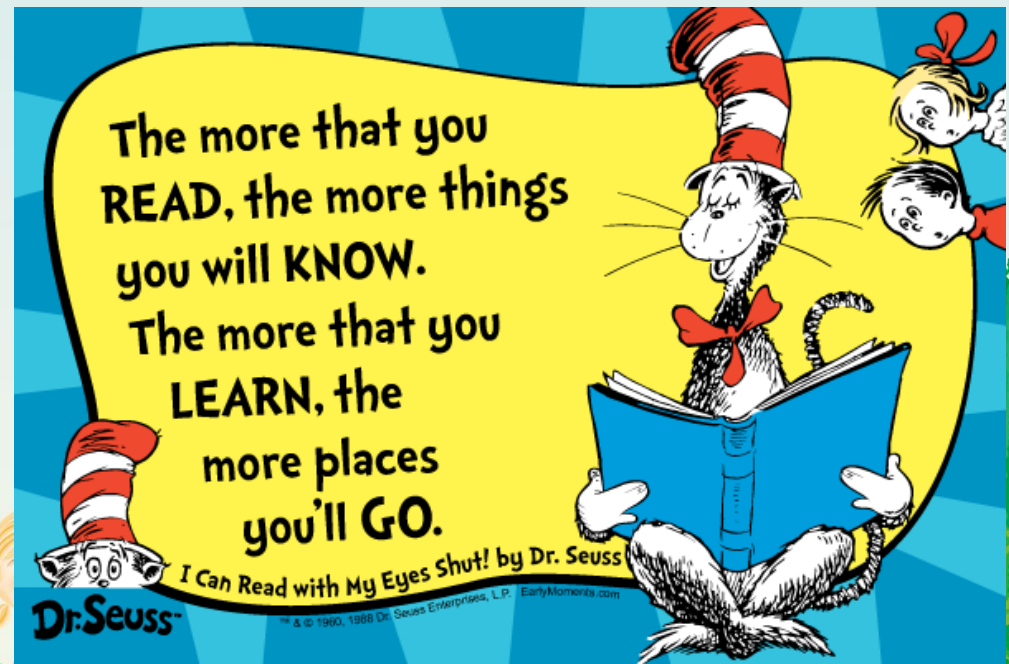
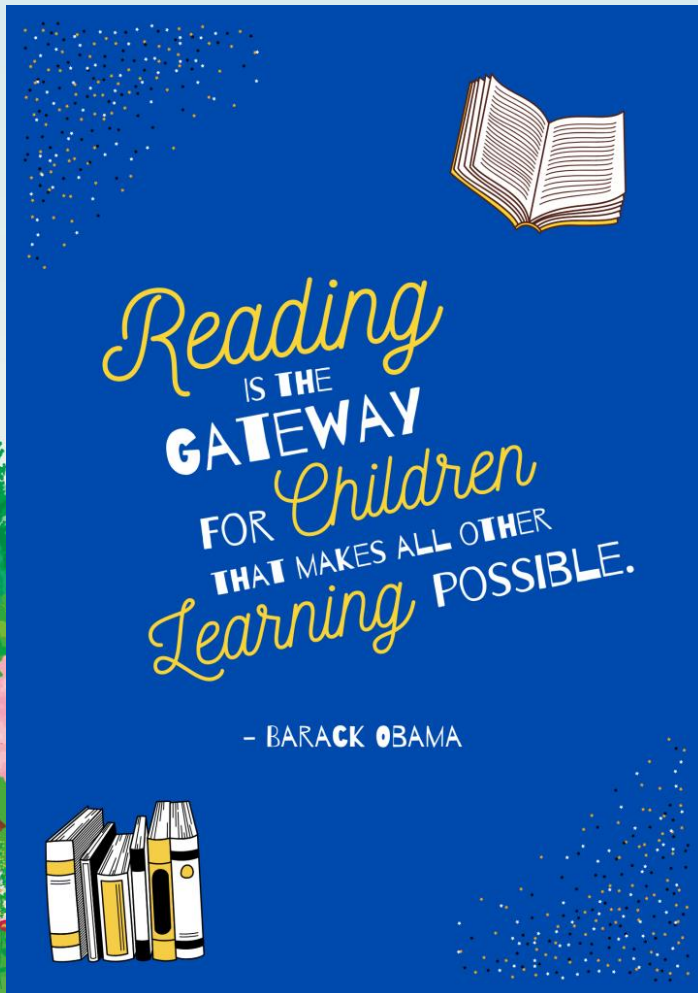




