



Phonics and reading

2023

“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
- Explain how the reading scheme works
- Explain how we approach the teaching of spellings

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.

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.

The importance of vocabulary

Young children typically gain several new words a day, acquiring vocabulary at an 'astonishing rate'.

Yet by the time they start school, some children will have heard millions more words than others. The number of words a child has heard and can speak by the age of three is a predictor of later language development, so these early vocabulary gains are critically important.

Underpinning the 2021 reforms to the Early Years Foundation Stage was the aim of improving early years outcomes for all children, particularly disadvantaged children, in the critical areas that build the foundations for later success, such as language development and literacy. This includes reducing the language gap between children from language-rich homes and those from homes in which spoken language is not as varied or as rich.

The importance of back and forth interactions

The progress of these children depends on adults engaging them in high-quality dialogue. These back-and-forth interactions involve the adult in:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions • answering the children's questions •
explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.



- Phonics is:

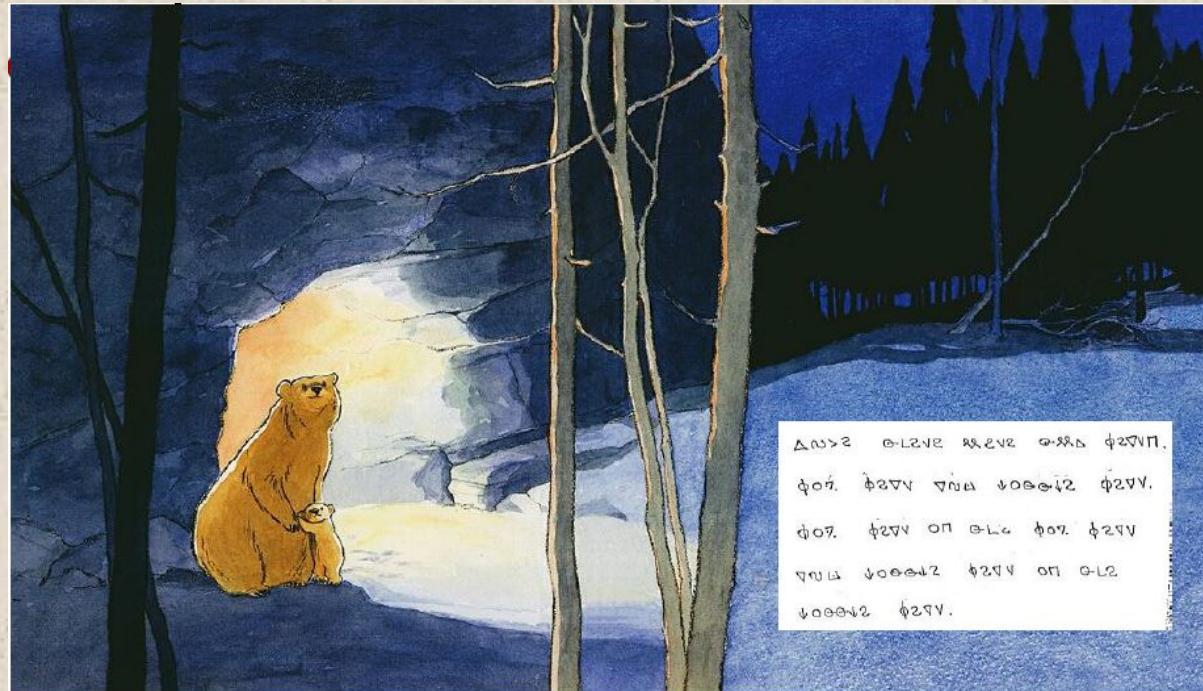
Knowledge of the
alphabetic code



Skills of
segmentation and
blending

Segmenting: breaking the word down
into the smallest chunks e.g. c-a-t

Blending: putting the sounds together to
read the word.





