

# Key Stage One Phonics & Reading at Walter Infant School

14<sup>th</sup> September 2016 – Judy Wheeler & Duncan Bowis

# Welcome

- We are celebrating a very successful result in Phonics at Walter Infant School.
- Due to some changes in our practice we have seen the percentage of children achieving the expected benchmark rise from 56% in 2015 to 82% in 2016.
- We intend to build on our success further in 2017 so that 85% or more children will achieve the benchmark.
- In Year 2 – all mainstream children who resat the phonics check achieved the benchmark.

# Phonics - a definition

- **What is phonics?**
- Phonics refers to a method for teaching speakers of English to read and write their language. 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. In this way, 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?**
- "tap", "pat", "pats", "taps" "spat" and "sat"

# Why do we teach phonics?

- “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”
- Jim Rose confirmed that “high quality phonic work” should be the prime means for teaching children how to read and spell words.
- 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!

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

- **grapheme**

- a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

- **grapheme-phoneme correspondence (GPC)**

- the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

- **mnemonic**

- a device for memorising and recalling something, such as a snake shaped like the letter 'S'

- **phoneme**

- the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

- **segment** (vb)
- 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/
- **trigraph**
- 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.
- **VC, CVC, CCVC**
- 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

- <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

- 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

# Discrete Phonics Sessions

- Revisit and review
- Teach
- Practise
- Apply

# Reading and Writing

- 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
- Be able to read five 'tricky words' - what are they?
- the to I no go

# Phase Three

- 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!!!!!!
- Set 6: j v w x
- Set 7: y z,zz qu
- Followed by – ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- 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).
- 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

- 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').
- They also include readily decodable words such as 'and', 'up' and 'dad' which children will encounter regularly in reading and writing.

# 100 Common Exception Words

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



# Phase Four

- 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
- Phase Four introduces additional Common Exception Words
- said, so, have, like, some, come, were, there, little, one, do, when, out, what
- Children also learn how to read CVCC, CCVC, CCVCC words etc. Eg. went, help, from, stop, stand, trust.

# Phase Five

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

# Phonics Screening

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

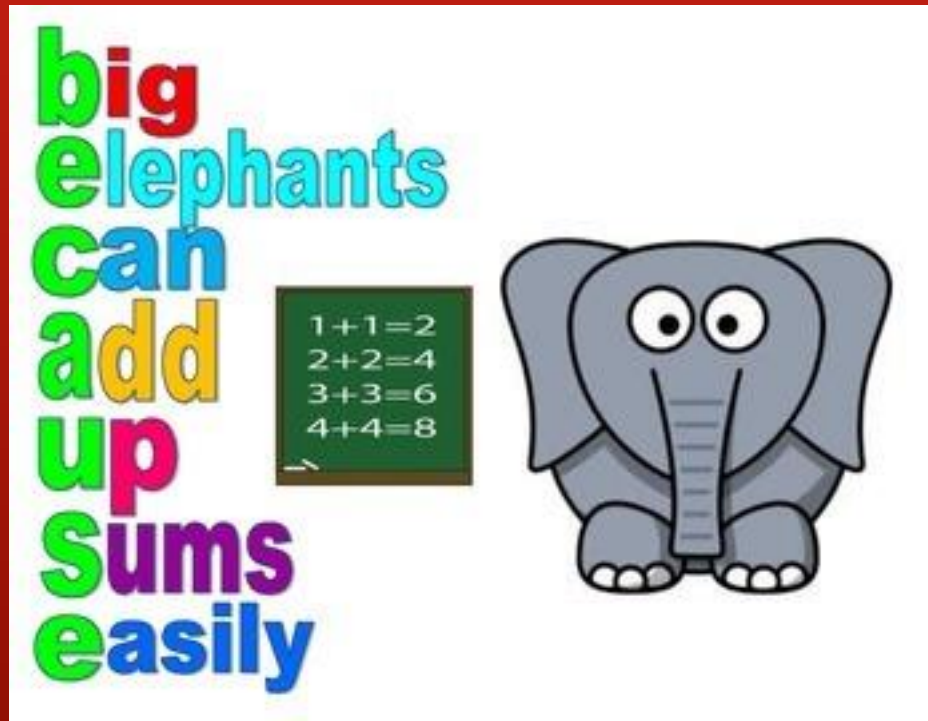
# Phase Six (taught throughout Year 2)

- What happens now?
- 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:
- Reading the words automatically if they are familiar
- Decoding them quickly and silently because their sounding and blending routine is now well established
- Decoding them out loud
- 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!
- During phase six children become fluent readers and increasingly accurate spellers.

