

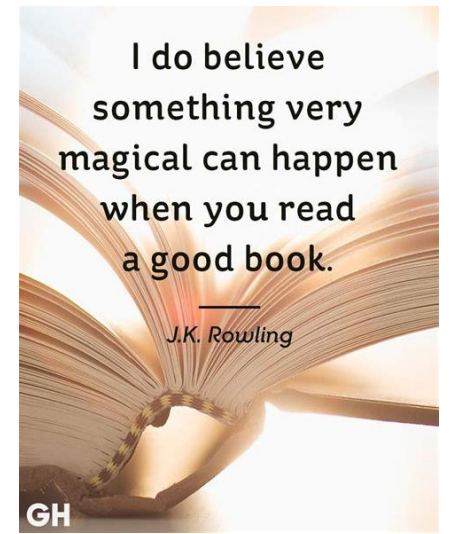
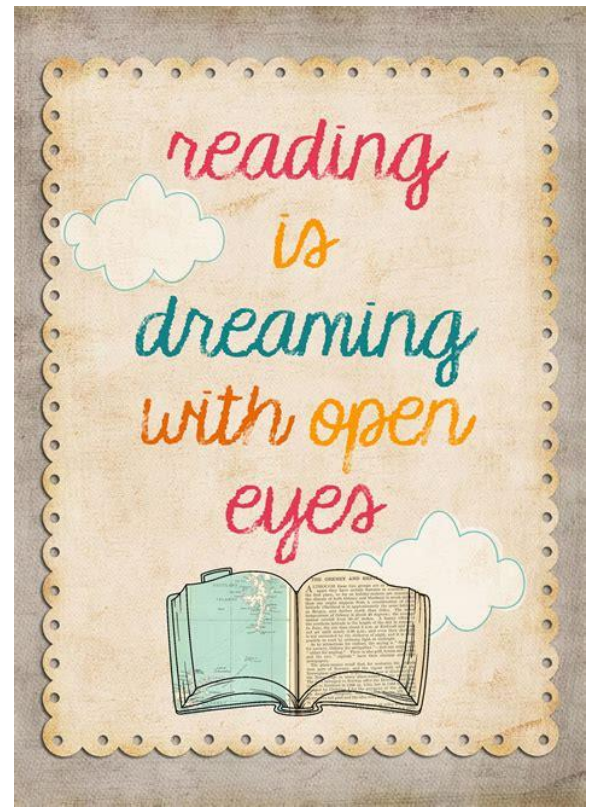
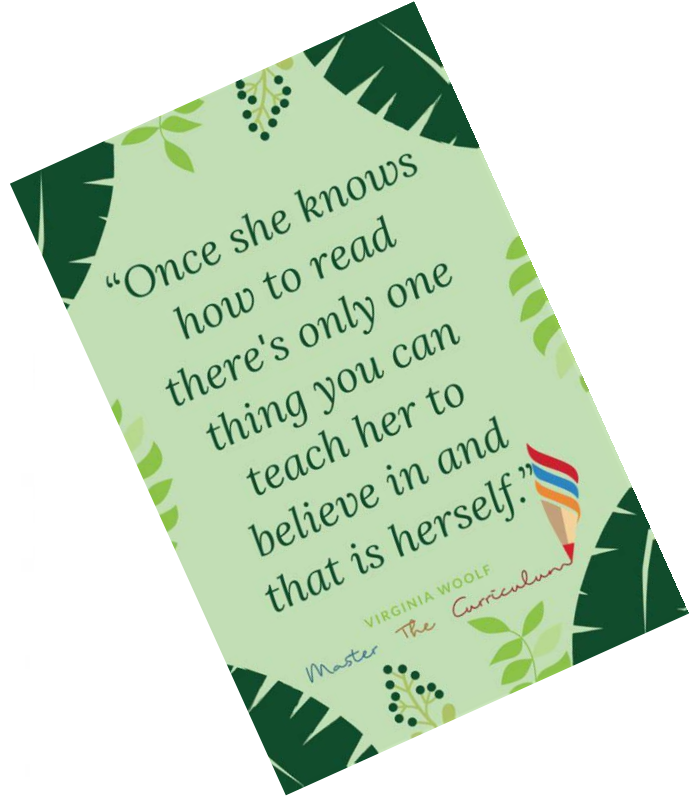
Phonics

What do we hope you will take away from today's session?

