

Key Stage One Phonics & Reading at Walter Infant School

19th September 2019 – Judy Wheeler,
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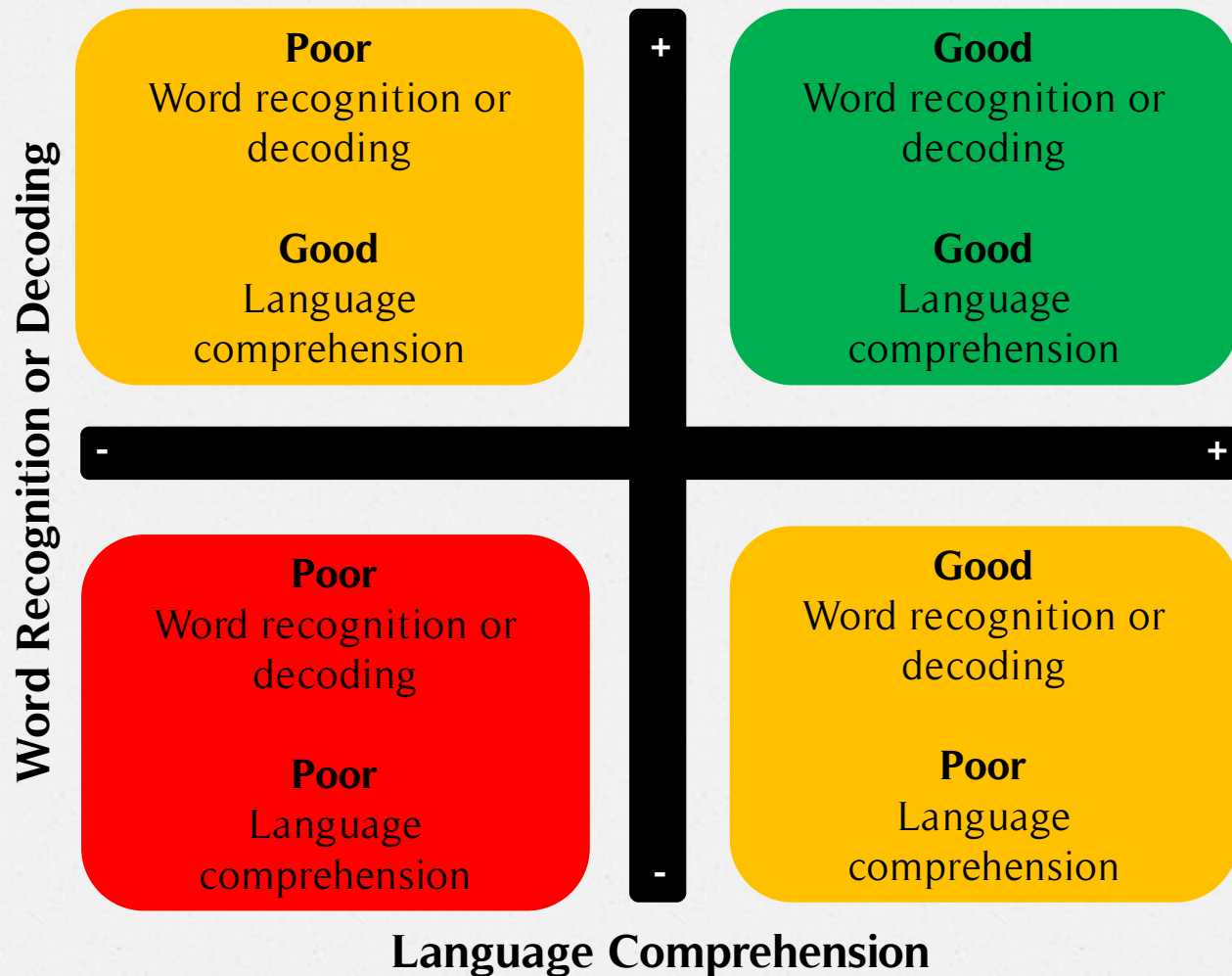


