



Brookland Infant & Nursery School

"Be Kind, Grow Together, Learn Forever"



Phonics & Reading



Aims of the morning

- To give you an overview of the phonics scheme we use
- To give you an overview of how we teach children to read at Brookland Infant and Nursery
- To offer you ideas about how you can support your child's use of phonics and reading at home





Our new phonics scheme Little Wandle Letters and Sounds



- Phonics teaching is compulsory and is part of the National Curriculum.
- Phonics is taught daily from Nursery to Year 2.
- As the children progress through the school, the letters, sounds and techniques they are taught increase in complexity.

The basic principle

- Each letter of the alphabet (grapheme) makes a different sound (phoneme)
- Sometimes two, three or four letters make a sound (phoneme) e.g. **th, sh, igh**
- We teach children to read and write by breaking up words into their sounds (phonemes)
- We aim for children to learn the sounds that letters make by heart to gain independence and develop literacy skills.
- You have to say the phonemes properly in order to use them effectively e.g. 'dddddd' not 'der'

https://youtu.be/-ZtjFlvA_fs













Phoneme
= sound



Grapheme
= letter or
letters





Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>snake</p>	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 	 <p>astronaut</p>	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 	 <p>tiger</p>	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 	 <p>penguin</p>	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.

- Once children have started to learn a few phonemes, we encourage children to use their knowledge of sounds and phonemes in order to read and write simple words.
- We teach the children to break the words up into sounds using their sound talk and then we blend them back together.

sat= s a t

pin= p i n

sheep= sh ee p

Phonics in Reception

In Reception, children begin daily discreet phonics lessons in which they learn to link letters (graphemes) with sounds (phonemes).

When taught in this specific order, children can use their phonics to help them to read and write CVC words after week 1



Phonics in Year 1 & Year 2

- In Year 1 children will continue to extend their knowledge of phonics by learning about increasingly complex graphemes.
- In Year 2 children identify different vowel sounds and explore different spellings *E.g. A can be ay, ai, eigh, a_e, a*



ai



oa

A typical phonics lesson

- Phonics sessions are fast paced and are made up of different elements:

Recap of previous sounds and words

Tricky words we cannot sound out (go so no)

Hearing and saying the new sound

Reading and Writing

Application



The importance of phonics

- It gives children the tools so that they can become independent learners in all subjects.
- Children's knowledge of phonemes and phonic ability is tested in the Phonics Screening Check at the end of Year 1.

Phonics screening check

- The phonics screening check is taken individually by all children in Year 1 in England in June. It is designed to give teachers and parents information on how your child is progressing in phonics.
- Children are taught to read 'Alien words'. To read these words children have to use their phonics knowledge to blend and segment sounds.
- Children who not meet the required standard in the Phonics Screening Check at the end of Year 1 will retake the test during the second half of the Autumn term in Year 2.

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

How you can help ...

- Encourage reading at home, it doesn't have to be a story, it could be a football programme, a recipe or your child's favourite magazine.
- When reading or writing encourage your child to use their phonics, can they teach you the new sounds that they have learned?
- Incorporate phonics into everyday life as much as possible e.g. When reading signs and labels



Phonics doesn't work for everybody!

- Although phonics has an incredible success rate it doesn't suit every child's style of learning.
- Some children learn better by sight recognition.
- If you think your child is struggling to pick up phonics at the correct speed please don't hesitate to talk to your child's class teacher for advice and information.



Free websites and apps

Games and videos for children

- Teach your monster to read – free app
- Hairy Phonics – in app purchases
- BBC Bitesize



Advice for Parents

- Little Wandle Website

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- Brookland website
www.brooklandinfant.co.uk



How many times have you already read today?



Our Children's Views on Reading

- We asked some children at Brooklands about reading.
- What do you enjoy reading?
- How do you feel about reading?
- Where do you like to read?
- What do you do when you find a word tricky?



Reading Activities at Brookland

- Daily Shared Reading Practise, this happens in every class from YR to Y2
- Home reading
- Independent reading
- Extreme Reading Challenge & Summer reading challenge
- World Book Day
- Annual book fairs
- Spotlight Author
- Reading Buddies
- Mystery Readers
- Parent Volunteers
- Visits from local authors
- Newly refurbished library
- Reading Garden
- Outdoor reading library, 'Books for Everyone' where parents/carers can donate and take home books to share together as a family.



Reading in The Early Years

This is a time when we can really introduce a love of books. Sharing stories together, listening and talking about stories and books is key.

