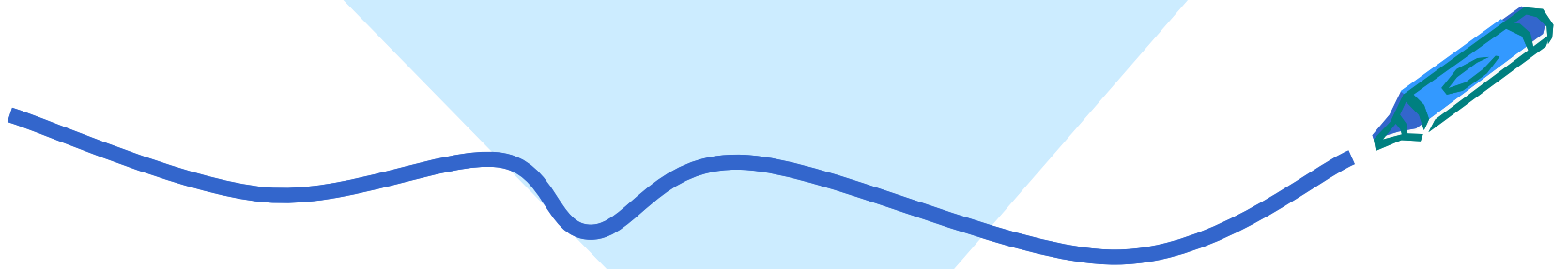
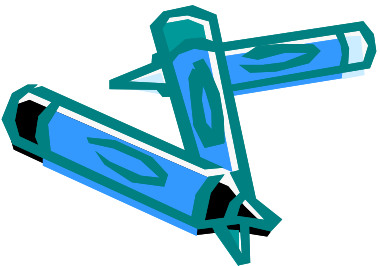
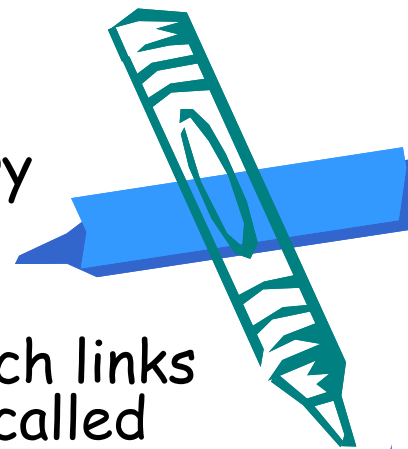


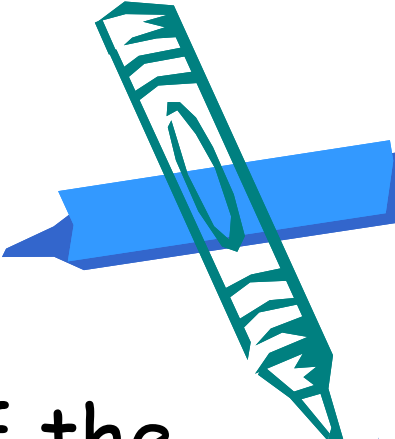
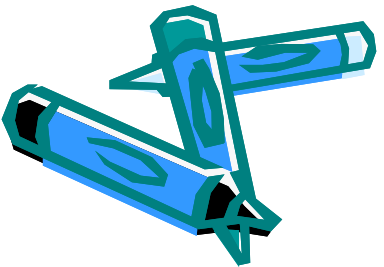

Phonics and Reading



Phonics

- At Grove Vale we teach phonics as the primary approach to learning to read and write.
- We have our own phonics scheme of work which links closely with the government phonic resource called Letters and Sounds.
<https://www.gov.uk/government/publications/letters-and-sounds>
- The teaching is broken into different phases and in reception we focus closely on phases 2-4.
- Phase 2: involves the teaching of 19 initial sounds and will involve children being able to read some VC words eg as, on, it and CVC words such as cat, dog, bin, as well as the tricky words I, no, go, to , the

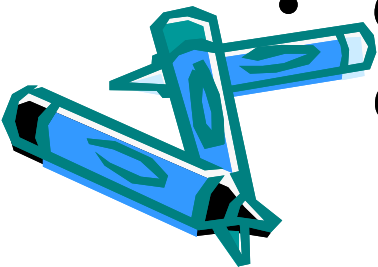
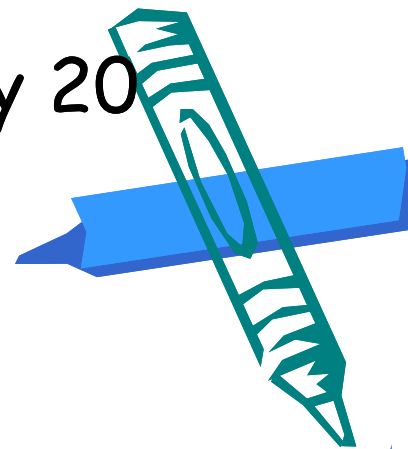