Phonics and Early Reading

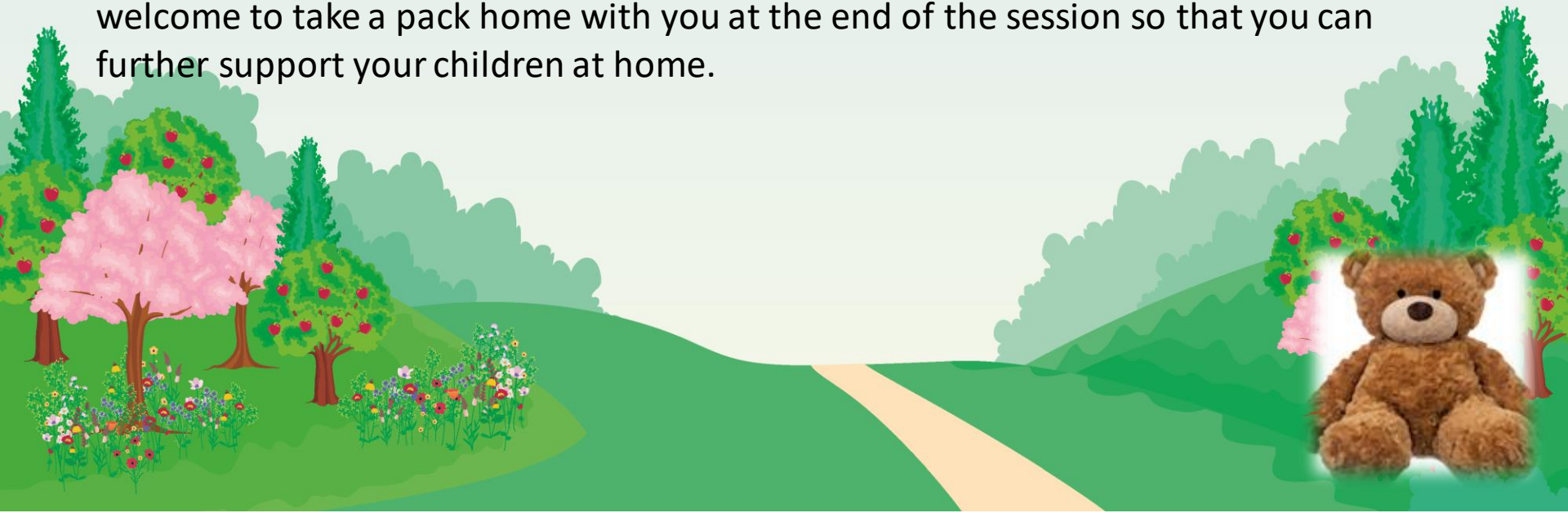


Example lesson:

You have all just been in an example lesson where you could see how we teach phonics at South Camberley.

We are now going to run through why we teach phonics the way do and the impact it is having on your children.

We will also look at some of the resources we use during our lessons, and you are all welcome to take a pack home with you at the end of the session so that you can further support your children at home.





What is Phonics?

Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes that represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.



Why do we need Phonics?

To read English successfully, children must learn to turn the words they see in a text into sounds, and make sense of these sounds. It is important for children to learn letter-sound relationships because English uses letters in the alphabet to represent sounds.

