

Phonics and Early Reading

A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)



What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully.

Children are taught how to

- Recognise the sounds that each individual letter makes.
- Identify the sounds that different combinations of letters make - such as *'sh' or 'oo'.*
- Blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'decode' new words that they hear or see.

This is the first important step in learning to read.

Phonic terminology



A *phoneme* is the smallest unit of sound in a word.

A *grapheme* is the smallest written unit that represents a sound.

A *digraph* has two letters, which make one sound.

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

A *split digraph* is a digraph in which the two letters are not adjacent (e.g. make)

A *trigraph* is three letters, which make one sound e.g igh in light and air in chair

Moonstruck Phonics

The same phoneme can be represented in more than one way:



A = a, a-e, ay, ai, ei, eigh, ea, ey



E = e, y, ee, ea, ie, ey, ei, i, e-e, i-

I = i, i-e, y, igh, ie, y-e

O = o, o-e, oa, ow, oe

U = u, u-e, ew, ue, eu



Phonic definitions



Blending

Recognising the letter sounds in a written word e.g c-u-p, and merging them in the order in which they are written to pronounce the word e.g 'cup'.

Segmenting

Identifying the individual sounds in a spoken word e.g. h-i-m and writing down or manipulating letters for each sound to form the word 'him'.

Progression of sounds - Reception

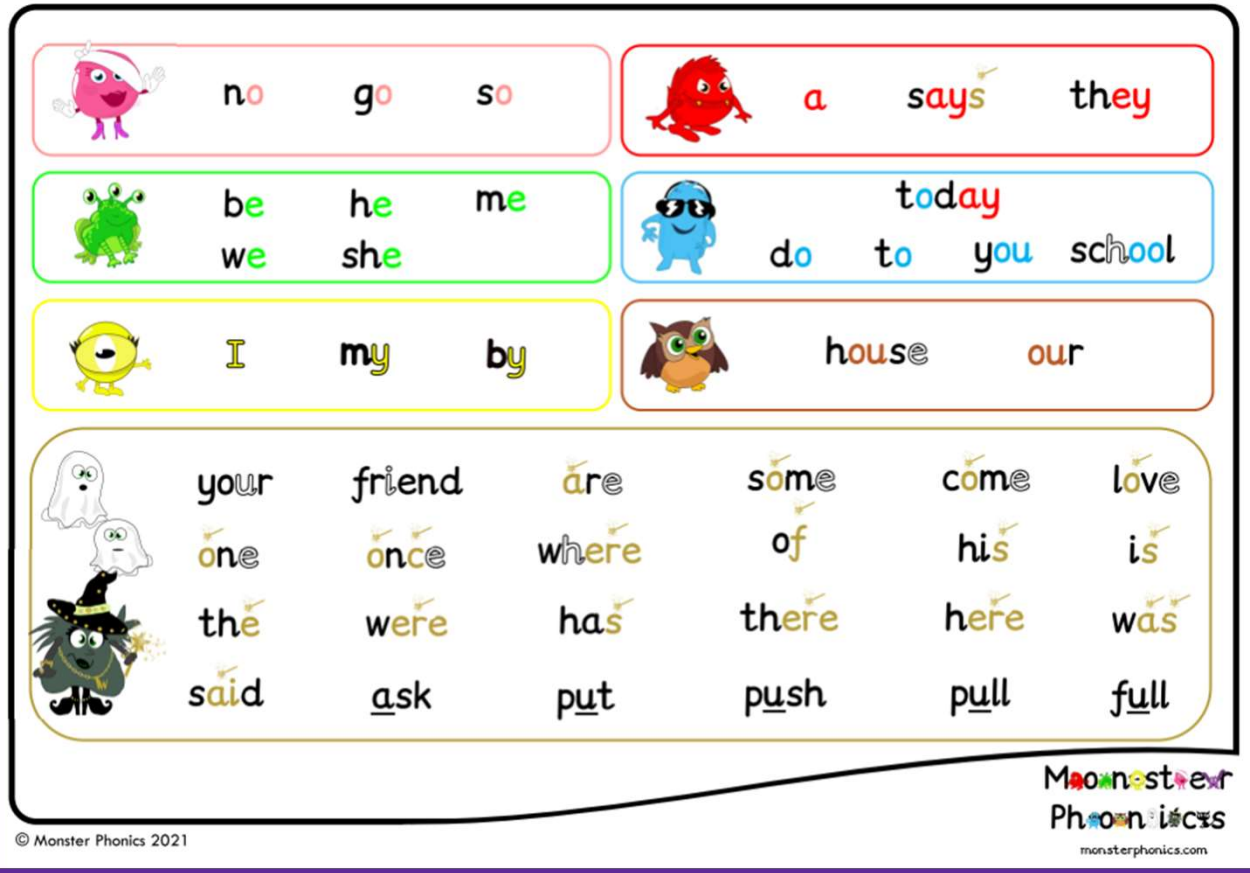
Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so ASSESSMENT 3	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't ASSESSMENT 5	Blending Segmenting people could

