

## HOW DO WE TEACH EARLY READING CONTINUED

### Encoding, or learning to spell as well as read

Alongside this process of learning to decode (read) words, children will need to continue to practise forming letters which then needs to move onto encoding. Encoding is the process of writing down a spoken word, otherwise known as spelling.

They should start to be able to produce their own short pieces of writing, spelling the simple words correctly.

### Tricky Words

Children are also taught words that are not decodable and need to be recognised on sight. Examples of tricky words are 'where', 'were', 'they', 'are', 'some', 'the', 'their', 'want', 'to', 'go', 'said' and 'no'.

### Actions for each grapheme

Every grapheme (written representation of a sound) has a corresponding actions e.g. S for sun. The children learn these alongside the written graphemes. The sound actions can be found on our school website.

## HOME READING BOOKS

For early readers we have invested in the fully decodable Bug Club Phonics books which are aligned to the way we teach reading in school. Alongside side this, we supplement with Oxford Reading Tree books as 'Reading for Pleasure' books. As the children progress through the Bug Club Phonics scheme, they will bring home two reading books per week:

The **Bug Club Phonics book** aims to develop phonetic skills. Parents should read this book alongside their child and support them. Books should be read three times for maximum impact. Once for decoding, once for fluency and once for comprehension.

In time, your child will also bring home an **Oxford Reading Tree book** which can be read and shared together, as this book is for enjoyment.

## HOW DO I KNOW IF MY CHILD IS MAKING PROGRESS WITH READING?

If you listen to your child regularly, you will notice the becoming a more confident and fluent reader. If you have concerns about their reading progress, please talk to the class teacher, who will be able to provide help and advice.

While children develop as readers at different rates, the table below shows where we feel most children should be at the end of each school year.

Expectation at the end of...	Bug Club Phonics	Oxford Reading Tree
Reception	Phase 3 / 4	Stage 3 / 4 (as Reading for Pleasure)
Year 1	Phase 5	Stage 6
Year 2	Phase 6	Stage 10

As the school year progresses, staff will continually assess your child's reading progress. Movement up through the levels will be based on the teacher's best fit judgement of whether your child can read 90% of text in the books, fluently and accurately, on their current level.



## READING IN EAST RAINTON PRIMARY

Reading is one of life's most essential skills. At East Rainton, we hope that all children will develop a love of books and we work hard to develop their reading skills. As a parent or carer, you play a vital role in supporting your child's reading development and the partnership between home and school is essential for success with this life skill.

## HOW DO WE TEACH EARLY READING

We follow a systematic phonics programme called Bug Club Phonics to teach the early skills of reading. We follow this programme in Reception and Key Stage 1. We also use Bug Club Phonics for intervention across all year groups for those children who continue to need a phonics approach to develop their reading.

### **What is phonics?**

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).

### **Decoding**

Children are taught letter sounds in Reception. This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.

The aim is for children to be able to see a letter and then say the sound it represents out loud. This is called decoding.

### **Blending**

Children then need to go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time. It is a technique your child needs to learn and it improves over time.

Phonics Bug start children off by learning the letters s, a, t, p, i, n first. This is because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.). While children are learning to say the sounds of letters out loud, they will also begin to learn to write these letters.

### **Vowel digraphs**

Children are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. They will move onto sounding out words such as deer, goat, boat, etc.

They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

### **Consonant digraphs**

Children will also learn the consonant digraphs (two consonants that together make one sound) ch and sh and start blending these with other sounds to make words, such as: chat, shop, chain and shout.