



Phonics and reading for parents

8th November 2016

“My only limitation is my ambition”



Aims of the meeting

- To understand how phonics is taught in school
- To build your confidence in ways of supporting reading, writing and phonics at home

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Key points:

From a very early age...

- Talking and listening
- Reading with and to you child
- Playing listening games
- Singing songs and rhymes

... build up connections in the brain and an enjoyment of language and confidence to try things out.

A recent report found that children who read outside the classroom on a daily basis were 13 times more likely to read at the expected level for their age.

Home support really does make a difference.

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What is phonics?

- Phonics is a way of teaching children how to read by understanding the relationship between letters (graphemes) and the sounds (phonemes) they make.
- At Mayfield we teach phonics systematically using 'Jolly phonics' and 'Letters and Sounds'.
- Children are taught in groups according to their current attainment and skills.

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What do the children learn?

- The children learn one pure sound (phoneme) each day. This is taught with an action, story and song.
- The sounds are taught in a specific order so that the children can quickly learn to blend (read) and segment (spell) words such as sat, sit, pin, sin, nip, sip, dip. They use sound buttons to support this.
- They also learn to write the letter (grapheme) cursively.
- As time goes on they begin to learn diagraphs (two letters, one sound) ch, sh, th, ng, ai, ee, oo etc.

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Tricky words

- The children also learn ‘tricky words’.
- These are taught to the children as ‘words they cannot sound out’ they have to learn them by rote using visual cues.
- These words include: **to, the, he, she, was.**
- Caterpillar words are to be practised at home and will be ‘tested’ in school. The children will work through the colours. The children initially need to read these and then move on to spelling.

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What happens in a phonics session?

- Each session is 30 minutes; a teacher input followed by adult led and independent activities.
- It is split into 4 sections
- **Revisit/review** – We revisit sounds and words we have already learnt.
- **Teach** – We teach a new sound and/or tricky words with a story, song and action and practise forming the letter
- **Practise** – We practise blending and reading words with the new sound. Practice segmenting and spelling words with the new sound.
- **Apply** – we read or write a sentence using new sound and high frequency words.

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Reading books

- The children change books once a week and guided read with an adult twice a week.
- For a new book to be issued, the old book needs to be returned.
- Please make comments in the 'parent section' and ask your child to 😊
- The reading books are specially written to link with the phonic programmes and for your child to apply their phonic knowledge.
- Inside the front cover there are ways in which you can support your child whilst reading the book.
- We would like to encourage you to read additional texts e.g. magazines, comics, library books etc. Record all reading in the planner. The expectation is that all children will read daily.

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Prep

- Your child will have one piece of prep for each half termly topic. The tasks are open ended to enable you to be creative and work in your child's preferred style. The prep will be shared and displayed in school.
- Alongside this your child will need to practise caterpillar words and read daily. Please record this in the planner.
- At times your child may bring home additional activities to support a specific aspect of learning.

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Prep and home support

- Ask a member of staff if you need support or want to know more.
- Helpful websites: www.mrthorne.com
www.bbc.co.uk/cbeebies/games
www.phonicsplay.co.uk