



Reading at Norton



Infant School

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Introduction

Promoting a love of reading in the early years is crucial, which is why at Norton Infant School reading is at the forefront of everything we do. High importance is placed on reading a variety of texts, not only through English lessons, but across the curriculum. Daily story time sessions are a special part of the day for both staff and teachers. Furthermore, staff provide children with exciting stimulating reading areas, where children read for pleasure.

How is reading taught in school?

In Key Stage One (year 1 and 2), children have weekly guided reading sessions. Planning for these sessions are purposeful with consideration taken when selecting texts and choosing questioning for each group. In addition, your child is listened to read one on one by the teacher, teaching assistant or helpers in school.

Children in the Foundation Stage are listened to read on a regular basis through guided reading groups or individually.

A variety of reading schemes are used that offer variety of texts and genres, including Oxford Treading Tree, Collins Big Cat, Project X and Usborne Readers.

Phonics

Phonics is a huge part of teaching reading and is done by daily discrete phonics lessons, using the Letters and Sounds programme throughout school. Letters and Sounds is a fun and interactive way to support children in learning how to read and write. Initially, for the children to learn their sounds we use a programme called *Jolly Phonics*. Jolly Phonics represents each sound with an action helping children to remember both more easily.

The alphabet contains only 26 letters. Spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear').

There are six phases of letters and sounds taught from Nursery to Year 2. Phase 1 begins in Nursery, phases 2, 3 and 4 are taught in Reception and consolidated in Year 1. Children are then taught phase 5 in Year 1 and phase 6 in Year 2.

What do all the technical words mean?

What is a phoneme?

It is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound but later on will include the digraphs. For example 'rain' has three phonemes, / r / ai / n.

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. /ee/, / ea/, /ey/ all make the same phoneme but are spelt differently.

What is a digraph?

This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat.

To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative.

Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.

What is segmenting?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds; c-a-t.

Children often understand segmenting as 'chopping' a word. Before writing a word young children need time to think about it, say the word several times, 'chop' the word and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.

Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach - noticing and praising what children **can** do as well as helping them to correct their mistakes.

What are tricky words?

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached under each phase. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

What are high frequency words?

High frequency (common) are words that recur frequently in much of the written material young children read and that they need when they write.

What are CVC words?

CVC stands for consonant- vowel- consonant, so a word such as map, cat is CVC. In phase 4 we talk about CCVC words such as clip, stop.

Phases 1-6 from the Letters and Sounds Programme

Phase 1

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set1: s,a,t,p

Set2: i,n,m,d

Set3: g,o,c,k

Set4: ck,e,u,r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.

Tricky words introduced in Phase 2:

the	to	I
go	into	no

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set6: j,v,w,x

Set7: y,z,zz,qu

Consonant digraphs: ch,sh,th,ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words introduced in Phase 3:

we	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

This phase consolidates all the children have learnt in the previous phases.

Tricky words introduced in Phase 4:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

Tricky words introduced in Phase 5:

oh	their	people	Mr	Mrs	looked
called	asked				
water	where	who	again	thought	through
work	mouse	many	laughed	because	different
any	eyes	friends	once	please	

New graphemes for reading:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

During this phase children will begin reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

Phase 6

In phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for **pleasure**.

Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.

Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping-base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could - OU Lucky Duck; people eat orange peel like elephants)
Homophones	<i>Homophones</i> are words that sound the same but have different spellings/meanings. For example sail/sale, see/sea.

How often do we have phonic sessions?

Children are streamed for phonics across their year group for 3 sessions a week, which enables children to make the best possible progress at a pace that suits them. Children also have a further 2 phonic sessions each week, which are whole class based. Phonic lessons are interactive and dynamic, with a focus on all children being encouraged to take an active part at all times.

How can you help your child at home?

If you have a computer at home then below is a list of websites that have fun interactive games for children to play.

Useful website letters and sounds games:

- <http://www.letters-and-sounds.com>
- <http://www.phonicsplay.co.uk/>

- <http://www.bbc.co.uk/schools/wordsandpictures/>
- http://www.ictgames.com/phonemeFlop_v4.html
- <http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>

Read at every opportunity with your child. When reading with your child encourage your child to use their phonics to decode words they get stuck on. However, if they come across a 'tricky' word in their reading, encourage them to remember the word from sight. (See activities to support spelling at home for further information on this).

Practice spellings at home. These are linked to the phonemes/graphemes your child has been working on during the week. Encourage them to sound out their spellings as they write them.

Our lovely children caught enjoying reading for pleasure in their classroom...





You can find magic
wherever you look. Sit
back and relax, all you
need is a book.



I do believe
something very
MAGICAL
can happen
when you read a
GOOD BOOK
J.K. Rowling

