Read to Succeed
Early Years

Padnell Infant School

'Mighty oaks from tiny acorns grow'

Aims

- To share how reading and phonics are taught in Year R at Padnell Infant School
- To develop your confidence in helping your child with phonics and reading
- To teach the basics of phonics and some useful phonic terms
- To show examples of activities and resources we use to teach phonics and reading
- To give you an opportunity to ask questions

Why phonics?

- The aim is to secure essential phonic knowledge and skills so that children can progress quickly to independent reading and then writing.

- Reading and writing are like a code: phonics = teaching the child to crack the code.

- Gives us the skills of **blending** for reading and **segmenting** for spelling.

Phonics Teaching

20 minutes of daily phonic sessions (depending on their age) at the appropriate level for the class

Brisk pace of **learning**

Ambitious, enjoyable and multi-sensory sessions that encompass a range of songs, rhymes and games

Twinkl planning and resources to support the teaching of phonics

Six phonic levels
YR – Level 1,2,3,4
Y1 – Level 5
Y2 – Level 6

Progress is monitored carefully. Teaching is adapted to achieve optimum progress for every child

Typical day in Year R at Padnell	
8:55	Register and Funky Fingers
9:10	Handwriting
9:30	Phonics
10:00	Fruit and Milk
10:15	Jumpstart Jonny and Teaching input
10:30	Discovery Time
11:30	Tidy up / Drawing Club / Get ready for lunch
11:45	Lunch
12:45	Register and Numberblocks
1:00	Maths
1:30	Discovery Time
2:30	Tidy up / get ready for home / Story
3:05	Home

Vocabulary

Phonemes and Graphemes

phoneme

smallest unit of sound in a word

grapheme

a letter or sequence of letters that represents a phoneme

What does 'blending' mean?

blending

Children need to be able to **hear** and then later on **read** the separate sounds in a word and then blend them together to **say** the whole word.

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Cut the schwa

- Encourage children to cut out the /uh/ sound when saying a letter
- The technical term for this is the 'schwa' and without it, your child will be saying the pure sound – essential for effective blending
- Using the pure sound means it is easier to push the sound together to form a word ssss/u/nnnnn – sun
- Practise saying the sounds in front of a mirror – this can help articulate the sounds correctly and lets them see what their lips, tongue and teeth are doing

What does 'segmenting' mean?

segmenting

Children need to be able to **hear** a whole word and **say** every sound they **hear**.

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

Di-graphs and tri-graphs

digraph

two letters, which make one phoneme

trigraph

three letters, which make one phoneme
e.g. igh, ear, air

A consonant digraph contains 2 consonants:

sh, ch, th, ll

A vowel digraph contains at least one vowel:

ai, ee, ar, oi,

Robot Arms

This is when a word is segmented and a finger is tapped on the opposite arm as the sounds are said.

Robot/Phonic arms…

- Straight arm
- Can point finger at word
- Encourage strong taps on arm to hear and feel the individual phonemes
- 1 finger for grapheme, 2/3 fingers for di/tri-graphs – fingers must be closed
- Hand slides down arm from shoulder as you blend the sounds together to say the word

Segmenting

	Number of Phonemes						
	1	2	3	4	5	6	7
rat	r	a	t				
chin	ch	i	n				
blink	b	l	i	n	k		
strap	s	t	r	a	p		
sprint	s	p	r	i	n	t	
chair	ch	air					
teeth	t	ee	th				
popcorn	p	o	p	c	or	n	

Sound Buttons and Sound Bars

This is when dots and dashes are marked under a word to show knowledge of the sounds

s h o p

Tricky Words
(called common exception words in Y1 and Y2)

Make sure the children know why it's tricky.

'said'

Lets sound out the word 'said':
s – e – d
Is that how you spell said?
No. So which part/s is the tricky part?
The 'e' sound is 'tricky' because in this word it is spelt 'ai'.
Which parts are not tricky?
's' and 'd'.

