

*Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.*

I Corinthians, 12:14 "For the body is not one member, but many".



**LITTLE  
WALTHAM**  
C.E.V.A. Primary School

## **Early Reading - Foundation Stage and Key Stage One**

In Foundation Stage children take part in phonics and shared reading activities which begin to build the blocks of their reading skills. The children share and discuss picture books and as they develop their reading skills progress to simple texts. Children are taught to use their phonic, pictorial and contextual skills when reading. In Early Years the children receive a set of high frequency words with actions to help develop their sight vocabulary. As children build their sight vocabulary they receive the next set of key words.

In Foundation Stage and Key Stage One children read a range of books from different schemes including Oxford Reading Tree, Rigby Stars and Rockets. Reading books are colour banded which enables children to choose books freely at the level which matches their reading ability.

Children read with their class teacher and learning support assistants on a regular basis. We encourage parents and carers to listen to and support their children with their reading at home on a regular basis. Teachers do find it helpful if parents and carers record their child's reading in the yellow record book. Children are expected to change their own reading books during the school day. Parents and carers are also welcome to help change reading books at the end of the school day. Reading books are situated outside Ash W classroom and near the library in the atrium.

## **Key Stage Two**

Children in Key Stage Two use the school library to choose a range of texts to read on a weekly basis.

## **Tips for Supporting your Child with their Reading**

- visit the library together
- find a regular time for reading - when your child is relatively 'fresh' and keen to participate
- find books that your child is interested in
- ensure books are easily accessible in different parts of your house

## **Questions to ask your child when reading**

### **Before reading the book:**

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

### **During the reading of the book:**

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?

### **At the end of the book:**

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?

## **Reading at Home**

Read with your child - ask your child to attempt unknown words, using their phonic skills and knowledge.

Talk about the meaning of the book. Take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Encourage them to act out stories.

Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.

Read simple rhyming books together - leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

A quiet area with some cushions and toys is a comfortable place where you and your child can go and look at a book together.

## **Phonics Teaching**

At Little Waltham Primary School phonics is taught using the DFES Letters and Sounds programme. Children in foundation stage in EYFS and Key Stage One take part in daily phonics sessions which last for twenty minutes. The children are grouped according to which phase they are working so that they can develop their reading and writing skills. Phonics consists of hearing sounds, recognising sounds, blending sounds for reading and segmenting sounds for spelling. It is the building blocks of reading and writing. Phonics consists of different phases:

### **Phase 1**

**Throughout Nursery / Pre-School**

Activities are divided into 7 aspects - environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

## **Phase 2**

### **Reception (up to 6 weeks)**

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

## **Phase 3**

### **Reception (up to 12 weeks)**

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the 'simple code', i.e. one grapheme for each phoneme.

## **Phase 4**

### **Reception (up to 6 weeks)**

No new grapheme correspondence. Children learn to blend and segment longer words with adjacent consonants e.g swim, clap, jump.

## **Phase 5**

### **Throughout Year 1**

Introducing the 'complex code'. Children learn more graphemes for the phonemes which they already know plus alternative pronunciations of the graphemes they already know.

## **Phase 6**

Applying phonic skills to spell more complex words. Learning to spell long words and suffixes. Learning about past tense.

## Important Definitions

### ***Grapheme***

A grapheme is what you see. These are the letters which represent the phoneme.

### ***Phoneme***

A phoneme is what you hear. It is the smallest unit of sound. There are 44 sounds in total.

### ***Blending***

Recognising the letter sounds in a written word, for example, c-u-p and blending them in the order in which they are on paper to pronounce the word cup.

### ***Segmenting***

Breaking up the word to spell it out. It is the opposite of blending. Identifying the individual sounds in a spoken word (e.g. h-i-m, s-t-o-r-k) and writing down letters for each sound (phoneme) to form the word.

### ***Tricky Words***

Words that are not phonetically decodable e.g. was, I, the and one. Some are tricky to start with but will become decodable once more phonemes are learned. e.g. out, there

## Supporting Your Child / Phonic Activities to play at Home

- Play I Spy
- Sing an alphabet song together
- Use magnetic letters to make or spell words
- Make a list of rhyming words - cat, pat, fat, mat, rat, sat, bat,

- Play pairs with a set of tricky words
- Practise blending vc and cvc words together a-m - am, m-e-t - met.
- Play hide the tricky words
- Have a word of the week stuck on the fridge door
- Play musical sounds
- Use different voices to say sounds, loud, whisper, squeaky, grumpy.

### Useful Websites

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.ictgames.com](http://www.ictgames.com)

Mr Thorne does phonics - You Tube