



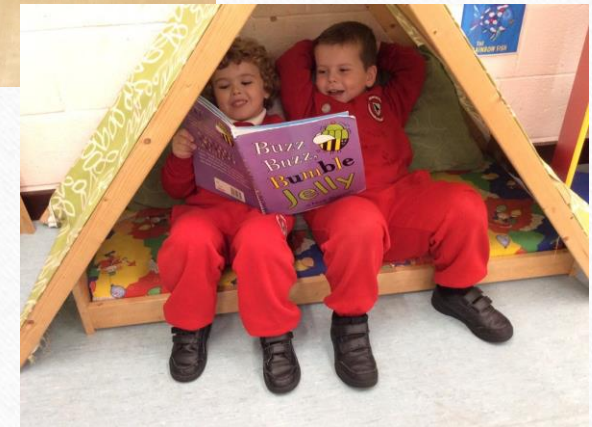
Reading and Phonics at Ravenscroft

How can you support your child?

Soaring to Success

Why is reading with your child so valuable?

- It is good bonding time.
- It improves your child's reading skills.
- It sparks imagination.
- It creates conversation.
- It expands your child's vocabulary.
- It improves their emotional intelligence.
- It encourages independent reading.
- It improves mental wellbeing.



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

Good reading skills

‘The best readers read the most, and those that read the most improve their reading skills more quickly.’

A good reader:

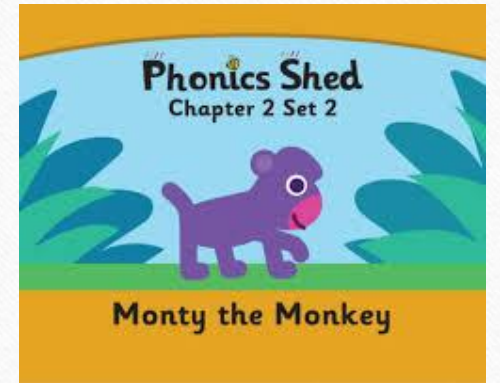
- Has good phonic knowledge – knowledge of letters and their sounds.
- Can recognise words on sight.
- Is able to make sense of what they read.
- Understands how text works.
- Is exposed to a rich variety of texts e.g. fiction and non-fiction.



Home reading books

Children ideally should read every day.

We ask that they read with you at least 4 times a week.



- Please write in their reading diary.
- Your child's book is matched to their phonics knowledge.
- Make it a fun activity.
- Children will have the same book for a period of time usually a week. It is important to re-read it.
- They may be given the same book again in the future.
- Their book should be kept in their book bag and sent into school each day.

Listening to your child read

Before reading the book:

- Talk about the cover and title and discuss what the story might be about.
- Ask questions to engage them in story:
 - What's happening in that picture?
 - Do you remember when we visited the zoo too?
 - Does it remind you of another story?
 - What do you think is going to happen in the end?
- Look together at the words in the grey box in Phonics Shed books or inside the front cover in other home readers.



Key Vocabulary

High Frequency Words		Example 'c' Words	
can	to	cat	camp
not	into	cod	act
do			

After reading

After reading books with your child you could try the following:

- Ask questions about what they have just read.
- Ask them to find given words on the pages.
- Ask them to find words starting with given sounds.



How is my child being taught to read?

Phonics - What is phonics?

Making connections between the sounds of our spoken words and the letters that are used to write them down.

Our school uses Phonics Shed to teach your child these skills.

 **Phonics Shed**



Some phonics terminology

Phoneme

The smallest unit of sound that can be identified in words.



Grapheme

A letter or group of letters used to represent a particular phoneme



In simple terms, a phoneme is sound we hear and a grapheme is what we see written down.

More phonics terminology


Blend

Blending is combining individual phonemes into a whole word.

The diagram shows three stages of blending for the word 'cat':

- sound it,** A boy says the word 'cat' with individual phonemes 'c', 'a', and 't' highlighted above the letters in a speech bubble.
- squash it,** A boy says the word 'cat' with a double-headed arrow below the letters, indicating they are being pushed together.
- say it,** A boy says the word 'cat' with the whole word written in a speech bubble.

Blending

Soaring to Success 


Segment

To identify each of the individual phonemes in a word. This is an important first stage of writing (spelling) a word.

The diagram shows three stages of segmenting for the word 'cat':

- say it,** A boy says the word 'cat' with the whole word written in a speech bubble.
- stretch it,** A boy says the word 'cat' with a double-headed arrow below the letters, indicating they are being pulled apart.
- sound it,** A boy says the word 'cat' with individual phonemes 'c', 'a', and 't' highlighted above the letters in a speech bubble.

