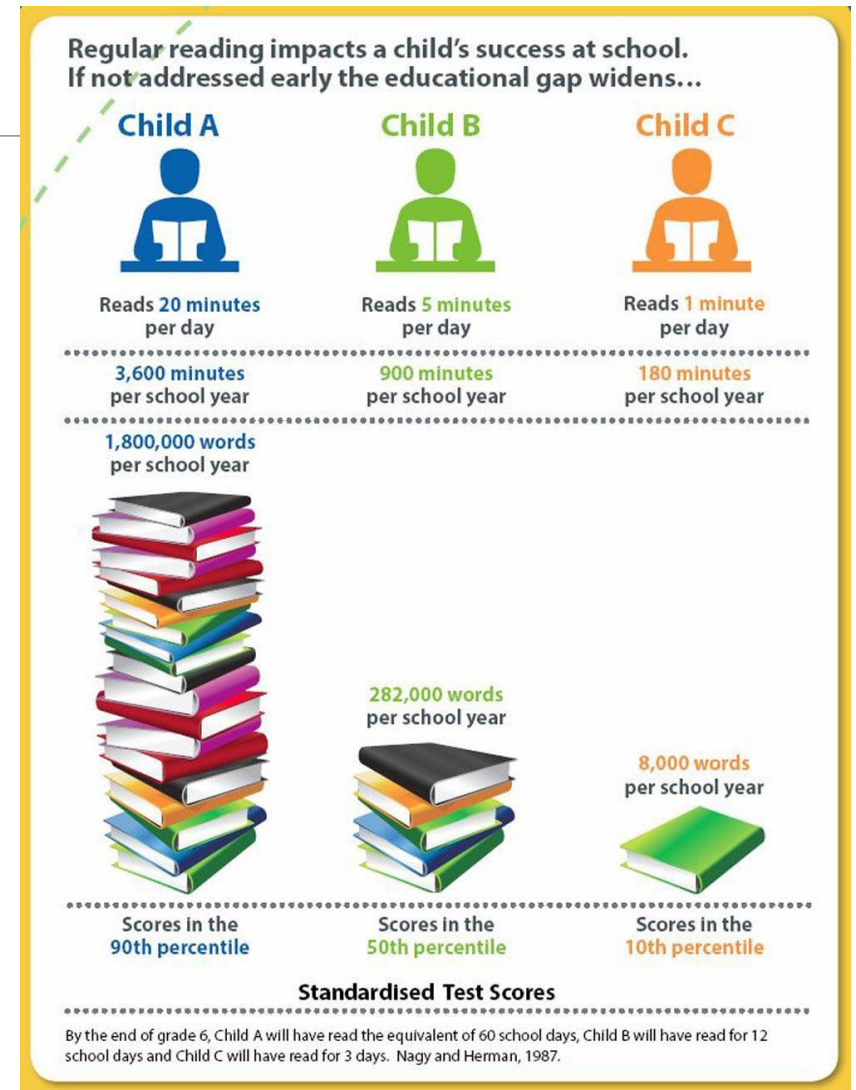


Phonics and Early Reading



The value of learning to read and becoming a reader

- We learn to read and so we can read to learn
- Opens up a world of knowledge, imagination and enjoyment through the power of words
- Improves vocabulary
- Develops imaginative writing
- Has more of an impact on your future than many other factors - you can become an independent, life-long learner.



Aims:

Why the school teaches phonics and early reading

How the school teaches phonics and early reading

The impact of regular reading

How I can make a greater impact on my child's reading ability

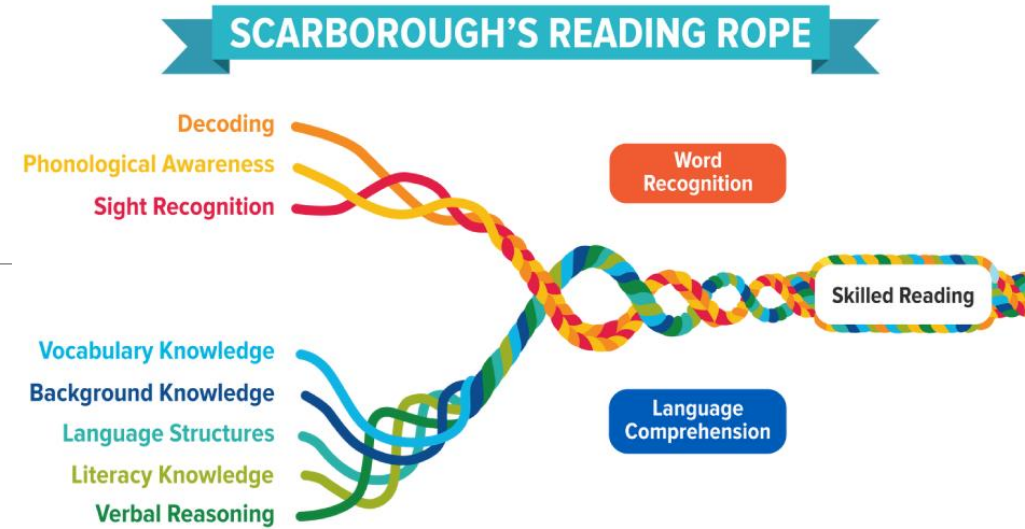
The Beechcroft reading offer

- Daily practise in phonics sessions.
- Enjoyment of 'must read' books, daily story times.
- Reading areas in all classes.
- One or two guided reading sessions each week with Teacher.
- In KS1, up to 2 sessions each week of paired reading with some adult support.
- 1 to 1 intervention for 'catch up and keep up'.
- Developing fluency and enjoyment at home with a familiar text.
- Love of reading books shared with adults at home.
- Author of the term as assembly theme - On a yearly cycle



Why Phonics?

