

Leigh St Peter's CE Primary School



Reading at school
and how you can help
your child at home.

WHAT WE DO IN SCHOOL TO HELP TEACH YOUR CHILD TO READ:

PHONIC LESSONS:

There has been a big push by the government to improve phonic teaching in school. It is important for children to know the letter sounds and the sounds some pairs or groups of letters make.

In school we use Phonics Bug which is based on the Letters and Sounds programme. We use this programme because it follows a systematic approach and is interactive. We also link to Bug club where your child can access books on-line that are linked to the phase or book band level your child is at. Your child can access bug club at home they should have a password in their reading diaries. In letters and sounds there are 6 phases and by the time your child has reached Phase 6 they will have learnt all the **phonemes** and at this stage your child should be able to **blend** most words.

Nursery, Reception, Year 1 and Year 2 are taught phonics everyday. In Nursery and Reception they are taught by staff in the Early Years team. They use games, rhymes and fun activities. In Key Stage 1 (Year 1 and 2) your child will be taught in a group that may have some Year 1 and Year 2 children in. Again the lessons are mainly games and fun learning activities but there is more spelling practise.

At the end of Year 1 your child will have a Phonics Screening Check. This is a government 'test'. They will read around 40 real and nonsense words to check they know the **graphemes**. If you want to find out more about the Screening Check go to www.education.gov.uk.

If you want to help your child at home try the website below.

www.letters-and-sounds.com

www.bugclub.com (a log-in code is in the front of your child's reading record).

www.phonicsplay.com

www.familylearning.org.uk/phonics_games.html

www.ictgames.co.uk



Letters and Sounds Phases

Phase 1

Phase 1 concentrates on developing speaking and listening skills and lays the foundation for the phonic work that starts in phase 2. Phase 1 is from birth and continues into Reception. In Phase 1 children are taught to listen to sounds in the environment around them and be able to say what it is eg: a telephone ring or car engine; this is called distinguishing differences in sounds. This is early sound work and will help children with sounds that are similar eg. s and x; b and p. In Phases 2 to 5 reading and spelling are taught together. After Phase 6 we move more onto spelling and learn spelling strategies like plurals and -ing words.

Your child will learn to read and spell **tricky words**. These are words that they have to read on sight because they may not have learnt the correct **grapheme** or the words can't be blended eg said, was.

Phase 2

Children are taught letters that will help them blend 2 and 3 letter/sound words eg s-a-t, p-a-t, t-i-ck

Set 1	s	a	t	p	
Set 2	i	n	m	d	
Set 3	g	o	c	k	
Set 4	ck	e	u	r	
Set 5	h	b	f/ff	l/ll	ss
Tricky words:	the to no go I				

Phase 3

Children are introduced to more graphemes that help them blend more words eg: ch-a-t r-i-ng r-ai-n c-ow s-oi-l

Set 6	j	v	w	x	
Set 7	y	z	zz	qu	
	ch	sh	th	ng	
	ai	ee	igh	oa	oo
	ar	or	ur	ow	oi
	ear	air	ure	er	
Tricky words:	he she we me be was you they all are my her				

Phase 4

In phase 4 children work on identifying all the sounds in words, especially where there are 2 consonants together eg string. s-t-r-i-ng. Sometimes children write sring and miss the second consonant out. This is a common mistake and children need to be able to **segment** the word to hear all the sounds.

Tricky words:	said have like so do some come were there little one when out what
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Phase 5

In Phase 5 children will learn alternative graphemes - that when said make the same sound eg: **ai** as in rain (r-ai-n); **a_e** as in came; **ay** as in day

Or are the same grapheme but different sounds eg **ea** as in tea; head and break

wh	ph	a_e	e_e	i_e
o_e	u_e	e	ay	ea
ey	ie	oe	ew	ue
au	aw	ou	oy	ir
Tricky words:	oh their people Mr Mrs looked called asked could			

READING IN SCHOOL AND AT HOME:

Reading is one of the most important skills in life. It is used all the time in life and it is important for your child to pick up these skills as early as possible. There are different parts to reading: **Decoding the text** and **understanding the text** and the importance of these changes as your child moves through school.

DECODING THE TEXT:

We use a range of strategies to decode the text. The main one taught in school is the Letter and Sounds phonics programme:

High Frequency Words:

These are a collection of the most used words and help speed up a child's reading. Some can't be decoded so a child needs to know them, we call these tricky words. You can download them or look at them on a few different websites.

www.highfrequencywords.org/

<http://www.primaryresources.co.uk/english/englishA3c.htm>

<http://www.sparklebox.co.uk/literacy/letters-and-sounds/high-frequency-words.html>

Contextual clues:

Sometimes a child might use the pictures as clues to help them work out unfamiliar words. This is ok as long as they don't do it all the time and for words they should be able to read. It's worth looking and talking about the pictures first if they seem to be struggling with the text.

