



Developmental phonics Autumn 2021

“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”

“Reading and writing float on a sea of talk...”

Sue Palmer



Our aim today is to:

- explain how we teach phonics and reading at HISN;
- give you ideas on how to support your child at home;
- have time for questions at the end of the session.

‘Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ EYFS Statutory Framework, 2014

Interesting fact ...If children are read to only once or less a week by the age of 5 they are already 6-8 months behind peers.

Vocabulary

Children need oral language skills in order to:

- Learn: children need to understand what you are teaching them and then develop their understanding by speaking to adults and peers.
- Express themselves: oral language helps children to express their emotions and regulate their behaviour.
- Socialise: children communicate to make friends, join in activities, and develop a sense of belonging

Good oral language skills are the foundation for learning how to read and children who use a wide range of vocabulary and grammar early on become better readers in primary school. Those children also progress faster than children with poor early language skills, as they are able to read more complex texts earlier on and further build their skills.



How do we teach reading at HISN?

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Phonics • Daily story • Daily singing/rhyme • Class reading buddy • Helicopter stories • Role play area/small world • Mystery reader • Reading scheme books • Story books sent home – open library • Audio books • Focus text/author • Talk scaffolds • Classroom reading areas • Workshops and curriculum evenings • Inprint • Colourful Semantics • Choral speaking • Vocabulary focus in all curriculum areas • EOY 	<ul style="list-style-type: none"> • Phonics • Daily story • Singing • Class reading buddy • Focus text for literacy • Reading scheme books • Talk scaffolds • Oxford reading buddy • Teaching through a theme • Classroom reading areas • Drama • Inprint • Colourful Semantics • Choral speaking • Vocabulary focus in all curriculum areas • EOY 	<ul style="list-style-type: none"> • Phonics • Daily story • Singing • Class reading buddy • Focus text for literacy • Reading scheme books • Talk scaffolds • Oxford reading buddy • Teaching through a theme • Classroom reading areas • Guided reading – 3 times a week • Reading comprehension lessons • Inprint • Colourful Semantics • Choral speaking • EOY • Vocabulary focus in all curriculum areas

What is our phonics programme and why?

- SoundsWrite phonics programme with decodable reading books to support the teaching and provide opportunities to decode
- Consistent approach across both schools
- Focus on skills needed to read and write and the conceptual knowledge
- Slowing learning down to really embed knowledge and skills
- Very clear and precise vocabulary used to teach the sounds and symbols.
- Teaches children the code needed to become a confident reader/writer/speller.



- ❖ Children have a hands on experience with the materials they are learning.
- ❖ Children are given opportunities to listen, to speak, to notice by looking carefully and to write.
- ❖ Using senses: hearing, listening, seeing and touching.
- ❖ Practical activities.
- ❖ It gives a clear structure for teaching spellings throughout the whole school from Early Years to Year 6.
- ❖ **Letter sounds** are learnt with most frequently used first (s a t p i n or m a s t d)
- ❖ Words are made by **blending** them together
- ❖ Sounds are clearly **articulated**



- Phonics is:

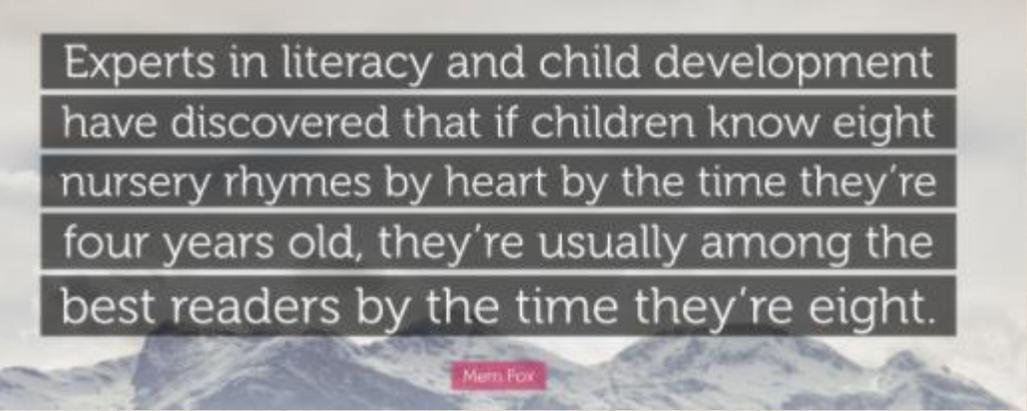
**Knowledge of the
alphabetic code**

+

**Skills of segmentation
and blending**

Comprehension when reading is a different skill...

