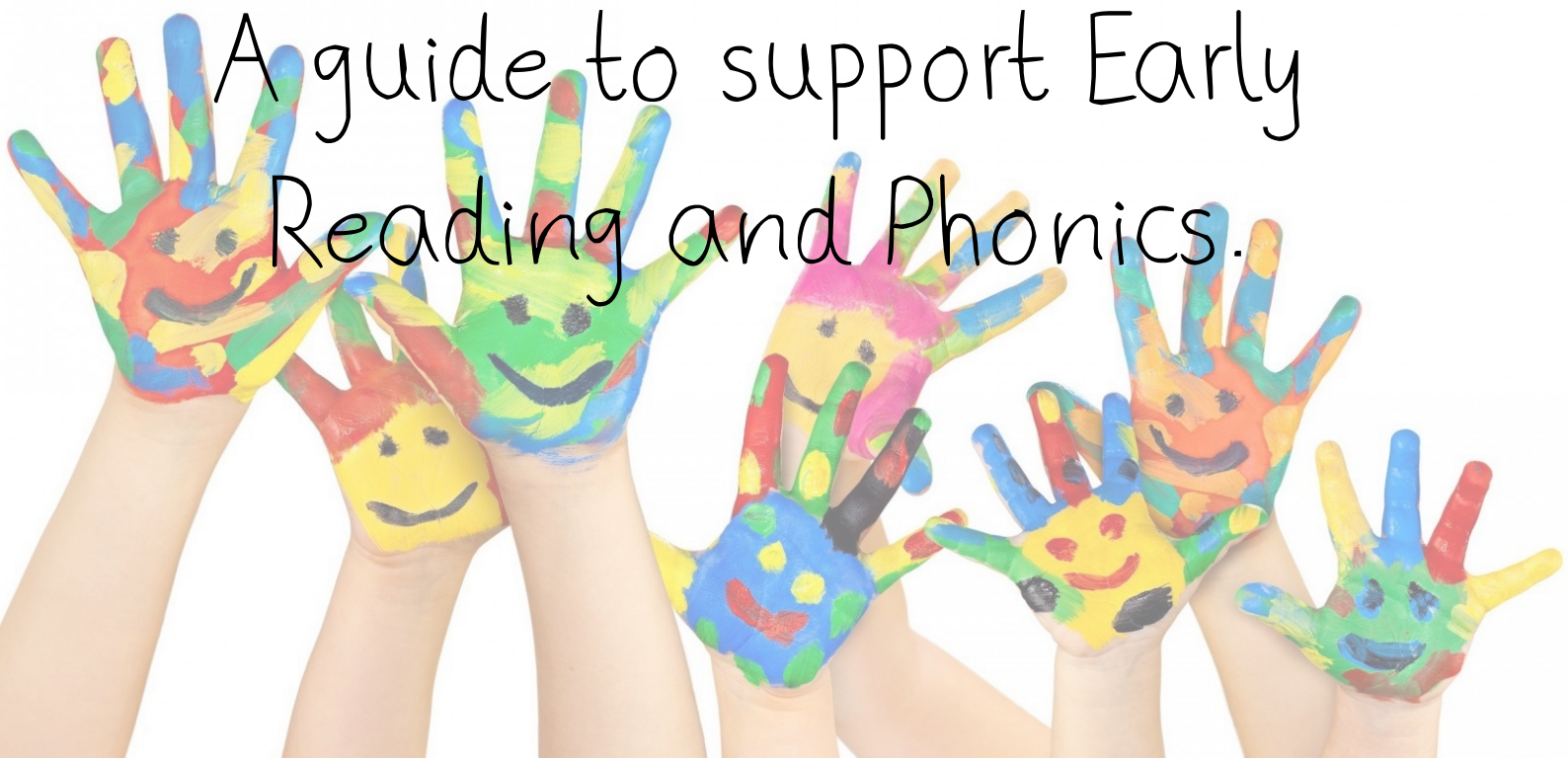


# Gaddesby Primary School

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 DfE Validated phonics scheme of Twinkl phonics. Twinkl phonics is a synthetic, comprehensive scheme of learning that has been designed to be delivered from nursery to Year 2.

