



Reading and Phonics at Wentworth



Presented by the Year 1 Teachers:
Mrs Archibald, Mrs Margrave, Mrs Born

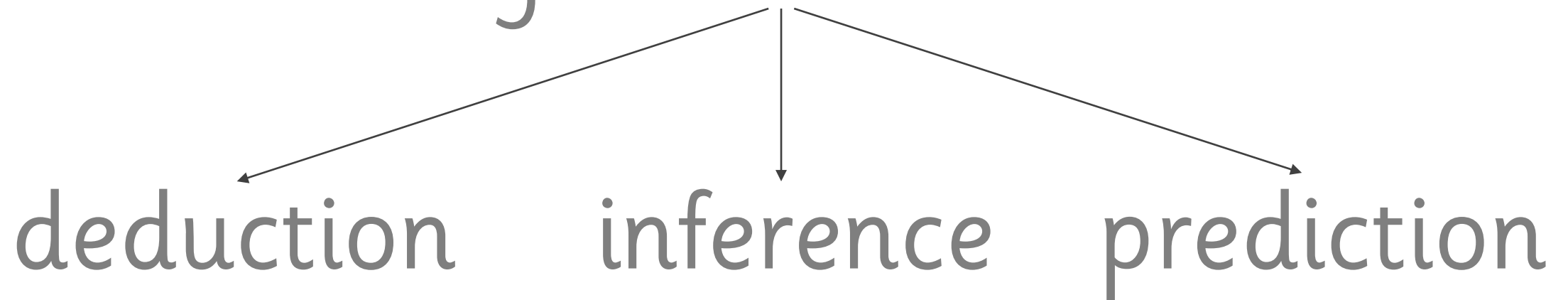
Reading

Children make good progress
in reading at Wentworth.

Partnership between school
and home is very strong.

However...

Comprehension skills are not as strong as we would like



Reading at school

1. Individual Reading

Children are listened to as much as possible:

class teacher teaching assistant parent helper



We will write where children have read to but feel free to go back over what they have read in school.

Reading at school

2. Guided Reading

Children read in groups along with their class teacher.

- * Take turns reading
- * follow along as others read
- * Answer questions based on what they and others have read
- * Share experiences and stories based on the text

Reading at school

3. Story Time

Adults read to children every day.

- * model good reading
- * access more challenging books
- * develop imagination as these aren't always picture books
- * expanding vocabulary
- * develop new tastes

- * not decodable
- * may spot some familiar words
- * repetitive sentence structure
- * tell own story
- * use pictures to guide conversation and help guess tricky words



