



Welcome to Cleves Cross

Early Years Foundation Stage
Phonics and reading meeting
Autumn 2022





THERE ARE MANY LITTLE WAYS TO
ENLARGE YOUR CHILD'S WORLD.

LOVE OF BOOKS
IS THE BEST OF ALL.

- JACQUELINE KENNEDY

 BilingualKidspot.com

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

Reading is **essential**. The ability to read well enhances learning across the whole curriculum and life opportunities beyond school.

Positive attitudes for reading and choosing to read have **academic, social and emotional benefits for children**.

Recent publications from the Department for Education and Ofsted highlight the latest research in terms of teaching children to read and giving them the best possible start.

Reading at home and promoting it in a positive and enjoyable way has a significant impact on your child's reading.

In response to recent publications and research, we have invested in a revised Phonics scheme.



Let's explore...

What is phonics?

- Phonics is the early stage of learning to read.
- All schools in the UK use phonics to teach reading.
- Phonics helps children learn to read and spell.



Where do we start?

Phase 1 Phonics



I will learn to read
but first I need to...

Rhyme
I need to recognise the sounds that letters make before I can read

Look at books
I need to be interested in words and books to read

Track
I need to follow objects with my eyes to read

Talk
I need an extensive vocabulary to understand what I read

Do puzzles
I need to differentiate size, shapes, lines and directions to read

Build
I need to use my fingers and hands independently to hold books and turn pages.

... and I need someone to read to me every day!

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www.projectread.co.uk

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Project Read

- Phonics starts with hearing and making sounds – sounds in the environment, using instruments, body percussion...
- Initial sounds e.g. that cat starts with 'c' - Eye Spy is a great game for this.
- Rhyme- stories that rhyme, playing around with language etc.
- Oral blending and segmenting – children hear the sounds in words before learning what the letters look like e.g. c-a-t

What will Phase 1 look like at home?

Exploring Wordless Books

- Talk through the pictures together. Model speaking in sentences, model important vocabulary and interesting language e.g. enormous, gigantic rather than big.
- Next time you read your child might be able to tell you more of the story but still continue to repeat back what they have said- using the correct language if any errors have been made or adding extra exciting words or further detail.
- Chat about how characters might feel and your own experiences of anything shown in the books.
- Make it fun-make noises and voices, laugh together at the silly bits etc. You have 5 minutes to bring a book to life.

I will learn to read but first I need to...

- Rhyme**
I need to recognise the sounds that letters make before I can read.
- Look at books**
I need to be interested in words and books to read.
- Track**
I need to follow objects with my eyes to read.
- Talk**
I need an extensive vocabulary to understand what I read.
- Do puzzles**
I need to differentiate size, shapes, lines and directions to read.
- Build**
I need to use my fingers and hands independently to hold books and turn pages.

...and I need someone to read to me every day!


























World Literacy Trust
The Literacy Trust



When do we learn our letters?

Phase 2 Phonics

- Words are made up of units of sounds called **phonemes**. Phonics teaches children to listen for the different sounds and once the children are able to orally blend and segment, we can start to teach the corresponding letters.
- Phase 2- teaching of letters and their sounds begins. **We have already started teaching this phase in Reception.**
- Follows a particular structure - 's, a, t, p, i, n' first so we can begin to read words early on e.g. sat, pat, pin etc.
- Phase 1 listening skills are embedded into this.
- Daily lessons as well as interventions to fill gaps and support keep up.

Grapheme mat							Phase 2 and 3		
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr	
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y	
 z zz s	 qu	 ch	 sh	 th	 ng	 nk			

Phonics and Reading Key Terms

- ▮ **Phoneme** - the sound that is heard-'pure sounds'. Children will use these at first rather than the letter's name. **Follow the link to hear pure sounds.**

<https://www.youtube.com/watch?v=P-eTO8L3t40>

- ▮ **Grapheme** - the sound written down as a letter or group of letters
- ▮ **Digraph** - a phoneme made up of two letters - eg. 'oa' as in 'boat'
- ▮ **Trigraph** - a phoneme made up of three letters - eg. 'igh' as in 'light'
- ▮ **Blending** - when each phoneme is said and merged together to say the word - eg. h-a-t = hat
- ▮ **Sound buttons** - dots or lines underneath phonemes (each sound) in words
- ▮ **Segmenting** - opposite of blending. A word is broken down into the phonemes in order to spell a word - eg. What sounds can you hear in dog? d-o-g (three segmented sounds)
- ▮ **Sound-talk** - speaking a word out in sounds (we call this robot-talk)
- ▮ **Fluency**- reading without having to sound words out.
- ▮ **Comprehension**- understanding of what has been read.



bin

bad

kit

Phonics in Reception- How is it taught?

How to say the sounds- the use of pure sounds is crucial to accurate blending.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

How Phonics is taught...

