



Ss Peter and Paul RC Primary School

Reading and Phonics Information for Parents

We all know that reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

**Across school we use a mixture of Read, Write Inc.,
Oxford Reading Tree, Bug Club and 'Real Books' to
develop children's phonics and Reading skills.**

Reading, Writing and Phonics at Ss Peter and Paul RC Primary School

English is taught daily with work appropriately differentiated to match all abilities. We aim to nurture in the children a love of literature and language and the confidence to continue reading and writing throughout their lives.

With parental support, we want our children to:

- Speak clearly and confidently in any situation.
- Listen actively and respond appropriately, developing knowledge and opinion.
- Read fluently for both pleasure and information.
- Write clearly and with confidence in any given genre.
- Use spelling rules, phonics and grammar accurately.
- Be able to proofread their own work and make amendments and improvements.

What is phonics?

Children in Foundation stage and Key stage 1 receive daily phonics teaching. There has been a big shift in the past few years in how we teach reading in school. This is having a huge impact and helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn to read. Phonics runs alongside other teaching methods to help children develop vital reading skills and give them a real love of reading - hopefully for life.

Phoneme? Grapheme?

Words are made up from small units of sound (phonemes) and phonics teaches children to listen carefully and identify the phonemes that make up each word. This helps them learn to read and spell words.

In phonics lessons children are taught three main things:

- GPCs (grapheme phoneme correspondences)

GPCs simply means that children are taught all the phonemes in the English language and ways of writing them down.

- Blending

Children are taught to blend sounds together by merging the individual sounds together until they can hear what the word is. This is a vital reading skill.

- Segmenting

Segmenting is the opposite of blending! Children are able to say a word and then break it up into the phonemes that make it up. This is a vital spelling skill.

Why is phonics so tricky?

The English language is very complicated! England has been invaded so many times throughout its history and each set of invaders brought new words and new sounds with them. As a result, English only has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes. Plus, we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

ch th oo ay (these are digraphs - graphemes with two letters)

There are other graphemes that are trigraphs (made up of 3 letters) and a very few made from 4 letters.

Some graphemes can represent more than one phoneme, i.e. **ch** can make different sounds, **chip, school, chef**

Learning to read is like cracking a code so teaching phonics is a way of teaching children to crack the code. As reading is the key to learning it is important that we teach phonics clearly and systematically learning easy bits first then progressing to trickier bits!

At St Peter and Paul RC Primary School reading and phonics are taught in accordance with the National Curriculum and the Revised Literacy Framework using Read, Write, Inc. resources and our Cooperative Learning approach to English teaching.

We are passionate about teaching children to read. Reading enriches children's vocabulary, their writing and their spelling. They have access to the wider curriculum and their self-esteem is enhanced because they realise they are succeeding.

A key element in our teaching of reading and writing is that practice across the school is completely consistent. All staff in school have received extensive training and have a shared understanding of how to teach children to read and write. Our teaching model uses strategies of participation, praise, pace, purpose and passion. These key teaching strategies ensure that every child has the opportunity to be successful. All children participate fully in the whole lesson working in partnerships and teams working cooperatively together. There is no chance for children to lose concentration. A lively pace keeps all the children fully engaged and motivated.

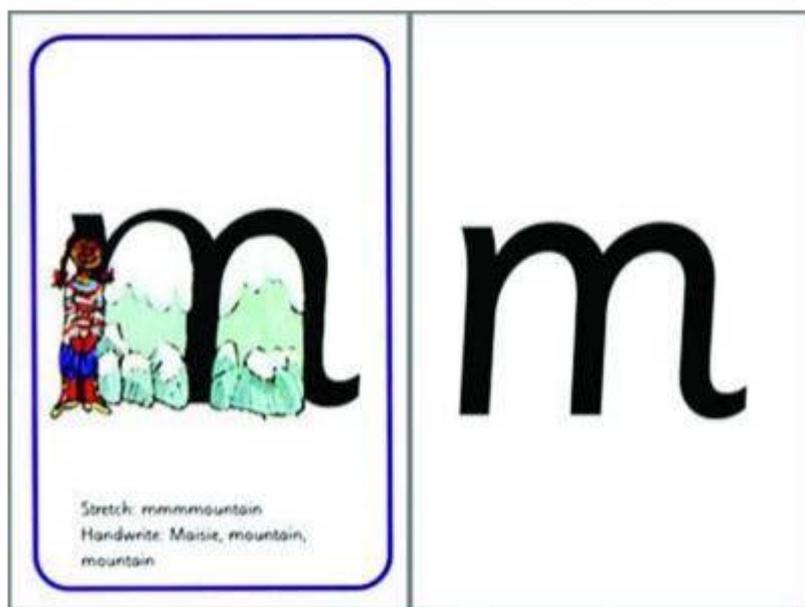
Each child's reading journey begins in EYFS where phonics is introduced using the Read Write Inc., phonic cards. As children progress through school and their phonetic awareness develops, reading books are introduced.

