

Phonics and Reading Meeting



Broadstone First School
2019-2020

Speaking and Listening

- Speaking and listening are vital skills children need to develop in order to live successful lives in society.
- They are key skills for children developing their ability to read and write.

How can you help?

- Talk to them!
- Model and expect good listening.
- Encourage their understanding and use of new vocabulary.
- Sing songs, rhymes and read poems.
- Read with your child regularly and develop their story language.

Reading to your child

Not only does reading enhance a child's vocabulary, and to help them understand how to read and write, but reading aloud to children also helps them to understand different topics about the world and every day life.

Reading has two components:

Word Recognition

Recognising words presented in and out of context

The ability to apply phonic rules- blending phonemes to decode

Quality phonics work- systematic approach

Comprehension

The process by which words, information and sentences are interpreted and understood.

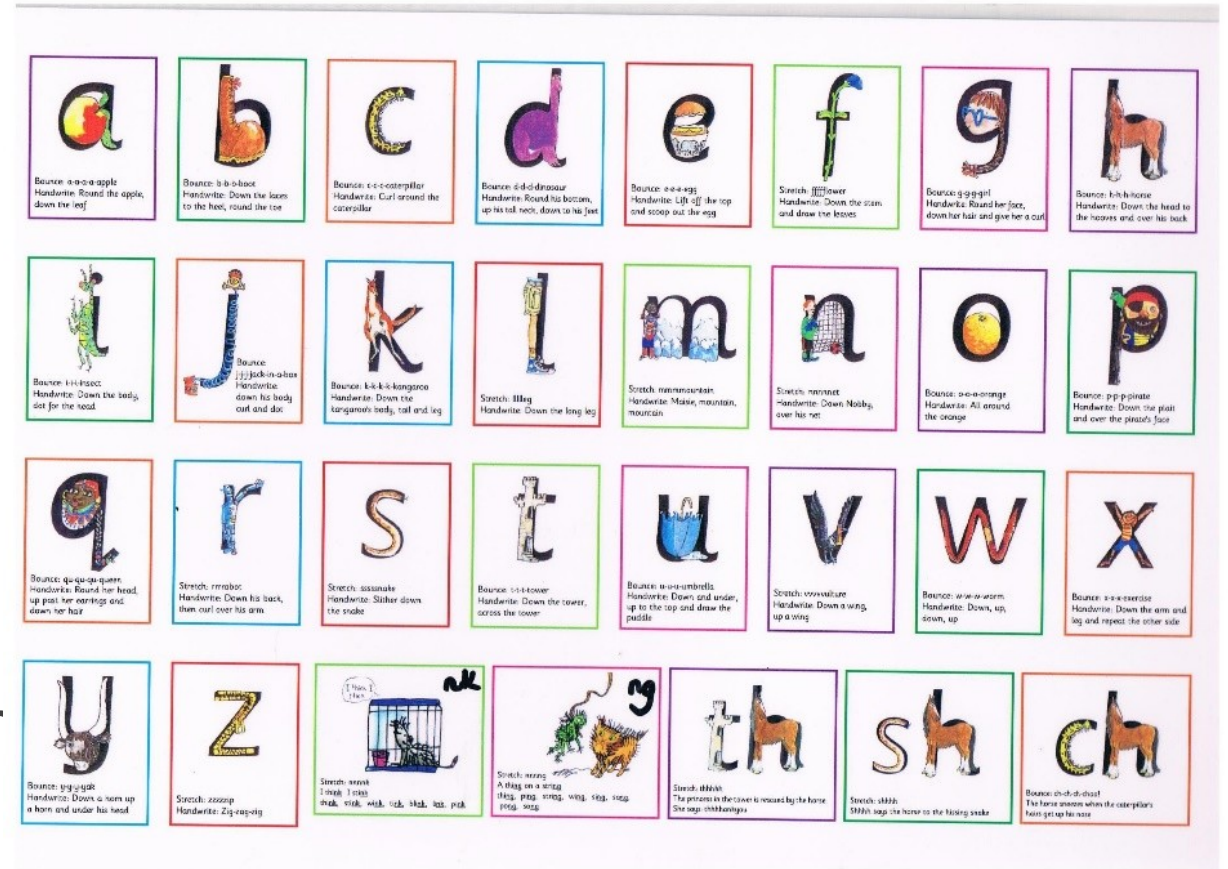
Word Recognition- Vocabulary

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into the component sounds
- **Tricky Words** (red words) – words that cannot be decoded using phonics
- **CVC** – consonant vowel consonant words
- **Diagraph** – a sound made with two letters eg sh ai oi
- **Phonetically Plausible** – written phonetically that it can still be read although it is spelt incorrectly

