



Teaching Reading and Phonics in the Foundation Stage

Walter Infant School

Learning to read at Walter Infant School

- How do we teach children to read at Walter Infant School?
- Sharing good quality picture books with the children every day
- Daily phonics lessons
- Guided reading sessions
- Looking for signs, labels and symbols in the environment

Guided Reading Sessions

- We teach all the children at Walter Infant School through guided reading sessions – this is an opportunity for children to learn how books work, for example, turning the pages and tracking the words, as well as finding the front cover, the title, the characters in the pictures, and for them to answer open and closed questions about what they have read.

Questions?

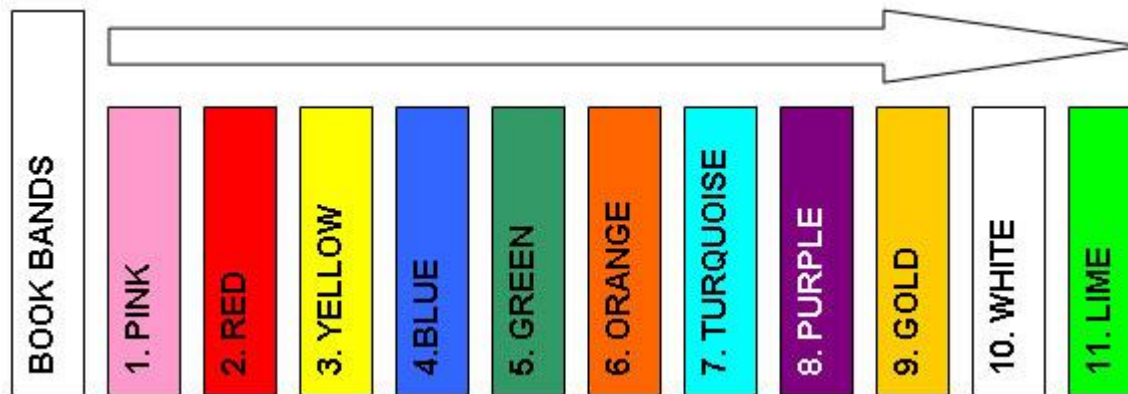
- A closed question has a RIGHT answer or a yes or no answer.
- What colour is the ball?
- What is the boy doing?
- Do you like playing football?

Questions?

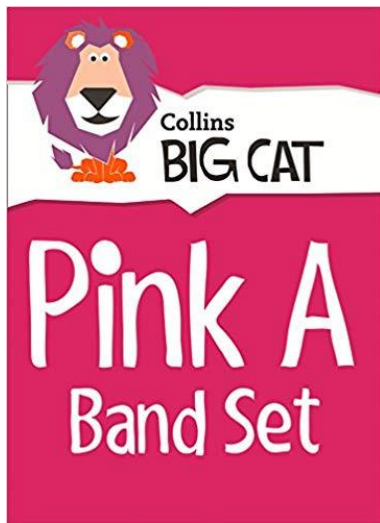
- An open question does not necessarily have a RIGHT answer, it asks for thoughts, ideas, reasons, suggestions or opinions...
- What do you think is going to happen next?
- How do you think the character is feeling?
- Why do you think that?

Book Banding

- All of our books are 'book banded'; this is a system for levelling books as age appropriate, inline with the National Curriculum expectations.

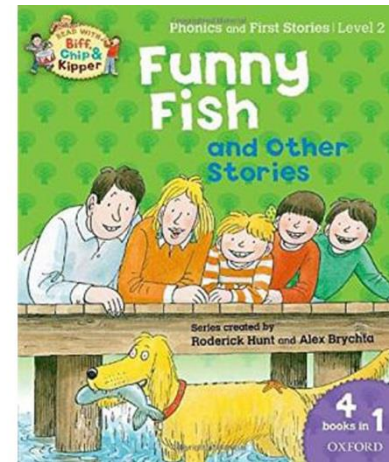
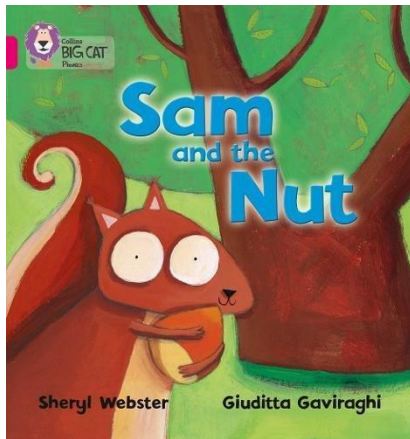


Book Bands for Foundation 2



Books in School

- We use Big Cats by Collins and some Oxford Reading Tree books





Guided Reading in F2

- Working in a small group with a teacher – all reading the same book, at the same time.
- Children will be asked all sorts of questions about the book to check their understanding.
- Very enjoyable experience for both the children and teachers.
- Each child will have one guided reading session every week.
- Children will start to take books home after half term.

