

Phonics and Reading at St. Margaret's C.E. Primary School

Aims of this session:

- To provide an overview of our school's phonics scheme.
- To explain what phonics is.
- To inform parents about our reading book scheme.
- To give advice on how parents can help at home.



Bug Club Phonics

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- [ActiveLearn: Classroom Support](http://activelearnprimary.co.uk)
(activelearnprimary.co.uk)

Pronunciation of sounds

Some parents may find they are not sure about the 'pure' pronunciation as they were not taught this way when they learned to read.

It is really important for children that we all learn this new way as it will help them with their reading.

[Alphabet \(pearsonschoolsandfecolleges.co.uk\)](http://pearsonschoolsandfecolleges.co.uk)

Blending

- Putting sounds together to make a word
 - c-u-p becomes 'cup'
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Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- 'sat' becomes 's-a-t'

Phase 2

The aim of phase 2 phonics is to recognise letters and their sounds and use them when they are reading and writing simple CVC words e.g. **pan, sit, mum, leg.**

During the phase they will be introduced to reading two-syllable words and simple captions

The order in which we teach the phonemes in Phase 2:

1. s, a, t, p,
2. i, n, m, d
3. g, o, c, k,
4. ck, e, u, r
5. h, b, f/ff, l/ll, ss

Phase 3

The purpose of this phase is to:

Recognise digraphs (2 letters make one sound) and
trigraphs (3 letters make one sound)

The order in which we teach the phonemes in Phase 3:

6. j, v, w, x

7. y, z, zz, qu

8. ch, sh, th, ng,

9. ai, oa, igh, ee,

10. oo, ar, or, ur

11. ow, oi, ear,

12. air, ure, er

Phase 4

This phase consolidates all the sounds that the children have learnt in the previous phases. There are no new sounds to learn. By Phase 4, children will blend phonemes to read CVC / CVCC / CCVC etc.... words and segment words for spelling. Children will have the opportunity to read simple two syllable words e.g. lunchbox, windmill. Children will practise reading all of the irregular words learnt so far and will also be able to spell some of these.

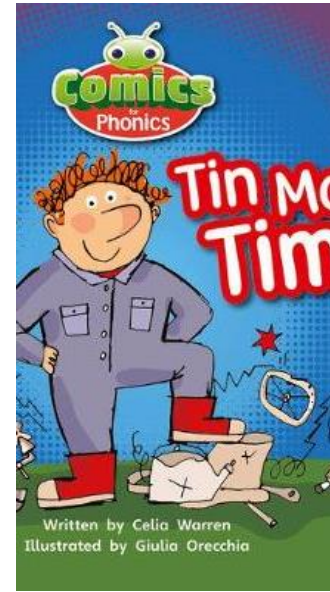
Adjacent Consonants	Irregular words
CVCC (rent)	said have like
CCVC (slug)	so do come some were
CCVCC (stamp)	there little one when
CCCVCC (sprint)	out what

Irregular Words

In the English language there are many that can't be sounded out. We call these words 'irregular words' and they need to be learnt by heart.

- By the end of Phase 2 children should be able to read the five tricky words: **the, to, I, no, go.**
- By the end of Phase 3 children should be able to read the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
- By the end of Phase 4 children should be able to read the tricky words: **some, one, said, come, do, so, were, when, have, there, out, like, little, what;**

Reading Books



- We will send one reading book home each week on a **Friday** and be returned on a **Thursday**.
- Please keep reading books and records in book bags every day.
- We use a variety of genres- fiction; comics; non- fiction; poetry; plays.

Decodable Books

The reading book your child brings home each week will be a decodable book and matched to your child's reading ability. They are intended to reinforce the phonics sounds and irregular words being taught.

You will have the same book for a week so that you can read little and often.

Don't feel like you have to read the whole book in one go- just go with how engaged your child is. If they lose interest, leave it for another time.

What to record in the reading record

The reading record is your chance to communicate to school staff about how your child got on with the book.

As you have the book for a week, we ask you to focus on three areas- the use of phonics; fluency and expression; and comprehension skills.

Example of feedback in the reading record

Using phonics:

"They could sound out (segment) words with some support."

"Supported with blending."

"They could blend ____ independently."

"Read the irregular word(s) ____ on sight."

Fluency and expression:

"They recognised an exclamation mark and added the correct expression."

"Much better fluency- they didn't have to sound out every word."

Comprehension:

"Excellent discussion about the events in the story."

"Able to talk about how the characters were feeling."

"They answered all the comprehension questions in the book after reading."

Comprehension

Comprehension is just as important as being able to read the words. Comprehension skills are vital in making sense of what the words say and interpreting meaning. Please use the guidance and tasks in the front and back pages of each reading book.

Before and during reading

1 Say the sounds

s a t p i n m d

2 Blend the sounds

a	did	in
it	mad	nips
pin	Sam	Sid
sits	is	

Blend?
Say the sounds,
then the word,
e.g. m-a-d → mad!



Story comprehension

Ask the children to read the title and the text on the back cover. What do they think Sid might have done?

Vocabulary check

Point out that Sid and Sam are names of characters in the story. Do the children know what it means if we 'nip in' somewhere? Check the children understand that 'mad' can sometimes mean 'angry'.

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2–3, make sure the children can identify which character is which.
- On pages 4–5, ask the children to read the text first and then to look at the picture. What does Sid 'nip in' and do? Can they predict what might happen next? Read on to see if they are right.
- On page 7, ensure the children understand why Sam is 'mad'.



After reading

Story comprehension

- Can the children retell the story in their own words?
- Why was Sam mad with Sid?
- Look back at page 8. What do the children think might happen next?
- Do they think Sid was naughty in this story? What would they say to Sid about this?

Picture detective

Ask children to find the object in the picture that contains the:

/m/ sound (page 3 – mug)



Remember to prompt and praise!

Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

Published by Pearson Education Limited, a company incorporated in England and Wales, having its registered office at Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number 872628

www.pearsonschools.co.uk

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Text © Pearson Education Limited 2010

First published as part of the Rigby Star series

This edition 2010

14 13 12 11 10

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data is available from the British Library on request.

ISBN 978-1-4062-6019-7

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Art Direction by Jo Somways
Designed by Bigtop
Original illustrations © Pearson Education Limited 2007
Illustrated by Jess Mahall
Printed and bound at Ashford Colour Press Ltd, Gosport, Hants.
Font: Harcourt Education Limited
Teaching notes by Christine Jenkins

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Bug Club at Home



Love of Reading

- We know it can be tedious at first (especially if the blending skill takes a while to master) but if parents can show enthusiasm and share in your child's excitement at being able to read a word then children will be much more engaged and eager to keep trying.
- Remember that being able to turn all those squiggles into actual words is an amazing achievement!