

Phonics at St Sebastian's CoE Primary School

Why is learning to read so important?

- Enables access to the curriculum
- Improves life chances

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. We teach phonics as the only route to decoding.

This year, we are using Little Wandle Letters and Sounds which a government validated systematic synthetic phonics scheme.

All staff have received full training on how to deliver phonics sessions to enable all of our children to learn to decode and read to fluency.

Pronunciation (click image)



Pronunciation (click image)



Pronunciation (click image)



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such

- All children receive 30 minute daily phonics lessons
- All lessons will be in line with the progression attached
- Low stakes assessment takes place every 6 weeks to enable the class teacher to monitor progress and identify any gaps in learning. These assessments are one to one with the child's class teacher and are kept relaxed and informal.
- If your child needs extra support to keep up, they will receive short, targeted interventions delivered by the class teacher or teaching assistant

Click the image to access Little Wandle Letters and Sounds ‘Parents page’.

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

Please click the image



What books will your child bring home?

Schools should provide a balance of books to send home for early readers, including:

- **a reading practice book** matched to the child's phonic stage that they can read independently
- **a sharing book** that they can talk about and enjoy with their parent/carer.

It is important that schools explain to parents/carers the difference between the child's reading practice book and the book they take home to share.





Reading Practice Book

- Matched to your child's phonics stage and fully decodable
- Already read three times at school
- Your child should be able to read without significant help
- Only use phonics to decode unknown words – do not use other clues such as pictures
- Keep for one week
- Practise reading and develop fluency
- You should listen with interest and, most importantly, encourage and praise, enthusiastically acknowledging your child's achievement
- After the child has read the book, it may be helpful to talk about the book, but only so far as the child is interested. The parent/carer should keep the experience positive and avoid turning it into a test



The Sharing Book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure
- Your child will be involved in choosing the book
- Your child **should not** be expected to read this book independently – it is for sharing
- These books offer a wealth of opportunities for talking about the pictures and enjoying the story
- Range of books (fiction, non-fiction)
- Goal = enjoyment



How can you help?

Read	Enjoy	Books	Diary	Ask
Read with your child every night for 5 – 15 minutes. Little and regular is best	Enjoy reading with your child. Talk about the story and show a real passion for reading	Bring books back to school on time	Complete the home-school reading diary every time you read with your child	Ask us if you're not sure about anything – we are here to help!