Phonics and Early Reading at St Charles Borromeo Reception and Nursery

Welcome

Aims:

- To familiarise with the teaching of our phonics programme in Nursery and Reception
- To understand the importance of phonics and early reading in the Early Years
- To identify ways in which you can support your child at home

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

Research tells us that there are important skills that children need to practise to help them learn phonics.

Nursery is where we practise these skills.

Formal phonics teaching begins in Reception.

Let’s look at what we focus on in Nursery first and what you can do at home, too.

PHASE 1 Phonics

- Focuses on supporting children **to tune into sound**.

- Crucial for the early development of key skills that will lead to reading.

- Can be overlooked yet is so important for putting the foundations in place.

- Listening, hearing, understanding and interpreting
    - Understanding what people say.
    - Remembering what they have heard.
    - Interpreting what has been said and responding.
- Acquiring and articulating a rich vocabulary.
    - Experiencing words in different ways
- Developing pronunciation and voice control.
    - Exercising and using their mouth muscles.
    - Using their voices in different ways.

At St. Charles Nursery we use two programmes of study to help us teach these key skills:-

- Letters and Sounds – A DFE document containing activities to promote speaking and listening skills, phonological awareness and oral blending.

- Little Wandle letters and sounds – A DFE validated scheme that supports teachers to teach phonics consistently from Early Years and through out KS1.

Phase 1 Phonics

Aspect 1
Environmental Sounds
- Differentiating
- Listening
- Distinguishing
- Identifying
- Articulating

Aspect 2
Instrumental Sound
- Describing
- Remembering
- Articulating

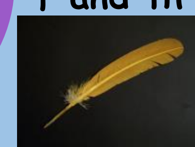
Aspect 3
Body Percussion
- Listening
- Articulating vocal changes
- Remembering and repeating patterns
- Doing and speaking together

rain-
bow

Aspect 4
Rhythm and Rhyme
- Remembering and holding a beat in their heads
- Repeating the beat back
- Linking beats and claps to a word string

Aspect 5
Aliliteration
- Articulation
- Pronounciation
- Differentiation between sounds that sound similar

