

# Phonics at Lyndhurst



Spring 2023





# Phonics

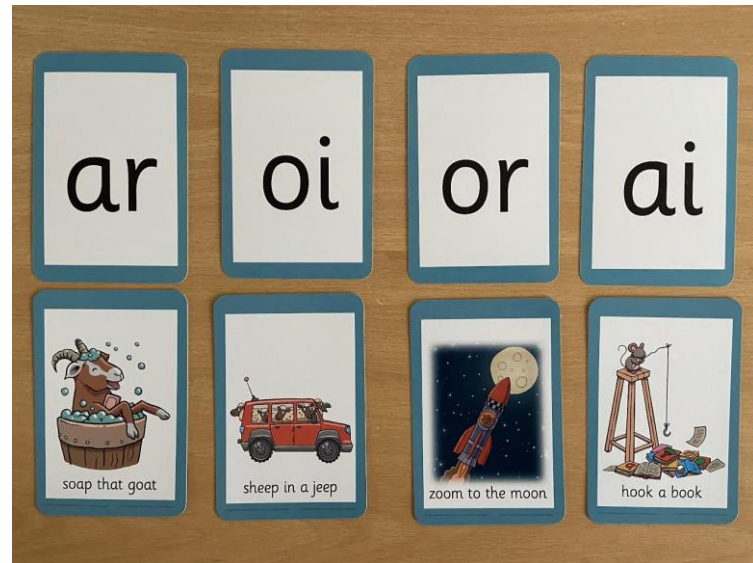


- Phonics is taught and reinforced every day at Lyndhurst through a structured programme that introduces sounds and letters from the beginning of Reception.
- But it's not enough on its own! We want your child to develop a love of books and an enthusiasm for reading which isn't limited to phonics. Our curriculum is based around great story texts, information books, poetry and drama, and we want you to keep reading and telling the stories you love at home.



# Teaching reading through phonics

Your child will learn the sounds (phonemes) and the letters that make them (graphemes).



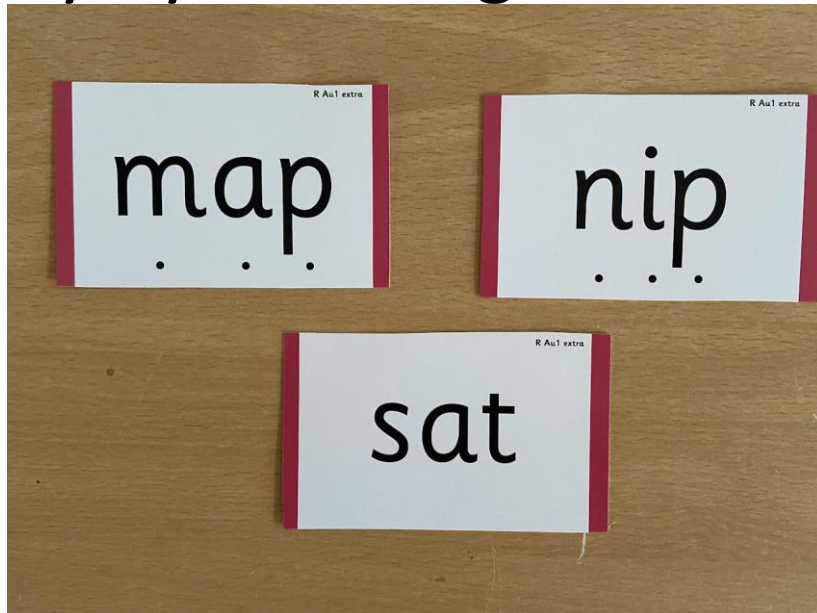
# Some definitions:

- A **phoneme** is the smallest unit of sound in a word.  
'cat' has 3 phonemes: c-a-t  
'ship' has 3 phonemes: sh-i-p  
'high' has 2 phonemes: h-igh
- A **grapheme** is a written symbol that represents a sound: it can be a single letter, a digraph or a trigraph.
- A **digraph** is two letters representing one sound, e.g. sh, and a **trigraph** is 3 letters representing one sound, e.g. igh



# Teaching reading through phonics

Children will begin to put the sounds together to make words (blending) and work out what words say by breaking them into sounds (segmenting).





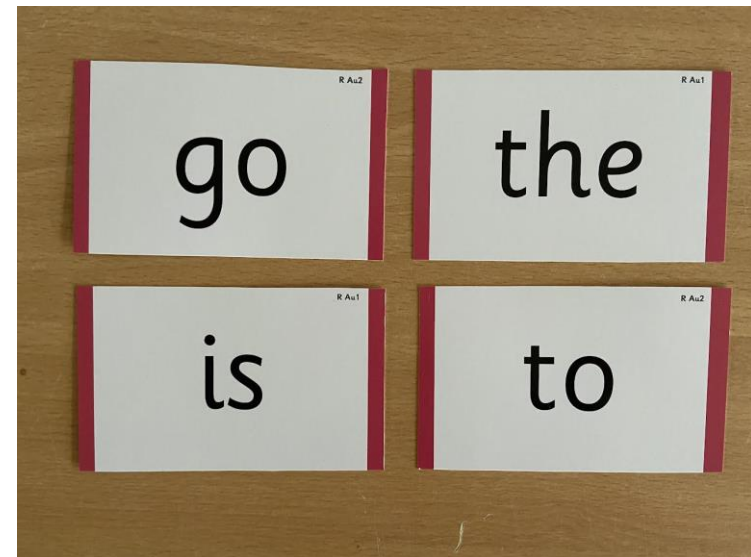
# Some definitions:

- **Blending** is merging/combining phonemes to make a word. It is a key skill for *reading*.
- **Segmenting** is breaking up a word into the phonemes which make it. It is a key skill for *writing*.



