

Phonics and Early Reading
Information for Parents



Focus of the session:

- To know the phonics programme within the school.
- To understand how Phonics is taught in school to support your child learn to read and write.
- Understand phonics terminology used and its meaning.
- To know how children can be supported at home with early reading skills.
- To understand how to develop a love for reading.

What is phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

School's Phonics Programme



- Here, we use a phonics scheme called **Sounds 4 Life**.
- The programme has been adapted created to come in line with new expectations of how phonics should be taught and accessed by children (validation criteria)
- Synthetic, systematic, **predictable** approach, therefore children are cognitively focusing on the content and not trying to work out how the lesson works.
- The programme is rigorous, systematic and used with **FIDELITY**
- Ensuring all children can access the learning at the same pace or slightly slower, if need be.
- Opportunities to apply phonics into reading and writing using a consistent approach.
- Children are accessing decodable books therefore all children are making progress and are succeeding.
- Closing the gap
- Children access the same vocabulary.

Success!!!

Develop a love for
reading.

Children learn to
read and write.

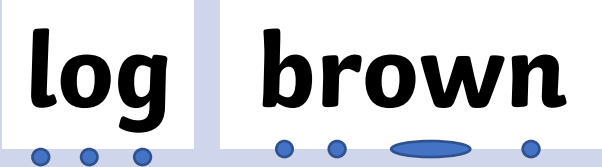
How is phonics taught?

- We follow the Sounds 4 Life phonics programme.
- Daily phonics sessions are approximately 25 minutes.
- We use a consistent teaching strategy, mnemonics, rhymes for letter formation, games etc. to assist with children's memory and recall of sounds.
- Children will experience phonics in their environment, through play and in other learning areas as well as through interactive phonics software, resources and practical hand-on activities.
- We use the same phonics-related terminology with the children from the very beginning.
- Children will receive additional interventions/boosters to help close the gaps before they get any bigger.

How is phonics taught?

Terminology

Term	Definition
Phonics	Phonics is the method used to teach children to listen to and identify sounds that make up words. As a result, this helps them to be able to read and write words.
Pure sound	<p>Pronounce each letter sound clearly and distinctly without the addition of the sounds at the end e.g 'fff' not 'fuh'</p> <p>a, e, i, o, u, x,</p> <p>b, c, d, h, g, j, k, p, qu, t, w, y,</p> <p>f, l, m, n, r, s, v, z</p>
<p>GPCs (Grapheme-Phoneme Correspondences)/ Alphabetic Code</p>	<p>Knowing GPCs means being able to see a grapheme and knowing the phoneme that relates to it, which is important for reading.</p> <p>Conversely, it also means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling.</p>

Term	Definition
<p>Phoneme</p>	<p>In terms of language, these are what you hear. These are single sounds that can be made by one or more letters.</p> <p>e.g. s, k, z, oo, th, igh, air</p> <p>When pronouncing the word 'log', three distinct sounds are blended together. These sounds are called phonemes.</p> <p>There are 44 phonemes in English.</p> <div data-bbox="1860 614 2458 778" style="text-align: right;">  </div>
<p>Grapheme</p>	<p>These are what you see. A grapheme is the written representation of the phoneme (sound). A grapheme can be made up of one letter (p), two letters (ch), three letters (igh) or four letters (ough) in length.</p> <p>E.g. The five-letter word night consists of three phonemes (sounds) and is written using three graphemes: 'n' – 'igh' – 't'.</p> <p>Approximately 250 graphemes in the English language.</p>

Term	Definition
Letter Names	<p>The name given to the letters of the alphabet – The ABC song.</p> <p>There are 26 in total</p>

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn


Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Vowel	The letters a, e, i, o, u
Consonant	<p>Most letters of the alphabet, excluding the vowels.</p> <p>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</p>



Term	Definition
Oral Blending	This involves hearing individual phonemes (sounds) and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend words to read them.
Oral Segmenting	This involves hearing the whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
Blending	<p>The process of using phonics to read. Blending is saying the individual phonemes (sounds) that make up a word and then merging or blending the sounds together to say the word. Children identify and synthesise the phonemes to make a word.</p> <p>E.g. s-u-n, blended reads as sun.</p> <p>l-u-n-ch blended reads as lunch.</p> <p>Before children can do this to read written words, they need to be able to blend orally.</p>
Segmenting	<p>This is the opposite of blending. Segmenting is used when spelling and writing. It is the process of splitting a word up into individual phonemes (sounds) then choose which graphemes represents each sound heard – separating words into their constituent phonemes to spell.</p> <p>E.g. bat = b-a-t-</p> <p>splash = s-p-l-a-sh</p> <p>Before children can do this to write, they need to be able to segment orally.</p>
Sounding Out	When graphemes are given sounds.