Welcome

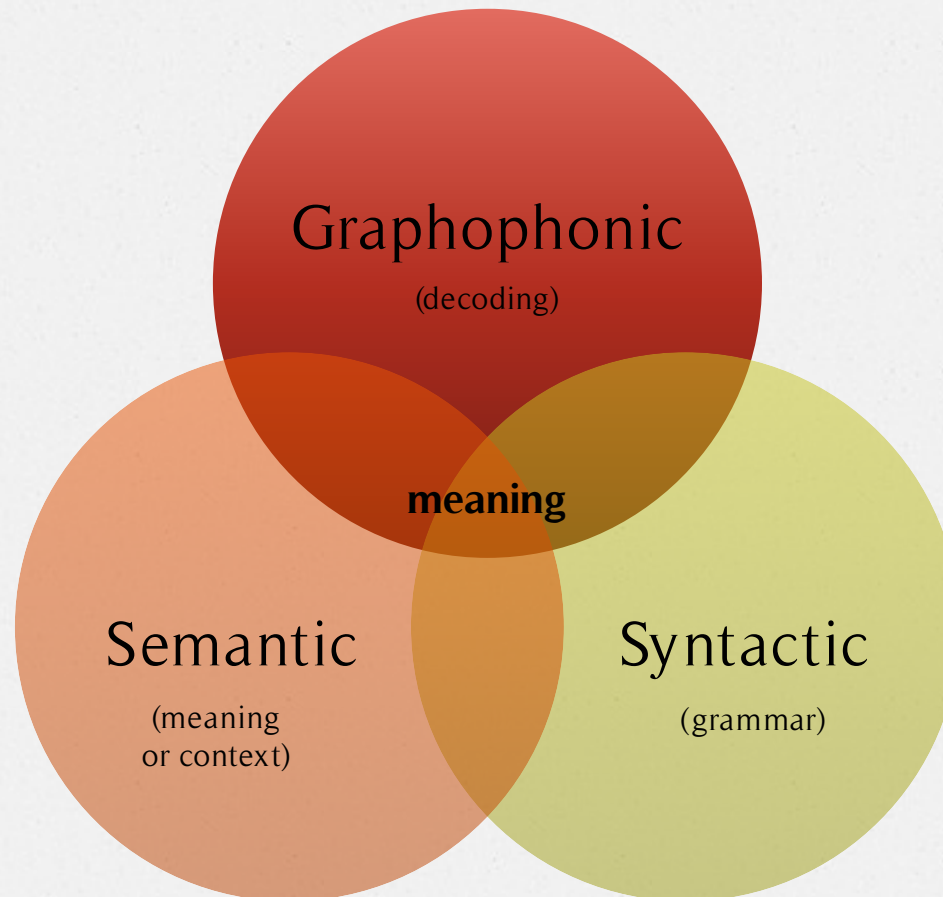
- o We are celebrating a very successful results in Phonics at Walter Infant School for the fourth year in a row.
- o This year (June 2019) 90% of our Year One children achieved the benchmark in the phonics screening check. This is 6% higher than the Year 1 data for Wokingham.
- o In Year two – 92% of children who resat the phonics check achieved the benchmark! This is 23% higher than Wokingham.



The Simple View of Reading



Cueing Strategies for Decoding Words



Syntactic Awareness

- o **Syntactic awareness** is having an understanding of grammar, or the way that the language is organised and structured; more specifically, the order of the words. Rules are followed in all languages for the order of words when spoken or written. Having a basic understanding of this allows readers to anticipate the sorts of words that might follow after; for example, the 'the blue ball bounced off the wall' not 'the blue wall off the bounced'.



Semantic Knowledge

- **Semantic knowledge** is finding meaning or an understanding of the text. Being made aware of the type of text and subject matter is essential to understanding the context of what is written. This is important because in the English language we have many words that have several meanings and can even have different pronunciations, for example lead and close. If readers come across written text that they may not fully understand they may need to re-read it.



Graphophonic Knowledge and Awareness

- o The third is **graphophonic knowledge and awareness**. This includes word recognition, the shape the words or letters make and the use of phonics to decode words. Part of this strategy for word recognition is graphic knowledge, which includes the visual appearance of words. Readers can identify initial letters, word endings, letter strings, word length and word roots to help them recognise words. Children can develop this by looking carefully at words, and matching groups of words or by using onset and rime. This also includes the use of phonics.



Phonics - a definition

- o What is phonics?
- o Phonics refers to a method for teaching speakers of English to read and write their language.
- o It involves connecting the sounds of spoken English with letters or groups of letters (e.g. that the sound /k/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words.
- o Phonics enables people to use individual sounds to construct words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, **what words can you make?**
- o "tap", "pat", "pats", "taps" "spat" and "sat"



Why do we teach phonics?

- o “Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being”
- o Jim Rose confirmed that “high quality phonic work” should be the prime means for teaching children how to read and spell words.
- o The Rose Review also highlighted the importance of developing from the earliest stages children’s speaking and listening, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five.



Letters and Sounds

- “a powerful phonics teaching tool to ensure that young children are well-placed to read and spell words with fluency and confidence by the time they reach the end of Key Stage 1. This is an entitlement we all want to achieve for every child” Andrew Adonis



Glossary of terms!

