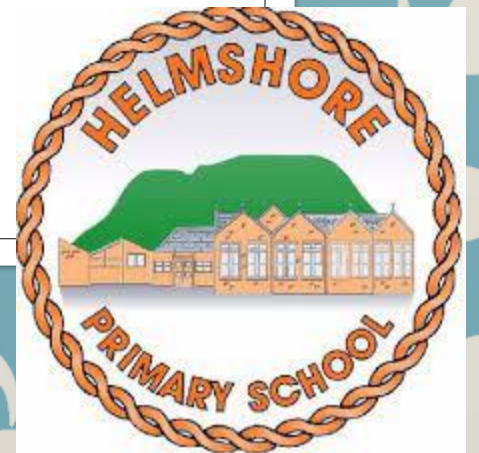
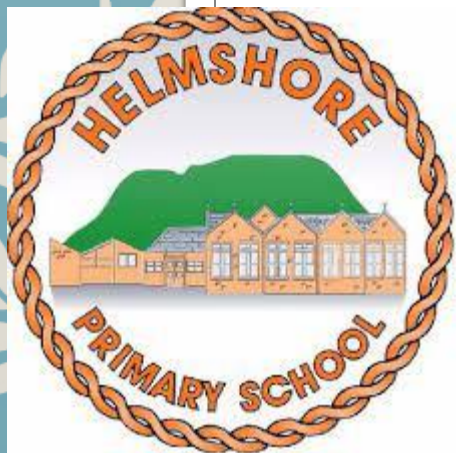


HOW CHILDREN LEARN TO READ

Helmshore Primary School





What is phonics?



- Phonics is a method for teaching reading and writing.
- It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.
- Children are also taught the correspondence between sounds and the graphemes (spelling patterns) that represent them.
- Phonics is currently the main way in which children are taught to read and write. Children will also be taught other skills, such as whole-word recognition (see ‘tricky words’), book skills and most importantly a love and enjoyment of reading. **IN YEAR 1 WE LOVE BOOKS!**



Bug Club

Why are children taught phonics?



Bug Club

- Phonics is taught every day sometimes twice a day in Year 1 and it helps children with their reading and writing.
- Children learn to hear and recognise sounds in words and spell them correctly. This assists with their confidence, accuracy and fluency.
- Phonics is not taught in isolation — children are also taught other reading and comprehension skills alongside phonic knowledge.



Key words



- Children are taught these key words in school.
- **phoneme** - Any one of the 44 sounds which make up words in the English language.
- **grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'
- **segmenting** – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'



