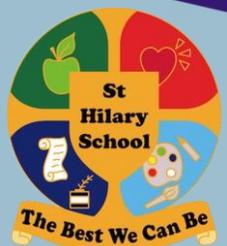




# Parent/Carer Introduction to Phonics and Early Reading at St Hilary



# Welcome!

## Our aims for the next hour:

- What is phonics?
- The alphabetic code
- Blending
- Reading and books
- Reading at home
- Spelling
- Concerns about progress
- Questions and next steps



# We love reading!

- Reading for pleasure
- Finding out information
- Reading the world around them
- Understanding forms and official documents
- Accessing future learning
- Greatly-improved life chances

# READING MATTERS!

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

## A STUDENT WHO READS



## WILL BE EXPOSED TO

1,800,000  
WORDS PER YEAR

282,000  
WORDS PER YEAR

8,000  
WORDS PER YEAR

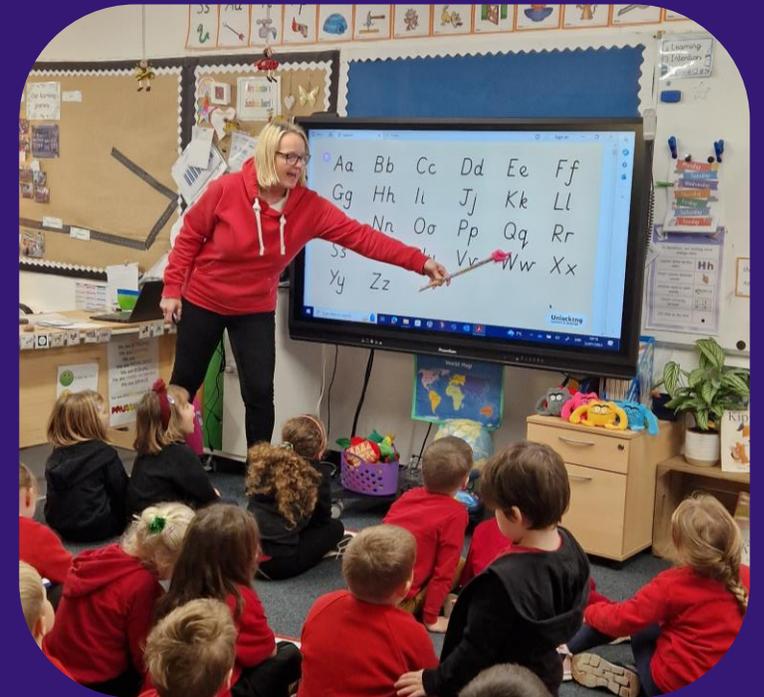
## AND IS MORE LIKELY TO SCORE IN THE



## ON STANDARDIZED TESTS!

# What is Phonics?

- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.

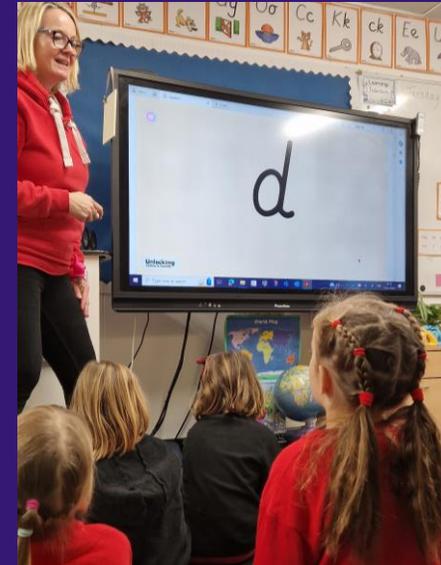




# What is Phonics?



Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		



# The Alphabetic Code



**44**  
**phonemes**  
(written down using combinations of the 26 letters of the alphabet)

**Simple**  
**Code**  
(one written pattern per sound)

**Complex**  
**Code**  
(other written patterns for sounds)



# Blending and syllables

- Pushing the phonemes together to make a word.