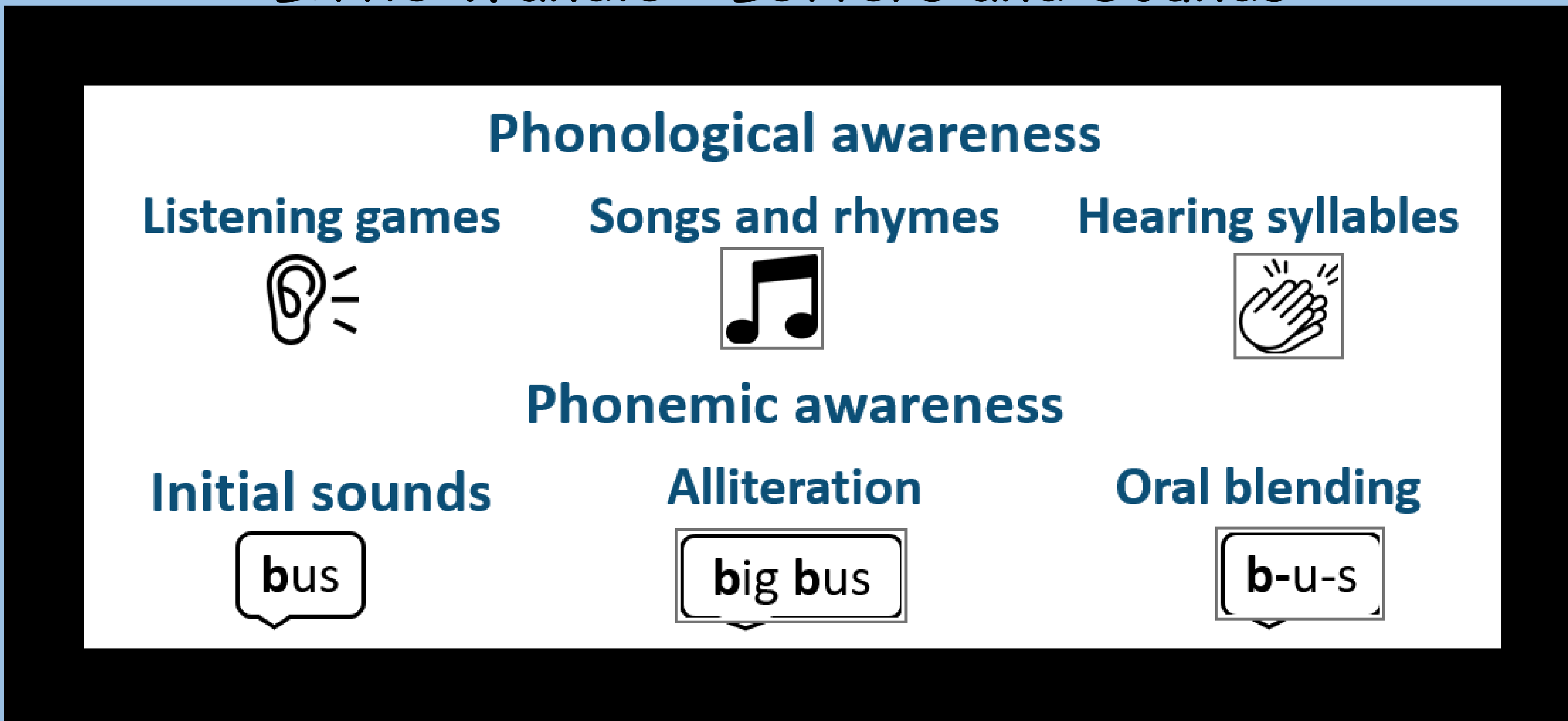
f and th



Aspect 6
Voice Sounds
- Memory
- Articulation
- Listening
- Prounciation

Aspect 7
Oral Blending and Segmenting
- Hearing and saying phonemes in words
- Putting them together (blending)
- Breaking them apart (segmenting)

Little Wandle - Letters and Sounds



- **Talk to your child**
  - **Watch and wait**, when you do start talking allow lots of time for your child to process what has been said, could you extend vocabulary by adding one extra word to their speech i.e if your child says 'I'm driving a bus.' You could say 'Yes, you are driving a blue bus.'
  - **Model good listening and attention**, get down to the child's level, actively listen with eye contact and repeat back key parts of what the child has said to show you are listening.
  - **Play and talk with your child often**, try narrating their play and supporting your child to develop the play by asking open questions 'I wonder what would happen if….' 'I see your bus is travelling fast…..I wonder where it is going….'

<u>What you can do to support your child at home</u>:-

- **Sing songs and rhymes with your child**
  - Play with you silly rhymes and songs make them up and have lots of fun. Leave the ending out of familiar rhymes to see if your child can finish it off.

- **Read to your child every day**
  - **<u>Spend time</u>** reading to your child and let them see you reading for a purpose
  - When reading together talk about the pictures, try asking your child open questions about the story i.e. Do you remember a time when we…… (link the story to your child's own life experience).

Phonics in Reception

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

Phonics in Reception

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are 26 letters in the English alphabet, there are 44 speech sounds.

Some Definitions

A Phoneme

This is the smallest unit of sound in a word.

How many phonemes can you hear in

cat?

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (cat, kennel, choir))
- The same grapheme may represent more than one phoneme (me, met)

- A phoneme you hear

- A grapheme you see

Blending – a key skill for reading

- Recognising the letter sounds in a written word, for example:

c-u-p

and then merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

Segmenting – a key skill for writing

- 'Chopping up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-m) and writing down letters for each sound (phoneme) to form the word.

Little Wandle Letters and Sounds

The Little Wandle Letters and Sounds scheme is divided into five phases, with each phase building on the skills and knowledge of previous learning.

Nursery- Foundations for Phonics

Reception – Phase 2 & 3

Year 1 – Phase 4 (consolidation) & 5

Children have time to practise and rapidly expand their ability to read and spell words.

They are also taught to read and spell ‘tricky words’, which are words with spellings that are unusual.

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

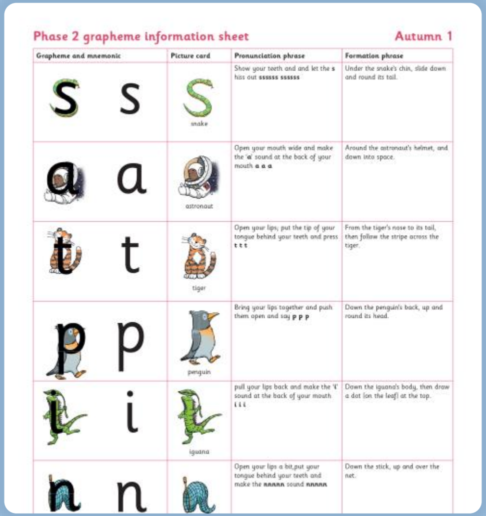
Reception

In Reception, we teach phonics building from 10- minute lessons, with additional daily oral blending games, to the full length lesson as soon as the children are ready.

