

SUPERSONIC

Phonic Friends



Leigh St Peter's Primary School

EYFS & KS1 - Information Booklet

For Parents:

Phonics & Reading



Where it all begins.....

At Leigh St Peters Primary School, we believe that reading is the key to unlocking many opportunities in life. In our school, we strive to take our children on a magical reading journey from the moment they step foot into our school.



From the very first day, children are saturated with nursery rhymes. Phonemic skill development gained from nursery rhymes has been scientifically proven to develop early reading. Whilst developing an ear for language, repetition of rhymes teaches children how language works and builds memory capacity through memorising patterns. Nursery rhymes help develop inference skills, as well as developing a rich vocabulary and helping with speech development through strengthening the muscles in the mouth and tongue. Rhyming supports children to articulate words, modulate voices and enunciate clearly by saying them over and over.

Singing nursery rhymes daily also helps our children to develop auditory skills such as discriminating between sounds and develop an ear for the music of words. Our staff introduce literary devices like alliteration and imagery. As well as expand children's imagination and creativity. Nursery rhymes are a great introduction to stories. Many containing verses, which help children develop their sequencing skills.



Every day our children listen to stories. A daily story helps children to continue expanding their knowledge of language, as well as develop their listening skills. It provides our children with mental stimulation, providing them with time to relax and maintain a state of calm, and improve focus and concentration. Reading out loud to children is a critical component of supporting children's oral language development.

Children are encouraged to take part in early language experiences such as a weekly 'show and tell' sessions. This helps to build effective communication and listening skills as well as encourages emotional development.

Our early years team understand that oral language development is the foundation for learning. It supports reading and writing and is critical in supporting the development of children's early literacy skills. We ensure our children experience this by modelling language at every opportunity and providing a language rich environment both indoors and outdoors. Our learning areas are designed with purposeful intent for staff and children to interact, share a focus, talk and take turns. Books are included in the environment and our children have access to libraries in their classrooms. The children can choose from a range of books, which will help to develop a love for reading. Children are taught how to handle books, turn pages, and develop print awareness.

We recognise that the strongest predictors of reading readiness include interest and motivation to read, oral language and narrative skills, including, book and print awareness. Alongside these pre-reading skills, we teach synthetic, systematic phonics.

Here at Leigh St Peter's Primary School, we aim to give all children the opportunity to access a life-long journey of learning. We do this first and foremost through the teaching of daily phonics.



The teaching of systematic, synthetic phonics plays a critical role in teaching children the alphabetic code, enabling children to read.



After developing firm foundations in our preschool in listening, language development, understanding and speech, we take our children on a journey through phase 1 phonics. We use Super Sonic Phonic Friends to help support our teaching and develop children's ability in sound discrimination and phonological awareness. When children enter Reception, we begin to teach systematic synthetic phonics, phase 2-3 until they progress in year 1, where they continue the programme and study phases 4-5 until they become confident, fluent readers with the ability to spell all phonologically decodable words.

As a school we have adopted 'Super Sonic Phonics Friends', to support us with the teaching of systematic synthetic phonics. This ensures a consistent approach across early years and Key Stage 1. 'Super Sonic Phonic Friends' is based on the well-recognised 'Letters and Sounds'. Super Sonic Phonic Friends is a child friendly programme with a multisensory approach to the teaching of phonics, which allows children to be interactive during lessons as they progress through each phase. This helps them to maintain a love for learning to read. It uses friendly characters to help children to recognise the steps in teaching and become excited by the learning that each character wants them to do.

Below represents the structure of Super Sonic Phonics Programme.