Term	Definition
<p>Pseudo Words Nonsense/Alien Words</p>	<p>Words which are not real e.g. vish, splue</p> <p>These words are used to assess phonetic decoding; they show that the word has not been memorised or learned by sight.</p> <p>Children are expected to be able to read 20 of these words in the Phonics Screening Check.</p> 

slabe

Term	Definition
<p>Sound Buttons/Bars</p>	<p>Circles/spot and lines which are written underneath graphemes to support children with reading.</p> <p>A button is used for phonemes represented by one letter e.g. 't', 'w', 'z'.</p> <p>A bar is used for phonemes represented by more than one letter e.g. 'sh', 'ear'.</p> <p>When the sound button or bar is touched, the phoneme (sound) is said aloud supporting children to ultimately blend the sounds to make a word.</p> <p>e.g. train</p>

clearing

theme

Term	Definition
CVC	<p>The abbreviation used for consonant-vowel-consonant words. This is used to describe the order of sounds.</p> <p>Some examples include:</p> <p>CVC words are: c-a-t, p-e-n, t-o-p, ch-a-t (ch is referred to as a consonant as it makes one sound).</p> <p>VC words e.g. on, is, it</p> <p>CCVC words e.g. trap and black (t-r-a-p and b-l-a-ck)</p> <p>CVCC words e.g. milk and fast (m-i-l-k and f-a-s-t)</p> <p>CCCVC words e.g. scrap and stream (s-c-r-a-p and s-t-r-e-a-m)</p>



Term	Definition
Digraph	Two letters merged to make one sound. e.g: ai, ee, ch, qu, th, sh, oa, ir
Trigraph	Three letters merged to make one sound. e.g. igh, ear, air, tch, dge
Consonant Digraph	Two consonants merged to make one sound e.g. sh, ch, th, qu, ss, ll, zz, ff, ng
Vowel Digraph	A digraph where at least one of the letters is a vowel. e.g. oa, ay, ir, or
Split Digraph	Two vowels which work as a pair to make one sound but are separated within the word a – e cake, tame, fade e – e cheese, these, gene i – e pine, file, spice o – e note, dome, wrote u – e tune, cute, flute

