

# Phonics and Reading in Reception and KS1

# An Overview of Reading

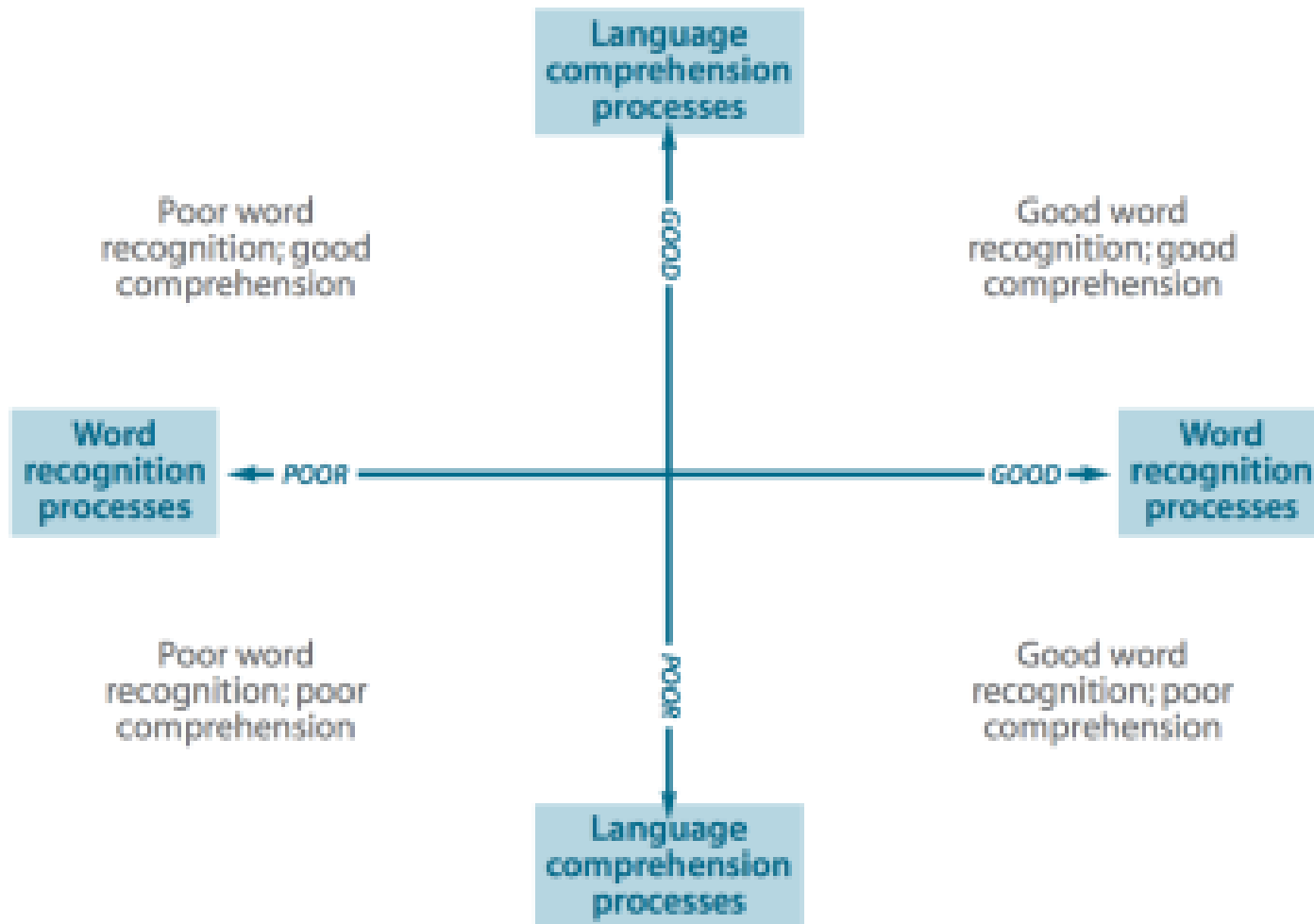
- Daily Phonics Lesson – taught through the Sounds Write phonics scheme
- Home Reading Books – these books are selected in order to re-inforce and practice the decoding/phonics skills being taught in class. They should not be thought of as story books for purely entertainment purposes, but as a learning tool to facilitate good decoding skills and overall success in phonics
- Guided Reading – completed in class on a daily basis, guided reading is an opportunity for children to not only practise their decoding/phonics skills but also to extend their comprehension/understanding of books through teacher questioning
- The Reading Road Map – this is a scheme designed to promote good stories and a love and enjoyment of reading. It is intended that the children bring these books home to share with you and read together

# A brief overview of Sounds Write

## Why Sounds Write?

- Sounds write encompasses reading and writing at the same time.
- 3 aspects to the programme
  - 1) Alphabet code knowledge (knowing all the common ways of representing English speech sound (phonemes))
  - 2) Skills (blending and segmenting)
  - 3 )Phoneme manipulation (bat – bit )

# What makes a good reader?



# How best do children learn to read

- Children must feel confident and secure
- When the challenges provided are appropriate to the learners needs
- Engage them by asking questions
- An in-built strategy for self-correction
- Gesture to support

# How we teach

- Don't teach sounds explicitly – we look at the sound within a word
- Pure pronunciation

<https://www.youtube.com/watch?v=lwJx1NSineE&t=190s>

- 20-25 minute lessons a day (Reception, Year 1 and Year 2)

# Lesson Demonstrations

# Initial Code

- We learn the sound that each word makes in a simple consonant, vowel, consonant word – cat, bag, tin.
- We practice the skills of segmenting, blending and phoneme manipulation
- We follow the units and practice writing simple sentences together using the sounds which we have been practicing.



# Extended Code

- We base the lessons on the skills that they have learned in the Initial Code.
- The new concept is that we have **two** letters but still **one** sound.
  - We look at the different ways of writing the same sound.
  - We also look at the sounds of one spelling.

# Polysyllabic Lessons

- 80 per cent of words in the English language are polysyllabic
- Different skills necessary to read and spell polysyllabic words
  - 1) Segmenting
    - a) Separate words into syllables (fantastic)
    - b) Take each syllable in turn and segment it into sounds (f-a-n t-a-s t-i-c)
  - 2) Blending
    - a) Blend sounds into syllables (f-a-n t-a-s t-i-c)
    - b) Blend the syllables in turn into the word (fan tas tic)

# Key Phrases

- Say each sound and read the word.
- One sound, different spellings
- For example 'plait' – This is a spelling of ai but in this word we use the a\_e spelling.
- One spelling, different sounds
- For example 'cow' - This can be an ow sound but in this word it's ow.

# Schwas

- What is a schwa?
- The majority of polysyllabic words have a stressed syllable and a weak syllable.
- The weak syllable often has a weak vowel sound called a schwa (lighter). For example, chicken.
- Spelling voice

# Reading Diaries

We have new student planners for you to record when your child has read at home and how they got on. A useful comment for us at school (and one that is not too time consuming for you) would look something like this:

He/she enjoyed the book. We practised the word 'my' and the sound 'ai'.

READ – Year 1

# Questions?

