



Greenfield Primary School

Reading and Phonics
in Key Stage 1

Reading at Greenfield

- ▶ We follow the Rigby Star reading scheme to develop children's independent reading. This is an effective and child-friendly approach to the acquisition of essential reading skills and introduces our children to a broad range of genres.

Phonics at Greenfield

- ▶ We use Letters and Sounds, the DfE programme, to develop children's phonics awareness, knowledge and understanding. Jolly Phonics and online resources complement this programme.

Reading at Greenfield

- ▶ Phonics and the development of decoding skills
- ▶ Shared reading – use of shared texts to model reading strategies
- ▶ Guided reading- sharp focus on needs of a particular group
- ▶ Independent reading (individual, paired) –developing range of choice and experience opportunities to select own choice of texts- independence/motivation
- ▶ Stories- hearing books read aloud
- ▶ Home school partnership- family involvement in reading

Being a successful reader

Two main skills:

Phonics – decoding by blending the sounds in words to read them

Language comprehension- understand what the word means within the context it appears

Phonemes and graphemes

-a recap

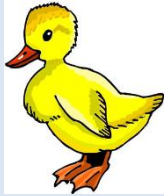
- ▶ 26 letters of the alphabet
- ▶ These letters and combinations of these letters make more than 40 sounds
- ▶ Speech sounds- **phonemes**- are the smallest units of sound in words
- ▶ Letters or groups of letters- graphemes
- ▶ **Phonemes** can be represented by **graphemes** of one, two, three or even four letters:

t

sh

igh

eigh



Digraph

Two letters which make one sound.
e.g. sh, ck, th, ll
ai, ee, ar, oy



Trigraph

Three letters which make one sound
e.g. igh, ear, air



Split digraph

e.g. like

/i/ and /e/ together make /ie/ but it has been split by the /k/ in between them

bike

Correct articulation of the phonemes



Blending

- We encourage the children to ‘sound out’ words they can’t read, for example, splash.
- It is ESSENTIAL that children then blend these sounds, or put them together to say the whole word.
- Saying the letters, even quickly, is not enough. Please encourage children to say the whole word and if necessary check that they understand what the word means.

Year 1 Phonics Screening Check

- It is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It is compulsory for all Year 1 pupils in state schools.
- There are two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1.

What does the Phonics screen check?

- ▶ Blend graphemes in order to read simple words.
- ▶ Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill, portrait.
- ▶ Read a selection of nonsense words which are referred to as **pseudo words**.
- ▶ **Pseudo words** are included in the check specifically to assess whether the child can decode a word using phonics skills and not their memory.

Why are non-words included?





- Non-words are included because they are **new to all pupils**, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word.

What do the materials look like?

Practice sheet: Real words

in
at
beg
sum

Practice sheet: Pseudo words

ot	
vap	
osk	
ect	

When does it take place?

The screen can be administered at any time to suit us during the week of **15 to 19 June 2015.**

It will be done on a 1:1 (pupil and teacher) basis in a quiet room and the children will be familiar with the teacher they work with.

The screen should take between 5 and 10 minutes to complete.



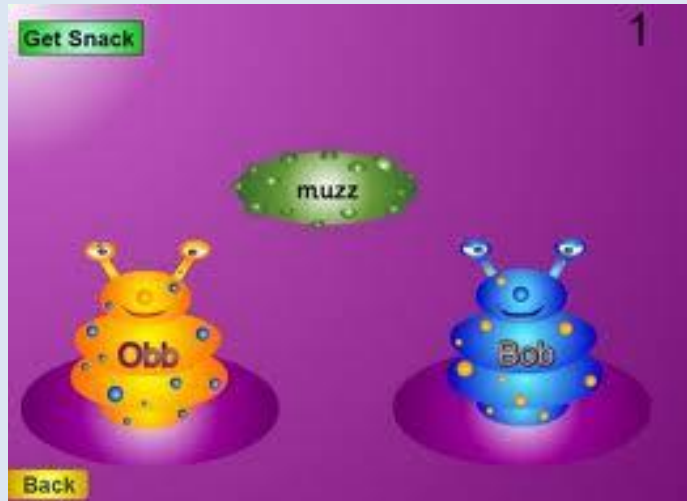
Ways you can support your children at home

- **Sound-talking:**

First, just let them listen, then see if they will join in, for example, saying:

- ‘I spy a p-e-g – peg.’
- ‘I spy a c-u-p – cup.’
- ‘Where’s your other s-o-ck – sock?’
- ‘Simon says – put your hands on your h-ea-d.’
- ‘Simon says – touch your ch-i-n.’
- ‘Simon says – pick up your b-a-g.’

PhonicsPlay.co.uk





Ways you can support your children at home: reading together

- **Enjoy and share books together** – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.
- **Make time to read with your child throughout their time in school** – **PLEASE** continue reading to your child, even when they are reading independently. This is very important –your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help too.
- **Let them see you reading** – grown-ups can share their magazines about their favourite sport or hobby.
- **Read with your child** – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.

The Perfect Reading Environment

Quiet, calm and focussed!

- Make your child aware that this is their reading time.
- Enjoy laughing at the funny parts of the story together.
- Talk about what is happening in the pictures, this will help your child make sense of the story.
- Be enthusiastic when reading with your child - reading should be fun!

Comprehension

- As children become more fluent, and the process of reading becomes more automatic, comprehension skills and a child's response to texts become more important.
- Children must have good comprehension skills and be able to answer questions relating to what they have read.
- Encouraging children to ask the meaning of unknown words or use a dictionary is important to them being able to understand what they have read.

Extending Reading Skills

- Word recognition strategies
 - Recognising familiar letter patterns – ed, ing, tion
 - Recognising words within words- ‘be’ came’; ‘remark’ ‘able’
- Use of grammatical knowledge
 - Use of punctuation when reading
 - Take a breath at a full stop, intonation for questions, expression for speech
 - Make sensible suggestions for unknown words based on the grammar (e.g. went/walked)
- Use of contextual knowledge
 - Re-reading for sense and to self correct
 - Make sensible suggestions for new words based on the context

And Don't Forget Reading Champions!!