- Understand the importance of reading in the school curriculum
- Understand the role that phonics plays in reading development
- Understand what you can do, at home, to support your child's reading development, particularly through the teaching and learning of phonics

Why is learning to read important?

Q: "If your child had to leave school only being able to do one thing, what would you want that one thing to be?"

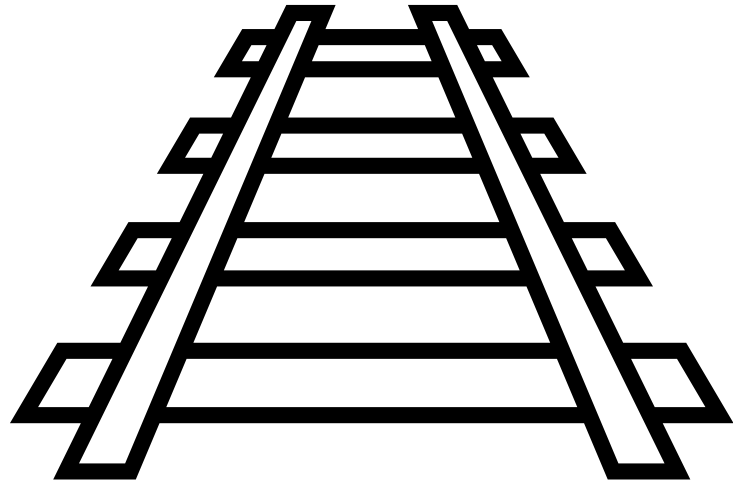




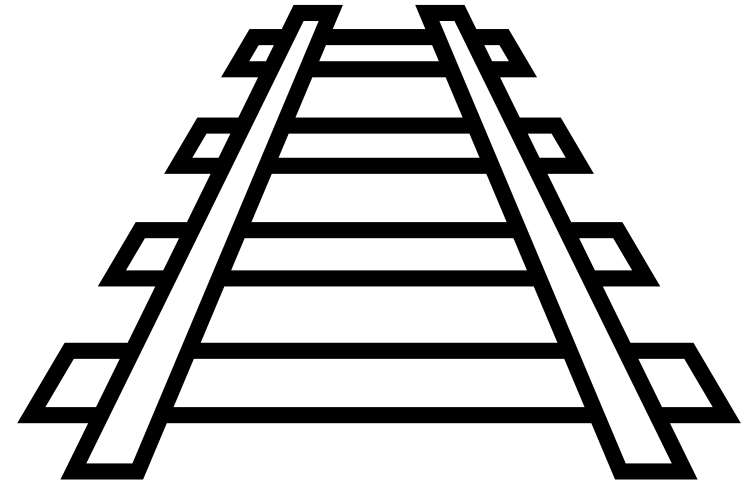
By the time I leave primary school, I will have become a confident, fluent and skilled reader.

By the time I leave primary school, I will have developed a lifelong passion for books and reading.

The “**twin tracks**” of reading



Reading for
Progress



Reading for
Pleasure

Reading for Pleasure

- 1 Make books part of your family life** – Always have books around so that you and your children are ready to read whenever there's a chance.
- 2 Join your local library** – Get your child a library card. You'll find the latest, blu-rays and DVDs, plus tons and tons of fantastic books. Allow them to pick their own books, encouraging their own interests.
- 3 Match their interests** – Help them find the right book - it doesn't matter if it's fiction, poetry, comic books or non-fiction.
- 4 All reading is good** – Don't discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.
- 5 Get comfortable!** – Snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa, or make sure they have somewhere comfy when reading alone.
- 6 Ask questions** – To keep them interested in the story, ask your child questions as you read such as, 'What do you think will happen next?' or 'Where did we get to last night? Can you remember what had happened already?'
- 7 Read whenever you get the chance** – Bring along a book or magazine for any time your child has to wait, such as at a doctor's surgery.
- 8 Read again and again** – Encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.
- 9 Bedtime stories** – Regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child.
- 10 Rhyme and repetition** – Books and poems which include rhyme and repetition are great for encouraging your child or children to join in and remember the words.