Every Friday, we review the week to consolidate learning and ensure that the new sounds taught are retained.

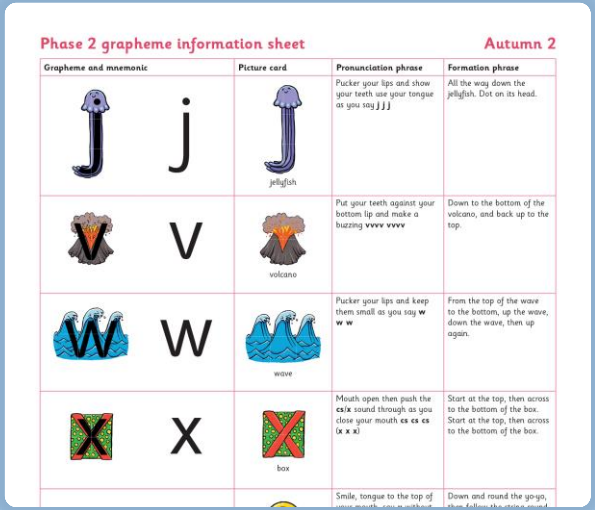
We begin with Phase 2 (Phase 1 being covered in Nursery)

- These are the first group of letters and sounds your child will learn.
- We start teaching after the baseline screening has been completed.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



Phase 2 grapheme information sheet — **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	astronaut	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.
t t	tiger	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	iguana	pull your lips back and make the '**i**' sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n		Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.



Phase 2 grapheme information sheet — **Autumn 2**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
v v	volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
w w	wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	box	Mouth open then push the **cs/x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

Let’s say the Phase 2 sounds

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		
a	e	i	o	u				

Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

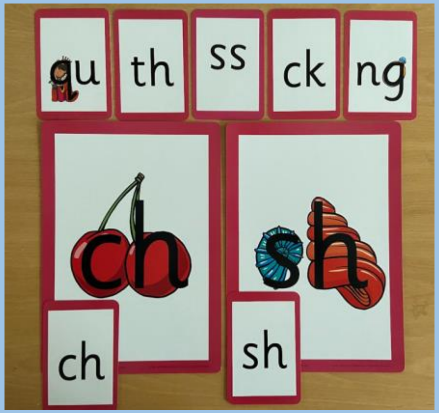
We teach blending so your child learns to read

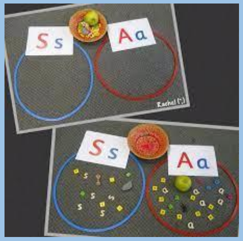
- Teacher-led blending is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.

Tricky words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are beginning to learn to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

