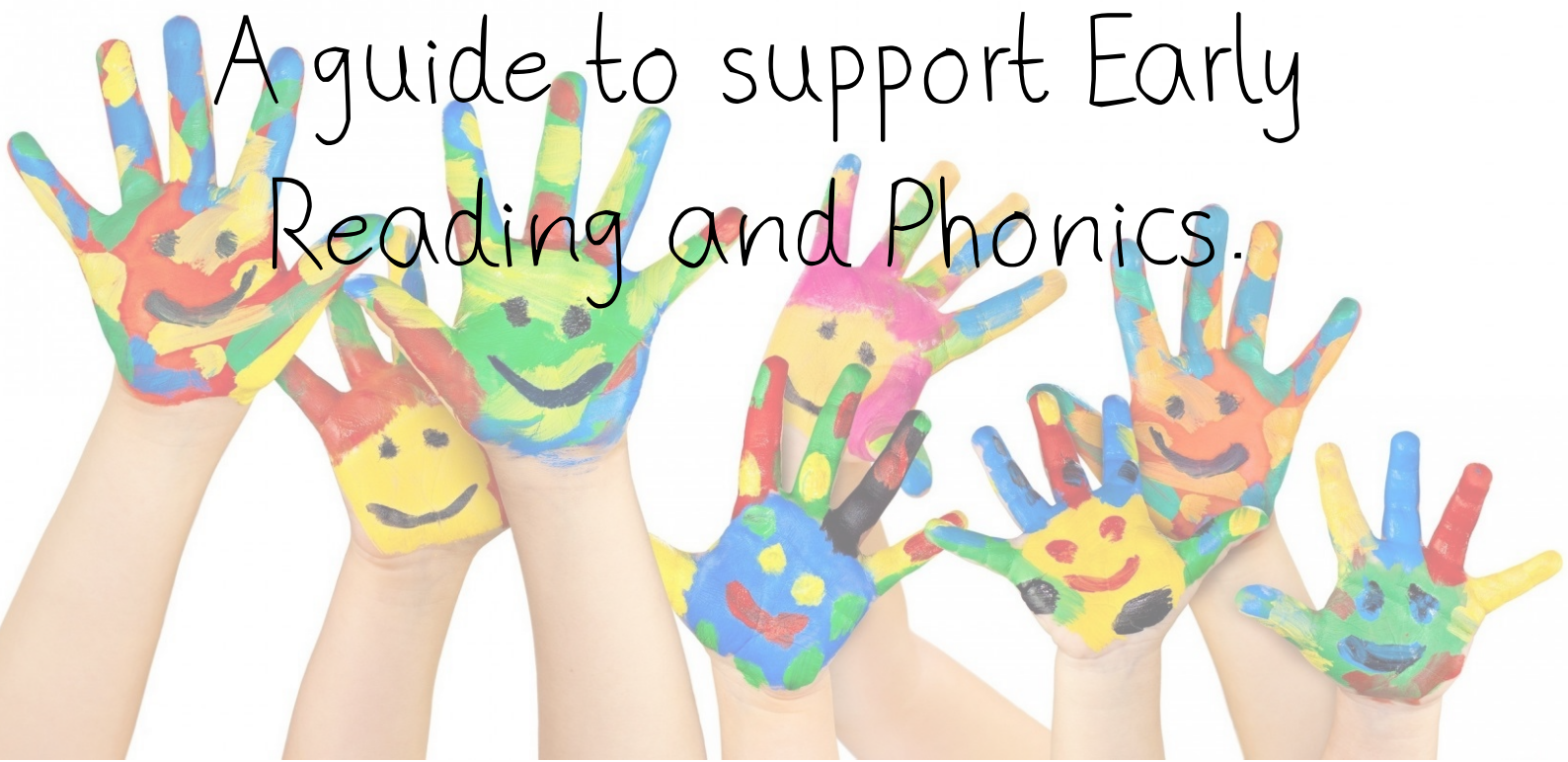


Gaddesby Primary School

Helping your child at home.



A guide to support Early Reading and Phonics.



Getting Started

Parental support is important to all children as they benefit from plenty of praise and encouragement whilst learning. Not all children will find it easy to learn and blend sounds. Extra practice, at home, will lead to fluency in reading and help your child succeed at school. We recommend reading with your child at least once a day.

At this stage in your child's development they may not be able to recognise different sounds, but they can still read to you. Encourage your child to share a book with you and discuss what they see. Make the story interesting by, perhaps, asking them to tell you what is happening in the pictures and then you model how to read the words. Don't forget to use facial expressions, silly voices, acting— have fun with it!



General Tips to Support Reading

Once is never enough! — Encourage your child to re-read favourite books and poems, as well as books provided by school. Re-reading enables children to develop their use of story language, anticipate key events and phrases and recognise words on sight. They will also begin to hear themselves as a fluent reader which is a great confidence boost!