Pearson Bug Club

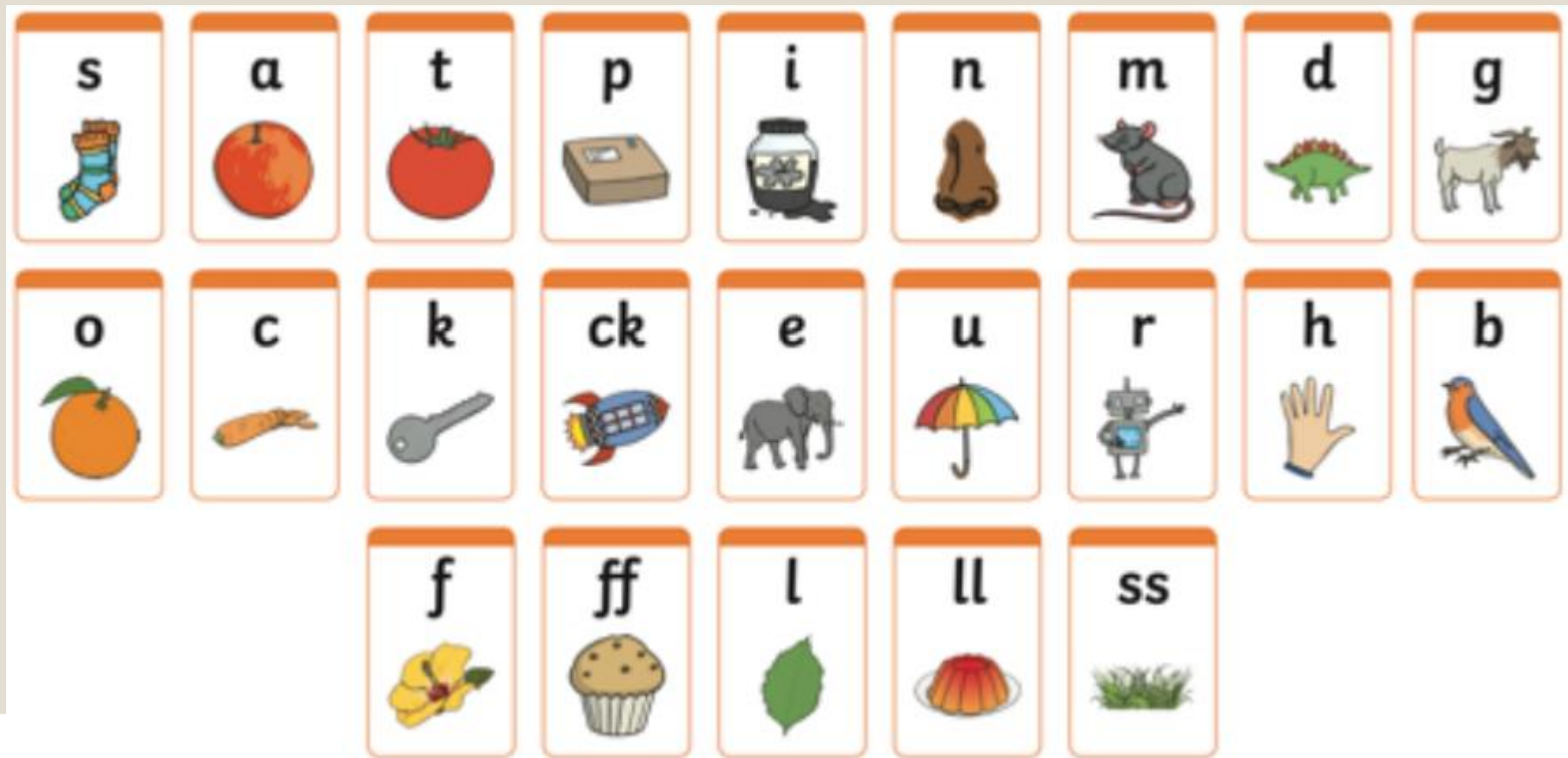


- At Helmsore Primary School we use a Phonics scheme called Pearson Bug Club. The scheme uses the basic principles of the original Letters & Sounds document by following the 6 phases.
- The programme is very interactive and uses the interactive whiteboard.
- Each day a new sound is taught and children are encouraged to read the sound, write the sound, spell the sound in words and then write the words in a sentence.
- Children enjoy the interactive videos and for each new sound there is a new action.
- For example the sh sound is placing your hand over your ear like a shell, the ai sound is using your hands to make a snail.
- There are new actions and sounds for phase 3 and phase 5.



Phase 2 is taught in Reception Class

- In Phase 2, children begin to learn some letter sounds and match them to graphemes. Most of the first sounds are single-letter sounds but there are also several digraphs, where one sound is represented by two letters, e.g. 'ck', 'll', 'ss'.

