

# Belleville Primary School



Early Reading and Writing

Hannah Coles – Assistant Head (KSI)

Laura Britten – Assistant Head (EYFS)

# The problem with phonics

Ready for  
Phonics



I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble but not you  
On hiccough, thorough, slough and through.  
Well done! And now you wish perhaps,  
To learn of less familiar traps?

Beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead, it's said like bed, not bead-  
for goodness' sake don't call it 'deed'!  
Watch out for meat and great and threat  
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,  
Nor both in bother, broth, or brother,  
And here is not a match for there,  
Nor dear and fear for bear and pear,  
And then there's doze and rose and lose-  
Just look them up- and goose and choose,

And cork and work and card and ward  
And font and front and word and sword,  
And do and go and thwart and cart-  
Come, I've hardly made a start!  
A dreadful language? Man alive!  
I'd learned to speak it when I was five!  
And yet to write it, the more I sigh,  
I'll not learn how 'til the day I die

Reading standards  
are consistently  
excellent across the  
school.

What is our approach to teaching  
phonics?

Synthetic Phonics



# Synthetic Phonics

- 44 phonemes - sounds  
(with an accompanying action)
- the 26 letter names
- the **skill** of blending phonemes to read a word.
- the **skill** of segmenting a word into its pure sounds for spelling
- strategies for learning 'tricky' words.
- correct letter formation

# Correct Letter Formation



Handwriting guide for letters c, a, o, g, f, q, d, s, b, h, i, j, k, l, p, t, m, n, r, y, u, v, w, e, z, x with formation instructions.

**c** over the rainbow.. round and stop

**a** over the rainbow.. big fat tummy.. up down and jump off

**o** over the rainbow.. big fat tummy..

**g** over the rainbow.. big fat tummy.. up down and monkey tail

**f** over the rainbow.. down and fishy tail.. and make a spear

**q** over the rainbow.. big fat tummy.. up down and kick

**d** over the rainbow.. big fat tummy.. all the way up.. down and jump off

**s** over the rainbow.. and a snake's tail

**b** down in the lift.. bounce up.. round the roundabout and tuck in

**h** down in the lift.. bounce up.. over the hill and jump off

**i** down.. round the bend.. off and 'splat'

**j** down in the lift monkey tail.. off and 'splat'

**k** down in the lift.. bounce up.. stick its tongue out.. down the bumpy slide

**l** down in the lift and jump off

**p** down in the lift.. back up.. round the roundabout

**t** down in the lift.. round.. jump off and make a spear

**m** down, bounce up over the hill.. over another hill

**n** down bounce up over the hill and jump off

**r** down.. bounce up and washing line

**y** down.. round the bend down monkey tail

**u** down, round the bend.. up down and jump off

**v** down up

**w** down up down up

**e** act and loop the loop

**z** zip along.. down, zip along again

**x** down the slide.. off down the slide.. off



# When do we teach reading?

## Every day!

- Daily phonic lessons (Phase 1 in Nursery. Phase 2 in Reception)
- Weekly phonics lessons (Years 1 and 2)
- Reading aloud to class (reading enrichment)
- Reading at least weekly with the teacher

# Progression of Programme

## Nursery

- Emphasis on developing children's speaking and listening within a rich curriculum
- Concentrates on getting children attuned to the sounds around them – environmental, instrumental, alliteration, rhythm and rhyme

## Reception

- the start of systematic phonic work
- the introduction of grapheme-phoneme correspondences – one representation of each phoneme
- teaching the skills of blending for reading and segmenting to spell
- learn to read 'words to learn' and tricky words



# Progression of Programme

## Year 1

- Move on to the "complex code"
- Children learn more graphemes for the phonemes which they already know **Complex chart**
- Learn alternative ways of pronouncing the graphemes they already know  
eg: c cent ceiling icy December  
ie tie field belief shield
- Read and accurately spell all the words in the Year 1 'words to learn' list – national curriculum expectation

# Progression of Programme

## Year 2

- segment words into phonemes to spell them
- the shift from learning to read to reading to learn
- applying knowledge – making appropriate spelling choices and choosing the right grapheme
- taught spelling rules and conventions systematically eg: doubling and dropping letters, prefixes and suffixes

Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation of phonemes to provide a positive model for pupils.














