

Phonics and Reading

at

St Anne's Catholic Primary School Nursery



Our Mission Statement



Living and working as Jesus taught
us.

Our School Vision



To be an outstanding school that:

- Successfully delivers a rich and broad-based curriculum that INSPIRES in our children a love of learning and an aspiration to fulfil their true potential
- Makes a positive contribution at the heart of our local community
- Ensures our children and staff are active, environmentally aware citizens making our school and parish proud in a culturally diverse society.

Reading at St. Anne's CPS

- How do children learn to read?
- What we the children do in school?
- What can you do to support your child at home?

Learning to read in Nursery

Your child will learn to read in simple, progressive steps.

They will learn to:

1. Listen carefully to distinguish sounds in the environment
2. Listen for and orally identify initial sounds
3. Listen to sounds that make up words e.g. c-a-t, c-oa-t and blend them into words
4. Segment words orally themselves, into sounds
5. Identify letters and the corresponding sound



Read Write Inc.

Children have daily phonics sessions - initially we work on listening skills and play lots of listening games. Only when children are confident in this area do we move to our phonics scheme.

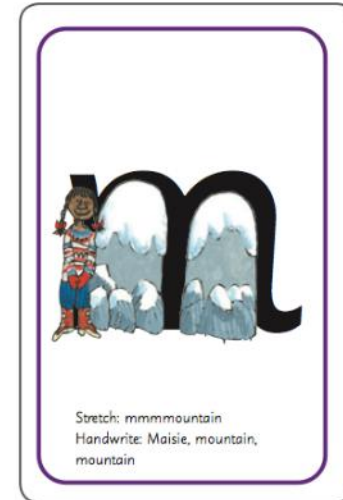
The scheme we follow is Read Write Inc.

The children are taught a new sound weekly and then 'segment' (sound out) and 'blend' words orally.
cvc words 'c-a-t' 'sh-u-t'
cvcc word 'n-e-s-t'



Speed sounds

- In Read Write Inc the individual sounds are called 'speed sounds' as we want the children to recognize these quickly and with fluency.
- First, your child will be taught the sound (phoneme) made by a single letter (grapheme). They will be taught to say the sound that letter makes, e.g. 'mmm' as in 'mat', not the the letter name 'em'.



Speed Sounds

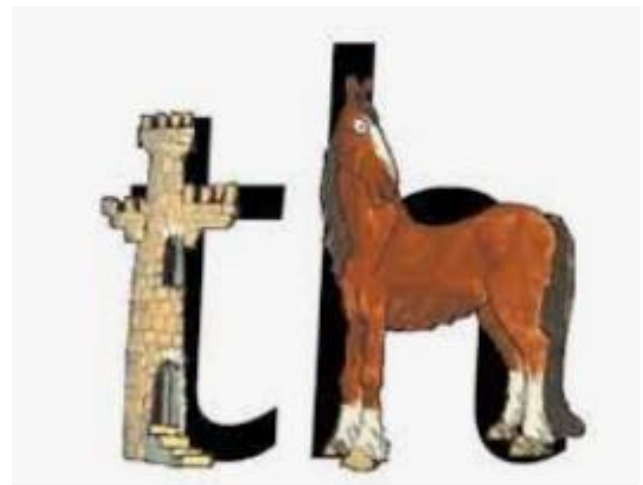
Eventually the children will begin to recognize sounds produced with two letters (digraph).

Your child will know these as 'special friends'.
Two letters that make one sound e.g 'sh', 'th', 'ch'

Each sound has a picture and phrase to help your child remember each sound. They will also learn an action to match the phrase.

For example:

- The sound 'sh' has the phrase "Shhh says the horse to the hissing snake" with a picture of the snake and horse.
- The sound 'th' has the phrase 'Thank you, thank you, thank you' with a picture of a tower and the horse.



