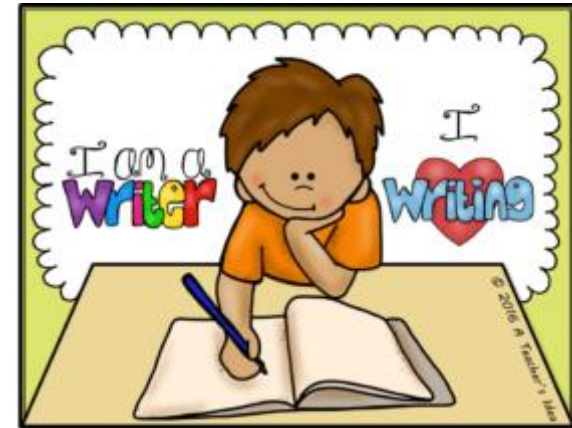
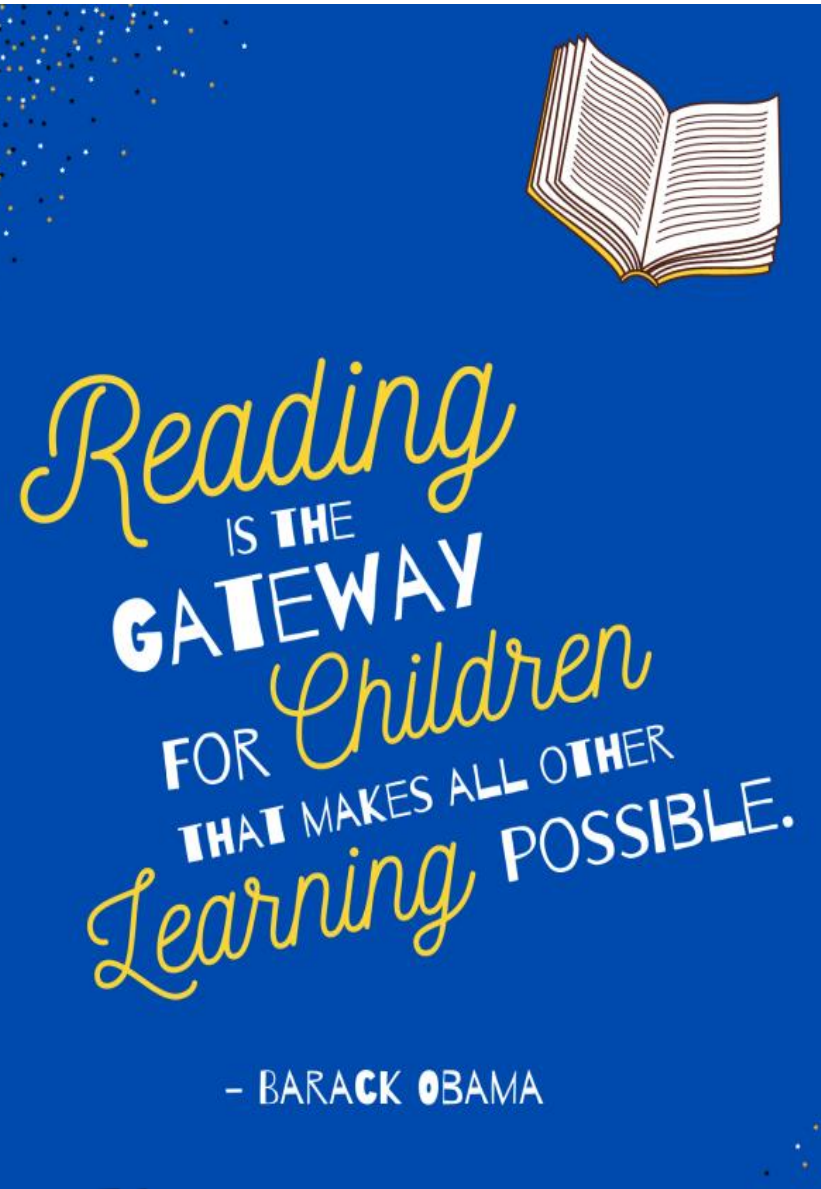


Unlocking Literacy

and how you can help at home.