# The 'man' trap

- Muh
- Ah
- Nuh



## Consonant sounds

### stretchy sounds

										
f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se ce	v ve	z zz se	sh ti ci	th	ng

### bouncy sounds

													
b bb	c k ck ch	d dd	g gg	h	l ll llge	p pp	qu	t tt	w wh	x	y	ch tch	nk

## Vowel sounds

									
a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie iy	ow o-e oa o	oo u-e ue ew

										
oo	ar	or oor ore ow ou	air are	ir ur er	ou ow	oy oi	ire	ear	ure	

# Consonant sounds

## stretchy sounds



f  
ff  
ph



l  
ll  
le



m  
mm  
mb



n  
nn  
kn



r  
rr  
wr



s  
ss  
se  
c  
ce



v  
ve



z  
zz  
s  
se



sh  
ti  
ci



th



ng

## bouncy sounds



b  
bb



c  
ck  
ch



d  
dd



g  
gg



h



j  
jg  
ge  
dge



p  
pp



qu



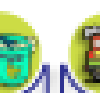
t  
tt



w  
wh



x



y













ch  
tch



nk



# Vowel sounds

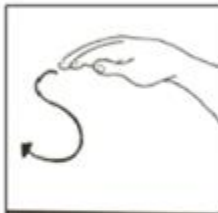
 a	 e ea	 i	 o	 u	 ay a-e ai	 ee y ea e	 igh i-e ie i y	 ow o-e oa o	 oo u-e ue ew
--	--	--	--	--	---	---	---	---	--

 oo	 ar	 or oor ore aw au	 air are	 ir ur er	 ou ow	 oy oi	 ire	 ear	 ure
---	---	---	---	---	--	---	--	--	--

# My Little Sound Book



S s



**ACTION**

Weave like a snake, making s shapes, saying ssss.

(Tune: The Farmer in the Dell)

The snake is in the grass.  
The snake is in the grass  
/sss/sss/  
The snake is in the grass

A a



**ACTION**

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

(Tune: Skip To My Lou)

/a/-/a/! Ants on my arm.  
/a/-/a/! Ants on my arm.  
/a/-/a/! Ants on my arm.  
They're causing me alarm.

T t



**ACTION**

Children imitate watching tennis, turning head from side to side and saying /t/.

(Tune: The Muffin Man)

When I watch the tennis game,  
/t/-/t/-/t/  
/t/-/t/-/t/...  
...when I watch the tennis  
game  
my head goes back and forth

P p



**ACTION**

Hold up index finger, as if it is a lit candle, and imagine pulling it out, saying p.

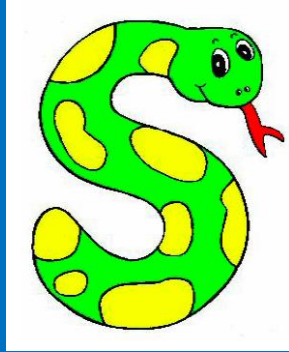
(Tune: The wheels on the bus)

Puff out the candles  
on the pink pig cake  
/p/-/p/-/p/  
/p/-/p/-/p/  
Puff out the candles  
on the pink pig cake  
Puff! Puff! Puff!

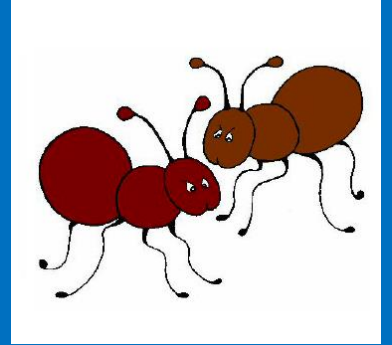


But...sounds are  
not enough!