# Tricky words are common words which cannot easily be read or written phonetically

- Unfortunately not all words in English are as easy to break down into phonemes – we call these **tricky words**.
- Children need to learn to recognise common words such as 'the', 'go', 'said'.



# Why phonics?

- Research has shown “systematic phonics is more effective than alternative methods of reading instruction.”
- Children who learn to ‘rote’ read (read by sight) never develop a strategy for when they encounter unfamiliar words.
- Phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.
- Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.
- Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read





# What is your child doing in school?

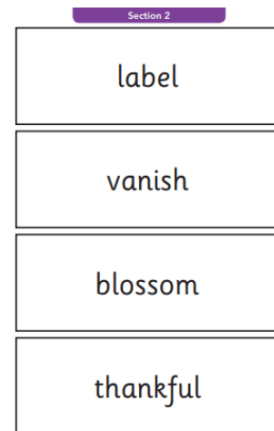
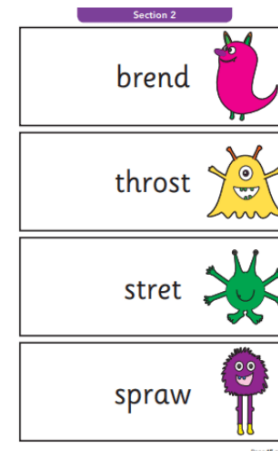
## Reception and Year 1

- Shared reading, writing, stories, rhymes and songs
- Whole class phonics (every day)
- Group reading (twice a week)
- Books are matched to your child's phonic level
- Books are changed weekly
- Phonics keep up sessions as needed



# Phonics Assessment

- At the end of every half term, the class teacher will assess your child on the phonics that they have learnt that half term
- This enables them to identify who needs keep up support (interventions)
- The assessment includes children being asked to read the graphemes of the sounds they have been introduced to as well as real words and tricky words
- In the Summer term of Year 1, children will undergo a national Phonics Screener – every Year 1 child in the country will be given the same assessment
- It is made up of 40 words – some of them are real words and some are 'alien' words (not real)
- The children need to score 32 out of 40 to pass
- If a child does not pass in Year 1 then they will be given catch up support in Year 2 and will be given a chance to take the screener again in the Summer term of Year 2



# What is your child doing in school?

## Year 2

- Shared reading, writing, stories, rhymes and songs
- Targeted phonics catch up intervention groups
- Group reading (twice a week)
- Books are matched to your child's phonic level
- Books are changed weekly



# Phonics Reading Practice Books

Reading Practice Books are carefully matched to your child's phonic level to ensure that children can read them fluently and independently.

There are 3 key parts to the reading sessions:

1. Decoding – being able to blend the phonemes to read the words.

2. Prosody - intonation, expression.

3. Comprehension – understanding the text.



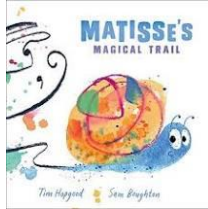
When children take their book home to read, they should be 95% fluent. Re-reading a book helps to develop fluency – this is the goal.



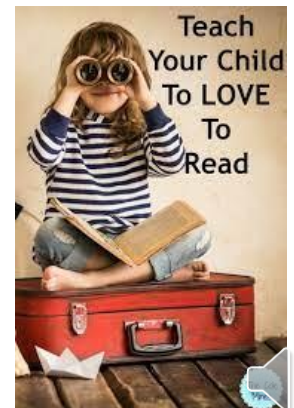
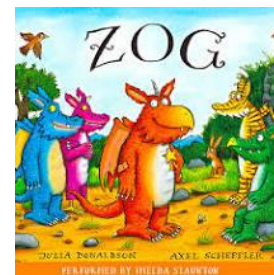
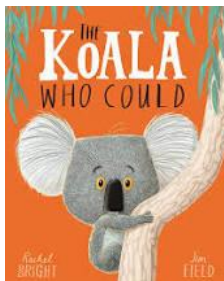
# Reading for Pleasure Book

Children will also bring home a reading for pleasure book from the class library each week.

To become lifelong readers, it is essential that they read for pleasure.



Children may not be able to read this book independently so it is advised that you read it to them to foster a love of reading “pair and share”.





# What will help your child at home?



- Time and 1:1 attention – more opportunity for this at home than in the classroom
- Books they bring home – one for reading practice and phonics skills, one for sharing and enjoying together (bring into school EVERY day)
- Little and often, making time for daily reading
- Taking turns and sharing books, read with your child to take off the pressure
- Talking about the books you read
- Praise and positive reinforcement when you notice new skills
- Practising the Little Wandle phonemes (model them correctly) until your child is really fast
- Playing games like 'I Spy', phonics games on screen, word/picture matching
- Practising writing graphemes (lower case) to work on fluency and speed
- Noticing and reading environmental print
- Sharing books, visiting library, bookshop, websites together
- Reading and telling bedtime stories – making time to do this with your child is one of the most important thing you can do to help their language and literacy development.





# What else can parents do?

Please look at the Little Wandle videos and guidance for parents <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> This website includes videos which show you how to pronounce the sounds.

Refer to your weekly parent sheets to see the weekly sound and how you pronounce it

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure.



# Questions



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