- 
- Phase 3 involves the teaching of the next 25 sounds, mostly comprising of 2 letters eg sh, ch
 - Phase 4 involves consolidating children's knowledge of graphemes (the sound written down), revising what they already know
- 
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All children in reception have a daily 20 minute phonics session

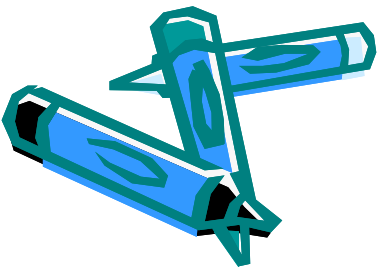
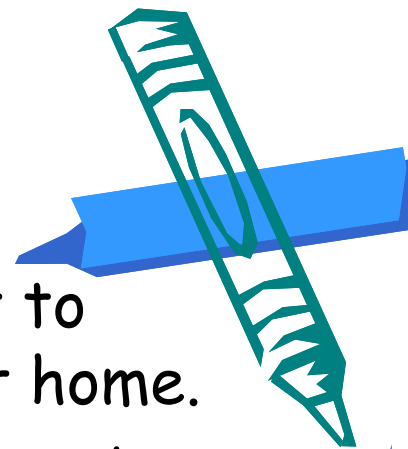
Children are taught to:

- Recognise the sounds that each individual letter makes eg s a p
- Identify the sounds that different combinations of letters make eg sh ch qu
- Blend these sounds together from left to right to make a word eg s a t = sat
- Children can use these skills to decode new words they see or hear.

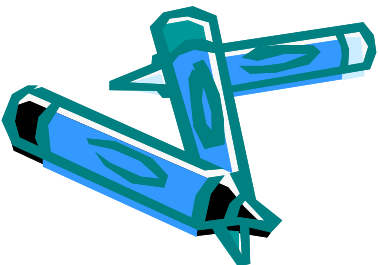
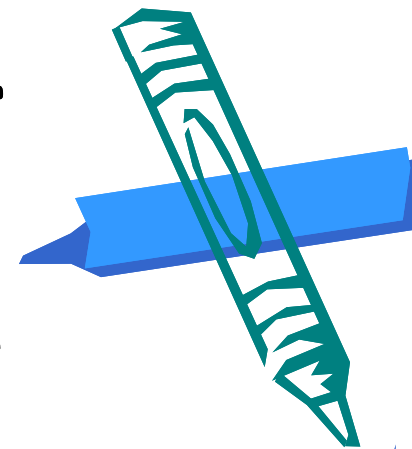


Ways for you to help

- We send home the sounds they have learnt to read and write so that they can practice at home.
- They will also be sent home some common words to practice.
- Your child will also be sent tricky words that can't be sounded out to learn by sight.



- It is important that you use the letter sounds with the children rather than the names
- We teach pure sounds to help children to decode. This may be different to how you were taught!
<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>
- We teach children the correct letter formation for each sound learnt
- As soon as children know some sounds we teach them to read and write words.

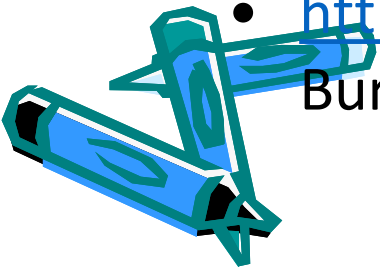
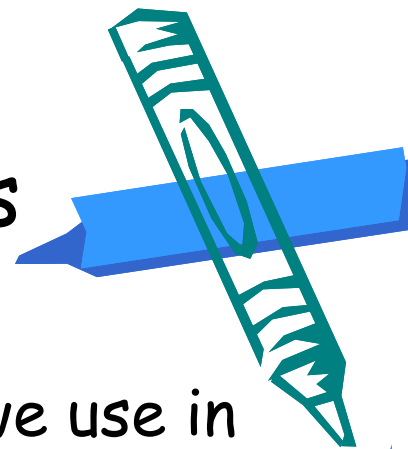