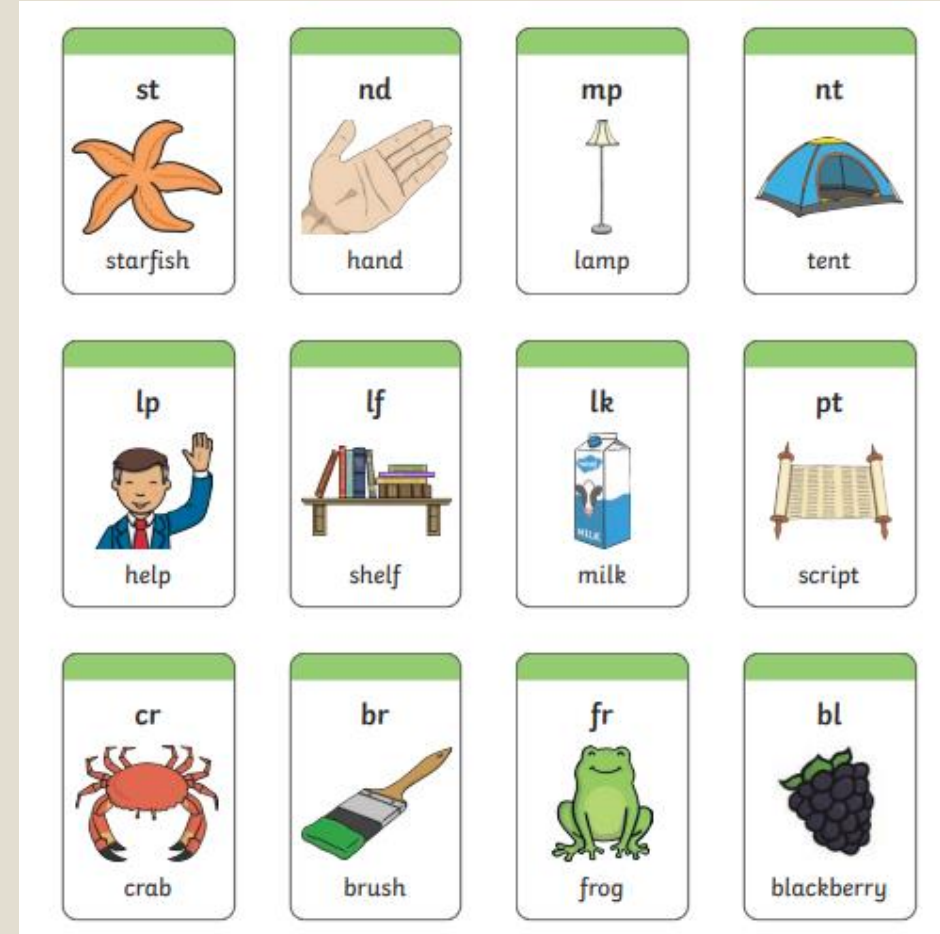


Phase 3 is taught in the spring term in Reception class and is recapped in Year 1 autumn term.



Phase 4 – blends and clusters

- By Phase 4, children are able to represent each 42 phonemes with a grapheme.
- Children will be able to read CVC words and begin to segment them to spell them. Phase 4 is consolidation of children's knowledge. Children also move on to blending and segmenting using adjacent consonants, e.g. st, sp, tr, br, spr, str in words such as string, blow, train.
- Phonics teaching continues to be regular and structured and children play games to consolidate their learning. Children will typically start Phase 4 in the late Summer term of Foundation or Autumn term of Year 1.



Phase 5

- Children will broaden their knowledge of graphemes and phonemes.
- They will learn alternative ways of spelling the phonemes they have already learnt.
- They will learn strategies to help them choose the correct grapheme for spelling.
- Children will be reading with more and more fluency, no longer needing to 'sound out' most familiar words. Children will start Phase 5 in the second half of autumn term of Year 1 and continue throughout the year. Phase 5 is a huge unit and lots of repetition is key to embedding the learning.



Phase 5

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

*even

The Year 1 Phonics Check

- In June, Year 1 children are expected to complete the year 1 phonics screening check. The aim is to check that a child is making progress in phonics and meets the age related expectations for Year 1.
- They are expected to read a mixture of real words and 'nonsense' / 'alien' / 'pseudo' words. 20 real words and 20 'nonsense' words.

Section 2	
brend 	label
throst 	vanish
stret 	blossom
spraw 	thankful

We love to read!

- Children will all have reading books and reading records that they bring home in their book bags. These books are matched to their Phonic ability.
- We encourage you to read every night at home. If your child has a longer book you may only wish to read a couple of pages which is absolutely fine!
- We really want to avoid reading becoming a chore and promote a love for learning.
- We put a lot of emphasis on reading as we know from research and from teaching that out of all types of homework, regular reading makes the most difference in the long term.
- Please remember to sign your child's reading record and have it in their bag everyday.



Helping your child at home



- We ask that you read at home every day with your child.
- **It really does make all the difference.**
- Read to your child; modelling fluent reading, teaching new vocabulary, using different voices for characters.
- Most importantly keep reading FUN.
- We don't want it to become a chore or something your child (and you) dread!



The bigger picture



- In Key Stage 1 we are learning to read and this then will develop into reading to learn. Initially we will focus on decoding words, fluency and pace. In Year 2 this will develop into the skills of comprehension and understanding.
- The skills that we introduce are vocabulary, retrieval, inference, sequencing and prediction. This mainly happens in guided reading but will also happen in 1-1 reading.
- As mentioned before Year 1 children will complete the phonics screening check in Year 2 there will be a reading comprehension which focuses on understanding and these skills are build upon until children sit the Year 6 SAT's.

How to help your child at home

- Reading session - strategies to help your child –
- Introduce the book – if you know there is going to be any tricky words look at them before reading.
- Look the pictures – predict and talk about what the story is about.
- Sound it out – using phonic knowledge and sounds
- Segment (chunk the word) if the word is too long
- Flipping a vowel
- Make your reading sound like talking.
- If the reading session is tiresome – read a page each between the adult and child.



Remember reading is fun!

- Remember reading is part of the daily routine –
- Mrs Hopkins says at her house the 4 b's –
 - Bath
 - Brush
 - Book
 - Bed



Any questions and thank you!