An Introduction to Twinkl Phonics

for Parents and Carers

twinkl phonics

Effective Phonics, Done Simply

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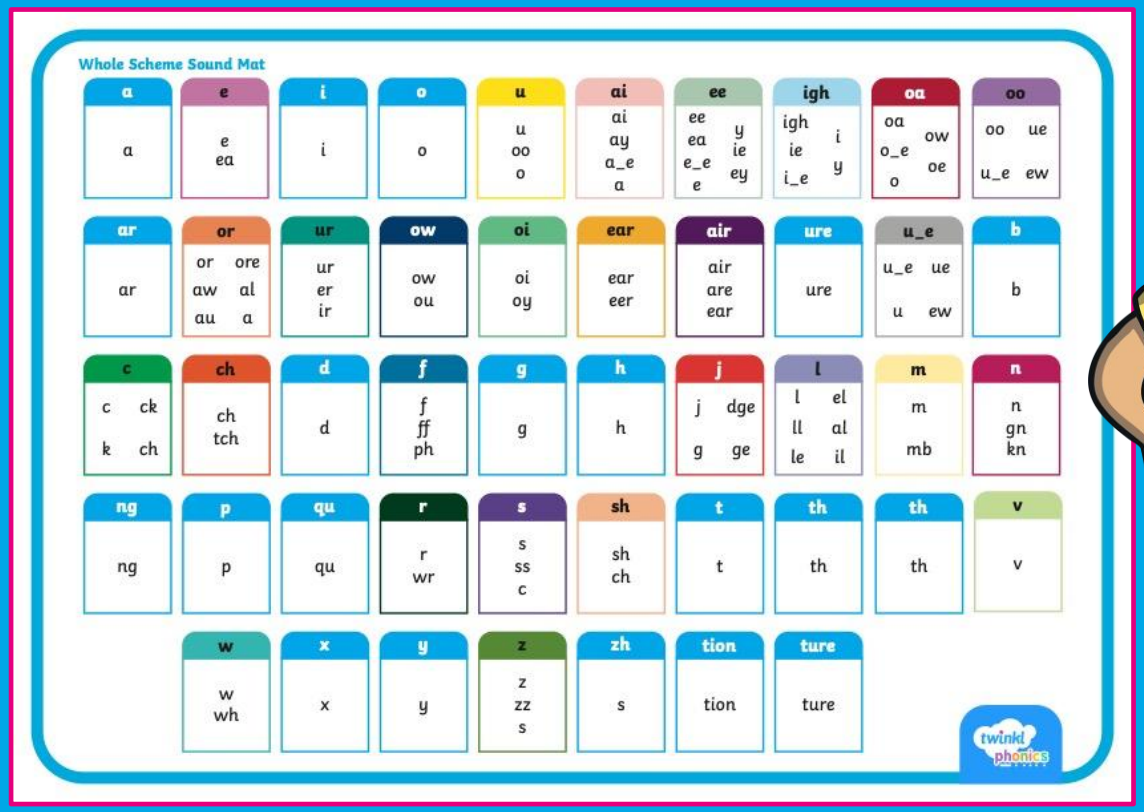
Did You Know…?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them.**

This is why English is one of the most complex languages to learn!



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Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound

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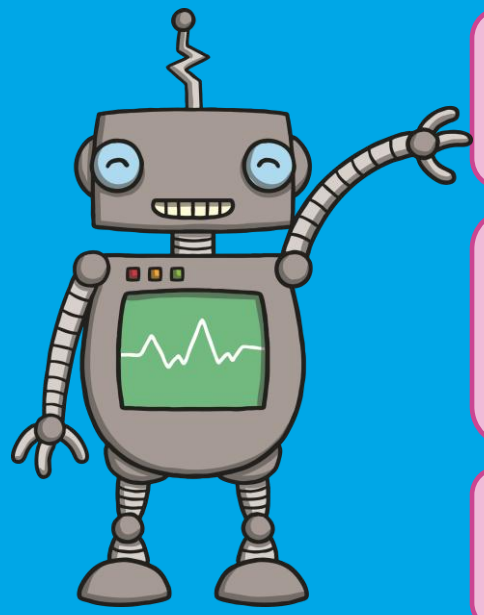
What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or ‘phonemes’.
- Children learn to associate a written letter or group of letters, known as ‘graphemes’, with each phoneme.
- Sounds are then joined or ‘blended’ together into words for reading or, conversely, whole words are broken down or ‘segmented’ into their sounds for writing.
- It is the UK’s most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as ‘sat,’ ‘tap’ and ‘pin’.