* non-fiction books

* repetitive sentence structure

* use pictures to work out tricky words

* tell own story

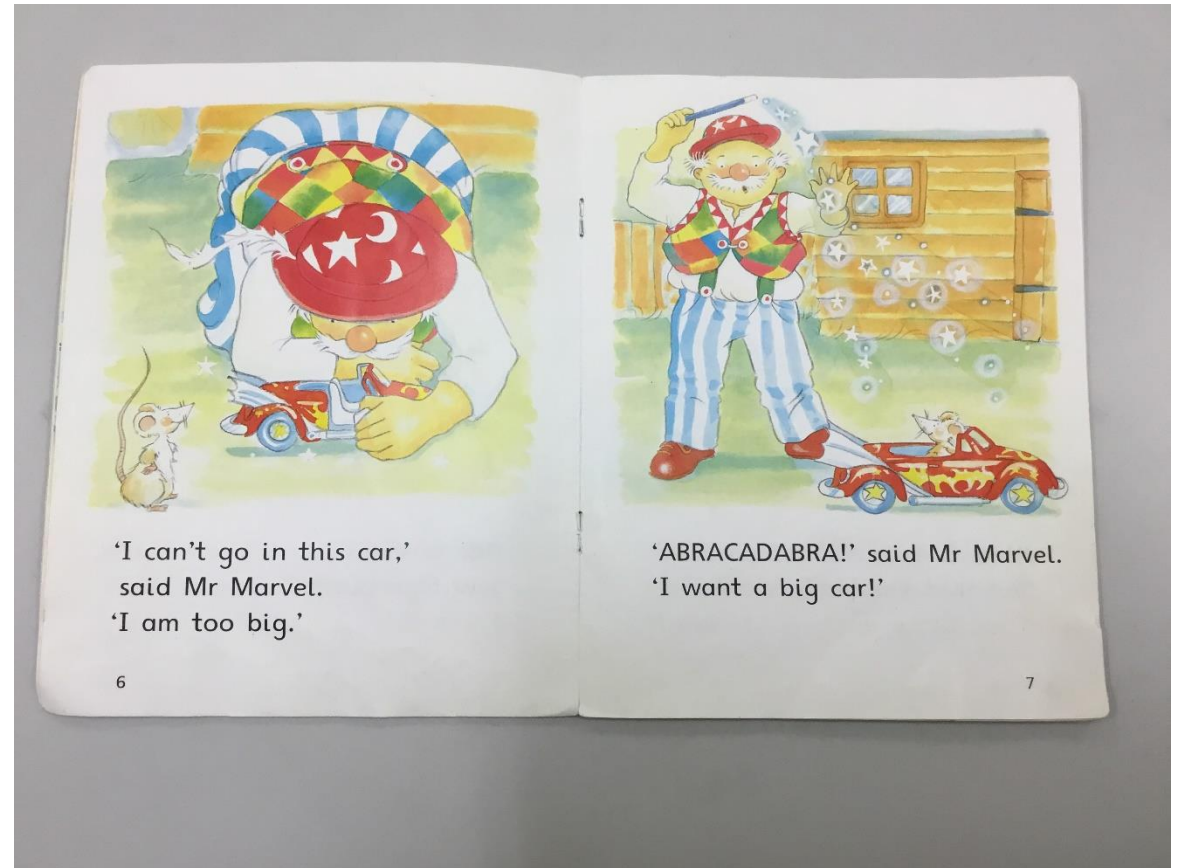
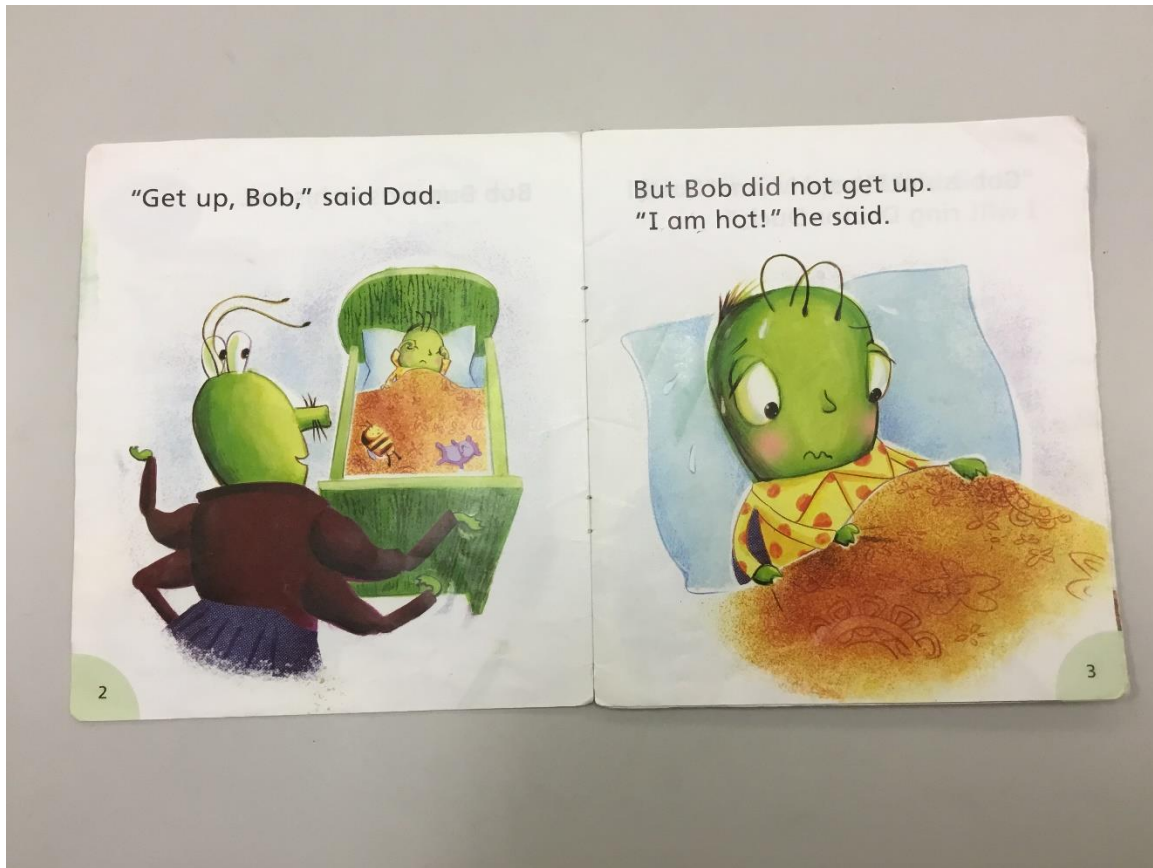
* discuss features of non-fiction



