



Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

All Things Reading, Phonics and Spelling

*Mrs S Dryden
23rd November 2022*



Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

Reading is the gateway to all learning

Reading is the single most important thing you can do at home to support your child's learning.



Reading is the gateway to all learning

The Earliest Stage of the Reading Journey:

Developing children's spoken language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary.



Reading is the gateway to all learning

Sharing books:

- Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.
- Children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.
- Book talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.



Reading is the gateway to all learning

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old:

- Never read to, 4,662 words;
- 1–2 times per week, 63,570 words;
- 3–5 times per week, 169,520 words;
- daily, 296,660 words;
- five books a day, 1,483,300 words.



Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

Reading is the gateway to all learning

A love of reading is the biggest indicator of future academic success.

(The Organisation for Economic Co-operation and Development OECD).



Reading is the gateway to all learning

The National Literacy Trust have also found that children's engagement in reading is also linked to mental wellbeing.

Well, of course it is, to have the ability to escape into another world and live other experiences, must surely be one of life's great pleasures.



Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

Reading is the gateway to all learning

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.

Albert Einstein



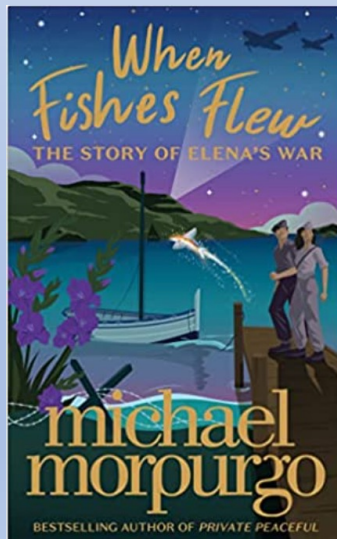
Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

So, how do we get from this:



to this?





1. Read, read, read with our children
2. Discuss stories, non-fiction texts and poetry
3. Teach phonics using our scheme Super Sonic Phonic Friends.



What is phonics?

Phonics focuses on the acquisition of grapheme/phoneme correspondence as the basis of teaching children to read and spell.

But what does that mean?



Reception – Oak Class

s a t p i n

The sound is the phoneme, the sound written down is the grapheme. Could be a single letter or several letters.

These sounds are taught first because they can be blended to form simple words. sat, pat, tap, pin, tin etc.

In reception children learn the sounds that match all the individual sounds of the alphabet (qu) plus ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



Studham Village CE Academy

'Hold my hand God, lead the way – all flourishing as children of God'

Reception – Oak Class

Pure sounds are essential to support early blending of sounds to make words.





Year 1 – Sycamore Class

In Year 1, our children start to learn alternative graphemes for the phonemes they already know, eg:

ai, ay, a-e – train, play, cake

ee, ea, e-e, ey, y – sweet, beach, delete, donkey, sunny

igh, ie, y – light, pie, cry

When this has been done, they will then learn different phonemes for the same grapheme, eg:

a – apple, angel, watch

ea – dream, bread

i – sixth, wild



the 'ai' phoneme with grapheme

ai – train

ay – play

a-e - cake

eigh – eight

a – paper

ei - vein

ei – vein

ey – they

e – café

ae – sundae

ea – break

aigh - straight



Year 1 – Sycamore Class

In June each year, the children are required to take part in the Phonics Screening Check – this is a statutory requirement, and the results are submitted to the local authority to be provided to the DfE

The children read forty words, twenty real words and twenty that are known as 'alien' words. These are designed to assess the children's decoding ability. Flashcards are provided and each alien flashcard has a picture of an alien so the children realise that the words aren't real.

Children are required to achieve a score of 32 to 'pass'. Any children that do not reach this score, are required to take the test again the following year.



Year 2 – Sycamore Class

In theory our Year 2 children should now be ready to move onto learning words that have the same spelling pattern, for example words that end in 'le' without the need for phonics teaching and practice.

