

Phonics Information Meeting for Parents

Autumn Term 2020



Evidence and Benefits of Reading for Pleasure

- Evidence suggests there is a positive relationship between reading frequency, **reading enjoyment** and attainment (Clark 2011; Clark and Douglas 2011).
- Regularly reading stories **outside of school** is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- Evidence suggests that **reading for pleasure** is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Children who read at home do well at school

- Read fluently
- Write confidently
- Speak articulately



Why Phonics?

A complete literacy programme - systematic and structured.

Teachers and Teaching Assistants are trained in the Read Write Inc programme to be able to provide your children with the necessary skills to read. There are additional benefits with this programme to develop writing, punctuation, grammar, spelling and handwriting. This scheme encourages children to work together and also gives them the skills to self assess and edit their work – an important aid to learning.

Your children are thoroughly supported. The resources and storybooks match your child's learning in class and they can share them with you at home.

A bit of technical knowledge...

Phonics = the sounds in our language.

There are three different Sets of Sounds ...

Set 1 sounds are the single sounds (even if they contain two letters).

c a t - three sounds

sh i p – three sounds

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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How do phonics help us read?

Say “hello” to Fred.

Fred can *only* talk in sounds...
These are called ‘pure’ sounds.



He says “c_a_t.” ... Not **cat**.

We call this *Fred Talk*.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Set 2 and Set 3 Sounds

The sound boxes show many different graphemes for the same sounds. No other language has as many to learn. We have 26 letters in the alphabet, but 44 sounds (phonemes) and 144 different spellings (graphemes) of these sounds.

The children should be secure with Set 1 sounds to then begin to learn Set 2 and Set 3 sounds. At the end of Year 1 every child will take a Government Phonic Screening Check to assess their knowledge of these sounds. They have a mixture of 20 proper words and 20 'alien' words to sound out.

The English language is a complex code...

It would be easy if we only had to learn Set 1 and Set 2 sounds.

ay	igh
play	right
eight	pie
cake	kite
straight	fly

Set 3 sounds

Oxford University Press publish the resources



Stories and Get Writing Books

In Reception we start with Word Time, when ready, moving to Ditties and the first level of story book (Green).

In the first two weeks of Year One, your child will have had an assessment to find out what sounds they know. This will determine what sounds are sent home to practise, along side their reading book. They will progress through the phonic sounds and the programme in an appropriate group. They will read a story with specific sounds in, read with expression, look at punctuation and answer comprehension questions. Allied to the stories are the Get Writing Books in which your child will 'hold a sentence', 'edit a sentence' and write sentences independently.

Your children will continue to move through different coloured books to match their reading and writing development.

How to help your child at home...



You can read with your child ... anything!

Read favourite stories over and over again relentlessly. Encourage your child to read anything – door signs, menus, comics, shop signs, food labels, etc.

Read some stories at a higher level than they can read themselves.

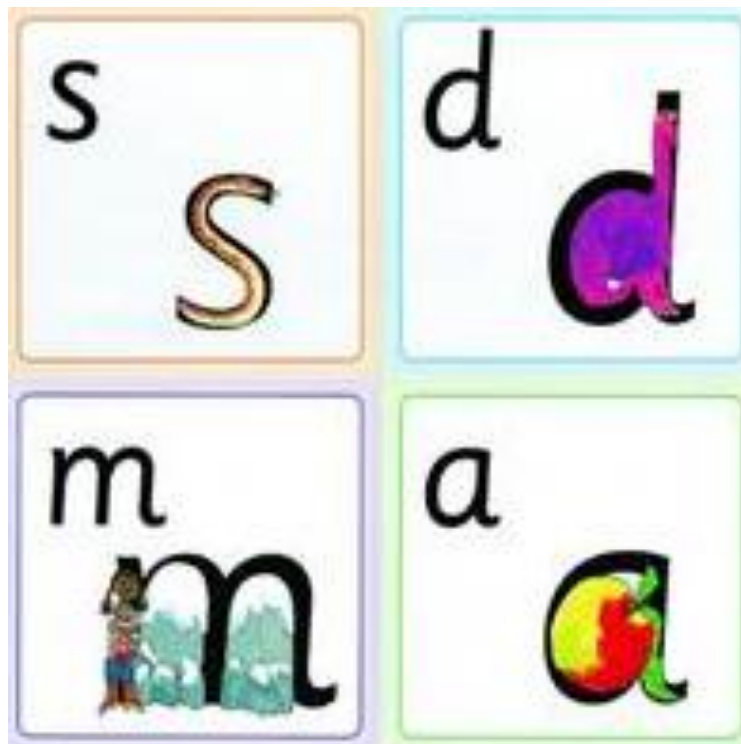
Listen to them read their Reading books and Fred Talk sheets which are matched to their ability and supports the learning they are doing at school.

Reading Comprehension

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts – fiction and non-fiction. Ask them questions, open and closed.
- Ask children to find information on the page.
- Look for clues, think about situations and ask them to predict what might happen.
- Can your child say what the character might be feeling?

You can practise pronouncing sounds.

Remember no 'fuh' and 'luh'!



You can have fun with Fred Talk.

“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”

