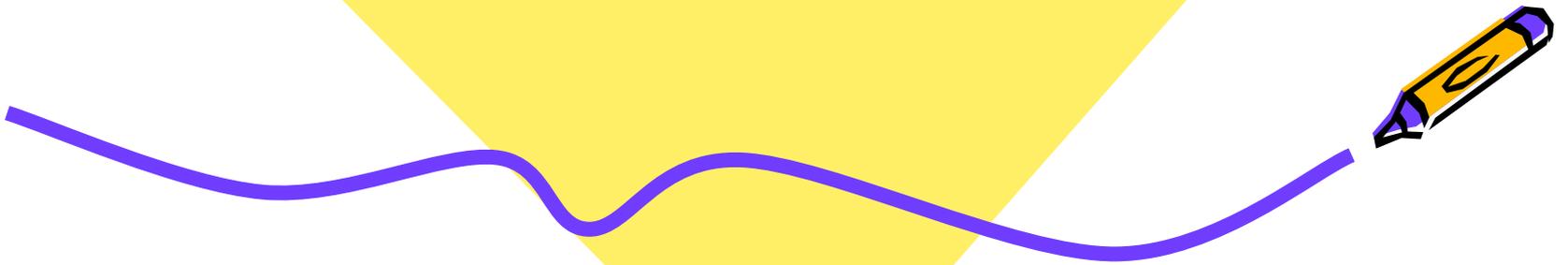
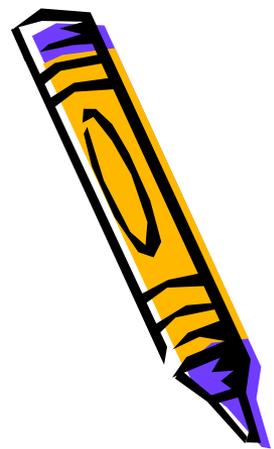


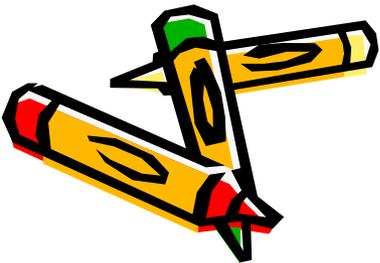
Phonics teaching at Meadow Vale



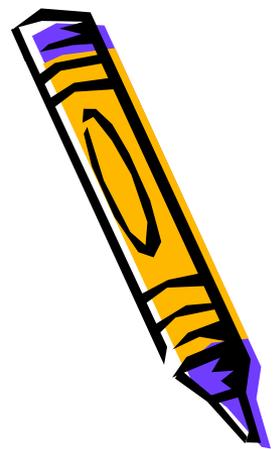
What is 'Phonics'?



The Phonics approach to reading and writing teaches children that words are made up of sounds and that these sounds can be put together in different ways to make different words.



What does it all mean?

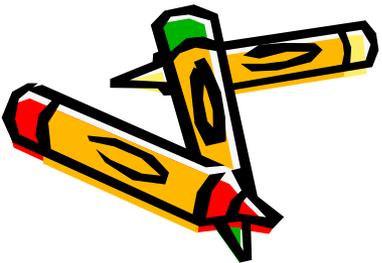


Phoneme: the sounds letters make

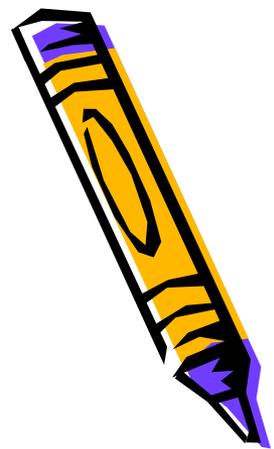
Grapheme: the letters used to write a sound
eg. s, a, ai, th, igh

Digraph: two letters that go together to make a new sound. *e.g. a + i → ai*

Trigraph: three letters that go together to make a new sound. *e.g. i + g + h → igh*



What does it all mean?

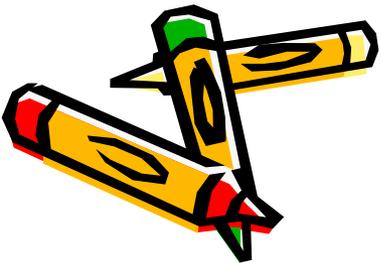


Blend: Saying the sounds in a word and putting them together to read the word.
e.g. c-a-t → cat

