



BREERTON CHURCH OF ENGLAND (A)  
PRIMARY SCHOOL

Reading  
Writing  
Phonics

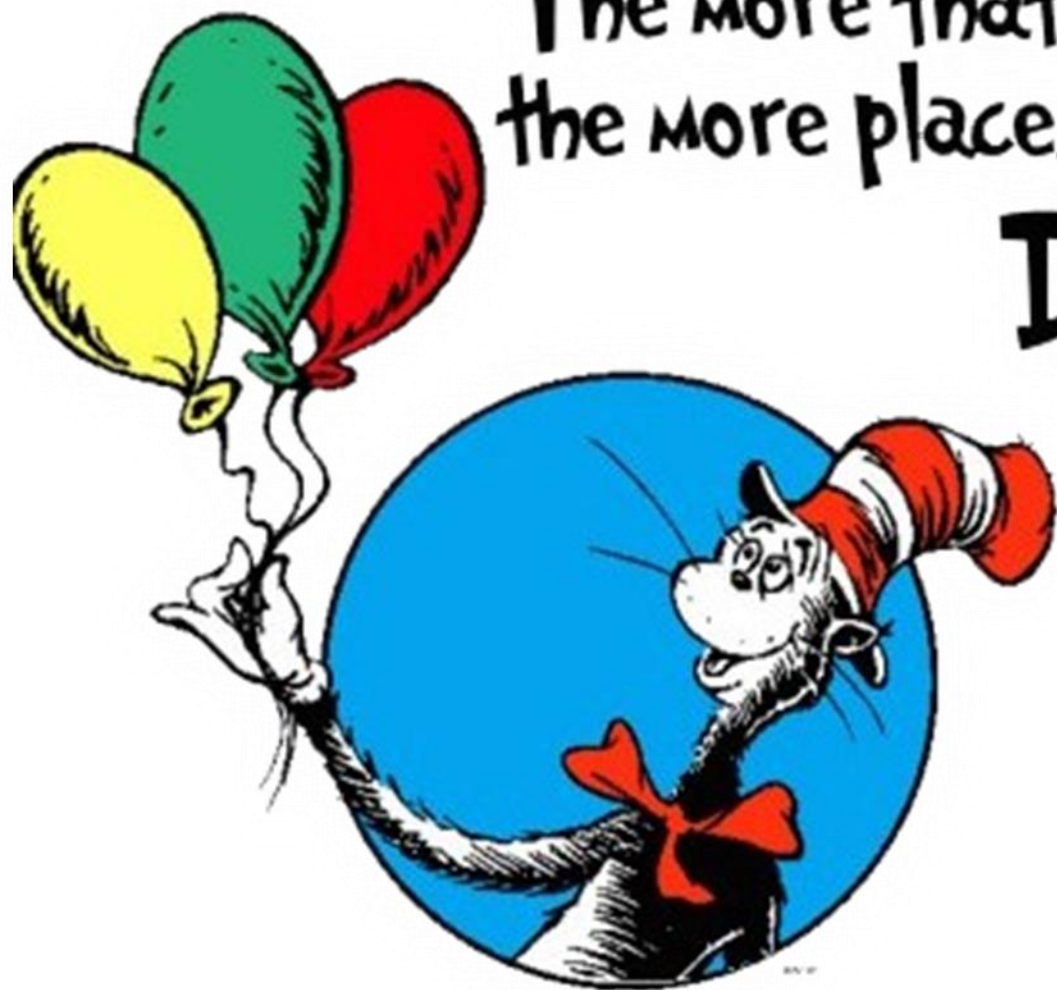


Dream Big  
**READ!**

A Meeting for Parents

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

**Dr. Seuss**



Desire to Read ~ a love of books!

Knowledge of letters ~ can recognise letters in all their forms and in all fonts.

Knowledge of graphemes ~ need to recognise and represent letters in a variety of combinations to create phonemes.

One to one correspondence ~ that groups of letters make a word and that each printed word should match what they read.

Self-correcting behaviours ~ they monitor their own reading for meaning, to check it makes sense.

Knowledge of 'book language' ~ phrases that are not usually found in patterns of speech.

Directionality ~ Front to back/left to right/ top to bottom/line to line/word to word.

Knowledge of phonemes ~ need to recognise and represent sounds in all their forms.

Knowledge of punctuation ~ can recognise punctuation marks and how they should be 'read.'