Segmenting Words

- In order for the children to learn how to read they need to hear words segmented into their different sounds
- e.g. f-i-sh, s-l-ee-p, t-oy-s, b-l-a-ck
- You can support you child at home with this by segmenting words during conversation

e.g. put on your c-oa-t, find the r-e-d book, sit at the t-ay-b-l (table)

Blending

- Once your child can identify letters and knows its sound, they can begin to blend these sounds together to make a word
e.g. i-n =in, a-t =at, o-n =on, u-p =up
- Children are encouraged to 'sound out' the word first, breaking it down into individual sounds and then 'blend' it (push the sounds) together.

Green words

(Fully decodable words)

- Green words are words which your child can 'go ahead' and blend. They blend the speed sounds that they know e.g. man, dad, sad, mat
- It is important to note that we use pure sounds e.g. 'mmm' NOT 'muh', 'fff' NOT 'fuh', 'lll' NOT 'luh' as the words are harder to hear without pure sounds.
- Not muh-a-nuh instead say mmm-a-nnnnn = man
- NOT fuh-i-shuh instead say fff-i-shhh = fish
- The children are encouraged to sound out words and look out for 'special friends'.
- Sound buttons and any picture clues can help them

e.g. **tin** **ship** **with**

Sound buttons and Special Friends

up ..	on ..
got ..	can ..
yes ..	fish .. —

Red words (Tricky words)

These are words that cannot be sounded out and must be read by sight. By the end of Nursery your child may know a couple of these, but they will be covered in more detail in Reception.


I	the	my	you
said	your	are	be
no	to	all	go

Phonics & Reading in Continuous Provision

- Labelled resources with words and pictures.
- Dig in the sand for the graphemes to spell a certain word.
- Reading area with story books and decodable books.
- Writing opportunities in as many areas as possible.
- Reading books in different areas.
- Games to play together - e.g. phonicsplay.
- Quality texts available for the children.
- iPads with phonics apps - e.g. teach monster.
- Having sound & alphabet mats available in the provision to support independent writing.

Reading with your child

The MORE that you
READ, the more things
you will **KNOW.**
The MORE that you
Learn, the more places
you'll **GO.**

 Reading Reminders

- We can't teach reading without first attending to language.
- Good vocabulary by age 5 is a key indicator that the child will make excellent progress throughout their academic career.
- The biggest impact on reading development comes from adults sharing story books with their children.

The more *you* love the story, the more your child will love reading!

Helping your child to read

Begin by ensuring your child can HEAR sounds, Play Eye Spy games using the initial sound of the word and not the letter name e.g. something beginning with 'mmmm' for mmmat or 'ffff' for fffish or 'jjjjj' for giraffe etc.

Play the segmenting game - Ask your child to ...stand by the **w-all**, touch your **kn-ee**, fold your **ar-m-s** etc. This helps your child to blend sounds together. Then let your child segment the words for you to do something.

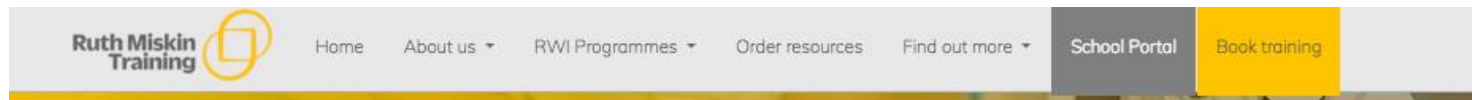
When your child gets stuck on a sound or word, there are a few ways to help:

To help to recognize and identify **sounds**:

- Show the picture clue phase, e.g. 'around the apple, down the leaf'
- Give some ideas of words with that begin with that sound e.g. aaapple, aaant, aaalligator

Read Write Inc. for Parents

<https://www.ruthmiskin.com/en/find-out-more/parents/?region=uk>



Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



Read Write Inc. for Parents

There are lots of useful videos including how to practise saying the sounds clearly. The more clearly you say the sounds, the easier it is for your child.

***Important recap** - We say 'mmmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps the children when they learn to blend the sounds together to hear the words.