Phonics and Early Reading

St Peter's Primary Catholic School

Aims of the workshop this morning:

- To provide an overview of our Early Reading progression from EYFS until the end of Year 2 at St Peter's.

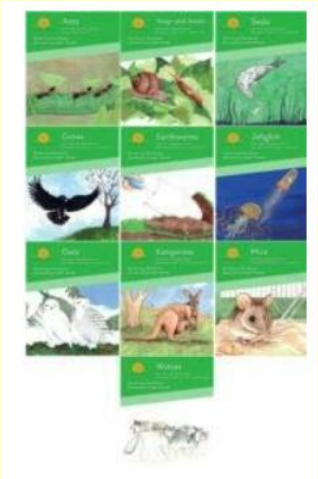
- To explore the key features of our phonics programme 'Sounds Write' and how this is fundamental to our systematic and progressive early reading provision.

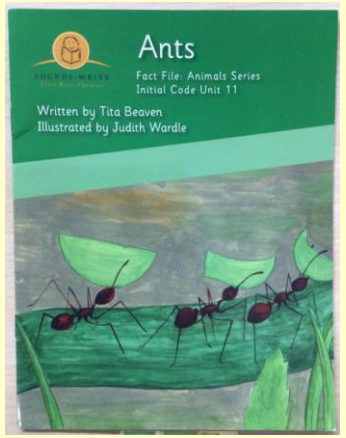
- To recognise and explore the importance of rehearsal and fluent recall in the phonics practice book and consequently the rational which is applied to changing a book.

- To share effective strategies to support your child's reading at home.

Research shows that children are more likely to become confident and fluent readers if they learn to crack the code of reading (phonics) early on.

Repetition is key! Our school practice books are organised into the initial code and the extended code.





Our practice books give our children the necessary direct practise in newly taught phonic code and skills.

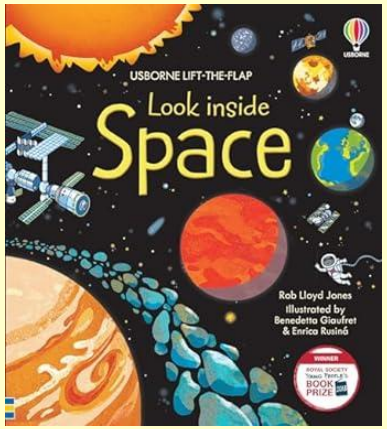
When ready, the children will take home one practice book.

This should be read daily at home.

This is intended to be read aloud multiple times both at home and at school to increase the fluency and sight recognition of words.

A second book can be shared from the library which the child may or may not be able to read, but would like to enjoy with you.

Please write a note in your child's reading record when you read at home.



Rational behind a practice book being change

Initially at the start of each year there is an element of revision and recap of previous sounds which may have been forgotten over the summer holidays. Teachers will individually assess each child taking into account their previous book from the last academic year alongside current phonic recall consequently this can be a lengthy process.

	Year R		Year 1		Year 2	
	Beginning to	End of year	Beginning to	End of year	Beginning to	End of year
Fluency	As they are taught, reads individual letters by saying sounds for them. Begins to blend sounds into short words to read. Begins to read a few taught common exception words.	Read words and simple sentences consistent with their phonic knowledge by sound blending. Read some common exception words by sight.	Confidently read familiar words by sight. Phonetically say the sounds and blend to read unfamiliar words. Read some Year 1 common exception words	Confidently read longer pieces of text which includes all taught phonic sounds. Read words with more than one syllables which include phonic sounds. Read most common expectations words for Year 1.	Read by sight words that include sounds already taught. Break longer unknown words into syllables to then read the word. Read some words with two or more syllables and recognise some common suffixes. Read most Year 1 common exception words and start to read some Year 2 common exception words.	Read most words accurately by sight in longer age appropriate texts. Read about 90 words per minute of an appropriate text. Read many common suffix endings and many words with more than one syllable. Read all Year 1 common exception words. Read most Year 2 common exception words by sight.

Once the child has practised the book sufficiently enough to demonstrate increased fluency in line with the expectations for the year, then their book will be changed.

We are working towards the ultimate goal of reading mostly accurately from sight by the end of key stage 1.