Look at the pictures, talk about what is happening, talk about the characters and the things they can see etc.

Did they enjoy a particular part?



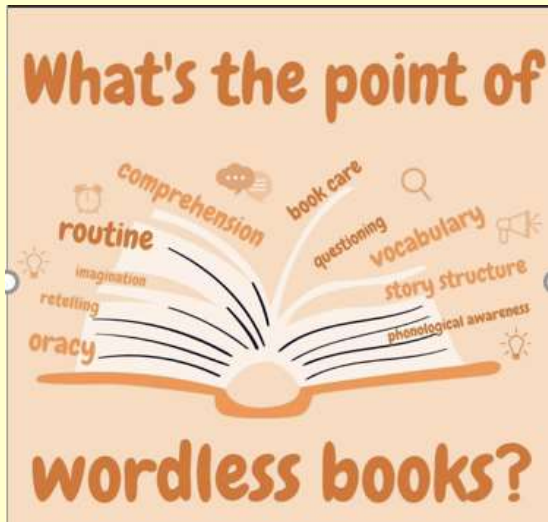
What's the point of



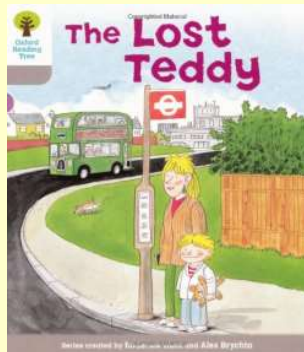
wordless books?

Oracy Skills

Wordless books are an incredible opportunity for developing oracy skills with your child and support literacy rich conversations.



By sharing the book in a quiet space you can really focus on discussing the illustrations and the story. Encourage the children to ask questions about the pictures and give their point of view. Listen to each other and talk about what is happening.



Look at the title and picture.
Predict what the story is going to be about.
Where are they standing?
What is the boy holding?
What might happen when he gets off the bus?



Look Inside

Discuss the pictures. Where are mum and Kipper going? What has happened? Can you make the same face as Teddy? Why is he making that face?

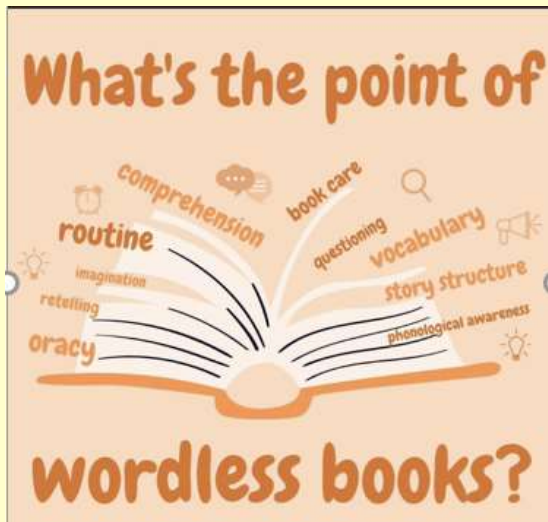


Tell the Story

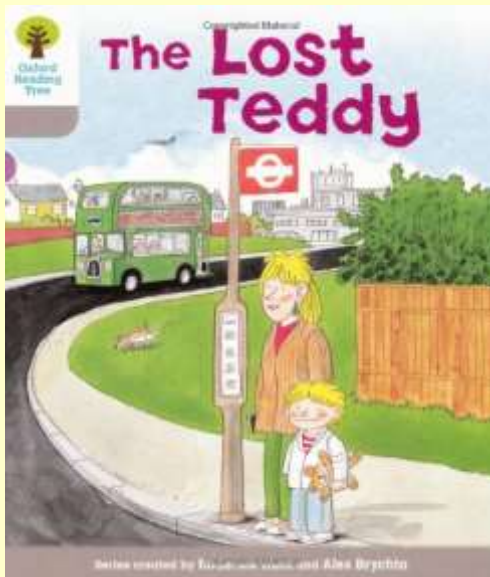
Go back to the start of the book. Tell your child the story, model how to use different voices for the characters to make it fun. Invite your child to tell the story. They might choose to retell your story or create their own.

Vocabulary

Wordless books are a great way to expand the children's vocabulary. Vocabulary is a key predictor of later academic success.



