

Phonics and Reading



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Aims of the session.

- What is the expected standard?
- How your child will be assessed.
- Phonics at Horndale.
- Reading at Horndale.
- How to develop a confident reader.
- How you can help at home.
- Questions and answers

Reading at the end of EYFS

ELG09 – Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Early learning goal	Description of 'exceeding'
9. Reading	Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Reading at the end of KS1

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Reading at the end of KS1

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Formal Assessments

Reception:

- Assessed against the early learning goal for each of the 17 areas (One of them being reading.)
- Children will be given either a 1, 2 or 3 (Emerging, Expected or Exceeding.)

Year 1:

- Phonics screening test (Pass or Fail.)

Year 2:

- 2 comprehension test papers covering fiction, non-fiction and poetry.

What is 'Phonics'?

So, what exactly is phonics?

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words

In phonics lessons children are taught three main things:

GPCs

They are taught GPCs. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are **s, a, t, p**.

Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

What makes phonics tricky?

In some languages learning phonics is easy because each phoneme has just one grapheme to represent it. The English language is a bit more complicated than this. This is largely because England has been invaded so many times throughout its history. Each set of invaders brought new words and new sounds with them. As a result, English only has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes. Obviously we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

ch th oo ay (these are all digraphs - graphemes with two letters)





There are other graphemes that are trigraphs (made up of 3 letters) and even a few made from 4 letters.

Another slightly sticky problem is that some graphemes can represent more than one phoneme. For example **ch** makes very different sounds in these three words: **chip**, **school**, **chef**.

Phonics: Letters and Sounds Phases

1. Children focus on developing their speaking and listening skills. They focus on listening to the sounds around them and also begin building on their segmenting and blending skills. This begins in Nursery and throughout Reception.
2. Letters and their sounds are introduced one at a time. Sets of letters are taught each week and the children begin to blend and segment.
3. Consonant and vowel digraphs are taught. Children will also learn the letter names and continue to consolidate the sounds learnt in phase 2 (Expectation for end of Reception.)
4. No new graphemes are introduced because the main aim is to review children's learning and build on their phonic knowledge. Helps them to read and spell words with adjacent consonants, such as, tree, swim, clap.
5. Children learn a new range of graphemes and phonemes, they will learn a range of different way to spell sounds e.g. 'ai' as in snail has already been taught but 'ay' as in way and 'a-e' as in snake. Alternative pronunciation for graphemes are also introduced, e.g. 'ea' as in pea, read, break.
6. Children develop their fluency as a reader and increase their accuracy when spelling. They will be able to sight read a large number of words and when coming across unfamiliar words they have a range of strategies to decode them.

Phonics Screening

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Taken initially in Year 1 and can be re-sat in Year 2 if children don't reach the pass mark.

Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtt aer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Do yuo fnid tihs
smilpe to raed?
Bceuse of the
phaonmneal pweor
of the hmuan mnid,
msot plepoe do.

Did you enjoy
reading at
school?

Was it a
positive or a
negative
experience?

What does 'Reading' mean to you?

Did you find
it
challenging
or easy?

Remember, your
perceptions of
reading are picked
up by your
children.

Reading requires 2 main skills.

- Phonics and word recognition (The reading of words)
- Understanding what has been read (Comprehension)

Daily
phonics
sessions

Shared
reading

Paired
reading

Teaching methods used.

Guided
reading

Independent
reading

Accelerated
reading

How do we help children to become confident readers?

EYFS and Year 1

Oxford Reading Tree:

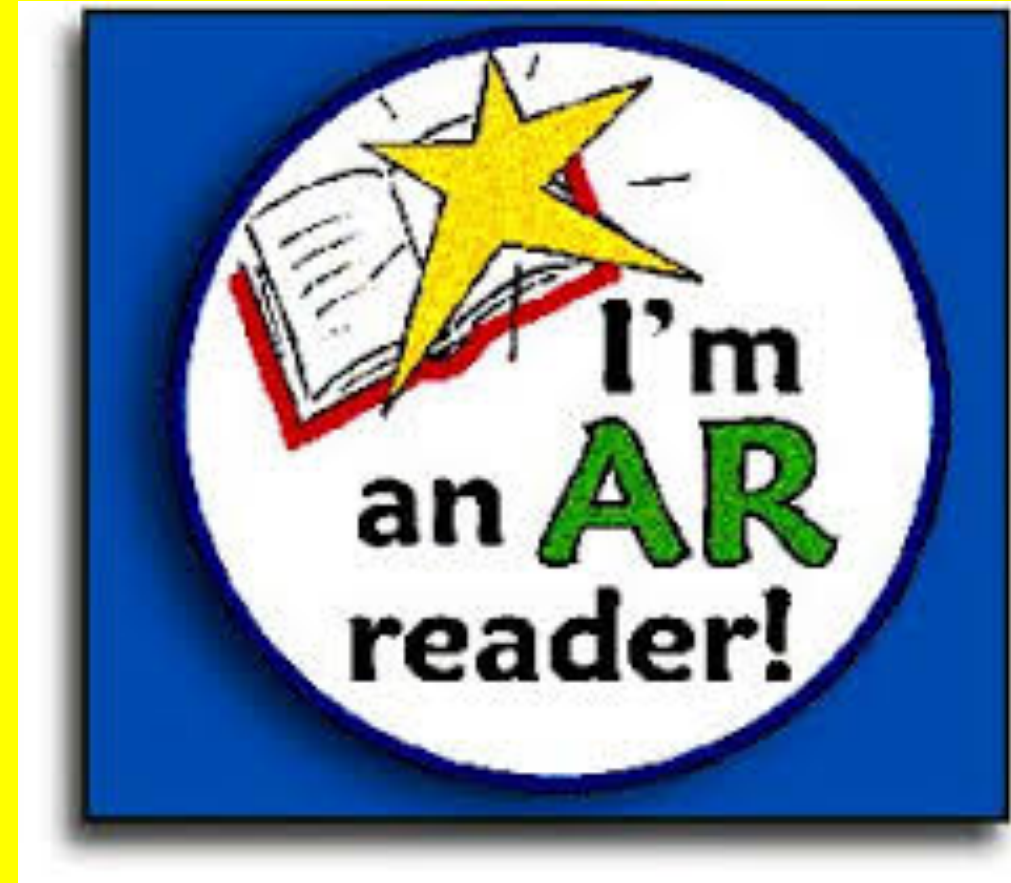
Consistent and progressive to build verbal comprehension skills.



Year 2

Accelerated reading:

Children can choose books that interest them and develop their comprehension and understanding.



At Home.



- Understand it's not a test or a race.
- Create a quiet and comfortable reading environment (e.g. Turn off the television and put down your phone.)
- Making reading visible such as having books at home so children learn it's importance.
- Sit, listen, talk and ask questions about the story.

• **Plan it into your daily routine.**

Do you ask 'Closed' or 'Open' questions?

- Do you like this book?
 - Do you like this character?
 - It's a good story isn't it?
 - Do you like reading?
 - Are you good at reading?
 - Do you like this kind of story?
- What do you like about this book?
 - What do you think of this character?
 - Why do you think this is a good story?
 - What's great about reading?
 - Why are you a good reader?
 - What is it about these stories that you like so much?

Thank you for your time.

Any Questions?

Please could you complete the after workshop evaluation.