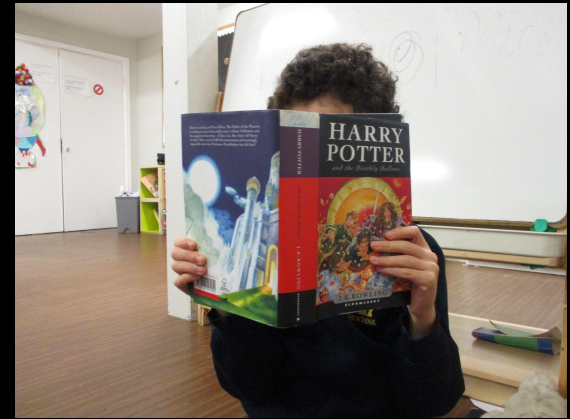




THE
TRUMPINGTON
FEDERATION

Phonics and Early Reading



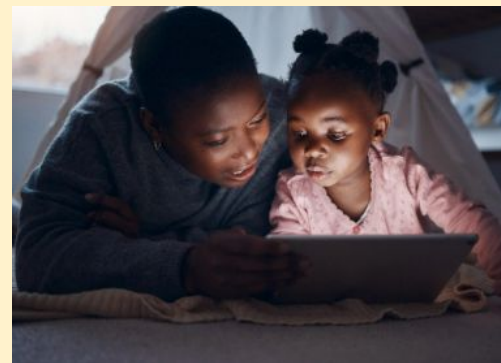
Why are books so important?

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



"There is more treasure in books
than in all the pirate's loot on
Treasure Island." - Walt Disney

"If you are going to get anywhere
in life you have to read a lot of
books." - Roald Dahl



READING

is to the

MIND

what

exercise

is to the **BODY.**

Sir Richard Steele



Promoting a love of reading...

Library Areas

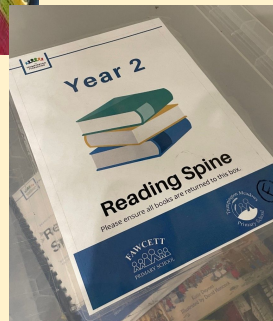


Book Corners



Displays

Federation Reading Spine - Special book collections for every class



Investing in high quality texts

Developing Phonological Awareness

Nursery and moving into Reception...

- ★ The priority is communication, language and listening skills (EYFS Prime Area)
- ★ General sound discrimination - What can you hear?

Musical sounds, singing, rhymes, environmental sounds

- ★ I can see a **sssssnake**/ **m for Mel**/ **can you find a c/u/p from the basket?**

'I Spy' is a great game for this.

- ★ High-quality interactions, reading stories
and singing songs and rhymes.



Our school follows the Phonics International Programme. This systematic synthetic phonics scheme has been validated by the DfE.

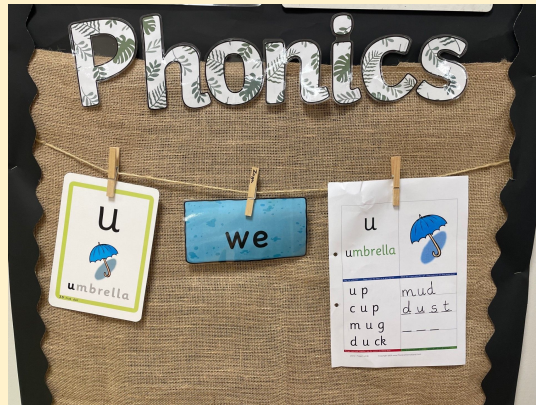


<https://phonicsinternational.com/>

Years of research and leading-edge practice has shown that the best way to teach reading and spelling in the English language is to teach the **English alphabetic code** and the **core phonics skills** of **decoding for reading and encoding for spelling very explicitly, systematically and comprehensively** – providing reading, spelling and writing activities **which match the code that has been taught to date**. This approach serves all learners of all ages and is **essential** for many learners whatever their age.

Using Phonics International, we aim to set children up for **lifelong** reading and spelling when we teach phonics **rigorously** and **comprehensively**.

We are not expecting children to **deduce the code for themselves** like many of us had to during our school days.



