



Phonics and Reading

Curriculum Evening

What is phonics?

Phonics is one way of teaching children to read.

We teach children how sounds are represented by written letters, for example the letter 'm' makes the 'mmm' sound.

We teach children how sounds can be blended together into words.



Why don't we teach the sounds in alphabetical order?

We teach the sounds in the order that allows children to read and write the widest variety of words.

Then they have more opportunities to use their knowledge and therefore read a greater number of words successfully.

nip	sit	tap
pat	pit	tip
sat	ant	pin
nap	pan	tan

Pronouncing the Pure Sounds

We are careful to avoid saying the /uh/ sound at the end of the letter sounds as this distorts the sound and makes it more difficult to blend.

There are videos on the Oxford Owl website if you are unsure about how sounds should be pronounced.

Every letter has a **name** and a **sound**. We use the sounds to read.

Children will encounter **capital letters**. Help them to recognise that they make the same sound as their lowercase counterpart as they come across them.



Blending and segmenting



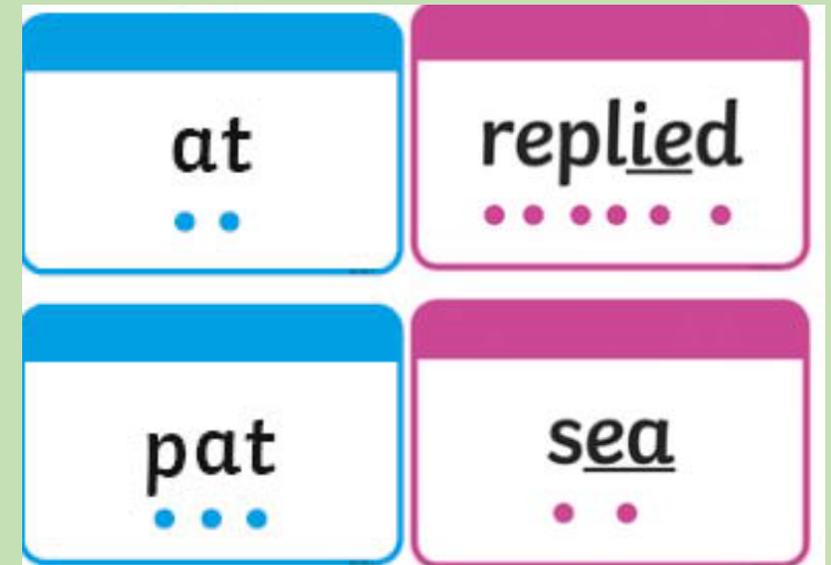
When we **segment** a word by reading each individual sound, we push the sounds closer together to clearly hear the fully **blended** word.

Blending can be difficult, but with practise it becomes second nature. It can take time to get right, but once it has clicked, the children can apply to principle to read most words.

This also works in reverse for writing and spelling, this is called **segmenting** – saying a word slowly to reveal all of the sounds.

Some sounds are made by two, three or more letters, some letters or combinations of letters make more than one sound.

Experience, letter patterns and comprehension skills help children to identify which sound they need.



Tricky words

There are some common exception words to the blending rule.

We have to learn these words by sight, for example:

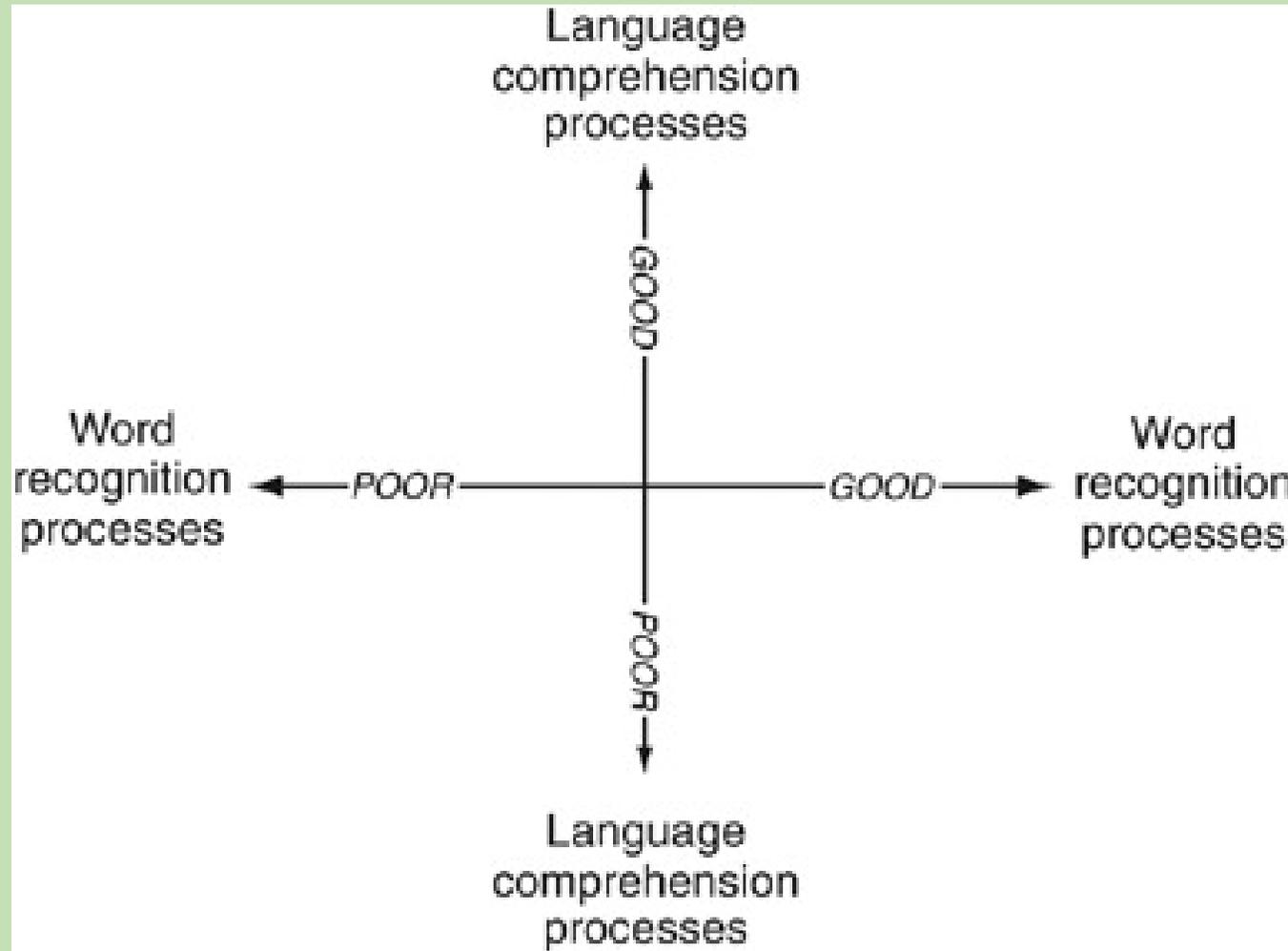
the was my we

We show the children these on flashcards.

A **Tricky Word Wall** will display these and we make fun games out of making silly sentences or reading words at speed.



The simple view of reading



Decoding **and** comprehension skills are both needed for children to become independent and successful readers.

What's in my child's bookbag to help?



The children in Reception work on **phonics activity sheets**

These will go home for you to share our learning.

You might like to make a note that you have shared them together, before sending them back to us.

Home tasks are often phonics based and support or recap learning.

Reading books

Library books

R.11.2f I am learning to recognise, read and write /h/



hot hut

ham help

h h h

	s	a	t	
	n	p	i	
	m	d	g	
	o	c	k	
hat	ck	e	u	r

Phonics is fun!



We teach phonics every day, first thing in the morning. It is a structured, focussed, whole-class session.

Phonics is interactive, exciting and fast paced. It gives all children an opportunity to be collaborative and independent learners.

They identify what they know or don't know. Their daily self assessments share their progress with teachers.

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hot

hut

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s a t

n p i

m d g

o c k

ck e u r

Phonics is fun!

Supporting resources can also be found on sites like...

BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zcqqtf>

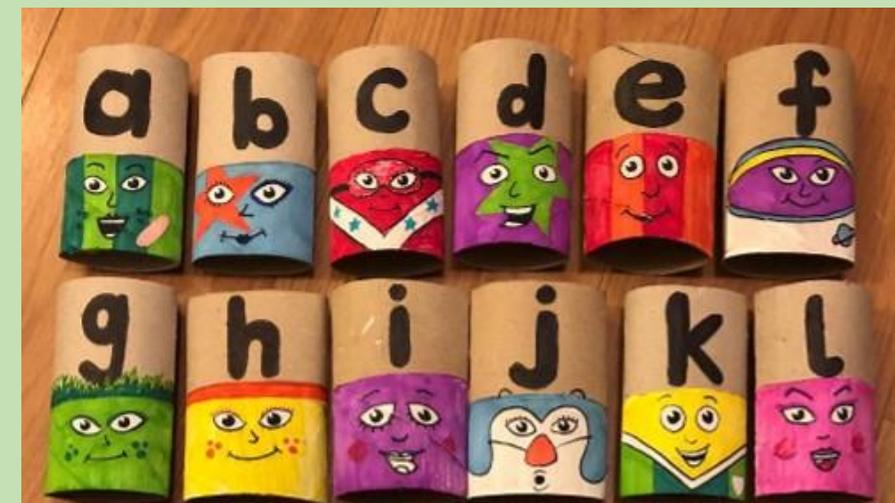
Alphablocks on Cbeebies

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Oxford Owl (free books and phonics advice)

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

<https://home.oxfordowl.co.uk/phonics-videos/>



Reading



Reading regularly with your child is the most effective way to support their progress

It provides essential opportunities to practise and embed the phonics skills that we teach in school

Reading underpins all aspects of their learning and boost confidence



All books count!



