

# READING

## AT GREENFIELDS



Phonics Shed



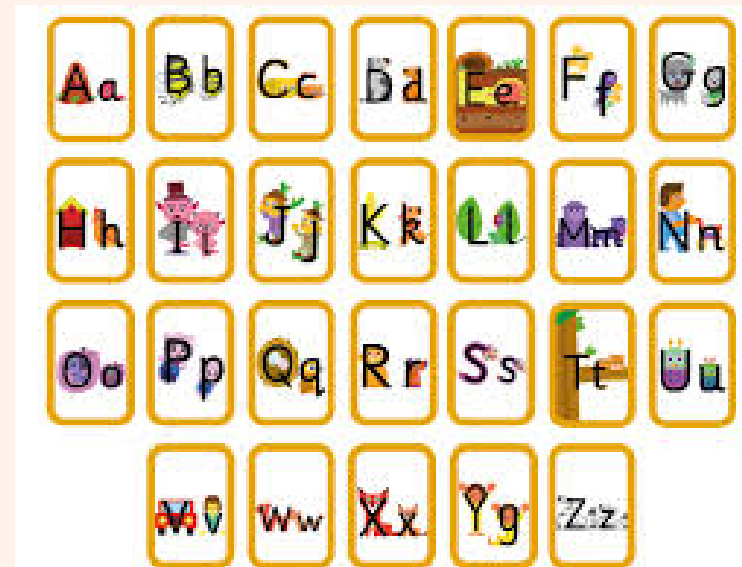


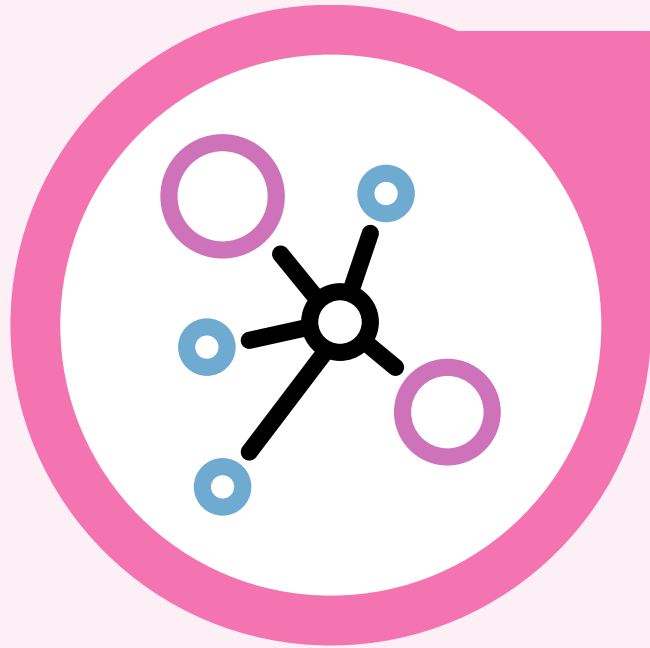
# WHAT IS PHONICS?

**Phonics is the best way to teach children to read and write!**

Phonics teaches children to identify the smallest units of sound within a word. It helps them to break down the word to write and blend them together to read.

Written language is like a code. Phonics teaches children to crack the code and use it to read and write. Children learn the simplest letters and sounds first and then progress to learning trickier ones later.





## KEY TERMS

**You will hear you child use lots of these terms that you may not know the meaning of...**

- **Phoneme** – one unit of sound – the smallest unit of sound in a word.
- **Grapheme** – A letter, or group of letters that makes one sound written down – the written version of a phoneme.
- **Digraph** – is two letters combined to make a single sound.
- **Trigraph** – is three letters combined to make a single sound.
- **Common Exception Words** – Words that are not decodable.
- **High frequency words** – words that have little meaning on their own, but contribute a great deal to the meaning of a sentence.



# CRACKING THE CODE

**We use a Phonics programme call Phonics Shed. It is broken into chapters, all of which work on skills your child needs to learn to read and write.**

## **Chapter 2 - 4**

There are 6 main skills your children will be taught.

1. **GPC: Grapheme Phoneme Correspondence** – Taught all of the phonemes (sounds) in the English Language and which letters (graphemes) make those sounds.
2. **Letter formation** – taught the letter name, a rhyme, the individual character and how to form both the capital and lower case letter.
3. **Blending** – the sounds that make up a word and then merge the sounds together until they can hear the word.
4. **Segmenting** – opposite of blending, breaking up sounds to spell the words.
5. **Best fit rules** – alternative spellings for a sound they already know
6. **Common exception words** – Not fully decodable words.

## **Chapter 1: Nursery**

Building foundations to reading and writing. Children will develop listening, comprehension and motor skills. The child use active listening and learn about environmental sounds.



