



# Early Reading at Egglescliffe Primary School

**23<sup>RD</sup> SEPTEMBER 2021**

# The Importance of Reading

‘Children who are read to every day at age three have a vocabulary at age five which is nearly two months more advanced than those who are not. A child taken to the library on a monthly basis from ages three to five is two and a half months ahead of an equivalent child at age five who did not visit the library so regularly’ –

Washbrook E. and Waldfogel J.,

Cognitive Gaps in Early Years,

The Sutton Trust, 2010.

# Our aims today:-

- ▶ Share an understanding of reading development with you.
- ▶ Introduce the way we teach Phonics in School.
- ▶ Share strategies how you can help at home with your child's reading and writing development.



## What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

# Synthetic Phonic Teaching

Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

*At Eggescliffe CE Primary School, we use the  
Phonics Bug Programme*





# Phonics Bug

Phonics Bug is **based on the principles of synthetic phonics** and is intended to provide us with a highly structured and supportive programme to ensure children are developing their phonic knowledge; enjoying themselves whilst they do so!

- In Phonics Bug the individual sounds are called Speed Sounds.
- All words are made up of sounds, ( pure sounds) m **not** muh, s, **not** suh, blended together this is called 'Sound Blending'
- **How does it work??**
  - Children learn the 44 sounds and matching letters
  - They learn to blend sounds to read words
  - Read lots of specially written books
  - This is DECODING



Let's have a go!!

## Phonics Continued.....

As the children continue to progress, they will learn:-

Diagrams same sound different spelling application

ay ee igh ow oo oo  
or ar air ir ou oy

ea oi a-e i-e ai  
o-a o-e ue  
aw are ur er  
ow ew ire ear ure



# Segmenting

What is segmenting?

Segmenting is when you  
sound out the phonemes eg

- ▶ *Cat* c-a-t
- ▶ *Dog* d-o-g
- ▶ *Ship* sh-i-p



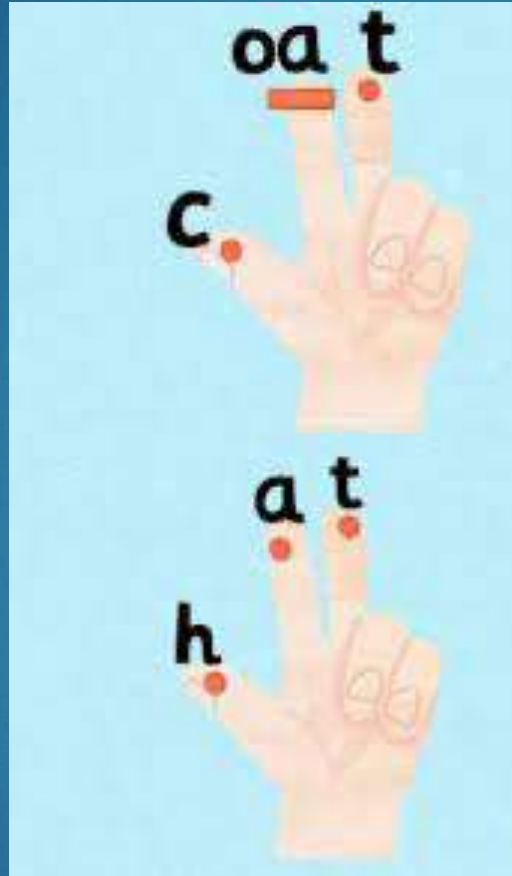
# Tricky words

I  
the  
my  
he

These words cannot be sounded out correctly. High frequency words are ones you just need to learn

me \*

# Writing using Phonics Bug



Before children write words they use their Fred Fingers to hear the sounds then write them.

# Following the Phonics Bug Programme

- ▶ Active Learn
- ▶ Teaching the pure sound
- ▶ Application of knowledge
- ▶ Practise in a variety of ways
- ▶ Reading the phonics book which supports learning
- ▶ Writing the phoneme using the correct orientation and pencil grip



# Phonics Phases

- ▶ Children are split into developmentally appropriate phonic groups. Taught to the necessary level and speed.
- ▶ Children are assessed by the same person each half term and their group could change – very fluid groups.
- ▶ They work in their group daily for approximately 30 minutes.
- ▶ This continues into Year 1 and beyond if necessary.



# Forming letters

- ▶ So important to form the letters properly and confidently.
- ▶ A big focus in school with handwriting – this is the foundation.



