



KS1 Phonics and Early Reading Update

Miss Doyle - Year 1 Pluto Class

Mr Knox - Year 2 Earth Class

Miss James - Year 4 Mercury Class & English Leader

Outline

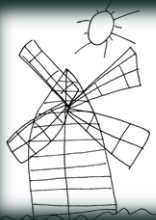
What is phonics?

How is phonics it taught at St. Peter's in KS1 (Year 1 and into Year 2)

Importance of Reading

How is reading taught at St. Peter's in KS1 (Year 1 and Year 2)

Support at home



What is Phonics?

Phonics is a method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).



Terminology

- **Phoneme** - The smallest unit of sound within a word.
- **Grapheme** - A letter or group of letters used to represent a particular phoneme when writing.
- **Digraph** - A grapheme using two letters to represent one phoneme often referred to as 'two letters, one sound' with the children.
- **Trigraph** - A grapheme using three letters to represent one phoneme.
- **Blend** - To combine individual phonemes into a whole word, working all the way through from left to right.
- **Segment** - To identify each of the individual phonemes in a word, working all the way through from left to right.



How is phonics taught at St. Peter's in KS1?



- Our school has recently brought in a new phonics programme called Little Wandle Letters and Sounds.
- This programme is a very comprehensive scheme that will enable your child to continue to develop their phonics knowledge and their ability to apply this phonics knowledge to their writing and reading.
- Phonics is taught every day for 20 minutes as a whole class.



What would a lesson look like in Year 1?

Each phonics lesson is made up of 2 main parts; Revisit and Review and Practise and Apply. Within these two main parts there are smaller sections.

Revisit and Review

Within this section, the children will revisit:

- the graphemes that they have been learning
- Words that the children segment and blend with the aim of fluency by the end of the week.
- Tricky words
- Oral blending

Practise and Apply

The children will practise reading and writing a sentence as well as a select group of words.



Support with pronouncing the phonemes at home

Support for phonics

How we teach

Support for reading

These three videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

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

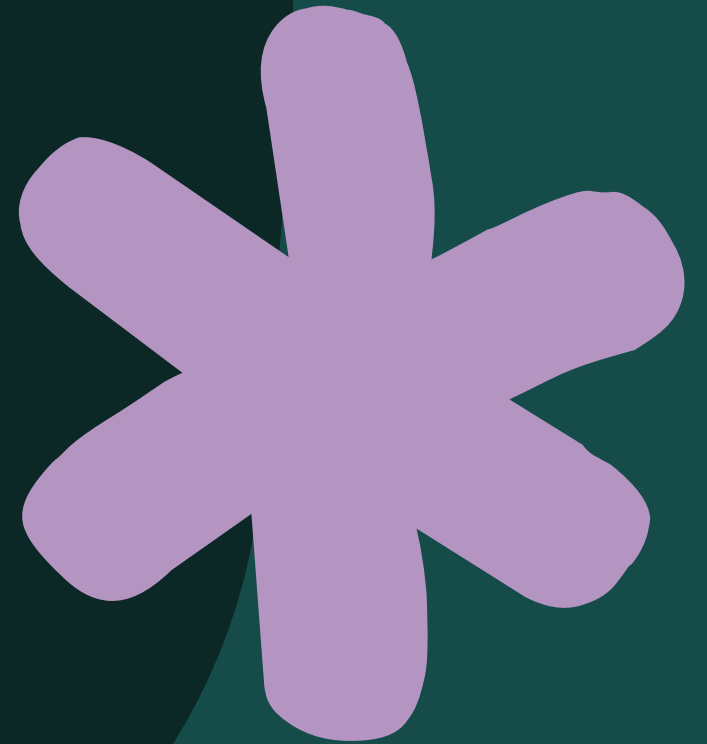
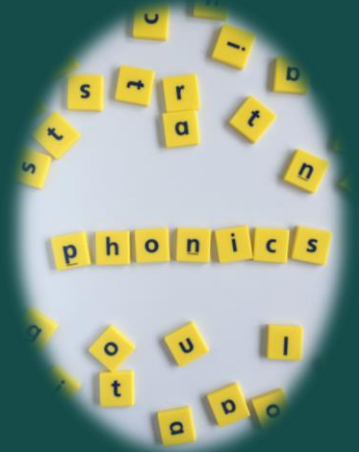


