



Phonics and Reading Meeting

Tuesday 22nd November

Mrs Wardell and Miss Randall

Reading at Standhill

During our school week:

Daily phonics lessons, guided reading, shared reading, 1:1 reading, quality story time led by our teaching assistants.

Throughout the school year:

Reading Club (before school on Wednesdays), library visits, Reading Pup sent home with the 'Child of the Day', World Book Day.

Interventions:

Phonics, additional small group reading, 1:1 reading.



What is phonics?

- Phonics is one method of teaching children how to read and write.
- Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.
- At Standhill Infants School, we use the DfE's approved phonics teaching programme Bug Club Phonics which has a range of online book accessed through Active Learn.
- Bug Club Phonics is a systematic synthetic phonics scheme which provides children with the opportunity to develop their phonological awareness, ability to segment and blend words and read tricky words by sight in order to become fluent readers.



Types of sounds

Phoneme: The smallest unit of sound in a word.

Grapheme: Letter(s) representing a phoneme.

Digraph: Two letters which make one phoneme.

A consonant digraph contains 2 consonants:

e.g. sh ck th ll

A vowel digraph contains at least one vowel:

e.g. ai ee ar oy

Trigraph:

Three letters which make one phoneme:

e.g. igh ear air

Split digraph:

A digraph in which the two letters are not adjacent:

e.g. make bike cube



What a good reader looks like?

- Has good phonic knowledge
- Is able to read 'tricky words' by sight
- Reads as if they are talking
- Re-reads to check for understanding
- Self-corrects when they have initially read a word incorrectly
- When faced with an unfamiliar word, they can use their phonic knowledge to accurately sound out and blend to read the word
- Are able to talk about and answer questions about what they have read



How you can help at home:

- Play lots of sound and listening games.
- Games while reading:
e.g. “How many ‘ay’ digraphs can you find in the book?”,
“How many times can you find the tricky word ‘the’ in the book?”
- Read as much as possible to and with your child.
- Encourage and praise your child.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter.

For example, “s-i-ng...sing”

Move your finger under the whole word as you say it.



How you can help at home:

- If your child is struggling to sound out and blend words share the reading! Read a word/sentence each, that way you are modelling how you would like them to read – point to the sounds whilst sounding aloud, exaggerating the blending, and point to tricky words as a whole saying the word out loud.
- With longer words, ask your child to point to the digraph/trigraph/split digraph in the word first before sounding out.
- If your child comes across a word they have already sounded out and blended correctly on a previous page, remind them of this and that they don't need to sound it out again. This will help to develop their fluency.

How you can help at home:

Read with your child as often as you can. Please sign your child's reading diary so we know they have read. Additional comments help us to know how your child found the book.



Book Band and Phonics Phase Progression



Book Band	Year and Term	Phonics Phase
Lilac	Year R Term 1	Phase 1
Pink A	Year R Term 2	Phase 2
Pink B		
Red A	Year R Term 3	Phase 3
Red B		
Red C		
Yellow A, B	Year 1 Term 1	Phase 4
Yellow B, C		
Blue A, B	Year 1 Term 2	Phase 5
Blue B, C		
Green A, B	Year 1 Term 3	
Green B, C		
Orange A, B	Year 2 Term 1	
Turquoise A	Year 2 Term 2	
Turquoise B		
Purple A, B		
Gold A, B	Year 2 Term 3	
White extension A, B		
Lime extension A, B		

Each child has their own Active Learn account. Log in details can be found at the front of your child's reading diary.

RED book band learning objectives
<ul style="list-style-type: none"> • Blends to read CVC words • Reads words they know automatically including some tricky words • Notices some errors when reading and sometimes self-corrects • Demonstrates an understanding of what they have read • Sequences a simple story or event <hr/> <ul style="list-style-type: none"> ✓ Talk about the book together and ask your child questions ✓ If they get stuck, model blending the sounds to read it and ask them to repeat. E.g. "sh-o-p...shop" ✓ Remind them there are some words we cannot sound out. <u>E.g.</u> tricky words such as "the", "we", "go"

Websites

How to pronounce pure sounds:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Phonics games:

<https://www.phonicsplay.co.uk/>

Mr Thorne Does Phonics:

https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

BBC Bitesize Phonics:

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