This scheme has been adapted from Letters and Sounds and follows the same learning programme, however rather than the children progressing through phases, they now progress through levels.

The scheme ensures that children have completed the sound coverage needed for them to pass their Year 1 phonics screening check.



# Twinkl Phonics


Phase	Phonic Knowledge and Skills
Level 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.
Level 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.
Level 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.
Level 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.
Level 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.
Level 6	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.





# Level 2 Mnemonics and Actions

**s**



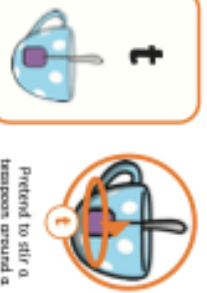
Make a snake's head with your hands and wiggle your body like a snake!

**a**



Pretend to bite into a crunchy apple.

**t**



Pretend to stir a teaspoon around a teacup.

**p**



Make one hand into a penguin's head and pat it with your other hand.

**i**




Flip your hands like an insect's wings.

**n**



Make your fist into a nut and tap it.

**m**



Warming! Rub your arms.

**d**



Play your drumkit.

**g**




Pretend to wrap your scarf like a girl.

**o**



Pretend to squeeze a juicy orange.

**c**



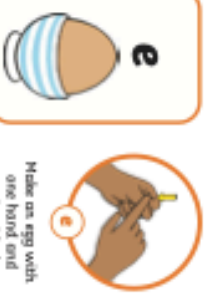
Wiggle your finger like a caterpillar.

**k**



Pretend to spread your hand like a kite and fly it in the air.

**e**



Make an egg with one hand and tap it with the other.

**u**



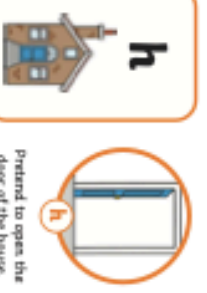
Make one hand into an umbrella and sprinkle rain on it.

**r**



Move your arms like a robot.

**h**



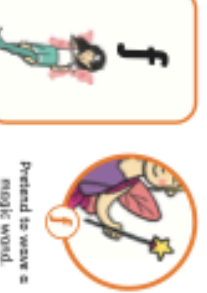
Pretend to open the door of the house.

**b**




Pretend to throw and catch a ball.

**f**



Pretend to wave a magic wand.


**l**




Pretend to lick an ice lolly.

# Level 3 Mnemonics and Actions


**j**




Seeing your hand up like a jumbo jet taking off!



**v**



Draw a v-shape on your chest to show the v-neck of the vest.



**w**



Make waves with your hand!



**x**



Hold one hand like a rasp and draw on x on it.




**y**




Pretend to raise and lower a yo-yo.



**z**



Draw the zigzag path in the air.



**qu**



Give a regal wave.



**ch**



Use your thumb and forefinger to make a chick's beak.



**sh**



Put a finger to your lips.



**th**



Put your forefingers on your head and wiggle your teeth's fenders.



**th**



Stroke your hand on your cheek like a soft feather.



**ng**



Tap your ring finger.



**ai**



Draw a spiral inside a shell.



**ee**



Make noise with ears.




**igh**




Hold one arm across your body as if holding a shield and put it with your other hand!



**oa**



Pretend to row your boat.



**oo**



Point at the moon.



**oo**



Pretend to open a book.




**ar**




Make twinkling star fingers.



**or**



Pretend to press a car horn.



**ur**



Pretend to open a parasol.



**ow**



Pretend to squeeze the squinty frowner on your nose.




**oi**




Flap your thumb as if tossing a coin.




**ear**




Cap your hand around your ear.



**air**



Hold a chair, move it in and out from a desk.



**ure**



Swing your arm like a pirate.



**er**



Pretend to sneeze!



# 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.

Primarily, Foundation Stage will only encounter block letters. Once they begin to learn their Phase 2 sounds, children will be taught letter formation to match the different phonemes. In Year 1 the children will learn cursive writing. Writing cursively helps the fluency of writing, as the children progress through school.





# 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!

