

Early reading and writing

Belleville Primary School



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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. Each letter is shown with its formation instructions and a small illustration.

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 cut 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 c ce	 v ve	 z zz s se	 sh ti ci	 th	 ng
---	---	---	---	---	--	--	--	--	--	--

bouncy sounds

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

Vowel sounds

 a	 e ea	 i	 o	 u	 ay a-e ai	 ee y ea e	 igh i-e ie y	 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
--	--	--	--	--	--	---	---	---	---

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
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sh
ti
ci

















th



ng

bouncy sounds

													
b bb	c ck ch	d dd	g gg	h	j ge dge	p pp	qu	t tt	w wh	x	y	ch tch	nk





oo



ar



or
oor
ore
aw
au



air
are



ir
ur
er



ou
ow



oy
oi



ire



ear



ure

My Little Sound Book

My little
sound book
ar/er

ar



ACTION
Open mouth wide and say 'ah'.

(Tune: Camptown Races)
"Open wide,"
the doctor said.
/ar/! /ar/!
"Let me look
at your sore throat.
Please say, 'ar/!'"

er



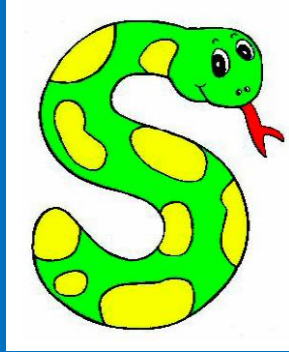
ACTION
Roll hands over and over each other, and say 'er, er (as in the er)'

(Tune: The Wheels on the Bus)
The mixer in the bowl
goes /er/-/er/-/er/,
/er/-/er/-/er/,
/er/-/er/-/er/.
The mixer in the bowl
goes /er/-/er/-/er/,
mixing the food together.

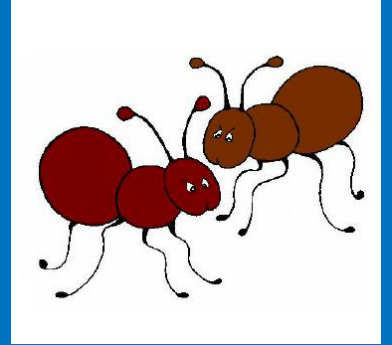


But...sounds are
not enough!

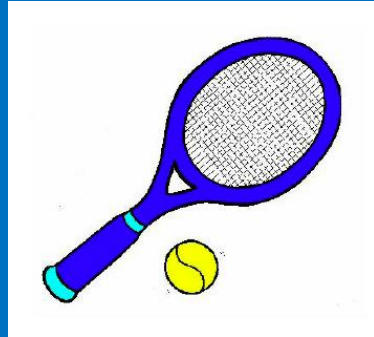
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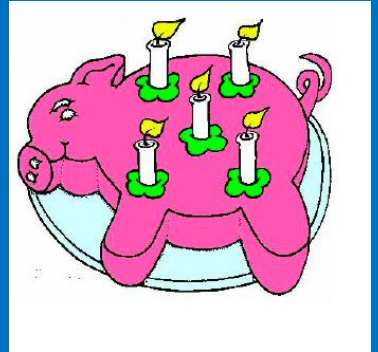
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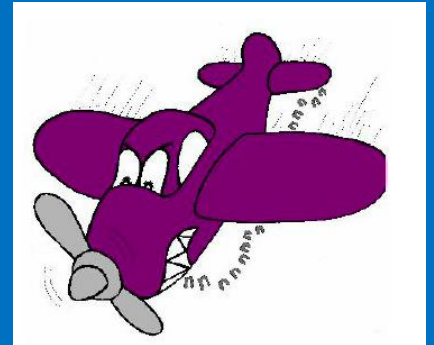
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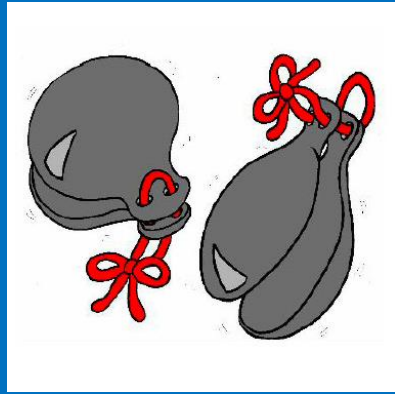