So how can you help?



Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

- Reading lots at home - promoting good listening skills
- Listening games when at home or out and about
- Point out and play with rhyme
- Clap out syllables in words
- Make up alliterative sentences
- Say phrases with missing bits (e.g. Fish and chips without saying 'ch')
- I spy with my little eye...

What else?

- Learn how to say all the sounds correctly - ask if you are unsure
- The Oxford Owl website has a video demonstration on how to say the sounds: <https://www.youtube.com/watch?v=UCI2mu7URBc>
- Know the difference between a letter and a sound
- **a letter** is one of the 26 written elements of the alphabet
- **a sound** is a single voiced element which may be made up using one or more letters (e.g. m & igh are both sounds)
- When coming across a word in a book that uses a spelling your child is unfamiliar with e.g. gem this can be explained by saying: “This can be a /g/ but in this word it is a /j/”

Pronouncing phonemes

Continuants

- /f/ as in 'fish',
- /l/ as in 'leg',
- /m/ as in 'man',
- /n/ as in 'nose',
- /r/ as in 'rat',
- /s/ as in 'sit',
- /v/ as in 'van', and
- /z/ as in 'zip'.

Obstruants

- /t/ as in 'tap',
- /b/ as in 'ball',
- /c/ as in 'cat',
- /d/ as in 'dog',
- /e/ as in 'egg',
- /g/ as in 'get',
- /h/ as in 'hen'
- /j/ as in 'jet'.

What is a phoneme?

* A phoneme is the smallest unit of sound that you can hear within a word. The word phoneme refers to the sound , NOT the letter(s) which represent the sound in writing.

* Fish has 3 phonemes f-i-sh

* Cat has 3 phonemes c-a-t

How many phonemes in the following words?

Top	shop
lunch	thought
Bird	fish
High	mate

The alphabetic code...

- When we say that children can ***decode*** what we mean is that they can use the alphabetic code to work out how to read new words.
- Decoding involves breaking down the word into the smallest sounds (phonemes) we can hear
- In our phonics lessons word building and word reading are used to teach this skill and help children to rehearse this skill

Phonics for Spelling

Reading

Decode

Spelling

Encode



Glue the Sounds to the Letters

- We're going to build the word spin (put it into context first)
- “The wheels spin round quickly”
- How many sounds can you hear in spin? (count on fingers)
- Teacher draws 4 dashes
- Bring child up: What's the first sound you can hear in spin (slide finger along the lines)
- Which of these is the way we spell /s/ in spin?
- Say the sound as child puts each letter in its place.
- What's the next sound you can hear in spin? (slide finger along the lines)

How to use this activity when teaching a word that uses a sound that can be spelt in multiple ways

- Which of these is the way we spell /ae/ in weight?
- What's the last sound you can hear in weight? (slide finger along the lines)
- **Read the whole word:** weight, running your finger along as you say each sound
- Remove letters and model writing them on the lines
- Practise reading the sounds, and then the word
- Everyone draw 3 dashes and write 'weight', saying each sound
- Read your word running your finger along as you say each sound