Segment: Breaking a word into its sounds so it can be spelt. *eg. cat → c-a-t*

VC words: Words made from a vowel and a consonant *e.g. it, up, in, at*

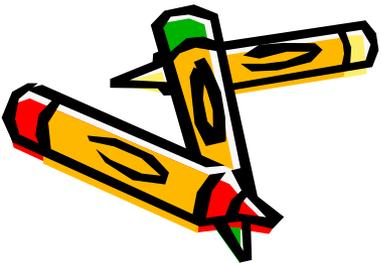
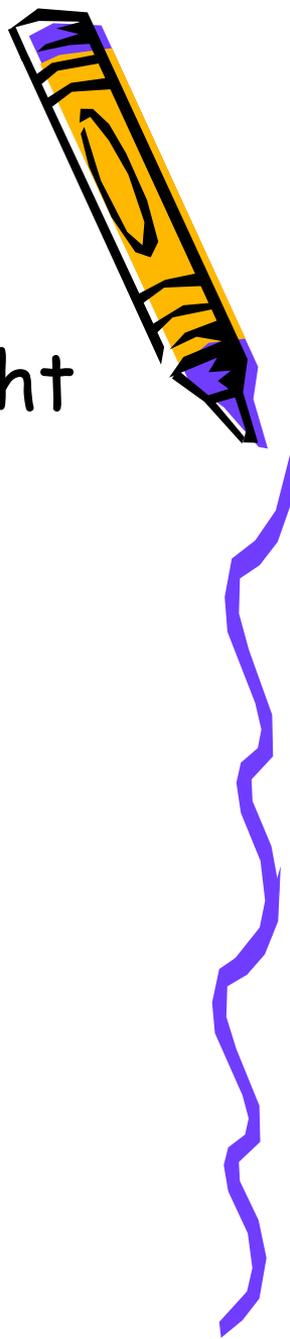
CVC words: Words made from a consonant-vowel-consonant. *e.g. mum, dad, sun, dog, bin*



How is it taught?

The 42 main sounds of English are taught over the year using a multisensory approach.

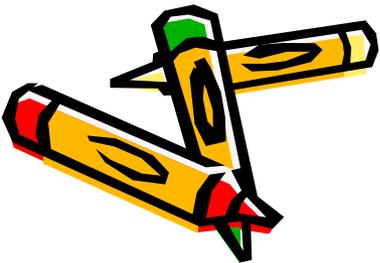
We use 'Jolly Phonics' at Meadow Vale.



How is it taught?

The 42 sounds are not taught in alphabetical order. Instead they are taught in small groups of sounds.

Our teaching follows the Government's six phase phonic programme set out in 'Letters and Sounds'.



Phase 1 - Nursery and Reception

Phase 1 focuses on the development of good listening skills and exploring words.

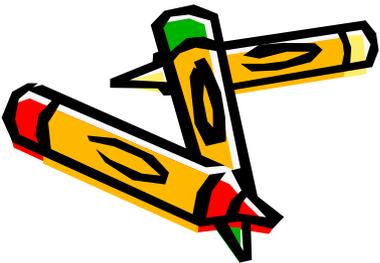
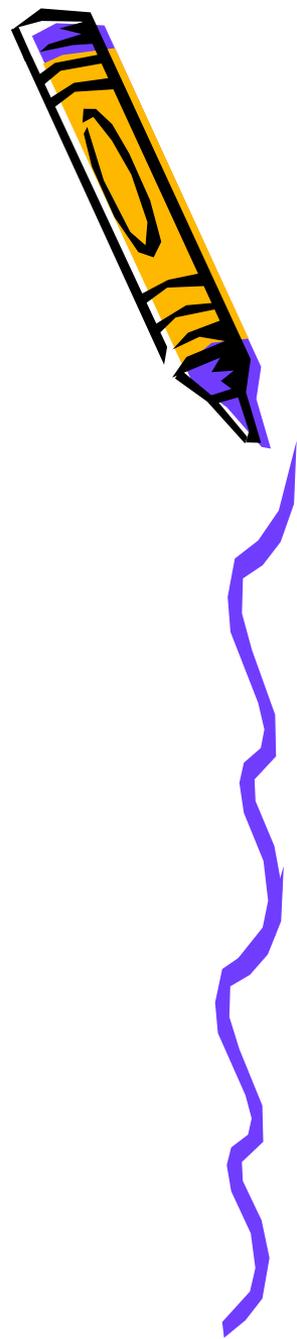
e.g.

Listening to stories

Thinking of rhyming words

Playing with sounds

No letter sounds are taught during this phase.



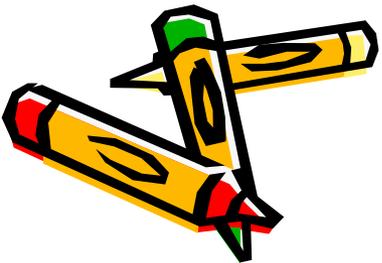
How can parents help?

At this stage it is so important to spend time developing your child's speaking and listening skills so they are ready to read and write.

