

# Phonics and Reading at Broadhempston



The journey to becoming a reader:

We aim for every child to foster a love of reading.

We aim for children to be confident and competent  
– loving reading for life.

This is where the journey begins!

# How do we teach children to read?



Daily, fast paced, interactive phonics sessions.

We follow the PHONICS BUG programme which is a DFE validated systematic synthetic phonics programme.



Articulation of sounds is really important!  
Please see our website for some material to support articulation. Our English lead, Mrs Jo Woods has recorded this to support you. This also shows the cued articulation actions we will teach the children. Not only does this help children who may have speech and language needs, but it is a fantastic visual prompt too.

# Cracking the phonics code



- There are 44 different sounds in our language.
- In reception, the children learn phase 2, 3 and 4 phonics.
- These include:
  - single letter sounds – phonemes (s,a,t,p,i...)
  - two letter sounds – digraphs (ow, ee, oa...)
  - three letter sounds – trigraphs(igh, air,ear...)
- When they move into year 1, they learn Phase 5:
  - split vowel digraphs – i-e as in like...
  - And alternative sounds.

# Tricky words



- There are some words in our language where phonics doesn't work!
- These are known as tricky words.
- The children learn these by a mixture of knowing some of the sounds and recognising the word by sight.
- Example –
- Phase 2 – I no go to the into



# Making sounds into words

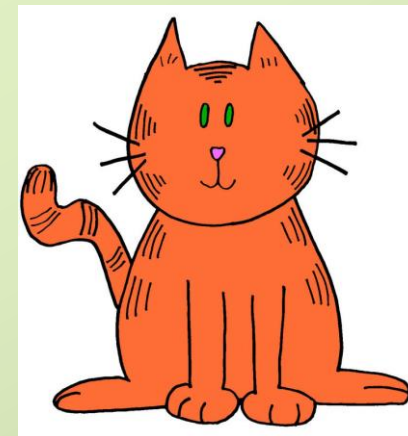
- To make the sounds we know into words, we teach the children how to 'blend' the word to read it and to 'segment' the word to spell it.

- To 'blend', we smoothly say each sound.

- c   a   t           cat

- To 'segment', we listen carefully to the sounds in the word and break it into the individual sounds.

- cat               c   a   t





# Cracking the phonics code

**Fluency in phonics:** national research tells us that children must crack the phonic code in order to read accurately and fluently and be successful in learning throughout their time in school.

Alongside **daily phonics** children will have access to **reading books that are matched** to their phonic teaching and knowledge. After the first couple of weeks, when we have learned our first set of phonics sounds, we will send home reading books for your child to read to you.

For your child to become a confident and fluent reader, we like each book to be read 3 times across the week.

The first read - tends to be quite tentative as your child explores the sounds.

The second read - they begin to blend a bit more and their confidence increases as they become familiar with the text.

The third read - the magic happens as these squiggles start to become clear and your child's confidence increases further.





# Cracking the phonics code

Each time your child reads, please record it in the yellow reading diary

**Re-reading** these books is **vital** if children are to secure decoding strategies, internalise them, build a bank of words that can be read automatically and fluently. When the basics are embedded (stored deeply) and automatic (easily retrieved), subsequent learning becomes easier.

Children need to read with accuracy and automaticity to free up their working memory to focus on **comprehension**

# Reading at home



- We send home two reading books a week for your child to read to you, and one 'sharing book', of your child's choice, for you to read to them.
- Top tips for listening to your child read-
- Choose a time that works for you and your child.
- Look at the cover together. Talk about it. Look inside the cover and share the sounds displayed on it.
- Look at the pictures and talk about them
- Encourage your child to use their 'following finger' to follow the text as they are reading.
- Encourage your child to turn the pages.
- At the end, talk about the book.
- Most of all, make it fun and enjoy it.