Extended code - taught in Year 1 and Year 2

EXTENDED CODE

- | | |
|----|---|
| 1 | First spellings of sound /ae/ - ai ay ea a-e |
| 2 | First spellings of sound /ee/ - ee ea y e |
| 3 | Spelling <ea> representing /ae/ & /ee/ |
| 4 | First spellings of sound /oe/ - o oa ow oe o-e |
| 5 | Spelling <o> representing /o/ & /oe/ |
| 6 | First spellings of sound /er/ - er ir or ur |
| 7 | First spellings of sound /e/ - e ea ai |
| 8 | First spellings of sound /ow/ - ou ow |
| 9 | Spelling <ow> representing /oe/ & /ow/ |
| 10 | First spellings of sound _m /oo/ _n - oo ew ue u-e o |
| 11 | Sound /ie/ by spellings i igh ie i-e y |
| 12 | Sound _b /oo/ _k by spellings oo u oul |
| 13 | Spelling <oo> representing _m /oo/ _n & _b /oo/ _k |
| 14 | Sound /u/ by spellings u o ou |
| 15 | Spelling <ou> representing /ow/ /u/ _m /oo/ _n |
| 16 | Sound /s/ by spellings s sc se ss c ce |
| 17 | Spelling <s> representing /s/ & /z/ |
| 18 | Sound /l/ by spellings l le ll el al il |
| 19 | First spellings of sound /or/ - or aw a au ar |
| 20 | Sound /air/ by spellings air are ear eir ere (<ayer > as in 'prayer' and <ayor > as in 'mayor') |
| 21 | Sound /ue/ by spellings ue u-e u ew eu |
| 22 | Spelling <ew> representing _m /oo/ _n & /ue/ |
| 23 | Sound /oy/ by spellings oi oy |
| 24 | Sound /ar/ by spellings ar a al au |

- | | |
|----|--|
| 26 | Spelling <a> representing /a/ /o/ /ae/ & /ar/ |
| 27 | More spellings of sound /ae/ - a ei ey eigh |
| 28 | Sound /d/ by spellings d dd ed |
| 29 | More spellings of sound /ee/ - ey ie i |
| 30 | Sound /i/ by spellings i ui e y |
| 31 | Spelling <y> representing /y/ /i/ /ie/ & /ee/ |
| 32 | More spellings of sound /oe/ - ou ough |
| 33 | Sound /n/ by spellings n nn gn kn |
| 34 | More spellings of sound /er/ - ar ear our |
| 35 | Sound /v/ by spellings v ve vv |
| 36 | Sound _m /oo/ _n by spellings ui ou ough u u-e |
| 37 | Sound /j/ by spellings j g ge gg dge |
| 38 | Sound /g/ by spellings g gg gh gu |
| 39 | Spellings <g> and <gg> representing /j/ & /g/ |
| 40 | Sound /f/ by spellings f ff gh ph |
| 41 | Spelling <gh> representing /f/ & /g/ |
| 42 | Sound /m/ by spellings m mm mb mn |
| 43 | More spellings of sound /or/ - ore oar our augh ough |
| 44 | Sound /h/ by spellings h wh |
| 45 | Sound /k/ by spellings c k ck ch cc |
| 46 | Sound /r/ by spellings r rr wr rh |
| 47 | Sound /t/ by spellings t tt te bt |
| 48 | Sound /z/ by spellings z zz ze s ss se |
| 49 | Sound /eer/ by spellings eer ere ear |

Extended code teaches:

- This is taught once children are confident blending, segmenting, sound swapping and building/reading words of the following length:
 - CVC e.g. Cat
 - VC e.g. at
 - CVCC e.g. Bash
 - CCVC e.g. skin
 - CCVCC e.g. Sting
 - CCCVCC e.g. Sprints

Extended code teaches:

- Sounds can be spelt with more than one letter
- Sounds can be spelt with more than one spelling
- One spelling, different sounds e.g. “ea” can be /ee/ like the word beat and it can also be /ay/ like the word great
- Teaching through errors is a large part of our phonics teaching. Most of our teaching takes place when a pupil makes an error. This provides a learning opportunity. When a child makes an error when reading or writing at home: point precisely to the place in the word where the error was made and discuss it.
- E.g. Child reads steam instead of stream. “If this were steam /r/ wouldn’t be here. Say all the sounds when you read the word. /s/t/r/ea/m
- It can help to write the word out on a whiteboard or piece of paper



We use gestures

We use gestures to introduce children to blending sounds together to read a word.

Gestures and dashes are supportive and help to reinforce where in the word the sound is represented.

The difference between blending and segmenting

- Blending is joining the sounds together to help us read a word.
- Segmenting is hearing a word and splitting it up into the sounds that make it.