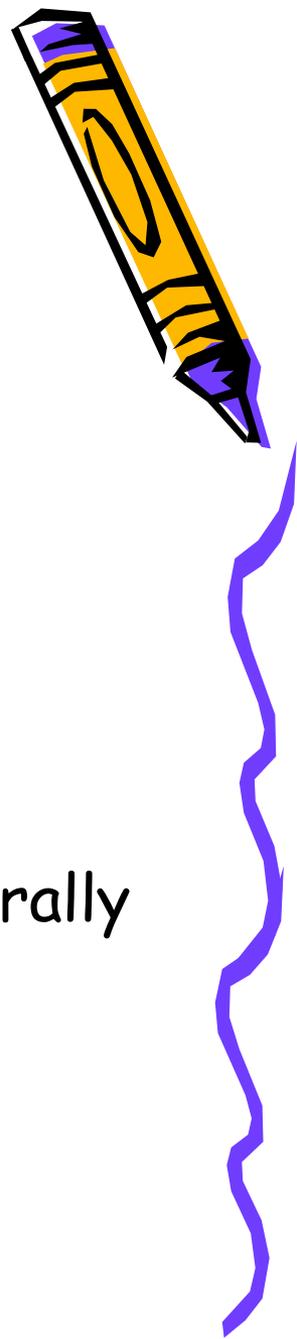
Give them plenty of opportunities to talk!

It is important that correct language and pronunciation of words is modelled.

Read and encourage your child to join in with nursery rhymes, poems and stories.

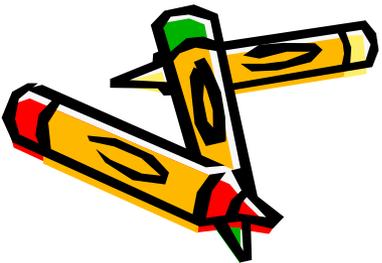


Phase 2 - Reception

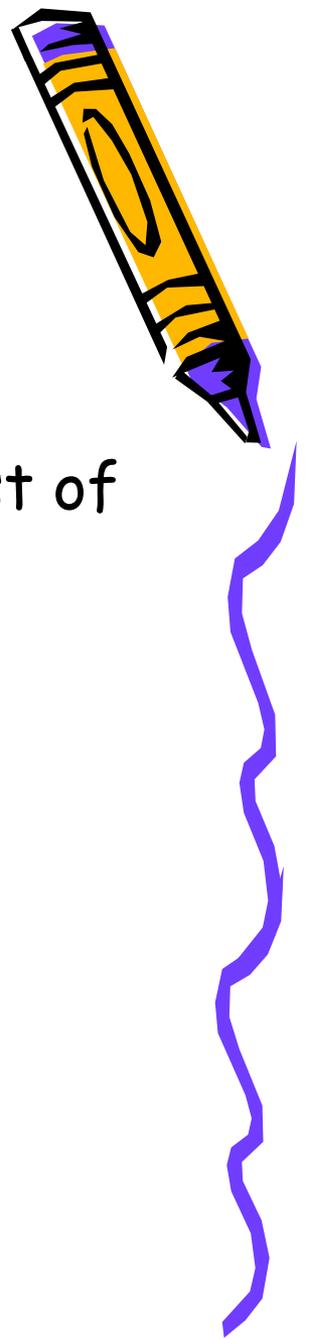


Children will learn:

- to read and write 19 letters
- to blend letters and segment words
- to read 'vc' and 'cvc' words *e.g. at, pan*
- to read some **'tricky words'**
- to respond appropriately to a word when it is orally blended

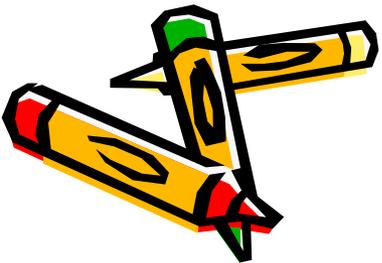


Phase 3 - Reception



Children will learn:

- to read and write a further 25 graphemes, most of which are digraphs
- to blend letters and segment words
- letter names (i.e. the alphabet)
- to read and write more **'tricky words'**



Phase 4 - Reception

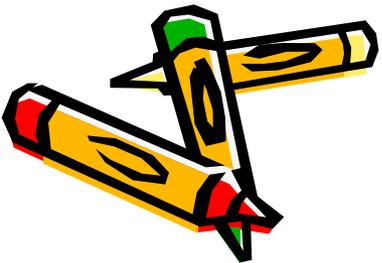


Children will:

- know how to read and write all 42 phonemes
- start to read and write longer words with blends

e.g. skip, milk, drink, shelf, toast

- learning to read and spell more tricky words

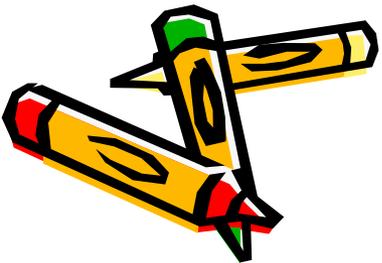


How can parents help?

Sound Books - The children will bring home a sound book every week containing the sounds they have learnt. If possible go through the sound book everyday. The more often they practise reading and writing the sounds, the better their memories for the sounds will be.

