

# Phonics Meeting Years 3 and 4

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# What is Phonics?

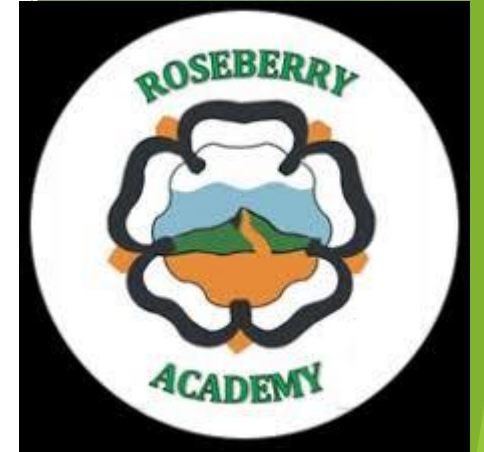


- ▶ Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

- ▶ Understanding phonics will also help children know which letters to use when they are writing words
- ▶ <https://www.youtube.com/watch?v=sjLPILhk7bQ>

# Phonics at Roseberry



- ▶ As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.
- ▶ In Year 3 we continue to teach phonics to those children who didn't pass their Phonics screening test in Year 1 and their resit in Year 2 and to those children who still need support with recognising certain sounds in words when they are trying to segment words and blend sounds to read.
- ▶ Without those skills of decoding words children will find it hard to read complex words and, in turn, struggle with spellings and comprehension skills.

## Consonants: stretchy

|   |   |   |   |   |   |   |   |    |    |    |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
|   |   |   |   |   |   |   |   |    |    | nk |

## Consonants: bouncy

|   |   |   |   |   |   |   |    |   |   |   |   |    |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
|   | k |   |   |   |   |   |    |   |   |   |   |    |

## Vowels: bouncy

|   |   |   |   |   |    |    |     |    |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

## Vowels: stretchy

|    |    |    |    |     |    |    |    |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Set 1 sounds

Set 2 sounds

# Set 1 Phonic sounds



# Set 2 and 3 Phonic sounds



<https://www.youtube.com/watch?v=TkXcabDUg7Q>

# What does Phonics look like in Year 3?

- ▶ Children who are still accessing RWI have a daily 15 minute intervention at the start of each day.
- ▶ The children use flash cards to recap set 2 sounds and spend time learning and reviewing the set 3 sound that they are learning for that week.
- ▶ With support the children read the corresponding green words that include the sound they are learning.
- ▶ At the start of the week, the children look at the RWI book they will be reading that week. They look at the red, green and challenge words in the book and discuss the introduction page and any vocabulary words they may be struggling with.
- ▶ During Eric time, every afternoon, the children read the RWI book, either with a Year 6 reader or with the class teacher. This enables children to become familiar with the story and develop fluency when reading.
- ▶ During the final session of the week, children read the text one last time, discuss the text they have read, including answering the comprehension questions, and check they have understood the vocabulary and the story.
- ▶ Children will still have home reading books, linked to their reading ability. They are regularly assessed so that books are matched to their ability and there is a sufficient level of challenge.



# Reading comprehension skills

- ▶ By Year 3, most of the hard work of learning to read has been done. The main focus moves on to comprehension and building the habits that make a confident and keen reader. Your child will learn to:
  - ▶ read a wide range of books and retell some stories orally
  - ▶ read aloud and perform poems and play scripts
  - ▶ talk about interesting words and phrases
  - ▶ read between the lines and use evidence from the text when giving their opinion
  - ▶ predict what might happen next
  - ▶ use dictionaries to check the meaning of words.
  - ▶ talk about the structure of non-fiction books
  - ▶ spot themes (recurring ideas) in a book
  - ▶ ask questions about a book to help them to understand it
  - ▶ summarise the information or plot in a book
  - ▶ make inferences (read between the lines) about a character's behaviour, motivation or feelings
- ▶ <https://home.oxfordowl.co.uk/reading/reading-comprehension/>





# Reading Comprehension at Roseberry

- ▶ Children will continue to access daily reading tasks within the classroom as well as RWI sessions.
- ▶ This is so they can continue to develop their comprehension skills, which include: Vocabulary, Inference, predicting, explaining, retrieval and summarising skills (VIPERS)
- ▶ VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children become familiar with, a range of questions. They allow teachers to track the type of questions asked and the children's responses to these which allows for further targeted questioning. Children are taught these skills through a range of high-quality texts, videos, and images to promote high level thinking.
- ▶ <https://home.oxfordowl.co.uk/reading/reading-comprehension/>

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



# How can I help my child at home?



► <https://www.youtube.com/watch?v=kjHqJQ8sxs4>

**Encourage your child to read** Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

**Read aloud regularly** Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

**Encourage reading choice** Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

**Read together** Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

**Create a comfortable environment** Make a calm, comfortable place for your family to relax and read independently - or together.

**Make use of your local library** Local libraries are FULL of books for children! They also offer brilliant online materials, including audiobooks and e books to borrow. See Libraries Connected for more digital library services and resources.

**Talk about books** This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

**Bring reading to life** You could try cooking a recipe you've read together. Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

**Make reading active** Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

**Engage your child in reading in a way that suits them** You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative, activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

# Useful websites



- ▶ <http://www.oxfordowl.co.uk/read-write-inc-home>
- ▶ <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- ▶ <https://www.phonicsbloom.com/>
- ▶ <https://readingeggs.co.uk>
- ▶ How to say the sounds? <https://www.youtube.com/watch?v=TkXcabDUg7Q>
- ▶ What is Phonics? <https://www.youtube.com/watch?v=sjLPILhk7bQ>
- ▶ Why read with your child at home? <https://www.youtube.com/watch?v=kjHqJQ8sxs4>
- ▶ What is reading comprehension? <https://home.oxfordowl.co.uk/reading/reading-comprehension/>