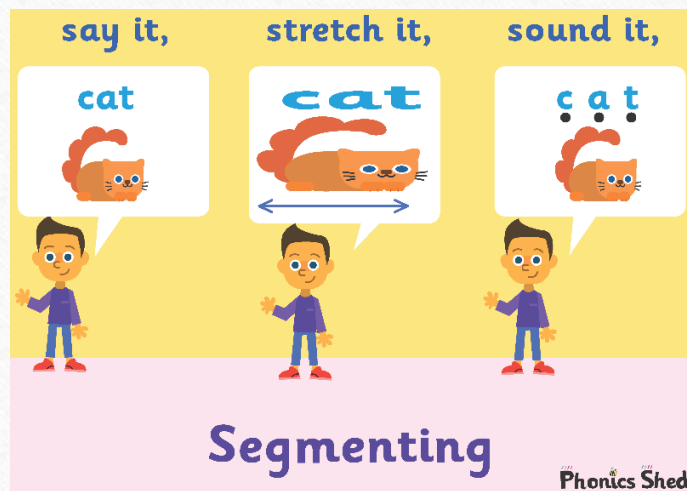
Segmenting



Putting phonics into practice

- have a go!

Segment these word to see how many phonemes they have.



shelf
dress
right
sprint


shelf = sh - e - l - f 4 phonemes

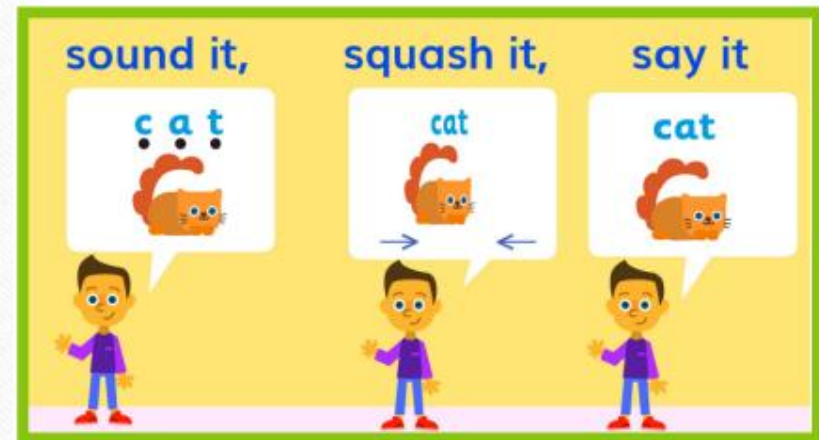
dress = d - r - e - ss 4 phonemes

right = r - igh - t 3 phonemes

sprint = s - p - r - i - n - t 6 phonemes

When listening to your child read

- Be patient and **be impressed!** 
- Encourage your child to point to the words as they read.
- Wait for your child to decode words (sound them out):
 - They sound, you blend.
 - You sound.
 - Pause to see if they blend, then repeat.
 - This time you blend the word.
- Talk about and explain unknown vocabulary.



Phonics Shed

The Phonics Shed programme begins in Early Years and is taught daily until the end of Key Stage 1 (Year 2).

- It is organised into **Chapters** which children move through as their knowledge increases.
- **It is not organised into year groups**, as children progress at different rates.
- Your children have been placed into small groups based on our assessments.
- This will ensure that they are taught the appropriate phonics knowledge.
- Children will move between groups throughout the year according to their current phonics knowledge.
- Some children may continue their learning of phonics into Key Stage 2 (Year 3).



How we organise Phonics sessions in school

- We have eight members of staff delivering the phonics sessions daily.
- All children have been assessed so we are aware of their strengths and also any gaps.
- We teach new sounds and words **every day**.
- This session takes place at 9am so it is **very** important that your child is **on time for school every day**.



Phonics Screening Check

Children are tested on their ability to segment and blend at the end of Year 1 in the government's Phonics Screening Check.

It will check if your child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words, (alien) which are referred to as **pseudo words**.
- These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.



Phonics Shed at home

- **Your child has a log in for Phonics Shed in the front of their reading record.**
- When they log in to Phonics Shed, they will be assigned activities and books.
- Your child can also explore around the site to play games of their own choice.
- The more your child practices at home with both their reading book and Phonics Shed, the greater their reading ability will become, allowing them to make great strides across the curriculum.

What else are we doing?

Reading Ambassadors

- Y6 role models.
- Organise events and rewards.
- Read with children in our reading shed.

Reading Buddies

- Volunteer children from Y5 and Y6 listen to some of your children read.
- Reading buddies complete their own record.
- They may also help your child to choose a book from our lending library so that you can enjoy books together at home.

Reading Volunteers

- Parents/ carers/ grandparents give up their time to listen to children read in school.
- Children enjoy reading with them and enjoy talking about what they have read.
- Would you like to be a reading volunteer?



Phonics Shed

- [EdShed Web Game - Spelling Shed and MathShed](#)
- We would like to finish by showing you around the Phonics Shed website to look at activities that are available.