Phase 1

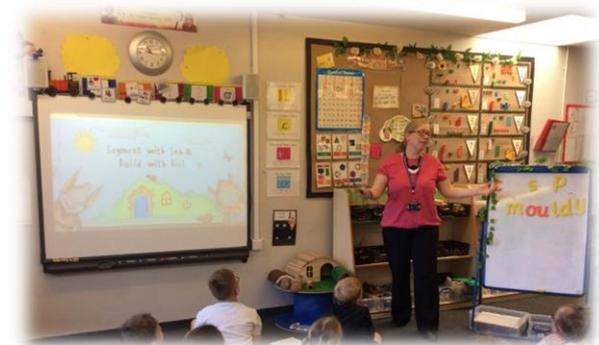
Firm Foundations in Phonics		The Strands
General Sound Discrimination		<ul style="list-style-type: none"> Tuning into sounds (auditory discrimination) Listening and Remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension)
Aspect 1	Environment Sounds	
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	

Phase 2

Securing The Basics 1		Tricky Words
CVC		
Group 1	s a t p	N/A
Group 2	i n m d	l
Group 3	g o c k	l to
Group 4	ck e u r	l to no go
Group 5	h b f l	l to no go the
Group 6	ll ff ss	l to no go the into

Phase 3

Securing The Basics 3		Tricky Words
CVC		
Group 1	j v w x	l to no go the into
Group 2	y z zz qu	he she
Group 3	ch sh th ng	he she we me be
Group 4	ai ee igh oa	he she we me be has his off as is us
Group 5	oo oo ar or	he she we me be has his off as is us was my you
Group 6	ur ow oi er	he she we me be has his off as is us was my you they her
Group 7	ure ear air	he she we me be has his off as is us was my you they her are all



Phase 4

Securing The Basics 4 Adjacent Consonants		Tricky Words
Group 1	CVCC	said have like
Group 2	CVCC & Polysyllabic	said have like do some come
Group 3	CCVC	said have like do some come little so one
Group 4	CCVC & Polysyllabic	said have like do some come little so one what when were
Group 5	CCVCC CCCVCC & Polysyllabic	said have like do some come little so one what when were there then them that this

Phase 5

The Higher Levels Choose to Use Spellings		Tricky Words
Group 1 Choose to Use Two	ai and ay ee and ea igh and ie oa and oe oo and ue	oh their people looked Mr Mrs son
Group 2 Choose to Use – Split digraph	ai ay and a_e ee ea and e_e igh ie and i_e oa oe and o_e oo and ue and u_e	oh their people looked Mr Mrs son asked called could should would
Group 3 Choose to Use Two	oi and oy ur and ir ow and ou or and aw w and wh	oh their people looked Mr Mrs son asked called could should would of love here says today friend want

Phase 5 continued

The Higher Levels Choose to Use Spellings		Tricky Words
Group 4 Choose to Use Two & Three	air and are n and kn r and wr f and ff and ph or aw and au n kn and gn	oh their people looked Mr Mrs son asked called could should would of love here says today friend want our house once where why with over
Group 5 Choose to Use Three and Four	or aw au and are ee ea e_e and ey ee ea e_e ey and y oo ue u_e and ew	above live does goes tall call small
Group 6 Choose to Use	air, are and ear ur, ir and or ch, tch, dge ur, ir, or, er	

Phase 5 continued

The Higher Levels Switch it Spell Sounds		Tricky Words
Week 1 Switch It	i o c g	sixth and wild frog and old crisp and cement growl and gem
Week 2 Switch It	u ow ie ea	underpants and tuba clown and yellow pie and chief dream and bread
Week 3 Switch It	a a ou	apple and angel apple angel and watch mouse and mouldy
Week 4 Switch It	o y ch ch ou	frog old and monk yellow and cry yellow cry and crystal children and chef children chef and chorus mouse mouldy and soup

PHONICS SCREENING:

At the end of Year 1, your child will take part in a national Phonics Screening Check. This is a government assessment. Your child will read 40 real and nonsense words to check they know the **graphemes**. If you want to find out more about the Phonics Screening Check, please visit: www.education.gov.uk

READING IN SCHOOL AND AT HOME:

Reading is one of the most important skills your child will develop in their 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**. These reading skills are sequenced to increase in difficulty as they move through school which is why it is so important to start developing these skills from your child's very first day in school.