It is very important that children say the 'pure' sound when practising. E.g. m not muh, t, not tuh.

Tricky Words - Practise tricky words as often as possible and make it fun.



How can parents help?



With writing:

Do not push your child to write with a pen/pencil until they are ready.

Practise orally segmenting.

- Stretch out the word slowly, helping your child to identify each sound in turn.

e.g. You say shop, they segment sh-o-p.

- Always encourage your child to use their segmenting fingers when trying to spell a word.

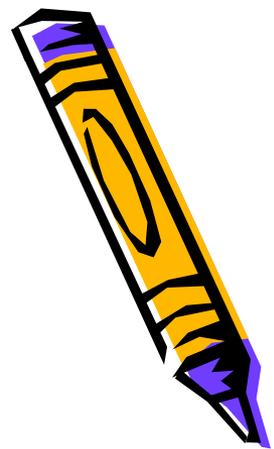
- Use magnetic letters to make the word. Sound it out to check.

- Write for a purpose *e.g. make shopping lists, write messages and post its for people, send cards.*

- Let them see you writing and sounding out words.



How can parents help?



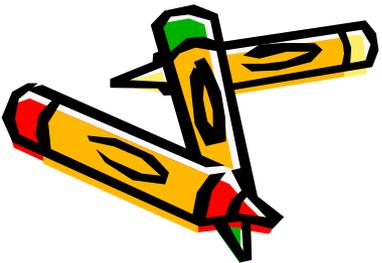
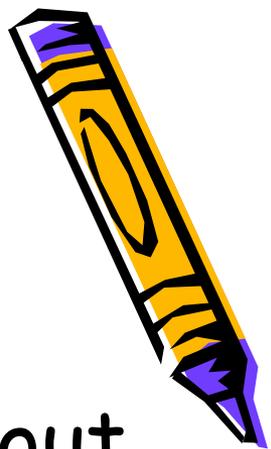
With reading:

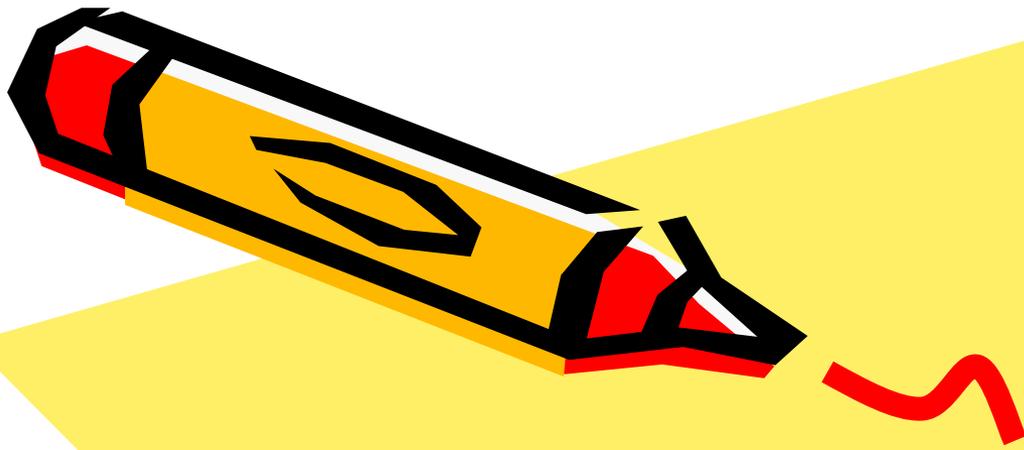
- Play **I spy**...emphasising the initial sound
- Use sound talk, e.g. **It's time for b-e-d.**
Let's put your shoes on your f-ee-t.
- Practise oral blending,
e.g. **You say b-i-n, they blend and say bin.**
- Play with rhyme - **cat, fat, bat**
- Stretch out the word slowly, helping your child to identify each sound in turn.
- Always encourage your child to use their blending finger to point to each sound when reading.
- Help and encourage them to read signs and labels around them in their environment. e.g. **exit, stop**



Reading Books

All children will be given a book without words to share with you at home. Once your child is able to recognise all single sounds and can orally blend simple CVC words, they will have a book with words.

