

Reading

At Alverton School, children practise their reading skills, as well as their comprehension skills, through a range of carefully planned activities. There are daily opportunities to read to adults, to read self-chosen books and to hear adults read aloud. Our youngest children begin their reading journey using the **Big Cat Phonics for Letters and Sounds** reading scheme and will read the same book several times to strengthen their decoding and comprehension skills using a familiar text. As part of our **Reading Revolution** approach we have very high expectations for engagement with reading at home, from all age groups within the school, and staff are available to offer support with this where necessary.

As well as teaching children the mechanics of how to read we also strive to inspire a life-long love of reading by encouraging children to read for pleasure, widely and often. We aim to stimulate children's thinking about what, when, where and why they like to read through a range of timetabled and extra-curricular activities. We take every opportunity to reinforce the idea that reading is an important and enjoyable part of both academic, and wider, life.

Useful websites:

<https://collins.co.uk/pages/phonics-for-letters-and-sounds> (information about our Key Stage 1 reading scheme)

www.oxfordowl.co.uk (lots of information to support reading at home)

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>
(information on correct phoneme pronunciation)

www.jollylearning.co.uk (information about phonics teaching and free downloadable resources)

Your child's class teacher will be able to provide you with more information if you require it.



Alverton Primary School



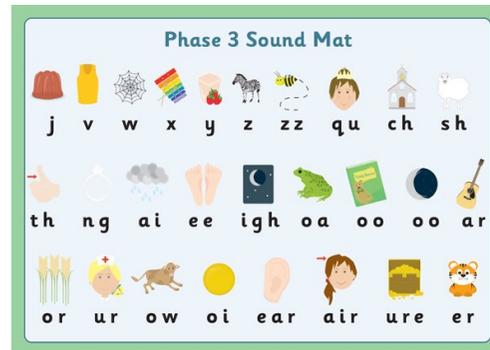
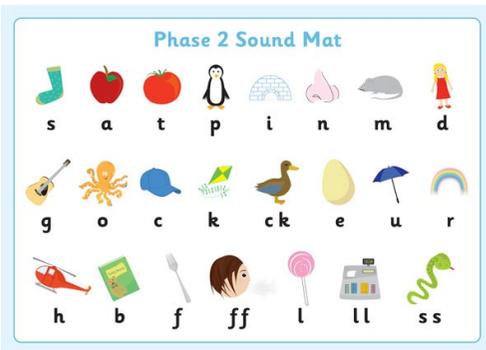
Phonics and Reading

Parent Guide

Number 11

About phonics

At Alverton School we teach children to read and write using the systematic synthetic phonics approach where children are taught the 44 sounds (**phonemes**) that written letters or combinations of letters (**graphemes**) make. Children then progress to reading by saying each sound that letters make in words and **blending** them together in the correct order (e.g. c-a-t = cat; ch-i-p = chip). They learn **segmenting** for writing by breaking words down into individual sounds and choosing letters to represent them (e.g. dog = d-o-g; shop = sh-o-p). From the very earliest stages of their phonic learning children will be encouraged to have a go at spelling words independently, based on the letter and sound combinations that they have been taught. As time progresses children will learn a variety of spelling choices for each sound and where they should be used. They also learn to write **tricky words** or those words which cannot be successfully segmented for spelling (e.g. the, was, she) as well as **common exception words** which do not conform to regular spelling patterns.



Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	were	were	
	all	there	
	they	what	
	my	when	
		out	

Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	door	gold
the	one	plant	clothes
a	be	floor	hold
do	once	poor	path
to	ask	because	bath
today	me	every	hour
of	friend	find	move
do	school	kind	prove
said	we	mind	steak
says	no	behind	pretty
are	go	child	beautiful
were	pull	children	after
was	so	wild	fast
is	full	climb	last
his	house	most	past
has	by	only	father
I	my	both	class
you	here	old	grass
your	there	cold	pass
	where		
	love		
	come		
	some		

Phonics teaching

At Alverton School phonics is taught during discrete daily sessions which follow the Letters and Sounds programme. These begin in our Nursery and continue throughout the EYFS, Key Stage 1 and into Lower Key Stage 2 as appropriate. Children may be put into groups with others at a similar stage of learning, in order to work at a suitable pace, with some pupils also receiving extra teaching at other times throughout the day, from highly trained intervention staff.

We aim for our phonics teaching to be multi-sensory and interactive, making use of a variety of resources to stimulate children's interest. Children are taught the 44 phonemes in the English language, along with a corresponding action in order to aid memory. Some of these phonemes can be represented by more than one grapheme (e.g. c, k and ck) and some phonemes are represented by a **digraph** or a **trigraph**. A digraph is a phoneme which is written as 2 letters but only makes one sound (e.g. sh) and a trigraph is a phoneme which is written as 3 letters but only makes one sound (e.g. igh).

It is very important that these phonemes are pronounced correctly in order for children to be able to use them successfully for blending and segmenting. If you need advice on correct pronunciation please see your child's class teacher for guidance (or access the websites recommended in this leaflet). As part of their learning, children are also taught how to form both upper and lower case letters correctly and when to use these appropriately.

