

Welcome to the
teaching of
Phonics and Reading
for
Nursery, Reception,
Form 8, 7 and 6

Nursery

Phase 1 Letters and Sounds



In nursery children are introduced to Phase 1 of the letters and sounds programme. Phase One supports the development of speaking and listening and awareness of sounds. Our aim is to teach your children the important basic elements of letters and sounds such as oral segmenting and blending of familiar words.



Children working within Phase 1 will;

- Explore and experiment with sounds and words.
- Distinguish between sounds in the environment and phonemes.
- Show awareness of rhyme and alliteration.

Phase 1 falls largely within the Communication, Language & Literacy area of learning in the Early Years Foundation Stage.

It also draws on and promotes other areas of learning, particularly Personal, Social & Emotional Development and Creative Development.

How do we teach Phase 1

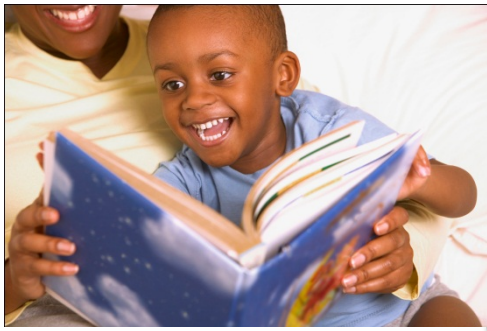
We play a variety of games and activities with the children and music has a key part in developing children's language.

Most are adult led activities and the way we model speaking and listening, interact and talk with the children is critical to the success of our phase 1 activities and to promoting the children's speaking and listening skills.

We also provide opportunities on a daily basis for child initiated learning where the children can play and explore their new found skills. This plays a very important part in their development.

Examples of Phase 1 activities

- Listening walks - small group go out to listen for specific sounds, or, listening to environmental sounds
- Identify the instrument - play hidden instruments & child identifies them & plays them back
- Copycats - repeat the rhythm. Play instruments, body parts, or equipment & children copies
- Dodgems - children use paper plates to drive round without bumping into anyone, when they hear specific sounds they change direction, stop or other such actions.
- Board games such as Crash Bang Wallop, Animal Lotto, Sounds Lotto. Child identifies the sound & places correct piece on the board.
- Cross the River - blue fabric represents river & child crosses it if they have the correct sound. This could be animals, instruments, letter sound or rhyming object.
- Also play games like I spy, Kim's game, musical actions (like musical statues).
- Sing nursery rhymes & songs, we also change the words or make up new verses.
- Make up stories & children each contribute to it



Reading



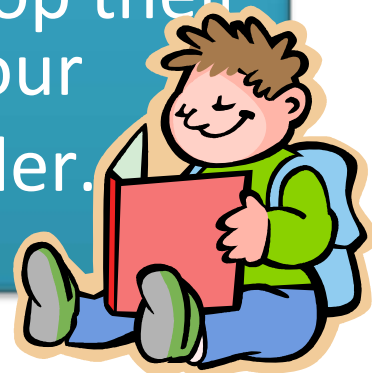
Reading books are introduced when we feel your child is ready, and take the form of picture books. This is dependent on the development of the child's listening and communication skills as well as their ability to concentrate for a length of time.

We start with guided reading once a week, where a group of 3 or 4 children read the same book with the teacher. This enables the children to share their observations, discuss their views and it also reinforces their enjoyment.

The structure of a book is explained, eg, the book cover, front & back, title, author, illustrator and how we read from left to right. The children also learn how to treat books with care and respect.



- Children are encouraged to talk about what is happening in the picture, how or why it is happening and predict what might happen next. Developing their descriptive language is also very important at this stage.
- They enjoy taking their reading books home and will probably be keen to read the same book over and over again.
- As parents you play a major role in encouraging your child to read. Building on their initial observations to enhance their story telling as much as possible and helping them develop their language will go a long way in ensuring your child becomes a confident and happy reader.



The power of story, rhyme,
drama and song supports
children's imagination and
interest encouraging children to
use language copiously.



Letters and Sounds enables children to see the relationship between reading and spelling from an early stage, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling/writing) are treated as reversible processes.

By the end of Phase 1

Children will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

Reception Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. We use Jolly Phonics to implement letter/grapheme recognition and letter sounds/phonemes

During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

The process of segmenting and blending for reading and spelling is made enjoyable and easy for children to understand and apply. Well timed multi-sensory activities serve this purpose and intensify learning.

in

sat

at

tap

ship feet

church

What does 'learning a letter' comprise?

- distinguishing the shape of the letter from other letter shapes;
- recognising and articulating a sound (phoneme) associated with the letter shape;
- recalling the shape of the letter (or selecting it from a display) when given its sound;
- writing the shape of the letter with the correct movement, orientation and relationship to other letters;
- naming the letter;
- being able to recall and recognise the shape of a letter from its name.

Segmenting and Blending

- Segmenting and blending are reversible key phonic skills.
- Segmenting consists of breaking words down into their constituent phonemes to spell.
- Blending consists of building words from their constituent phonemes to read.

Both skills are important

- The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Tricky Words

Some words cannot be sounded out or spelt correctly by listening for the sounds in them. These are called tricky words and have to be learnt.

Activities to support the learning of tricky words:

Daily practise,
Matching pairs game,
Tricky word hunt.

Phase 3

Phase Three completes the teaching of the alphabet, and children move on to sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes. Just one spelling is given for each because this is all that is required in Phase Three, but in the case of some vowel spellings represented by combinations of letters, spellings other than those given would have been equally good first choices (e.g. 'ay' instead of 'ai' and 'ie' instead of 'igh').

Phase 4

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced.

The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Parental support is important to all children as they benefit from plenty of praise and encouragement whilst learning. You should be guided by the pace at which your child wants to go. If interest is being lost, leave the teaching for a while rather than using undue pressure. Not all children find it easy to learn and blend sounds. It is important to remember that this is not because they are unintelligent but because they have a poor memory for symbols and words. Extra practice will lead to fluency in reading and help your child manage at school.

Reading

- Read to your child as often as possible
 - Re-read favourite stories
 - Talk about stories
- Sing and say rhymes, songs, jingles
- Point out print in the environment
 - Use the library
- Discuss characters when watching television
 - Listen to taped stories, songs
 - Demonstrate reading yourself

We support and encourage children's reading by:

- Talking about story openings and endings, characters, events,
 - Taking turns in reading passages,
- Help with the sounds, blend sounds together
 - Help with grammar-read to the end of the sentence, go back to the beginning and try again, does it make sense?
- Help with meaning-look at the picture, what has happened so far? What do you think it says?
- Help with words- look closely at the word, break it down, does it look like any other words?

Resources

We have a wide range of resources and activities that we use in the classroom such as magnetic letters, tricky word bingo, word and picture match.

If you would like to borrow any of these please see a member of staff.

Useful Websites

www.jollylearning.co.uk

www.nationalstrategiesstandards.dcsf.gov.uk

Letters and sounds programme

www.nationalstrategiesstandards.dcsf.gov.uk/node/85357

Pronunciation of letter sounds/phonemes