- Library books to read and share for *pleasure*
- Books with high levels of decodable content to practise *segmenting and blending skills*
- Books with a high number of *tricky words* to develop sight reading
- Books with *repetitive sentence structure* to develop fluency



Reading at Home

Reading is a shared process. Work together.

If your child does not know what the word says, help them.

It shouldn't be a battle.

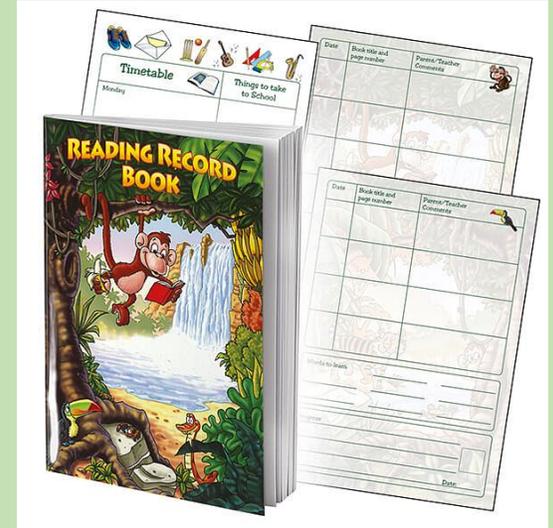
If your child is tired, you can read to them.

Establishing that reading routine is key

Bath, book, bed.

Write in the reading record.

We can track progress and pick up in school where you left off.



Tips for Reluctant Readers



- Choose your time carefully
- You can read first
- Take turns to read a page each
- Read part of the book
- Don't cover up the pictures
- Play games around the story
 - I spy
 - Spot the word...the first sound



Home – School Agreement

Home Learning

As a Pupil

- I will do my home learning to the best of my ability
- I will complete my homework and hand it in on time
- I will look after any school resources that I take home and return them to school as and when required

Parents and Carers will

- Support my child with their home learning and extended learning opportunities, encouraging them to do their best
- Provide opportunities for my child to read every day and add comments to their reading record to encourage progress
- Ensure that home learning is completed on time
- Ensure that school books are looked after at home and returned to school

The School will

- Set appropriate home learning for all pupils
- Provide parents/carers with sufficient information to enable them to support their children with reading and other set tasks