The Synthetic Phonics Teaching Principles

We Teach:

KNOWLEDGE of ALPHABETIC CODE

= letters linked to the sounds of speech

THREE CORE SKILLS

1. 'Sounding out and blending' for **reading**
2. Identifying sounds in words (segmenting) for **spelling**
3. **Handwriting**

Model
on flip
chart

The English language has a fascinating history of invasion or migration of many peoples from different countries over many centuries. This has resulted in a *rich spoken language* but a very *complex alphabetic code* for the writing system whereby the **26** letters of the **alphabet** (upper and lower case shapes) represent the **44** or so smallest sounds (phonemes) identifiable in English speech in three complicated ways resulting in nearly two hundred main spelling alternatives (letter/s-sound correspondences):

The complexities of the English **Alphabetic Code** include:

- 1) **one sound** (phoneme) can be represented by one, two, three or four letters:
e.g. /k/ c, /f/ ph, /igh/ igh, /ai/ eigh
- 2) **one sound** can be represented by different spellings (graphemes):
e.g. /oa/ is represented by: o, oa, ow, oe, o-e, eau, ough
- 3) **one spelling (grapheme) can represent multiple sounds**:
e.g. 'ough': /oa/ though, /or/ thought, /oo/ through, /ou/ plough, /u/ thorough

Alphabetic code
wall charts
support
whole class
teaching and
individual learners

Spellings are
shown across
the rows



Sounds are
shown down
the left column



Phonics
International
Alphabetic
Code Chart


























A closer look at the Alphabetic Code layout

The English Alphabetic Code

The English language has a *fascinating history* – but this has resulted in a complex **alphabetic code** for the writing system whereby the 26 letters of the alphabet represent the 44 or so smallest sounds identifiable in English speech in three complicated ways:

1. one sound (**phoneme**) can be represented by *one, two, three or four letters*: e.g. /a/ a, /f/ ph, /igh/ igh, /oa/ ough
2. one sound can be represented by *multiple spelling alternatives (graphemes)*: e.g. /oa/: o, oa, ow, oe, o-e, eau, ough
3. one grapheme (letter or letter group) can represent *multiple sounds*: e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, /u/ thorough

On this **Alphabetic Code Chart**, the units of sound (phonemes or combined phonemes) are shown in slash marks. Vowel sounds are shown in red and consonant sounds are shown in blue. The vowel sounds provide the main volume and depth in spoken words whereas the consonant sounds are generally much quieter and sometimes very high-pitched such as /s/ and /t/. Teachers need to teach the separate units of sounds carefully, avoiding the added 'schwa' or "uh" sound: e.g. "sss" not "suh"; "t" not "tuh".

units of sound	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds			information
/a/	a apple 					The Synthetic Phonics Teaching Principles
/e/	e egg 	-ea head 	-ai said again 			
/i/	i insect 	-y cymbals 				Teach the THREE CORE SKILLS :
/o/	o octopus 	wa watch 	qua qualify 	alt salt 		1. DECODING : Sound out and blend all-through-the-printed-word for reading unknown words.
/u/	u umbrella 	o son 	-ou touch 	-ough no thoroughfare 		2. ENCODING : Orally segment (identify) the sounds all-through-the-spoken-word for spelling; then select the correct graphemes AS CODE FOR the identified sounds in that particular word.
/ai/	ai first aid 	-ay tray 	a table 	-ae sundae 	a-e cake 	3. HANDWRITING : Hold the pencil with the tripod grip and form correctly the 26 upper case and 26 lower case letters on writing lines.
		-ey prey 	-ea break 	eigh eight 	-aigh straight 	

Pure sounds

Mmmm instead of 'muh'

Sssss instead of 'suh'

f, h, l, m, n, p, r, s, t,
v, z

Sound Buttons

Please go to the link below to hear the sounds

<https://syntheticphonics.com/the-english-alphabetic-code-with-audio/#page-content>



Over the chart a word or two to appear – its a big chart and there are lots of small files to load... Hover over any cell on the chart. A local speaker icon will appear. Click the icon for an audio demonstration of the main phoneme. Scroll to the bottom of the chart for an explanation of the colour coding used. **NOTE:** No Alphabetic Code Chart linking sounds to their many spelling alternatives can be entirely definitive as accents must always be taken into account. Some sounds of speech can be very difficult to reproduce accurately as individual or separate sounds – and some sounds may be effective, or acceptable, when used in a 'wildcard' way through 'onyms'. To view our 'classroom-ready' display charts of the English Alphabetic Code, click [HERE](#).