Sight recognition ~ can recognise a word in any or every context.

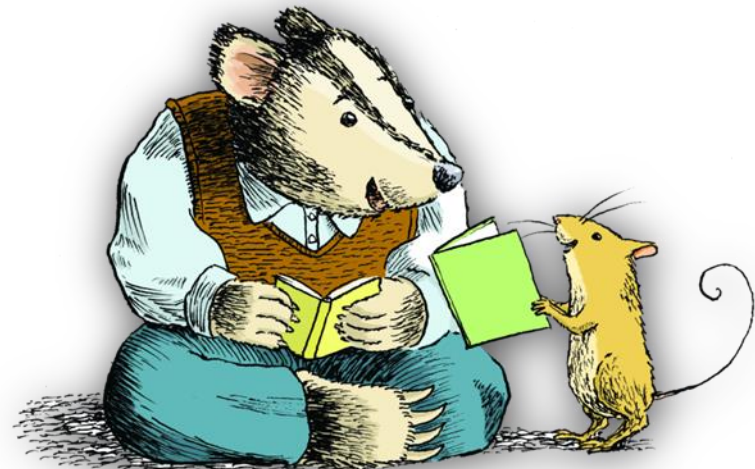
Understanding meaning ~ gain understanding from the texts that they read.

Fluency ~ the speed with which a child can read, pace and expression.



# Phonics consists of:

- Identifying sounds in spoken words.
- Recognising the common spellings of each sound.
- Blending sounds into words for reading.
- Segmenting words into sounds for spelling.





# Phonics lesson structure

**Revise:** The children will revise previous learning.

**Teach:** New phonemes or high frequency or tricky words will be taught.

**Practice:** The children will practise the new learning by reading and/or writing the words.

**Apply:** The children will apply their new learning by reading or writing sentences.





## Saying the sounds correctly

- Saying the sounds correctly with your child is extremely important.
- The way we say sounds at school now may well be different from when you were at school.
- We say the shortest form of the sounds.

<https://www.youtube.com/watch?v=RlpsmpWOUFY>



# Blending & Segmenting

Blending is the ability to recognise the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word

'cup'

Segmenting is identifying the individual sounds in a spoken word (e.g. p-a-n, ch-o-p) and writing down letters for each sound (phoneme) to form the word pan and chop.



# Activity

Using 'sound buttons' can you say how many phonemes are in each word?

shelf  
dress  
sprint  
string







## Answers

shelf = sh - e - l - f = 4 phonemes

dress = d - r - e - ss = 4 phonemes

sprint = s - p - r - i - n - t = 6 phonemes

string = s - t - r - i - ng = 5 phonemes



# High Frequency Words (HFWs)

- Teach pupils to read words 'by sight.'
- Encourages pupils to look at the shape of the word.
- This helps develop fluency and confidence.
- Practise HFW cards every night.

## Ways you can support your child at home

Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer - remember, they can use magnetic letters.

Play a game - hunt the word - hide words in sand or flour, set a timer, hold up the word that you want them to hunt for, and 'go!' Repeat the word and encourage them to say - 'I am looking for the word 'the'.

Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: the the, to to, no no, go go, I I

Don't worry if they get some wrong! These are hard to remember - they need plenty of practice.



## How can I help with phonics?

- Sing an alphabet song together
- Play 'I spy'
- Have a sound hunt
- Play sound bingo
- Try to teach your child 3-4 words a day that can be blended, little and often
- Play with magnetic letters, When you've blended a word together, mix it up, say the word and ask your child to put the sounds back in the same order (if they find it tricky say the sounds in the word strongly and slowly). When they've put it back together re-blend to check it makes sense
- Praise your child for trying out words
- Look at and practise reading tricky words
- Play phonic games online





# Guided Reading

- Session begins by learning a HFW
- Teach or recap any tricky words/spelling patterns that occur regularly in the text.
- Look at the front cover. Is it fiction or non-fiction? How can we tell?
- 'Walk through' the text together, using the pictures. We use this as an opportunity to provide pupils with, and discuss, any specific vocabulary.
- Pupils then take it in turns to read sections as instructed (either reading aloud together, reading quietly to themselves or one child reads aloud as other follow).
- We remind them of strategies that they could use before assisting them further (Can you break it into smaller chunks? Does it look similar to another word you know? Can you use the pictures?).
- We ensure pupils re-read from the beginning of the sentences if they make a mistake or sound a word out.
- We encourage the pupils to re-read sections with expression.
- We look at punctuation, print and encourage the pupils to make predictions and discuss the events as they move through the text.
- At the end of the session we check pupils understanding by asking targeted questions.