- o **blend**
 - o to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- o **cluster**
 - o two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- o **Digraph**
 - o two letters making one sound, e.g. sh, ch, th, ph.
- o **vowel digraphs**
 - o comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- o **split digraph**
 - o two letters, split, making one sound, e.g. a-e as in make or i-e in site



- o **grapheme**
- o a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- o **grapheme-phoneme correspondence (GPC)**
- o the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
- o **mnemonic**
- o a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- o **phoneme**
- o the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)



- o **segment** (vb)
- o to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- o **trigraph**
- o a single sound that is represented by three letters, for example: In the word 'match', the three letters 'tch' at the end make only one sound. Other examples of **trigraphs** are: igh as in sigh.
- o **VC, CVC, CCVC**
- o the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.



Phonics Play – a useful tool

o <http://www.phonicsplay.co.uk/member-only/index.htm>



Phonics in Key Stage 1

- Children enter Year 1 with varying levels of competence and some will need to revisit Phase 2 of Letters and Sounds at the start of Key Stage 1.
- The main purpose of Phase 2 is to teach at least 19 letter sounds (phonemes) – what are they?



Letter progression

- o Set 1: s a t p
- o Set 2: i n m d
- o Set 3: g o c k
- o Set 4: ck e u r
- o Set 5: h b f,ff l,ll ss



Discrete Phonics Sessions

- o Revisit and review
- o Teach
- o Practise
- o Apply



Organisation in School

- o The children are taught in ability phonics groups from Foundation 2; the teachers share detailed information about the children's attainment and progress in phonics as they transition in to the next year group.
- o Throughout key stage 1, the children continue to be taught in ability groups; these groups vary in size.
- o The children can move groups depending on their learning needs.
- o The groups happen in our classrooms, The Learning Hub and the Thrive Room.



Reading and Writing

- o Children will read vc and cvc words (orally segment and blend) e.g. **if, am, on, up** as well as pseudo words **ip, ug, ock**
- o Be able to read five common exception words (tricky words) - what are they?
- o **the to I no go**



Phase Three

- o The purpose of this phase is to teach another 25 graphemes – most of them comprising two letters (e.g. oa) so that the children can represent each of about 42 phonemes by a grapheme!!!!!!
- o Set 6: j v w x
- o Set 7: y z,zz qu
- o Followed by – ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- o By now, children will be equipped with one plausible way of spelling all of the sounds we use in English apart from the /zh/ sound in ‘television’ and ‘treasure’ (which is introduced in Phase Five).
- o By the end of phase three the children should be able to sing the alphabet and point to the letter names (so they know phonemes and graphemes)



High Frequency words/common exception words

- o These include common words that are not decodable using the phonics rules which have been taught prior to these words being introduced (eg 'the', 'asked', 'by').
- o They also include readily decodable words such as 'and', 'up' and 'dad' which children will encounter regularly in reading and writing.



100 High Frequency/Common Exception Words

A a	B b	C c	D d	F f	G g	H h	I i	J j	L l
a about all an and are as asked at	back be big but by	called came can children come could	dad day do don't down	for from	get go got	had have he help her here him his house	I I'm if in into is it it's	just	like little look looked
M m	N n	O o	P p	S s	T t	U u	V v	W w	Y y
made make me Mr Mrs mum my	no not now	of off oh old on one out	people put	said saw see she so some	that the their them then there they this time to too	up	very	was we went were what when will with	you your



Phase Four

- o Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme AND be able to blend phonemes to read CVC words and segment CVC words for spelling. There are no new graphemes in Phase Four
- o Phase Four introduces additional Common Exception Words
- o said, so, have, like, some, come, were, there, little, one, do, when, out, what
- o Children also learn how to read CVCC, CCVC, CCVCC words etc. Eg. went, help, from, stop, stand, trust.



Phase Five

- o To reach the benchmark for the Phonics Screening at the end of Year One, children must be secure within Phase five.
- o They should be able to pronounce all phonemes correctly
- o They should be able to segment and blend real and pseudo words
- o New graphemes for Phase Five: ay, u, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e
- o Children confident in Phase Five understand, identify and use split digraphs.



Phonics Screening

- o At the end of year one all children are expected to reach the benchmark in the phonics screening assessment.
- o Part of our phonics focus is on teaching children to blend and read pseudo- or nonsense words, applying their knowledge of phonemes.



Phase Six (taught throughout Year 2)

- o Children should know most of the common grapheme phoneme correspondences (GPCs). They should be able to read hundreds of words doing this in three ways:
- o Reading the words automatically if they are familiar
- o Decoding them quickly and silently because their sounding and blending routine is now well established
- o Decoding them out loud
- o Children's spelling should be phonemically accurate, although it may be a little unconventional at times. Spelling usually lags behind reading because it is harder!
- o During phase six children become fluent readers and increasingly accurate spellers.