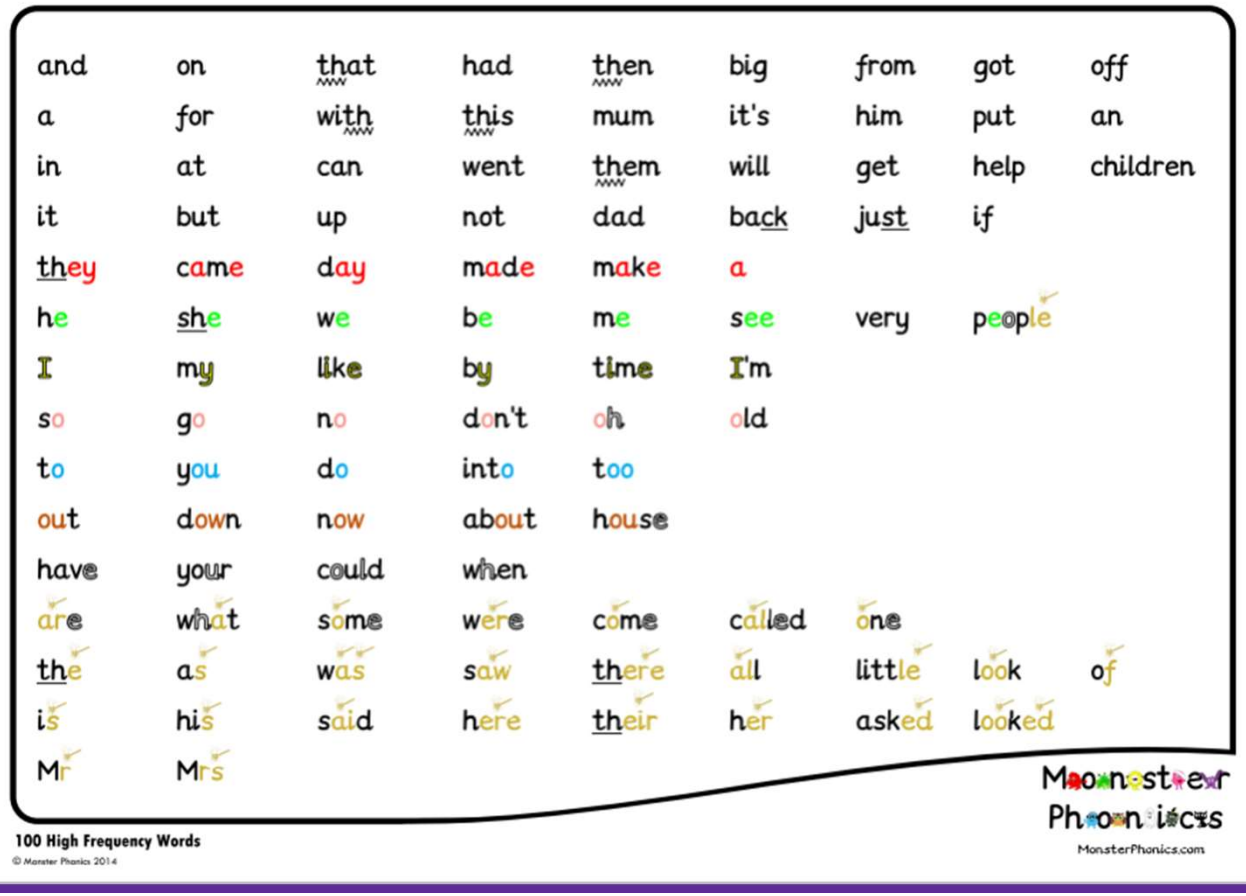
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Common exception words