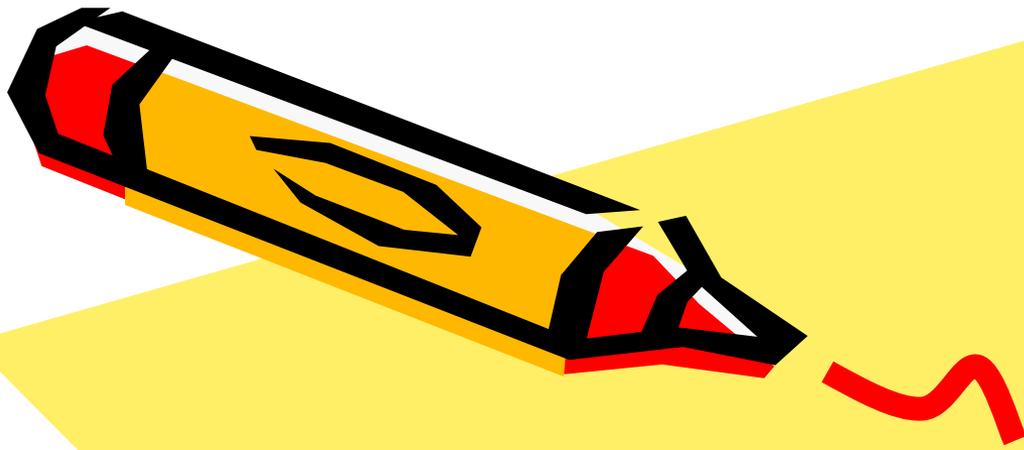




Handwriting

- We adopt a cursive style
- All letters start on the line with an entry flick
- All letters have an exit flick



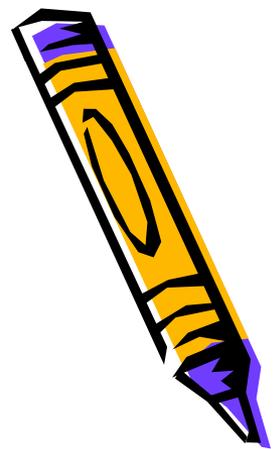


Reading Meeting.

Helping your child to improve their fluency in reading, and to be able to read for meaning.

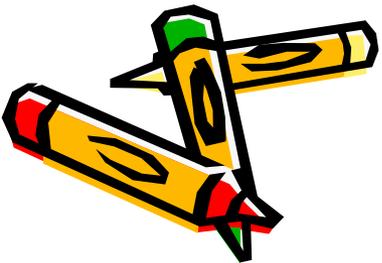


Reading at home.

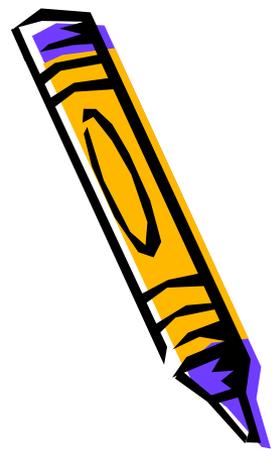


Be a great role model

- Find some time in the day to read yourself
- Let your children see that you get pleasure from reading
- Share your favourite books /reading material with them



What can they read at home?



Reading should be for **enjoyment** and **interest**.

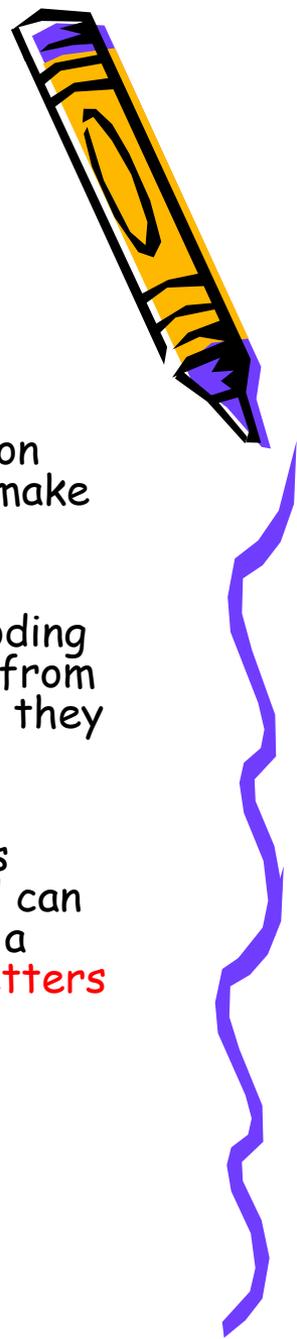
A school reading book is only **ONE** part of a child's reading repertoire.

- Books (picture books; short stories; chapter books); magazines; comics; annuals; football programmes.
- Information books; brochures; catalogues; flyers; newspapers; guide-books; eBooks, kindle.
- Websites ; take-away menus; instructions.

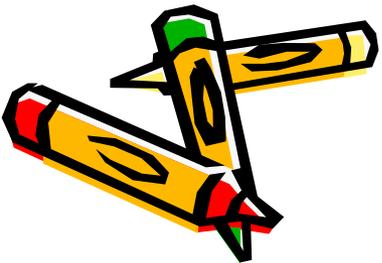
Visit the library and bookshops.



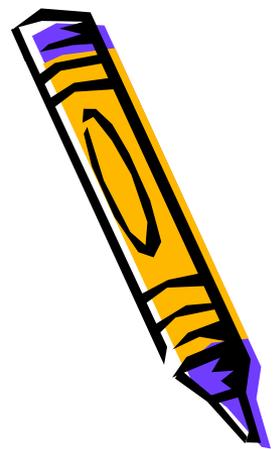
What we need to know about Reading?



