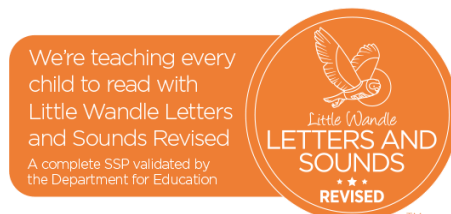


Parent's guide to Phonics and Reading at Homefield Primary School



How do we teach reading at school?

At Homefield Primary we have chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics programme, to teach early reading and spelling.

The scheme begins by teaching the children the individual 'sounds' (phonemes) of the alphabet.

Each 'sound' is accompanied by a corresponding mnemonic (picture and phrase) that will support the learning of each sound.

For example, the sound 'a' is represented by an astronaut.



The children will start by learning the letter sounds in the following order:

1. **s, a, t, p**
2. **i, n, m, d**
3. **o, g, c, k**
4. **ck, e, u, r,**
5. **h, b, f, l**
6. **j, v, w, x**
7. **y, z**

The children are taught the letters in this particular order so that they can blend the letters quickly to read words straightaway. For example, by learning the letters in group 1 they will be able to go on and read: in, at, sat, tap, pin, tin, pat, sap

Once the children have learnt the individual sounds of the letters they will progress to digraphs – two letters making one sound, e.g. qu, ch, sh, and trigraphs – three letters making one sound, e.g. igh. ear, air

They are taught in the following order:

1. **qu, ch**
2. **sh, th, ng, nk**
3. **ai, ee, igh, oa**
4. **oo, oo, ar, or**
5. **ur, ow, oi, ear**
6. **air, er**

Alongside the phonics, the children will learn to read '**tricky words**' words by sight. These are words that are not easily decodable at this stage of development, for example, the, put, has, etc.

The children will bring home small sets of these tricky words to learn, in their reading contact book.

Books home

Once your child can recognise and say the sounds for the first two sets of letters they will begin to bring home a 'phonic' book. This is for your child to read to you so they can practise the phonics they have been learning at school, with you.

In reception the children will begin on Phase 2 books. These will have a pink sticker on the book and a number. The number will refer to the set in the phase your child is working on.

For example;

Phase 2 set 1 books will support children reading words with the sounds s, a, t, p, l, n, m, d

Phase 2 set 2 books will support children reading words with the sounds s, a, t, p, l, n, m, d and -s for plurals and present tense verbs

Phase 2 set 3 books will support children reading words with the sounds g, o, c, k, ck + tricky words: and, is, the

Phase 2 set 4 books will support children reading words with the sounds e, u, r, h, b, f, l, ll, ss + tricky words: is, l, the, put, pull, full, as, and, his, has, her

Phase 2 set 5 books will support children reading words with the sounds j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk + tricky words: is, l, the, put, pull, full, as, and, her, no, go, to, into, she, push, he, of, we, me, be

The children will then move on to Phase 3 books (blue sticker) and Phase 4 books (green). In year 1 your child will be focusing on Phase 5 (yellow) books which supports reading words with alternative spellings for sounds. For example, the 'a' sound can be written with a-e, ay, a, ea (great), etc.

Comprehension

Your child will also bring home a 'comprehension' book that is just for sharing and enjoying, **not** for your child to read to you.

At the early stages of reading the children will begin to understand how books work in terms of: turning the pages, locating the print, looking to the left-hand page first, understanding that we read left to right, that the pictures tell a story, etc.

The children will then move on to understand how books are different - that we have non-fiction books (information/factual) and fiction books (story/poems/plays).

Through shared, guided and individual reading the teachers will discuss characters, setting, plot (events) and how they all make the stories come alive.

They will understand the layout of non-fiction books and be able to discuss why they have been printed/displayed in this way.

Reading Record Book

Every child will bring home a book that is a record of their reading at home. In Reception this is a blue, 'contact book'. This book is used to record all the books they read at school and at home but can also be used for giving messages to the class teachers. It is expected that children read four times a week at home and the title of the book and a short comment is written in the reading record (contact book). The comments can be varied – it could be a simple comment stating whether your child liked the book or not, it could be some comments that your child made whilst they were reading e.g. "I think the giant is going to be kind because it uses the word thoughtful".

The reading record/contact book should be in your child's bag every day!

Top tips for reading:

- Share books together and often. **5 minutes a day is better than half an hour a week.**
- Always praise your child and give encouragement when they read.
- Play lots of word games, e.g. I spy, matching pairs, Hangman, Words within words, Word searches, etc.
- Point out print when you are out in the environment, e.g. road signs, street names, posters, etc.
- Involve your child in reading recipes, greeting cards, text messages, telephone books, catalogues, comics...
- Encourage them to write their own "Thank you" cards, make a shopping list, write a note to Nanny, Grandad, etc.
- Let your child see you reading! Children like to copy adults.
- Visit the library and take books home – it's free!
- Make reading fun!!

Tips for reluctant readers:

- Keep it fun! Avoid confrontation and make it a pleasurable experience.
- Look at the pictures before you start reading so your child knows what the story/text will be about before they start reading.
- Take turns to read a page and use voices to make the book come alive.
- Try to find a topic they like and then find lots of books on it. For example, if your child likes trains go to the library and find as many books about trains to encourage them to read. Your child may prefer non-fiction to fiction books. Hook onto whatever excites them, e.g. comics, the internet, magazines, brochures! Etc.
- Read to them. Take the pressure off and let them enjoy listening to a story.
- Try reading at different times of the day.

Tips for confident readers

When children become more confident they will begin to read quietly or silently to themselves. To ensure they are still developing their reading skills, it is important to ask questions about what they have read.

Questions to ask could be...

- What kind of book is it? (fiction, non-fiction, poem, play, etc).
- Who is the author? Illustrator?
- Can you tell me anything about the book before you start reading? What were the clues?
- What has happened?
- What do you think will happen next?
- Where is the story set?
- When? (past, present, future)
- Who are the characters?
- Remember to ask them about vocabulary, were there any words they found tricky? Can they explain the meaning of...ferocious, crouched, accustomed, nocturnal, etc?
- Was the book as you expected?
- Who was telling the story?
- Can you describe an exciting part of the story?
- What was your favourite part of the story?
- Was there anything you disliked about the story?
- Can you tell me something about the language used in this story?
- What facts have you learnt from the information book?
- What page did you enjoy reading (non-fiction)? Why?
- Can you tell me about how the pages are designed/presented (headings, labels, fact boxes...)?
- Why did you like this poem?
- How did it make you feel? Why?
- What words did the author use to make you feel...sad, happy, frightened, scared, silly...?

Golden rules: Read a little every day and... ENJOY!