Dig deeper into the story. — Ask your child questions about the book you have just shared, such as “Why do you think that character did that?”

Be patient. — When your child has progressed with their phonics and is now sounding out unfamiliar words, give them the time to do so. Remind your child to look closely at the first letter, always reinforcing that we read from left to right.

Take turns. — “I read to you, you read to me.” Take turns reading aloud at bedtime. Sharing a story is a special time for both children and adults, enjoy the experience!



Learning Phonics

During Foundation Stage at Gaddesby Primary School, children are taught phonics by using a blend of two different schemes; we primarily teach Letters and Sounds, but also utilise Jolly Phonics in our phonics lessons.

Letters and Sounds — Is a systematic programme that is taught through six overlapping phases.

Jolly Phonics — Is a multi-sensory approach to teaching phonics, whereby different actions are taught for the phonemes the children are learning.

By blending the two programmes the children remain engaged and stimulated throughout the early stages of their phonics learning. Once the children enter Year 1, and onwards, they are only taught phonics through the Letter and Sounds programme.



Letters and Sounds

Phase	Phonic Knowledge and Skills
Phase 1	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase 2	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase 3	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase 4	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase 5	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase 6	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



Jolly Phonics-Actions (only used in Foundation Stage)

Phase 2 Actions

s—Weave hand in an s shape, like a snake, and say ssssss.

a— Wiggle fingers above elbow as if ants crawling on you and say a, a, a.

t—Turn head from side to side as if watching tennis and say t, t, t.

i—Pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i.

p—Pretend to puff out candles and say p, p, p.

n—Make a noise, as if you are a plane - hold arms out and say nnnnnn.

c/k/ck—Raise hands and snap fingers as if playing castanets and say ck, ck, ck.

e—Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.

h—Hold hand in front of mouth panting as if you are out of breath and say h, h, h.

r—Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.

m—Rub tummy as if seeing tasty food and say mmmmmm.

d—Beat hands up and down as if playing a drum and say d, d, d.

g—Spiral hand down, as if water going down the drain, and say g, g, g. o—Pretend to turn light switch on and off and say o, o; o, o.

u—Pretend to be putting up an umbrella and say u, u, u.

l—Pretend to be a lollipop and say llllll.

f—Let hands gently come together as if toy fish deflating, and say ffffff.

b—Pretend to hit a ball with a bat and say b, b, b.



Jolly Phonics-Actions cont. (Only used in Foundation Stage)

Phase 3 Actions

ai—Cup hand over ear and say ai, ai, ai.

j—Pretend to wobble on a plate and say j, j, j.

oa—Bring hand over mouth as if you have done something wrong and say oh!

ie—Stand to attention and salute, saying ie, ie.

ee/or— Put hands on head as if ears on a donkey and say eeyore, eeyore.

z—Put arms out at sides and pretend to be a bee, saying zzzzzz.

w—Blow on to open hand, as if you are the wind, and say wh, wh, wh.

ng—Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng...

v—Pretend to be holding the steering wheel of a van and say vvvvvv.

oo/oo—Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u, oo: u, oo. (Little and long oo.).

y—Pretend to be eating a yoghurt and say y, y, y.

x—Pretend to take an x-ray of someone with a camera and say ks, ks, ks.

ch—Move arms at sides as if you are a train and say ch, ch, ch.

sh—Place index finger over lips and say shshsh.

th—Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

qu—Make a duck's beak with your hands and say qu, qu, qu.

ow—Pretend your finger is a needle and prick thumb saying ou, ou, ou.

oi—Cup hands around mouth and shout to another boat saying oi! ship ahoy! Point to people around you and say you, you, you.

er—Roll hands over each other like a mixer and say ererer.

ar—Open mouth wide and say ah.



Learning Letter Formation

It is very important that your child holds their pencil in the correct way.



The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on.

At school the children will learn cursive writing. Writing cursively helps the fluency of writing, as the children progress through school. Foundation Stage encounter cursive script from first beginning school. Once they begin to learn their Phase 2 sounds, children will be taught letter formation to match the different phonemes.



Summary

The most important thing when your child is learning to read is to support them in developing a thirst for literacy. By sharing and enjoying stories, children will naturally want to learn to read.

If you have any questions or need any advice on supporting your child with their reading, you are more than welcome to come and have a chat after school with the Gaddesby team at any time.

Important Information

Children will have their reading books changed every week. They will take home a book given to them by the class teacher (to begin with this may not include any words) and they will also select a "choice book". After reading with your child, please fill in their reading record, to share WOW moments with the teacher.

The EYFS/KS1 team will also be running a parents phonics workshop (date to be confirmed) to give you a more detailed insight into the method in which the staff teach phonics. You will be given more information in due course.

Thank you for taking the time to read this booklet. Happy reading!