The 5 key areas to be a successful reader:

Phonemic awareness

- The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words

Phonics

- Understanding the relationship between letters and the sounds they make to decode and encode words

Fluency

- The ability to read text accurately, at a normal pace, and with proper expression

Vocabulary

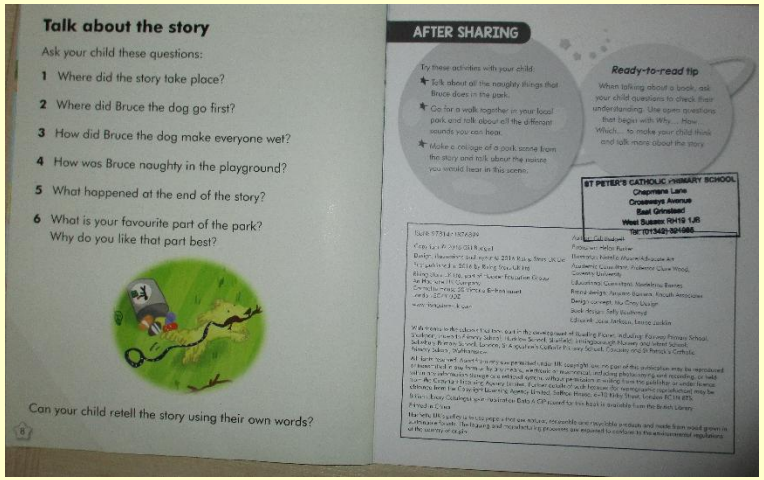
- The knowledge of the meanings of words

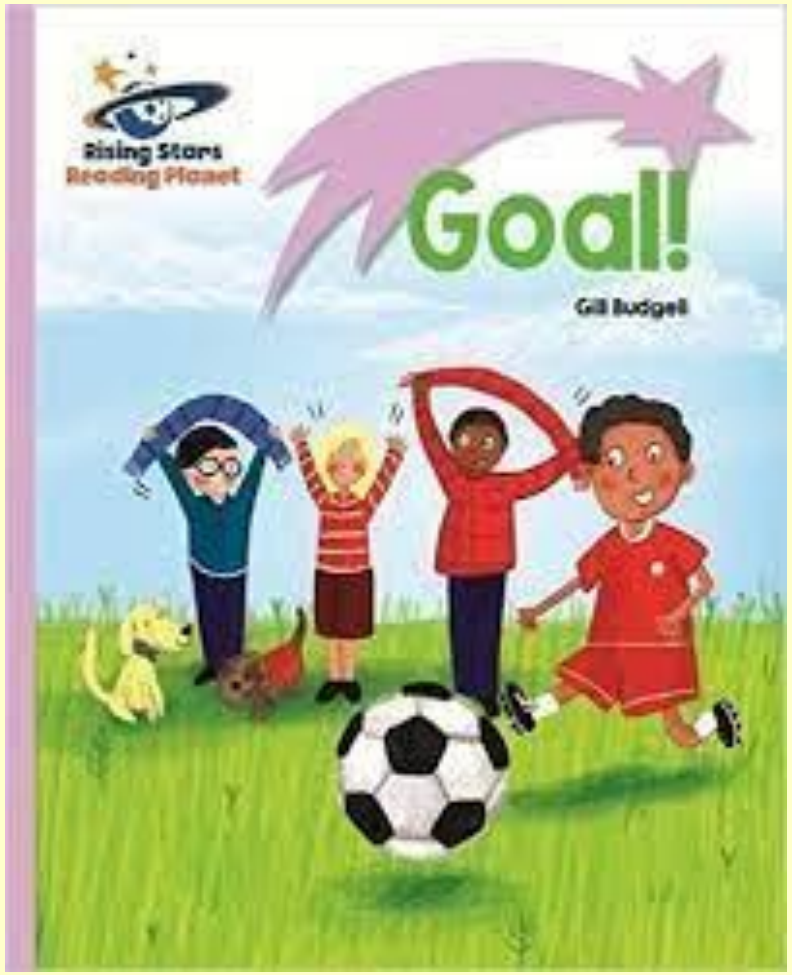
Comprehension

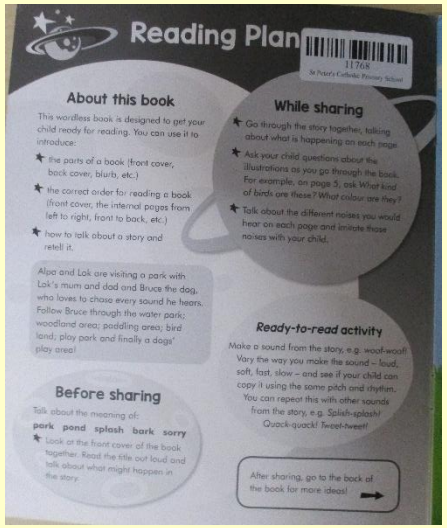
- The ability to understand the meaning of what has been read