Individual letter sounds

s a t p



Consonant digraphs

sh ch th ng qu



Vowel digraphs

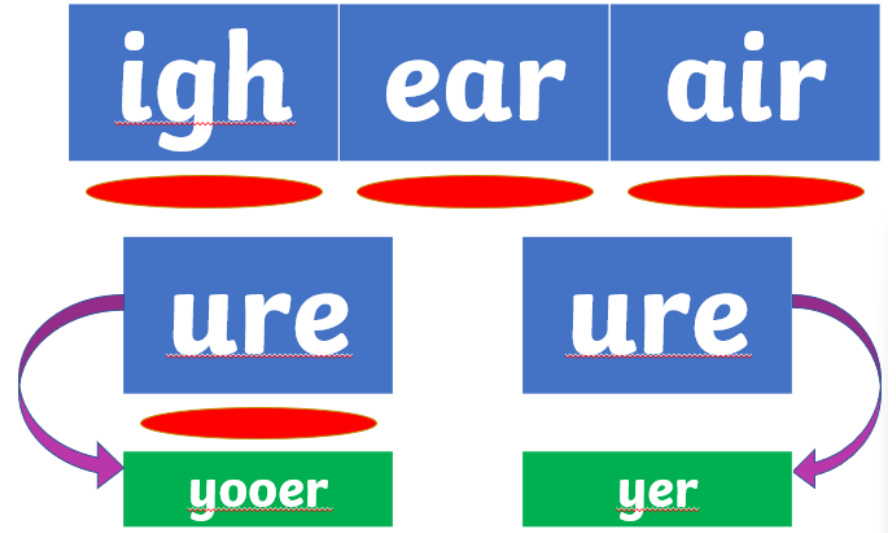
or ar er ur



Trigraphs

igh ear air

ure yooer yer



Split digraphs

a_e e_e i_e o_e u_e



Term	Definition
Adjacent Consonants	<p>Two or three consonants next to one another in a word. They still represent their individual sounds as they can be heard separately.</p> <p>e.g. black – ‘b’ and ‘l’ make two sounds (consonant blend) whereas ‘ck’ makes only one (consonant digraph)</p>

Consonant blend = spoken form (reading)



Consonant cluster = written form (writing)





Term	Definition
Syllable	<p>Often described as a 'beat' in a word that can be clapped out. It has one vowel sound and can be spoken as one unit</p> <p>e.g. chicken has two syllables chick-en</p> <p> elephant has three syllables el-e-phant</p>
Compound Word	<p>Two words joined together to make one new word.</p> <p>e.g. rain+bow = rainbow</p>
Chunking	<p>A method to used to read a word by building up the sounds. This is especially good for children who can sound out well, but struggle to hear the word they make.</p> <p>e.g. chimpanzee ch+i+m = chim</p> <p> chim + p = chimp</p> <p> chimp + a + n = chimpan</p> <p> chimpan + z + ee = chimpanzee</p>

helicopter

thundering



Term

Definition

Tricky Words

These are words where elements of the word do not follow the phonics rules or children have not yet been exposed to sounds within the word. These words not fully decodable. Children are taught to apply their phonics knowledge and identify the tricky part of the word which they must remember for reading and writing.

e.g. in the word 'they', /th/ can be heard using phonics, however 'ey' is making the /ai/ sound. Therefore, the tricky element in 'they' is 'ey'.

come

where



How is phonics taught?

Nursery – Phase 1

Phase 1 phonics is the first stage of phonics with the focus primarily being on developing speaking and listening skills. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of the children's further learning. Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak confidently, stay on topic and speak with clarity.

In Phase 1, children do not learn any letters or the sounds they make. The purpose of Phase 1 is to develop children's listening and communication skills, including their vocabulary, to prepare them for reading and writing in the next phase. If children do not fully develop these skills it can mean that they may struggle to hear individual sounds in words, making it harder for children to blend and segment for both reading and writing.

Phase 1 is broken down into seven different aspects:

- Aspect 1 - Environmental Sound Discrimination
- Aspect 2 - Instrumental Sound Discrimination
- Aspect 3 - Body Percussion Sound Discrimination
- Aspect 4 - Rhythm and Rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice Sounds
- Aspect 7 - Oral Blending and Segmenting

How is phonics taught?

Nursery – Phase 1

Phase 1 is primary taught within EYFS. The seven aspects are integrated into all areas of learning through a language-rich provision and by doing so results in our children being able to:

- listen attentively
- enlarging their vocabulary
- Speak confidently to adults and other children
- discriminating between different phonemes
- reproducing audibly the phonemes they hear
- Use sound-talk to segment words into phonemes

How is phonics taught?

Phase 2, 3, 4 and 5

Phonics is taught using a synthetic, systematic approach which is consistent and repetitive to ensure success for all.

Monday

Introduce new GPC - reading focus

Tuesday

Same GPC – writing focus

Wednesday

Introduce new GPC – reading focus

Thursday

Same GPC – writing focus

Friday

Tricky word/s focus. Include CEW from Year 1 NC.

How is phonics taught?



Four part teaching cycle used in all lessons

- Review – alphabet song, review previously taught sounds and tricky words, review **writing graphemes**, review **reading/writing** words
- Teach – new GPC is introduced, adult models how to pronounce, form the letter, **read/write** words containing new GPC.
- Practise – children have the opportunity to practise what has been taught through games (these stay the same)
- Apply – children put everything they have been taught so far to either **read a sentence** and find matching pictures or **write a sentence** dictated to them. These will only include GPCs and tricky word that they have been taught so far.