Phonics teaches this information to help children learn how to read. Children learn the sounds that each letter makes, and how a change in the order of letters changes a word's meaning. For example, if we don't pay attention to letter order, words such as 'dog' and 'pat' might be misread as 'god' and 'tap'.



How do we teach phonics at South Camberley?

We have developed and evolved our own bespoke, systematic and synthetic phonics programme to meet the diverse needs of our school and local community. This has been developed based on our research of a range of approaches and our knowledge of how our children learn. We firmly believe that our phonics programme provides the foundations of learning to make the development into fluent reading and writing easier.

Our ultimate aim is that children leave Year 2 fluent, confident and independent readers being able to apply their knowledge and skills across the curriculum.



- Our bespoke phonics posters and desk aids support the learning and application.
- In year 1, phonics sessions are delivered with a Phase 3, 4 and 5 focus.
- Children have access to high quality resources to support our bespoke, systematic phonics programme.
- Children have books matched to their phonics stage.
- Twice half-termly sound assessments are completed to monitor and assess the progress of the children.
- Children who have not passed the phonics screening check receive additional and ongoing support.
- Children have access to high-quality texts that they can take home from the class library.



Fred Ted

Fred Ted is very important, he can only speak and understand pure sounds.

's' instead of 'suh'

I am used in every
phonics lesson.



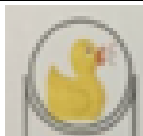







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What did Ofsted say?

The teaching of reading is given the highest priority and begins immediately when children join the school. Effective training ensures that staff have expertise when teaching phonics. Staff interact skilfully with pupils to develop, assess and enhance their reading skills. Tailored support is given to any pupils who require additional help, so that they all make secure progress.

Leaders support teachers in using a wide range of books to increase their vocabulary and develop a love of reading. Pupils also develop their fluency and comprehension securely. They also enjoy and benefit from exposure to a wide range of ambitious texts in lessons. The reading curriculum has a positive influence on the quality of pupils' writing.






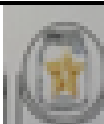



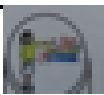


Sound	Image	Action	Quote
qu		Make a hand into a ducks beak	"quack quack, went the duck"
ch		Hand flat (pretending to be a knife) to chop chips	"chop, chop, chop the chips"
sh		Hand on one head to be a shark, other hand to pick up a shell	"the shark found a shell"
th		Count to three on your fingers	"Help the sloth count to 3! 1,2,3!"
ai ay, ae		Pretend to roll your arms like train wheels	"ai, I play with my train"
ee		Pretend to put a crown on your head then flap your wings	"ee, the Queen bee"
igh ie, i, y, i-e		Hold your hands up like you're flying a kite	"fly the kite high in the sky"
oa oe, ow, o, o-e		Pretend to row a boat	"oa, goat in a boat"

Common hurdles in early reading...

1. Not recognising words that are repeated throughout the book, and sounding out that word on Every. Single. Page.

Write the word on a piece of paper. Then ask the child to search for just that word throughout the book, repeating the word each time you find it. How many times does it repeat in the book? Keep the word to hand and if your child tries to sound it out again just pick up the card and hold it next to the word in the text to remind them it's a repeated word.



