

St Just Primary School



Supporting your
child's Early Reading
Skills at Home.



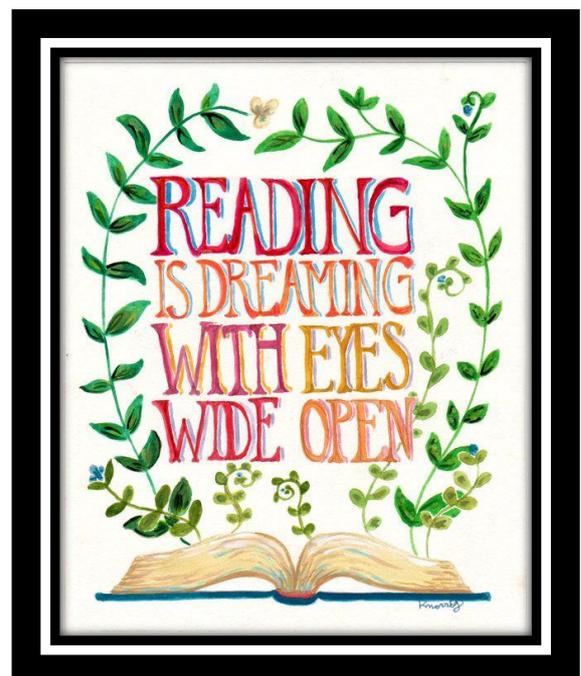
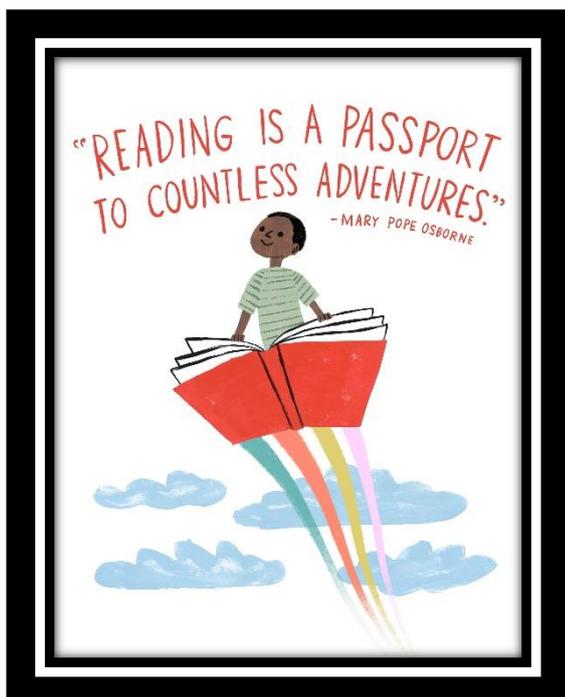
Dear Parents.

The purpose of this guide is to provide a brief outline of the way in which phonics is taught at St Just Primary, including some of the vocabulary that you may encounter along the way. You will then find some information on the importance of supporting and reading with your child at home and way in which this can be achieved.

Everything that you are able to do to support your child, no matter how big, or how small – will have a huge impact on the progress that they are able to make in all areas of their learning.

We really appreciate your continued support.

Mrs Burlton.



Phonics:

What is phonics?

Phonics is a way of teaching children to read quickly and skilfully.

Children are taught to:

- recognise the sounds (phonemes) that each individual letter of the alphabet makes
- identify the sounds that different combinations of letters make
- blend these sounds together to read and segment for spelling.

Children use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

How does my child learn phonics?

At St Just Primary School, we teach the children to read using the Phonics Bug Scheme. This is an interactive scheme which really appeals to the children through stimulating videos, songs, games and activities.

Through this scheme we are also able to give children home-access to the online reading books and set books for them to read at home which are tailored to their own abilities.

When does Phonics happen?

Our Phonics sessions happen each morning at 9:00 am when the children are at their freshest. Please bear in mind that in order for the sessions to have the maximum impact on the children's learning, it is vital for your child to be on time when arriving at school each day.

What do they learn?

As they progress through the phonics scheme, the children are taught the phonemes in Phases – listed below.

Phase 2			
s	a	t	p
i	n	m	d
g	o	c	k
ck	e	u	r
h	b	f/ff	l/ll
ss			

Phase 3

j	v	w	x
y	z/zz	qu	ch
sh	th	ng	ai (train)
ee	igh (night)	oa (goat)	oo (food)
oo (book)	ar (car)	or (port)	ur (turn)
ow (cow)	oi (coin)	ear (tear)	air (hair)
ure (pure)			

These phonemes can be represented by more than 1 grapheme (the way a phoneme can be written). i.e. The phoneme ai can be written as...

ai in train

ay in play

a_e in cake

a in station

Pronouncing the sounds.

There is a great video produced by Oxford and accessible via You Tube, which shows how each phoneme should be pronounced.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Streamed Phonics Groups.