Progression in Early Reading

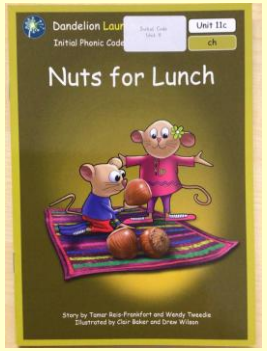
Non-word books

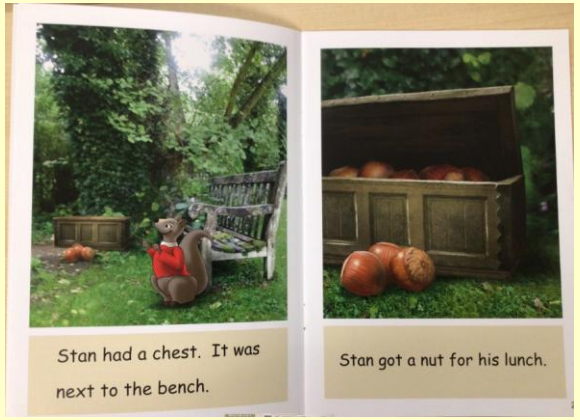




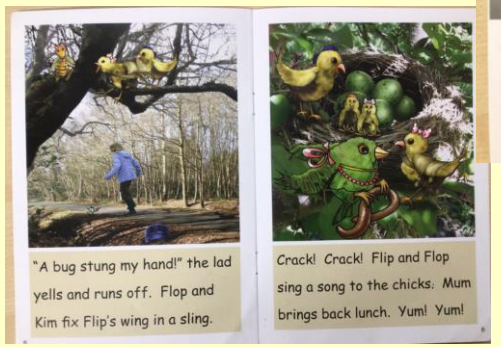


Initial code books

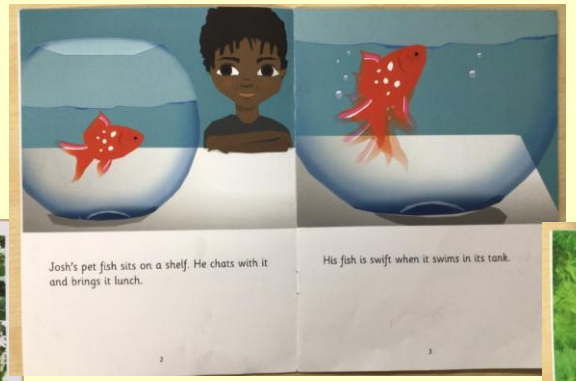




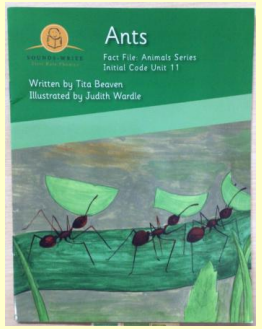
Short text.
Practises key sounds.

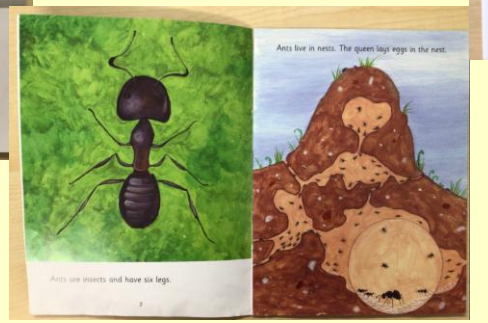


Starts to build on fluency.
Slightly longer text.

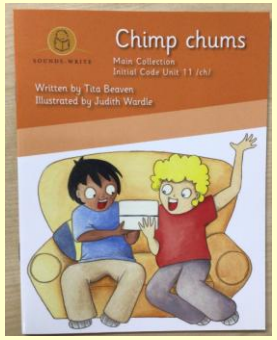


Continues to build on fluency and stamina.
More pages of text and smaller font.