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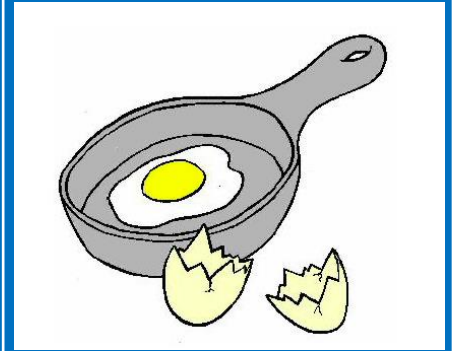


Videos on Belleville website

c/k



e



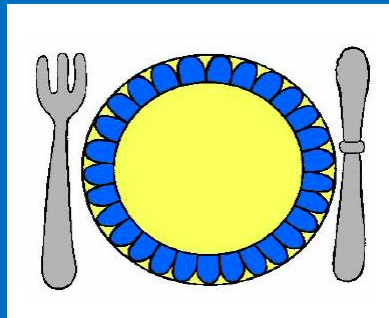
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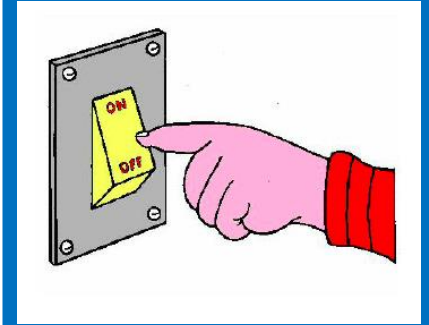
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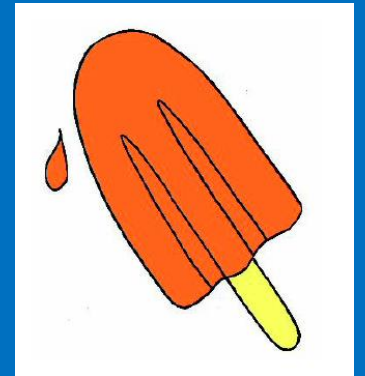
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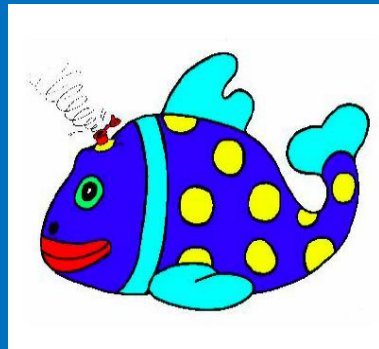
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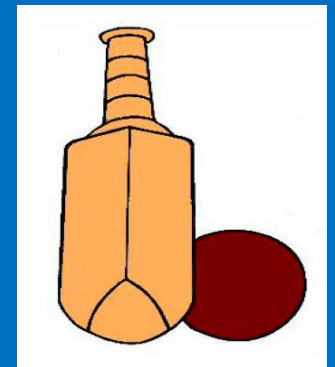
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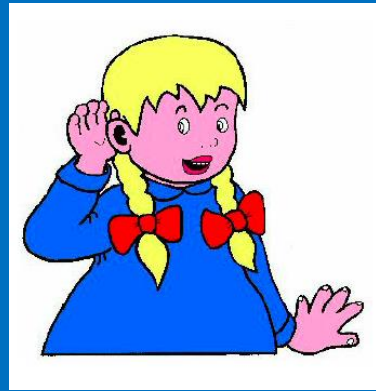
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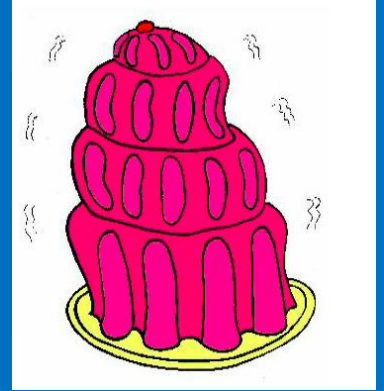