The children learn to decode by learning 44 sounds and matching letters/ letter groups; by learning to blend sounds to read words and by reading specially written books that include only the sounds that the children have been learning and therefore ensuring success as the children are never given anything that they can't read. The English language has 44 phonemes (letter sounds), but more than 150 graphemes (the way the sound is written down) so therefore is a very complex code. Through Read Write Inc., children are taught a simple code first before moving on to the complex code.

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In School we call this 'Fred Talk'. To view correct pronunciation of the sounds, follow the link below:

http://www.youtube.com/watch?v=5J2Ddf_0Om8

At this stage, the children are not only taught the 'sound' the letter makes, but also how to write the letter, using a rhyme and picture prompt. The children also learn the 'Alphabet Chant'; this song has actions which help the children to learn the letter names.



When using these sounds to sound out words in 'Fred Talk' we do so like this:

m-a-t (mat) c-a-t (cat) f-r-o-g (frog)

Set 1 sounds:

f	l	m	n	r	s	v	z	sh	th	ng
										nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Once your child knows all of their set 1 sounds and is able to read words using 'Fred Talk' they will then move into a group where they will begin reading storybooks and completing writing activities to challenge them further. Your child will also begin to learn 'Set 2 sounds'.

Set 2 sounds:

ay	ee	igh	ow

oo	oo	ar	or	air	ir	ou	oy
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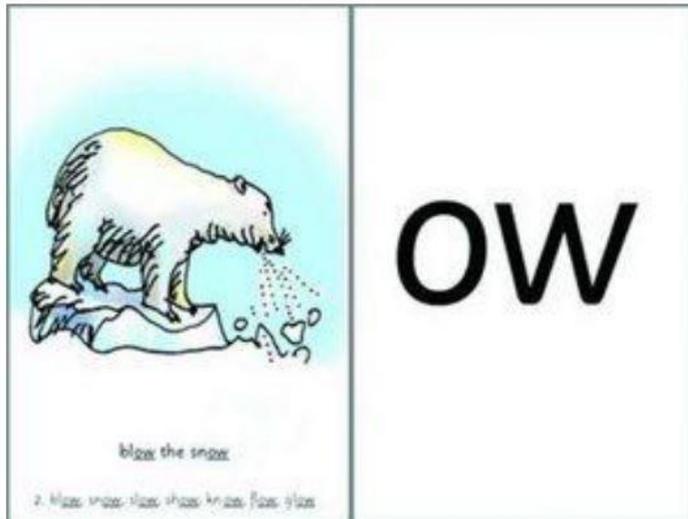
Each set 2 sound has a rhyme to accompany it when the sound is taught. For example the word 'play' cannot be sounded out as 'p-l-a-y'. The word contains the 'ay' sound so will be sounded out as 'p-l-ay'.

Other examples for this sound include:

may = m -ay

tray = t-r-ay

Sunday = S-u-n-d-ay



An example of a set 2 sound card for 'ow' as in 'blow the snow'

Set 3 sounds:

Your child will then move on to set 3 sounds and continue to be challenged with story books and writing activities to stimulate their minds further.

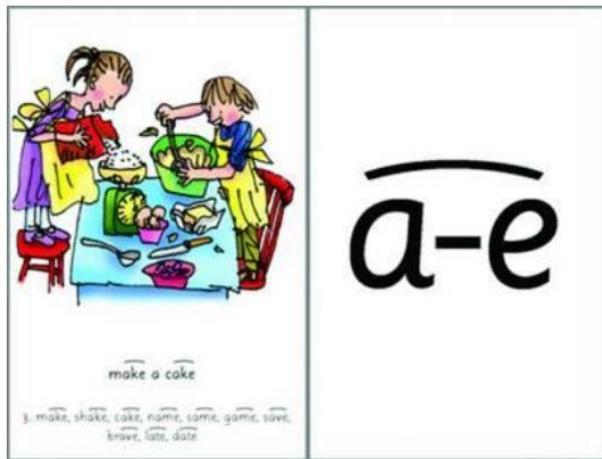
The set 3 sounds are highlighted in pink and as you can see for one spoken sound (phoneme) such as 'ay' - there can be a number of ways to write that sound (grapheme). For example:

play = p-l-ay
 snail = s-n-ai-l
 cake = c-a k e

The sound you hear in these words sounds the same, but is written using a different letter pattern.

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

oo	oa	ar	or	air	ir	ou	oy	ire	ear	ure
u_e ue ew			oor ore aw au	are	ur er	ow	oi			



An example of a set 3 sound card for 'a-e' as in 'make a cake'

What are Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy.

Examples of red words:

was	what	to	I	my
the	said	one	you	who
love	all	some	your	water
she	he	we	me	be

Teacher modelling

The teacher explains and uses direct instruction for every activity - 'My turn, your turn', ensuring that all the children in the group are watching her and mirroring what she is doing. The children then take it in turns to teach their partners the same thing. The teacher observes and listens carefully, picking up on any errors or uncertainties. She repeats the activity until all the children are confident at every step. Revision and consolidation at the start of the next day's lesson are vital in supporting their learning, step by step.