How can I support at home?

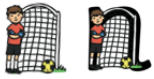

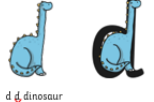


Phase 1

- Try to make time to read something with your child every day and encourage other family members and friends to do the same. Support your child to blend the sounds together all the way through a word. **We cannot emphasise enough how important daily reading is for your child's continued development.**
- When hearing environmental sounds, always ask your child to identify what that sound is and to talk about it.
 - Do they recognise and distinguish animal sounds?
 - Can they identify doorbells, church bells, bicycle bells, phones ringing and Christmas bells?
 - Do they recognise the sounds of different vehicles (e.g. cars, motorbikes, trains, fire engines etc.)?
 - Can they distinguish the sounds of common musical instruments (e.g. drums, piano, trumpet etc.)?
 - Do they recognise sounds we make to represent feelings and emotions (e.g. laughter, crying, clapping etc.)?
- When talking to your child, regularly segment and blend words verbally, and prompt them to do the same.
 - Blending: Can your child blend to hear 'seagull' when you break it down into its sounds s-ea g-u-ll?
 - Segmenting: Can your child break the word 'seagull' into its sounds?
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters as can talking about all the words which surround you, from road signs to shopping lists. If children become aware of the uses of reading, they become much more interested in practising what they know.
- Singing songs and nursery rhymes.
- Play 'making silly soup' game: place items in a bowl with all the words starting with the same sound or ending with the same rhyme.
 - "We're making lots of silly soup, we're making soup that's silly. We're going to put it in the fridge to make it nice and chilli."
- Encourage your child to articulate spoken words correctly.




How can I support at home?

Phase 2

How to pronounce and form letters

Grapheme/Sound Pronunciation	Mnemonic	Letter Formation Rhyme
n Pen your lips a bit, put your tongue behind your teeth and make the sound nnnn	 n nnnnet	Start at the goalkeeper's head and then down to his boots. Go up and over the net and down the other side.
m Put your lips together and make the mmmm sound	 m mmmmmm	Climb down then go up and over the first mountain then go up and over the second one.
d Put your tongue to the top and front of your mouth and make a quick d sound ddd	 d d d dinosaur	Start on the dinosaur's back then slide around to his feet. Zoom up to his head then back down.
g Bring your lips together, push them open and say ggg	 g g g girl	Start at the top of the girl's head, then back around her face. Slide all the way down her long plait and curl.
o Make your mouth into a round shape and say ooo	 o o o orange	Start at the top of the orange and then curve all the way back around to the top.

Home Learning

Name the letters. What sound do they make?	Mnemonic
S s Show your teeth and let the s hiss out sssss ssssss	
Have a go at writing the lowercase letter. Use the rhyme to help - go over the letter below with your finger then your writing tool.	Have a go at writing the letter by yourself. Say the rhyme to help you.
	
Start at the snake's tongue. Watch out! Slide all the way round to his tail.	
Have a go at writing the capital letter. Use the rhyme to help - go over the letter below with your finger then your writing tool.	Have a go at writing the letter by yourself. Say the rhyme to help you.
	
Capital S is the same as lowercase s, just slightly taller. So, start at the snake's tongue. Watch out! Slide all the way round to his tail.	

- I can say the phoneme (sound) 😊 😐 😞
- I can form a lowercase **s** 😊 😐 😞
- I can form a capital **S** 😊 😐 😞

- Go through the sound mat daily only up to where your child has been taught. See how quickly they can recognise and say the sounds
- Help your child to pronounce the sounds correctly.
- Use the mnemonics to help with recognising the phonemes if they get stuck.
- Say the sound with the picture 's as in snake', 'a as in apple'. Ask them to find it. The picture will aid you!
- As they become more familiar, say the sound (without mentioning the picture) and the child has to find it/point to it.
- Extend by saying the sounds randomly and they have to find them quickly.
- Encourage your child to say or find other words around the house that have the same sound.
- Practise oral blending and segmenting – robot talk words within instructions, when reading a book together etc. Can they work out what you're saying?
- Create your own real and nonsense words for your children to read – ask where the sound buttons and bars would go and why.
- Use the terminology modelled earlier. This is used in school.
- Identify the tricky element (red) in the tricky words and discussed why that element is tricky.
- Home learning tasks – can be access from the website. Use these to further practise what your child has learnt in school (these do not need to be sent back to school for teacher)

Sound mat

s a t p i n m d g
o c k ck e u r h b
f l ff ll ss

Phase 2 Tricky Words






I to into no go
the of

Ask your child's class teacher which letters and sounds the class is covering in lessons each week.