* decodable

*some tricky words (said)

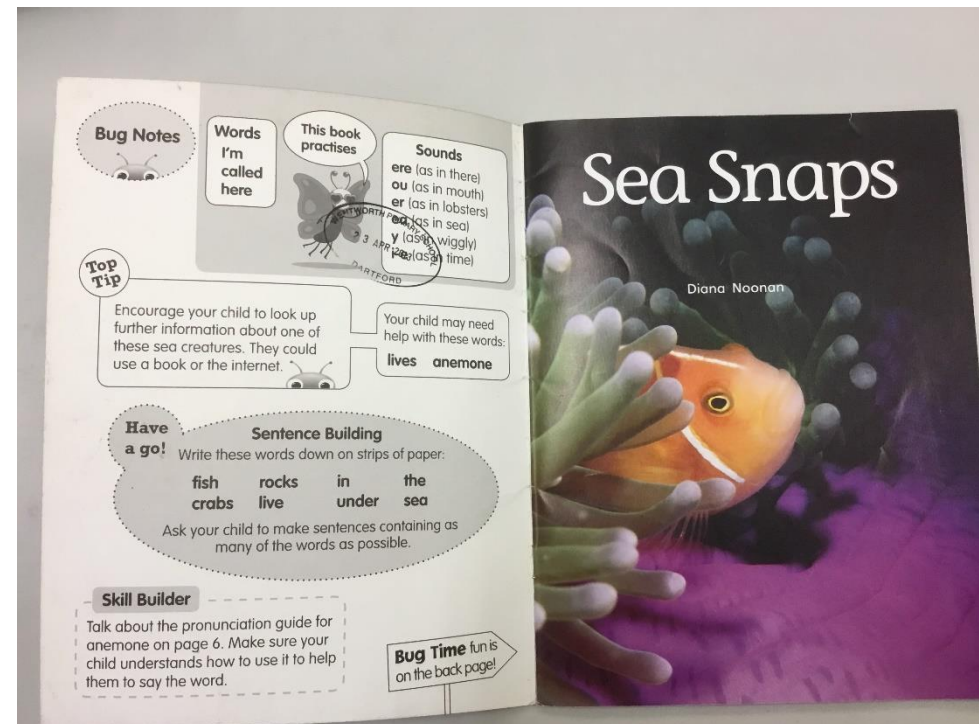
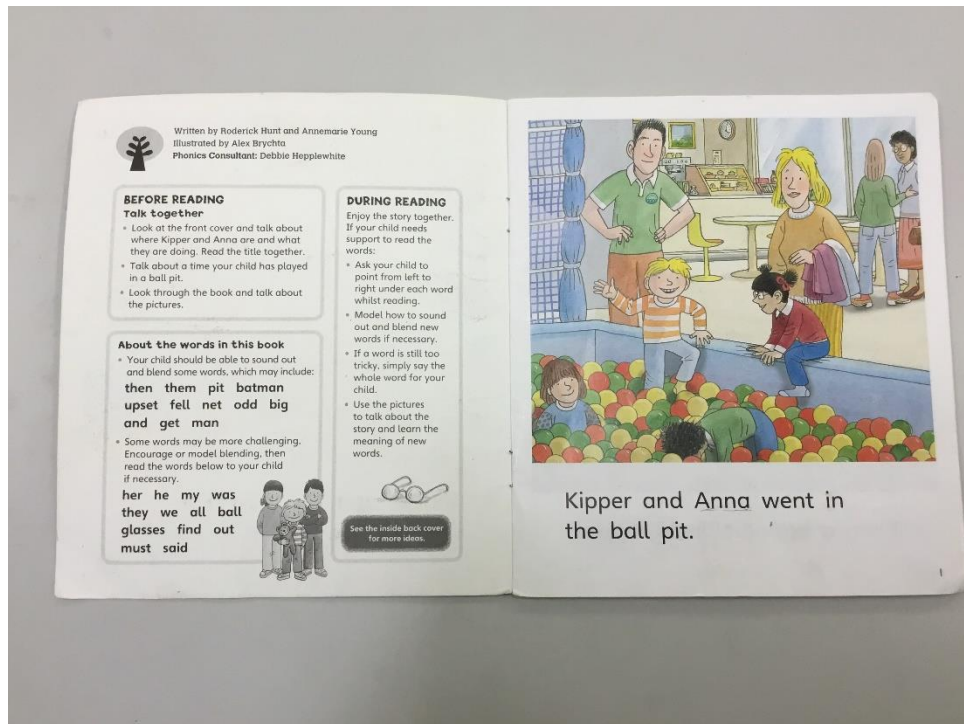
* opportunities to read with expression (!, CAPITAL LETTERS)