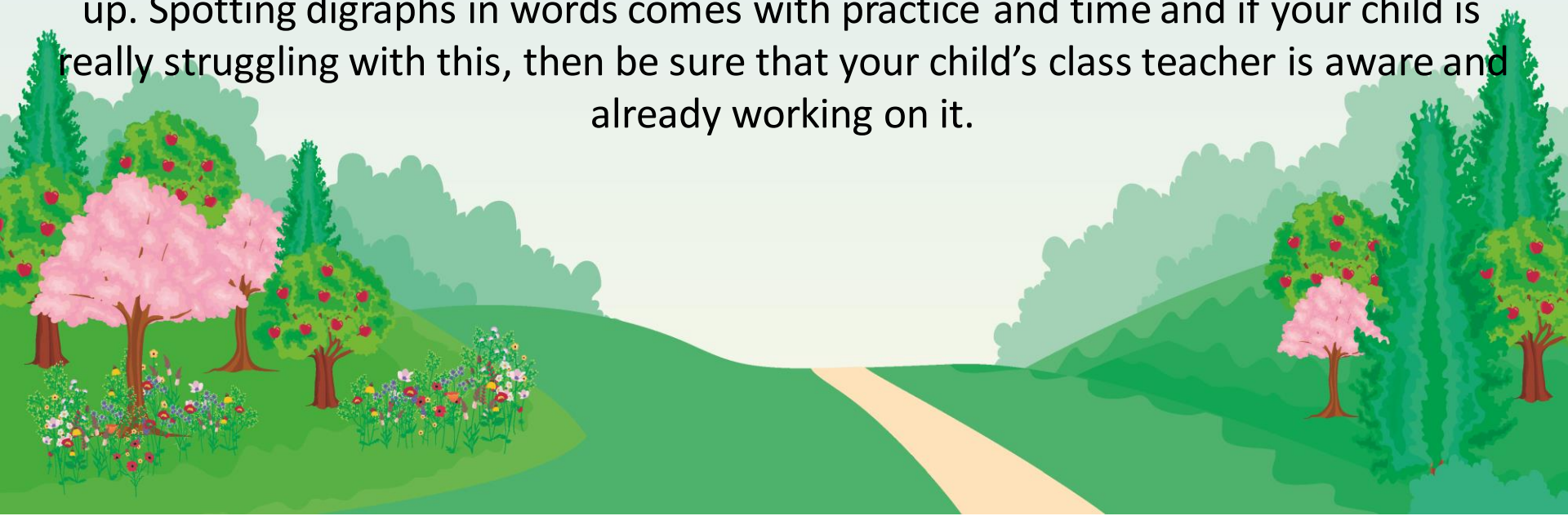
		Use hands to look like a book	"oo, look at a book"
oo ue, ew, u-e		Put fingers on your nose as it is smelly poo!	"oooo, poo at the zoo"
ar		Pretend to catch a star and put it in the jar	"ar, star in the jar!"
or		Put your hand to your forehead, thumb on your head and little finger poking out.	"or, the unicorn has a horn"
ur		Pretend to surf on a surf board	"ur, watch the turtle surf!"
ow		Hands on your heads like ears (mooing is optional!)	"ow, brown cow"
oi		Point to the toys!	"Oi, point to the toys"
ear		Put hand behind you ear	"ear, hear with your ear"
air		Make a cross face, fold arms, stamp your feet!	"Air, that's not fair"

Common hurdles in early reading...