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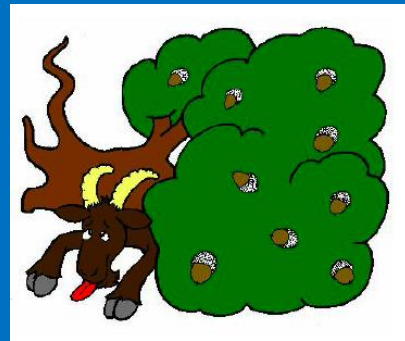
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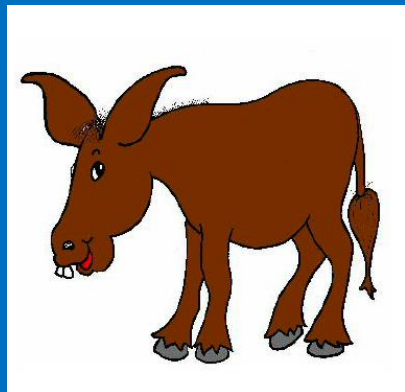
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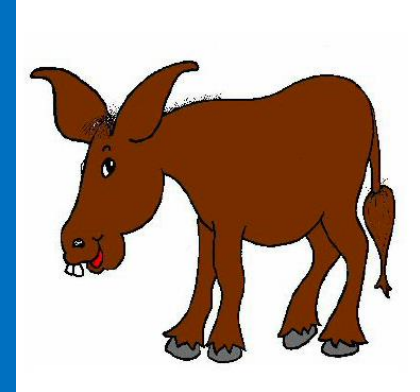
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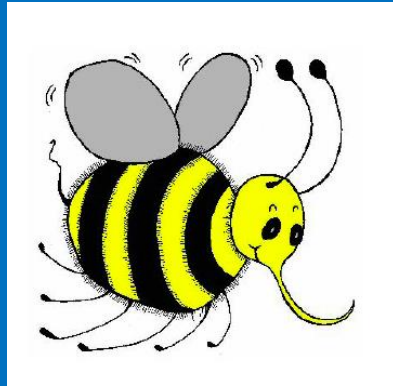
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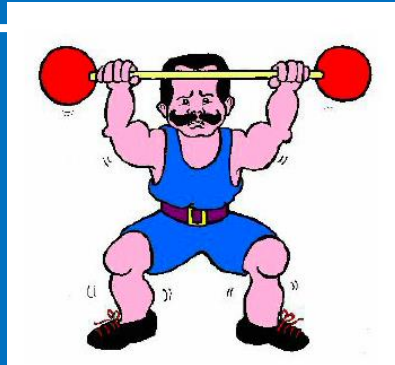
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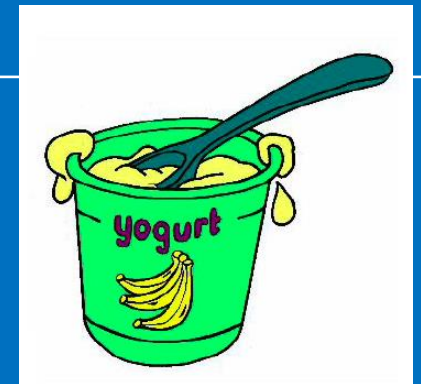
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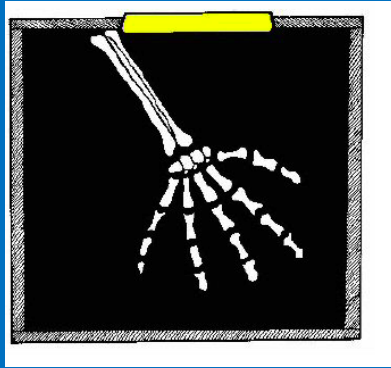
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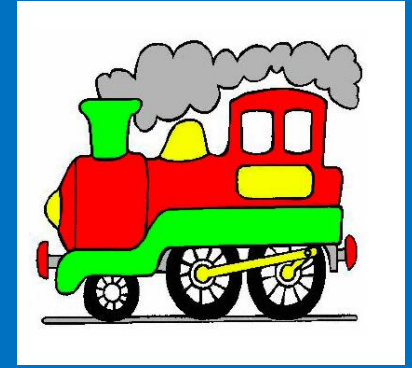