Autumn 1 sounds

Download a guide to how children are taught to say their

Transition into Year 2

- Phonics continues into year 2 with review of phase 5 GPC's and introduction to early spelling strategies and rules.
- For children who have not completed and passed the Year 1 phonics screening, support of phonics continues with daily interventions and practice until the test can be retaken in the summer term.
- Phonics and Spelling practice is completed daily as 20 minute sessions, with intervention groups for those who need additional support also completed weekly.
- Spelling rules and strategies are also reinforced through English lessons and with home learning practice using spelling frame.



Update for 2021-2022 (in response to Covid 19)



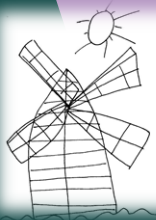
It is no surprise that learning has been lost with the recent lockdowns that have forced schools to adapt teaching practices. With this in mind, we have adapted our practice for this year to attempt to narrow the gaps in learning of phonics and reading.



Phonics of Phase 5 will be taught both in Year 1 and in Year 2 to ensure confidence in reading is achieved and maintained for every child. Daily lessons of phonics continue to help progress children and catch-up groups will continue to support children who need additional help.



Phonics Screening Check (usually takes place in Year 1) was cancelled in 2020-2021 so children now in Year 2 will complete this check by December 2021.

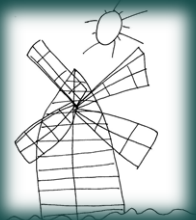


Importance of Reading

It has been proven that reading a book and talking about it had a positive impact a year later on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- develop your child's imagination, which they can apply to their writing

Reading regularly will have a very positive impact on your child's reading fluency, something that is needed in all areas of the National Curriculum.



The Scarborough reading rope

Activating word meanings

Understanding sentences

Making inferences

Comprehension monitoring

Understanding text structure

**Language
comprehension**

Letter-sound knowledge

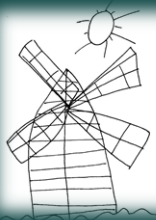
Accurate word decoding

Automaticity in decoding

Word reading

Reading

How is reading taught at St. Peter's in KS1



Year 1

Daily phonics lessons linked to fully decodable books to practice fluency and comprehension of texts

Small group reading sessions with a trained adult three times a week.

Year 2

Continuation of phonics decodable books for children needing additional support

FAR Out reading of class text with vocabulary building and comprehension questions

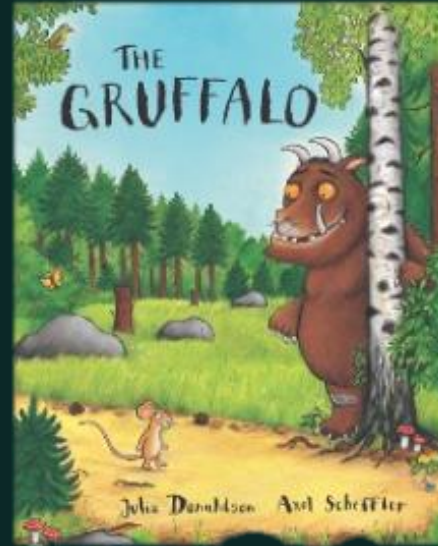
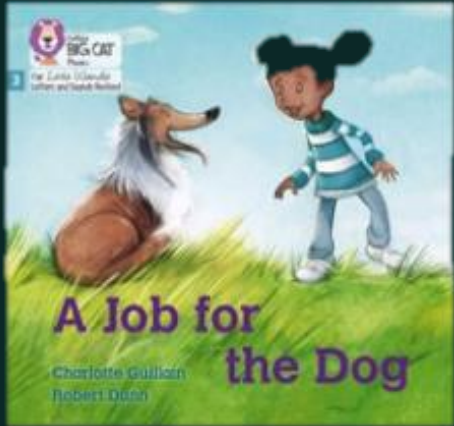
Accelerated Reader for Reading for Pleasure and comprehension practice.

Year 1

- Small group reading sessions 3 times a week.
- These reading sessions will focus on the book they are sent home with each week.
- There will be a significant focus on building confidence and fluency as the week progresses, as well as prosody and reading enjoyment.



