

Phonics and Reading at Armathwaite School

At Armathwaite School we strive to ensure every child becomes a confident, fluent reader and develops a love of books and reading. We recognise the importance of reading to children and talking about characters, plot, events and information. We model our own interest in reading and the pleasure and enjoyment we get from it.

How We Teach Children to Read

We use a range of techniques and strategies to develop early reading, expanding this as children become fluent, independent readers. We use Oxford Reading Tree and Oxford Owl reading materials to teach reading and have an extensive range of books and resources which support children through each stage of their reading development, from early to independent reader. This scheme is supplemented by a wide range of other books. We continually update and extend the range of reading material available for children in school, capitalising on contemporary authors as they publish new and interesting reading material.

This includes:

- plays
- poetry
- Fiction
- non-fiction books
- e-books,
- subscription to First News newspaper for children



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Teachers ~ read with children in small groups at least once each week. Each child has a learning log which teachers and parents write in when they read with children. Children take books home in their book bags. Alongside this children read every day as part of their daily lessons. Teachers and other adults in school model and teach techniques and strategies for reading. Teachers and other adults also read to children in school. This provides opportunities to explore, discuss and extend vocabulary and develop comprehension skills. Reading together and listening to stories is a positive shared learning experience for children.



Parents As well as reading these books with children at home we really encourage parents and families to read to children. This develops and extends vocabulary, provides opportunities to learn the meaning of new words and to develop comprehension skills. It is also a special bonding time for you and your child in the very busy world we all live in.

The Books Trust is a charity that has lots of information about the importance of reading to and with your child. It also provides lists of wonderful books you can read to your child. You can find it at www.booktrust.org.uk



Phonics and Reading at Armathwaite School

Learning to Read Through Phonics

At Armathwaite we use the government's 'Letters and Sounds' programme to teach phonics. There are six phases in Letters and Sounds and we teach these, using the Jolly Phonics programme to introduce and enhance our phonics learning in a fun and interactive way. To view letters and sounds click on the link below. To view Jolly Phonics please click on the link below or view video clips on Youtube.

www.gov.uk/lettersandsounds



How We Teach Phonics at Armathwaite Community Primary School

We teach phonics using an approach called synthetic phonics.

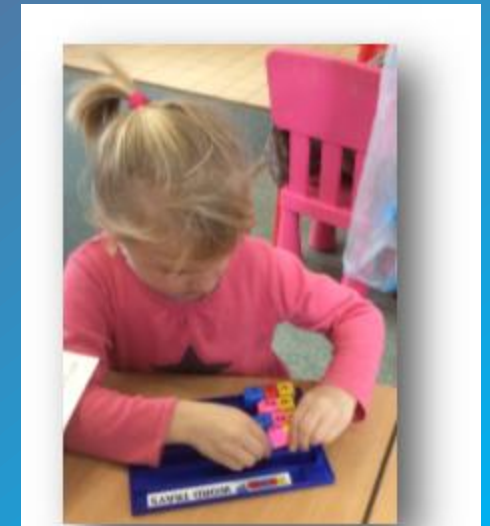
Synthetic phonics is a method of teaching reading which first teaches the letter sounds (called phonemes) and then builds up to blending these sounds together to achieve full pronunciation of whole words.

In Jolly Phonics the 42 main sounds in English are taught. The sounds are in seven groups. The sounds are taught in a specific order which is not alphabetical because following this order enables children to begin to build words as early as possible. In Jolly Phonics each sound has an action which helps children remember the letter/s that represent it.

This is the order in which we teach the first sounds.

1. s, a, t, l, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

We teach children the five Jolly Phonics skills





Learning to Read Through Phonics

Once children have learned the first 42 sounds they learn all the alternative digraphs (2 letters that make a sound like 'sh', 'ch', 'ai', 'ie') and trigraphs (3 letters that make one sound like 'igh', 'air', 'ure')

There are six phases in the Letters and Sounds Programme. Below is an overview of these phases.

During Phase 1 children explore sound and tune their ear in to sounds in the environment.

Phase 2 ~ children entering Phase 2 have a wealth of listening experience from their nursery and home experiences. They will be beginning to blend sounds together and recognise spoken words that rhyme. The purpose of Phase 2 is to teach at least 19 letters and move children on from oral blending to using letters to blend(blend sounds together to make simple words such as a-t 'at', and to segment (listen for sounds in words such as 'tap' has t-a-p. Children also learn to read some 'tricky' high frequency words.

Phase 3 ~ the purpose of this phase is to teach another 25 graphemes (letters). Most of these have two letters like 'oa', 'sh', 'ai', 'ee' and so on. We also practise and develop blending skills for reading words and segmenting skills for spelling and writing words. These are simple words like 'dog', 'top', 'shop', 'chin'. We also learn the names of the letters alongside the sounds they make. We will learn to read simple two-syllable words.

Phase 4 ~ the purpose of this phase is to consolidate all the phonics we have learned so far with a particular focus on adjacent consonants (this is two consonant letters like 'tr' in 'tree' or 'dr' and 'nk' in 'drink'. We also learn about syllables in words. Words with more than one syllable are called polysyllabic words).

Phase 5 ~ in this phase children broaden their knowledge of graphemes (letters) and phonemes (sounds) for use in reading and spelling. We learn new graphemes (letters) and alternative pronunciations of these. For example we learn 'ow ' as in 'cow' and 'ow ' as in 'grow'. We also learn that 'ai', 'ay', 'a-e' make the same sound in words like 'rain', 'day' 'bake'. We learn to recognise these alternatives and begin to use them appropriately to spell words. This is a broad phase which children focus on throughout Year 1 and as they go in to Year 2.

Phase 6 ~ by the beginning of Phase 6 children should be able to match most of the common letters (graphemes) and sounds (phonemes). They should be able to read words in three ways:

Reading words automatically if they are very familiar

Phase 6 ~ during this phase children become fluent readers and increasingly accurate spellers. Children who need more practise to become automatic in their use of phonics are provided with additional opportunities and teaching to do this.

They learn about:

- How to use the past tense;
- Using suffixes like '-ed', '-er', '-est' and so on;
- Spelling long words;
- Finding and learning the difficult bits on words;
- The spelling system

In doing this children gain independence and the ability to draw on strategies ~ things to do when they get stuck on a spelling.

Learning to read about developing a life long love of reading ~ information and story books.