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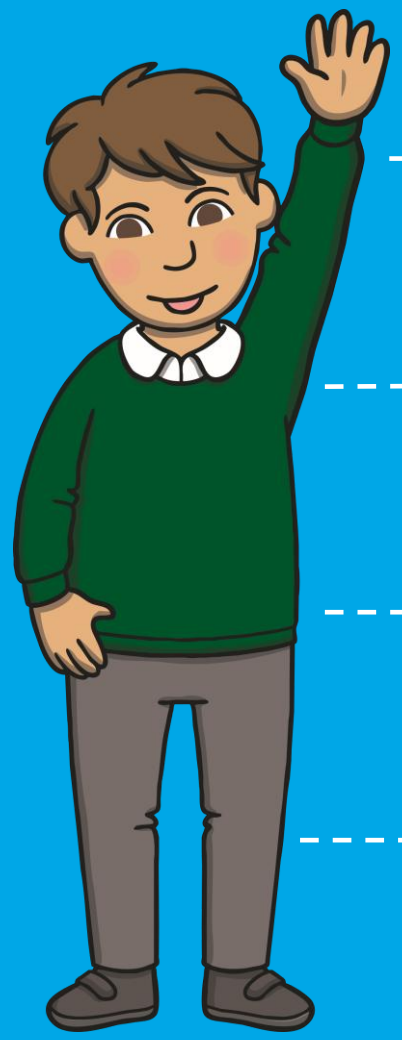
What Are the Benefits of Synthetic Phonics?



- Children progress through the stages as they are ready.
- Planning ensures progression and coverage.
- Children can attempt new words working from sounds alone.
- Reading and writing become practices that are developed hand in hand.

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What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	6	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	4	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

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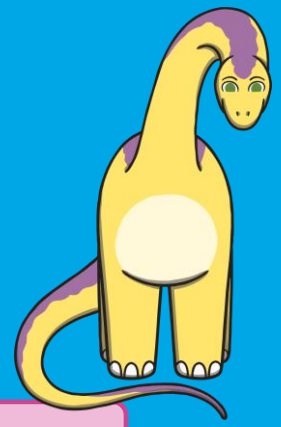
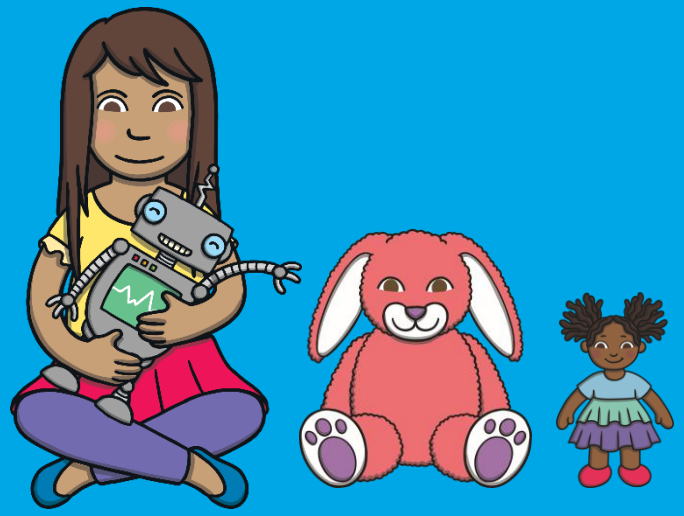
Level 1



Level 1 is taught in Nursery/Preschool.

By the end of Level 1, children will have had the opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through 7 Aspects.

