



Phonics and Reading in Badgers

2022-23



Welcome!

- What is phonics?
- The alphabetic code
- Blending
- The Phonic Screen
- Reading and books
- Reading at home
- Spelling
- The Year 1 Phonic Screen
- Concerns about progress
- Questions and next steps



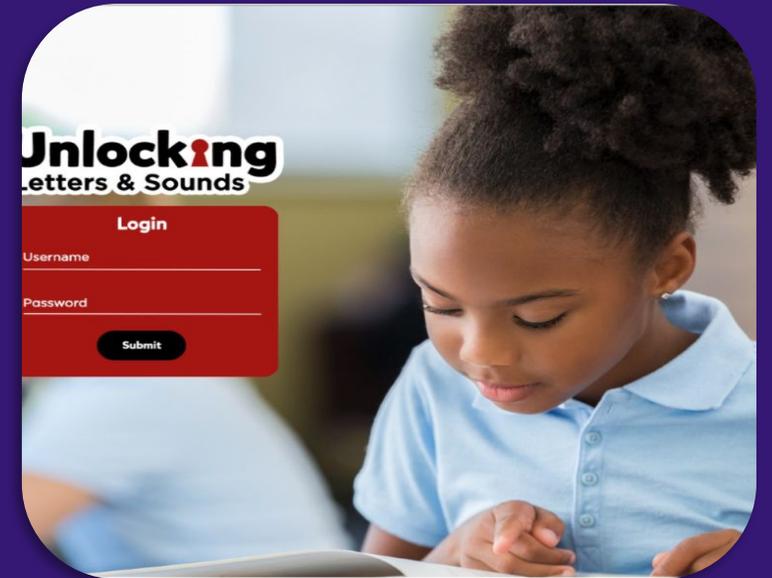


We love reading!

- Reading for pleasure
- Finding out information
- Reading the world around them
- Understanding forms and official documents
- Accessing learning

What is Phonics?

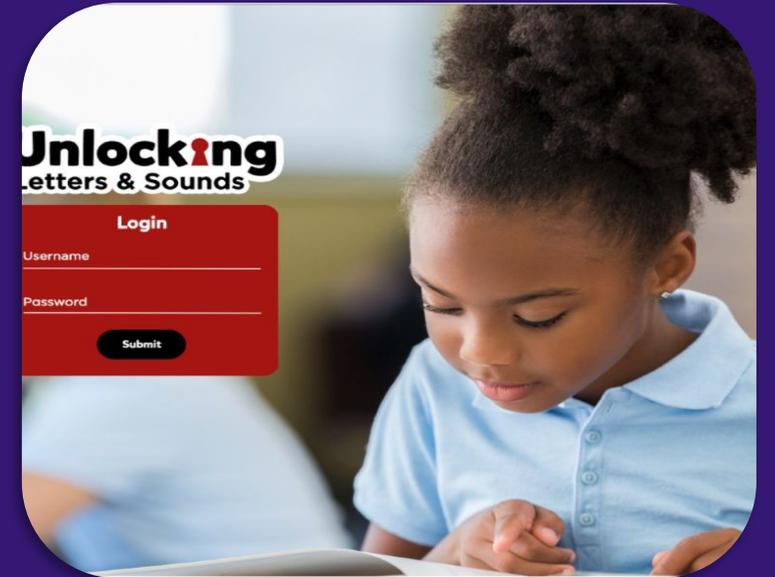
- Link between the words we say and the letters that represent each sound.
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.



What is Phonics?



Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		



The Alphabetic Code



**44
phonemes**

**Simple
Code**

**Complex
Code**

Blending

- Pushing the phonemes together to make a word.



cat

tree

fun - funny - funniest



Enunciation

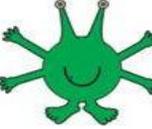
It is crucial that the phonemes are sounded out as pure sounds.

<https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/13/view>





In Year One

u-e	u-e
rude	yune 
flute	prute 
tunes	uke 
dune	smule 



Common Exception Words

<i>the</i>	<i>to</i>	<i>into</i>
<i>no</i>	<i>l</i>	<i>go</i>



Reading and Books

- Children will be given books when they can blend – this will be different for every child
- Books precisely match children's phonics attainment





Guided Reading

<https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/13/view>



Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!



The Year One Phonic Screen



- All year 1 pupils will take the phonics screening check in June
- It comprises of a list of 40 words; 20 real words and 20 nonsense words.
- It will assess phonics skills and knowledge learnt through reception and year 1.
- Your child will read the test in a one to one situation. They will read up to 4 words per page and they will probably do the check in 10-15 minutes. They will be asked to 'sound out' a word and blend the sounds together to read the word. The children have plenty of exposure to nonsense words so they are well prepared for the test.





Unlocking Letters and Sounds
Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle



Spelling

- Segmenting words

- Daily writing as part of phonics lessons





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Handwriting

- Year One will be taught pre-cursive until after the phonic screen.
- Pupils will still have explicit handwriting lessons in addition to the phonic lessons.
- Handwriting is still taught in lett families - curly caterpillars, long ladders, one- armed robots and zog-zag letters.
- Year 2 pupils are taught to write cursively to support spelling and muscle memory.
- Letter formation guidance can be found on the website.



Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with SEND



Thank you!
Questions