# Teaching spelling

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

Because....



# Reading at Walter Infant School

- We have made some significant changes to how we are going to teach reading at Walter Infant School from now on.
- The National Curriculum has different foci and expectations for reading now and we have changed our practice to ensure that we are able to meet the needs of all our children and to challenge them to be the best readers they can be.
- We have produced a document for you to take home or access on the school website which clearly details the expectations for Year 1 readers and Year 2 readers.

# The National Curriculum

## Word reading

In Year 1 pupils should be taught to:

- **apply phonic knowledge and skills as the route to decode words**
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**
- **re-read these books to build up their fluency and confidence in word reading**



# Comprehension

In Year 1 pupils should be taught to:

- **develop pleasure in reading, to feel motivated to read, and to increase vocabulary and understanding by:**
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known

# In Year 2... word reading

- Pupils should be taught to:
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

# Comprehension

In Year 2 pupils should be taught to:

- **develop pleasure in reading, to feel motivated to read and to increase their vocabulary and understanding by:**
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

# Comprehension

- **understand both the books that they can already read accurately and fluently and those that they listen to by:**
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- **participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**
- **explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**

# Comprehension

- **understand both the books they can already read accurately and fluently and those they listen to by:**
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- **participate in discussion about what is read to them, taking turns and listening to what others say**
- **explain clearly their understanding of what is read to them**

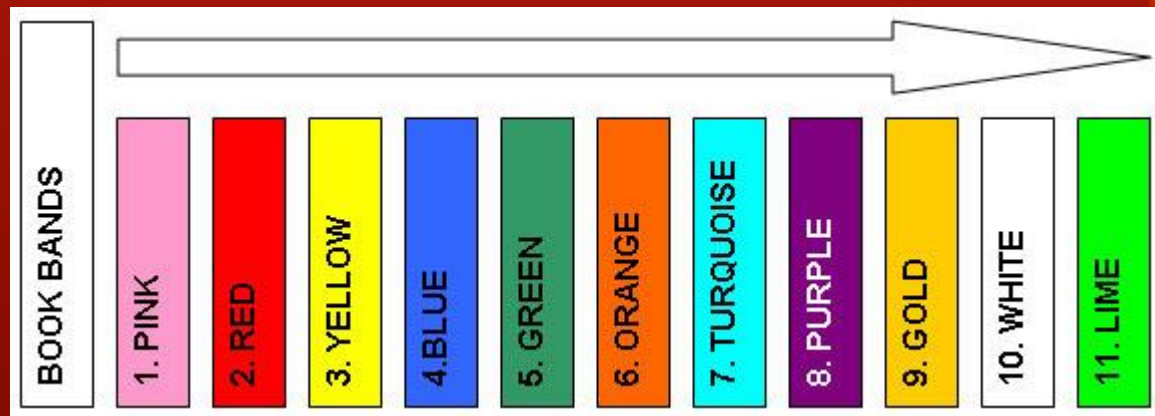
# Guided Reading

- In order to address the expectations of the curriculum thoroughly, we are introducing guided reading: this will happen during a timetabled slot each day in all year groups apart from Robin.
- The children will work in groups within which they are reading at the same level – sharing texts and discussing what they have read.
- 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.
- 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

Book banding was introduced many years ago and we have now completed re-banding all the reading books at Walter Infant School.

- The colours are:



# Guided Reading Books

- 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.
- 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

- The children will work with an adult in a guided group once a week.
- 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.
- Detailed notes on the children's reading will be kept by the teachers; you will know when the children have had a guided reading session as it will be recorded in the reading diary. Expect to see at least 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

- We will also be encouraging parents to continue to come in and support reading in school. We will be holding training sessions for all volunteers in line with the expectations of the new curriculum.
- These will be on Monday 19<sup>th</sup> September at 2:50 pm in the hall and at 9:00 am on Tuesday 20<sup>th</sup> September.
- 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 before they can come into school to support the children.

# Reading at Home with your child

- We have also re-banded all the home reading books – the children will choose their own books, which will be done on a daily basis.
- They 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.

# Flash cards

- The children will no longer be bringing flash cards home from school – the books they bring home will have many of the common exception words that the children will need to learn on sight.
- There may be an occasion where as part of an intervention specific flash cards for speedy recognition are introduced, but these would be as part of a personalised learning plan.

Any questions?