s



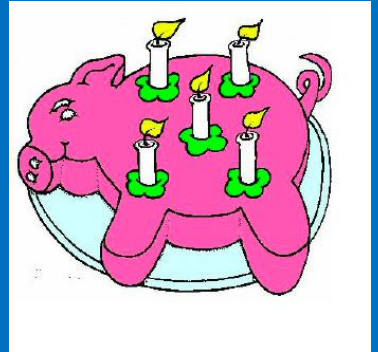
a



t



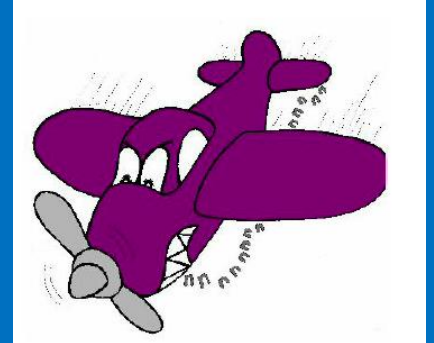
p



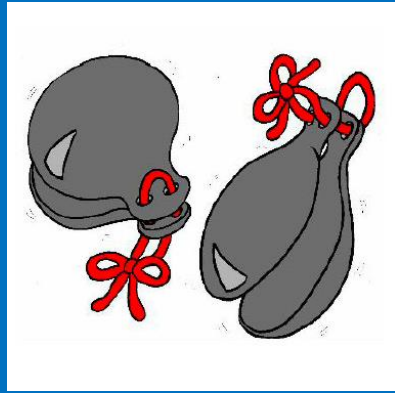
i



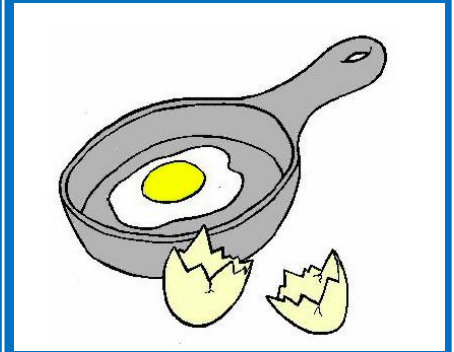
n



c/k



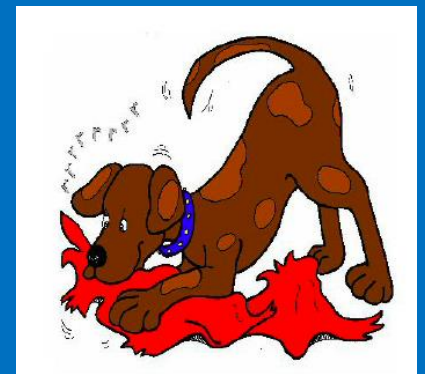
e



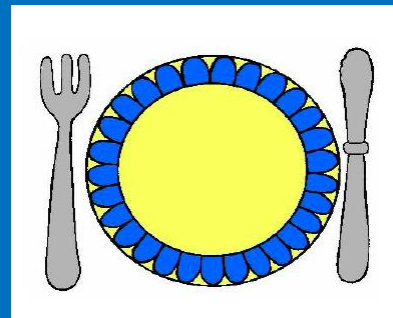
h



r



m



d

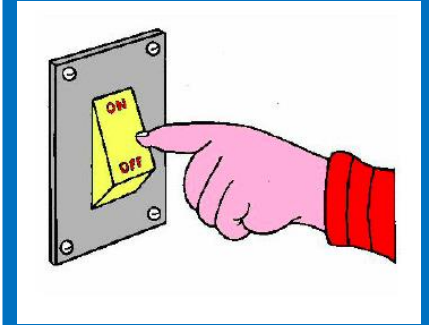




g



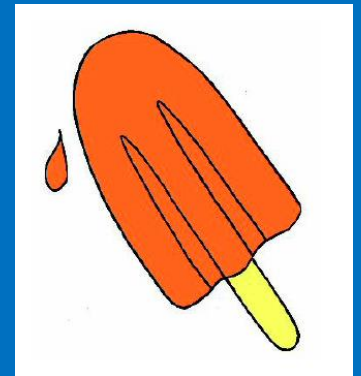
o



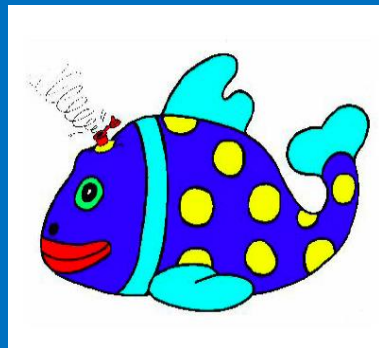
u



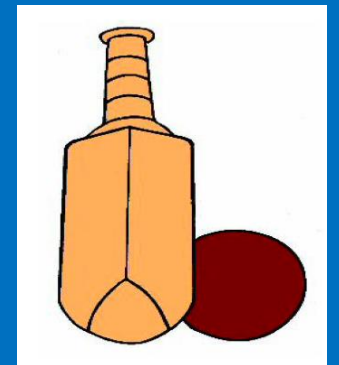
l



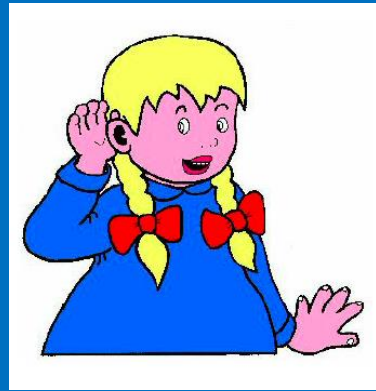
f



b



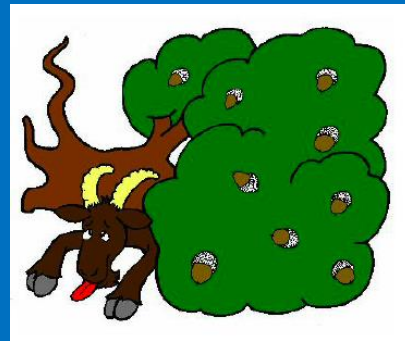
