



EARLY READING FILLING OUT THE READING DIARY PHONICS

Miss McElwaine
Thursday 22nd September 2022

PHONICS LESSONS

- ▶ Children begin learning to read by finding out the sounds that the letters represent (GPC- Grapheme phoneme correspondence).
- ▶ When children are in Reception and Year 1, they have a 20 minute phonics session everyday and this will help their fluency.
 - ▶ They'll start Year 2 with phonics lessons, and then they move onto daily spelling lessons at the beginning of the Spring Term
- ▶ We use the Unlocking Letters and Sounds scheme for our phonics lessons.
 - ▶ In this scheme, there are also mastery lessons. These help us to ensure the children are fully understanding and supports with learning spelling rules.



PHONIC PHASES

- ▶ The children begin learning the sounds associated with each letter or group of letters at Phase 2 in Reception.
 - ▶ Each phase is split into different sets.
 - ▶ Phase 1 will have already been covered at pre-school, this phase gets children used to speaking and listening and encourages them to have an awareness of different sounds around them.
- ▶ In Reception, children will learn the sounds from Phase 2 -3 and will work on blending sounds in Phase 4.
- ▶ In Year 1, children will recap the phonemes learned, continue to work on blending and will be introduced to Phase 5 sounds.
- ▶ They will be screened for their phonics knowledge towards the end of Year 1, checking they can sound out real as well as nonsense words. This is to ensure they are applying their phonetic knowledge to read.

READING SCHOOL BOOKS



▶ PHASES

PHASE 1

PHASE 2 (Set 1-6)

PHASE 3 (Set 1-8)

PHASE 4 (consonant clusters)

PHASE 5a (Set 1-6)

PHASE 5b (Set 1-5)

PHASE 5c (Set 1-6)

- ▶ Children will be given a reading book that is suitable for the phonic phase they are learning or the set that they know. The book will only ever included GPCs taught so far
 - ▶ Children in Y1/2 will receive banded books, once we are sure that they are secure in their phonetic knowledge.
 - ▶ KS2 children use Accelerated Reader to quiz the children on their comprehension of the books they are reading, they will be given a reading range and can choose their own books

ASSESSING AND INTERVENTIONS



- ▶ Children are assessed regularly to check that they have learnt and retained the phonemes they have learnt so far. If they have missed any lessons or are struggling to retain the GPC they will receive a short intervention.
 - ▶ These will be quick sessions (2-3minutes) to help children revise.
 - ▶ They will be reassessed and once they can recall the sounds they will no longer receive the intervention.

READING EXPECTATIONS

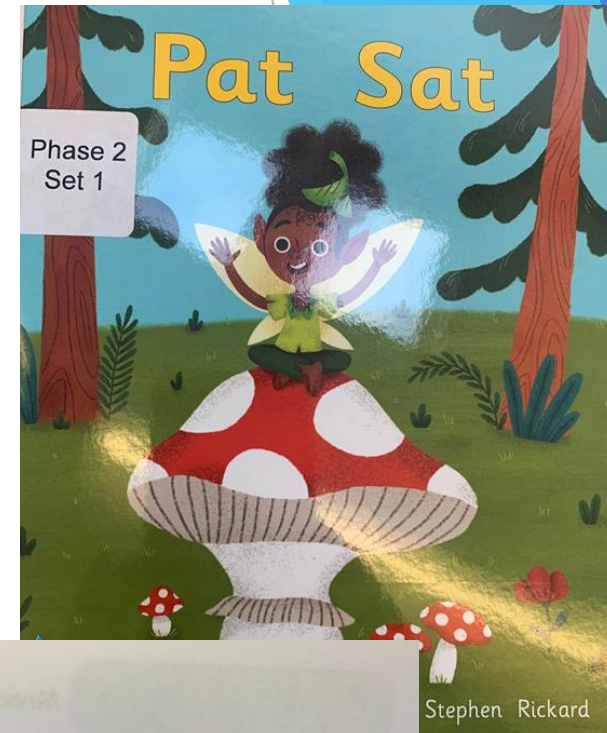
- ▶ Children are expected to read the same book three times (on three separate occasions). This is to develop different reading skills.
 - ▶ 1. Decoding - when they segment the words in order to blend them together
 - ▶ It is important to encourage them to spot any common exception words, digraphs or trigraphs before trying to read the word.
 - ▶ 2. Fluency - at this point they should be reading some, if not all, the words easily without having to decode
 - ▶ 3. Comprehension - since they are reading more fluently they should be able to understand what is happening in the story. You can ask them questions about what they have read.
 - ▶ Fact retrieval, i.e. Where are they sitting?
 - ▶ Inference, i.e. How do you think she is feeling? Why?
 - ▶ Summary, i.e. What has happened in the story so far?
 - ▶ Prediction, i.e. What do you think is going to happen next? Why?
- ▶ Books will be changed on Monday and Thursday, if it's been read three times.