* some books have guidance on the front or back cover

* examples of questions to ask

* games to play based on what you have read



Inference and Deduction

What time of day is it? How do you know?



Comprehension



What instrument did Kipper play?

What sound did it make?

How do we know mum made a sound?

Prediction



What might happen next?

What makes you think that?

Turn over – are you right?

Some regular comments.....

“This book was too easy”

“Can we have harder books please”

“Too tired to read”

“Read this really quickly”

“Too many tricky words”

“Didn’t want to read”

“We’ve had this book before”

How you can help.....



Read daily if possible



Find a comfy, calm reading space



recognise what type of book you have – this may affect what you choose to focus on



look for opportunities to focus on deduction, inference, or comprehension



encourage expressive reading where appropriate



use the contact book to tell us what you have been talking about – we always read your comments even if we don't reply

Phonics

Giving children the ability to
de-code words

5 phases taught across
Foundation Stage and Year 1

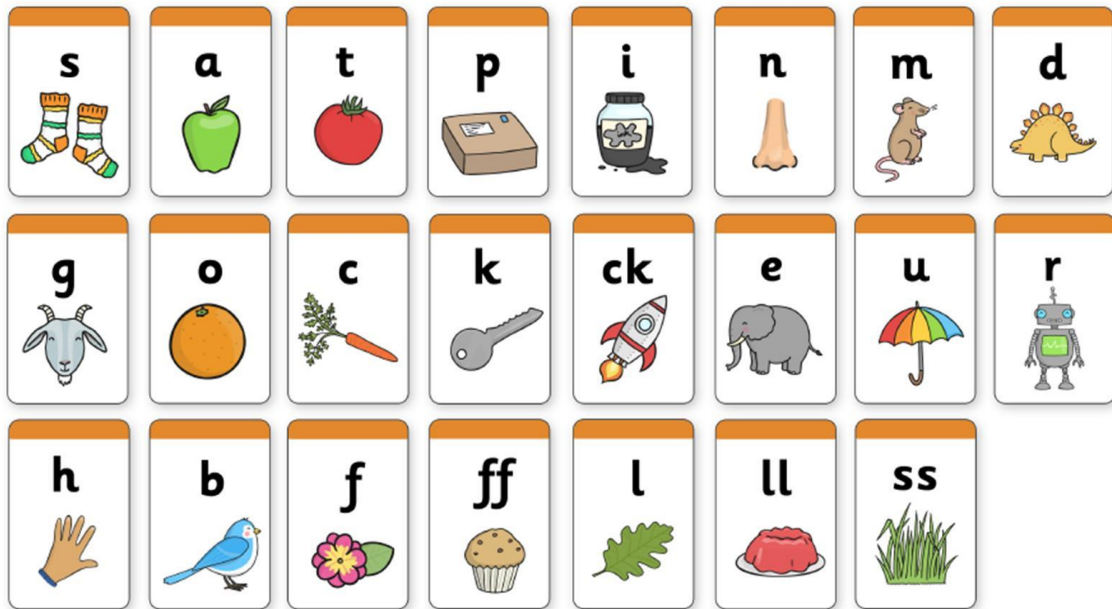
Phase 1



- Environmental sounds
- Songs
- Recognising rhythm and rhymes

Introduced in Foundation Stage, revised in Year 1.

Phase 2



My Phase 2 Sound Mat

- Sounds that letters make (phonemes)
- Some 'tricky words' like the and go

Introduced in Foundation Stage, revised in Year 1.

Phase 3



My Phase 3 sound mat

- Less common sounds (phonemes)
- ‘Special codes’ made up of 2 and 3 letters (digraphs and trigraphs)
- More ‘tricky words’ like was and my

Introduced in Foundation Stage, revised in Year 1.

