriate books that we deconstruct over 2-3 weeks to really get to know the story. Throughout the unit, we have shorter, bite-sized outcomes which we then apply in our final piece of work.



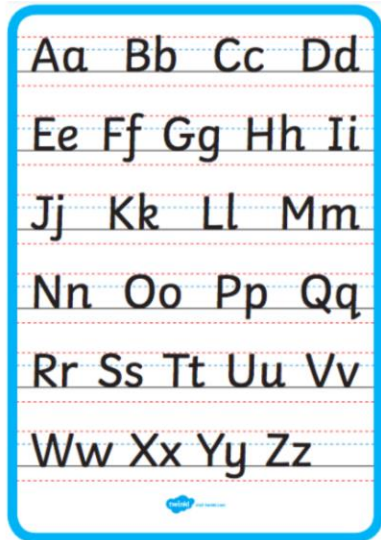
What does writing look like?



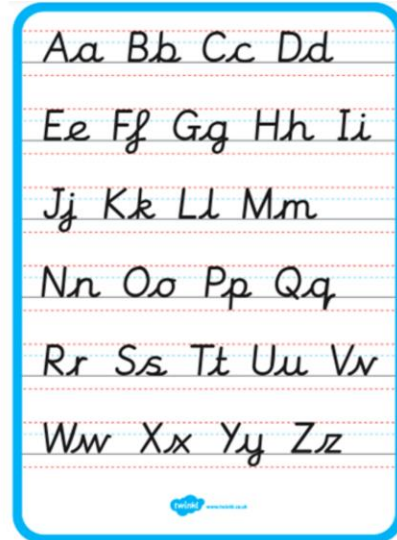
Yesterday after school
Emmas came over to my
house. then we went on the
Trampoline. Next we
played the Ryanow.
and then I got sick and
Emma went home.



What does handwriting look like?



Print
Reception
& Year 1



Cursive
Year 1 &
Year 2



What do KS1 spellings look like?

 Look and say	 Look, say and write	 Cover and write
the		
to		
I		
o		



Year 1



Year 2



Any Questions?



Reading
IS THE
GATEWAY
FOR *Children*
THAT MAKES ALL OTHER
Learning POSSIBLE.

- BARACK OBAMA