At Hampton Infants we use Soundswrite to teach phonics



- It is a consistent approach across the school with a similar lesson style for each year group.
- Soundswrite focuses on the skills needed to read and write and the conceptual knowledge (explained on the next slide)
- It slows the learning down to really embed knowledge and skills and ensure the learning has been transferred into the long term memory.
- Very clear and precise vocabulary used to teach the sounds and symbols (letters).
- Soundswrite teaches children the code needed to become a confident reader/writer/speller.
- It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.
- It sets out a detailed and systematic programme for teaching phonic skills for children starting at the age of four, with the aim of them becoming fluent readers by age seven.

Conceptual knowledge

1. Children are taught that letters are symbols (spellings) that represent sounds.
2. Children are taught that a sound may be spelled by 1,2 ,3 or 4 letters. E.g **dog**, **street**, **night**, **dough**
3. Children are taught that a sound can be spelled in more than one way. E.g. **rain**, **break**, **gate**, **stay**
4. Children are taught that many spellings can represent more than one sound. E.g. **head**, **seat**, **break**

Key skills

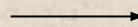
1. Children are taught the skill of blending which is the ability to push sounds together to build words.

Example: c – a – t cat



2. Children are taught the skill of segmenting which is the ability to pull apart the individual sounds in words.

Example: pig p / i / g



3. Children are taught the skills of phoneme manipulation. This is the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

Example: spelling <o>

Is it /o/ as in hot or /oe/ as in no

We need to use precise language when teaching our phonics lessons

- We use the pure sound (e.g. no ‘uh’ on the end of sounds).
Please click on the link for examples of pure sounds:

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

- 2 letters one sound e.g. sh, ch, th

Reading – definition and how we teach 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 the book, hearing the words, saying it and seeing it.
- Sensory motor approach – eg. left to write, visual discrimination of letter shapes
- We want children to overlearn and become confident. This helps the knowledge transfer to the long term memory.

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• EOF	<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• EOF	<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• EOF• Vocabulary focus in all curriculum areas

Nursery

- Environmental sounds
- Instrumental sounds
- Rhythm and rhyme
- Alliteration
- Body percussion
- Voice sounds
- Singing songs
- Explores and learns how sounds can be changed

Phonics in Reception

- Daily phonics happens everyday at 9am as a whole class.
- This focuses on initial sound recognition through reading words and building words together.
- We also teach letter formation and letter recognition and model for the children how each letter is formed.
- Adults support the children to pick up on any misconceptions and correct them in the moment.
- Our reading books are fully decodable and match the sounds that the children are learning in class.
- We teach high frequency words through our daily phonics lessons. We introduce them as everyday words and look at them as a whole word. For example: was, said, he, she.

Initial code - taught in Reception

Skills : to segment, blend and manipulate sounds in words with the structure:	Sounds/spellings to be covered	Conceptual knowledge/notes
CVC, unit 1	a, i, m, s, t	Sounds can be represented by spellings with one letter
CVC, unit 2	n, o, p	
CVC, unit 3	b, c, g, h	
CVC, unit 4	d, e, f, v	
CVC, unit 5	k, l, r, u	
CVC, unit 6	j, w, z, x, y	
CVC, unit 7	ff, ll, ss, zz	Some spellings are written with a double consonant
VCC and CVCC, unit 8		
CCVC, unit 9		
Polysyllabic words, taught in parallel with initial code and extended code.		Once children are secure at 4 and 5 sounds then polysyllabic words can be introduced.
CCVCC, CVCCC and CCCVC, unit 10		
Two letters to make one sound, unit 11	sh, ch, th, ck, ng, qu	Some spellings are written with two different letters

Phonics in KS1

- Daily phonics happens everyday at 9am as a whole class.
- Similar structure in Year 1 and Year 2 to help support cognitive load.
- Year 1 introduce the children to the extended code and Year 2 builds on this.
- This focuses on teaching the extended code through reading words and building words together.
- Adults support the children to pick up on any misconceptions and correct them in the moment.
- Our reading books are fully decodable and match the sounds that the children are learning in class.
- We teach high frequency words through our daily phonics lessons. We introduce them as everyday words and look at them as a whole word. For example: was, said, he, she.