- Phonics is the building blocks of reading
- The fastest route into becoming a fluent reader
- Supports spelling
- Proven method for vast majority of children
- Helps to develop a love of reading
- Department for Education has insisted that school teach phonics through a validated systematic synthetic phonics (SSP) programme.



How the school teaches phonics

Daily sessions in each class which last up to 30 minutes.
























Repetition and routine throughout every lesson and across the school allows for consistency and confidence for each child





























Whole class working with Teacher and Teaching Assistants.











Unlocking
Letters & Sounds












All resources are coordinated across the school












Use of a validated online phonics platform which is followed as a progressive scheme.













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ck 	Ee 	Uu 	Rr 	Hh 	Bb 
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the	to	into
no	I	go

Unlocking Letters & Sounds CEW Sound Mat Phase 2

Copyright ©2022 Unlocking Letters and Sounds

me	we	be	he
she	was	you	they
all	are	my	her

Unlocking Letters & Sounds CEW Sound Mat Phase 3

Copyright ©2022 Unlocking Letters and Sounds

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

Unlocking Letters & Sounds CEW Sound Mat Phase 4

Copyright ©2022 Unlocking Letters and Sounds

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

Unlocking Letters & Sounds CEW Sound Mat Phase 5

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Guided Reading

<p>Book Talk short introduction to book which may include:</p> <ul style="list-style-type: none"> • Read the title. • What/who can you see on the cover? • What do you think the book might be about? • Teacher reading of blurb 	<p>Explain the purpose of a non-fiction book. Look at the photo of the Eiffel Tower on the back it is a very tall building in Paris in France.</p>
<p>Phonics focus:</p> <ul style="list-style-type: none"> • Revisit and review some of the vowel digraphs and trigraphs that they will encounter in the text. 	<p>ar er ow oa ee oo igh</p>
<p>Blending focus:</p> <ul style="list-style-type: none"> • Teach how to blend words that contain adjacent consonants • Model how to approach this and the pitfalls of missing out one of the phonemes as it is sometimes hard to blend or hear each phoneme in words with adjacent consonants • Say the sounds and count them how many phonemes are in each word? 	<p>from spot sprint grand blocks flats cliff windmill</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Discuss the meaning of any words in the text that the children may be unfamiliar with. • Look at words that have more than one meaning and the meaning that is relevant in this context. 	<p>spot to see or notice something sprint to run fast</p>
<p>Common exception words</p> <ul style="list-style-type: none"> • Look at any common exception words that contain tricky bits • Tell them the tricky bit and then model how to use the graphemes we know, together with the tricky bit, to blend the word 	<p>by</p>
<p>Independent reading Children to turn their chairs back to back and read aloud to themselves. Teacher to go around and listen to each child, providing them with support and feedback.</p>	

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<p>Reading Fluency Model how to read pages 6 and 7 explicitly modelling the thought process of a reader including when to pause, how to use expression etc. Ask children to copy and repeat together and individually.</p>
<p>Recall Ask the children to recall what could be seen from different high spots in the book. They may refer back to the relevant pages of text to help them.</p>

Paired Reading

- *Your child's first look at their new reading book*
- *In pairs children take turns to read the same text and follow when listening to partner read*
- *Gives children an additional opportunity to apply reading skills*
- *Gives teachers and teaching assistants an additional opportunity to support reading skills*
- *Increases a child's confidence when reading the same book at home*

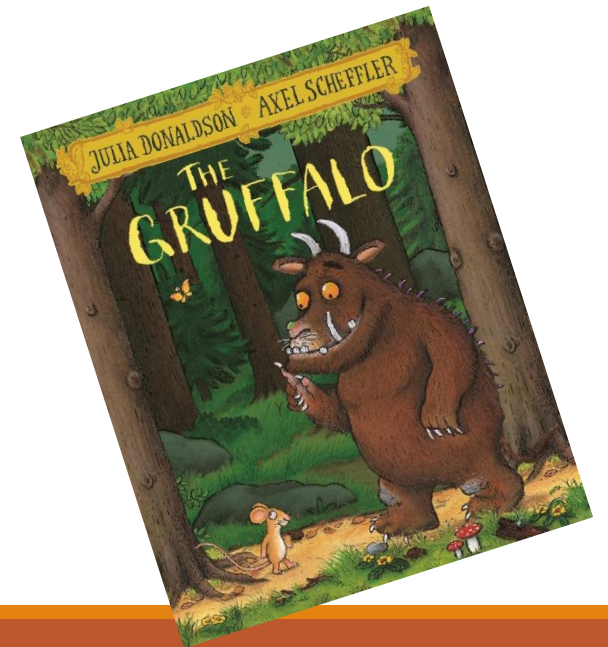
How to help your child develop a love of reading at home

Reader - Led

Informal

Social

Texts that tempt



How to help your child develop their reading ability

- Learn a simple approach with the school reading book
- This same approach is used by all staff during phonics and reading
- We are aiming for consistency between home and school.
- Eliminates "That's not how we do it at school."
- We will now learn and practise:
- "My turn Your turn."

Aims (revisited):

Why the school teaches phonics and early reading

How the school teaches phonics and early reading

The impact of regular reading

How I can make a greater impact on my child's reading ability