

Parents Information Phonics & Early Reading

Date: Tuesday 23rd May 2023



► To provide an overview of what phonics is.

Aims

- To share how we teach phonics in school using Phonics Bug.
- To provide ideas to help you support your child with phonics and reading.

▶ To promote reading for pleasure.

What is phonics and why do we teach it?

Phonics is one method of teaching children how to read and write.

It is all about sounds. There are 44 sounds in the English language which we put together to form words.



Research shows that phonics is the most successful way to teach children how to read



Phonics helps children to develop the skills needed for early reading and writing

How do we teach phonics?

Bug Club Phonics

Why?

- a fully resourced phonics programme based on a proven progression that enables you to teach with flexibility and fidelity.
- Bug Club Phonics is one of the DfE's validated phonics programmes.
- It supports the Reading Framework (July 2021) and meets all the Ofsted Framework's requirements.

Progression in Phonics

Phonics teaching is organised into phases.

Phase 1 – Nursery and throughout Reception and Year 1

Phase 2, 3 & 4 - Reception (revised at the start of Year 1)

Phase 5 – Year 1



Phase 1 – learning about listening and sounds (nursery and start of Reception)



Phase 2 – initial sounds (phonemes) single letters and some double letters which make 1 sound



Phase 3 – vowel digraphs – a,e,i,o,u The most common way to make each of the long vowel sounds



Phase 4 – combining consonants – tr, bl, fr

Phase 5 – all the alternative ways (graphemes) to make the long vowel sounds

(phonemes) – a-e, ay, ai, ey

5

An Introduction to Phonics

- There are lots of tricky terms used when talking about phonics (see glossary).
- Phoneme (the sound made by a letter or group of letters)
- **Grapheme** (the letter/s used to represent the sound)
- **Digraph** (2 letters that make a single sound, e.g. 'ch')
- Trigraph (3 letters that make a single sound, e.g. 'igh')
- Blending (To join from left to right, in a continuous stream all the phonemes (sounds) so you can hear a word).
- Segmenting (Breaking down words into phonemes (sounds) to spell and write).

Watch Video

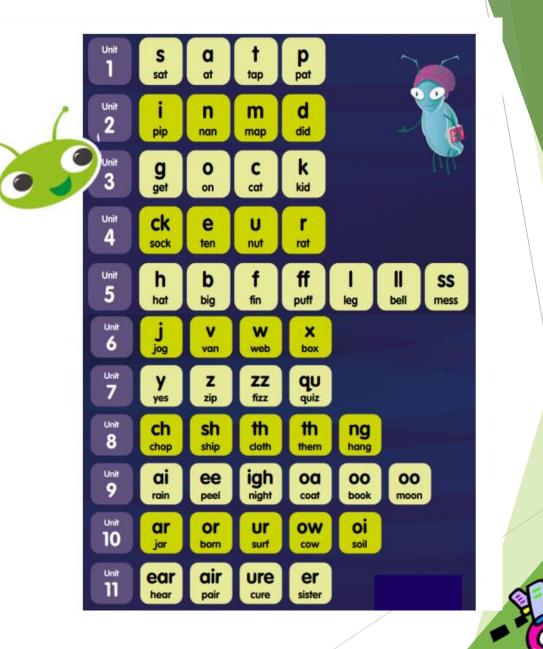
https://www.youtube.com/watch?v=0dCRWLLNXPo&t=5s



1.

First Sounds

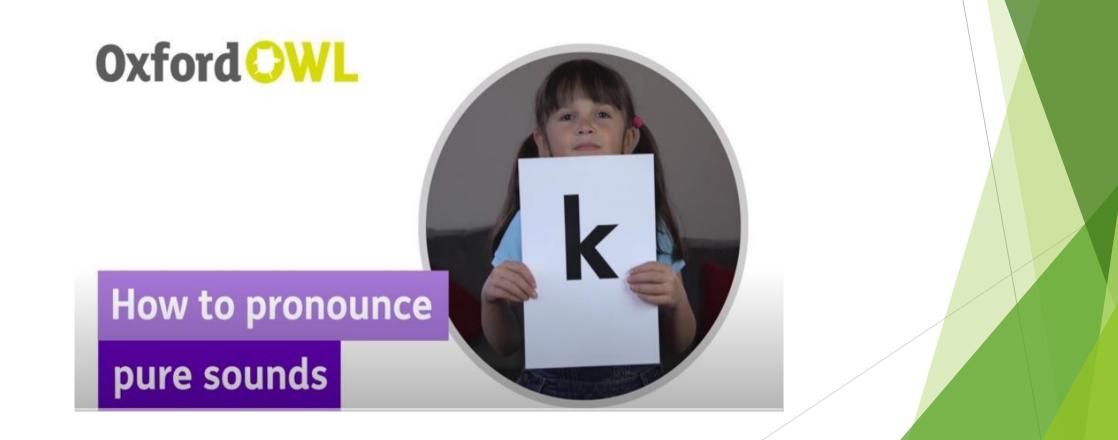
The 44 sounds (phonemes) of the English language, and the way they are written down, are taught one by one. The order of teaching these sounds has been specially developed so that children can start reading complete words as soon as possible.