Extended code - taught in Year 1 and Year2

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/ /æ/ & /ar/

27 More spellings of sound /æ/ - 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 /oo/ 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

When do we move on to teach the extended code?

- 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

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



How to help your child read a word

- Which letter sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is it a word you know? What is the first sound?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say ‘mmmm’, finish the sentence. Then go back and work out what the word was.
- Always go back and read the sentence again!
- 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.

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

- 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.

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.

- 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.

Reading decodable books in school

- The books are changed by the class teacher
- 6 children are listened to each day
- In Reception we manage this by colour group
- A reading letter went out at the start of the year to inform you of your child's reading day



Ideas for ‘everyday words’

Ideas for ‘everyday words’

- Every week in EYFS we will stick our focus everyday words into your child's home school communication book, in KS1 these are found on the website.
- Play guess the word –write a tricky word on child’s back with your finger
- Play pairs or snap with the weekly everyday words.
- Count how many times you can find a particular word in a reading book.
- Use magnetic letters or post it notes, e.g. give children letters ‘t’, ‘h’, ‘e’, ‘i’ and ‘n’ –ask them to spell ‘the’
- Look at the word together then hide the word and give your child a set time to write it before checking if they are correct. Give it a tick if they are correct. Children love marking their work at school!

Teaching Spellings KS1

- Spellings are taught every day in phonics
- We go over common exception word spellings every day in phonics, there are 3 chosen every week
 - Common exception words are spellings which do not follow the usual spelling rules
- In Year 2, we ‘quiz’ the children on these spellings every week, these are a mixture of the year 2 and year 1 words
- You can find each week’s spellings on the website and there are some ideas for activities to do at home

Dear Parents,

Please find attached the next half term's spellings. These will also still be put on the website weekly. The spellings are based on the year 1 and year 2 common exception words, which are words where usual spelling rules don't apply. We will be practising these in every phonics lesson and we have our spelling quiz every Thursday morning! Please practise these at home as much as you can to help with your child's spelling. Some fun spelling activities can be found on the back of this letter.

Many thanks,

The Year 2 Team 😊

Week beginning:	Words:
30/10/23	<ul style="list-style-type: none">• because• child• children• Christmas• said• says
06/11/23	<ul style="list-style-type: none">• wild• climb• behind• even• are• were
13/11/23	<ul style="list-style-type: none">• hold• told• every• everybody• was• you

Use chalk to write your spelling words outside.



Pop some paint in a freezer bag and seal it. Then, use your finger to write your words in the paint without getting messy!

Give an adult a spelling test! How many of your words can they get correct?



Sing your words.

Pick 4 words. Using an old magazine, cut out the letters you need to make the words and glue them down on a new sheet.

Put your words into a silly sentence. The sillier, the better!

Longer-words (polysyllabic)

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 you can help

- Speak to your child's class teacher if you need support
- Read with your child everyday
- Read other books with your child too
- Visit the library and expose your child to a range of texts e.g. Non-fiction, poetry, magazines
- When reading use the 'I say, we say, you say' strategy if they are struggling



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/”



This is a great app to use at home to support your child with their phonics. This works on an ipad only.

Questions

Sounds Write is a research based phonics scheme developed in 2003 - you can read more information about the scheme on their website:
<https://sounds-write.co.uk/what-is-sounds-write/>

If you are interested in learning more about it you can take a short course for free:

<https://sounds-write.co.uk/support-for-parents-and-carers/>

How do we select the decodable books we use?

- They have to be decodable.
- They are matched carefully to the phonics knowledge your child has.
- They are books recommended by the phonics scheme.
- They support progression through the phonics scheme.
- Although the books can have a limited story the words that are in the book are carefully planned to reinforce the phonic knowledge your child is being taught.

Decodable books are simple books that are written for the beginning reader and contain the specific grapheme–phoneme correspondences students have learned. This provides learners with the opportunity to use their developing segmenting and blending skills to read words in order to develop automaticity, or the ability to recognize words quickly and effortlessly, and experience independent reading success.

Thank you and if you have any questions after this session please send an e-mail via the office.hisn@hpp.school