However, phonics continues to be used to support children's reading in Year 2 and right through to Year 4. With the complexities of the English language and the wide range of spellings for only 44 sounds, revision and consolidation is frequently necessary to ensure phonic knowledge is transferred to long-term memory and that accurate spellings are used when writing independently.



Years 1 and 2 -Sycamore Class

Years 3 and 4 – Maple Class

Spelling Shed

We have introduced Spelling Shed in Sycamore and Maple Classes this year. Spelling Shed is an online programme giving children the opportunity to play and learn a list of ten words each week that have the same spelling pattern.

This system has proved very popular with children and parents and allows teachers to view their classes' participation.

It is recognised that too much 'screen time' may be a concern to parents and that some children would rather learn their spellings in a more traditional way so lists are made available to parents so their children can learn in the way that suits them best.



Reading is the gateway to all learning

In all classes, reading is prioritised and taught in a variety of ways:

- Reading to an adult 1:1
- Reading in small groups, sharing a book.
- Reading as a whole class, with a copy of the text in front of them.
- Reading as part of their phonics lessons.
- Teachers include reading opportunities across the curriculum so children can practise in other contexts.
- Teachers read a story at the end of the day - for the younger children it could be a different story each day and for older children, a chapter book is chosen.
- Reading to a volunteer who has come in to hear readers.



Reading is the gateway to all learning

Our reading scheme books have been sorted so they match the teaching sequence of phonics. The number or colour band is no longer used as an effective 'reading level' assessment.

The DfE have an approved list of phonics suppliers, whose programmes have been validated and are judged to meet all the essential core criteria for an effective phonics scheme.

Part of this criteria is that children's reading books are matched to the phonemes that have been taught and are already known. This ensures early success and motivation to continue. This means that some of our books that were part of an early colour band have now been identified as having phonemes in that children do not yet know and therefore wouldn't be able to decode.



Reading is the gateway to all learning

Our reading scheme books finish when the last set of phonemes have been taught in Year 1 and the children are then able to move onto higher levels of books. Once they have read all the books within these levels, they move onto Silver Star and then Gold Star – effectively becoming a 'free' reader.

All our children select their own books when they are changed within the level they are currently working at.