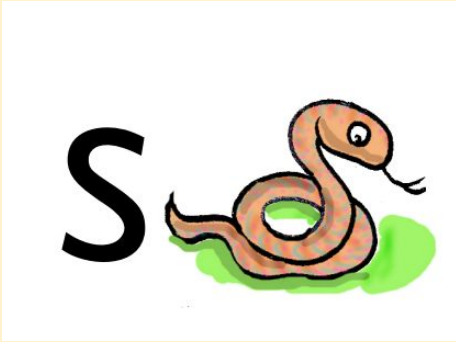
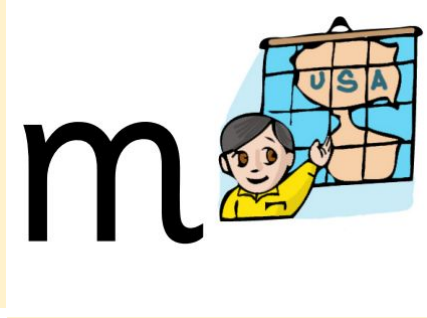
Units of Sound Phonemes	Graphemes (letters or letter groups) that are code for the sounds					
	Simple Code	Complex Code				
/s/	s snake	-ce palace	c(ɪ) cents	c(i) city	c(ɪ) bicycle	sc (ɪ i i j) scissors
		-ss glass	-se house	-st- castle	ps pseudonym	
/a/	a apple					
/t/	t teddy	-tt letter	-ed ripped	-bt debt	pt pterodactyl	
/ɪ/	ɪ insect	-y cymbals				
/p/	p pan	-pp puppet				
/n/	n net	-nn boaterc	kn knot	gn gnome	-ne engine	

Phonics Progression

	the main letter/s-sound correspondences introduced and/or revisited in each unit
unit 1	s a t i p n c k ck e h r
unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o
unit 3	ee or z -zz w wh ea e-ea /z/ s se ze
unit 4	ng nk v ve oo-oo y -y x ch sh th-th
unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge- -se y-y-y
unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ier ir ur ear wor er,our -re
unit 7	le il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh
unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st
unit 9	-ey igh -ea -aigh -ey -ie -y -ie ei
unit 10	-o -ew -ui -ou -o eu ew -lew
unit 11	ough augh ch qu -que quar
unit 12	-que -ine -ine -ine mn ps alm alt -ture -eau -re






The Basic Phonics Lesson Format:

1. Revisit and review:



3. Practising new learning:

Pupil practice sheets - each learner practises sub-skills and three core skills at word level

	
<p><i>Say:</i> "This grapheme is <u>code</u> for the sound /m/ as in the word 'map'." Cut out this grapheme tile and <u>keep</u> it for games and activities.</p>	<p><i>Ask:</i> "Where can you hear the sound /m/ in the word 'map'?" Cut out this picture tile and <u>keep</u> it for matching with the grapheme 'm'.</p>
	
<p>"Finger trace the letter shapes from the dots and say the sound /m/." "Use your pointing finger to 'write' the letter shape in the air."</p>	<p>"Try writing the letter shape here. Can you remember where to start writing from?" <i>Ask:</i> "This letter is <u>code</u> for which sound?"</p>
	
<p><i>Ask:</i> "When can you hear the sound /m/ in these words?" milk swim lamp</p>	<p>"Pinch the crayon with your pointing finger and thumb. Put your next (middle) finger beneath the crayon and grip it. Colour the map."</p>
<p>h i m m e t m a n r i p h a t m a t</p>	
<p>Point under the graphemes in each word from left to right. <i>Ask the learner to:</i> "Say the sounds. Can you hear a word?"</p>	<p>"Remember to hold your pencil with 'froggy legs and a leg under'." Draw a map to find the treasure."</p>
<p>2.1 EYSP</p>	<p>unit 2 letters and sounds</p>

Handwriting

Write all lowercase letter shapes of the alphabet with the correct tripod pencil hold.





