



AN INTRODUCTION TO EARLY READING AND PHONICS

NURSERY








- In Nursery the children will have lots of opportunities to develop their listening skills through rhymes, music and sound walks.
- Towards the end of the year, the children will begin to learn a letter sound each week and may even begin to blend these into words.

RECEPTION

- After the children have settled into school life we introduce phonics lessons in Week 3.
- Systematic Synthetic Phonics is taught using the Little Wandle Letters and Sounds programme throughout Reception and year 1. This is used to ensure the pupils are taught new phonemes in a particular order using the four part lesson format: **revise, teach, practise and apply**.
- Whole-class teaching takes place on a daily basis.


























Weekly grid Reception phase 2

Autumn 1 week 1

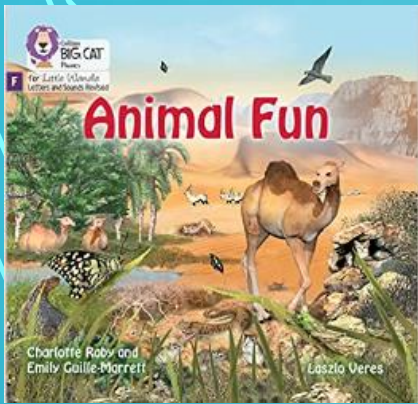
Lesson focus	 Revisit and review	 Teach and practise							 Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
s snake		Show your teeth and let the s hiss out sssss	sock sun star snake	s snake 	Under the snake's chin, slide down and round its tail.				Can you touch your ... ? t-o-p l-e-g h-e-a-d a-r-m
a astronaut	s	Open your mouth wide and make the a sound at the back of your mouth a a a	ant apple arrow astronaut	a astronaut 	Around the astronaut's helmet and down into space.				Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy
t tiger	s a	Open your lips; put the tip of your tongue behind your teeth and press t t t	teddy toast teeth tiger	t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.				What's that noise? What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-ai-k (snake) make?
p penguin	s a t	Bring your lips together, push them open and say p p p	pencil pizza peg penguin	p penguin 	Down the penguin's back, up and around its head.				What is it? p-i-n a-n-t s-u-n t-a-p
Review	s a t p	Graphemes to display: s a t p	Match initial sound to object: star snake apple teddy penguin tiger pencil						Blend from the box s-u-n a-n-t p-e-g t-i-n

Grapheme chart

Phase 2 and 3

 s	 t	 p	 n	 m	 d	 g	 c	 r	 h	 b	 f	 l	 j	 v
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll		vv
							ck							
							cc							
 w	 x	 y	 z	 qu	 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur	 er	 ow	 oi	 ear	 air	
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	





READING



- Reading books are given out – they may not have any words. We just want your child to have a nice experience with a book; looking at pictures, recognising popular nursery rhyme characters and using story-telling language.
- As soon as your child recognises each letter and can blend them, they are given a reading book which may only have one word on each page.

SOUNDING

- You will hear the staff in the Early Years talking about “sounding out ...”

s - a - t .

BLENDING

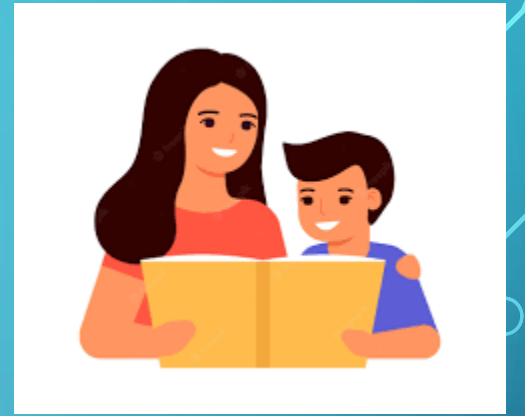
s - a - t

Hear the sounds and blend them together. Sometimes children need some scaffolding to help them “hear” the sounds. With lots of practice children soon begin to do this on their own.

3 READ...

- At BCE, we also advocate the 3 read policy.
- This focuses on three key reading skills:
 - **decoding**
 - **prosody** – reading with meaning, stress and intonation
 - **comprehension** – understanding the text

HOW YOU CAN HELP AT HOME...



- Each week your child will be heard reading by the class teacher or TA.
- We then change your child's book and they will come home with either one or two books depending upon their proficiency.
- We would like you to hear, support and read with your child at least 3 times within each week to help develop the necessary skills.
- It is not a race!!!
- We **really** value your comments in the reading diaries!



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QUESTIONS...