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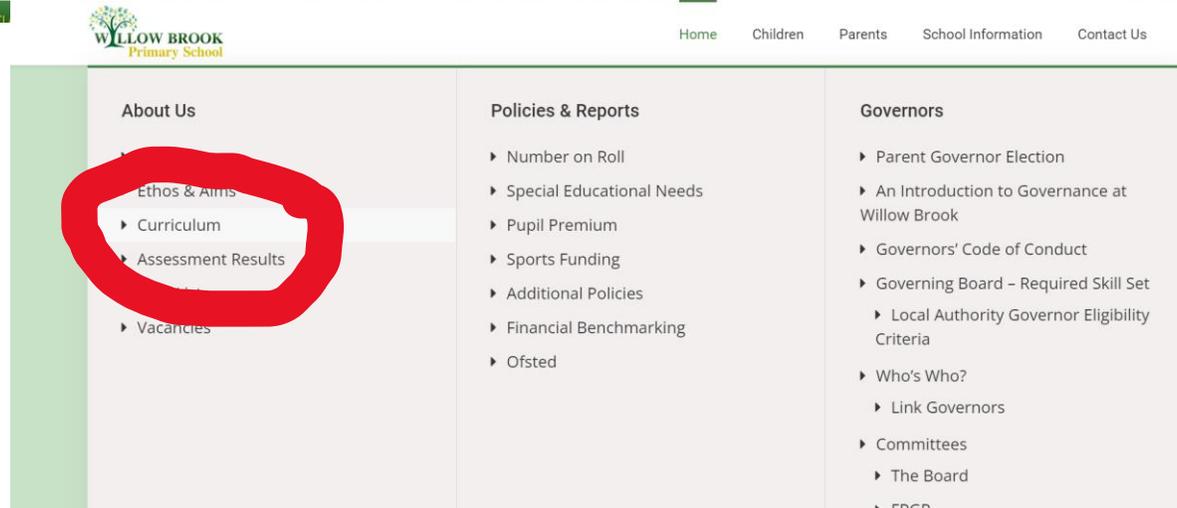
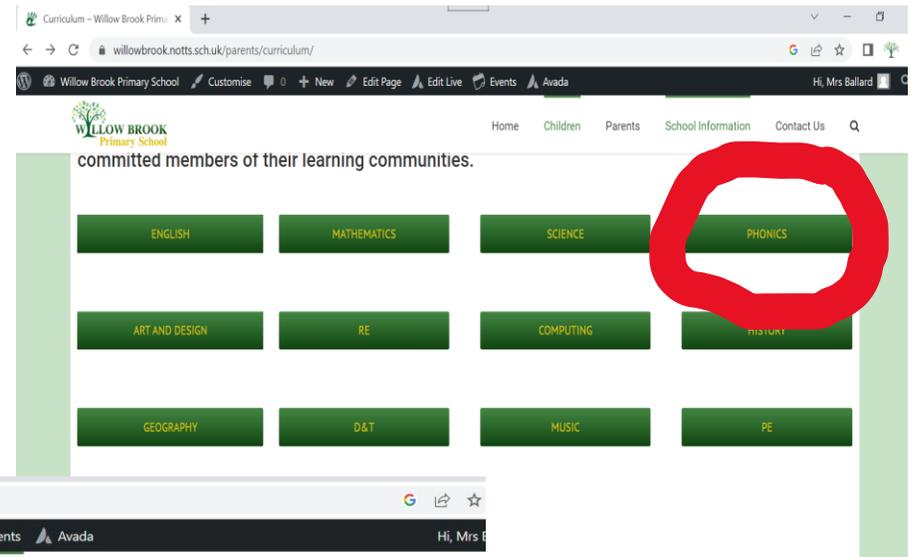
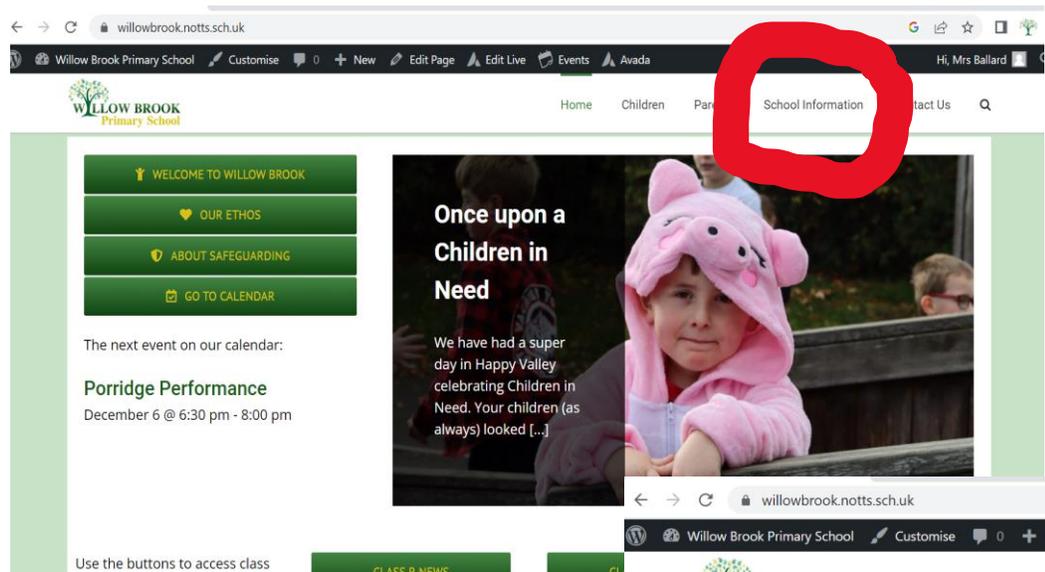


In school, we will...

- Change your children's books at least twice a week if they have been read
- We will listen to your child read at least once a week to track their reading progress.
- We will teach them the phonics sounds and skills they need for reading (and writing).

At home, I will help my child by...

- Sharing stories with them daily, to help develop their language and love of books.
- Listening to them read everyday to allow them opportunities to practise and embed their phonics skills.
- Recording in their reading record everyday, or at the *very least* three times a week, to help record my child's progress, allowing my child to make the best possible progress!



<https://willowbrook.notts.sch.uk/wp-content/uploads/2022/11/Phonics-and-early-reading-curriculum-evening-Early-Learning-Goals-explained.pdf>



Any Questions?