# Year 1 Phonics Screening

Practice sheet: Real words

in

at

beg

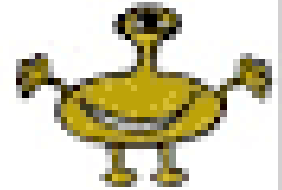
sun

Practice sheet: Pseudo words

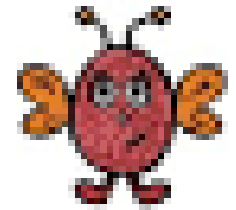
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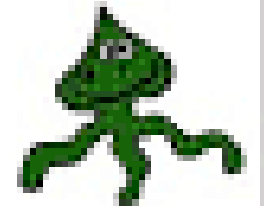
vap



osk



ect





# Year 2 SATs Paper 1

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



3 Why did the boat hit the rocks?

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1 mark

4 The boat hit the rocks with a great crunch.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.



1 mark



## Useful websites

- [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- [www.phonicsplay.com](http://www.phonicsplay.com)
- [www.mrthorne.com](http://www.mrthorne.com)
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>
- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- [http://www.kenttrustweb.org.uk/kentict/content/games/literacy\\_menu.html](http://www.kenttrustweb.org.uk/kentict/content/games/literacy_menu.html)
- <http://www.ictgames.com/literacy.html>
- <http://www.crickweb.co.uk/ks1literacy.html>
- <http://www.starfall.com/n/level-a/learn-to-read/load.htm?f>





## Reading at home

### Make a Regular Time Together

Find a time of the day that best suits you and your child. 10 minutes a day is ideal.

Create a 'special time' to read together and give them your undivided attention.

Listen with your eyes as well as your ears.

Take it in turns to read parts of a story.

A story at bedtime is an invaluable part of your child's bedtime routine.

Tell them about a book you enjoyed as a child and read together.

Make up stories together or tell them about things that happened to you when you were younger - remember you don't always need a book to tell a story!

### Find the Right Level

Every child develops at their own speed so try to be patient. Let your child choose which book they want to read. Read harder books to them if they want to hear more complex stories, letting them read the easier bits.





## Reading at home

### Strike a Balance Between Perfection and Correction

As your child begins to grow in confidence they're still bound to make mistakes. Get into the habit of praising them for all the words they get right - don't just focus on the ones they are struggling with. Don't jump in too soon - give them time to process and think for themselves.

Make a note of any words your child really struggles with and put them on the fridge.

### Talk About What You've Read

Doing this helps to boost your child's imagination.

**Discuss new words. Do they know what they mean?**

Challenge your child to think of questions they can ask you to test if you've been listening.

As your child becomes a more fluent reader focus more on comprehension (3-5 questions after each read).



## Reading at home

### Enjoy Reading Everything, Everywhere

Read everywhere! Carry a book or comic when out and about. Encourage them to read traffic signs, adverts, cereal packets and DVD covers.

Join your local library.  
Let them see you reading.

### Have Fun!

Read adventure stories in the dark or under the covers with a torch.  
Use funny accents when reading.

Share the character parts so you take it in turns to read.

Act out stories with their toys or puppets.

Make up a treasure hunt around your home with a clue in every room for your child to find and read.



# Reading at home

## If Your Child Gets Stuck

Try to encourage your child to use these strategies:

- Carry on past the word. Think about what word would make sense in the story or sentence.
- Sound the word out.
- Can you think of a word that looks similar?
- Look for parts of the word that are familiar.
- Check the pictures for clues.
- Go back and read again.
- Ask for help.





# Remember

Create a calm environment

Look positive

Sound positive

Sit next to the reader so that you can read exactly what they are reading.

Talk about the book before, during and after they read it.

Be a good role model Handle books carefully ~ Let your child see you reading for pleasure.

Praise ~ well done, I like how you sound that out, good expression.

Pause ~ don't just offer an answer, let them think about it for a while.

Prompt ~ encourage your child to use one of the strategies

Ask questions and discuss vocabulary.

**YOU ARE DOING A GREAT JOB!**