Useful videos



A quick guide to alien words



How we teach tricky words



How we teach blending

Follow this link to access the videos above:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

































Letter Formation Rhymes-
Forming letters in a particular
way to lead onto joining in KS1.














What will you
expect to see?

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Tricky Words

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	said so have like some come love do were here little says there when what one out today














Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words and compound words 	Review all taught so far

Beyond Reception

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt p pp n nn kn gn	 p pp n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h	
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u oul	 ar a al
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accents

Phonics Screening Check. Following completion of the Phonics programme, children will be able to access any text.

Home Support: Reading at

Home

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

Practise at home increases fluency and confidence and ultimately success.

There are **two types** of reading book that your child will bring home- it is important that you understand the different purposes of these books.



Reading Book- Type 1

A Reading Practice Book

-See our new books

This will be matched carefully to the correct Phonics stage for your child.

The book will have already been read at school. They should be able to read this book with developing confidence and fluency- this means that 95% of the book your child should be able to read without having to sound words out aloud or require your support.

The book does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.

You could perceive that books are 'easy' but they are pitched carefully to develop fluency, confidence, success and progress. It should be an opportunity for children to share their success with you.



How You Can Support

Listen to them read the book with interest and most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small). After your child has read the book, it may be helpful to talk about the book, but only so far as your child is interested. You should keep the experience positive and avoid turning it into a test.

Reading Book- Type

The 'Sharing Book'

In order to encourage your child to become a lifelong reader, it is important that they learn and are encouraged to read for pleasure.

The desire of wanting to read will help with the skill of reading.

The sharing book is a book they have chosen for you to share and enjoy together.

Children will choose this book from our school library.

A variety of books including non-fiction, will be available to choose from so they can enjoy a range of writing.

Remember to share books from home in this way too- you could visit the library or stay up to date with new releases online and in shops such as supermarkets and Waterstones



THERE
IS NO SUCH THING AS
A CHILD WHO HATES
TO READ. THERE ARE ONLY CHILDREN WHO HAVE NOT FOUND
THE RIGHT BOOK.
-FRANK SERAFINI

How You Can Support

It is important to remember that **you shouldn't expect your child to read this book alone.** This book is for you to read to them or with them.

Talk about the book but again only as far as your child is interested.

Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Home Reading Diary

Please add a short comment to let us know that your child has practised their reading practise book at home.

Add a comment to let us know if there is something that they have really struggled with e.g. a particular word or sound.

Please comment to let us know that your child has shared their sharing book with an adult.

Please ensure that books are returned daily.





How you can support your child

- Let them see you reading- books, magazines, lists, newspapers, recipes.
- Read signs and spot letters in the environment.
- Enjoy a bed time story together. Re-read favourites.
- Join the library.
- Write for a purpose - shopping lists, simple recipes...
- Please reinforce correct letter formation
- **Reading Books- 5 minutes a day.**
- **Send reading books into school EVERY day.**
- **But most of all...**

Please ...

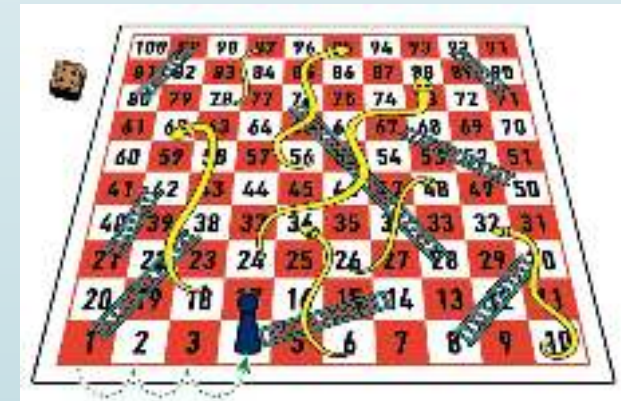
- Enjoy this learning journey with your child- encourage a love of reading. Books may not be the most exciting as they are limited to sounds and words as we work through the early stages of reading but bring them to life- talk about the pictures and your own experiences and share vocabulary with your children- don't just limit the words to the short sentences.
- Ask if there is anything you are unsure of.
- THANK YOU FOR YOUR SUPPORT

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

- KATE DICAMILLO

Maths- Working With Numbers to





Milk

- Milk is free until the end of the term that your child turns 5.
- Please ask for a form in order for your child to continue to receive milk after this point.

Tapestry

- Please get in touch and let me know if you are still unable to access Tapestry as not only is this used to share learning at school and home but I can also use this to send out homework.

Cleves Cross App

- Please download the Cleves Cross App to stay up-to-date with whole school notices and class notices.
- Please let me know if you need any support with this.

**WE NEED
YOUR HELP**



Please label EVERYTHING that comes into school.
We already have a collection of cardigans and jumpers without names on.

Remember to enjoy this experience...

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AS A GIFT.

- KATE DICAMILLO

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The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss





Thank you for your support!

Questions

Remember to get in touch with your class teacher if you have any questions or concerns as we implement the new scheme.