ai



j



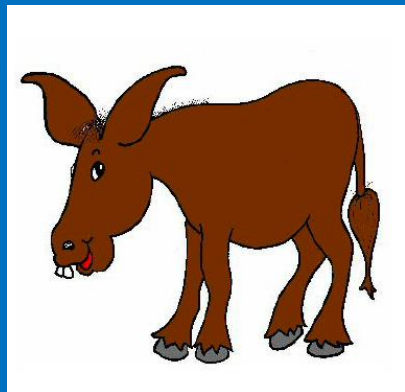
oa



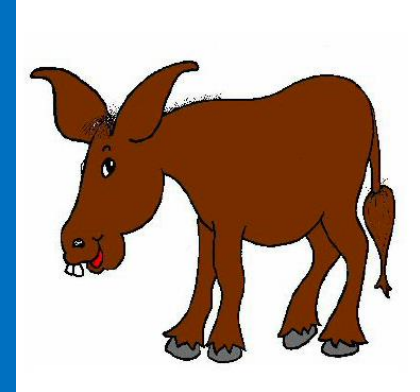
ie



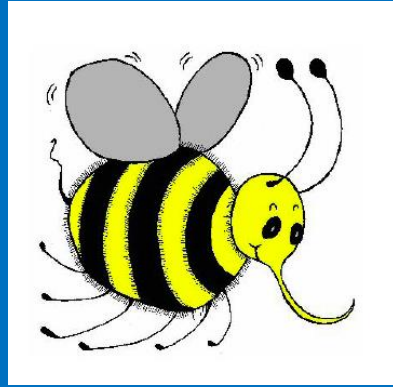
ee



or



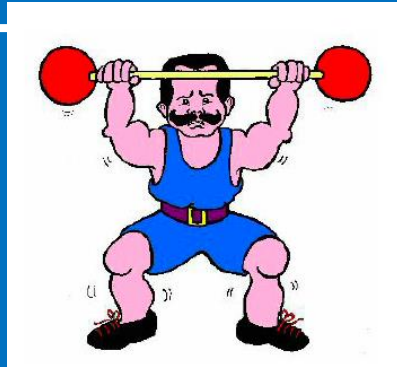
z



w



ng



v



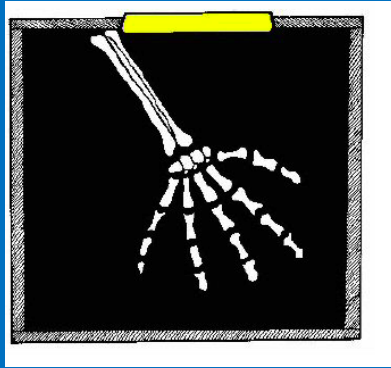
oo



y



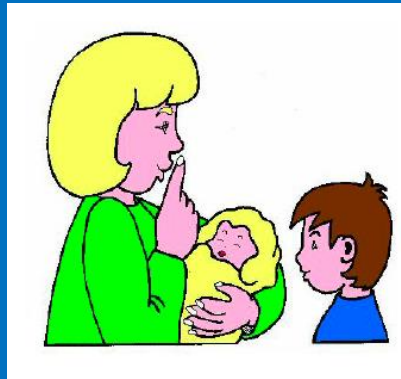
x



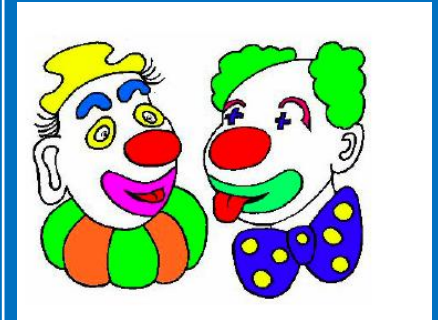
ch



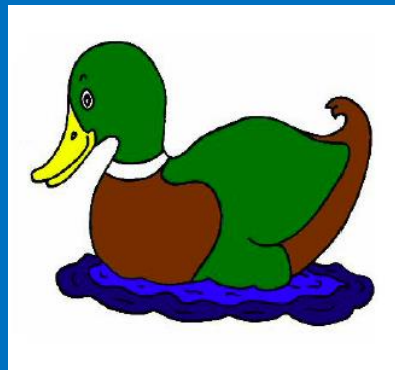
sh



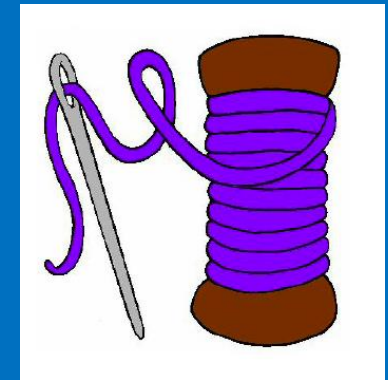
th



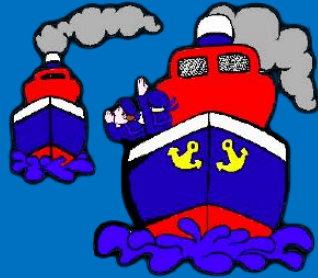
qu



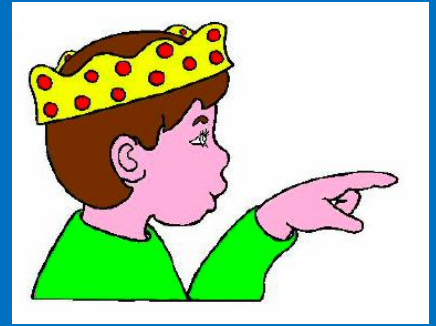
ou



oi



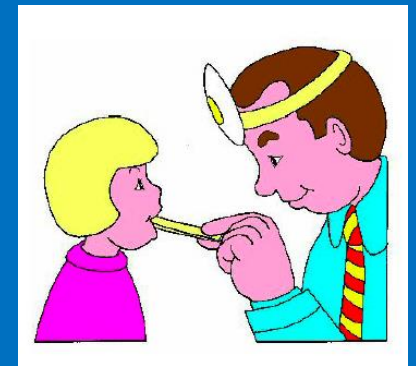
ue



er



ar



air



ire





ear



ure



nk





# Meet Fred



# Phoneme count

s-t-ar

3 phonemes



r-ai-n-b-ow

5 phonemes



w – i – tch

3 phonemes



# 4 Phoneme count

colour

food





# Words to Learn/

## Tricky words

- Children are taught about tricky words right from the start

be                    I                    the                    was                    said

- We use a range of strategies;

Visual aids, words within words, mnemonics

We do NOT ask children to 'sound all through the word' for  
tricky words!