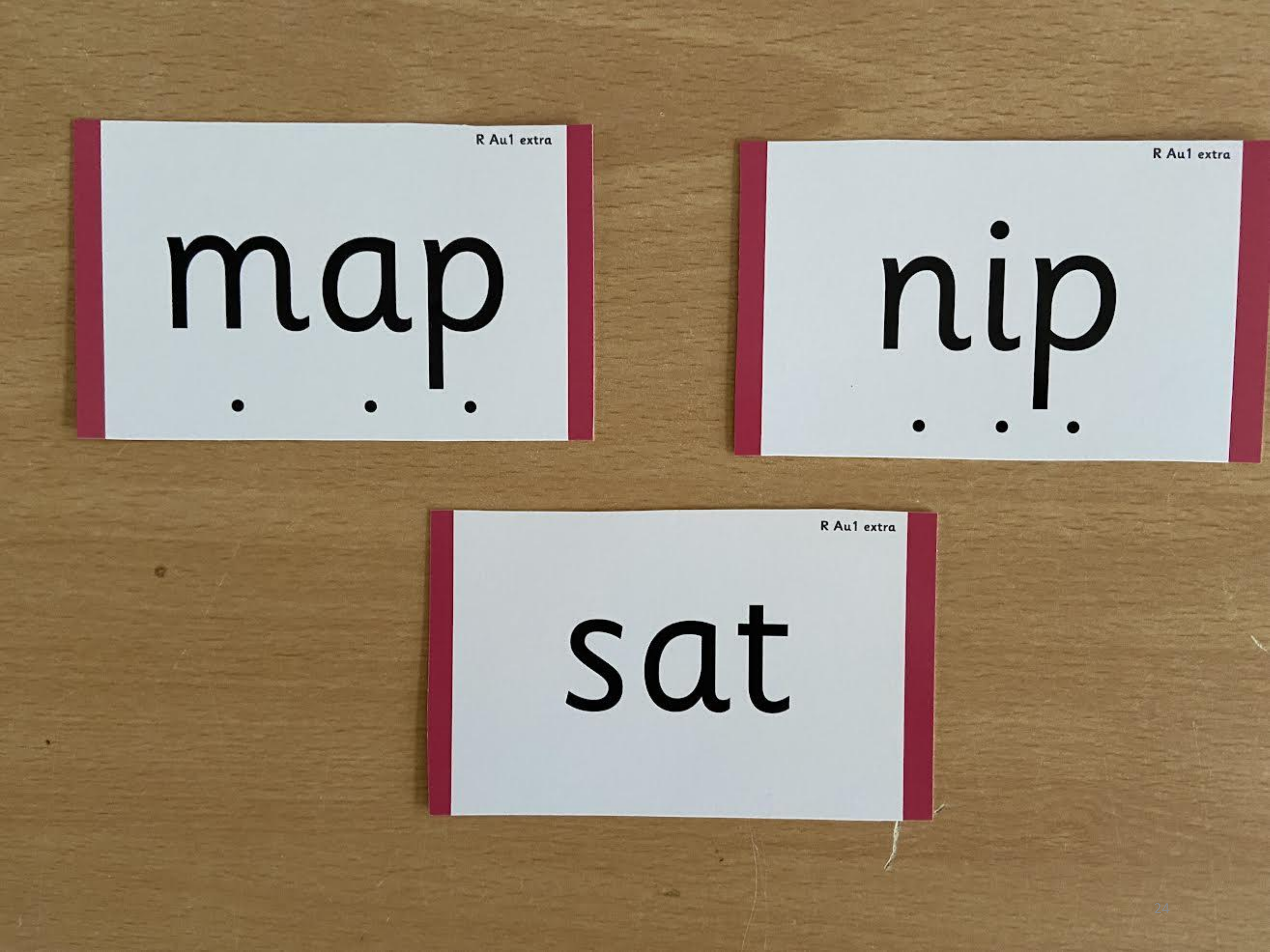
Engaging resources

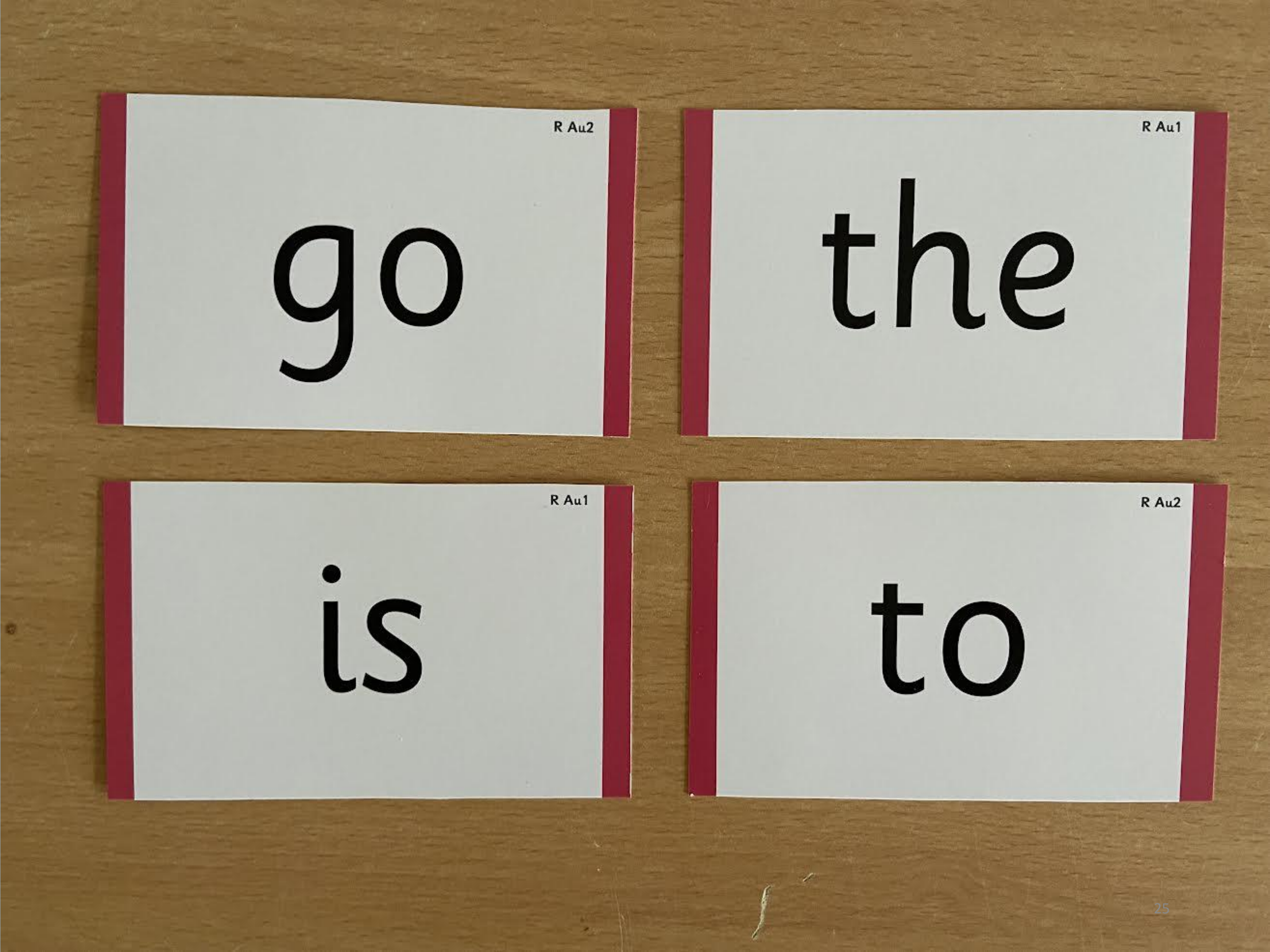




Repeated practice

Revisit previously taught sounds at start of each lesson


R Au1 extra
map
R Au1 extra
nip
R Au1 extra
sat


R Au2
go
R Au1
the
R Au1
is
R Au2
to

Assessment

Informal assessment during our daily phonics and within the three weekly reads

Formal assessments every 6 weeks

The impact of this

- Children are quickly identified for keep up sessions
- We build an accurate picture to inform for the following 6 weeks
- Reading books are matched to the correct level

Keep-up sessions

Any child who needs additional practice in recognition of graphemes or blending.

Keep-up sessions are in smaller steps with more repetition, so that every child secures their learning.

Reading

Children's brains experience the most growth in their first five years, when their brains are most responsive to their environment.[26] Stimulation from reading books, playing, talking, and singing with a parent/carer serves an important neurological function, enhancing cognitive, physical, social, and emotional growth.[27]

Book Trust 2023

"Being able to read accurately by age 6 has a strong correlation with future academic success."

Deputy Director, Schools and Education - August 2023

How many times have you already read today?

Reading

We want children to
love reading

Learning to read should be
a positive experience

Reading should be
enjoyable

We want children to read
for pleasure

Reading underpins children's access to the curriculum
and clearly impacts on their achievement

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later, on children's ability to…

- understand words and sentences
- use a wide range of vocabulary
- develop listening and comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Reading in EYFS

Children are read to on a daily basis in small groups, whole class, on a one-to one, outdoors and by different adults.

We have inviting book areas with a range of books, children can become lost in a book!

Planning around a book as our focus- key vocab

Re-enacting and role play related to a text

Visits to local library

Reading in Reception

- The three weekly reading sessions are led by adult with small groups of up to six children
- Books are matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids.
- Children are monitored by the class teacher, who rotates and works with each group.
- Each reading practice session has a clear focus. The reading practice sessions have been designed to focus on three key reading skills:

Decoding

2. **Prosody:** teaching children to read with intonation and expression

3. **Comprehension:** teaching children to understand the text.

- In Reception, these sessions start after the children have been assessed bsed on their recognition of phonemes and ability to blend. Children who are not yet decoding have daily additional blending practice in small groups or 1:1, so that they quickly learn to blend and can begin to read books.