Reading at home



How to support reading at home

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Asking questions and talking about books



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Where and when to read with your child

- Bedtime stories
- After school in a quiet, comfortable place where nothing else is happening!!!!
- If you can't find time for the two of you to be together, encourage your child to read to their siblings too.
- Encourage lots of adults to share books with your child; grandparents, aunts, uncles etc

Tips for home reading

- Look at the front cover, discuss the title and ask questions ?????
- Praise your child throughout the reading experience to build up confidence
- If your child cannot work out a word, praise them for trying and then tell them the word or read it together
- If you, or your child, are not in a good mood, choose another time!

Tips for home reading

- Choose a wide range of different books that interest your child
- Talk about the pictures, diagrams and photographs
- Never cover the pictures, the pictures offer children vital clues for decoding the text.
- The picture will help them to find a word that makes sense and begins with the same sound (phoneme) as the new word

Phonics

- Every child has a daily phonics lesson based on their ability and what they know already and need to know next.
- Phonics happens at the same time every day for all children.
- The groups are different sizes and flexible, changing rapidly as the children learn.
- Mr Lee, our English and Phonics lead, will explain the phases.

Phonics

- PHASE ONE
- Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Phase One is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

7 Aspects

- **Aspect 1 - General sound discrimination - environmental**
- The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

7 Aspects

- **Aspect 2 - General sound discrimination - instrumental sounds**
- This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

7 Aspects

- **Aspect 3 - General sound discrimination - body percussion**
- The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

7 Aspects

- **Aspect 4 - Rhythm and rhyme**
- This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

7 Aspects

- **Aspect 5 - Alliteration**
- The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

7 Aspects

- **Aspect 6 - Voice sounds**
- The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities might include speaking in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

7 Aspects

- **Aspect 7 - Oral blending and segmenting**
- In this aspect, the main aim is to develop oral blending and segmenting skills.
- The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Letters and Sounds (phonic sounds in order of teaching)

PHASE TWO

- s a t p
- i n m d
- g o c k
- ck e u r

PHASE THREE

- j v w x
- y z,zz qu

Consonant digraphs and vowel digraphs

PHASE THREE

Consonant digraphs:-

- ch sh th ng

Vowel digraphs

- ai ee igh oa oo

- ar or ur ow (in 'cow') oi ear air ure

- er (in 'hammer')

Common Exception Words

PHASE TWO

- I the to no go

PHASE THREE

- he she we me be
- was no go my you they her all are

Sound Buttons

c	a	t		
.	.	.		
c	a	sh		
.	.	—		
p	r	e	ss	
.	.	.	—	
m	ar	ch		
.	—	—		

How many phonemes are there in these words?

- wish
- stork
- church
- singing
- sellotape

Answers:-

- w i sh (3)
- s t or k (4)
- ch ur ch (3)
- s i ng i ng (5)
- s e ll o t a_e p (7)

The alphabet



What can you do at home?

- www.phonicsplay.co.uk

The screenshot shows the homepage of PhonicsPlay.co.uk. At the top right, there is a graphic for 'PhonicsPlay Comics' with the URL 'www.phonicsplaycomics.co.uk' and the tagline 'Decodable comics that are short, simple, silly (and free)'. Below this is a row of ten colorful cartoon characters: a monkey, a blue alien, a blue alien, a squirrel, a green alien, a character in a red and white outfit, a yellow rocket, a red owl, a green cactus, a black penguin, a yellow alien, a signpost that says 'Play', and a green alien. Below the characters are three main buttons: a green 'Login' button with fields for 'Username:' and 'Password:' and a 'Forgot your password?' link; a pink 'SUBSCRIBE TO PHONICPLAY' button; and a blue 'FREE PHONICPLAY' button. At the bottom, there are two brown buttons: 'FREE TRIAL' and 'WHOLE SCHOOL FREE TRIAL'. The main logo 'PhonicsPlay.co.uk' is in large, colorful letters. Below the logo is a navigation menu with links: 'Interactive phonics games', 'Printable resources', 'Ideas for teachers', 'Advice for parents', 'Assessment ideas', 'Inspiration', 'Planning', 'Fun', 'Terms and conditions', 'Cookies', and 'Privacy policy'. A red arrow points to the 'Cookies' link.

Any Questions (Open or Closed)?

