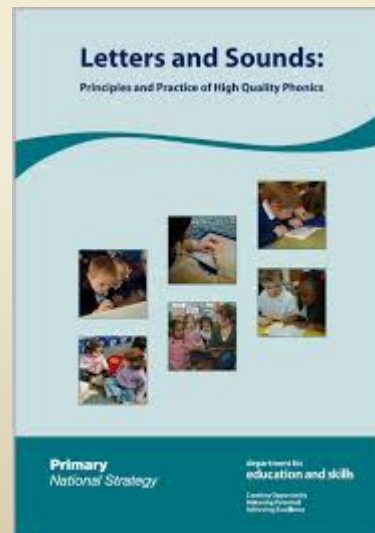
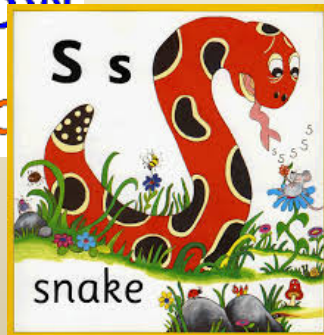


Phonics and Reading Information evening for Reception.



- Children learn a great deal from other people.
- As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.

How can you help?

- Provide your child with lots of different opportunities to speak and listen with others:
 - Preparing meals
 - Tidying up
 - Putting shopping away
 - Getting ready to go out
- Switch off the TV, radio and mobile phones.
- Show you are interested in their conversation.
- Read stories.
- Use puppets and toys.

Phase 1

- Phase 1 is made up of 7 different areas:
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
 - Rhythm and rhyme
 - Alliteration (words that begin with the same sound)
 - Voice sounds
 - **Oral blending and segmenting**

Phase 2

- This begins in the Reception year.
- Children begin to formally learn the sounds in the English language.
- Phonics sessions are fun sessions involving lots of speaking, listening and games.
- These take place 5 times a week for 20 minutes and can be twice daily.

Blending and Segmenting

- **Blending** is a vital skill for reading
- The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word.
- c-a-t = cat
- **Segmenting** is a vital skill for spelling
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- cat = c-a-t

Learning the phonemes

- Children will learn the phonemes (sounds) for a number of letters (graphemes)
- They will also learn that some phonemes are made up of more than one letter,
eg: /ll/ as in b-e-ll
- We use actions to help to remember the phonemes

Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- Sounds should be sustained where possible (eg, sss, mmm, fff)
- ‘uh’ sounds after consonants should be reduced where possible (eg, try to avoid saying ‘b-uh’, ‘c-uh’)

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

VC and CVC words

- C = consonant, V = vowel
- VC words are those consisting of a vowel and then a consonant, eg: *at, in, up*
- CVC words follow the pattern consonant, vowel, consonant, eg: *cat, dog, pet*
- Words such as *tick* or *bell* also count as CVC words; although they contain four letters, they only have three sounds

Tricky words

- Your child will also learn several tricky words; these cannot be sounded out
- Eg: **the, to, I, go, no**
- The words that we cover in each phase will be in the phonics packs so they can be practised at home.

Phase 3 (12 weeks)

- In Phase 3 children learn the sounds made up of more than one letter, These are called

Digraphs - two letters = one sound eg: 'oa' as in boat

Trigraphs – three letters = one sound eg: igh as in high

- Your child will also learn all the letter names in the alphabet and how to form them correctly
- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences

Phase 4

- Is taught over 4-6 weeks
- Teaches children to read and spell words with adjacent consonants e.g. cvcc = jump or ccvcc = stamp.
- To read polysyllabic words (more than one syllable e.g. sandwich)
- More tricky words to read and spell.

Phase 5

- This phase is expected to last a whole year.
- Teaches children alternative ways of representing sounds they already know e.g.
 - In Phase 3 they learnt ee (bee) and in Phase 5 they will also learn ea (bea) e_e (theme) y (happy) ey (key) ie (chief) e (he)
 - In Phase 2 they learnt a (cat) and in Phase 5 they will learn it also makes the following sounds
acorn (ai), wash (o) father (ar)

Phase 6

This phase focuses on becoming fluent readers and accurate spellers by teaching rules for suffixes such as -ing, -ed, -est.

Each Phase from 2 - 6 also teaches 'High frequency words'. Some of these words are decodable and some are considered 'tricky words'. Children need to read these by sight and learn to spell them. You will be able to see these in your children's phonic packs.

The phonics screening in Year 1 expects children to be reading at a Phase 5 level.

Year One Phonics Screening

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The aim of the check is to ensure that all children are able to read by the end of year 2.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2 and to identify children that may need additional support.



What does the screen entail?

- Children will be given 40 words to read. 20 of the words are real words and 20 of them are non-words. The non-words (pseudo word) or 'nonsense' words will have a picture of an alien next to them so children will know they are not real words.
- Children will be asked to 'sound out' a word and blend the sounds together
- e.g. b-e-g = beg or e-m-p = emp
- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

Examples of words

bash

A13

seek

A14

mess

A15

tank

A16

simp

A25



strup

A26



phit

A27



zote

A28



Reading at home



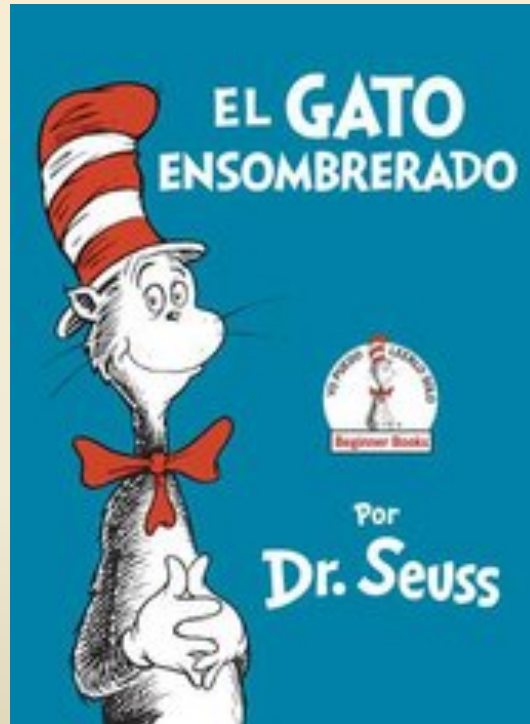
Reading at home

- Find a calm and quiet place. (minimal background noise)
- Do a book 'talk through' (look through the book)
 - look at the pictures.
 - read the tricky words with them.
 - go over any new words they may not know.
- Predict what could happen.
 - what do you think will happen?
 - what is this story going to be about?

What does this say?

El Gato
Ensombreado

Put the words with a picture....



What does this say....

Mira me.

Estoy comiendo.



Mira me.

Estoy bebiendo.



Support them if they get stuck.

- Encourage them to use the picture to help them.
- If it's slowing their reading down, read the word to them.
- For less confident readers take turns reading each page.
- Get them to sound out words they are finding hard.

Remember 10 minutes a day could
change everything.

<https://www.youtube.com/watch?v=Orb6xXPPBKo>

REMEMBER

Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child regularly and encourage them to:

- Sound out unfamiliar words
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- Read stories to them as well as listening to them read
- And most importantly ENJOY READING!