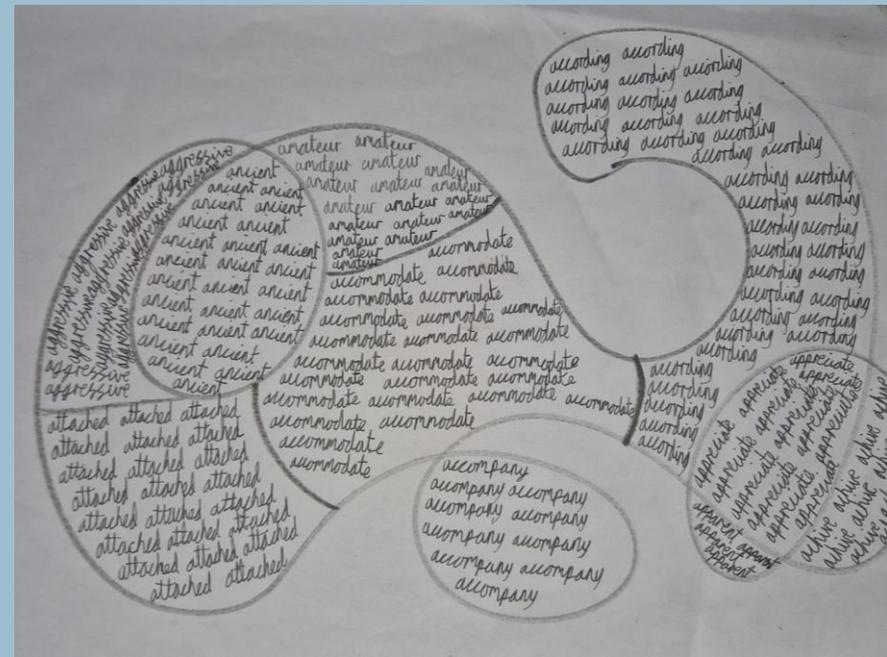


- Fun – Funny – Funniest
- Charge – Y2 spelling
- Crepuscular → Crep | us | cu | lar



# Common Exception Words

the	to	into
no	l	go



# Reading and Books

- Children will be given books when they can blend – this will be at different times for different children
- Books precisely match children's phonics attainment – fully-decodable at 95% accuracy
- This might appear too easy, but we encourage children to re-read books three times - for decoding, fluency, prosody and comprehension
- The children also choose 'real' books from the library. These are to share and experience a wide range of books and explore vocabulary with their families

→ 2 books with 2 different purposes!



	<b>What does this mean?</b>	<b>How do we do this?</b>	<b>What books do we use?</b>
<b>Word Recognition</b>	Readers are able to decode words and read CEWs	<ul style="list-style-type: none"> <li>• Daily phonics lessons</li> <li>• Reading practice through guided reading lessons and individual reading</li> </ul>	<ul style="list-style-type: none"> <li>• Fully decodable books that precisely match current phonics attainment</li> </ul>
<b>Fluency and prosody</b>	Readers are able to read aloud without sounding out GPCs	<ul style="list-style-type: none"> <li>• Daily phonics lessons</li> <li>• Reading practice through guided reading lessons and individual reading</li> <li>• Adults model this when reading</li> </ul>	<ul style="list-style-type: none"> <li>• Fully decodable books that precisely match current phonics attainment</li> <li>• Adults model using a range of books and texts</li> </ul>
<b>Vocabulary</b>	Readers are introduced to a range of vocabulary	<ul style="list-style-type: none"> <li>• There will be some opportunities to introduce new vocabulary during phonics lessons and guided reading lessons</li> <li>• Richer vocabulary will be found by reading children a range of rich and powerful books, texts and poems</li> </ul>	<ul style="list-style-type: none"> <li>• A rich range of books, texts and poems</li> </ul>
<b>Comprehension</b>	Readers develop understanding of what they have read and make links with their own lives and the wider world through their reading	<ul style="list-style-type: none"> <li>• There will be some opportunities to develop comprehension skills during guided reading lessons</li> <li>• More opportunities will be found by reading children a range of rich and powerful books, texts and poems</li> </ul>	<ul style="list-style-type: none"> <li>• A rich range of books, texts and poems</li> </ul>



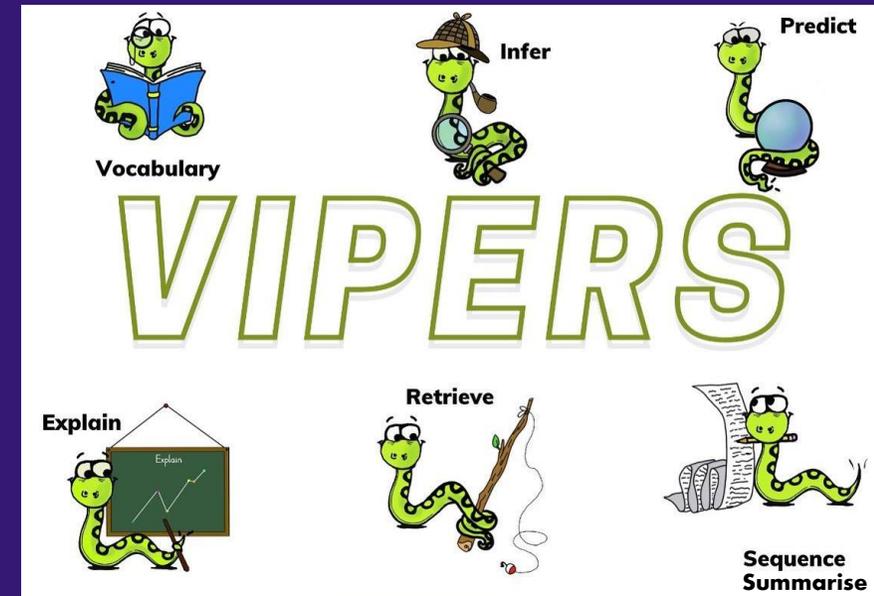
# Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.
- Re-read texts/parts of texts to develop fluency

<https://www.youtube.com/watch?v=Hhu3xeNq3Kg&t=200s>

# Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings (model aloud how you think about what you're reading as you go)
- Support vocabulary
- Predict what will happen next
- Make connections between texts, authors, life experiences, ...)
- Model your love of reading!