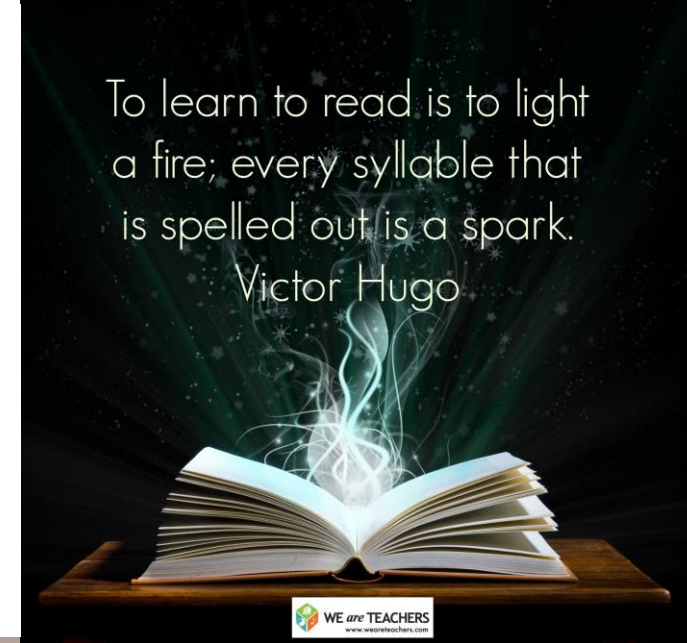


Learning to read is the key to all learning!



Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that watch an illiterate adult try to do it.

-John Steinbeck



Skills and strategies used to help us when we read;

- picture clues
- scanning
- word recognition
- decoding unfamiliar words

PHONICS

Phonics is...

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.

Phonics is a tool to help us crack the code!



Phonics are taught in phases;

The Phases are the way the letters and sounds are broken down to teach sounds in a certain order. At the same time whole words that cannot be broken down easily, "tricky words" are taught to the children.

In school, we follow the
Red Rose Phonics programme



- Phase 1; tuning into sounds, distinguishing sounds, environmental sounds, instrumental sounds, rhythm and rhyme, hearing sounds

Phase 2:

Learning the most common individual letter sounds (19) and their corresponding grapheme (written letter).



Phase 3:

learning the remaining individual letter sounds that weren't covered in Phase 2 - and more complex phonemes (sounds) such as digraphs (2 letters, 1 sound) and trigraphs (3 letters, 1 sound).



Phase 4;

Children become more confident at reading whole words. They will learn to recognise sets of adjacent consonants (called consonant clusters).

spend	trust	skunk	plump	brand
crunch	skunk	plump	spend	trust
brand	plump	spend	crunch	skunk
trust	spend	crunch	brand	plump
skunk	crunch	brand	trust	spend
plump	brand	trust	skunk	crunch

Phase 5;

Alternative spellings for previously taught sounds. Children will learn that there are different ways of spelling the same sound e.g. igh, ie, i_e. They will develop an awareness of sound families.



Phase 6

In Phase 6 Phonics the main aim for children is to develop their fluency as a reader and increase their accuracy when spelling. They will have already learnt the most often used grapheme-phoneme correspondences (GPCs) in the English language. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding and blending skills.

During this phase, children will start to spell more complex words. They will continue to work on spellings and skills which are more difficult, for example:

- using suffixes to indicate tenses
- the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y
 - plural spelling
- using prefixes to change words

Ensure correct pronunciation of sounds

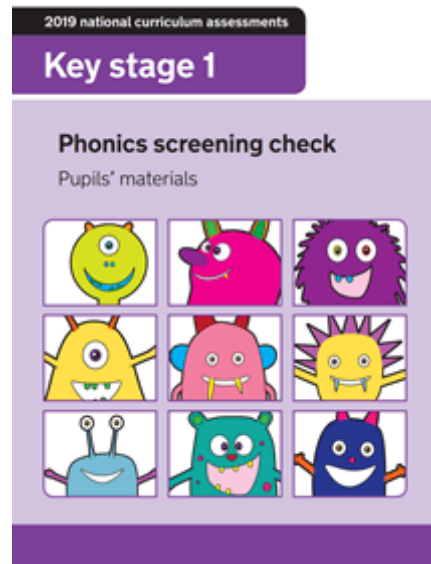
- Letter sounds, not names
- Different types of sound ;
 - soft – h
 - strong - ck
 - long – ee / oo (as in moon)
 - short – oo (as in book)
- Beware schwaring! Sounds do not have an 'u' at the end!