You can name the objects you see in the illustrations and identify anything they may not be familiar with. Once you've named the objects you could encourage your child to add a describing word

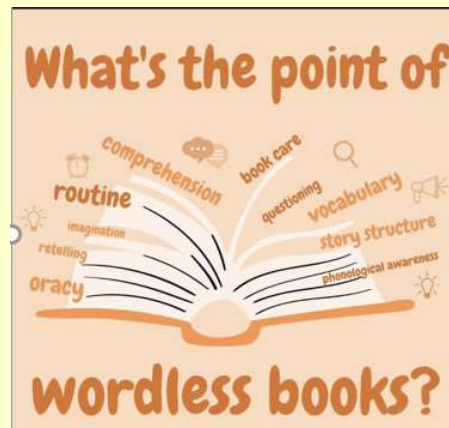


The bus is really big.

Story Structure

A story is told through the illustrations within a wordless book rather than the text. The stories will still have a beginning, middle and end and quite likely, a problem and a resolution. Identifying these features within a story is great practice for when the children are able to independently read books and will positively impact their comprehension.

Discuss what is happening at the beginning of the story and predict what they think might happen at the end. Can they retell the story in the correct sequence?



Reading in The Early Years

Before a child can begin to read words and books, they will need to know some phonics, in reception we have daily discreet phonics lessons.

Through continuous provision children have access to various types of reading based activities:

- Phonics tuff tray
- Class library
- Phonics table
- Books in the outdoor classroom
- Phonics based activities
- Phonics display which is updated weekly
- Challenge questions in the classroom
- Topic table with related books
- Books in different areas of the classroom, music books, maths books, construction.



Reading Progression Throughout the Foundation Stage

Nursery	Reception	Early Learning Goal
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of the different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Practise in KS1

- Every day in Year 1 and Year 2, Reading Practise takes place. Children will read in groups, either with a member of staff or independently.
- Each book that is shared with a group will focus on:
 1. Prediction and then decoding and blending based on phonic knowledge.
 2. Prosody – taking note of punctuation and reading with expression
 3. Comprehension

Shared Reading Practise in Year 2



Reading at home

- Reading regularly at home has a huge impact on the speed in which a child learns to read and their enjoyment of books.
- Children in Reception and KS1 will receive a home school reading book in their book bag every week.
- Remember reading the home school book is not the be all and end all. Remember to enjoy other books and texts with your child.





As well as the 'learning to read' book that your child will bring home they will also bring home a book for sharing with you. This book is SO important. Please read with your child as often as you can.

The shared book is for YOU to read:

- Make the story sound as exciting as you can.
- Talk with your child as much as you can whilst you're reading, introduce new and exciting language and encourage your child to use this new vocabulary.
- Describe things you see in the book.

Supporting Emergent Readers

Emergent readers are children who are just starting their reading journey. They may already have a love of books, they may have a favourite story book that they love to read over and over again! They may even know some phonemes and high frequency words and be interested in reading on their own. However, they may also be reluctant to read on their own for fear of being wrong.

- Look closely at the front cover, title and blurb and encourage your child to make some predictions.
- Look at the pictures and talk through the book first, generate some enthusiasm and excitement about the book.
- Model how to sound out words that your child is stuck on and use pictorial cues.
- Congratulate them and give lots of praise.
- Tell them that you 'love to hear them read'

Supporting Emergent Readers

We teach children to read independently by giving them different strategies to decipher unknown words.

1. Phonics or 'sounding out' words using 'sound talk'
2. Learning 'tricky words' by heart
3. Using pictorial cues
4. Using contextual information
5. Breaking up longer words into chunks

Supporting Emergent Readers

Tricky Words



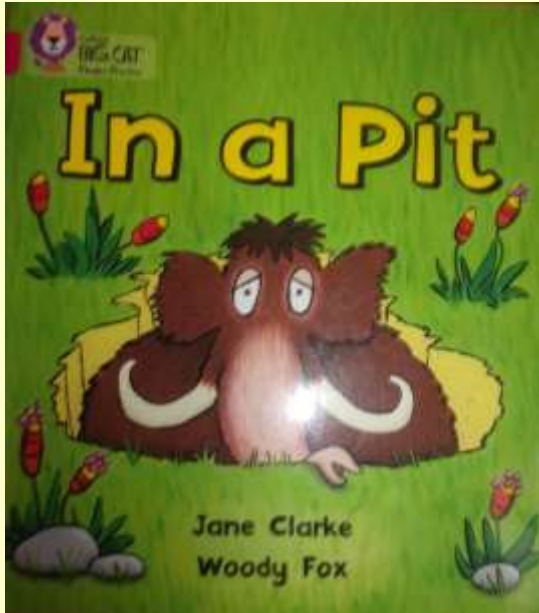
- Some words are very difficult or even impossible to sound out. We call these 'tricky words'. The children are encouraged to learn these words by heart.
- Tricky words are introduced during daily phonics lessons and re-capped throughout the week.
- Tricky words may include:

are, do, no, go, the, he, she, was

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

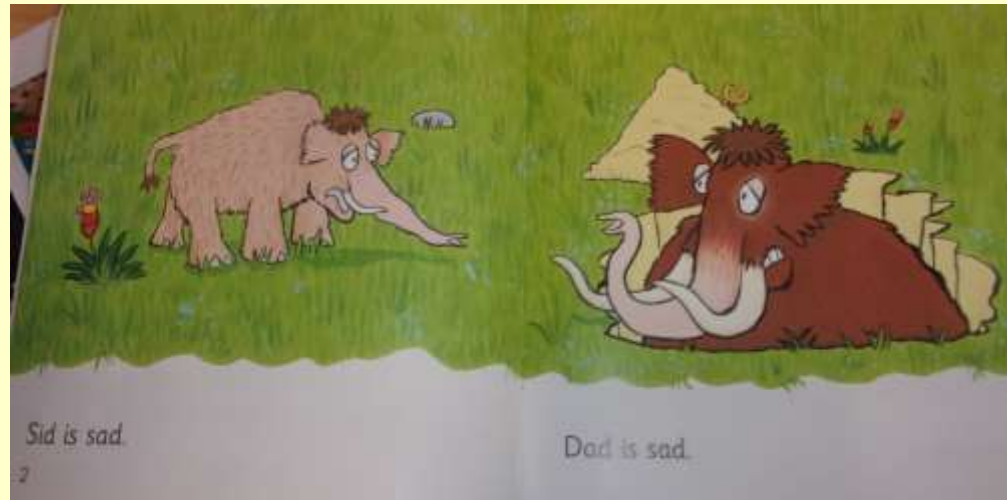
Supporting Emergent Readers

Pictorial Clues



What do you think this story might be about?

How are Sid and Dad feeling? How do you know?



Supporting Emergent Readers Using Contextual Information

- If there are no suitable pictorial cues and the word is too difficult to sound out, we tell children to 'leave the words and come back to it at the end of the sentence'.
- E.g.

The ant walked down the hill.



Supporting Emergent Readers

Breaking up words into chunks

- As your child moves onto longer texts and more complex words, encourage them to break them up into chunks or syllables and then join the chunks together

E.g. Manchester Man- ches- ter
Funfair Fun- fair

- Subscribe your child to their favourite magazine or favourite activity.
- <https://bakedin.co.uk/> The Junior Baking Club is perfect for budding bakers everywhere. Recipes are aimed at 5-11 year olds with easy to follow instructions.
- www.bookspieces.com - Join the Storybook Subscription for a monthly supply of books for you and your 0-5 year olds
- www.foodiniclub.co.uk - award winning cook & craft subscription club for curious kids.
- www.mudandbloom.com - The idea behind the Mud + Bloom boxes is to encourage your children to get outside, finding what they need for their crafting on family walks and adventures, while learning about the seasons and nature



Challenging Confident or More Able Readers

Confident or more able readers are children who are reading confidently at their level or a level higher than their expected reading age. They often have a love of books and a passion for reading at a young age.

- Encourage them to keep a reading journal
- Don't simply push towards chapter books, allow children to explore a wealth of texts appropriate for their age group
- Fluency does not equal understanding.

Free Websites & apps

Games and videos for children

- Teach your monster to read – free app
- Hairy Phonics – in app purchases
- BBC Bitesize
- Cbeebies storytime
- www.oxfordowl.co.uk



Reading Websites

One person in six in the UK lives with poor literacy. This holds them back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and on becoming a parent they won't be able to support their child's learning. The National Literacy Trust is a national charity dedicated to raising literacy levels in the UK

- <http://literacyapps.literacytrust.org.uk/> - A resources for finding tried, tested and trusted Literacy apps for your child. The guide aims to help you get the most out of apps that support language and literacy development, aimed at children 0-5.

- If you yourself struggle with reading for what ever reason. Please don't struggle alone, we are here to help. Let your class teacher know and we will aim to put something in place to help you.