- **Connecting Letters and Sounds** Once your child grasps the connection between letters (or groups of letters) and the sounds they typically make (phonics), he'll be able to "sound out" words.
- **Decoding the Text**
- The process of sounding out words is also known as decoding. As decoding becomes faster and more automatic, your child can shift their focus from sounding out words individually to understanding the meaning of what they are reading.
- **Recognising Words**
- The ability to read whole words by sight without sounding them out is called "word recognition." This speeds up the rate at which your child can read and understand a passage of text. Average readers need to see a word four to 14 times before it becomes a "sight word." **Following Letters and Sounds, words will be sent home to learn to read by sight.**

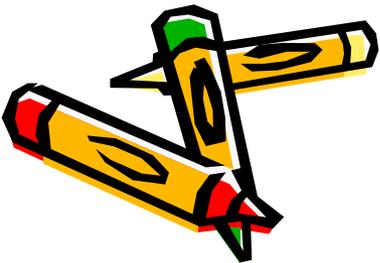


Ways to help your child become a better Reader



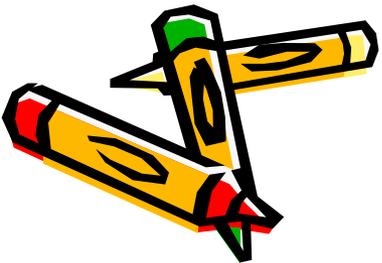
Research has shown that children who read regularly at home believe they are 'Good at Reading,' and are therefore keen to move their reading forward for their own enjoyment.

- **Encourage them to read every day (10 minutes a day), make this a REGULAR ROUTINE!**
- Like anything, the more practise the child has the greater the improvements in fluency and accuracy.
- Once your child can recognise most words by sight and quickly sound out any unfamiliar words, they can be called a "fluent" reader. Fluent readers read smoothly at a good pace. And they use the proper tone in their voice when reading aloud. Fluency is essential for good reading comprehension.
- Fluent readers can remember what they've just read and relate the new material to what they already know. They can remember details and summarise what they understood from a passage.
- This is why it is crucial that your child practises their reading at home. As a lack of fluency will greatly hinder a child's ability to read for meaning.
 - **Reading star challenge.**

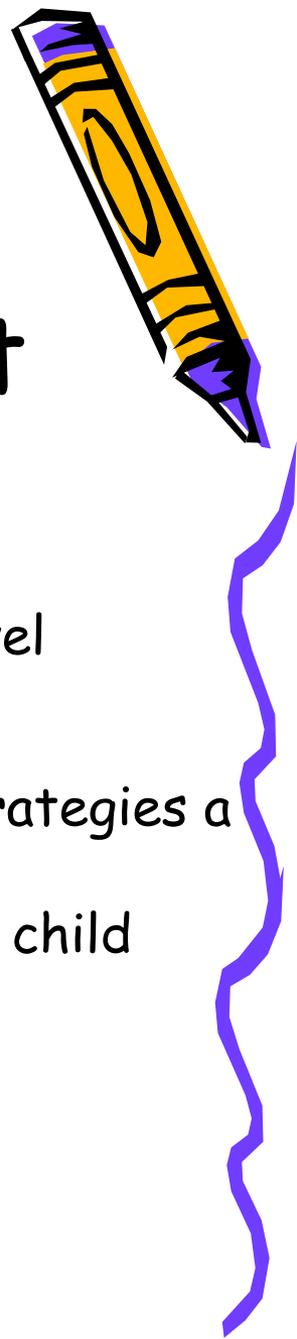




- Encourage your child to use their phonics to sound out unfamiliar words. Phonics is only one part to reading and so if they can not decode the word encourage them to continue to read to the end of the sentence, use the pictures and try and make predictions as to what the word could be.
- As well as reading on, encourage the children to also reread the sentence as a way of checking they have not made a mistake.
- It is important to talk about words that the child does not understand.



PM Benchmark Assessment

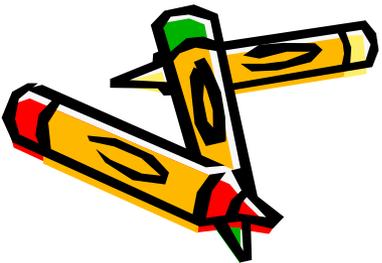


What is it?