Information text
Continues to build on fluency and stamina.
More pages of text and smaller font.



Really builds fluency and stamina as much more text per page.
More pages of text and smaller font.
More opportunity to read expressively.

Please take some time to explore some of the books available to the children

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Children need to be able to confidently read (decode) and demonstrate they understand.

Reading Comprehension

	Year R	Year 1	Year 2	Year R	Year 1	Year 2
	Beginning to	End of year	Beginning to	Beginning to	End of year	Beginning to
Comprehension	Engages in conversations about stories.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate -where - appropriate- key events in stories.	In a familiar text discuss characters', their feelings and events that happen to them. With support, start to find information in a text about an event, character or topic.	From a suitable text, independently retrieve information to answer questions.	In familiar book, answer questions in discussion with the teacher and make simple inferences. Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction.	Check it makes sense to them, correcting any inaccurate reading. Answer a variety of retrieval questions independently. Make some inferences based on what they have read. Explain what has happened so far in what they have read.

There are strong connections between reading practice and achievement.

If a child cannot read they will find it very difficult to access the curriculum as they progress through their schooling.

How can I support my child at home?

How can I support my child at home?

- Read, read, read!
- Read to your child as often as you can
- Read in a comfortable and quiet place
- Have a bedtime routine that involves a story
- Model the habits of a good reader
- Before reading, talk about what the book is about
- Talk about reading and why you like reading
- Share a book together -Hear them read as often as you can
- Read and recognise tricky words within the story
- Create a good reading environment
- Visit the library and borrow books you enjoy reading together.

Remember, both reading and hearing texts read aloud are important.

It is really important to say letter sounds precisely to be able to segment and blend. This short clip shows a child doing this. Please try to model the precise sounds to your child.

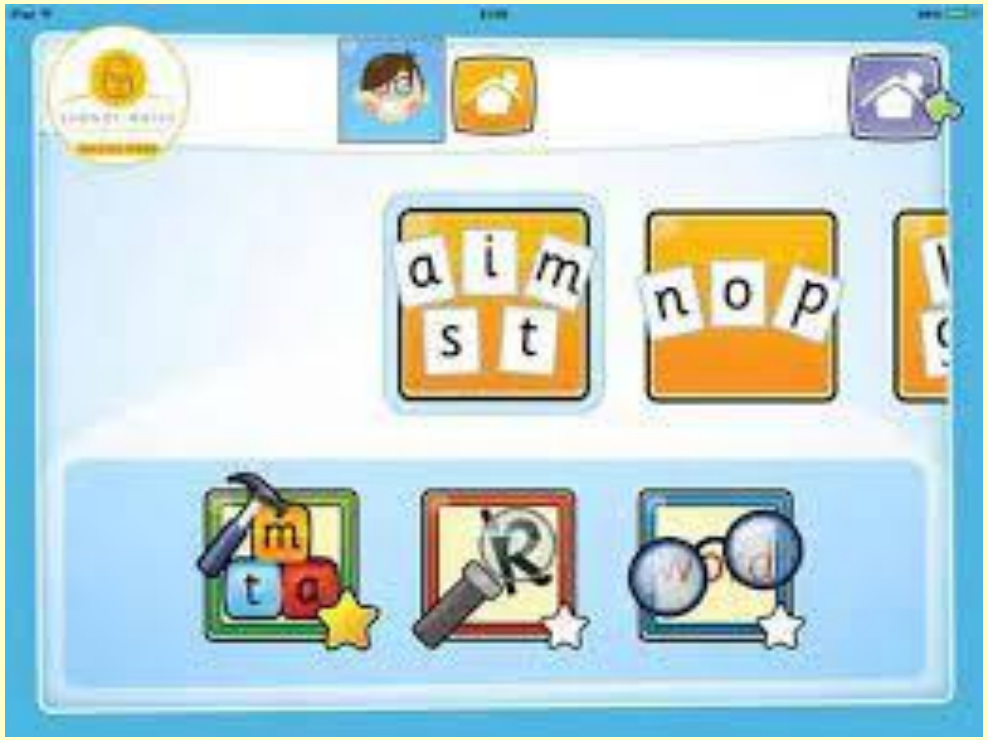
https://www.youtube.com/watch?v=a8ZMfYjdN-s

