

Read to Succeed



**Padnell Infant
School**

‘Mighty oaks from tiny acorns grow’

Aims

- To share how reading and phonics are taught at Padnell Infant School
- To develop your confidence in helping your children with phonics and reading
- To teach the basics of phonics and some useful phonic terms
- To show examples of activities and resources we use to teach phonics and reading
- To give you an opportunity to ask questions

Why phonics?



- The aim is to secure essential phonic knowledge and skill so that children can progress quickly to independent reading and then writing.
- Reading and writing are like a code: phonics is teaching the child to crack the code.
- Gives us the skills of blending for reading and segmenting for spelling.

Phonics Teaching

10-20 minutes of daily phonic sessions (depending on their age) at the appropriate phase for the class

Letters and Sounds planning document to support the teaching of phonics

Six phonic phases
YR - Phase 1,2,3,4
Y1 - Phase 5
Y2 - Phase 6

Brisk pace of learning

Progress is monitored carefully. Teaching is adapted to achieve optimum progress for every child

Ambitious, enjoyable and multi-sensory sessions that encompass a range of songs, rhymes and games

Vocabulary

Phonemes and Graphemes

phoneme

smallest unit of sound in a word

grapheme

a letter or sequence of letters that represents a phoneme

What does 'segmenting' mean?

segmenting

Children need to be able to **hear** a whole word and **say** every sound they **hear**.

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

What does 'blending' mean?

blending

Children need to be able to **hear** and then later on **read** the separate sounds in a word and then blend them together to **say** the whole word.

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Di-graphs and tri-graphs

digraph

two letters, which make one phoneme

trigraph

three letters, which make one phoneme
e.g. igh, ear, air

A consonant digraph contains 2 consonants:

sh, ch, th, ll

A vowel digraph contains at least one vowel:

ai, ee, ar, oy

Segmenting

Number of Phonemes

	1	2	3	4	5	6	7
rat	r	a	t				
chin	ch	i	n				
blink	b	l	i	n	k		
strap	s	t	r	a	p		
sprint	s	p	r	i	n	t	
shelter	sh	e	l	t	er		

Phonic Arms



This is when a word is segmented and a finger is tapped on the opposite arm as the sounds are said.

Phonic arms...

- ▶ Straight arm
- ▶ Can point finger at word
- ▶ Encourage strong taps on arm to hear and feel the individual phonemes
- ▶ 1 finger for grapheme, 2/3 fingers for di/tri-graphs - fingers must be closed
- ▶ Opposite hand slides down arm from shoulder as blend the sounds together to say the word

Sound Buttons

This is when dots and dashes are marked under a word to show knowledge of the sounds

sh o p
— · ·

Progression in Phonics

Phase One Seven Aspects

- Aspect 1:** Environmental sounds
- Aspect 2:** Instrumental sounds
- Aspect 3:** Body percussion
- Aspect 4:** Rhythm and rhyme
- Aspect 5:** Alliteration
- Aspect 6:** Voice sounds
- Aspect 7:** Oral blending and segmenting

Adult
directed

Child-
initiated

Environment

Ongoing - throughout all phases

Phase Two

Learning 19 letters of the alphabet and one sound for each.

Blending sounds together to make words.

Segmenting words into their separate sounds.

Beginning to read simple captions.

Set 1	s	a	t	p
Set 2	i	n	m	d
Set 3	g	o	c	k
Set 4	ck	e	u	r
Set 5	h	b	f, ff	l, ll



a b c d e f


s a t p i n

Saying the sounds

Sounds should be articulated clearly and precisely

https://www.youtube.com/watch?v=BqhXUW_v-1s

Tricky Words



Make sure
the children
know why it's
tricky.

To teach children the remaining 7 letters of the alphabet, one sound for each.

Digraphs introduced such as: ch, oo, th.

Reading captions, sentences and questions.

Phase 3

Set 6	j	v	w	x
Set 7	y	z,zz	qu	

ch	sh	th	ng
ai	ee	igh	oa
oo	ar	or	ur
ow	oi	ear	air
ure	er	ir	

Phase 4

No new grapheme-phoneme correspondences are taught in this phase.

Children consolidate their learning so far and learn to blend and segment words with adjacent consonants e.g., swim, clap, jump, and words with more than 1 syllable e.g., laptop, fishtank

Phase 5

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

The same phoneme can be represented in more than one way, for example:

rain, may, lake

The same grapheme can represent more than one phoneme, for example:

meat, deaf, great

Possible graphemes for the phoneme

/æ/

ay	ai	a-e	ea	aigh	eigh	e-e	ey	ei
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day maid take great straight eight fete they veil

Year 1 Phonics Screening

- ▶ A screening check for year one children to encourage schools to follow a rigorous phonics programme.
- ▶ Aimed at identifying the children who need extra help are given the support.
- ▶ Assesses decoding skills using phonics
- ▶ 40 items to be read (20 real words, 20 nonsense words)
- ▶ If children do not pass in Year 1 they have to retake the test at the end of Year 2.

Alien Words



Nonsense words are a collection of letters that will follow phonic rules, but don't mean anything. Your child will need to read these with the correct sounds to show they understand the phonics rules behind them.



quemp



hild



voo



chom



geck



blurst



thazz



tord



terg



steck



blan



stroft

Reading in Year R at Padnell



- ▶ Your child will have the opportunity to choose a new book every day, it is their responsibility to change them.
- ▶ As we teach the 'tricky' words they will be added to your child's word card for you to practise reading by sight (also in the reading folder).
- ▶ **REMEMBER** Children learn at different speeds but trust us to ensure they are reading a book most suitable for them

- ▶ Our expectation is that children read at least 4 times a week and that when you (or anyone else) hear your child read, you enter it into their reading record. We'd love you to add a comment, however on busy days the date, title and signature is absolutely fine!
- ▶ **REGULAR READING AT HOME REALLY WILL SUPPORT YOUR CHILD'S PROGRESS**

Ways you can help at home

- ▶ Ask your child to find items around the house that represent phonemes, i.e., 'oo' - spoon, bedroom
- ▶ Play matching pairs with tricky words or individual graphemes
- ▶ Tricky words on the stairs
- ▶ Play tricky word bingo
- ▶ Flashcard letters and words - how quickly can they read them?
- ▶ Notice graphemes/ words in the environment
- ▶ Go on a listening walk around the house/ when out and about
- ▶ Look at the reading videos on the school website

A couple of other points to leave you with...

- ▶ **Keep singing nursery rhymes!** 'to optimise the developing language system of children'. They 'are the perfect rhythmic template for the developing brain'.
- ▶ **Keep reading bedtime stories and be 'Reading Millionaires'**: Research has found that children who are never read to, have been exposed to only 4,662 words by age 5 compared with 296,660 words if they are read one book each day.

Helpful Websites

www.phonicsplay.co.uk

www.familylearning.org.uk

www.letters-and-sounds.com

www.bbc.co.uk

www.ictgames.com