# Reading Nonsense words

In Phonics Bug, children learn to read the phonetic decodable words to help with blending almost anything. Children learn to read '**Nonsense words**' or '**Alien Words**' too, these are to support their confidence in using their phonetic code in order to read anything!

fot



keb



gan



There is always a picture of an alien and they feature in Y1 as part of the Phonics Screening Test.

Main objective is to build on blending skills.

# Phonics Screening Check

- ▶ The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils.
- ▶ All year 1 pupils take the phonics screening check in June.
- ▶ It comprises of a list of 40 words; 20 real words and 20 nonsense words
- ▶ Phonics Bug fully prepares the children for this test.
- ▶ Our results last year were **95%**

# At home – what you can do

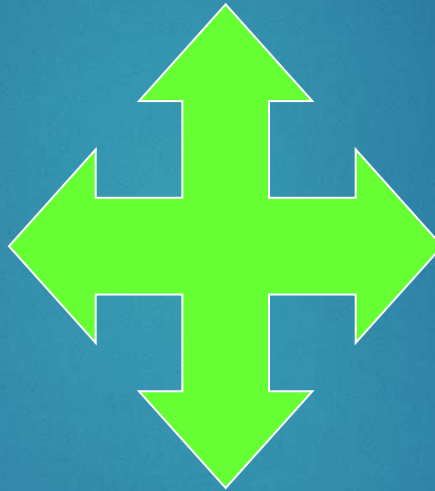
Read stories together with  
expression and fluency –ask  
comprehension questions

## Encourage

### Independent

#### Writing

- ▶ Scrap books
- ▶ Post cards to friends
- ▶ Posters
- ▶ Comics
- ▶ Captions



Practise the Phonics Bug sounds learnt  
so far and practise handwriting in  
their Homework book

## Language

- ▶ Act out your favourite story
- ▶ Make puppets of characters from a story and put on a puppet show

# Lending Library and Shared a Story

- ▶ In Nursery and Reception, we encourage parents and children to take books home from our class libraries. These are books that the children are unable to read independently but are selected as books for you to read with and to your child. Please access the Lending Library in Reception and the Share a Story books in Nursery.



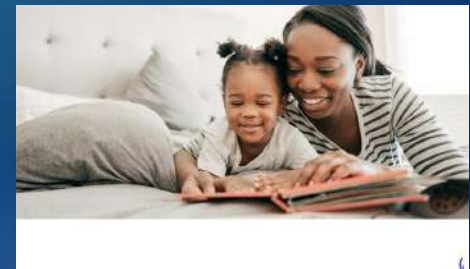


# Phonic Bug Books

Inside every Bug Club Phonics printed book there are notes to help you make the most of reading with your child.

**Inside front cover:** there are suggestions of things to do before your child starts reading, such as saying the sounds and practising blending them to make words as well as things to do whilst your child is reading to you; for example, checking their understanding of the story or information on the page.

**Inside back cover:** the activities here are to help your child consolidate what they have read and increase their fluency.



## Reading a book online

We allocate books to your child according to their reading levels. These books will appear in the 'My Stuff' area of their personal homepage.

The eBooks have three main additional features to help your child. Find them in the 'Independent' section of 'My Stuff'.

- **Phoneme pronunciation guide:** click on the bug icon to hear some of the phonemes (sounds) in the book.
- **Read to me:** after your child has had a go at reading the book, you can click on this to hear the text read out loud e.g. to help your child with giving expression.
- **Quiz question:** click on the second bug icon within the book to answer a question designed to reinforce your child's learning. Their teacher will receive information about attempted questions.

When your child has finished the book, clicked on the phoneme pronunciation guide and attempted the quiz question, he or she will earn 'ActiveLearn Coins'. By reading more books, your child will earn enough coins to 'buy' a reward in one of the many reward schemes.

When your child has finished a book, it will move to 'My Library'. Children can read these books again if they want to, or they can choose new books from 'My Stuff'.

## Sharing reading

When sharing a book with your child, try to take opportunities to talk about the book - before, during and after reading.

**Before reading:** look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

**While reading:** support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

**After reading:** talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words *how* and *why* to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why.

# Unlocking Literacy

- Parents are KEY in their child's success in reading!
- Teachers are KEY in your child's success in reading!

BUT...

Parents and Teachers working together can unlock literacy for all children!



THANK YOU for coming and listening today.

Any Questions ?