Reading ahead:

If a child gets stuck on an unfamiliar word they can read to the end of the sentence to see if they can make sense of the word they missed out. Then they need to reread the sentence correctly.

UNDERSTANDING THE TEXT:

For children to enjoy reading and want to read it is important that they are taught skills to help them make sense of the text and not concentrate just on phonics.

At school we use a range of strategies to do this.

Talk for Thought:

These are a selection of photographs used as low down as Reception. Adults ask the children questions and they talk about what the pictures mean. Just like if you'd read a book.

Guided Reading:

Your child will read in a group with an adult at least once a week. This is called guided reading and a range of books are used to capture a child's interest. Sometimes the child reads the book and sometimes the adult does. There are then questions asked and children discuss them in a group. The questions are linked to the characters, the story structure and why the author has used certain words.

Whole Class Reading:

Each year group has nine books that they will read as a class over the year, three a term. At the end of each term they will choose one of the books to use for a book week. In that week they will learn more about the author, characters and settings. They will also make some form of presentation and this will be shared on the class blog.

INDIVIDUAL READING:

Your child will have an individual reading book that has been chosen by the teacher and be the correct level for your child to read fairly accurately. They are expected to read with somebody at home at least **3** times a week. The children that don't read regularly often fall behind in their reading and sometimes struggle to catch up as they move through school. To make this interesting for the children we have a reading at home reward system.

We keep a close eye on the amount of times you read with your child and if they are not reading then letters will be sent home. Also, if reading books don't come into school regularly then a reminder letter will be sent.

Bug Club

To add to our reading books we use Bug Club. Your child will have a sticker on the inside of their reading log or homework diary. On here is the web address and their individual log-in information. Your child's teacher has set up reading books on there that are the same level as their normal reading books. They usually have about 5 books that they can access at any one time. When your child has read one another one will appear. They appear like an ebook and there are questions that the children can answer as they read through the book.



Make sure when your child has read one of these books, you record it in your child's reading log too.

These are the first 100 most commonly used words. We are aiming for our children to read all of them by the end of Year 1 and spell them by the end of Year 2.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

GLOSSARY:

Phonemes: The sounds that are found within a word

It is important to remember the sounds in a word are not always the same amount as the number of letters. Remember to listen for the sounds when you say them rather than looking at the word.

eg. The word cat has three phonemes (c - a - t)

The word ticket has five phonemes (t - i - ck - e - t)

The word sock has three phonemes (s - o - ck)

The word watch has three phonemes (w - a - tch)



Grapheme: The written letter or letters used to make the phoneme (sound)

Sound Buttons: used to help identify the sounds in words

When the children are learning the sounds the teachers use sound buttons to help a child to blend and segment a word. This also helps them identify the phoneme/graphemes in the words and this makes it easier to read and spell.

c a t s o ck ch ur ch h a tch
• • • • • — — — — • • —

If a child was trying to read the word moon and they read each letter separately m-o-o-n they wouldn't be able to blend the word but if they knew oo was a sound on its own then they would read m-oo-n and they could blend the word easily.

Diagraph: Two letters that make one sound when read

eg. sh, ch, th

Trigraphs: Three letters that make one sound

eg. igh (l - igh - t) and ear (f - ear)

CVC: Stands for consonant, vowel, consonant.

eg. cat, got, sit,

We also see different combinations of consonants and vowels within words

eg. VC (it, is), CCVC (flag) , CCVCC (crisp)

eg. A CCVC word for example could be 'Flag' because it uses a consonant (f), consonant (l), vowel (a) and consonant (g) to make the word 'Flag'.

Blending and segmenting

These are terms frequently used and are a vital part of our phonics work.

Blending refers to seeing and hearing the individual sounds within a word and putting them together (blending) to make a word.

eg. Look at the individual sounds r-i-ng, blended together they make the word ring.

Segmenting is the opposite of this. Children are given the word and asked to break it up into its individual sounds.

eg. The word green can be segmented into its individual sounds g-r-ee-n.

Tricky words

Tricky words are words that cannot easily be sounded out (decoded). These words need to be learnt on sight and by practising them many times before they can be remembered.

If there are any issues or you would like to discuss any of this information please ask.

Mrs Cathie (Literacy Co-ordinator, Deputy Headteacher)