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What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speechsounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words

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Level 2

Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, ‘sat’ and ‘pat’;
- blend sounds to read VC words such as, ‘if’, ‘am’, ‘on’ and ‘up’;
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, I, no, go.

Level 2 Coverage

In Level 2, children will learn the first 23 GPCs and the first 5 tricky words for reading. (They will learn to spell these tricky words in Level 3.)

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	to, the
5	h b f,ff l,ll ss	no, go, I
6	Recap of all Level 2 sounds	

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Level 2 Actions and Mnemonics

We will give you some handouts with these on at Parents evening

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

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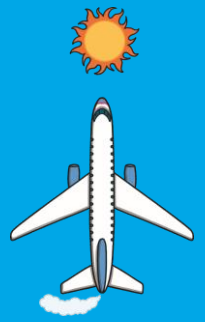
Level 3

Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:



- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as ‘chop’ and ‘night’;
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as ‘paid’ and ‘seed’;
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, I
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, I

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Level 3 Actions and Mnemonics

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

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Level 4

Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants such as, ‘sand’, ‘bench’ and ‘flight’;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

Find full coverage on the Level 4 Overview.

No new sounds are taught in level 4.

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Year 1 Phonics Screening Check

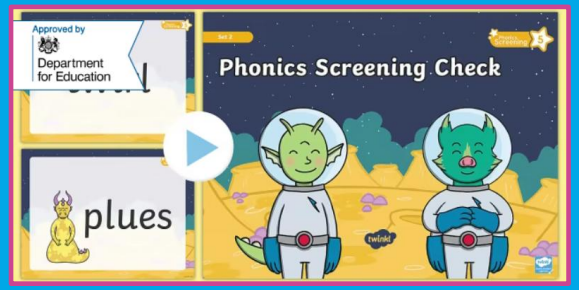
In June, all year 1 children are expected to complete the year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.

For more information why not take a look at the Twinkl Phonics Year 1 Screening Check Guide for Parents



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How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?

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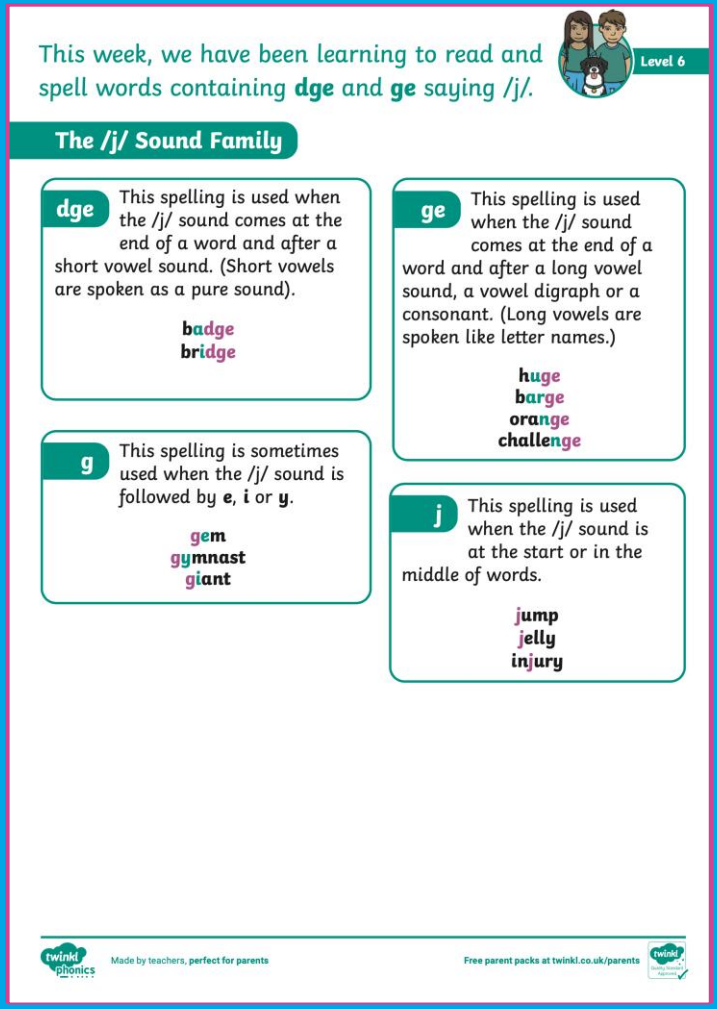
How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use ‘pure’ sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child every day.