How can I support at home?

Phase 3

How to pronounce and form letters

Grapheme/Sound Pronunciation	Mnemonic	Letter Formation Rhyme
v Put your teeth against your bottom lip and make a buzzing sound vvvv	 vvvv	Swoop down the wing and back up to the tip of the other one.
w Pucker your lips and keep them small as you say w w w	 w w worm	Wiggly worm! Wiggle down and up; then down and up again to his head.
x Mouth open, then push the cs/x sound through as you close your mouth cs cs (x x x)	 x x exercise	Move down his hand across to his foot. Take your pencil off and start on his other hand. Go down and across to his other foot.
y Smile, tongue to the top of your mouth; say y without opening your mouth y y y	 y y yak	Slide down the yak's horn and up to the top of the other horn. The slide down to the bottom and curl.
z zz Make your mouth into a round shape and say o o o	 zzzip	Unzip across the top, then down and across the bottom.

Home Learning

Mnemonic		Mnemonic	
sh		 sssnake	
Add sound buttons and bars to the real words. Tick the ones you were able to read.		Add sound buttons and bars to the nonsense words. Tick the ones you were able to read.	
fish	shock	shad	hish
shell	mash	qesh	vush
Use your phonics to write the word for each picture. Remember to orally segment like a robot first.			
			
			

I can say the phoneme for the digraph (sound). ☺ ☹ ☹

I can read real words. ☺ ☹ ☹

I can read nonsense words. ☺ ☹ ☹

I can write words using the correct graphemes. ☺ ☹ ☹

- Go through the sound mat daily only up to where your child has been taught. See how quickly they can recognise and say the sounds
- Help your child to pronounce the sounds correctly.
- Use the mnemonics to help with recognising the phonemes if they get stuck.
- Say the sound with the picture 'j as in jack-in-the-box', 'ch as in cherry'. Ask them to find it. The picture will aid you!
- As they become more familiar, say the sound (without mentioning the picture) and the child has to find it/point to it.
- Extend by saying the sounds randomly find them quickly.
- Encourage your child to say or find other words around the house that have the same sound.
- Practise oral blending and segmenting – robot talk words within instructions, when reading a book together etc. Can they work out what you're saying?
- Create your own real and nonsense words for your children to read – ask where the sound buttons and bars would go and why.
- **Ensure children use the name of the letters when saying how a particular phoneme is made up**
- Use the terminology modelled earlier. This is used in school.
- Identify the tricky element (red) in the tricky words and discussed why that element is tricky.
- Home learning tasks – can be access from the website. Use these to further practise what your child has learnt in school **(these do not need to be sent back to school for teacher)**

Keep reading all the time, wherever you are, including the school holidays. Look for as many opportunities as possible to encourage your child to use the skills they are learning – menus and leaflets and on-screen text can stimulate children to want to practise their phonic knowledge.

How can I support at home?

Phase 4





Home Learning Task: Phase 4 nd, mp, nt, nk

Sound mat

nd	mp	nt	nk	st	ft	lt	lf	sk	lp
lk	pt	xt	nch	tr	dr	gr	cr	fr	br
pr	bl	fl	sl	gl	pl	cl	tw	sw	sm
sn	sc	sk	sp	st	shr	thr	scr	spr	str





Phase 4 Tricky Words

said	one	some	come	out
were	when	what	little	there

Consonant Cluster	Mnemonic	Consonant Cluster	Mnemonic
nd	hand 	mp	lamp 
nt	tent 	nk	sink 

Add sound buttons and bars to the real words. Tick the ones you were able to read.		Add sound buttons and bars to the nonsense words. Tick the ones you were able to read.	
sand	hump	lormp	zint
faint	think	zoink	vush

Use your phonics to write the word for each picture. Remember to orally segment like a robot first.