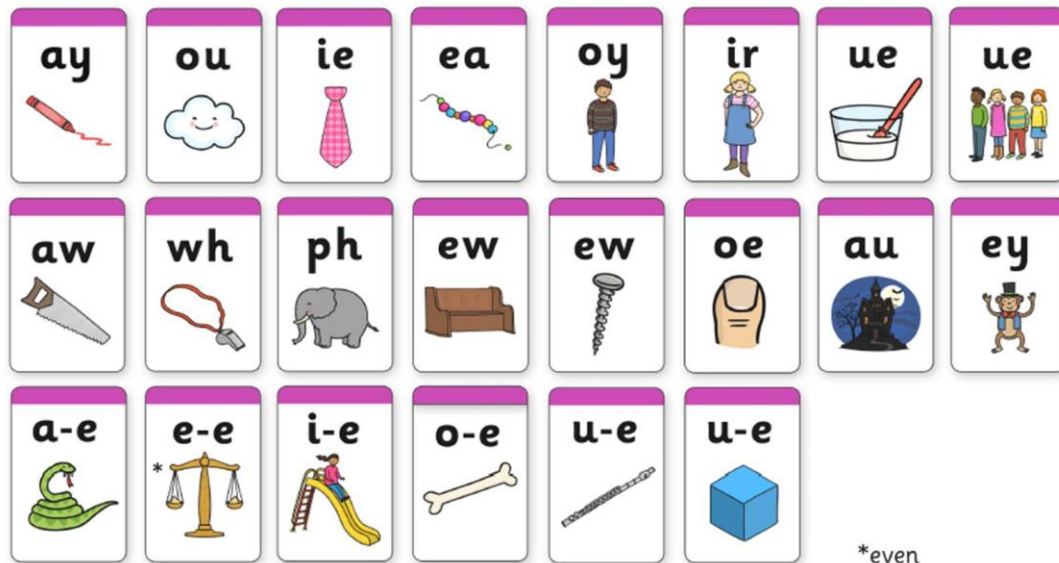
Phase 4



- Two-letter blends
- Practise reading and spelling CVCC words
- More 'tricky words' like some and little

Introduced and revised throughout Year 1.

Phase 5



My Phase 5 sound mat



- Alternative 'special codes' for familiar sounds
- Alternative pronunciation for 'special codes' and best bet choices
- More 'tricky words' like people and friend

Introduced and revised throughout Year 1.



De-coding words...



stick



s - t - i - ck



De-coding words...



chairs



ch - air - s

Phonics:

how our children learn

Foundation Stage:

- Daily phonics sessions
- Actions and songs help children remember each sound taught
- Phonics books are sent home for you to help children practise
- Phonics books may contain activities for you to complete together



Year 1:

- Daily phonics sessions
- Weekly sheet is sent home in homework book each week. This has details of what we have been working on and what we will cover next week

Interventions:

- Children may have extra phonics sessions if they have gaps in their knowledge
- This could be individual, paired or small group work with the teacher or teaching assistant
- Intervention groups change throughout the year depending on what sounds we are working on

Key Stage 1: Phonics Screening Check

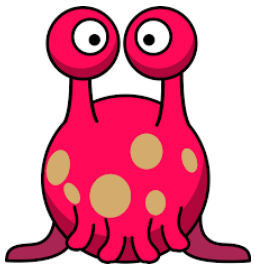
- Takes place in June for Yr 1 children
 - 20 real words
 - 20 alien words
- Children are asked to use their knowledge of 'special codes' and best bet alternative spellings to sound out 40 words

Key Stage 1: Phonics Screening Check

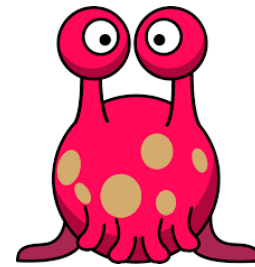
shed



sh-e-d



vap



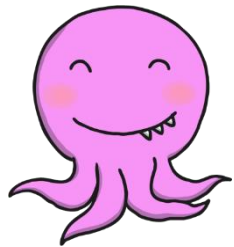
v-a-p

Key Stage 1: Phonics Screening Check

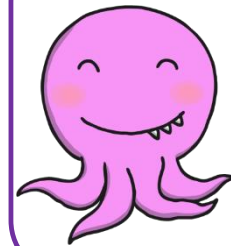
saucers



s-a-u-c-e-r-s



whape



wh-a-p-e

Key Stage 1: Phonics Screening Check

- Children who do not meet the national standard at the end of Year 1 will continue to receive phonics support in Year 2.
- Children will continue to revise and re-visit 'special codes' phases 1-5 in Year 2.

Thank you for
coming and any
questions?