“Let me show you again...”

“Froggy legs with the log under”



4. Apply and extend: Further learner-practice with cumulative simple sentences and 'I can read' text level resources.



I went to the park.

	
<p><small>Say to the learner: "This letter is code for the sound /s/ as in the word 'snake'". Cut out this letter tile and keep it for games and activities.</small></p>	<p><small>Ask: "Where can you hear the sound /s/ in the word 'snake'?" Cut out this picture tile and keep it for matching with the letter 's'.</small></p>
	
<p><small>*Finger trace the letter shapes from the dots and say the sound /s/.* *Use your pointing finger to 'write' the letter shape in the air.*</small></p>	<p><small>*Try writing the letter shape here. Can you remember where to start writing from? After that ask, "This letter is code for which sound?"</small></p>
<p>s u n n e s t s l i p s</p>	
<p><small>Finger-track under each word from left to right whilst saying the word slowly. Ask: "When can you hear the sound /s/ in these words?"</small></p>	<p><small>*Pinch the crayon with your pointing finger and thumb. Put your next (middle) finger beneath the crayon and grip it. Colour the snake.*</small></p>
<p>S * * S * * ! S S ! S ! S + S £ S</p>	
<p><small>Point to the shapes in each line from left to right. Ask the learner to: "Say the sound /s/ when you see its letter shape!"</small></p>	<p><small>*Remember to hold your pencil with 'froggy legs and a leg under'. Draw a snake and then add your own patterns and colours.*</small></p>
<p><small>1. Early Years Introduction</small></p>	<p><small>Unit 1 letters and sounds</small></p>

What phonics looks like in Reception...

- The full synthetic phonics programme starts
- Reception start at Unit 1 and progress to Unit 4 depending on how the class are doing
- There are daily phonics sessions and **two new sounds are taught per week** with actions to support memory
- Children complete their own individual sheets
- Small group support for those that are making slower progress
- Book bag routine starts - phonics folder is sent home

<p>S</p> <p>snake</p>	
<p>sun</p> <p>nest</p> <p>nuts</p>	

<p>S</p>	
<p>sun</p> <p>nest</p> <p>slips</p>	
<p>S * * S * *</p> <p>! S S ! S !</p> <p>S + S £ S</p>	

'Tricky Words'

Such words are introduced **steadily** throughout systematic synthetic phonics programmes. **It is better to tell the learner a really challenging word, than to tell the learner to 'guess' the word.**

Reception Common exception words:

the, to, I, no, go, he, she, we, me, be
Was, my, you, her, they, all, are,
some, one, said, come, do, so, were,
When, have, there, out, like, little, what

We don't use
letter **names**
to teach reading
or spelling!

Can you sing The Alphabet song?

A	a		B	b		C	c	
D	d		E	e		F	f	
G	g		H	h		I	i	
J	j		K	k		L	l	
M	m		N	n		O	o	
P	p		Q	q		R	r	
S	s		T	t		U	u	
V	v		W	w		X	x	
Y	y		Z	z				

Learn letter NAMES and alphabetical order by singing an Alphabet song or chanting The Alphabet.
Use letter SOUNDS when reading or spelling words.

Early Learning Goals - Aim for Reception Children by the end of the year

Reading:

Say a sound for each letter of the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