Throughout the course of the year, we continually assess the progress that each child makes in their phonics skills. We do this through the use of a programme called 'Phonics Tracker'. We use this information, in addition to valuable conversations with staff members to create phonics groups. By doing this, we are able to ensure that the children are taught to their current ability in smaller, concentrated groups, with sessions tailored to the needs of the pupils within the group.

Weekly Reading Opportunities in school.

Over the course of each week there are many opportunities in which we are able to support your child's emergent reading skills.

- Daily phonics sessions.
- Daily story times.
- Book Talk
- Guided reading – This may be done as a whole class as well as in small groups.
- 1-1 Reading

Some Useful Phonics Jargon.

Phoneme

The smallest unit of sound.
There are approximately 44 of them in the English language.

Grapheme

The written form of a phoneme.

Digraph

Two letters that make up one phoneme (sound)

For example: 'oo' and 'ee'.

Trigraph

Three letters that make up one phoneme (sound)

For example 'ear' and 'air'

Oral Blending

Hearing a series of sounds and merging them together to say a word.

For example - The adult will say 'b-u-s', and the child will say 'bus'.

Blending

The process of looking at a word, saying the individual sounds that make up the word and then merging them together to read the whole word.

For example: c-a-t = cat

Segmenting

The opposite of blending. The process of breaking up a word into its component sounds.

For example:

duck = d-u-ck

Decoding

Being able to 'sound out' a word into its component phonemes.

Tricky words

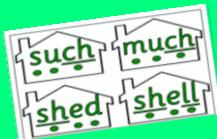
There are words within each of the phonics phases that cannot be decoded and sounded out. These words just need to be learnt by sight. Sometimes a tricky word taught within a phase can become a decodable word once your child moves up the phases, for example 'out' and 'like'.

High Frequency Words

These are words that occur most frequently in books or stories. They can be both decodable and tricky words.

Sound Buttons

A button drawn or placed under each individual grapheme. Every time the button is pressed the children say the sound and then blends all the sounds together to read the word.



CVC Word

Consonant- Vowel- Consonant
These are simple 'three sound' words having two consonant sounds with a vowel sound contained in the middle.

mat
pin
rain

Alien Words/Nonsense Words

Words that can be decoded but are made up and do not make sense. These are used to reinforce children's phonic skills. Children should be able to use their phonic knowledge to decode and read both real words and alien words.

Ways in which you can support your child at home.

What difference can I make as a parent?

The short answer is: a lot! Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day. Everything that you are able to do with your child at home- no matter how big or small, will really have a huge impact on the progress that they are able to make in all areas of their learning.

10 Benefits of Home-Reading.

1. Children who read often and widely get better at it.

After all, practice makes perfect in almost everything humans do, and reading is no different.

2. Reading exercises our brain.

Reading is a much more complex task for the human brain rather than watching TV, for example. Reading strengthens brains connections and builds NEW connections.

3. Reading improves concentration.

Children have to sit still and quietly so that they can focus on the story when they are reading. If they read often, they will develop the skill to do this for longer.

4. Reading teaches children about the world around them.

Through reading a variety of books children learn about people, places, and events outside of their own experience.

5. Reading improves vocabulary and language skills.

Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking.

6. Reading develops a child's imagination.

As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play.

7. Reading helps children to develop empathy.

As children develop they begin to imagine how they would feel in that situation.

8. Reading is a fun.

A book or an e-reader doesn't take up much space and is light to carry, so you take it anywhere so you can never be bored if you have a book in your bag.

9. Reading is a great way to spend time together.

Reading together on the sofa, bedtimes stories and visiting the library are just some ways of spending time together.

10. Children who read achieve more in school.

Reading promotes achievement in all subjects, not just literacy. Children who are good readers tend to achieve better across the curriculum.

Reading Books:

Each week your child brings home reading books within their book bag. The books are changed on Monday and Thursdays, enabling the children to repeat the same book prior to them being changed. There are many benefits to repetition of the same books, including

- **Broadening Vocabulary** – The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple time, they become familiar and comfortable with a greater number of words.
- **Fluency** – Fluency is the ability to read text accurately, quickly and with expression. Repetitive reading allows a child to master a book and feel a sense of achievement. Once a child masters one book, it makes moving onto another much more appealing.
- **Comprehension** – This is the ability of understand the story. Each time your child reads or hears a book, they learn more about the story itself. Each time they read/hear the text or look closely at the illustrations, they learn more and more about the story.
- **Confidence** – The more a child reads and is exposed to stories and texts, the greater their confidence becomes. Children who feel confident in reading are likely to foster a love of reading for pleasure.

At the back of this guide, you will find some handy bookmarks which contain ways in which you can support your child during each reading of their book.

Bug Club

In addition to the printed reading books, your child also has access to the Bug Club online reading scheme. This is an outstanding resource, which allows us to allocate decodable reading books that are directly related to your child's current learning on our scheme. Included in the books are opportunities to reinforce skills, and a helpful section on ways in which you can support your child whilst reading.

