



Early Phonics and Reading
Skills at Batheaston Church
School



A love of reading is the
biggest indicator of future
academic success!

Why does reading together everyday matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Does it matter how we read with our children?



Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.





Sharing a book – sharing the moment

Familiar book

Extending vocabulary – lots of talk

Knowledge of rhyming words

Knowing how to hold a book, turn pages

Recognising text means something

Recognising the pictures tell the story too

Love of books, language, reading

Enjoyment and fun

Phonics

Teach with fidelity to one SSP phonics Programme with a clear progression from EYFS to Year 2.

And onwards for pupils who have gaps.

Crack the code!

Make a strong start!

In reception the journey starts with strong teaching of phonics, ongoing assessments that fill the gaps.

Practice makes permanent

Books that match!

All books match the phonemes we are teaching and are completely decodable. The sounds should match what they know.

Oracy

Extending their vocabulary is a priority. Book talk, using pictures, text, vocabulary at school and at home.

Daily story times and contextual books.

Talk for Reading

We want the children to be fluent readers – not just barking at the text. Fluency can be dependent on the text!

Fluency includes expression.

Early reading and Phonics checklist – what we do in school

Phonics – Little Wandle Letters and Sounds

- The Phonics scheme begins in the third week of autumn term 1
- 20 minutes every day - short, pacy delivery with the same systematic approach (revisit/review, teach, practice and apply)
- Each grapheme has a hook - character/pronunciation and formation phrase
- Common exception words (tricky words) will be taught (I, no, go, to, into, the)
- Half termly assessments will take place to ensure that the children keep up and if any gaps they can be supported so as to catch up.
- The classroom resources will be consistent throughout the school and in the intervention spaces.
- www.littlewandlelettersandsounds.org.uk Parents can access useful information on their website, including videos and downloads.



Research suggests that children will gain confidence in reading when they are given the time and opportunity to revisit texts. This will support your child's:

Segmenting and blending skills

Increase fluency and word recognition

Develop their vocabulary understanding and use

Develop a deeper comprehension of what they are reading and be able to talk about the text and beyond, through inference

Books changed twice a week

Day 1 – Use the front cover to identify the key sounds, tricky words and vocabulary that will be covered within the book. Read through the book together, model segmenting and blending. When your child is blending – celebrate this, it is a step towards fluency. Look at the pictures too, can your child spot key features about the story or text.

Day 2 – Revisit the book again, this time your child may remember the words or is able to blend those familiar to them. Again, use the pictures to support the text. **Top Tip – you could offer to read one page and your child read another – especially when the books become longer and more complex or if your child is tired.**

Day 3 – Use the back cover to ask the comprehension questions or take part in the phonics suggested activity. There are references to pages that you can revisit. Check in with the vocabulary, you want your child to be able to understand the text or if not, encourage them to ask you.

Recommended structure for you at home

Summary

- Please try to engage with a book with your child on a daily basis, this can include the decodable or /and the contextual books.
- Research shows that children should be digesting books over a period of time – it is not a race. For your child to become a fluent reader they need not to just be cracking the code but also understanding the text/vocabulary and reading beyond.
- Decodable books will support reading and phonics, the contextual books are for sharing (there is no expectation for your child to read words beyond their experience within the class) We aim to also set up our little library so you have access to a range of picture books too.
- The weekly newsletters will tell you what phonemes we are covering over the week – practice of these sounds will help with your child's fluency and understanding.
- I will send out a weekly sheet, for you to use at home to support your child with their phonics.
- Don't forget to take a look at the Little Wandle website.