# What to expect...

Half termly targets

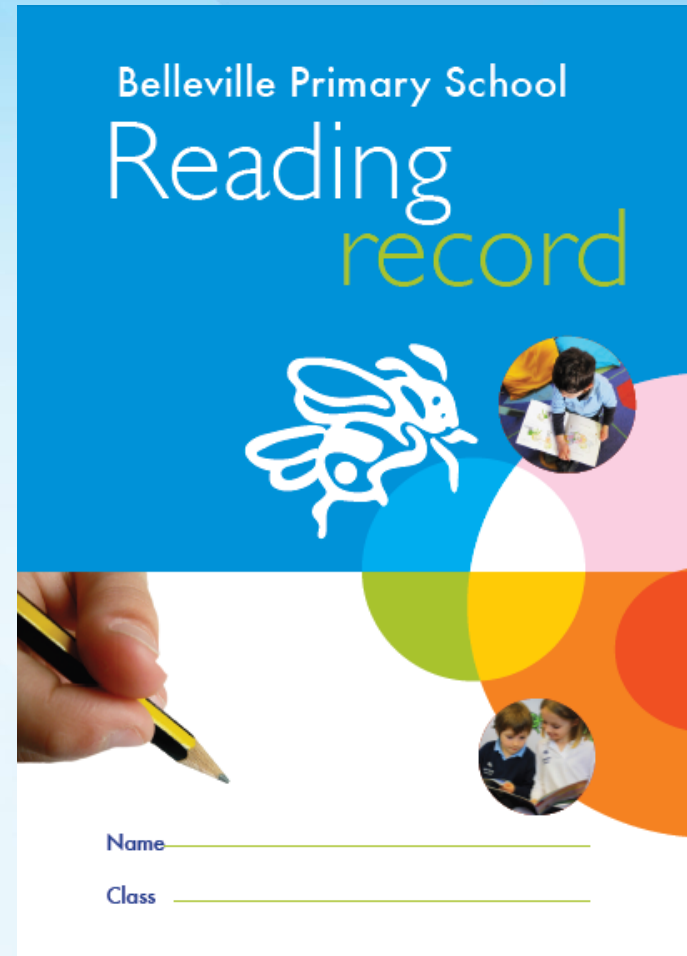
One page per week

Parents to respond

Children to respond-homework

Words to learn

Poem to learn/recite



Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



“The ultimate goal of  
reading is  
comprehension”

# How you can help

- continue to be the positive role models of implicit and explicit teaching
- See the possibility for reinforcement...everywhere!
- hear/share a book with your child.
- implement the 'sound all through the word' strategy
- **TELL** children the tricky words
- encourage Fred talk!

# Parent Volunteers

- To read with *targeted individuals* or small groups, using our synthetic phonics approach to support reading and writing.
- To help *develop a love* of reading.
- To help develop *understanding of what has been read*.

# Parent Volunteers

You will be in the classroom or just outside.

You must have a DBS check done.

You will be told which child/children to read with.

Quality over quantity.

You will make a difference!

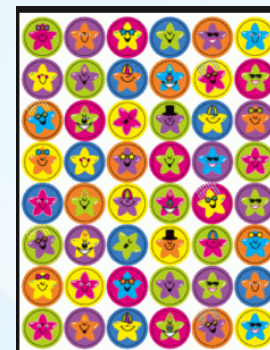




Praise, praise, praise!

Award a sticker for their efforts.

Write in the teacher/helper communication book that they have read with you adding any pertinent comments about words they found difficult. Any comments are useful.



# DBS check

- Regular classroom volunteers must have a DBS check done to allow them to work one to one with children.
- ID - drivers licence, passport
- Utility bill (within the last 3 months) or a bank statement
- See Maria in the office to arrange a time to complete the relevant forms.
- While you are waiting for the DBS to arrive, you can read with the children inside the classroom and wear a red lanyard.

# Useful websites

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk/>



**KEEP  
CALM  
AND  
READ  
ON**