One sound different spellings

- SoundsWrite teaches children from Reception that there can be different spellings for the same sound
- Phoneme manipulation (sound swap) supports this
- In EYFS we start with the sound /k/ and the different ways to spell this sound

How you can support at home:

- Look for words in books that use the different spellings and make a list
- When you come across a word practise sounding it out
- Keep your lists somewhere safe so they can be added to when you come across a new word to add
- Play 'sound swap' - this can be a quick 5 minute game and you can use made up words to make it fun

One spelling different sounds

- SoundsWrite also teaches children that we can have words that contain the same spelling but in these words the spelling has a different sound. E.g. Hot and no.

How you can support at home:

- Look for words in books that use the same spelling but a different sound and make a list
- When you come across a word practise sounding it out
- Keep your lists somewhere safe so they can be added to when you come across a new word to add
- Play 'sound swap' - this can be a quick 5 minute game and you can use made up words to make it fun

Longer-words

Segment into syllables

Croc / o / dile or Cro / co / dile

Hel / ic / op / ter or He / lic / opt / er

Sound and write each syllable

before moving on to the next one

In other words, treat a polysyllabic word as a group of single-syllable words (often nonsense words or 'alien names'!)

How to teach **everyday** words – page 81 of manual

- Teaching an everyday word:
 - “This is the word is. This is how we write the word ‘is’ and while writing, point sequentially to the two spellings <i> <s> saying and gesturing /i/.../z/ - is, as they are written”
 - “This is the word of. This is how we write the word ‘of’ and while writing, point sequentially to the two spellings <o> <f> saying and gesturing /o/.../f/ - of, as they are”
 - In pairs practise teaching the following everyday words: the, to, was, for, are, all, come, some

Ways to support at home

- Read to your children as often as you can.
- Talk to your children about the books you share.
- Sing songs and nursery rhymes with your children.
- Allow time for your child to read to you.
- Be interested in language and words –have an interesting word place at home.
- Play ‘I spy’ to practise initial sounds.
- Make it an enjoyable experience, keep it fun!



How to help your child read a word

- Resist the urge to tell your child the word instantly. Helping them to work it out for themselves enables them to develop the skills to work it out for themselves independently next time and become a fluent and confident reader.
- What is the first sound of the word/next sound etc...
- Can you blend the sounds together?
- Does the word make sense? Read the sentence again to check.
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Always go back and read the sentence again!

Reading to your child...

Book Recommendations

<https://www.lovereadings4kids.co.uk/blog/collections/diverse-voices-childrens-books-that-celebrate-difference-6090>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/>

Reading

- Children learn to read best when they feel confident and secure and when they are given a meaningful context and the material is relevant.
- Active involvement – handling it, hearing it, saying it and seeing it.
- Sensory motor approach – eg. left to write, visual discrimination of letter shapes
- Auditory discrimination of sounds in speech
- We want children to overlearn

Developing a love of reading...

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.

- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.

- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!

<https://www.booktrust.org.uk/>



HISN Reading Books...

Key principles

- Books are matched to the children's secure phonic knowledge, so they can read with 90%+ fluency – enabling them to transfer and apply their phonic knowledge.
- Books must support the children's growing phonic knowledge.
- Books are high quality and engaging.
- These books are the first books with which children practise their emerging reading skills. They should be engaging, include quality writing and link to the children's interest and experiences.

- Books should have 'Everyday' Words
- Children need to practise these words in context, so they can become fluent readers. They are introduced incrementally and will have been taught in phonics lesson, before being practised in the book.
- Progression should be smooth and is not linked to the colour band but to the level of phonic skills.
- The length and word count in the books should increase gradually. We make sure books don't have sudden leaps in complexity and length as this will increase cognitive load and could lead to diminished success.
- Books should have sentences not just words, so children can practise reading in context.

- At the earliest stages, the text in decodable books might not be full sentences – due to the limited number of graphemes covered.
- Good quality decodable books will cover a range of fiction and non-fiction and a variety of sentence types and writing styles.
- Remember, developing readers are practising their phonic skills when reading. Comprehension is a different skill entirely.

Thank you and any questions?