2. Not spotting digraphs (when two letters make one sound) in words (or trigraphs- three letter for one sound)

E.g. sounding out b r ow n as b r o w n

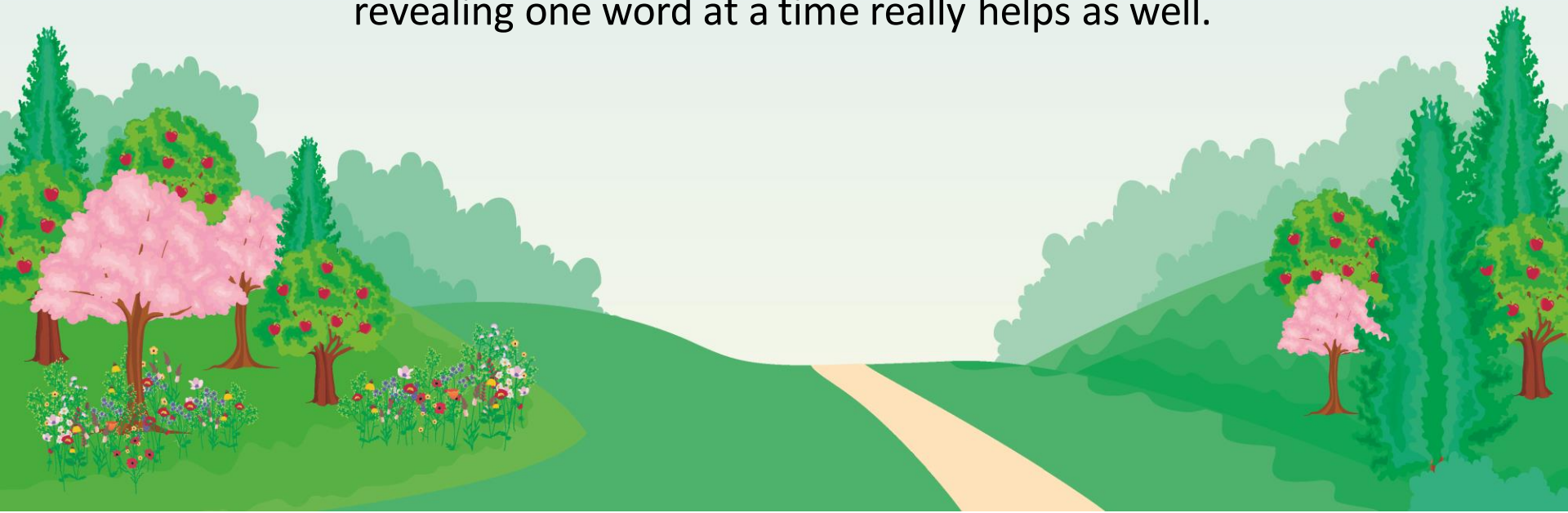
Gently stop them and ask “Can you see a digraph in that word anywhere?” Let them have another attempt at the word. Keep practising the phonic sounds until your child is really secure and can immediately say the sound for the digraphs/trigraphs. Focus on a small selection of the sounds at first and then build up. Spotting digraphs in words comes with practice and time and if your child is really struggling with this, then be sure that your child’s class teacher is aware and already working on it.



Common hurdles in early reading...

3) Your child is reciting the book rather than actually reading it or making the words up from memory. (Clever little things!)

Ask your child to slow down and point to each word with their “Magic Reading Finger” as they say it. This is called 1:1 correspondence and is really important for accurate reading in the early years. If they are struggling to do this themselves, point to each word one at a time for them. Sometimes if a child is really insistent on reciting and just guessing what the words say by using the picture we cover the picture with a post it and make the child read it properly!! A strip of paper revealing one word at a time really helps as well.



Common hurdles in early reading...

4) Your child is refusing to read / it's like pulling teeth.

Make reading time part of your routine. Earlier rather than before bed. Discuss it on your way home from school.

Cuddle up and get comfy – make sure your child knows this is their 1:1 time with you.