High frequency words

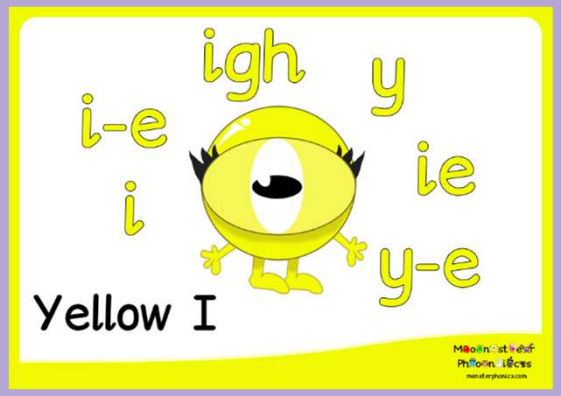


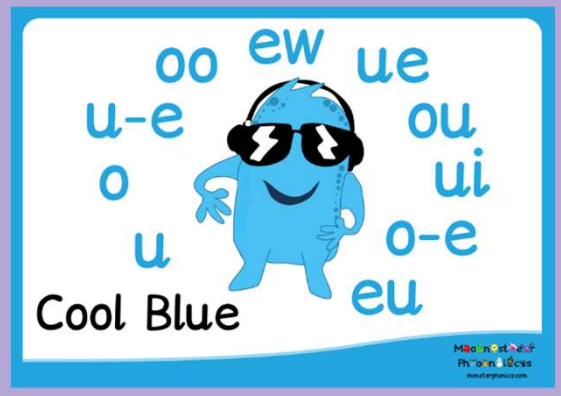
Monster Phonics

Monster Phonics teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend the sounds (phonemes) together to read the word.

Sounds are categorised into ten colour groups, and each colour has a corresponding monster character.







Phonics Lesson Structure



Each lesson follows the same structure.

1) **Review** - Review of previous learning. (graphemes or CEW learnt)
2) **Teach** - PPT of what the children are learning that day.
3) **Hook** - Song or story containing the graphemes they are learning.
4) **Activity** - Activity allowing the children to practise what they have learnt.
5) **Plenary** - Allows the teacher to assess what they have learnt.

In the classroom



Children learn in many different ways. In the classroom we use a range of teaching styles in order to address every child's preferred learning style.

- **Visual stimulus** (picture cards, interactive games on the white board)
- **Auditory activities** (listening and repetition games, telling stories and rhyme and singing songs)
- **Tactile activities** (playing games with objects, making letter shapes, using instruments, drawing and writing)
- **Physical activities** (moving to sounds, creating patterns, large letter shapes in the air and on the ground)

Reading at home



Children will bring home:

- A decodable book based on their current reading ability which should be read by your child.
  - Picture books without words
  - Books with CVC words
  - Books with digraphs
  - Books with tricky and high frequency words
- A book they have chosen from the class reading library which should be read by an adult. (read for pleasure book)

Books will be sent home each Friday and should be returned by Wednesday.

Reading at home



Children should:

- Know all the sounds and common exception words in their phonic book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words.
- Read the book 3 times
- 1. Decoding
- 2. Prosody
- 3. Comprehension

Reading Record

Moonstone Phonics

Date	Book title and page number	Comments
17/11	The Big Turnip	We looked at the book on Wednesday and Thursday. On the 2nd look she was much better at blending the title sounds. She followed the story pictures well. Lauren
18/11	How to make a scarecrow.	
19/11	How to Make a Scarecrow	Arabella followed the story really well. She did a good job of finding the title and recognised all of the tricky word we have learnt! Lauren
21/11	a man	We have been practising blending the last 2 sounds then adding the starting sound. ☺ Super reading
28/11	A MAN	ARABELLA READ ALL THE WORDS IN THE BOOK. SHE BEGAN TO RECOGNISE THE WORDS WITHOUT HAVING TO SOUND THEM OUT. SHE HAS THEREFORE DECIDED SHE IS A 'SUPERSTAR'! ☺ CHRISTIAN

Date	Book title and page number	Comments
29/11	A bad dog	Super blending with a little support. ☺ Miss Brayley

The importance of oracy and storytelling



Talking, listening and storytelling are an important part of your child's learning in the Early Years.

Strong oracy skills provide an essential foundation for literacy and lifelong learning. Through conversations, stories, songs, rhymes and role play, children develop their vocabulary, confidence and ability to express their thoughts and feelings.

Sharing and retelling stories helps children develop their listening and comprehension skills, imagination and understanding of language. Adults play an important role by modelling rich language, introducing new vocabulary, asking open-ended questions and encouraging children to talk about and expand on their ideas.

These everyday opportunities to talk and share stories build strong foundations for reading and writing, helping children to become confident communicators, enthusiastic learners and successful readers and writers.

How can you help?



- **Read together every day** - Spend time reading a story together. Let your child choose a book they enjoy, and make reading a relaxing part of the daily routine.
- **Listen to your child read** - Give your child time to sound out words and read at their own pace. Be patient, offer gentle help and praise their efforts.
- Help your child recognise letter sounds and blend them together to read words. For example, practise the sounds in c-a-t and blend them to make cat.
- **Talk about the story** - Ask simple questions as this helps develop understanding and encourages children to think about what they read.
- **Read everyday words** - Encourage children to read shop signs, food packets, recipes, menus and birthday cards. This helps them understand that reading is useful in everyday life.
- Allow your child to create their own stories either through role play or using their toys. Give them opportunities to draw (storymap) their stories.
- Play free phonic games e.g buried treasure. www.phonicsplay.co.uk or topmarks.com



"One of the greatest gifts adults can give is to read to children"

Carl Sagan