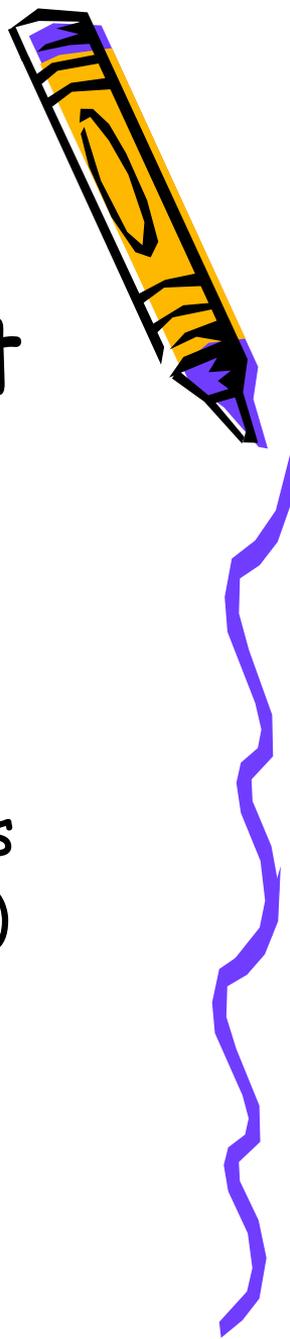
A short assessment to accurately assess a child's reading level

What is its purpose?

- To gather information about the knowledge, skills and strategies a child uses when reading texts
- To identify the book-band that matches the needs of the child

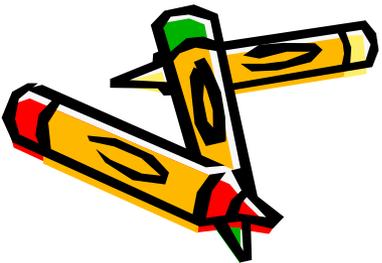


PM Benchmark Assessment



What skills is it testing?

- Reading fluency
- Reading accuracy
- Strategies used to read unfamiliar words (e.g. re-reading, phonics, pictures, context)
 - Retelling skills
 - Retrieval skills
 - Inference skills

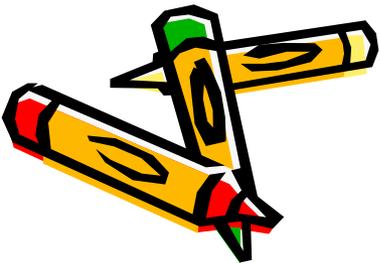


PM Benchmark Assessment



How does it work?

1. **Reading** - can they read the text fluently and accurately paying attention to the punctuation?
2. **Retelling** - can they retell the main events of the text in sequence without prompting?
3. **Comprehension** - can they accurately answer retrieval and inference questions about the text?



PM Benchmark Assessment



When is a child ready for the next book band?

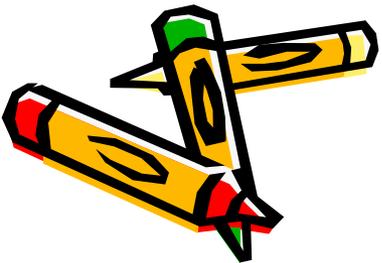
Skills:	
Reading	✓
Retelling	✓
Retrieval	✓
Inference	✓

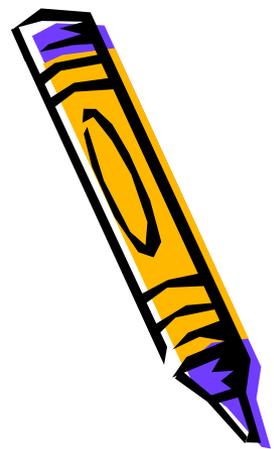


What can we do to help our child?

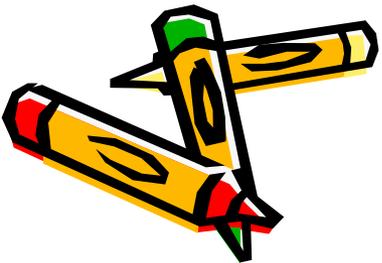


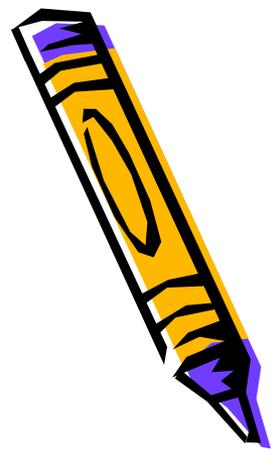
- **Make connections.**
- Connecting what your child already knows while they read sharpens their focus and deepens understanding. Show them how to make connections by sharing your own connections as you read aloud. Maybe the book mentions places you've been together on holiday. Talk about your memories of those places. Invite your child to have a turn. Remind your child that good readers make all kinds of connections as they read.