Reading for pleasure is **the single biggest indicator of a child's future success** – more than their family circumstances, their parents' educational background or their income.\*

\*OECD

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Alien Education



Unlocking Letters and Sounds  
Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		<b>Arrow</b> – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		<b>Paint</b> – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

# Spelling

- Segmenting words



- Daily writing as part of phonics lessons

# Fluency and beyond...

**Fluency** - not having to concentrate all our energy and effort on decoding frees up cognitive (brain) space to really understand what we are reading

**Accelerated Reader** → once children know the sounds and are reading with a high degree of fluency and confidence

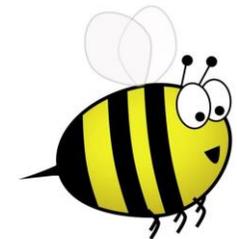
- Termly assessment to give a reading range
- Children choose books from this range (mostly!)
- Complete quiz once finished

**EdShed** → use of phonics to support spelling



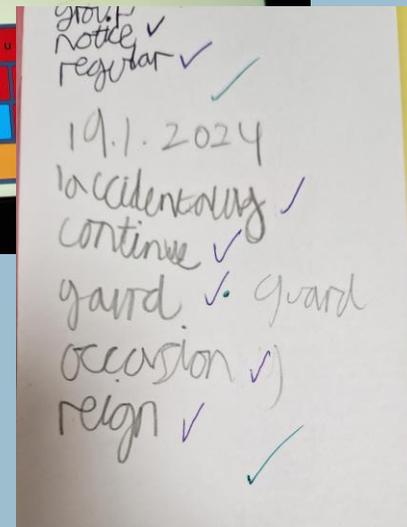
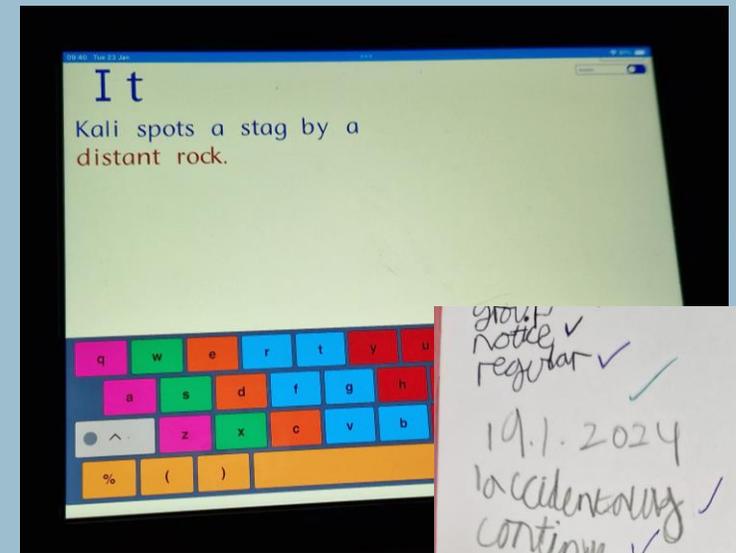
**Accelerated**<sup>™</sup>  
Reader

**EdShed**



# Concerns about progress → interventions and support...

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptations for children with SEND



### Precision Words

Should	Christmas	would	consider	accident
would	consider	Should	accident	Christmas
accident	Should	Christmas	consider	would
would	Christmas	accident	Should	consider
consider	would	Christmas	accident	Should

1st 2nd 3rd 4th 5th

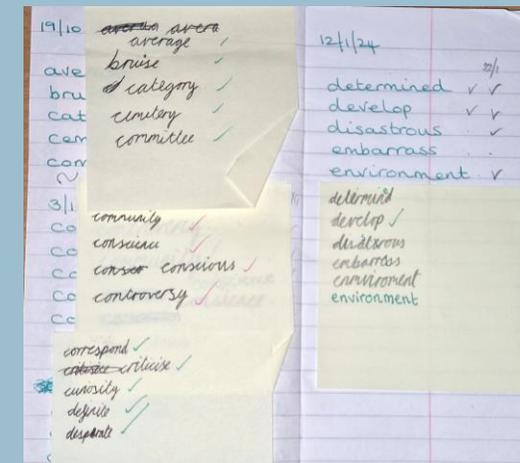
54 4/11  
read in a minute

77 15/11  
read in a minute

75 14/11  
read in a minute

125 14/11  
read in a minute

read in a minute



Questions and next steps...