- Go through the sound mat daily. See how quickly they can recognise the adjacent consonants. Remember – consonants are not digraphs or trigraphs, they make two or more distinctive sounds.
- Create your own real and nonsense words for your children to read – ask where the sound buttons and bars would go and why.
- Play phonics games available online e.g phonics play.
- Use the terminology modelled earlier. This is used in school.
- Identify the tricky element (red) in the tricky words and discussed why that element is tricky.
- Home learning tasks – can be access from the website. Use these to further practise what your child has learnt in school **(these do not need to be sent back to school for teacher)**

I can read the consonant blends. 😊 😐 😞

I can read real words. 😊 😐 😞

I can read nonsense words. 😊 😐 😞

I can write words using the correct graphemes. 😊 😐 😞

How can I support at home?

Phase 5

Sound mat

Phase 5 Sound Families







ck sound family c k ck	f sound family f ff ph	j sound family j g
s sound family s ss c	v sound family v ve	w sound family w wh
z sound family z zz	ai sound family ai ay a_e a	ee sound family ee ea ey e_e y e
igh sound family igh ie ie y i	oa sound family oa oe o_e ow o	Short oo sound family oo u
Long oo sound family oo ew ue u_e ou	/oo/ sound family ew ue u_e	ur sound family ur er ir

Phase 5 Tricky Words

your by there his has is oh today
 says love once looked called pull push asked
 house our full school people friend here where
 Mr Mrs their could should

Home Learning

Home Learning Task: Phase 5 **ay ai**
 Alternate graphemes for known phonemes

Grapheme	Mnemonic	Grapheme	Mnemonic
ai	rain 	ay	hay 
Add sound buttons and bars to the real words. Tick the ones you were able to read.		Add sound buttons and bars to the nonsense words. Tick the ones you were able to read.	
tray	airway	chayth	fraish
brain	player	grayer	traim
Use your phonics to write the word for each picture. Which grapheme will you use – ai or ay			
			
			

I can identify alternate graphemes for known phonemes ☹️☹️☹️
 I can read real and nonsense words. ☹️☹️☹️
 I can write words using the correct graphemes. ☹️☹️☹️



- Go through the different ways of representing one sound. How many ways can they remember from memory. Write them down.
- Create your own real and nonsense words for your children to read – ask where the sound buttons and bars would go and why.
- Play phonics games available online e.g phonics play.
- Use the terminology modelled earlier. This is used in school.
- Identify the tricky element in the tricky words and discussed why that element is tricky.
- Home learning tasks – can be access from the website. Use these to further practise what your child has learnt in school **(these do not need to be sent back to school for teacher)**

Screening Test



In the final term of Y1, children will take part in the statutory phonics screening check. Every Y1 child in the country will be tested against the same 40 words by their teacher to see if they can read them. The national threshold for passing the phonics screening check has been static at 32/40 for a few years, but this can change. If a child does not meet this threshold in Y1, they will be rescreened in Y2.

In the screening check there is a mixture of real words (e.g. sum and beg) and 'Pseudo' words (e.g. vap and osk). Alien words or nonsense words are words that children will have to decode using their knowledge of phonics.

These words assess whether children can use phonics for reading.

Early reading in school



In school:

Children access the Junior Learning Reading books which match the progression of Sounds4Life.

These books are used as part of their Guided Reading Sessions as well one to one reading with an adult.

An adult will listen to each child read 3 times every week through guided reading and work through the following skills:

Day 1 – **Predicting**: Look at the front cover and discuss what can be seen, the characters, the type of text (fiction/non-fiction), what might happen and why etc. and







Decoding: Breaking words up into phonemes then blending to create words

Day 2 - **Prosody** – Read in a way that is entertaining and interesting to the reader e.g. use of expression, change of volume, tone, stress of words/syllables in words, pitch, speed etc. Reading with prosody also aids understanding.

Day 3 - **Comprehension** – Understanding what has been read to answer questions related to the text.

To tackle the reading of any book or text extract, we teach the children how to answer five different types of question, based on what they have read.

