

Phonics and Reading 2022

Savile Park Primary School



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Phonics

Part 2 – How we teach
Reading

Part 3 – Supporting at home



Part 1 – How we teach Phonics

What is Phonics?

- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language



Did you know...

The English language has:-

26 letters

44 sounds

Over 100 different ways to spell those sounds

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

All the jargon

You may hear your children say....

Digraph

Phonics

Blending

Phoneme

Trigraph

Segmenting

Split Vowel digraph

Grapheme



Phoneme

Phoneme – Any one of the 44 sounds which make up words in the English language.

The phoneme is the sound that you can hear regardless of how it is written.



Grapheme

Grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme.

E.g-the phoneme 'ay' is spelt differently in each of the words '**way**', '**make**', '**fail**', '**great**', '**sleigh**' and '**lady**'.

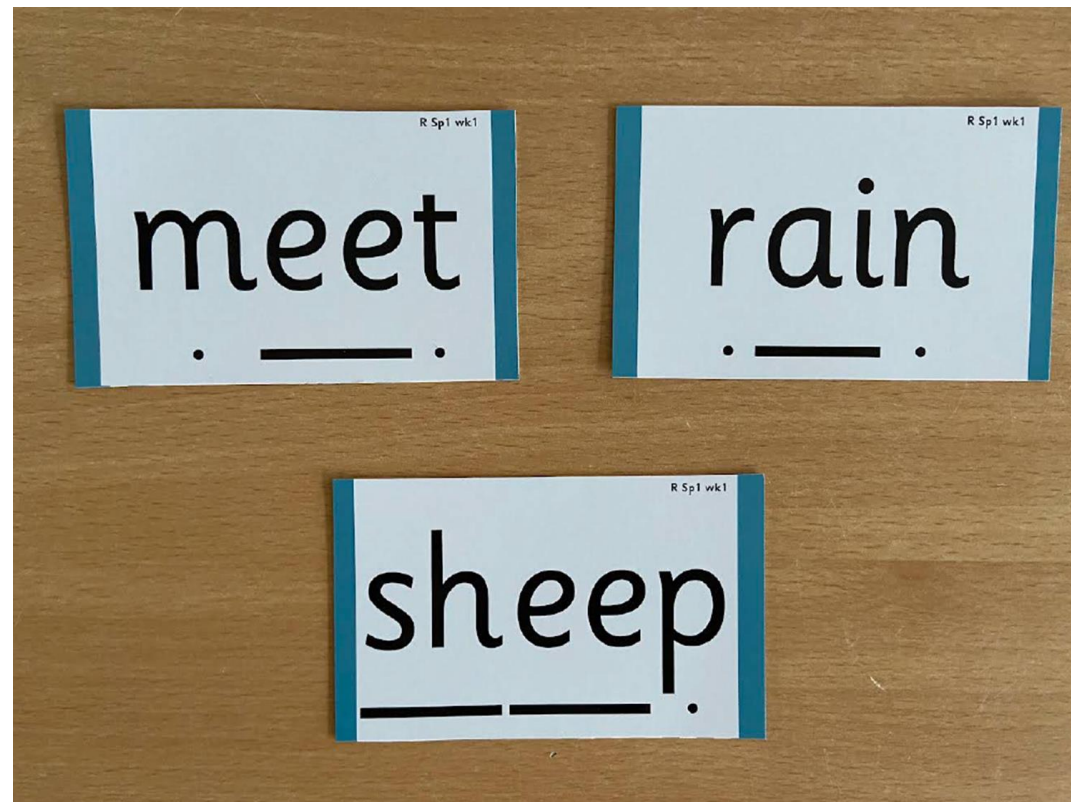
Grapheme chart

Phase 2 and 3

s s ss	t t tt	p p pp	n n nn	m m mm	d d dd	g g gg	c c k ck cc	r r rr	h h h	b b bb	f f ff	l l ll	j j j	v v vv
w w	x x	y y	z z zz s	qu qu	ch ch	sh sh	th th	ng ng	nk nk	a a	e e	i i	o o	u u
ai ai	ee ee	igh igh	oa oa	oo oo	oo oo	ar ar	or or	ur ur	er er	ow ow	oi oi	ear ear	air air	

Segmenting

Segmenting – Breaking a word into sounds in order to spell them, e.g. ‘frog, f – r – o – g’.



Segmenting challenge

How many graphemes can you hear in the following words?

shelf
dress
sprint
right



Segmenting challenge

shelf = **sh** - **e** - **l** - **f** = 4 phonemes

dress = **d** - **r** - **e** - **ss** = 4 phonemes

sprint = **s** - **p** - **r** - **i** - **n** - **t** = 6 phonemes

right = **r** - **igh** - **t** = 3 phonemes



Blending

Blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’.