Home reading

Supporting your child with reading

- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.
- There are two types of reading books that your child may bring home:
- A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- A sharing book. Your child is not going to be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

- This decodable reading practice book is taken home to ensure success is shared with the family. Listen to them read and give them lots of praise –celebrate their success.
- It has been carefully matched to your child’s current reading level. If your child is reading it with little help, please don’t worry that’s it’s too easy –your child needs to develop fluency and confidence in reading.
- When children take their book home to read they should be 95% fluent at the first reading session. Re-reading a book they have had before helps develop fluency and comprehension.

Sharing book

- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- Please remember that you shouldn’t expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

How to encourage reading for pleasure at home

- Set a good example – let your child see you and different family members read and that you value books
- Talk about reading, share your views about books you have read
- Talk about books that you have liked and didn’t like and why
- Send the message that reading is fun and it is ok not to like a book
- Ensure a variety of reading material is available eg story books, non fiction books, comics, recipes, instructions for games, labels in supermarkets, road signs etc

https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read

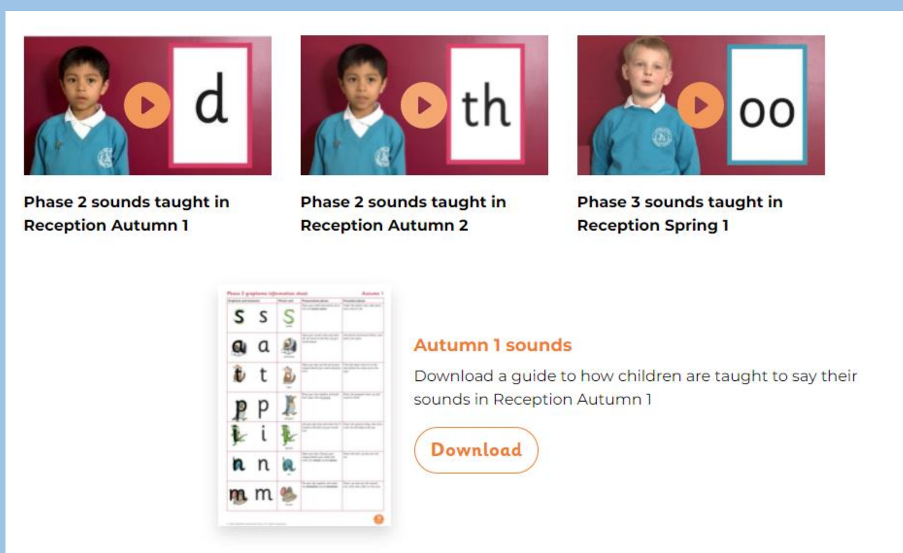
The reading framework

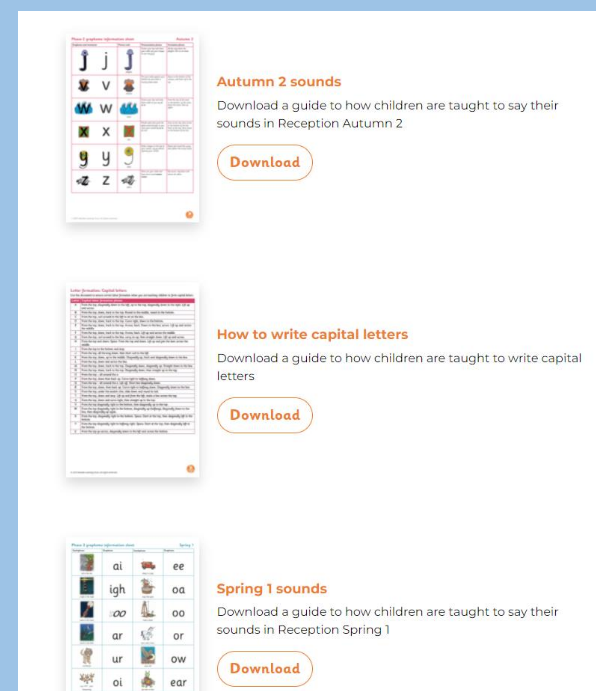
Teaching the foundations of literacy

January 2022

How else can you help at home?

- Review graphemes and tricky words for the week.
- Look out for these in books you are reading for pleasure.
- Re-read the reading practice book at home and celebrate your child’s success.





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

Thank you for joining us.

Any questions?