Finally, remember to ask your child’s class teacher if you are unsure about any aspect of your child’s phonics learning. A consistent approach is important.



This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.

Level 6

The /j/ Sound Family

dge This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

ge This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

g This spelling is sometimes used when the /j/ sound is followed by **e**, **i** or **y**.

gem
gymnast
giant

j This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury

Made by teachers, **perfect for parents**

Free parent packs at twinkl.co.uk/parents

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Reading in Year R at Padnell

- Your child should keep their reading book and reading record in their reading folder in their book bag.
- The book will initially be wordless and is to encourage story-telling, talking about the pictures, sharing a book together. It also helps to establish a reading routine.
- Our expectation is that children read at least 4 times a week and that when you (or anyone else) hear your child read, you enter it onto their reading record. We'd love you to add a comment, however on busy days the date, title and a signature is absolutely fine. This is checked on THURSDAYS.

- If the children have read 4 times a week at home they will get a sticker on a chart for the week. Any child who has a sticker for every week of the half term will take part in an end of half-term reward.
- Regular phonic sound and tricky-word practising is as valuable as ‘reading’ and you can enter this as a ‘read’ in your child’s reading record.
- Each week your child will have the opportunity to bring home a book that contains the sounds your child in learning/practising.

- REMEMBER Children learn at different speeds but trust us to ensure they are reading the book most suitable for them.
- In Year R we aim to hear your child read 1:1 at least once a week as well as reading during our daily phonics sessions and activities.
- As we teach the ‘tricky’ words they will be added to your child’s sound pack for you to practise reading by sight (also in the reading folder). THESE MUST NOT BE SOUNDED OUT.

REGULAR READING AT HOME REALLY WILL SUPPORT YOUR CHILD’S PROGRESS

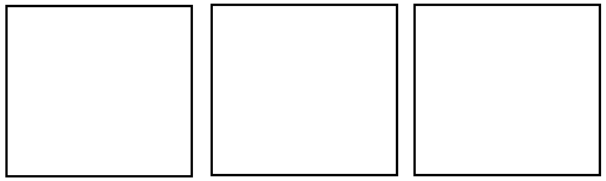
Ways you can help at home

- Ask your child to find items around the house that represent phonemes, i.e., 'oo' – spoon, bedroom
- Play matching pairs with tricky words or individual graphemes
- Tricky words put around the house, e.g. on the stairs
- Play tricky word bingo
- Flashcard letters and words – how quickly can they read them?
- Notice graphemes/ words in the environment
- Go on a listening walk around the house/when out and about
- Look at the reading videos on the school website

A couple of other points to leave you with…

- **Keep singing nursery rhymes!** 'to optimise the developing language system of children'. They 'are the perfect rhythmic template for the developing brain'.
- In Year R we will be focussing on a rhyme a week in this Autumn term so the children can build up a repertoire.
- **Keep reading bedtime stories and be 'Reading Millionaires'**: Research has found that children who are never read to, have been exposed to only 4,662 words by age 5 compared with 296,660 words if they are read one book each day.

RBA



- Has to happen in first 6 weeks of starting reception
- A short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills.
- Main purpose of it is to create a starting point to measure the progress schools make with their pupils.
- Provides valuable one to one time with their teacher at an early stage
- You do not need to do anything to prepare your child for the assessment. Your child is unlikely to even know that they are taking part in an assessment when they are completing the tasks.

Helpful Websites

www.phonicsplay.co.uk

www.twinkl.co.uk

www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx

https://phonicsfamilycom.wordpress.com/
(also has a fb page)