There are 2 types of blending:

- Oral blending – blending when hearing sounds said.
- Blending for reading – When a word is first segmented (sounded out) before the word is said.



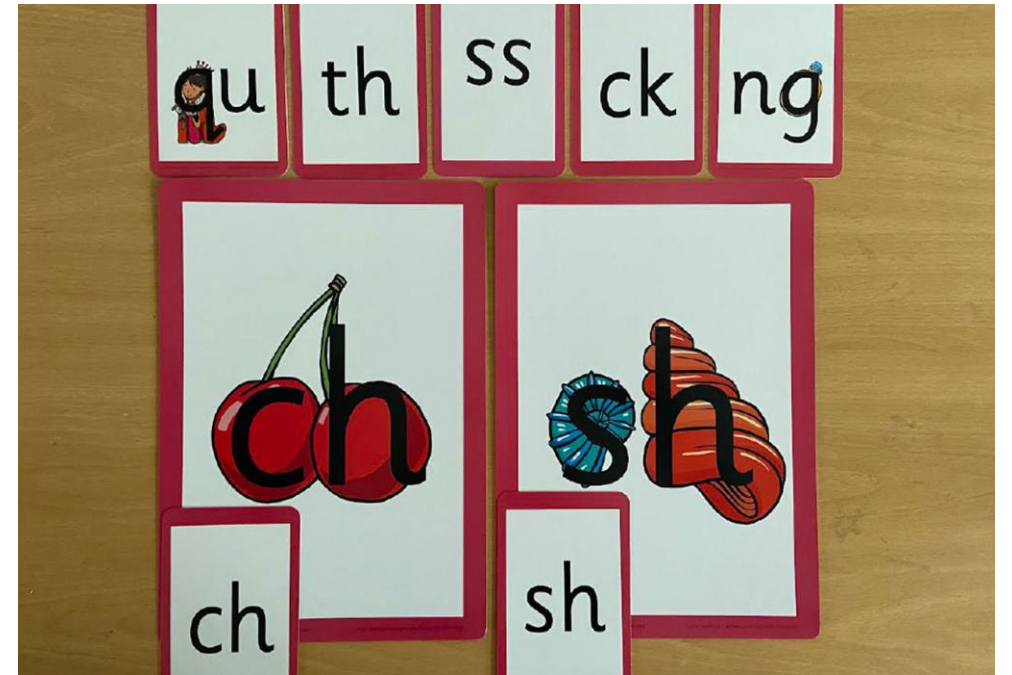
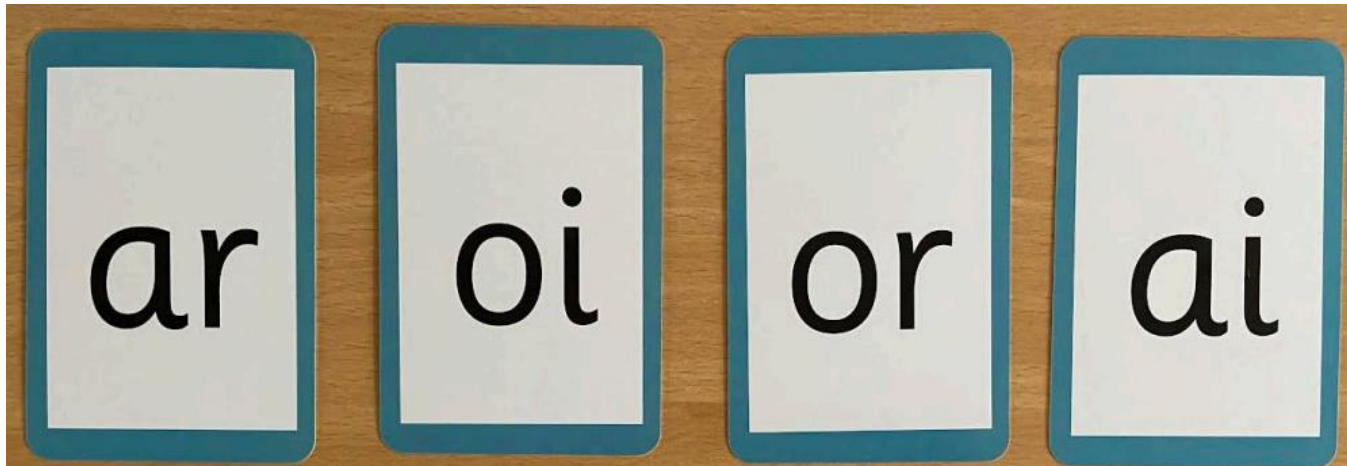
Blending