DECODING THE TEXT:

Phonic Knowledge:

We use a range of strategies to decode each text we read. The main skill taught in school is our 'Super Sonic Phonic Friends' programme. This enables children to break the alphabetic code and become successful readers!

High Frequency Words

High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on

their own, but they do contribute a great deal to the meaning of a sentence. Some of the high frequency words can be sounded out using basic phonic rules, e.g. "it" is an easy word to read using phonics. However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called tricky words.

Contextual clues

Sometimes a child might use the pictures as clues to help them work out unfamiliar words. This is a useful strategy in early reading, however, as children become more confident readers this should happen less and less for words, they should be able to read. It is worth looking and talking about the pictures first if they seem to be struggling with a 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 re-read the sentence correctly.

UNDERSTANDING THE TEXT:

For children to enjoy reading and to develop their desire to 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.

Whole Class Reading

Whole class reading is used throughout the school as a key teaching strategy. Teachers will share a book with the class every week and discuss what they have read. The sessions are well planned and cover a range of questions for the children to answer about the text, specifically linked to the Key Stage 1 and 2 content domains.

Whole class reading gives children access to a range of text types and provides a secure environment for learning to read.

It provides a context for explicit teaching about reading and enables teachers to model the skills and strategies used by effective readers. It also shows children that reading is a pleasurable and informative experience.

Individual Reading

At the learning to read stage, teachers and support staff listen to certain children read individually. The school actively promotes the support of parents in this process by hearing their child read each evening and recording this in the home-school reading diary. Texts are chosen from the school's graded reading scheme and are at the instructional level for each child.

A Reading scheme:

For Early Readers, this material is based around Oxford Reading Tree (ORT). Other materials and texts are also added to broaden the range of language, sentence structures and grammar that the children need exposure to. The scheme also provides engaging texts for our Developing and Fluent Readers. These texts have been carefully chosen to provide a mix of fiction, non-fiction, scripts, articles and poetry with a strong emphasis on stimulating interest and motivation for all pupils.

Reading at home:

Reading at home is regarded as an important part of reading development; we expect that all children will read at home at least 3 times a week. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School linked books. There are reading rewards throughout the year that all children can earn by doing this.

Books Home:

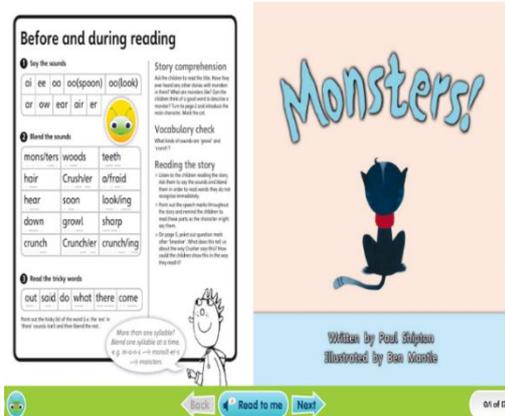
Picture Books - At the very early stages of reading, your child may be given a picture book. Picture books help children to explore and develop language through discussions about what they can see and the sounds they might hear.

Phonetically Decodable Books – These books match your child's current reading and phonic level. The words in these books contain sounds that they have been taught in school. Your child should be able to read these books with some independence.

Whole Language Books - These books match their reading level but may contain words that are unfamiliar to them. These books help to expose children to lots of different vocabulary. Children will need support to read these books.

Online ebooks Bug Club Phonics (Early Years / KS1)

'Bug club phonics' allows children to read e-books online. These books are matched to their phonic level and book band. They become involved in an online reading world where they receive points and rewards for their commitment to reading and phonic practice. You and your child can log on to www.activelearn.co.uk using the password in the front of your child's reading journal.





Bug Club Phonics

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.

Below are a list of websites you can use to help support your child with phonics and reading.

Enuciation Video

https://www.youtube.com/watch?v=BqhXUW_v-1s

www.activelearn.co.uk (To access Bug Club Phonics)

www.supersonicphonicfriends.co.uk

www.phonicsplay.co.uk

Recommended APPs –

Teach My Monster to Read

