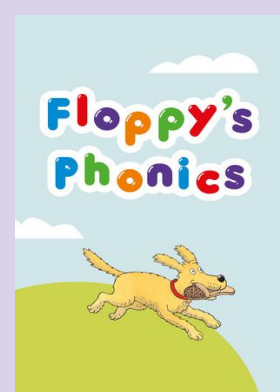




Early Reading and Phonics in the Early Years Foundation Stage

What is phonics?



- Phonics is matching the sounds of spoken words with individual letters or groups of letters. Eg k can be spelled as c, k, ck, ch
- There are 26 letters
- There are 44 sounds
- There are over 140 ways to combine the 26 letters to make 44 sounds
- We blend sounds together to help us read (build words up)
- We segment words into sounds to help us spell (break words down)
- At Ladybrook we follow the Scheme Floppys phonics.
- We teach the sounds in a specific order, once a few sounds are taught we can then start putting them together to create words.

Blending

- Blending involves saying the individual sounds in a word and putting them together to make the word.
- When blending we use 'Fred fingers.' For example, sounding out d-o-g and making dog. It is a technique that every child needs to learn and practice.
- To start with you should sound out the word and see if your child can hear it, giving the answer if needed.
- Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder

Blending

- Some sounds are represented by 2 or 3 letters. 2 letter sounds are called a digraph e.g. 'sh' and 3 are trigraphs e.g. 'air'. When the children are blending they need to say the digraph (sh) not the individual letters (s-h)
- We teach children pure sounds, this is the pronunciation of each letter sounds without adding additional sounds to the end. For example f is 'fff' not 'fuh' n is 'nnnn' not 'nuh'

Key words

- Alongside each phase of sounds we teach, we also have key words.
- Key words cannot be read or spelt using our knowledge of sounds as they do not follow the rules.
- They have to be learnt as sight vocabulary.
- We teach these in phonics lessons and throughout our provision to consolidate their learning. The words are taught in phases.
- The first set are: I, no, go, to, the, into
- Reception will start spellings in the summer term. We call them rocket words. The spellings are all key words.

Reading

"A love of reading is the biggest indicator of future academic success."

OECD (The Organisation for Economic Co-operation and Development)

Just think about how many times you have already read things today. It is a vital skill.

The importance of reading

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time. This is partly driven by the quality of talk with parents that expands their vocabulary.

"If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old. If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old."

Bedtime is a great time to read a story and get engaged in a book together. Not only is



it important to read to your child, asking questions and encouraging your child to ask questions is just as important to build their comprehension skills.

Reading at home

The most important thing you can do is to read with your child.

Children learn to love the sound of language before they even notice the existence of printed words on a page. Singing songs and nursery rhymes supports children's language acquisition and speech development.

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.

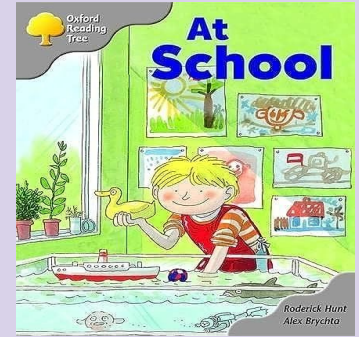


Reading at home

- Make sure your child sees you reading.
- Read to your child. Show you like the book. Bring stories to life by using loud, soft, scary voices - let yourself go!
- Leave books around the house for your child to dip into.
- Let your child choose what they would like to read - books, comics, catalogues.
- Read favourite books over and over again.

Learning to read

All children in EYFS will bring home a library book each week. This is for you to share with them, encourage them to talk about the pictures and ask questions, explain any unknown words and make it fun!



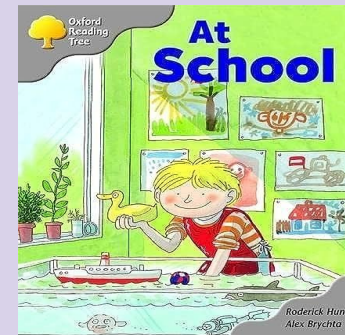
Reception children will have 2 books to go home on the day they read in school and a book change during the week if they have read at home.

Nursery children will start their reading book scheme in the summer term.

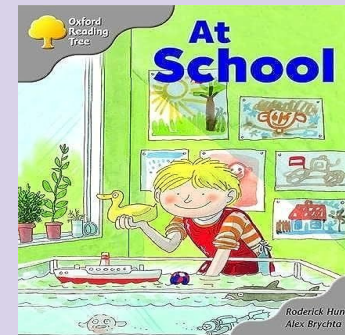
All children will start on picture books and have an Oxford Reading Tree matching game to do at home. Once they recognise the characters and their names they will move onto a book with words. They will then progress through the scheme. Your child should be able to read their book to you without much support.

Learning to read

- Find a quiet place with no tv or distractions.
- Let your child hold the book, turn the pages and follow along with their finger.
- Firstly discuss the front cover, what is the book going to be about? How do we know? Look at the title.
- Help and support your child if they get stuck on any words. DO NOT simply tell them the words, encourage them to work it out by: sounding out and blending, using any picture clues, using the context of the sentence to work out the word and re-reading to check for meaning.
- You can cover all the other words and just isolate the one word they are stuck on to support them.



Learning to read



- Make sure the children are talking about the pictures and ask them questions about what has happened, what might happen next, how the characters might be feeling. What was your favourite part. This will check their understanding of the text.
- Give lots of praise and encouragement!
- If they are really not in the mood, do not push them to read as this can cause your child to dislike reading. Try another time or the next day. If they are still not wanting to engage, try team reading, play games with words in the books. Give them a certain amount to read instead of the whole book.
- Have fun reading together!