## IN YEAR 1

Your children are currently learning **Chapter 4a**, which focusses on alternative graphemes for known sounds. There is a strong focus on best fit rules. It covers 15 digraphs, 1 trigraph and 6 split digraphs .

- Reinforce the skills introduced in previous chapters.
- Introduce alternative GPCs so children can access a wider range of texts.
- Introduce best fit rules
- High-frequency and common exception words.

They will move onto Chapter 4b in Term 2.



## CHAPTER 4B

### **When your children move onto Chapter 4b:**

It focusses on many common alternative pronunciations known for graphemes. It will also introduce the /zh/ phoneme and all spelling variations. A lot of the sounds are compared to previously taught characters.

In Chapter 4b:

- Skills introduced in previous chapters will be reinforced.
- Alternative GPCs will be introduced.
- Best fit rules will be continued for taught sounds.
- It covers 24 alternative GPCs and one final new phoneme.



## CHAPTER 4C

At the end of Year 1 – after the Phonics Screening, the children will begin to learn Chapter 4c. This looks at lesson-common GPCs, that are grouped by phoneme.

During Chapter 4c the children will:

- Reinforce the skills introduced in previous chapters.
- Learn more unusual GPCs in order to give children access to a wider range of texts and become more fluent when reading.
- Reinforce and extend best fit rules – one best fit resource for every phoneme covered. Recap CEWs that are still only partially decodable and focus on some of the next 200 HFWs.

# Reading

**‘If you know how to read then the whole world opens up to you.’**





# WHY SHOULD WE READ?

- Reading for pleasure has been revealed as the most important indicator of the future success of a child. Reading independently is a more important indicator of success than socio-economic/educational status of parents (OECD/PISA 2009)
- There is a significant correlation between student reading ability and performance at GCSE level (GL Assessment: Why Reading is Key to GCSE Success)

Not only does reading support students in the curriculum and help them make progress at school, reading allows us to:

- Unlock many opportunities, both as young people and adults.
- Experience new places
- Use our imagination.
- Travel, staying where we are!
- Gain knowledge about a subject of interest
- Have a statistically higher chance of pursuing your choice career
- Relax!

# THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

**Never** read to: 4,662 words

**1-2** times per week: 63,570 words

**3-5** times per week: 169,520 words

**Daily:** 296,660 words

**Five books** a day: 1,483,300 words



CAT



ABC



# IMPORTANCE OF READING

Throughout KS1 there is a focus on being able to decode the words (through Phonics teaching) in order to interpret what the words mean.

If the children find either **decoding** or **language comprehension** hard, they may experience difficulties when reading.

## **But I didn't learn Phonics...**

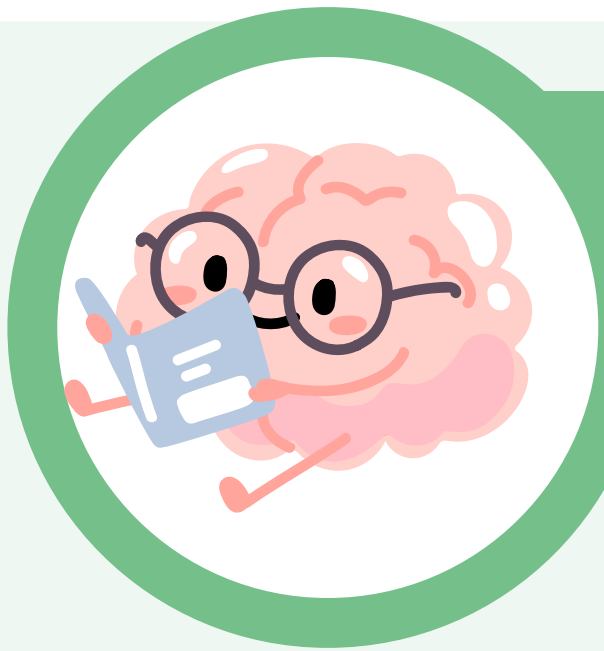
'Every person who becomes a fluent reader in English has grasped the link between the phonemes of spoken English and the graphemes that represent them, regardless of whether they were explicitly shown these links or whether they deduced them for themselves.'



# READING AT GREENFIELDS

We strive to offer the children lots of different opportunities to engage in reading. We have:

- Reading lessons – where the children have the opportunity to read decodable books, begin to improve fluency and extended reading skills.
- Shared reading – the children are read to for 20 mins every day to share different texts and here language being modelled.
- Class library slot once a week, where the children are able to borrow books to take home.
- Book club – where children and adults are able to recommend books they have enjoyed that others may like.