Ideas to help your child to learn the sounds and to read the words

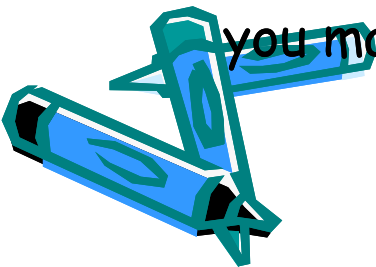
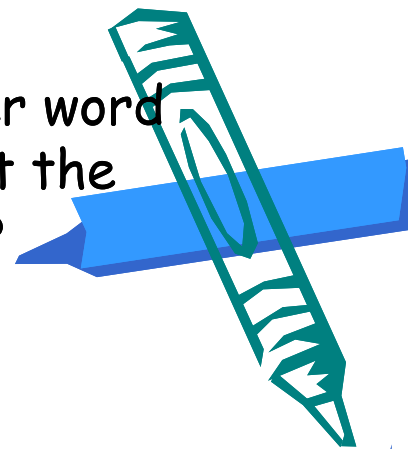
Using the computer

Ict games and Phonicsplay are 2 websites we use in school that have lots of games

- <http://www.ictgames.com/soundBingo.html> (sound bingo)
- <http://ictgames.com/highFreq/index.html> (high frequency word bingo – there is a choice of using no tricky and tricky words)
- http://www.ictgames.com/blendingBingo_LS.html (letters and sounds bingo)
- <https://www.phonicsplay.co.uk/Phase2Menu.htm> - Buried treasure, Picnic on Pluto, Pick a picture

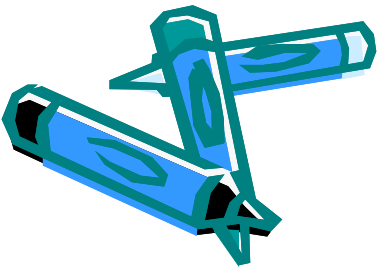
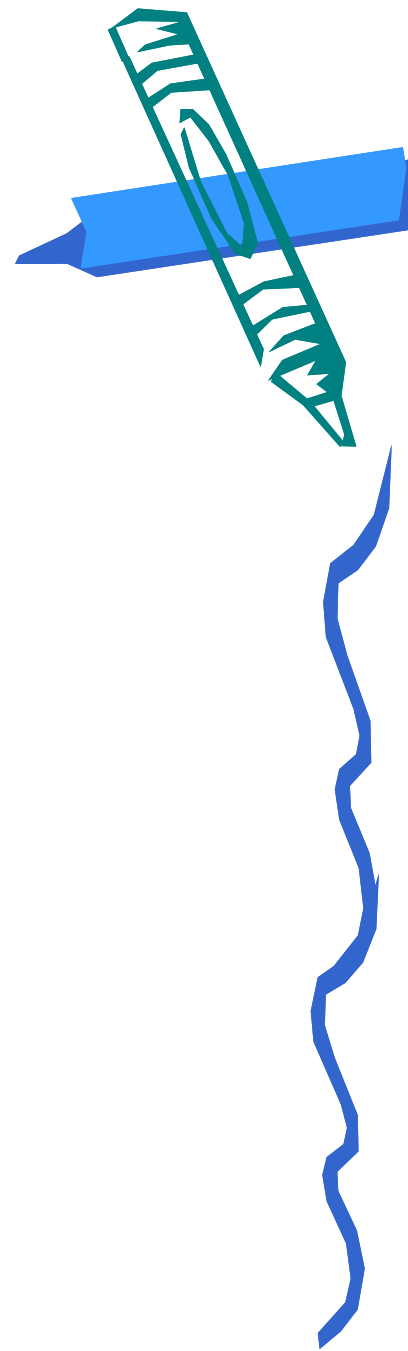


- Match the sound and the word. Can you find another word with this sound? Play as a memory game. Spread out the sounds and words - can you find the matching pairs?
- Play Snap with letter sounds
- Find objects around the house that start with the sound your child is learning. Play I Spy.
- Look for letters in the environment. What sounds can children recognise when are they out?
- Ask chn to write a sound (or word). Check it is spelt correctly, then challenge them to write it as many times as they can in 15 seconds. Can they beat you?
- Use magnetic letters on the fridge. How many words can you make?