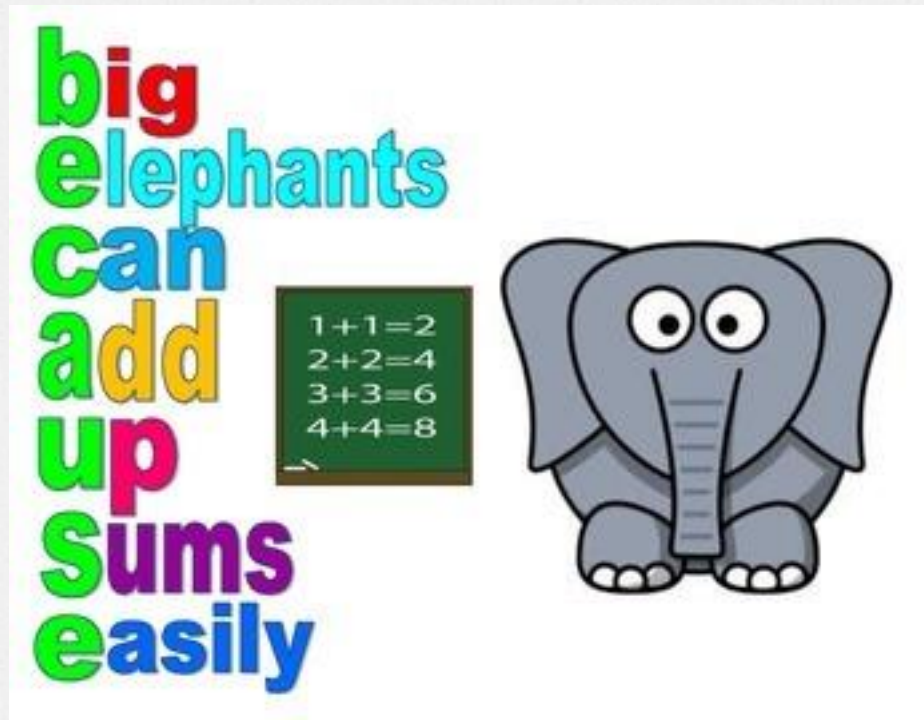


Teaching spelling

- o The past tense
- o Adding suffixes eg -ing, -ed, 'er', adjusting the base word where necessary (eg 'happy' becomes 'happiest')
- o Syllables
- o mnemonics



Because....



Guided Reading

- o In order to address the expectations of the curriculum thoroughly, we teach the children to read in guided reading sessions each day
- o The children will work in groups of children who are reading at the same ability level – sharing texts and discussing what they have read.
- o It is an ideal opportunity to teach children the key skills they need to be a reader, ensuring that they receive ‘Quality First Teaching’ to develop word reading, book knowledge and comprehension.
- o Guided Reading is fun, interactive and proven to be a very successful way to teach young children to read – it develops confidence, fluency, inference and deduction skills.



Book Bands

Pink
Red

YELLOW

BLUE

GREEN

ORANGE

TURQUOISE

PURPLE

GOLD

White

Lime

Copper

TOPAZ

Reading Colour Band Journey





Guided Reading Books

- o We have purchased – with a considerable donation from the Walter Infant School PTA a large set of guided reading books; these are Big Cats from Collins and they include detailed information linked to the National Curriculum.
- o There is a huge variety of genre including fiction and non-fiction and the books within each band can be read in any order.



Day to day logistics

- o The children will work with an adult in a guided group once a week.
- o The children will have at least 3 reading sessions a week – these could be follow up activities from the guided reading session, re-reading texts, independent reading and sharing texts with their peers in the new book corners.
- o Detailed notes on the children's reading will be kept by the teachers; you will know when your child has had a guided reading session as it will be recorded in the reading diary. Expect to see at least one entry a week.



One to one reading

- Some children will also receive one to one reading with an adult employed by the school if it is felt that they need additional support to close gaps.



Volunteers

- o We have a team of volunteers who have been trained to support children's reading in school – if you would like to be a reading volunteer please contact the school office for a training date.
- o We also welcome grandparents or friends of Walter Infant School – all volunteers have to have an up to date DBS (Disclosure and Barring Service) certificate and a reference/character reference to support our safer recruitment process before they can come into school to support the children.



Reading at Home with your child

- Children will select from the colour band below the colour they are reading in class. This is to ensure that there is a level of challenge but that home reading can be a pleasurable experience, sharing the book and finding answers to questions about what has been read.
- Please record in the school diary each time you, or someone else reads with your child.
- Reading at home should be enjoyable – so please ensure that a special time is dedicated to reading with your child each day.
- If your child does not change their reading book – please let the class teacher know as soon as possible so that we can support them in doing so.



Reading at Home

a guide to help you support your child's reading



Justin Matthew Lee

Available to buy at Walter Infant School for £10