lots of examples of correct pronunciation on the internet




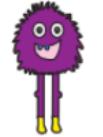


Phonics screening check

This takes place in the summer term for all Year 1 children and those Year 2 children who did not reach the expected standard in Year 1. It 'checks' the child's ability to use phonics taught from phases 2-5 to read words, both real and psuedo words.



Section 2

brend	
throst	
stret	
spraw	

Section 2

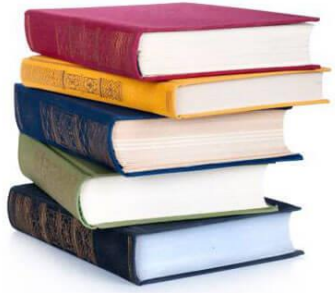
label
vanish
blossom
thankful

HFW and 'tricky words'

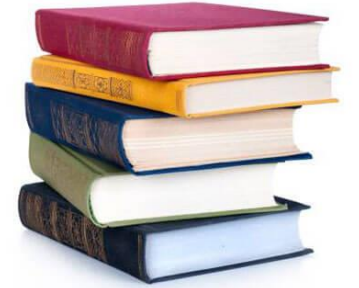
Alongside the phonemes (sounds) and graphemes (way we write the sound), children will also learn to blend the sounds together at each phase to read words, including the most common words known as **High Frequency Words** eg can, and, them, look, when, children

They will also learn that some words cannot be decoded by segmenting and blending the sounds together; we call these '**tricky words**'. We just have to know them!

e.g. go, me, was, people



Home/school reading books



- Children will be given 1 or 2 school reading books that correspond with the appropriate week of the phonics phase that they are currently comfortably working at, based on ongoing phonic assessments. These books are fully decodable. They also contain HFW and 'tricky words' that also correspond to the phase and week.
- Although books may have previously been colour banded, this is now irrelevant for most children in Year R and Year 1. It's the week and the phonic phase that is important, not the colour.
- Books are changed once a week. We expect children to re-read these decodable books throughout the week, to build familiarity and fluency. Please sign and date your child's yellow reading record, every time to read with them. Send books to school EVERY DAY!
- Children will also bring home a library book of their own choosing. This is for reading for pleasure and for you to read with them. We do not expect the children to decode these books.

Top tips for reading at home;

- PRACTICE, PRACTICE, PRACTICE!! Reading is a skill we need to practise EVERY DAY! Share books every day, even if only for ten minutes. Enjoy this special time!
- Talk about the books; don't just focus on the text. The focus is very much on strengthening comprehension, language and vocabulary
- Re-read books; it helps young readers gain familiarity, confidence and fluency
- Always sign, date and comment in the yellow reading record
- Send book bags to school everyday



Children are made
readers on the laps of
their parents.

— Emilie Buchwald

The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.



"Oh magic hour,
when a child
first knows
she can read
printed words!"

-Betty Smith, A Tree Grows in Brooklyn

Glossary of terms;

- **Phoneme**: The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er
- **Grapheme**: A letter or group of letter representing one sound, e.g. t, h, sh, igh,
- **Digraph**: Two letters which together make one sound, e.g. sh, ch, ee, ph, oa
- **Split digraph**: Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite
- **Trigraph**: three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard, tch as in watch
- **Segmentation**: means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme
- **Blending**: means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word
- **Mnemonics**: a device for memorising and recalling something, such as a hand action of a drill to remember the phoneme /d
- **Adjacent consonants**: two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr
- **Comprehension**: understanding of language whether it is spoken or written.