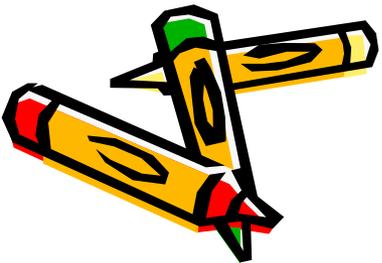


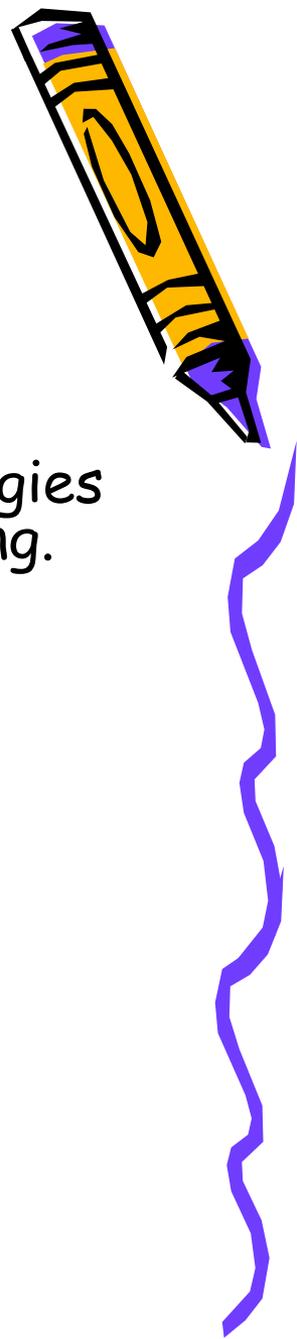
- **Retelling**
- **Create "mind movies."**
- Creating visual images brings the text alive. These "mind movies" make the story more memorable. You can help your child do this by reading aloud and describing the pictures you're seeing in your own imagination. Use all five senses and emotions. Invite your child to share their "mind movies." Notice how they're different from yours. You might even ask your child to draw what's in their imagination.



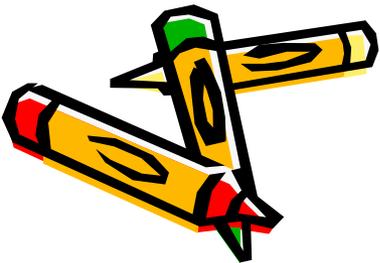


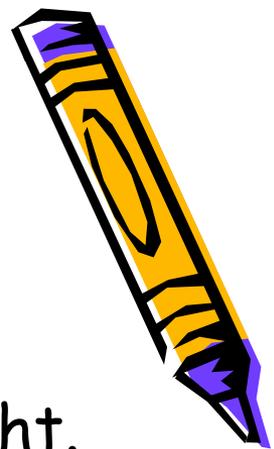
- **Ask questions.**
- Asking questions will make your child want to look for clues in the text. Pose questions that will spark your child's curiosity as you read aloud. Frequently ask her, "What are you wondering?" Jot down those "wonderings" and then see how they turn out. Remind your child that good readers challenge what they're reading by asking questions.



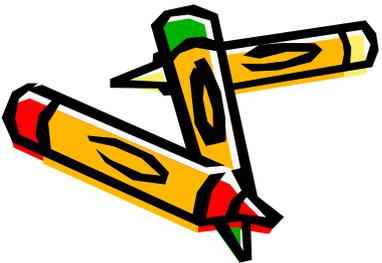


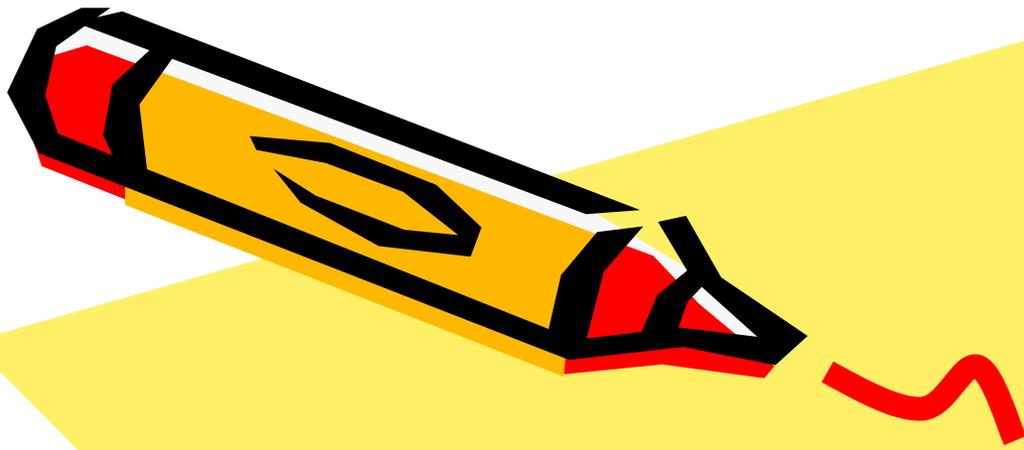
- **Monitor comprehension.**
- Readers who monitor their own reading use strategies to help them when they don't understand something.
- Re-read.
- Read on—now does it make sense?
- Read out loud.
- Read more slowly.
- Look at illustrations.
- Identify confusing words.





- You do not need to read a whole book each night. Perhaps 1 book over 3 nights.
- Spend the time asking questions. This will have a greater impact on their understanding and reading for meaning, than you just hearing them read.
- It is quality use of the time not quantity.
- Please take a hand out.





Any Questions ????

