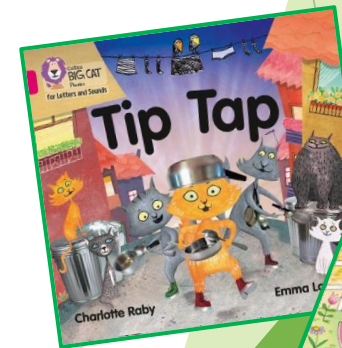
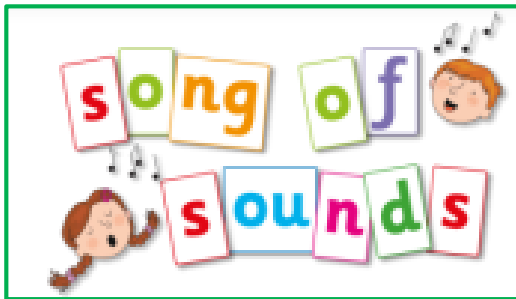


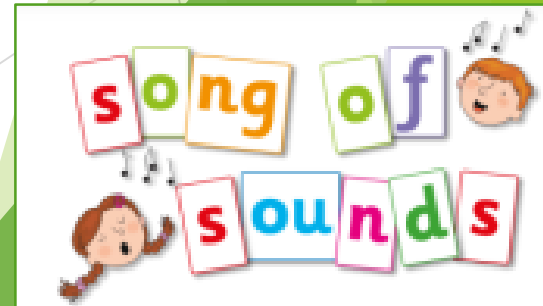
# Early Reading and Writing at North Heath



# What do we mean by phonics?

Phonics are the tools by which children learn to read and write. To learn to read and write children need to learn five basic skills. They need to:

1. Learn their letter sounds
2. Learn to write the letter shapes
3. Learn to blend sounds together for reading
4. Learn to identify the sounds in words for writing
5. Learn to read and spell tricky words



# What is Song of Sounds?



- ❖ A systematic, synthetic phonics programme which runs from EYFS to Year 2 – created and developed by teachers.
- ❖ The programme teaches children to read and write by introducing children to the sounds that they can hear in words (phonemes) and their written equivalent (graphemes).
- ❖ Children learn to blend sounds together to read words and segment words in order to spell them.
- ❖ A multi-sensory phonics programme – hands on and interactive with music, movement and practical activities at its core, to ensure children enjoy the phonics learning process.



# Learning letter sounds

- ✓ Phonics helps children learn to read and write by teaching them the letter sounds (known as phonemes), rather than letter names, for example, the sound that 'c' makes, not the alphabetic name.
- ✓ There are 42 sounds in the English language that can be heard in words. These include the 26 sounds in the alphabet but also some more complex sounds that are made up of 2 or even 3 letters e.g. 'sh' in the word 'shark' or 'oo' in the word 'moon' or 'igh' in the word 'night'.
- ✓ The letter sounds are not introduced in alphabetical order but in groups of letter sounds that can then be put together to make simple words.

**s a t i p n m d g o c k e u r h b f l j v w x y z qu ch sh  
th ng nk ai ee igh oa oo oo ar or er ow oi air ear ure**

- ✓ For each sound in the Song of Sounds there is an action which helps the children remember the sound the letter makes.



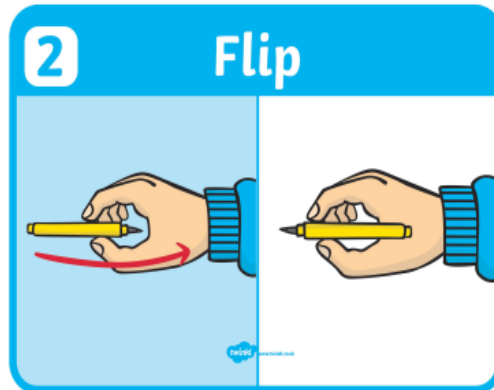
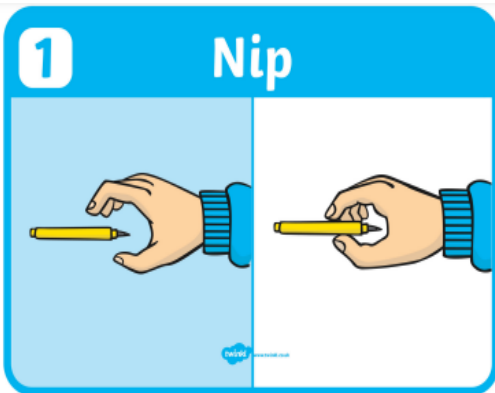
# How we teach the letter sounds

- ✓ We learn the Song of Sounds song and actions
- ✓ Play games and take part in practical activities including,
  - \*letter hunts in the classroom and garden
  - \*using a feely bag with objects beginning with given sounds
  - \*picture and letter sound matching games
  - \*play I Spy
  - \*sorting magnetic letters
- ✓ Leave letter sounds and resources around the classroom within all areas of learning so the children are constantly looking at them and committing them to memory, for example,
  - \*letter sponges for printing or phoneme playdough mats in the creative area
  - \*letter pebbles in the small world and letter beads to thread at the Funky Finger table



# Learning to write the letter shapes

- ✓ It is very important that your child learns to hold a pencil correctly. If the hold starts incorrectly, it's difficult to get it right later on.
- ✓ Children will then begin to practise how to form each letter shape correctly as they learn their sounds, starting in the right place and moving their pencil in the right direction.