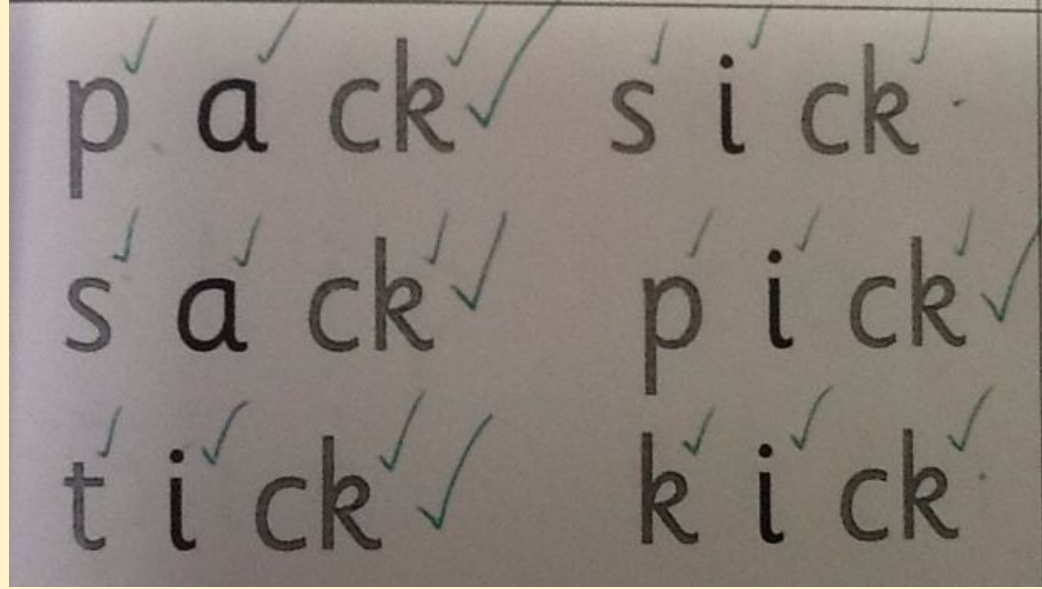
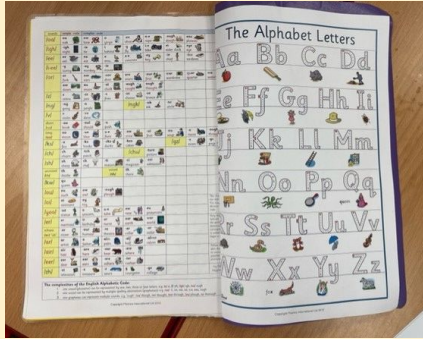
Writing:

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Book Bag Routine



The phonics folder facilitates collaboration between teachers, parents and teaching assistants.

- Share what has been taught
- Practice - little and often - overlearning
- Bring folders back every day and keep them safe
- Further activities - make up word lists/sentences linked to sounds that have been taught

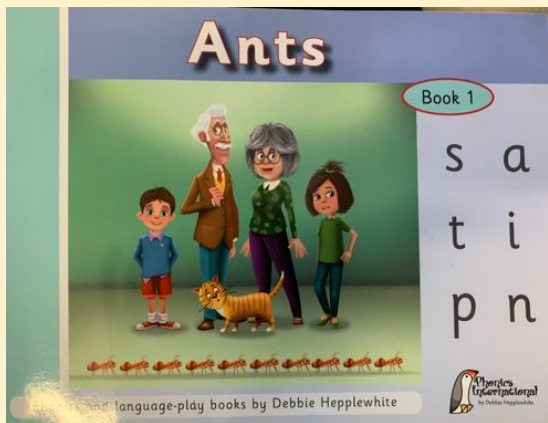
Supporting All Learners

- Learners access resources differently – at their own stage of learning and speed
- All children have support in class with Class Teacher and Teaching Assistant
- Extension tasks
- Additional time if needed
- We will let you know how your child is doing at parent meetings so you know how to support at home
- Intervention groups take place when necessary

How can I help at home...

- ❖ Listen to your child read to you and support as needed - phonics book (**AND talk about the story**)
- ❖ Read books aloud **to** your child - including their school library book and books in your home language
- ❖ **Share** phonics folder with your child
- ❖ Talk about reading yourself e.g. notes, menus, newspapers etc so children see the purpose of reading
- ❖ **Continue to hear your child read aloud** even when he or she can read independently
- ❖ Encourage your child to read when you are out and about
- ❖ **Chatter** about everything!

Phonics International books



It is Pat.
It is Stan.
It is Nan.
It is Anna.
It is Pip.

ant ant ant ant ant

It's Nan.

It's Stan.

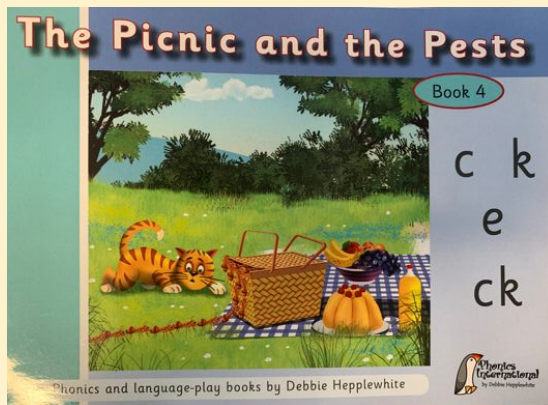
Stan, pass it.

