



Godmanchester Community Academy

The Early Years Foundation Stage
Helping Your Child Learn to Read

Finding Enjoyment in Reading

Lots of things are needed to make the process of learning to read a happier experience

Experiencing a wide range of books

Understanding that print has meaning

Understanding the structure of a story

The use of visual clues, particularly in the early stages of reading

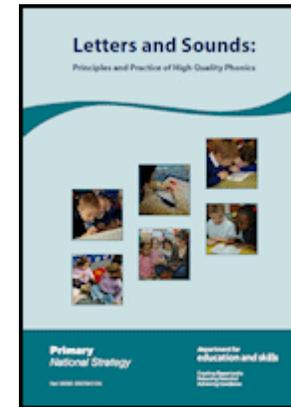
A confidence in phonics

Recognising sight words (tricky words)

Phonics/ Letters and Sounds

- ▶ Phonics and reading skills are taught in 6 distinct phases.
- ▶ These phases are set out in the Letters and Sounds document .
- ▶ The Letters and Sounds scheme is based on Synthetic phonics- There is a specific order in which to teach the sounds.
- ▶ It has proven to be a very successful tool in helping children to read and write.

We combine the letters and sounds teaching with Jolly phonics actions and songs. These can be found on 'You Tube'.



Phase 1

Phase 1 was introduced at pre-school and we continue to build on this in Foundation. It includes:

- ▶ The awareness of rhyme
- ▶ Sounds in the environment
- ▶ Experimenting with making sounds-body percussion and instruments

Through phase one we complete lots of listening games, stories involving alliteration and rhyme and also sound walks.

We have used lots of games with instruments as sound tools to allow the children to distinguish between different sounds.

Phase 2

Understanding that words are constructed from phonemes and represented by graphemes. Here is a letters and sounds link to how the phonemes should be pronounced correctly. [Pronounced](#) (link to articulation video)

- ▶ The phase 2 sounds are taught within these sets.
- ▶ We work through a set each week and then consolidate each set at the end of each week
- ▶ **Set 1:** s, a, t, p
Set 2: i, n, m, d
Set 3: g, o, c, k
Set 4: ck, e, u, r
Set 5: h, b, f, ff, l, ll, ss
- ▶ Early in phase 2 we begin to work on listening for initial sounds within words.
- ▶ We then start to practise blending 2 and 3 letter words

Phase 3

- ▶ Phase 3 introduces a new set of sounds

- ▶ **Set 6:** j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

- ▶ These sounds include digraphs and trigraphs

Digraphs – ai ee oa

Trigraphs – igh ear air

Dot and dash – A useful tool for helping children to spot the individual sounds within words.

Phase 4

- ▶ Phase 4 is the final phonics phase that we teach in Foundation stage.
- ▶ It does not introduce any new sounds
- ▶ Phase 4 concentrates on consonant blends
- ▶ The main aim of this phase is to consolidate the children's knowledge and to help them to read and spell words that have adjacent consonants such as
trap, string, milk, frog and flight
- ▶ Phase 4 has its own set of tricky words- these are listed in the booklet.
- ▶ Dot, dash and wiggle - a wiggle is used to highlight the consonant blends.

Phonemes and Graphemes

▶ Phoneme

This is the smallest unit of sound in a word.

How many phonemes can you hear in this word?

cat? c – a – t

There are 43 phonemes in the English language

▶ Grapheme

These are the letters that represent the phoneme.

A grapheme could be 1 letter, 2 letters or more

t ai igh

-Two letters but 1 sound – digraphs

-Three letters but 1 sound - trigraphs

Blending and Segmenting

How we teach the early stages of blending the phonemes to read

- ▶ Sound buttons
- ▶ Finger talk

We **blend** the individual phonemes to read a word and **segment** the individual sounds to spell a word.

Tricky Words

- ▶ We have provided you with a list of tricky and high frequency words.

The taught tricky words are also listed in the booklet.

- ▶ Tricky words are words that cannot be sounded out. E.g.

Was, said, I, go, me, she

We learn tricky words as sight words and regularly repeat them. Having the words as flash cards at home will be very helpful. We will sent a link or a printed set home for you to use.

How many sounds?

Word	Number of sounds?	Answer
tap	e.g. t-a-p	3
train		
march	m ar ch	3
light		
tractor		

Information for parents

- ▶ We will inform you via Tapestry regarding the new sounds and tricky words that introduced.
- ▶ Please continue to check your child's reading file because we will sometimes send lists or print out for the new sounds so that you can use them as flash cards.
- ▶ The sequence for the order in which we teach the sounds is also listed in the booklet handed out.
- ▶ We will finish our teaching of the phase 2 phonemes by Christmas. Then we start teaching phase 3 in the Spring term.

Writing

Handwriting- Initial focus on patterns

-Now we are working on correct letter formation

we are modelling pre cursive formation to the children through out teaching. The children have worked on the their pre cursive letters but we are ensuring that children are confident with their formation before they practise their launches and flicks.

We have introduced pre cursive handwriting. To show you the formation here is each letter-

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

How you can help your child at home

- ▶ Games- I-spy, phoneme bags, musical statues, phonemes round room- on furniture, magnetic letters, writing in water, chinks etc.

Supermarket visits- get me the fruit beginning with..... particular phoneme

- ▶ Letter formation – write with a paintbrush in rice/flour, chinks, water on garden slabs etc
- ▶ Continue to practise your child's name writing

Useful websites:

- ▶ www.phonicsplay.co.uk
- ▶ www.letters-and-sounds.com

Read to your child regularly. Please share their school reading book with them encouraging them to read to you. We also wish to emphasise how important modelling reading to them is. Allow them to observe you reading. It enables them to hear expression, to learn new vocabulary and to hear your fluency when reading.

Reading records

- ▶ Reading Records are there for you to record what your child is reading and so that you can provide us with feedback on their progress at home.
- ▶ We will only change the books if the diary has been signed and the books and comments have been listed.
- ▶ Please list any work completed. We know the children may not read every night. Variety will be beneficial for them. Record any name writing or letter formation that is completed at home.
- ▶ We will check the diaries every Monday when we change the books. Please send important notices separately.

Books:

- ▶ **Your child will bring home 3 book band books home each Monday. Please keep them for the week and re read them. We will change them again the following Monday.**

Thank you!

- ▶ Many thanks for coming along today.
- ▶ Please take a look at the resources available.
- ▶ I will be happy to answer any questions that you may have.
- ▶ Your child's class teacher is always available if you have any questions regarding their reading or writing and the best ways to support their next steps.