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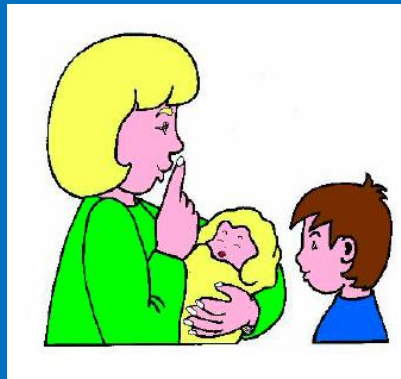
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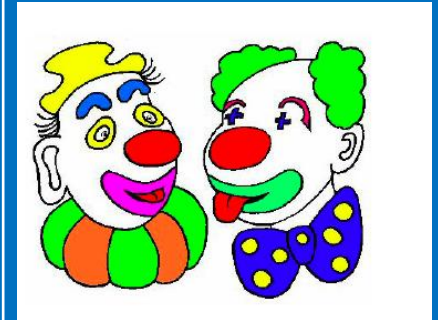
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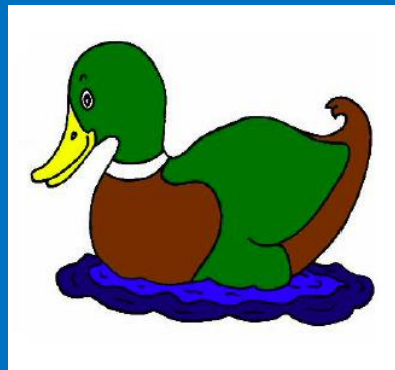
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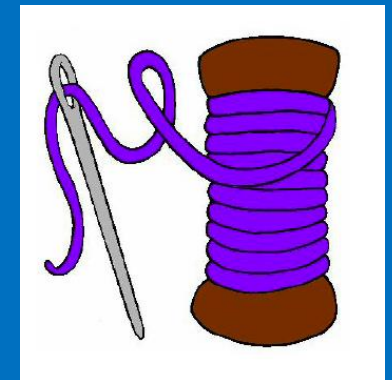
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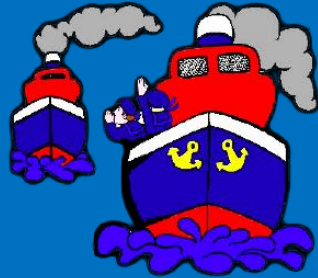
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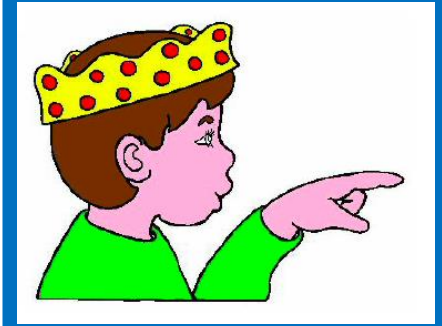
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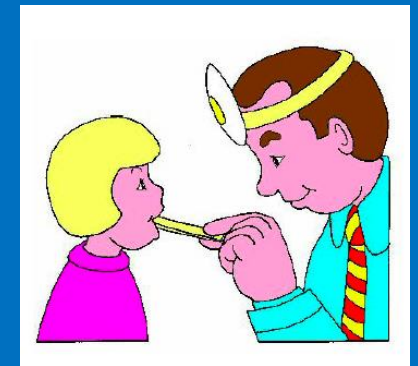
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er