Reading in school

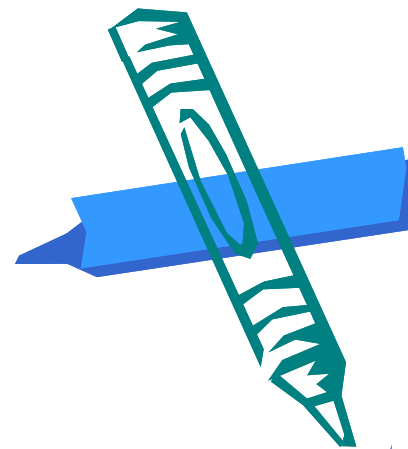
- Daily stories
- Looking for 'clues' in pictures
- Fact files and non fiction books
- Rhyming activities
- Guided reading
- Individual reading



Reading at Home

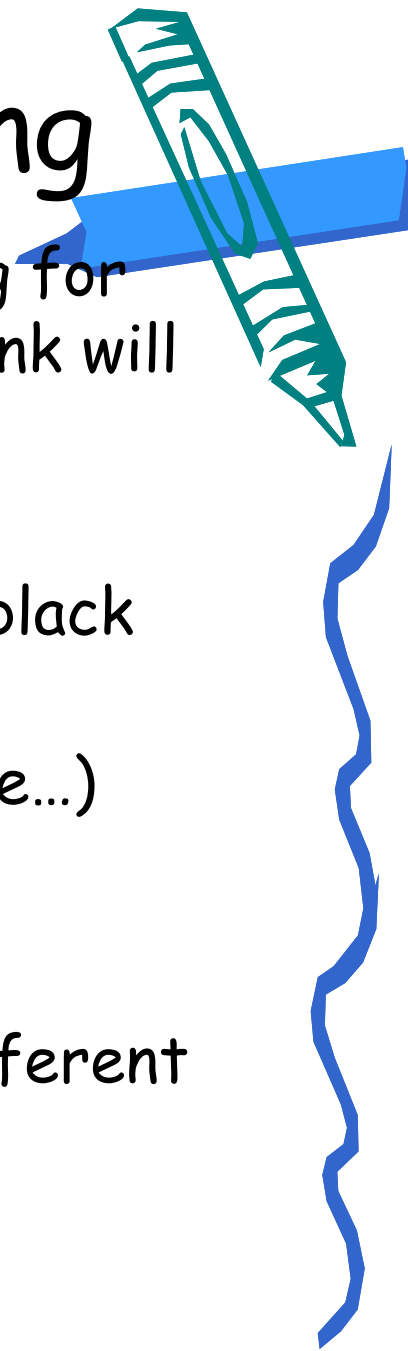
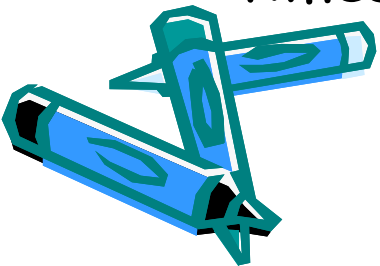
- Share stories
- Encourage children to join in
- Learn rhymes
- Use books for information - about hobbies, facts about things they are interested in, recipes, craft ideas
- Imagine and make up stories
- Join the library
- Reread stories. Children like to rehear the same stories.

**BOOKS DEEPEN THINKING AND DEVELOP
STORY LANGUAGE**



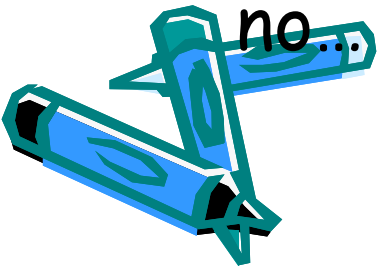
Reading for understanding

- Talking about pictures and stories - looking for 'clues' What is happening? What do you think will happen next?
- Who is the main character?
- What do they look like? (beautiful, furry, black hair...)
- What do they seem like? (nasty, kind, brave...)
- What does that tell us about?
- Where could we find out...?
- Talk about the vocabulary and use it at different times



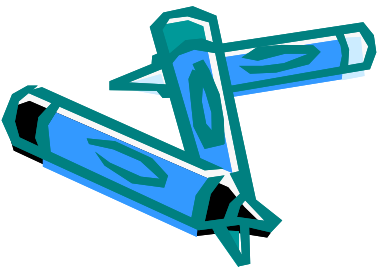
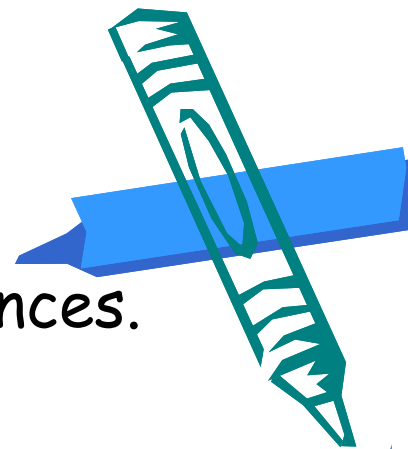
Print in the environment

- Look at print in shops, on the street, on food packets and on journeys
- Go on a print hunt
- Talk about words, letters and numbers you see
- I spy in the supermarket - can you find...
- Learn print has meaning
- Look at letters and words all around us
- Recognise and read whole words - stop, no...