Partner work

Every child in school has a learning partner and are part of a team in all the lessons. In every lesson, the teacher models sentence-building, using ambitious vocabulary and showing children how they can extend sentences, building them up gradually. This develops the children's understanding of how a sentence should sound. Choral speaking is used after each stage of modelling. Children discuss questions with their partners using 'think, pair, share'. Children are given thinking time then time to share with their partner. The teacher

then selects individual children to give feedback after the discussions with their partners. Children are encouraged to give answers in full sentences at all times in order to support their writing of sentences.

Paired Reading

The alphabet is taught first and firmly embedded. The children rapidly learn sounds and the letter or groups of letters they need to represent those sounds. Simple and enjoyable mnemonics help all children to grasp this quickly, especially those who are at risk of making slower progress or those who are new to learning English. This learning is taught and consolidated every day. High-frequency words that are not phonically regular are taught as 'red words' and practised frequently.

Children in reception and key stage 1 participate in daily paired reading. Children work together taking turns to point and read to the text. Well-written, lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words, so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. Discussion of each story helps children both to understand what they are reading and to build up their knowledge of how texts work. Children answer questions daily about the text they are reading to demonstrate their understanding of the text.

Read Write Inc. Phonics, Reading and Writing Scheme

One of the main resources we use in school is the Read Write Inc. (RWI) phonics based programme; it helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. Children will begin the programme in Year R and will remain on the programme until the end of Year 2. Our aim is for most children to be off the scheme by the end of Year 2, however some children may access the scheme in Year 3 if necessary. We also use 'Real Books', 'Bug Club' and 'Oxford Reading Tree' reading scheme and phonics resources alongside RWI.

Bug Club Reading Scheme

Bug Club is a whole school reading programme that aims to support learning and raise attainment in reading and spelling. It combines stunning books and an incredible online reading world, filled to the brim with kid-favourite characters such as Shrek and Lego, to hook children into a lifelong love of books and develop confident young readers.

'Real Books'

We have a broad range of beautiful and exciting books for the children in all year groups to explore. Class sets of books offer opportunities for the whole class to be immersed and inspired by a text.

Key Stage 2

Children in Key Stage 2 also access a co-operative learning based approach in English. The children work in partnerships and teams and also participate in daily paired reading accessing texts that are pitched appropriately to their year group. Children take it in turns to read a page which is then summarised by their partner and then roles are reversed. Children discuss the texts using think, pair, share and complete short writing tasks about the text they have read to demonstrate their understanding.

Writing

As with reading, the alphabetic code is embedded first, so that children can write simple consonant-vowel-consonant words early on and build on their success. The children write every day, rehearsing what they want to say orally and composing, sentence by sentence, until they are confident to write independently. They write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the 'tricky' words they have learnt. In every lesson, they are rapidly building up their knowledge, so that they are soon able to spell more complex words confidently, accurately and fluently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what the words mean.

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other

Home Reading Guidelines

At St Peter and Paul Primary School, we value the support of parents in enabling their children to become fluent readers, who read for pleasure and enjoyment.

How can I help my child at home?

- Establish a daily reading routine - reading diaries will be checked each morning by staff. Every half term children who have read each day will be able to choose a book from our treasure chest.
- Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar Words.
- Recognise 'red words' together - remember 'you can't Fred a red!'
- Use the 'Questions for Reading' to help deepen understanding of the books you read together.

- Fill in the 'Parent Comments' in your child's reading record to keep a dialogue with the class teacher.
- Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

Further Information

Read Write Inc. Website:

<http://www.oup.com/oxed/primary/rwi/>

Bug Club Website:

<https://www.youtube.com/watch?v=ZJulBmNS5Xg>

www.activelearnprimary.co.uk

<https://www.pearsonschoolsandfecolleges.co.uk/.../BugClubOverview.aspx>

For Parents:

<http://www.oup.com/oxed/primary/rwi/forparents/>

Oxford Owl with Free E Books:

<http://www.oxfordowl.co.uk/Reading/>

Questions for Reading

Style	What type of book is this? (Fiction / non fiction) Have we read a book like this before? What other story is it like? Look at the cover. What do you think this book is going to be about? What do you think will happen? What is the title of the book? What can you see on the cover?
Setting	Where does this story take place? Where is this story set? Can you describe the setting of the story?
Character	Who are the characters in this story? Who is the most important character in this story? Were there any characters that you didn't like? Why does that character behave like that?
Plot	What do you think is going to happen next? What is the most important thing that happened in the story? Was there a problem in the story and if so, how was it resolved? What was your favourite part of the story? Why? Did you dislike anything about the story?
Theme	Did you learn anything from the story? Has anything similar ever happened to you? Do you think the story ended happily? Why?
Punctuation	Can you spot where capital letters have been used? Why have they been used? Where are the full stops? Why have they been used? How should you read a sentence with an exclamation mark (!) at the end?