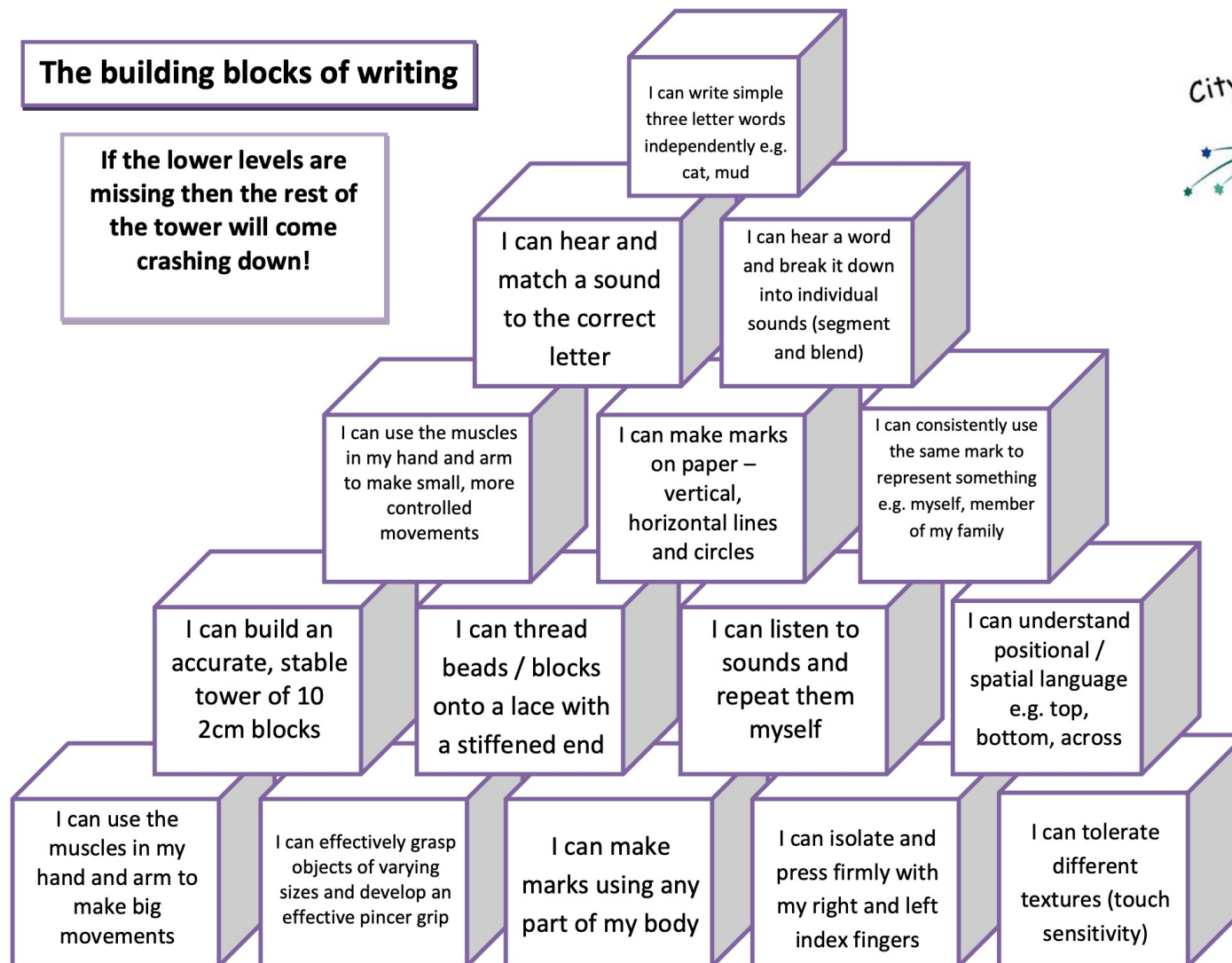
Writing

Writing is undoubtedly one of the most challenging things that we expect our children to master.

Before a child can even write their own name, they need to develop a good level of physical strength and skills.

The building blocks of writing

If the lower levels are missing then the rest of the tower will come crashing down!





Writing

These physical skills are developed naturally through children's play and carefully planned interactions with adults.

Our early years unit has been developed with these crucial physical skills in mind and the physical and learning opportunities provided to our children reflect this progression.

Understanding child development has been essential for providing developmental opportunities to our children across the school. In Sycamore Class children have regular opportunities to develop their fine motor skills and our activities on the playground during lunchtime, also provide this



Writing

At the end of reception, our children are expected to be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Writing

Once children arrive in Year 1, their writing develops significantly and it is often difficult to believe the progress that can be made in just one academic year. As their phonics skills grow, their spelling becomes more accurate and their reading experiences influence the vocabulary they use.

In Year 2, the children will be assessed using Statutory Assessment Tests (SAT)s completing maths and reading papers that are provided by the DfE. These assessments, along with the class teachers, form a level of attainment that must be submitted to the local authority and then onto the DfE.

In Years 3 and 4, the children are exposed to more complex punctuation and grammar and explore a higher level of writing purposes, ready for their transition to Year 5.



Talk for Writing

Talk for Writing is a whole school approach to teaching writing which is used across our school.

Each teacher will select a text to use and decide upon a writing focus, this could be description, persuasion, openings and endings to stories, character development etc.

The children will be asked to complete an independent piece of writing that reflects the required focus, a 'cold' write. This will then become the baseline for that unit of work.

The teacher will write a shortened version of the text making sure all the required elements of the focus are included. The children will then learn this text orally, using actions to help them remember and internalise the sentence structure, grammatical devices and vocabulary.

Over a period of time, the teaching will develop the children's skills and they will then have an opportunity to innovate the text, changing an element and writing their own versions.

Finally, at the end of the unit of work, the children will write an independent piece of writing, which will reflect their new skills.