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>

Reading for **Progress**

“The Simple View of Reading”

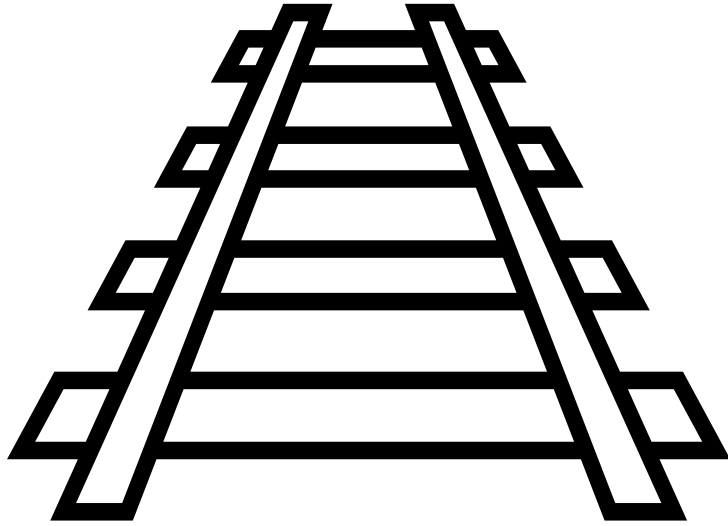
Decoding: The ability to work out the sounds represented by written words

Language Comprehension: The ability to interpret what those words mean

Decoding x Language Comprehension

=

Reading Comprehension



Reading for **Progress**

- Early reading experiences
- Decoding through phonics
- Improving reading fluency
- Becoming a skilled reader
- Broadening vocabulary
- Supporting struggling readers

What is Phonics?

*‘Phonics involves the skills of hearing, identifying and using the patterns of **sounds** or **phonemes** to read written language.*

*The aim is to systematically teach pupils the relationship between these sounds and the **written spelling patterns**, or **graphemes**, which represent them.*

*Phonics emphasises the skills of **decoding** new words by **sounding them out** and **combining** or **‘blending’** the sound-spelling patterns.’*

| | |
|-----------------|-----------------------------------|
| Phoneme | Sound |
| Grapheme | Written spelling pattern |
| Decoding | Sounding out new words |
| Blending | Combining sound-spelling patterns |

t

p

a

i

s

| | | | |
|-----|-----|-----|-----|
| it | is | tap | tip |
| pat | sip | sat | |

The trouble with English....

26

... letters in the alphabet

44

... phonemes (sounds)

144

...graphemes (single letter or group of letters)

| | | |
|------|-------------------------------|---|
| /sh/ | sh, ss, s, ch, sc, ti, si, ci | shawl, pressure, sugar, chagrin, conscious, spatial, mission, special |
|------|-------------------------------|---|

And there's more trouble ...

w a s

What is systematic synthetic phonics (SSP)?

“ The evidence base for the teaching of phonics is well established.

In particular there is strong evidence that the teaching of phonics in an **explicit, systematic** fashion – one which clearly introduces and then revises the most common sound-spelling correspondences in a logical order, starting with the most common - is beneficial for all students and essential for many”

Christopher Such 2021

Phonics Tip number 1



Talk to your child's teacher

Phonics Tip number 2



Say the sounds correctly

Phonics Tip number 3



Link sounds and letters to
make words

Phonics Tip number 4



Don't be scared!
Make it fun!

Phonics Tip number 5



Practise!

Phonics Assessment



The Phonics Screening Check (PSC)

Phonics Questions and Misconceptions

“I wasn’t taught phonics so how did I learn to read?”

“My child has completed the phonics programme but he/she isn’t a fluent reader – what’s gone wrong?”

“My child is learning phonics using a different programme to my friend’s child at another school – does this matter?”

“My child has been given a book that they can’t decode yet – what should I do with this?”

“When should my child know ‘letter names’?”

“My child has been sent home with ‘nonsense words’ to learn – what is the point in this?”

“My child can decode well and is becoming more fluent, but don’t seem to understand what they are reading – should I be worried?”

“I think my child is behind in his/her ability to decode using phonics – who should I talk to?”