# How we teach writing letter shapes

- ✓ We focus on developing gross and fine motor skills as these are fundamental in being able to write.
- ✓ Gross motor skills are developed through activities such as, sweeping leaves in the garden, digging in the sand, climbing, jumping, throwing a ball and building with construction kits.
- ✓ Fine motor skills are developed through activities such as, threading beads, jigsaw puzzles, painting, playdough and using tweezers or pipettes.
- ✓ As we introduce letter sounds, we learn how the letter is formed. We do this in a variety of ways, for example, tracing the shape with our finger, drawing the shape in foam or the sand, with paintbrushes and water on the ground and with pens on a whiteboard.
- ✓ We encourage mark making by providing resources in all areas of learning e.g. shopping lists or café order forms in the role play and provide phoneme finders for the children to refer to.







# Blending sounds together for reading

- ✓ Blending is the process of saying the sounds in a word and then running them together to make the word, e.g. c-a-t is cat,
- ✓ It is a technique that your child will need to learn and it improves with practice.
- ✓ To help your child practise, it's helpful to reinforce the idea that the sounds must be said quickly to hear the word, e.g. b-u-s.
- ✓ It's also easier if the first sound is said slightly louder, e.g. b-u-s



# How we teach blending

- ✓ Our first step is to sound talk. We use a puppet called Sound Croc who can only speak using sound talk e.g. m-a-p. We ask Sound Croc questions such as, What is your favourite food? Sound Croc then answers f-i-sh and the children blend the sounds to find the answer.
- ✓ As we introduce the letter sounds, we begin to blend green words using sound buttons. Bert the word builder helps us!



bin  
• • •

down  
• — •

chair  
— —

# How we teach blending

- ✓ We play lots of games and take part in practical activities including
  - \*matching digraphs (two letters that make one sound) and trigraphs (three letters that make one sound) with pictures
  - \*finding digraphs or trigraphs within words
  - \*matching whole words to pictures



light

ear

king



# How we teach blending

Your turn!

Where would you put the sound buttons?



sack

hair

tree

pondweed



# How we teach blending

Your turn!

Where would you put the sound buttons?



sack



hair



tree



pondweed





# How we teach blending

- ✓ We then begin to blend words to read phrases, captions and then simple sentences

pat a dog

a cap on a peg

get off the bus

a fright at night

I can look at  
a book and cook.

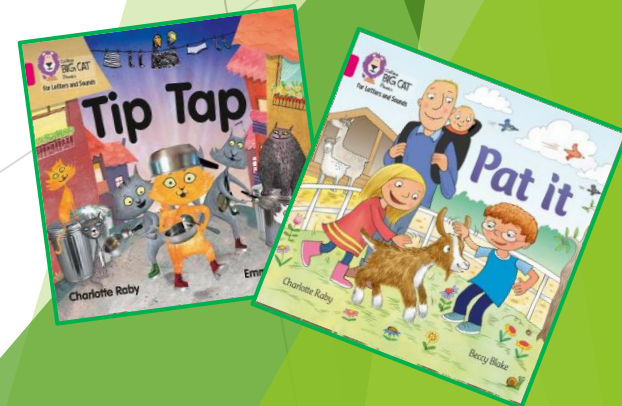


# Decodable books

- ✓ Song of Sounds are fully aligned with Big Cat Phonics for Letters and Sounds books.
- ✓ The books provide an exciting mix of fiction and non-fiction.
- ✓ The books are matched to the Song of Sounds progression and are mapped through the programme.
- ✓ The books are fully decodable which means they are composed entirely of words made up of the grapheme-phoneme (letter shape-letter sound) correspondences and a small number of common exception words (tricky words) that your child has learnt up to that point.



We will begin to send these home after half term



# Identifying the sounds in words for writing

- ✓ To begin to write independently your child will need to be able to hear the sounds in words and to write the individual letter shapes for these sounds.
- ✓ This is called segmenting as children segment words into sounds.
- ✓ Before writing a whole word, your child needs to practise recalling the letter shape for each sound spoken aloud.
- ✓ They will then be asked to listen for the sound(s) in simple three letter words and write down the letter shapes for each sound.

These are the first steps towards your child becoming an independent writer.