Phonics

- 44 Sounds
- Over 150 graphemes
- We have one of the most complex alphabetic codes in the world.

So we useRead Write Ir



Set One:



Set One: single sounds that can be blended together to make simple words, children sounding out and blending for reading.

A phonics session for you

Set One

Set Two:



Set two , 2 or three letters together digraphs and trigraphs to form a wider range of words.

Set Three:

Set 3 Sounds

ea



cup of tea
eat, tea, neat, real, clean,
please, leave, dream, seat, scream

oi



spoil the boy
join, coin, voice, choice, noise

a-e



make a cake
make, shake, cake, name, same,
game, save, brave, late, date

i-e



nice smile
shine, white, fine, hide, smile, nice,
wide, like, mine, time

ai



snail in the rain
paid, snail, tail, drain, paint,
Spain, chain, train, rain, stain

oa



goat in a boat
toad, oak, road, cloak, throat, roast,
toast, loaf, coast, coal, coach

o-e



phone horse
home, hope, nose, spoke, note,
broke, stole, rope, those

u-e



huge brute
tune, rude, huge, mule, brute, use,
June, dude, accuse, excuse

aw



zebra at dawn
saw, raw, law, straw, dawn,
paw, craw, jaw, claw, yawn



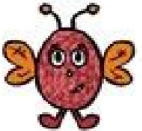

Set 3, alternative spellings for sounds allowing for spelling and reading a wider range of words.

A phonics session for you

Set Three

Phonics Screening- End of Year 1

Sample words:

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

- Mid June
- A test using all of the sounds we teach by reading real words and 'alien' words.
- The alien words can be tricky so we ask you to help them practise reading some of these at home as well as the regular reading books.

Red Words:

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3				
does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Reading

We hope that **all** children at Broadstone First School will enjoy books and have a positive attitude to reading – but not every child finds reading easy.

Please Remember:

- Do not compare your child's progress with any other.
- We see each child as an individual and unique.
- Reading is not a race.
- Do not forget how difficult the skill of reading is to acquire.

Reading - How can you help at home?

- Show the books respect at home.
- Take your time with a book and try not to finish it too quickly.
- Make hearing your child read short and stress free – it should not be frustrating!
- Books vary within the banding so please read each book sent home.
- Read every day.
- Be positive about reading – it shouldn't be used in a negative way.

Reading - How can you help at home?

- Use praise every time you hear your child read.
- Remember how hard it is to start to read.
- Talk about what is happening in the pictures as well as the text.
- Comment every time you read in the Reading Log.
- Choose a relaxed time and place.

Games to help with reading....

- “I Spy” helps with initial sounds
- “Simon Says” sounds out a key word in a sentence – touch your f-ee-t.
- Spot road signs – How many 30mph signs can we see before we get to Nanny’s house.
- Granny went to the market and she bought....
- Sing Rhymes and Silly Songs
- Choose books for the library that interest your child.

Expectations from School

- We read regularly with your child- whole class, groups, individual.
- In reception books are changed twice a week. (Red Spots Monday and Thursday. Blue spots Tuesday and Friday)
- Reading Logs to be written in by the adult who has read with your child

Reading in Year 1:

- The books we send home should be accessible and not too challenging. They are there to support decoding, fluency, speed and confidence.
- More challenging texts are used in school when teaching reading.
- Reading is taught through whole class texts, group reads and individuals reads.
- Phonic sessions will focus on word recognition
- Reading sessions will focus on application of word recognition and comprehension skills.
- Home Learning packs include speed sounds and questions to ask your child about their book.

Contacting your child's class teacher

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Thank you



We will be around to answer any questions you may have.