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

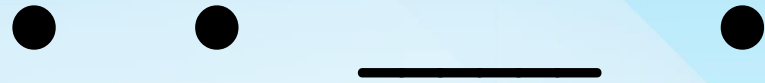
colour

food



Please put your ideas in the chat!

Sound Buttons



Sound buttons key children into the fact that there are 2 letters making a single sound when they are decoding new words.

Sound buttons act as a holding station when planning to write a new or challenging word.

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!

Reading Record

Poem of the half term to learn by heart

Reading Targets

- 2-3 targets for each half-term for children to work on at home and at school
- Guide to teacher's comment abbreviations

Autumn 1



Poems to Learn

Poem of the half term to learn by heart

- Half termly poems to learn off by heart at home.
- Stuck on the first page of every half term.
- Children to practise reciting the poems at home.
- Encourages a love of literacy and understanding of different text types.
- Continues throughout the school.

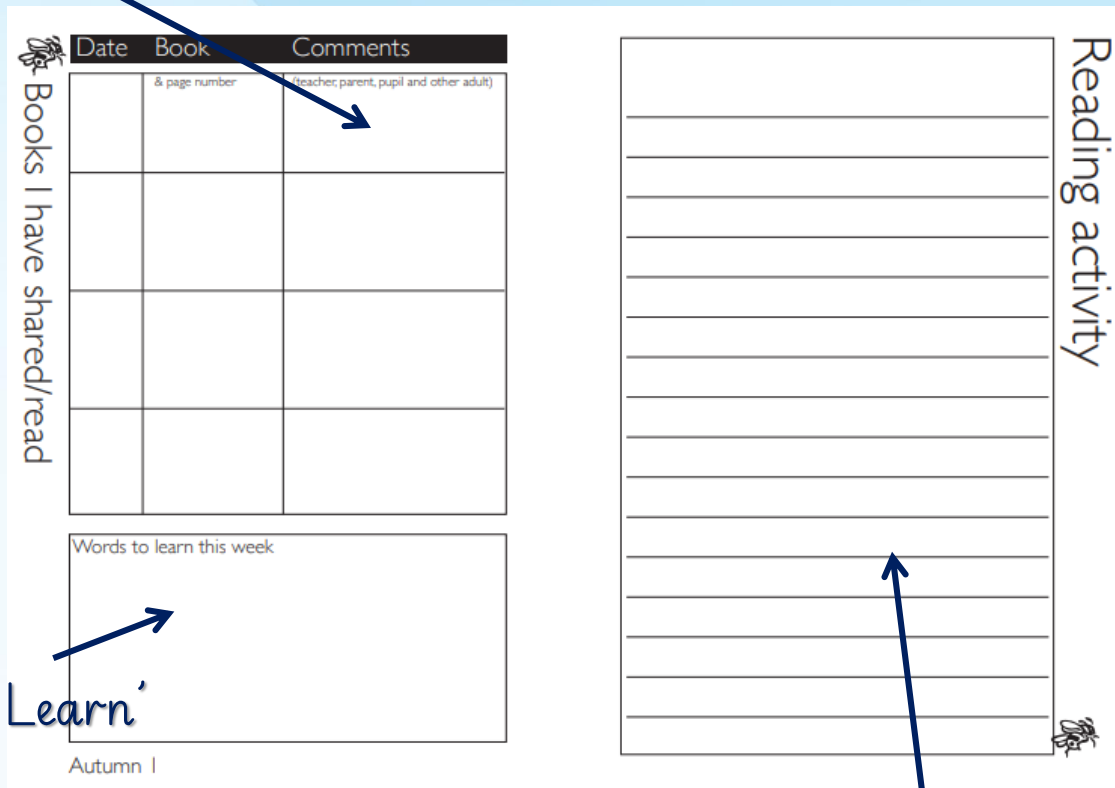
Reading Targets

Autumn 1



Reading Record

- Teachers will write a comment every other week using the Belleville marking code.
- Parents/carers to write a comment each week.



The form is divided into two main sections. The left section is a table with three columns: 'Date', 'Book', and 'Comments'. The 'Book' column has a sub-header '& page number' and the 'Comments' column has a sub-header '(teacher, parent, pupil and other adult)'. Below the table is a box labeled 'Words to learn this week'. The right section is a large area with horizontal lines, labeled 'Reading activity'. Handwritten blue arrows point from the text above to the 'Comments' column and the 'Words to learn this week' box. Another handwritten blue arrow points from the bottom of the 'Reading activity' section up towards the 'Comments' column.

Date	Book & page number	Comments (teacher, parent, pupil and other adult)

Words to learn this week

Reading activity

'Words to Learn'

Children to complete weekly homework

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



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!

Useful websites

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

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

“The ultimate goal of
reading is
comprehension”