How we teach blending

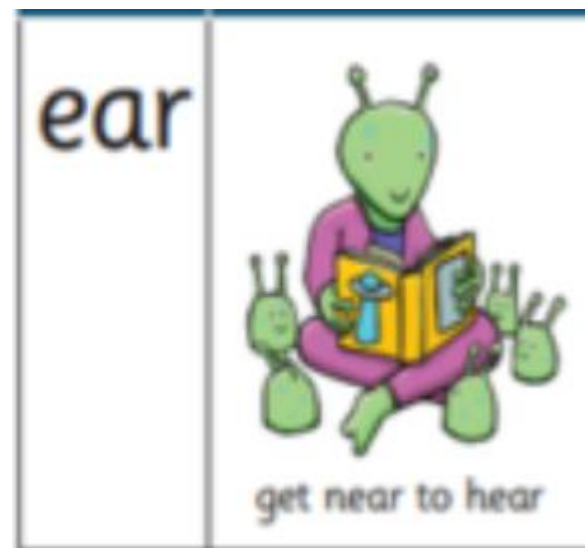
Digraph

Digraph – 2 letters making one sound.



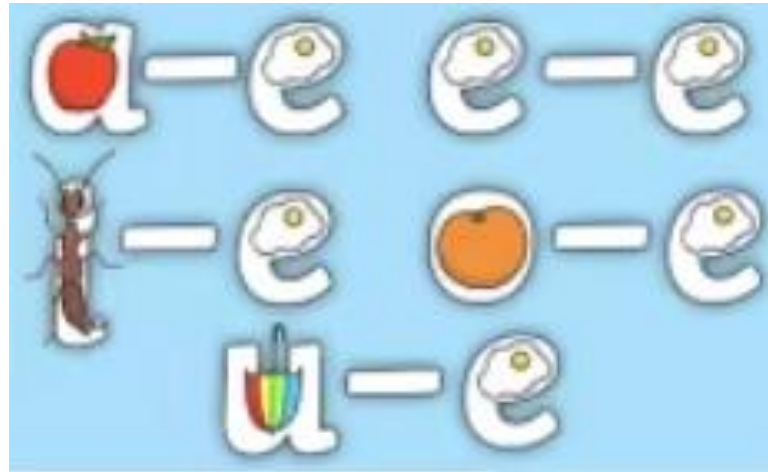
Trigraph

Trigraph – 3 letters making one sound.



Split vowel digraph

Split vowel digraph – A digraph representing a vowel sound where its two letters are split by an intervening e.g. 'a_e' in 'take'.



Little Wandle



The journey to independent reading and writing begins with Phonics

Why Little Wandle?

- Every aspect of phonics and reading is included in a detailed, thorough and systematic approach.
- Engaging resources without distracting from the learning.
- Comprehensive system for identifying and supporting children requiring extra help.
- Useful support for parents.















































How we teach Phonics

- Daily short sessions
- We follow a specific order of teaching
- We use synthetic phonics
- We ensure everyone is using the correct pronunciation. This is vital to the embedding and understanding of sounds - Videos on LW
- Repeated practice
- Revisit previously taught sounds at start of each lesson.
- Range of resources

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Practice makes permanent

Where do we start?

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the




Challenge time

- How many words can you make with the following sounds?

s a t i p n



































at	in	it	an	sat
sit	tap	tan	pat	nap
nip	pip	sin	tin	sip
pin	tip	ant	pan	pit



Phase 2

				
a	e	i	o	u

 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		

Phase 3

						
ai	ee	igh	oa	oo	oo	ar
						
or	ur	er	ow	oi	ear	air



Phase 4

Children start to blend words containing more sounds and multiple syllables. They will learn to read words which contain the single sounds, digraphs and trigraphs which they have learnt already.

snail	green	flight	cloak	proof	<i>flood</i>	start	storm	spurt
claim	bleed	bright	croak	gloom	<i>blood</i>	starch	sport	burst
plain	sweet	fright	boast	spoon	<i>stood</i>	scar	scorch	blurt



Phase 5

Children will learn alternative spellings for phonemes.
e.g. a can be represented as ay and a_e

Children will also learn that graphemes can have different pronunciations
e.g. ea can be in pea, and steady.



Tricky words

Some words can't be segmented and blended due to the make up of the word.

Children learn these words as tricky words.

These are words we just have to remember.

I
no
the
to
go
into

he
she
we
me
be
you
are
her
was
all
they
my

said
have
like
so
do
some
come
little
one
were
there
what
when
out

oh
Mrs
people
their
called
Mr
looked
asked
could

Tricky words

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















































How we make it stick?

- Repetition
- Phonics in continuous provision
- Oral blending throughout the day
- Daily lessons
- Catch up lessons
- Interlinked with everything we do!