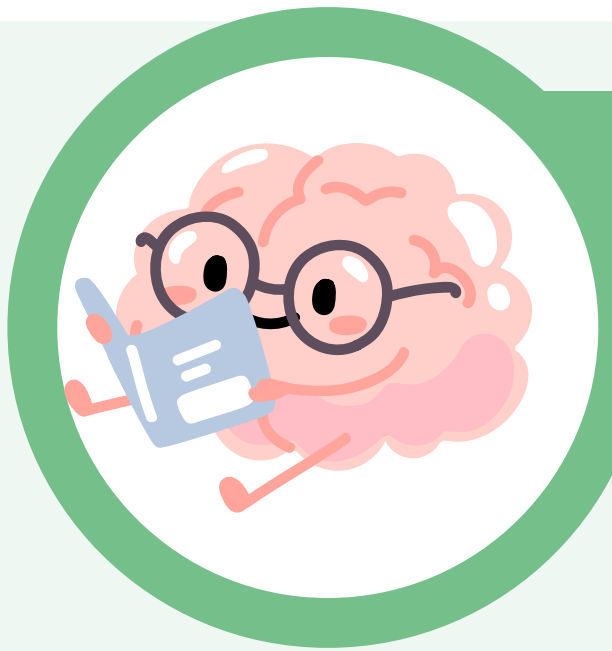
# READING AT GREENFIELDS

## **What is fluency?**

The ability to decode without error, quickly with relative ease and reading in a way that mirrors the sound of natural spoken language.

Fluency must be practiced and can only be acquired through repeated decoding.

In order for meaning to be process, children need to be able to read 110 words a minute.



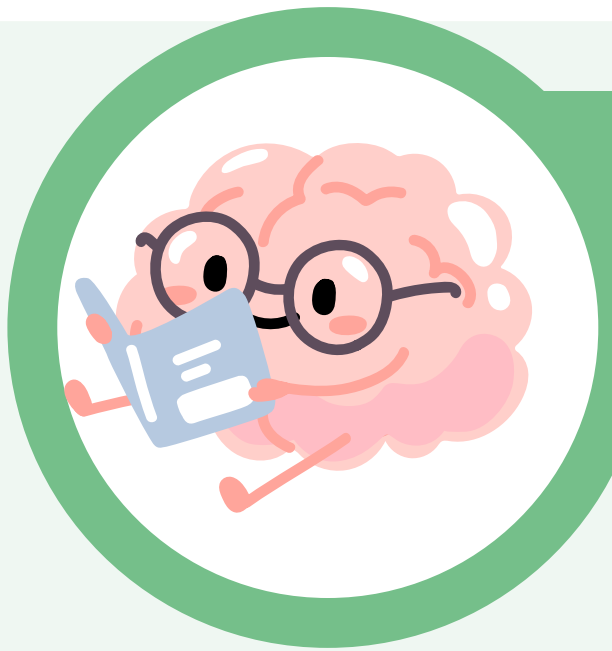
# READING AT GREENFIELDS

## How can you help to improve fluency?

- When your child is reading, model moving your finger from word to word as this supports the concept of a word.
- Give the children the opportunity to hear fluent reading – make sure that you are reading them stories as well as hearing them read.

### **In school:**

Fluency lessons will be taught from Year 2 upwards, once children are able to decode with an increased confidence. They will have short texts, that they are able to read with some words that they will need to decode.



# READING AT GREENFIELDS

## **Extended Reading**

Extended reading focusses on reading short texts and answering simple questions. This is usually in small groups so that vocabulary can be discussed, the emphasis is on the reading.

This approach will help to develop fluency, word knowledge, background knowledge and text knowledge.



## WHAT CAN I DO TO SUPPORT MY CHILD?

### Reading Challenges

Each term there are 6/7 reading challenges that are sent out. By engaging in these not only will they earn a reward from the vending machine, it encourages reading for pleasure.

### E-books/ Audio Books

If your child does not sit down and engage in reading, they could use e-books or listen to audio books to ensure that they are still accessing stories and language acquisition.

### Talk, Talk, Talk

As a parent, you are the model of good speaking and listening. Regularly introduce new words (vocabulary). For example, for the word big you could also introduce large, huge, or enormous. Encourage them to say the word. This is not about reading the words but about your child hearing and saying them. **Read everything!**



## WHAT CAN I DO TO SUPPORT MY CHILD?

### **Model blending**

Start off using just the speech sounds and then immediately say the word. For example, At the shop I will buy a... /m/ /a/ /p/ – map, a /b/ /e/ /d/ – bed, a /d/ /u/ /ck/ – duck. Encourage your child to join in with you after you have this modelled for them. Then say the sounds and ask your child to say the whole word.

### **Bedtime stories**

Whether it be the children reading to you, or you modelling reading to your child.

### **Reading homework**

The children have reading homework daily, and post their reading once a week on SeeSaw. This helps them to develop good habits and attitudes towards their work and engaging in reading as they can celebrate successes with their teachers.