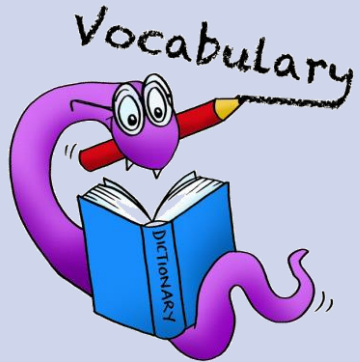
Meet the 'VIPERS' gang who will help us to answer each different type of question

<p>Vocabulary</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<p>Infer</p> <p>Make inferences from the text.</p> 	<p>Predict</p> <p>Predict what you think will happen based on the information that you have been given.</p> 	<p>Explain</p> <p>Explain your preferences, thoughts and opinions about the text.</p> 	<p>Retrieve</p> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> 	<p>Sequence</p> <p>Sequence the key events in the story.</p> 
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Reading skills

Deduction

Look for the clues in the text. Sometimes the answer is there in front of you! This is literal information.



Vocabulary

1a. Draw on knowledge of **vocabulary** to understand texts

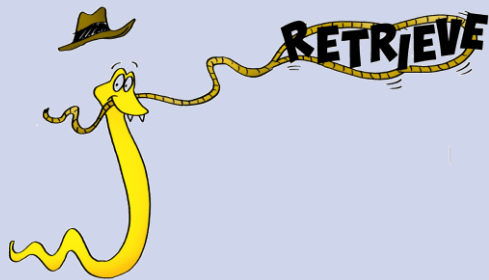
Think about the **words** the author uses.

Work out **what words mean, find words** the author has used or give another word which **means the same** as one of the author's choices.

Retriever

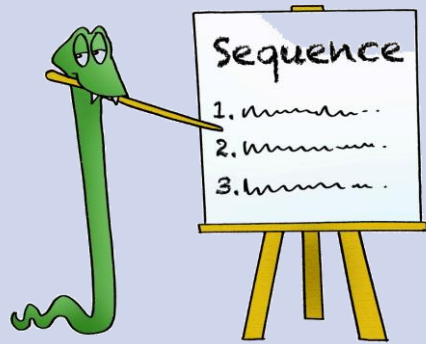
1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Answer questions by **finding the answer in the text**. These questions might be linked to the characters, setting, events, the type of text etc.



Sequencing-Everything in order

Texts are organised and ordered in a certain way. This may be a sequenced story or a non-fiction text organised in a certain way to make it easier for the reader to understand.



Sequencing

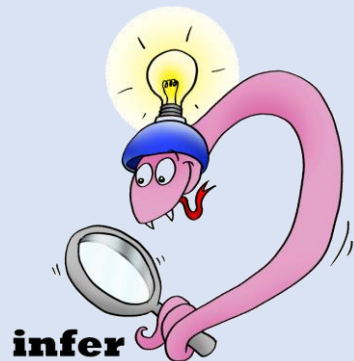
1c. Identify and explain the **sequence** of events in texts.

Think about the **order** things happen in.

Put different events from the text into the order they happened. Think about what happened at the beginning and the end.



Inference-Read between the lines You need to infer what has happened by having an understanding of the whole text, working something out from what you have read in a text even though you may not have read it!



Inference

1d. Make inferences from the text

Hunt for clues in the text and about what you see or have read as a whole and what you **think** about it.

These clues might help you to work out **how** someone is feeling, **why** somebody did something or why something is happening.

Prediction-What you think

Think about what is going to happen in the future.



Predicting

1e. Predict what might happen on the basis of what has been read so far.

Work out **what might happen** next based on what you have already read and what you know about that type of text.

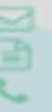
Early reading and how to support at home



At home:






Children will bring home a book from our 'Bug Club' reading scheme published by Pearsons. Again books will be chosen based on your child's confidence and secure knowledge of the sounds within the text.







We recommend that you follow the same principles as in school when listening to your child read their independent reading book at home.