How to say the sounds

• Saying the sounds correctly with your child is extremely important

Phonics: How to pronounce pure sounds | Oxford Owl - YouTube



Lesson Structure

In Reception, we teach a new phoneme (sound) and the corresponding grapheme (letter/s) most days.



- We then **practice segmenting and blending to read words** containing the daily phoneme.
- Finally, we practice reading captions or sentences containing the phoneme and to consolidate previous learnt phonemes and words.
- We also practice writing the graphemes.





Alternatives

Different (or alternative) spellings of these sounds are taught once all 44 sounds have been learned. For example, the 'ay' spelling of the long 'a' sound is taught once children have learned /ai/



Lesson Structure

In Year 1, phonic lessons follow the same format: •Alphabet Song: The children begin by singing the alphabet song.

•Revise: Revision of previously taught phonemes.

•Teach: Alternative phonemes or high frequency or tricky words will be taught.

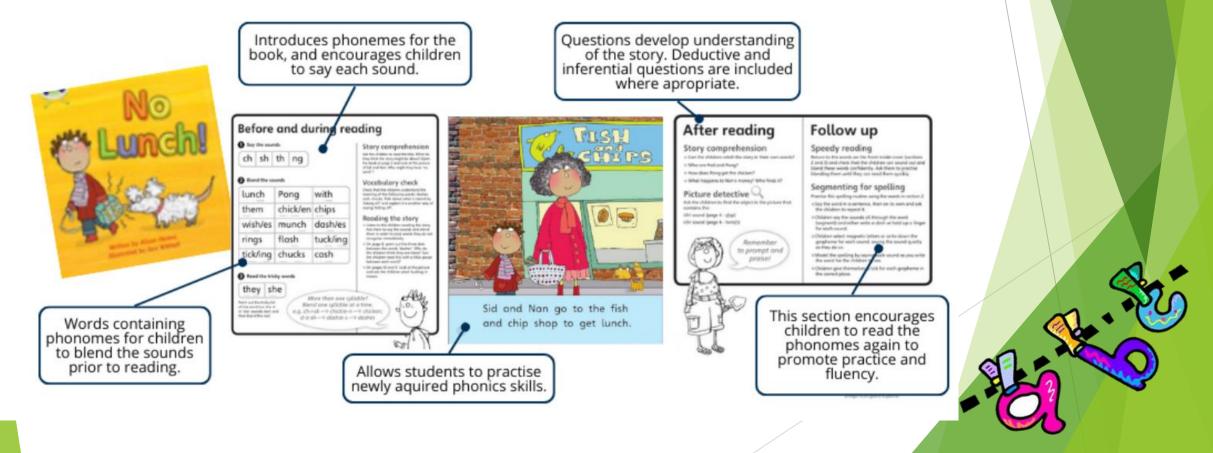
•Practise: The children will practise the new learning by reading and/or writing the words.

•Apply: The children will apply their new learning by reading or writing sentences.



Sharing a book with your child

Research shows that reading with your child is the most important thing you can do to help your child's education. Try to put aside some time every day as it is best to read little and often, i.e. just read a few pages rather than a whole book. Re-read the book to improve confidence and fluency.



Sharing a book with your child

- Before reading: look at the book cover and talk about what they can see. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?
- During reading: support your child when unknown words need tackling: you can sound them out, split them into chunks/syllables. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.
- After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why.



What next?

Year 2

Pupils will make the move from decoding using the Phonics Bug scheme to a range of self-selected books from an appropriate book band.

Pupil's will begin to decode automatically, and their reading will become more fluent.

Children will continue to re-read books, practising their reading to improve intonation and expression. Looking carefully at punctuation and word meaning to support them with this.

Reading for Pleasure

If you can encourage your child to read for pleasure, they will really reap the benefits. Research shows that **reading for pleasure can be directly linked to children's success throughout their time at school** and even into adulthood.

Reading for pleasure **opens up new worlds** for children. It gives them the opportunity to **use their imagination** to **explore new ideas, visit new places and meet new characters**. Interestingly, reading for pleasure also **improves children's well-being and empathy**. It helps them to understand their own identity, and gives them an insight into the world and the **views of others**.

What are we doing in school?