

Reading

At Alverton School, children practise all the skills needed for reading (decoding, fluency, prosody and comprehension) 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 teacher-selected books from the **Big Cat Phonics for Letters and Sounds** reading scheme which fully supports our chosen phonics scheme. They will read the same book several times to strengthen their 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 reading scheme)

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> (information about our phonics scheme and resources to support you at home including pronunciation guides)

Please speak with your child's class teacher if you have any questions or concerns about phonics or reading.



Alverton Primary School



Phonics and Reading

Parent Guide

Number 11



About our phonics scheme

Little Wandle Letters and Sounds Revised uses the principle of “growing the code” by teaching children that different **graphemes** (letters or combinations of letters) can make different **phonemes** (sounds). In addition they learn that phonemes can be represented by different graphemes. For example, the grapheme **ea** can make different sounds in the words **clean**, **head** and **steak** and the phoneme **ai** can be represented by the graphemes **ai**, **ay**, **a**, **a-e**, **aigh**, **eigh**, **ey** and **ea**! The Grow the Code chart below shows the graphemes (spellings) that children will learn for each phoneme by the end of Year 1.

Grow the code grapheme mat Phase 2, 3 and 5									
 s	 t	 p	 n	 m	 d	 g	 c	 r	 h
ss	tt	pp	nn	mm	dd	gg	ck	rr	
c			kn	mb			cc	wr	
se			gn				ch		
ce									
st									
sc									
 b	 f	 l	 j	 v	 w	 x	 y	 z	 qu
bb	ff	ll	dge	ve	wh			zz	
	ph	le	ge					s	
								se	
								ze	
 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u
tch	ch					ea	y	a	o-e
ture	ti							a	ou
	ssi								
	ci								

Grow the code grapheme mat Phase 2, 3 and 5									
 ai	 ee	 igh	 oa	 oo	yoo	 ou	 ar	 al	
ay	ea	ie	o	ue	ue	u	oul	a*	
a	e	i	o-e	u-e	u			al*	
a-e	e-e	i-e	ou	ew	u-e				
eigh	ie	y	oe	ou	ew				
aigh	y		ow	ui					
ey	ey								
ea									
 or	 ur	 ow	 oi	 ear	 air	zh			
aw	er	ou	oy	ere	are	su			
au	ir			eer	ere	si			
aur	or				ear				
oor									
al									
a									
oar									
ore									

*depending on regional accent

Phonics teaching

At Alverton Primary School we use the **Little Wandle for Letters and Sounds Revised** phonics programme as the primary method of teaching reading. We follow the progression document to maintain appropriate pace of teaching and learning and ensure consistency by using the same resources across the school.

Phonics is taught during daily sessions, beginning in EYFS and continuing into Key Stage 1 and Lower Key Stage 2 as necessary. All children participate in whole class direct teaching sessions and may then split into smaller groups to practise and apply what they have learned.

Children use phonics to read by saying each sound that letter/s make in words and **blending** them together in the correct order (e.g. c-a-t = cat; ch-i-p = chip). Correct pronunciation is key to successfully blending and there are resources to support this on the Little Wandle website (link on the back page).

They use phonics to **segment** for spelling 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, using the letter and sound combinations that they have been taught. Children learn **tricky words** (which have letter sound combinations which do not conform to what they have already been taught) by identifying and learning the “tricky” part so that they can successfully blend the words.

Regular, effective intervention quickly identifies pupils who need extra support which is then planned and delivered by highly trained staff. These sessions may be temporary or longer term, depending on the needs of the individual child.

