



PHONICS AND READING

There has been a huge shift in the past few years in how we teach reading in UK schools. This is having a big impact and helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

What is Phonics?

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read and spell words.

Phonics at Airmyn Park Primary school



Phonics is taught daily to all children from the start of Reception through to the end of Key Stage One. We use the LCP Phonics scheme to plan and teach engaging phonics lessons for children linked to the Letters and Sounds document from the DfE. In Reception, children begin learning the GPCs. This stands for grapheme-phoneme-correspondence. This simply means they are taught all the sounds in the English language and ways of writing them down. These sounds are taught in a particular order. It is very important children pronounce these sounds correctly. [Click](#) here to listen to each sound.

We use the songs and actions from Jolly Phonics to help us remember our sounds. [Click](#) here to practice the songs at home!



The children are taught to read words by blending, which is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

The children are also taught to spell words by segmenting. This is the opposite of blending and involves children being able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

By the end of Reception children are expected to have completed Phase 4. By the end of Year One all children are expected to know all Phase Five sounds. During Year 2, children follow Phase 6 phonics. This phase moves away from learning sounds and focuses on spelling rules and patterns, which continue into Key Stage 2.

If you want to look at the sounds in each Phase we teach please [click](#) here. This is also a good website for playing phonics games. Any children that are not progressing at the expected rate in phonics and reading are given intervention classes to help focus on their individual needs.

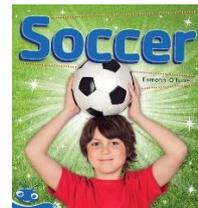
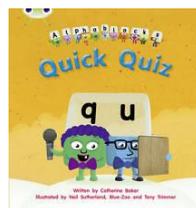
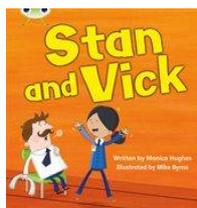
At the end of Year One all the children in the country take a test called the Phonics Screening Test. They have to read 40 real and nonsense words. We call the nonsense words 'Alien words' and the children practice reading them every day. If you want to see an example of the test [click](#) here.

If you have any questions or would like any further support please come and speak to me, Joanne Bloxam, Phonics Leader or to your child's class teacher.

Reading at school

At Airmyn Park Primary School we want our children to become enthusiastic, engaged readers and to develop a life-long love of books. We introduce the children to a range of good quality fiction, non-fiction and poetry books through our whole-class, core-text approach to teaching reading, and during their weekly guided reading session.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach, alongside which we teach sight vocabulary. Once grasped, the focus for developing reading is on understanding and comprehension. Your child will read twice a week, once with their class teacher during their guided reading session, and once with a school helper. Their reading will also be independently supported by teacher set activities during the rest of the week.



The reading schemes we are following at present are: Phonics Bug in EYFS and Year 1, then a range of schemes from Year 2 onwards. We have found using a variety of reading schemes to be very effective with our more able readers.

Reading at home

Developing readers will bring home levelled books (according to their stage of development). Independent readers will bring home a self-selected book from their class reading corner.

Your child should be reading at home for 15 minutes or more each day. Your support is hugely important for developing their reading skills, confidence and understanding. Even if your child is an independent reader, it is still important for you to read with them, listen to them and discuss the books they are reading.

How to support developing readers at home:

- Try to listen to and read with your child regularly, 10 minutes a day is better than a longer session once a week. It can help if a regular time is set aside so that it becomes part of a routine.
- Find a quiet place to share books where you can feel comfortable and relaxed - learning to read needs to be a positive experience - build their confidence by praising their efforts.
- Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.
- Talk about the meanings of words to help to develop your child's understanding and use of language.
- Encourage your child to read a range of texts such as stories, newspapers, comics, labels, poetry, non-fiction, tickets, signs, leaflets etc.
- Read books to your child as well; if they see you enjoying a book it will encourage and motivate them to want to learn to read.
- Ask them questions about the text to develop their understanding.

If you have any questions or would like any further support please come and speak to myself Ms Bloxom, Phonics Lead, Denise Hutton, Literacy Co-ordinator or to your child's class teacher.