# How we teach segmenting

✓ We play lots of games and use a range of resources to practise segmenting words, including

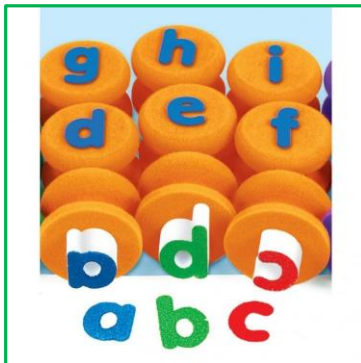
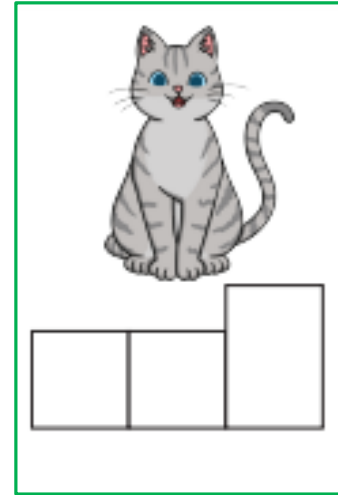
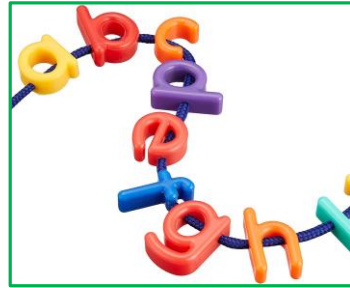
\*phoneme frames

\*magnetic letters

\*puzzles

\*threading letter beads

\*letter sponges



# Learning to read and spell tricky words

- ✓ In the English language some words cannot be sounded out or spelt correctly by listening for the sounds in them.
- ✓ These are called 'tricky words' or red words' and have to be learnt by sight.

For example, if a child gets stuck on 'was' it doesn't help if they sound it out and blend it, as the 'a' in the word makes an 'o' sound and is therefore an irregular word.

was

do

push





# How we teach tricky words

✓ To teach tricky words we...

\*Use flashcards – to learn sight words, we must look at them regularly taking notice of the shape and size of the word.

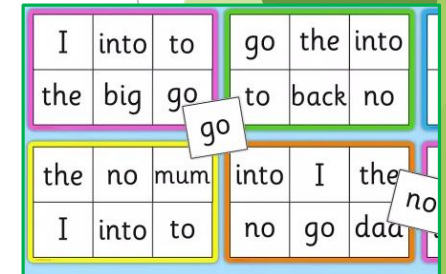
\*Look for other words hiding within them. For example the word he is hiding in **the** and **she** and the word the is hiding in **they**.

\*Display them in the classroom and garden.

\*Practise finding them in books.

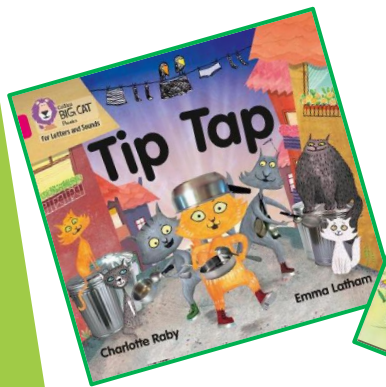
\*Play games such as Bingo, Splat, matching words and tricky word dominoes.

✓ There are 48 tricky words for us to learn during the Reception year



# How can you help your child?

- ✓ As the letter sounds are taught, it would be hugely beneficial if you can practice these sounds with your child every day. The EYFS newsletters will inform you as to which letters have been taught.
- ✓ Share books from home, the library and school books with your child every day. Your child will be given a book diary for you to record the books they have read at home. This will be checked and rewards given for reaching reading goals as outlined in the diary.



# How can you help your child?

- ✓ Your child will bring home a decodable book which has been matched to their individual phonics ability. We would like you to keep this book for a week. Children need to gain fluency in identifying the graphemes (letter shapes) and phonemes (letter sounds) so re-reading is important. This repeated practice will help your child get to the point of being able to read with fluency, so they are able to tackle appropriate books with a feeling of success rather than frustration.
- ✓ When reading with your child...
  - \*Point to each letter shape one at a time as your child says the sounds aloud a few times, getting quicker and quicker.
  - \*Say the sounds out loud to your child, getting quicker and quicker.
  - \*If after a few attempts they still can't read it, tell them the word and practise another one. You can always come back to it later.
  - \*With letter sounds that contain two or more letters, e.g. sh or air, it might be helpful if you draw an imaginary line under the sh or air so that they can see it as one sound and don't sound out each letter.
  - \*Always be positive and encouraging – if they believe they can do it, then they will.



# How can you help your child?

- ✓ Please ensure your child brings their book bag and books to school every day. They may be asked to read their book to an adult to see how they are progressing and will be encouraged to change their class library book on a regular basis.

**Together, our main aim is to encourage children to foster a love for books and reading.**





# By the end of Reception pupils are expected to...

## Early Learning Goals

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- \*Say a sound for each letter in the alphabet and at least 10 digraphs;
- \*Read words consistent with their phonic knowledge by sound-blending;
- \*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- \*Write recognisable letters, most of which are correctly formed;
- \*Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- \*Write simple phrases and sentences that can be read by others.

