

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

Number of words children would have heard by the age of 5 if they were:

Never read to:

4,662 words



Read to 1-2 times per week:

63,570 words



Read to 3-5 times per week:

169,520 words



Read to daily:

296,660 words



Read 5 books per day:

1,483,300 words





Phonics is:

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



Phonics = Knowledge of alphabetic code
+
Skills of segmentation and blending

These are the building blocks of learning to read.

During Nursery children will practise certain skills to develop their phonic awareness. Formal phonics teaching begins in Reception.

First let's look at what happens in Nursery and how you can help at home.

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.

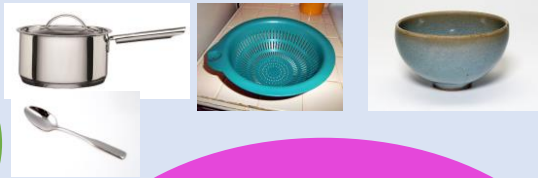


**Aspect 1
Environmental Sounds**

- 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

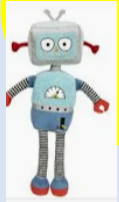


**rain-
bow**

**Phase
1
Phonics**

**Aspect 7
Oral Blending and Segmenting**

- Hearing and saying phonemes in words
- Putting them together (blending)
- Breaking them apart (segmenting)



c-a-t

**Aspect 6
Voice Sounds**

- Memory
- Articulation
- Listening
- Pronunciation



**Aspect 5
Alliteration**

- Articulation
- Pronunciation
- Differentiation between sounds that sound similar

**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

f and th
fish
flap
thunder
finger



Little Wandle - Letters and Sounds

Phonological awareness

Listening games



Songs and rhymes



Hearing syllables



Phonemic awareness

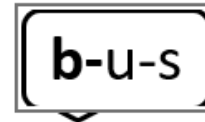
Initial sounds



Alliteration



Oral blending



What you can do to support your child at home:-

- **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**
 - Spend time 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).

- **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....'



Talk, Talk, Talk!

“In a multimedia world adults may have less time to talk and listen to children, but children need to talk to learn and grow.”

Sue Palmer



The best support for children’s language development is good conversation with an interested adult.

Aim for at least five ‘serve and returns’ in each conversation

“..the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

Rose Review 2006

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

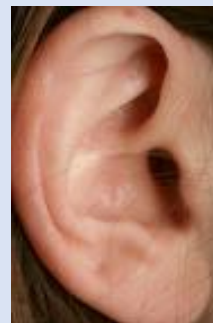
This is the
smallest unit of
sound in a word.



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.

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		Show your teeth and curl like the s his out ssssss	Circle the snake's body, slide down and round its tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the ant's head, and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
i i		Put your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n		Open your lips to let your tongue behind your teeth and make the nnnn sound nnnn	Down the stick, up and over the nest.

Articulation is key

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 is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



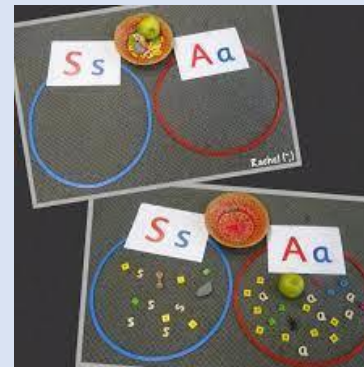
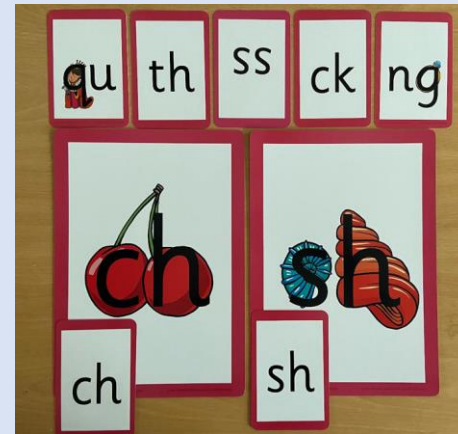


Tricky words

- 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](#)

**“IF A CHILD KNOWS 8
NURSERY RHYMES
BY HEART BY THE TIME THEY ARE 4
YEARS OLD, THEY ARE
USUALLY AMONG
THE BEST READERS AND
SPELLERS IN THEIR CLASS BY THE
TIME THEY ARE 8”.**

CREDIT: MEM FOX, READING MAGIC



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

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

- Your child will take part in three (ideally) weekly reading sessions in small groups of up to 8 children max
- 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:

1. Decoding

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

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

- In Reception, 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.
- Word cards to practice at home and are then returned.

-Mon and Weds reading. Books home on Weds and returned following Monday.



Reading at home

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:

Reading practice book-

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

- 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-

- This book is for you both to read and enjoy together.

- 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 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

[10 top tips for parents to support children to read - GOV.UK](https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read)

<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.



Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2


Phase 3 sounds taught in Reception Spring 1



Autumn 1 sounds
Download a guide to how children are taught to say their sounds in Reception Autumn 1


[Download](#)

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




Autumn 2 sounds
Download a guide to how children are taught to say their sounds in Reception Autumn 2

[Download](#)



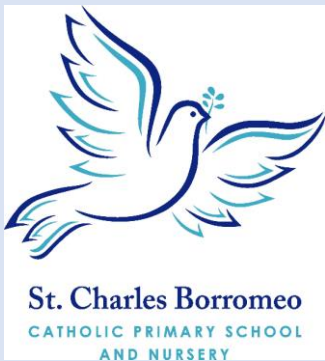
How to write capital letters
Download a guide to how children are taught to write capital letters

[Download](#)



Spring 1 sounds
Download a guide to how children are taught to say their sounds in Reception Spring 1

[Download](#)



We hope you have found this evening useful and informative.

Thank you for joining us.