

Read to Succeed Early Years



**Padnell Infant
School**

‘Mighty oaks from tiny acorns grow’

Aims

- To share how reading and phonics are taught in Year R 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

Reading in Year R at Padnell



- ▶ Your child should keep their reading book in their reading folder in their book bag.
- ▶ The book will initially be wordless and is to encourage storytelling, talking about the pictures, sharing a book together and also to establish a reading routine.
- ▶ 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 onto their reading record on tapestry. We'd love you to add a comment, however on busy days the date, title is absolutely fine

- ▶ Regular phonic sound practising is as valuable as 'reading' and you can enter this as a 'read' in your child's reading record.
- ▶ When your child has shown he or she has committed most of the 1st 8 sounds to memory and is showing they are beginning to blend these sounds together to read simple words they will begin taking home a reading book with words.
- ▶ Your child will have the opportunity to choose a new book every day from a set of books containing the sounds they know/are practising.

- ▶ REMEMBER Children learn at different speeds but trust us to ensure they are reading a book most suitable for them.
- ▶ In Year R we aim to hear your child read 1:1 at least once a week as well as reading during our daily phonics sessions and activities.
- ▶ As we teach the 'tricky' words they will be added to your child's sound pack for you to practise reading by sight (also in the reading folder).

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'.
- ▶ In Year R we will be focussing on a rhyme a week so they children can build up a repertoire.
- ▶ **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