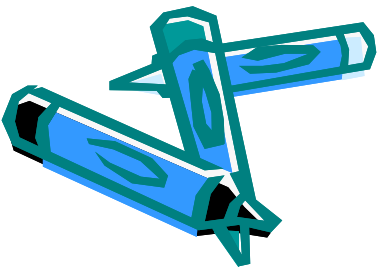
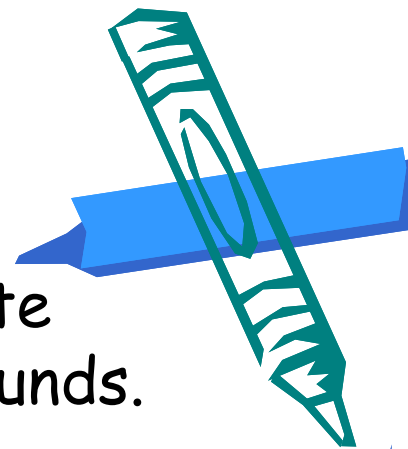
By the end of reception

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.



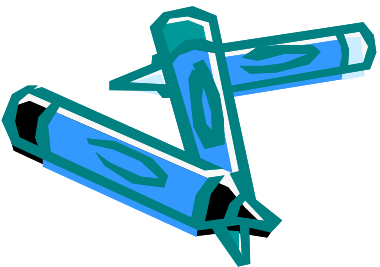
By the end of reception

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.



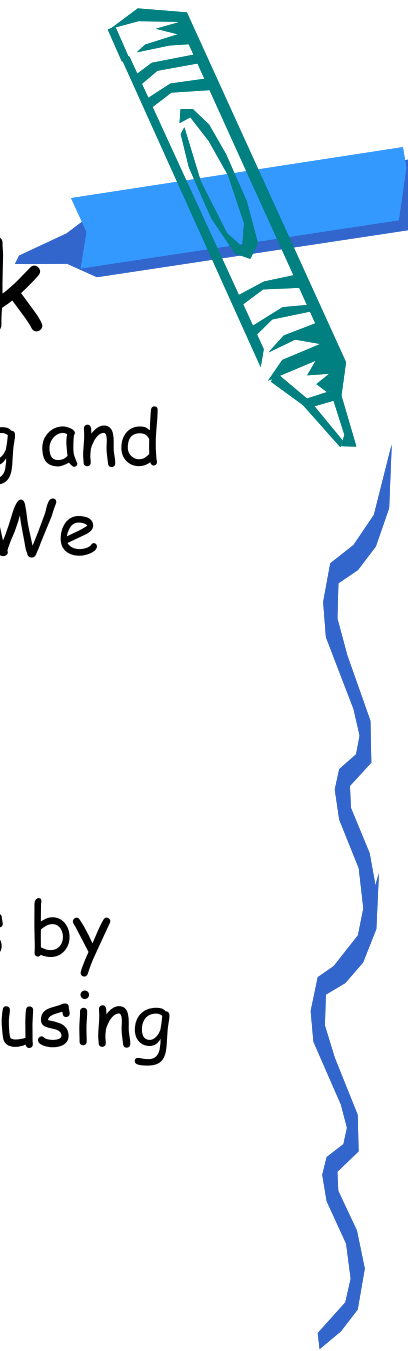
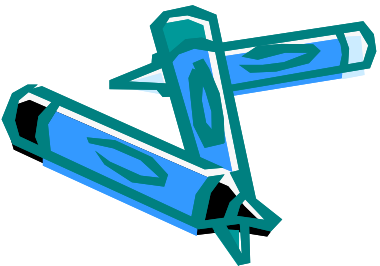
Reading and Library Book

- Your child has their reading book and is choosing their own EYFS library book to bring home to you each week.
- They have reading diary that we would like you to use to show the reading they do at home.



Reading and Library Book

- Books will be in their school book bag and need to come into school every day. We will send them home every night.
- These will be changed once a week.
- Please supplement your child's reading/sharing of books and stories by using any books you have at home or using the local libraries.



Any Questions?