FILLING OUT THE READING DIARY

- ▶ You'll find the book band on the sticker, not on the back of the book.
- ▶ It is important that you write the book name, as we do not want to send the same book home again after a few weeks.
- ▶ You will need to tick all three boxes before your child receives a new book, but these must be done on separate days.
- ▶ Please tick, date and initial next to the phrase.

- ▶ Nb. These have to be done in order.

***The reading diary is for the books your child has read to you.**



Home Page

Details of reading completed at home:

Book name: *Pat sat*

Book band: *Phase 2, Set 1*

I have read my book to decode *5th EM.*

I have read my book to develop comprehension *6th EM*

I have read my book to develop fluency

HELPFUL TIPS TO ENCOURAGE READING

- ▶ As children gain confidence with their phonemes, it is common for them to begin to guess at words they are reading, based on the start sound or the similar look of words to others.
 - ▶ If your child makes a mistake when sounding out a word, or if they make a guess, rather than stop them part way through, it is far better to let them read through to the end as they may recognise that what they have read doesn't make sense or doesn't sound quite right and they may well self correct without any prompting.
 - ▶ If they don't notice the mistake, rather than correcting them, it's much better to prompt them to find the mistake and correct it themselves, by asking a question, such as 'does that make sense?' or prompting them to 'just have another look at that'. This keeps the child's attitude positive and allows them to get into the habit of checking what they have read for understanding- a really important skill for them to acquire.
- ▶ If children are sounding the sounds separately, they will have difficulty blending the word.
 - ▶ ch air n igh t rather than c-h-a-i-r and n-i-g-h-t
- ▶ Your child may need to sound out and blend several times before they recognise a word. If they get into the habit of doing this it will help their fluency. It is sometimes tempting to tell them what a word says if they are stuck, however, it is better to let them make several attempts as they find it very positive to have persevered and figured the word out independently. If they haven't quite found the word you can sound out and blend together.

HELPFUL TIPS TO ENCOURAGE READING

cont.

- ▶ Children will often encounter vocabulary that they do not understand. It is a good idea to check if you think they may not know what a word means and ask your child to explain what they understand the meaning to be. There are often misconceptions depending on the context in which the word appears. Encourage your child to say if they don't know what a word means.
- ▶ Children can use a bookmark or a piece of card to help focus them on the line of text they are reading. Keeping track using a marker can really help.
- ▶ When your child starts reading a book, it is often a nice idea to let them first read the page or passage in their head, this helps them to gain some confidence in what they are about to read aloud.
- ▶ Before they begin to read to you, you can also ask them if they can spot any words which they might find difficult, within the text. It is good to identify these words, let them have a go at sounding them out and blending them and figure out what they say together before starting to read. It is important that when reading the children recognise the digraphs and trigraphs, so encouraging them to spot these will really help their reading progress.

READING ROUTINES

- ▶ It is very beneficial to read regularly with your child. If they don't enjoy reading, it is much better to read little and often, rather than expect them to read a lot of text in one sitting. Their enjoyment will increase as they become more fluent.
- ▶ Establishing a regular time for reading will help a reluctant reader as they will get used to it being a definite and regular occurrence.
- ▶ It is good to engage your child's interest in the book by looking at the pictures, title and blurb and having a chat about it before embarking on any reading. You can ask them questions about what they think might happen in the story (fiction) or what they might find out in the book (non-fiction).
- ▶ You could always look at different texts, such as comics, or you could make a game of spotting phonemes in words rather than facing reading a full page, when they are not in the mood.
- ▶ **Although we want the children to read to you, that does not mean we want you to stop sharing stories with them. Continue to read books that they wouldn't be able to read at bedtime.**

GLOSSARY

- ▶ Phonemes - the sound a grapheme makes
- ▶ Graphemes - the written representation on the phoneme
- ▶ Digraphs - two letters that make one sound (ai)
- ▶ Trigraphs - three letters that make one sound (igh)
- ▶ GPC - Grapheme phoneme correspondence
- ▶ Common exception words (CEW) - words that do not stick to the phonetic rules. Nb. These can change as they learn more phonemes.
 - ▶ The - th e
 - ▶ Like - l i k e

COMMUNICATION REMINDERS

Key Communication Reminders

We use twitter to update our website remotely. You do not need to follow twitter to keep up to date. This reminder list is on the online school noticeboard (or on school twitter feed) every Friday in the weekly summary.

- **Summary of ways we communicate** - [communication methods](#).
- **School daily noticeboard** – [front page](#) of the website or follow school twitter account
- **Class updates** – [class pages](#) on the website or class twitter feed (Monday homework is added)
- **Dates for the future** – [calendar page](#) of the website (most events when clicked open and give more information)
- **Any queries?** Please add a note to the pupil diary.
- **Latest Covid information** is always on the [front page](#) of the website.
- **Parents' evening booking** link is always on the bottom of the [front page](#) of the website.
- **School answer machine** – for absence

Mobile Phones

Recent update for this year, you can now save a quick link to your mobile phone, should you wish.

Bottom of front page of website:



Quick Links

For quick access, download to your mobile

Here you can save a quick link page to your mobile home screen if you wish.