Reading at Home

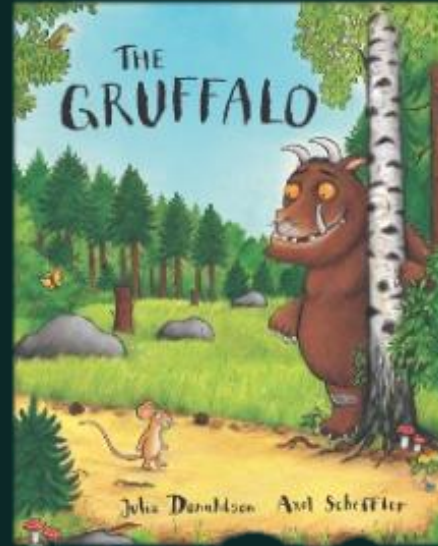


Your child will be bringing home 2 books each week,
One will be a Reading Practice book that your child can read with 95% fluency so should be able to read the book without a great deal of support.

The other will be a sharing book that is for you to read together.



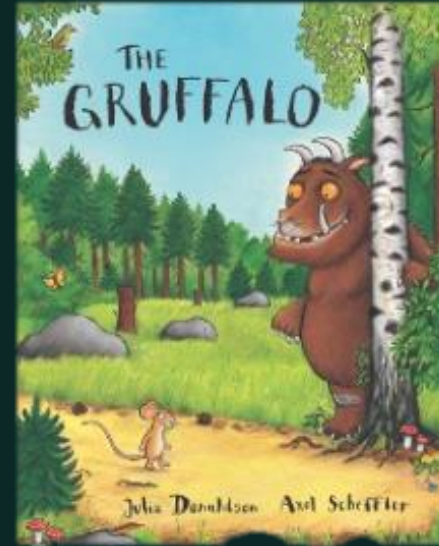
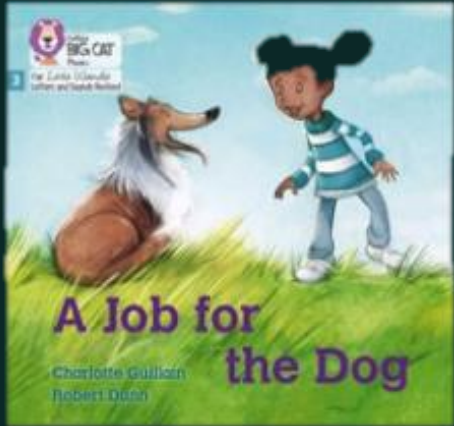
Reading Practice books



Please do not worry if your child is reading the book with little support. The whole idea behind them reading a book matched to their phonics ability is so they can enjoy reading and develop their confidence.



Sharing books



The sharing book is for reading together with your child. The aim is to read and enjoy it together. When reading this book you can discuss the pictures, enjoy the story or predict what might happen next. The main thing is that you have fun!





Year 2

- Continuation of phonics decodable books for children needing additional support.
- FAR Out reading of class text with vocabulary building and comprehension questions
- Accelerated Reader for Reading for Pleasure and comprehension practice.



St Peter's Far out reading!