As it's Nan, pass it Stan.

An ant nips in.

Ants nip in.

Ants nip past Stan.



Nan scans the attic.

Can Stan assist Nan in the attic?

Can Anna assist? Can Pat?

Nan asks Stan, Anna, Pat.

Nan insists.

Stan, Anna, Pat assist Nan in the

attic... Nan's assistants!

Reading with your child – in school and at home

Teaching Reading

In school, reading written words (decoding) is taught by **phonics**.



Phonics is how the **sounds** in spoken words link to **letters** in written words.

ship = 'sh' 'i' 'p'

Children are taught to **sound out** and **blend the sounds** to read new words.

Children talk about the books they read. They think about what is happening and ask what new words mean.

Learn: Children read aloud to the teacher. The words, sentences and books have the letter-sounds they are working on in class.

Practising Reading

Children practise by reading aloud. This helps to **improve** their reading so they feel **more confident**.



Listen to your child read aloud. For new words, your child will **look** at the letters and letter groups. They will then **sound them out** from left to right to read the words.

f ff ph

Help your child if needed.

Talk with your child about the content of the books. **Talk** about what is happening and what any new words mean.

Practice: Children read aloud to a parent/carer. The words in the book have the letter/s and sounds already introduced in class.

The World of Books

Children enjoy listening to books that they might not be able to read by themselves **yet**.



Reading books aloud to children helps them to learn about themselves and other people.

They can step into a world that is different from their own.



Read lots of different types of books to your child. You can borrow books from your local library. **Talk** about the books you share

Experience: Children hear lots of different stories (fiction) and poems, and also enjoy books with facts (non-fiction).

Reading to Learn

Children learn about the world around them from books and other texts.



Books teach children about different subjects such as history or science.

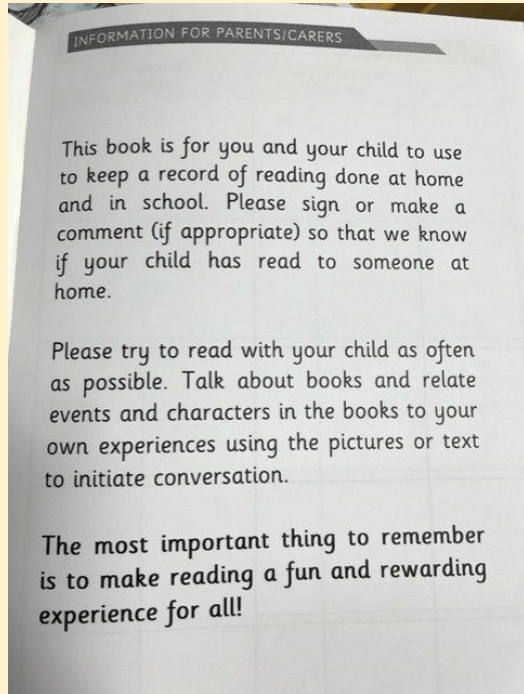
Books help children to find out about the world around them.



Teachers **share** books and texts that are right for the child's age or level of understanding.

Knowledge: Children find out facts and information even if they are not able to read the books themselves **yet**.

Reading Records - what can I write?



- ★ Tom read confidently, could describe what was happening and predict what would happen next
- ★ Betty particularly enjoyed this story and the character of...
- ★ Tom spotted the sounds he has been learning at school and sounded new words out by blending
- ★ Betty read some familiar words independently but needed help with....
- ★ We enjoyed discussing the new words that Tom hadn't come across before
- ★ Betty enjoyed the story because...
- ★ Tom read with good expression
- ★ Betty was reluctant to read tonight so we enjoyed sharing the book together and discussed the pictures



*We aim to create
fearless and flexible
readers and writers!*

Thank you for coming!

Please speak to your child's class teacher if you have any further questions or concerns.