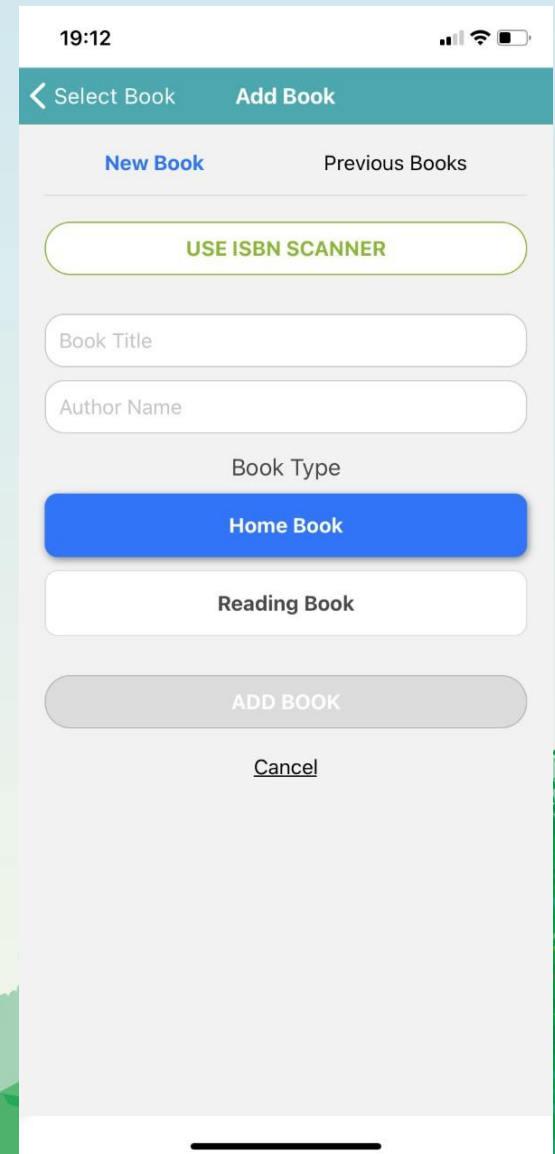
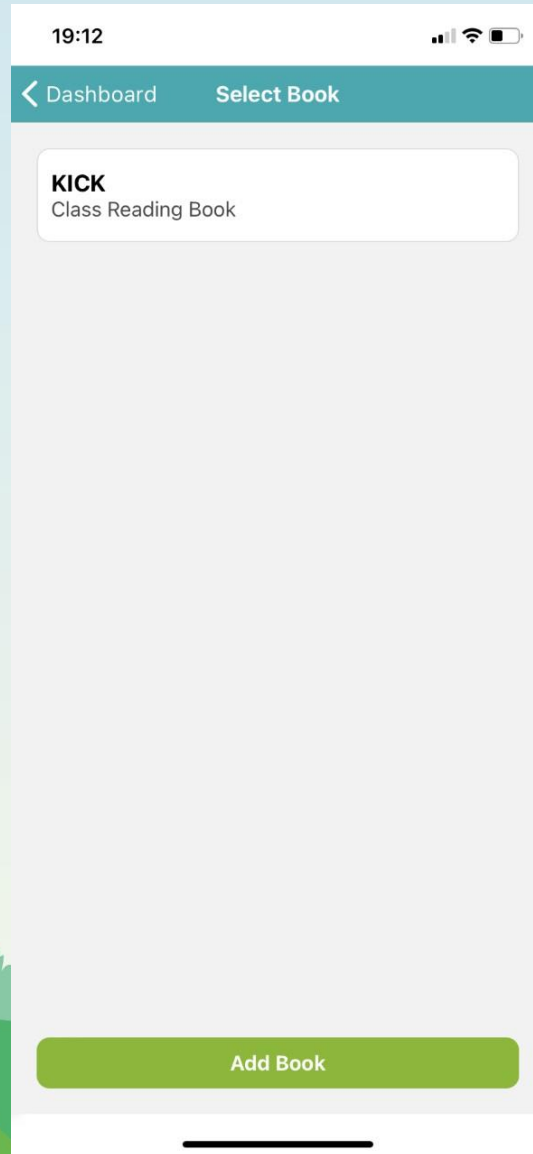
Loads and loads of praise! I can't stress this enough. Stop after a while. Don't let it become arduous. Short but sweet! Help them, agree to read a page for them if they read a page (especially if tired)



Using Boom Reader to log your child's reading



Using Boom Reader to log your child's reading



Using Boom Reader to log your child's reading


19:12

< Select Book

KICK

Listen to Deacon read from page: 139

When did you read?


Now 

Complete this book?


☐

Pages Read:


139 to 140

 Add a Comment?

Did Deacon struggle with any words?

 Add problem word?

Add Log

 Recent Activity

20 Jan

138 - 139

Deacon Robinson

137 - 138

Deacon Robinson

High quality resources

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s s



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air		Make a cross face, fold arms, stamp your feet!	"Air, that's not fair"

Please take copies of our resources to use at home which will be available at the end of the workshop.