

# EYFS and KS1

# Reading Information



Tuesday 23rd September – 8:45am –9:45am

# What is phonics?

- At Gargrave C of E Primary School we follow Little Wandle Letters and Sounds Revised as our validated programme for teaching phonics and early reading.
- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a phonics lessons in school **every** day. Children are taught 4 new sounds a week and consolidate their learning on the fifth day. All children are taught sounding and blending to read words. Children are encouraged to use these strategies to read and write in all other lessons.



# Nursery

- Autumn 1-Phase 1- introduction of nursery rhymes.  
Rhyme time- all the old classics
- Autumn 2- we practise blending and recognising initial sounds. Start with learning s, a, t, p, i, n, m
- Spring 1- d, g, o, c, k, e
- Spring 2- u, r, h, b, f, l
- Summer 1- j, v, w, y, z, q, ch
- Summer 2- ck, x, sh, th, ng, nk
- We don't learn the grapheme (what it looks like) we learn about what sound it makes in preparation for reception.

# Reception


























Autumn Term: Phase 2


Spring Term: Phase 3















Summer Term: Phase 4

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

# Reception































- Phase 2 - introduction of /s/ /a/ /t/ /p/ phonemes and graphemes initially

 	 <p>astronaut</p>	<p>Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b></p>	<p>Around the astronaut's helmet and down into space.</p>
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- Introduction to blending, eg. t - a - p
- Vocabulary - digraph; trigraph
- Tricky words
- Orange sounds book
- Reading book without words
- Reading book with words phase 2 and phase 3

# Year 1

## Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 i y	 o a	 u o-e ou

## Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

## Year 1

Autumn Term 1: Phase 3 and Phase 4 recap

Autumn Term 2: Phase 5

Spring Term: Phase 5

Summer Term: Phase 5

## Year 2

Recap - spelling rules

# Reading Approach

## Read 1 : decode

Children use their phonic knowledge to decode words on the pages. Focus is solely on this rather than comprehension and understanding. Try not to interrupt or question the children during this stage.

Encourage them to use their phonics knowledge to sound out unfamiliar words.

## Read 2: fluency/prosody

This is another opportunity for the children to apply their phonic knowledge, but hopefully slightly quicker. Children should hopefully recognise some of the words second time round and less sounding out and blending is taking place. Please record how children get on with this in planners. Again, there is a strong focus on phonics and fluency here, so do not question the children on their understanding during this session

## Read 3: comprehension

During this read the children read the book again, hopefully by now they are quite familiar with the words. This is the time to check children's understanding of what is going on in the book. Try to ask questions that link with the story/book (some books have example questions at the front/back). Discuss vocabulary and clarify meaning and understanding.



# Year 1 Phonics Check

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The aim of the check is to check children's phonological understanding.



# What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together. eg d-o-g - dog

d o g 

- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST



# Examples of words:

## Section 1

quiz

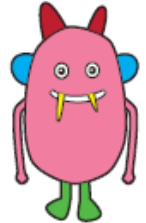
back

doom

short

## Section 1

vol



teg



jat



ind



# Examples of words:

## Section 2

comic

giving

pumpkin

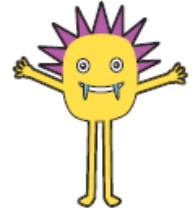
fighters

Sourced from SATs-Papers.co.uk

<http://www.SATs-Papers.co.uk>

## Section 2

clisk



thrand



strad



scroy



Sourced from SATs-Papers.co.uk

<http://www.SATs-Papers.co.uk>

# Who will complete the check?

- The children will complete the check one at a time in a quiet familiar area of the school.
- A familiar member of staff will conduct all of the screening checks with the children and they will not know they are doing a 'test'.
- The screening will only take 5-10mins with each child.



Shhhhhh!

# How can you help?

- Encourage your child to 'sound out' when they come across an unfamiliar word when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound



cow

Trigraphs- 3 letters making one sound

night

Split digraphs- 2 vowels with a consonant in between. Use to be known as the magic e!

spine - i\_e

# How can you help?

- Encourage your child to use their phonics knowledge to sound and blend words when reading.
- Follow our 3 read approach
- Listen to your child read at home at least 5 times a week at home. Little and often.
- Encourage children to segment and sound out words to record letters when writing.

## Year 2.

The National Curriculum expectation for reading is high. Children are expected to read fluently and accurately (average 90 words per minute).

We are working on building stamina when reading so that the children are able to sustain reading for a longer period of time.

Children need to be able to answer questions about what they have read to achieve age related expectations.

Examples of texts are out.



# Reading books

- We ask that you read the same book fully 3 times. Our school expectation is that your child reads at least 5 times a week.
- The first read (full read through the book) is to purely focus on the decoding of the words, not for anything else. On the inside cover, the focused sounds within the book will be printed along with any tricky/high frequency words.
- The second full read through is to focus on fluency, and prosody the children will hopefully be reading quicker and more confidently, adding expression into their reading.
- The third read of the cycle is for comprehension where you can ask questions to check understanding. There are questions in the back of our reading books to help with this.
- Occasionally, if your child isn't confident after the three reads we may repeat the cycle using the same reading book. The purpose of this is so that your child isn't rushed through the reading scheme which could result in your child with a reading book that is too difficult for them.

# Questions?