As well as being able to allocate reading books to your child's online library, we are also able to provide game that link to the sounds that they have covered. In the event of a long period of absence or home-learning, we are also able to set the children the same phonics lessons that we use within the classroom, which is fantastic for ensuring consistency for all our pupils.

I have included a very brief guide to accessing the Bug Club reading books below, however a much more comprehensive guide to the site is available on request.



Mrs Burlton's quick guide to Bug Club



When you log in to your child's Active Learn account the screen will look like this.

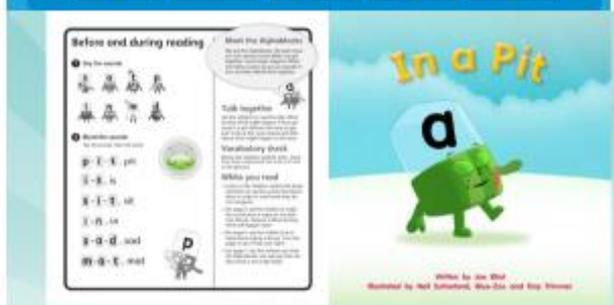
The red numbered circle shows you that you have got books or perhaps other activities allocated. Click on the 'My Stuff' tab to take you to the allocations.



Within the 'My Stuff' section, you will find the books and activities that have been set for your child.

Click on a book to get started on your reading.

There is also another tab at the top called 'The Maths Factor'. This is a free activity by Carol Vorderman for the children to work their way through if they wish to.



Once the book is open — use the left and right arrows at the bottom of the screen to navigate through the pages.

Inside the front cover of the book there are some handy hints to help with the skills that the children are learning in the book.

There are pages within the book that contain a circle with a picture of a bug. Click on the bug to answer a question. Once the question is answered the bug will appear to go to sleep, showing that the question has been completed.

I think there are two bugs in each book. They must both be done for the book to be officially completed.

Mrs Burlton's quick guide to Bug Club



At the back of each book there are some handy questions and follow up activities.

Once your child has finished their book. Click the red cross in the bottom right hand corner.

You will then be asked if you want to keep reading – or close the book.

Please note – you must complete both bug questions before you close the book. Otherwise the book will remain on your dashboard and will show as being incomplete.

LOGIN DETAILS

User name: Your child's first name in lower case

Password: stjst

School code: XXNA

Parents as Partners

Along with their reading books, your child also has a Reading Record book within their book bag. This is designed to be used as a method of Home-School Communication, giving you the opportunity to let us know how you feel your child is doing in their home-reading, as well as any concerns or queries that you may have.

It is important that you use your child's reading record to indicate that reading has taken place. This can be in the form of a comment or simply by ticking or signing against the relative book. **We endeavour to keep records in class regarding home-reading and will always try to make time to read with children who do not read at home.**

What else can we do?

- **Story Time – Making time to regularly share stories with your child is something simple that can have a huge impact on their learning.**
- Phonics Wallets – In the Autumn Term the children are given a Phonics Wallet. This contains a set of letter formation cards, a sound card, tricky words, a whiteboard pen and a rubber. These wallets are updated to reflect what the children have covered. It would be great if you could spend some time each week using the resources in the wallet to reinforce your child's learning at home.
- Reading Everywhere – As the children progress through their phonic scheme, words suddenly become accessible to the children and this is so magical to watch. You may find that your child is trying to segment and blend words that they see everywhere. Support them and praise them for doing this. We'd also love to hear about it and add this progress to their Learning Journeys.
- Post-it Notes – Practice sounds and Tricky Word recognition by writing sounds or words on post-it notes. Place these around the room for your child to see. Then shout out a sound/word and challenge your child to run to fetch it, hit it, or maybe even shoot it with a nerf gun. The possibilities are endless.
- Chalk It – Use chalk to write words or sounds outside. Encourage your child to read the word/sound before using a paintbrush, squeezey bottle or water pistol to wash it away.
- *Keep an eye out for our newest challenge to promote Reading for Pleasure.*

Visit www.phonicsfamily.co.uk for some other fantastic ways in which you can support your child's learning at home.



Prompt Bookmarks

based on the 2021 Reading Framework



The first time
you read the
book

- Make reading aloud feel special.
- Cuddle up so you can both see the book.
- Show curiosity about the book: 'This book looks really interesting. It's about a sad child. I wonder why she's sad?'
- Read through the whole story the first time without stopping too much.
- Read with enjoyment. If you're not enjoying it, your child won't.
- Read favourite stories over and over again.

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The second time
you read
the book

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures.
- Link the stories to your own experiences: 'This reminds me of when ...'
- Link stories to others that your child knows.
- Encourage your child to join in.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

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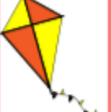
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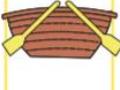


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