

Phonics and early reading

In Reception and KS1

What is phonics?

Phonics is a method of **teaching children to read by linking sounds** (phonemes) **and the symbols that represent them** (graphemes, or letter groups).

Evidence suggests it is the most successful method for most words for most children.

What else?

Context

Graphic cues

Prediction

Sight vocabulary

How do we teach phonics at Horniman?

ReadWriteInc scheme

DFE licensed scheme with lots of evidence that it helps children become readers

Fidelity to the scheme

Daily lessons

Streamed ability groups across KS1

20 mins phonics – speed sounds, word reading, word writing and sentence work

20 mins reading a decodable text in pairs

Intervention/catch up

Targeted support for children who need additional help

How many phonemes?

Mat

Boot

Fruit

Caterpillar

Pure sounds

'*mmmm*' not 'muh' and '*llll*' not 'luh'

h

n

r

l

f

sh

ng

<https://www.ruthmiskin.com/parents/>

Speed sounds

Learning to recognise phonemes

Set 1 sound order:

Single letter sounds: m a s d t i n p g o c k u b f e l h r j v y w z x

Diagraphs (special friends): sh th ch qu ng nk ck

Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy

Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

Blending

Oral blending

Reading words

Fred talk

c – a – t > cat

sh – i – p > ship

Sound buttons

m a n

ch o p

s n ai l

Real and non real words/alien words

Y1 phonics screening (20 real and 20 non real words)

Segmenting

Oral segmenting

Writing words

dog > d- o -g

train > t - r - ai -n

Tricky words / red words

Not currently phonetically decodable

Common high frequency words

e.g. the, of, said etc

Dictations

Writing a sentence with a mix of phonetically plausible words they are learning and some tricky words.

Encourage correct punctuation and letter formation.

Reading

Practise speed sounds

Practise green words

Practise red words

New vocabulary check

Independent reading / paired reading with partner

Teacher reading – expression, intonation and pace – good model

Fluency reading

Comprehension

Each text will be read between 3 – 5 days

Sent home as ebook on oxford owl

Reading at home

As frequent as possible

Short sessions

Encourage sounding out of unknown words / Fred talk/ blending

Encourage children to self correct before providing help

Provide help with the sounds that are incorrect and then let children have a go

Re-read sentences and texts for fluency

Encourage sight reading of previously decoded words

Red words need to be remembered and read as a whole

Ask questions to check understanding

Find in text (direct retrieval) – point to answer in text

Inference – linked to evidence in text – why do you think that? How do you know?

Record in reading journal – bring to school daily

Reading for pleasure

Rich diet of books

- Daily story time at school
- Independent reading for pleasure sessions
- Top 10 books

Parent/Carer Reading sessions

- Fridays 8.45 -9.10 am each week
- Sign in on classroom sheet
- Read with your child and other children as directed by teacher
- Reading to children
- Listening to children read
- Children to read independently or in pairs if not reading with an adult
- Help logging into Oxford owl

Reading at home

Oxford Owl ReadWriteInc ebook library

Login

Sound practise

Ditties

Books

Book bag

- story book / picture book – to be shared with child
- Independent reader once they have secured sufficient fluency and phonic knowledge

Record all reading at home in reading journal

Handwriting

Pencil grip (tripod grip) and fine motor control

Sitting position and position of paper

Pre handwriting shapes

Children taught letter formation when they encounter a new sound

Starting position and orientation more important than size

Rhymes to help remember formation e.g. m – Maisy mountain mountain

Then handwriting is taught in letter families

Around letters: c a o d g q

Down letters: l t b p k h i j m n r u y

Curly letters: e f s

Zig zag letters: v w z x

Non cursive script used in Rec/Y1

Pre-cursive and then joining introduced in Y2

Daily practise

Spelling

We encourage children to have a go based on the phonic knowledge they currently have

Sight vocabulary – tricky high frequency words – eg the, of, said etc.

Alternative spellings for phonemes – best bet

eg ai pain, day, weight, name, table, etc

Spelling rules and prefixes/suffixes

Glossary

Fred Talk – sounding out the word before reading (blending)

sound-blending – putting sounds together to make a word,

e.g. c–a–t *cat*

special friends – sounds written with more than one letter,

sh, ng, qu, ch

Speed Sounds – the individual sounds that make up words

phoneme – unit of sound

grapheme – representation of a sound

digraph – two letters that make one sound
e.g. ee

trigraph – three letters that make one sound
e.g. igh

letter name – the sound sh is spelt ‘s’ ‘h’

segmenting – splitting words into individual sounds for spelling

split digraph – when one sound is made by two letters with another letter in between eg a – e in name

consonant clusters – two adjacent consonants eg cl These are two sounds

Questions