Grapheme mat

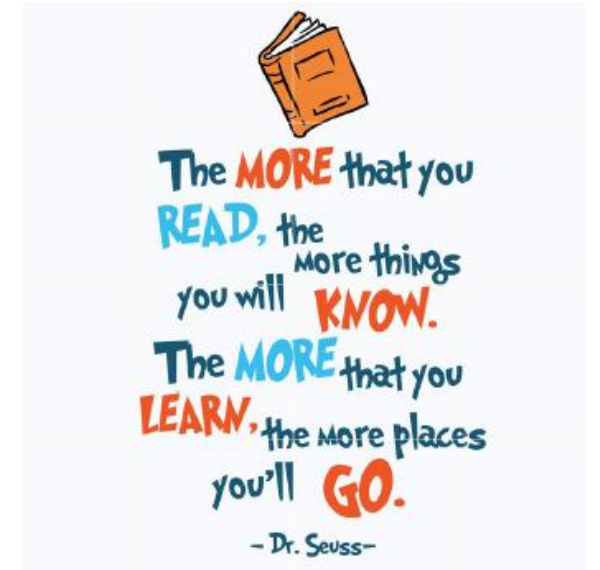
Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

Practice makes permanent

Part 2 – How we teach Reading

- Our aims:
- Children will develop a love of reading
- Reading will be enjoyable
- Learning to read will be a positive experience
- Children will want to read for pleasure and be life long readers
- Children will be able to access the curriculum fully.



When do we start?

Right at the beginning!

- Picture books.
- Word books when the children have learned enough single sounds and have started to learn to blend. This is usually around week 4.
- Whole class story sharing at the end of the day.



How do we teach reading?

Reading practice sessions are:

- Timetabled each week
- Taught by a trained teacher or teaching assistant
- Taught in small groups

Books are:

- Matched to the children's secure phonic knowledge and word reading
- Sent home to build fluency



How do we teach reading?

Reading Practice Books are carefully matched so children can read fluently and independently.

Reading sessions begin with some quick sounds and words practice.

- 1.Decoding.
- 2.Prosody (intonation, expression).
- 3.Comprehension.

When children take their book home to read they should be 95% fluent.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!



How do we decide what books to send home?

Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

Children will have their book allocated to them online (after reading it in school).

Share the front cover page before reading – this covers sounds and words contained in the book.

Celebrate, praise, talk about the book with your child.



Part 3 – Supporting at home



What can you do to support your child?

- Home readers
- Sharing books
- Share a love of reading
- Make reading fun
- Dedicate time to reading
- Visit your local library



Home readers

- These are online.
- You can access your child's reading book through Little Wandle.
- The book is set at the ability level for your child based on what has been done in class.
- We recommend you read with your child at least 3 times a week at home.
- Please write in your child's reading record to show us when you have read.

If you are unable to access these for any reason, please speak to your child's class teacher.



Sharing books



- These are books which are sent home for you to read and enjoy with your child.
- In Reception these are selected on a Friday and checked out of the classroom in a library borrowing style system.
- Your child will bring their book back in order to swap it for another.
- This book will be above your child's phonic ability but it is a chance for you to read and talk about the book together.



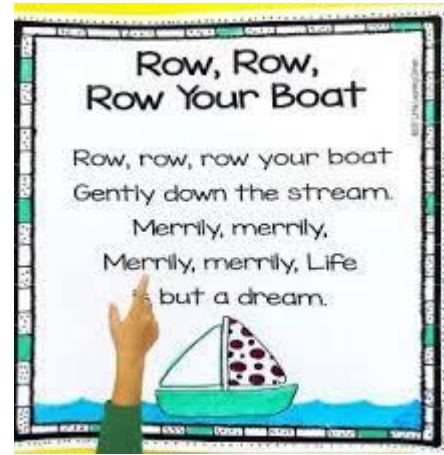
Sharing books

Things you can discuss:

- What do you think will happen next?
- What has happened in the book?
- What was your favourite part?
- Who is your favourite character?
- What would you do if you were in the book?
- Can you find _____ on the page?
- What can you see in the picture?



Nursery Rhymes



Evidence has shown that children who know 8 or more nursery rhymes by the time they are 4 will go on to be excellent readers and spellers. It's never too late to start learning them!

Signing, learning and repeating nursery rhymes can help your child more than you would think.

See your Nursery Rhyme booklet for more information.



Love reading

Be a role model:

Read books yourself and
talk about books you like
to read.

When reading with your
child:

Get comfy
Set aside time
Turn off all devices
Give your whole attention

Join the local library
Go to the library and visit.
Borrow books for both
your child and yourself.

Reading out and about

Read when you are out and about:

- Road signs
- Car number plates
- Menus
- Items at the supermarket
- Magazines
- Posters



Phonics out and about

- Listen for sounds – what can you hear?
- Play blending games in the car or whilst walking.
- See how many times you can spot certain sounds on your journey
 - Have a competition to see who can think of the most words beginning with a certain sound.
 - Play rhyming string games.
- See if you can make a word string where the last letter of the previous word is the beginning letter of the next word. How long a string can you make?
 - Play I-Spy





Thank You!

Hester Conway