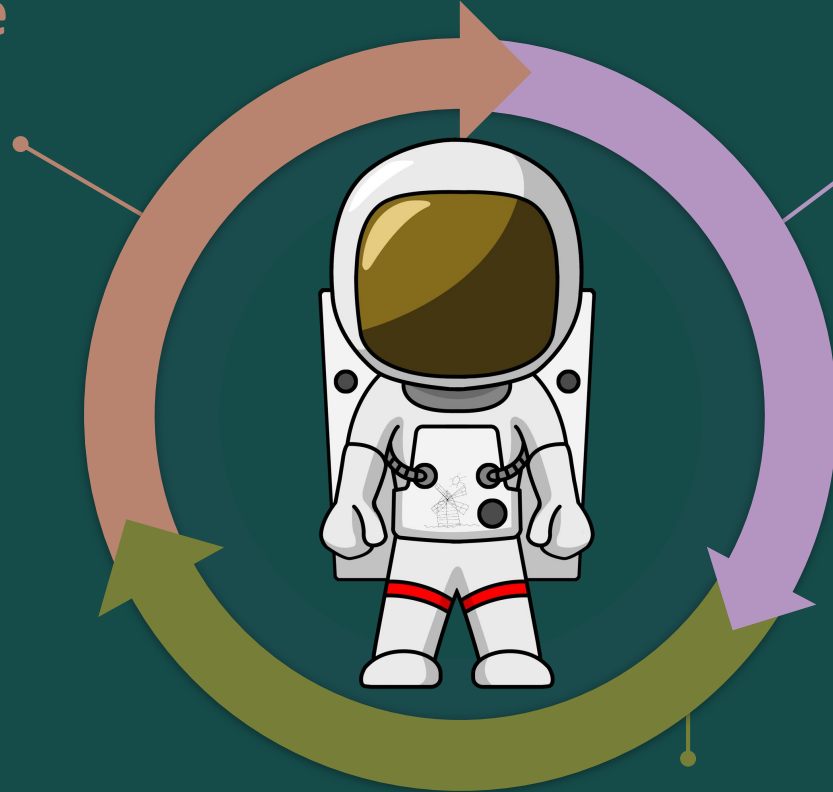
An approach that uses fewer, targeted questions. Quality texts and answers, not quantity!



What is Far out reading?

Find the answer in the text

How did the author describe the main character at the beginning of page 24?



A Prediction

What do you think will happen next? Why do you think this?

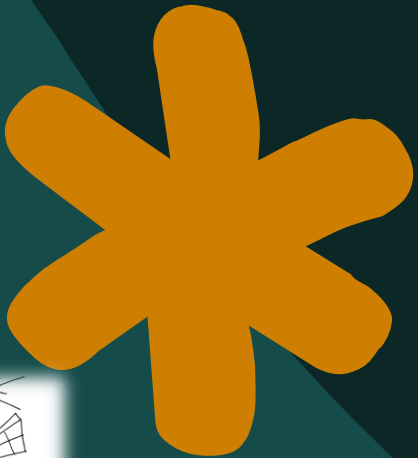
Read between the lines

P23 – when told she was good at guessing, why did the lady say perhaps?

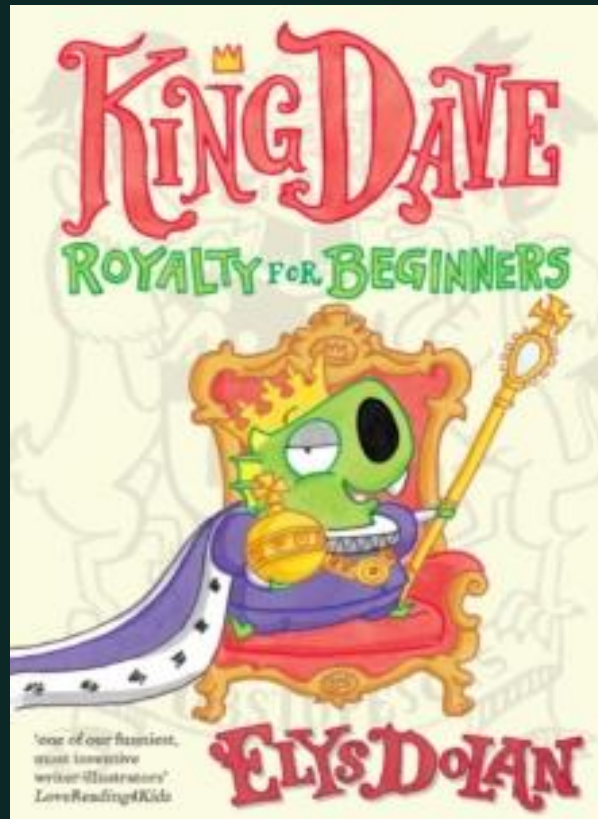



How is FAR Out reading done?

- Books are chosen by class teacher based on current topic of study (History or Geography Link).
- Book is divided by the teacher into parts that are read out loud each session, with the aim of 3 session per week.
- Vocabulary discussion - What words they will see/ need to highlight
- The Reading of passage is read by the Teacher or a volunteered child.
- Vocabulary meanings - Go back to highlighted words, Can they think of a synonym?
- Children completing questions - Model first, what makes a good, detailed answer? Show use of text to back up answers.
- Discussion of answers - How could I improve? Children to discuss how to get full marks on questions.