Supporting Reading at Home

Phonics Reading Books

Day 1	<p>Decoding – Breaking words up into phonemes then blending to create words</p> <p>Vocabulary – Learning the meaning of new words</p>	<p>Predict: Look at the front cover and discuss what can be seen, the characters, the type of text (fiction/non-fiction), what might happen and why etc.</p> <p>Review GPCs/Tricky words: Look through the sounds and tricky words that will appear in the book. Address any misconceptions. Encourage children to recall with quick recognition.</p> <p>Read: Child to read words within the text focusing on using their phonics as their main tool.</p> <p>Vocabulary: As you listen to your child read, go through definitions of new vocabulary.</p> <p>Challenge: How many words can you read fluently?</p>
Day 2	<p>Prosody – Read in a way that is entertaining and interesting to the reader e.g. use of expression, change of volume, tone, stress of words/syllables in words, pitch, speed etc.</p>	<p>Review GPCs/Tricky words: Look through the sounds and tricky words that will appear in the book. Address any misconceptions. Encourage children to recall with quick recognition.</p> <p>Read: Encourage your child to read the book this time without sounding out every word aloud but remind them that it fine to do so if they need to.</p> <p>Vocabulary: Check your child remembers the meaning of new vocabulary discussed the previous day.</p> <p>Prosody: Read the book alongside your child and model reading with prosody. Ask your child to copy. Can they decide how they are going to read each sentence apply prosody to some words or part of words, whole/part of sentences etc.</p>
Day 3	<p>Comprehension – Understanding what has been read to answer questions related to the text.</p>	<p>Review GPCs/Tricky words: Look through the sounds and tricky words that will appear in the book. Address any misconceptions. Encourage children to recall with quick recognition.</p> <p>Read: Encourage your child to read the book this time with prosody practised the previous day.</p> <p>Comprehension: Choose a reading skill you want to focus on (see attached reading cards)</p> <p> Vocabulary Victor – Draw upon knowledge of vocabulary to understand the text.</p> <p> Inference Iggy – Come to a logical conclusion from the information/evidence provided.</p> <p> Prediction Pip – Predict what might happen based on the information that has been given.</p> <p> Retrieval Rex – Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> <p> Sequencing Suki – Sequence the key events in the story.</p> <p>Use the comprehension question cards to help with questioning. Encourage your child to explain how they know the answer – point to where it says in the text/shows in the picture etc.</p>

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text. 	Make inferences from the text. 	Predict what you think will happen based on the information that you have been given. 	Explain your preferences, thoughts and opinions about the text. 	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Example questions <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

You have been provided with guidance on how you can support your child read at home following a similar structure of that within school. Choose one of the canines to focus your questions on per book.

Listen to your child read their independent book 3 times a week.

Repetition sticks and will develop fluency.

It is not a race

All children learn at different rates

The children are continually assessed so that your child's phonics progress and your child's reading books are matched to their ability and are given to the children at appropriate stages in their reading development.

Children should be reading comfortably at a 95% confidence level.



Promoting a Love of Reading -

Alongside their independent reading book, children will bring home a book for enjoyment. This book will not necessarily be at their phonics reading ability but it is a book they will have chosen from their class library for an adult to read to them at home.

We have developed a Reading Spine of recommended books for children in each year group. This is a core of essential books covering a variety of genres and reflects our nations cultural diversity and experiences. These books are more suited for sharing with an adult but are at the children's level of understanding and enjoyment.

The aim of class library is to further develop reading for pleasure and extend their exposure to a variety of books. It is an opportunity for you to share positive reading experiences together.

Promoting the love for reading:

- Create a comfortable, peaceful environment to enjoy reading a book.
- Establish a routine - listen to your child read 3 times a week using the reading guidance to support with structure.
- Once or twice a week, enjoy reading as a family: listening to a story being read aloud or just enjoying reading own stories all at the same time – give reading importance.
- Display sound mats and go through them – make it competitive and provide lots of praise and encouragement.
- Children never tire of listening to their parents read and love to hear their favourites again and again.
- Talk about the pictures, characters, what might happen next and how you would have ended the story. Practise the question types shown.
- Do not rush through books – spend quality time looking at and discussing the text.
- Have a book shelf or create a mini reading area with your child's favourite books displayed.

Thank you for taking the time to find out about Phonics and Early Reading

- If you have any questions in relation to phonics and reading please speak to your child's teacher as your first port of call.
- If you have any question for our Phonics lead, please get in touch by contacting our school office