Initial Code sounds

SOUNDS-WRITE

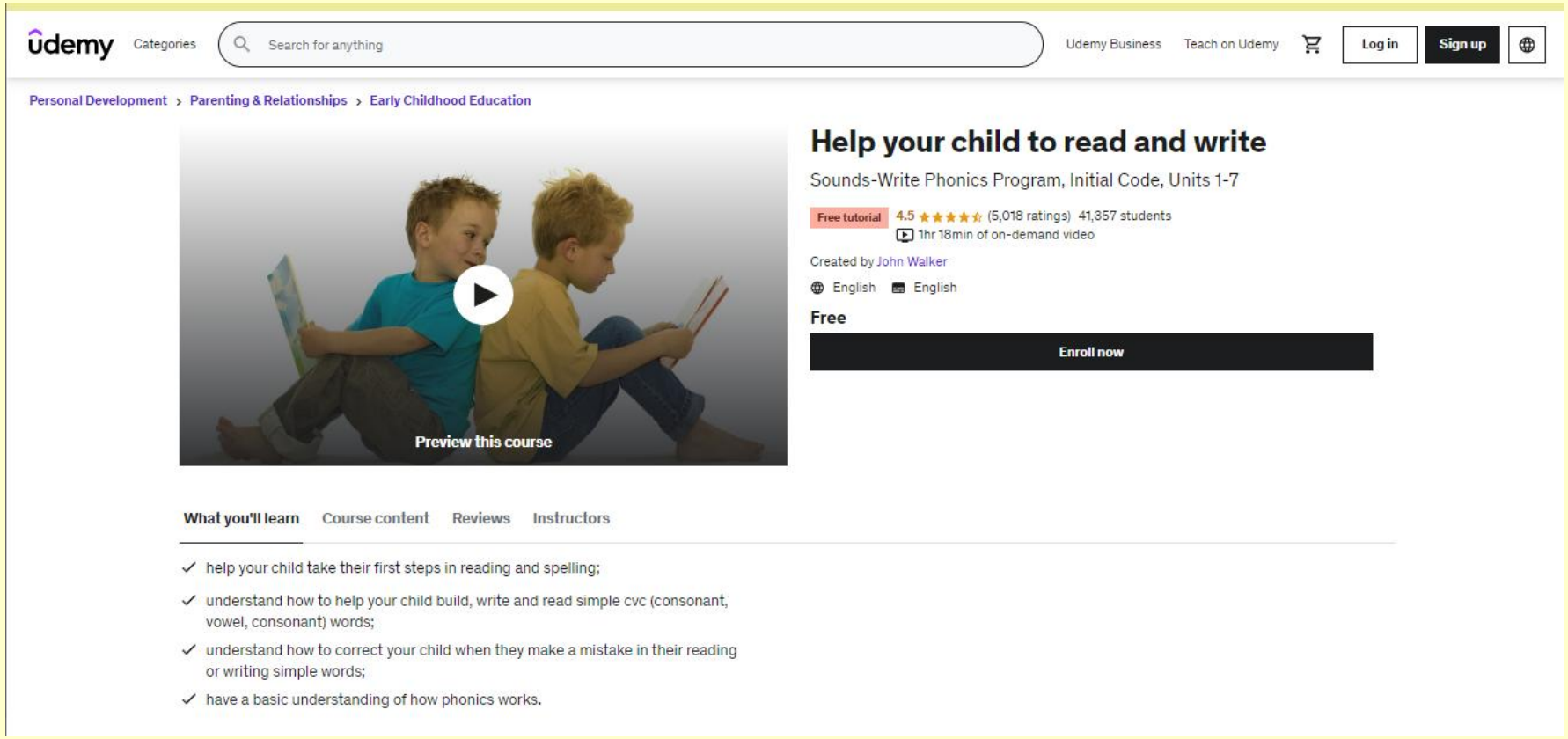
App

This app is only for the Initial Code and only available on iPads.



If you would like more information about Sounds-Write a free online course for parents is available. There is also a second part.

https://www.udemy.com/course/help-your-child-to-read-and-write/



SOUNDS-WRITE