Example of a KS1 FAR Out reading grid



Vocabulary: panted (verb) plead (verb) complexion (noun) occasion (noun)	FAR out Reading  King Dave Royalty for Beginners (P15-22)	
	F ind the answer in the text	Why has Dave become temporary King of Castletown? P18 (1 mark)
	A prediction	Do you agree that a King must wear a crown to be King? Why or why not? P20 (2 marks)
R ead between the lines	'Lose the crown, lost the kingdom' What do you think this means? What might happen if he does lose the crown? P21 (2 marks)	

Accelerated Reader



- Accelerated Reader is our reading for pleasure scheme of reading that begins in Year 2 and continues through the school until Year 6. Children are free to choose their own books based on a ZPD (Zone of Proximal Development) level from the class book corners.
- Sessions last about 30 minutes with children able to take comprehension tests to earn points towards a termly target.
- Teachers and TA also listen to children reading books out loud during these sessions to check for reading progress and accuracy of fluency & comprehension.





Equipping
children with a
range of
adventurous
vocabulary



How do we use texts to equip children with a broad vocabulary?



Our word of the week is:

Vividly

Word Class:	adverb	Pronunciation:	<i>viv-id-lee</i>
Definition: able to invent or form strong, clear images.			
Example: Dave vividly watched his portrait come to life.			
Synonym:	Antonym:	Prefix:	Suffix:
Graphic, colourful, lifelike			vividness



Involving Parents

St Peter's Church of England Primary School



Welcome to our school!



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Autumn 2021 Earth Class Word of the Week

Hobbled - 06.09.21

Occasion - 13.09.21

Humble - 20.09.21

Vividly - 27.09.21

Repel - 04.10.21

Insist - 11.10.21

Patch - 18.10.21

Word of the Week

An aspect we strongly believe helps develop children's reading and writing is equipping them with a broad and extensive vocabulary. Every Friday, we publish the Word of the Week grid from each class on to the class pages on the school website. These grids contain adventurous words that are taken from weekly reading sessions and are explored in more detail. Children are then encouraged and rewarded to use these words in their writing.

We know that repetition and use of new words helps children to remember them in the long term. Previously we encouraged parents to display these at home or use them in conversations with their children. Parents had fed back that this had a positive impact on their children and helped to further expand their vocabulary.

Below you will find the links to each Word of the Week for our classes. You can check back here weekly to see which new word the children are looking at.

[Jupiter - Word of the Week](#)

[Saturn - Word of the Week](#)

[Mercury - Word of the Week](#)

[Neptune - Word of the Week](#)

[Earth - Word of the Week](#)

[Pluto - Word of the Week](#)

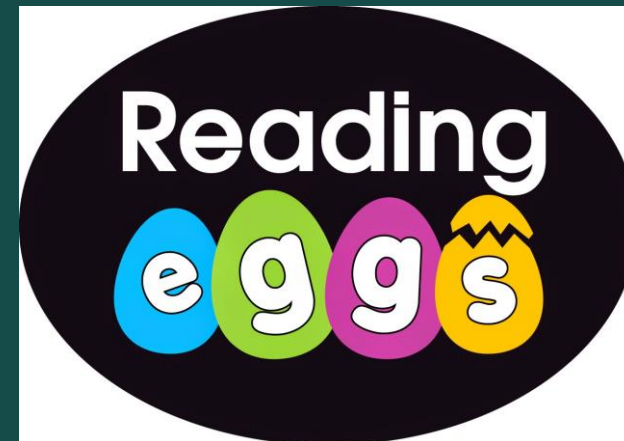
[Mars - Word of the Week](#)

Thank you for your continuing support.

Support at home

- Reading the decodable books and sharing books, recording pages read and comments about reading.
- Support with reading tricky words and development of vocabulary meaning.
- Access to Spelling Frame to allow children to practice set spelling words.
- Access to Reading Eggs to support with phonics and reading

Spellingframe



Additional Support

- Little Wandle Letters and Sounds parents' guide –
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/z>
- 'What is Phonics?' video –
- <https://www.youtube.com/watchv=42jb6PopZCI&t=87s>



Questions and
Comments

