



# St Bede's Catholic Primary School



Jesus is at the heart of life at St Bede's School.

## KSI

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# Family Phonics

Happy and Healthy, Responsible Citizens, Purposeful Lives, Centred  
in Christ.

- Good morning / Thank you
  - Packs / Register
- Mrs McQuillin / Mrs McLaren

### Morning Schedule:

- Presentation
- Reading Decodables / Reading for Pleasure
- Questions
  - Story time
  - Phonics lesson / activities
    - Read-a-thon
  - Certificate presentation
    - Feedback form / pens!

## Aim of today:

- Leave feeling more confident at supporting your child at home
- Learn something new

# What is Phonics?

- Children are taught to read and write using “phonics”.
- Phonics is the process of linking spellings and sounds.
- When children begin linking spellings and sounds, they are then encouraged to say the sounds and read or write the word.
- Children are taught that different spellings can represent the same sound.

camp

c

king

k

quack

ck

- All three of these spellings represent the sound /c/.
- Children are also taught that the same spelling can represent a different sound.

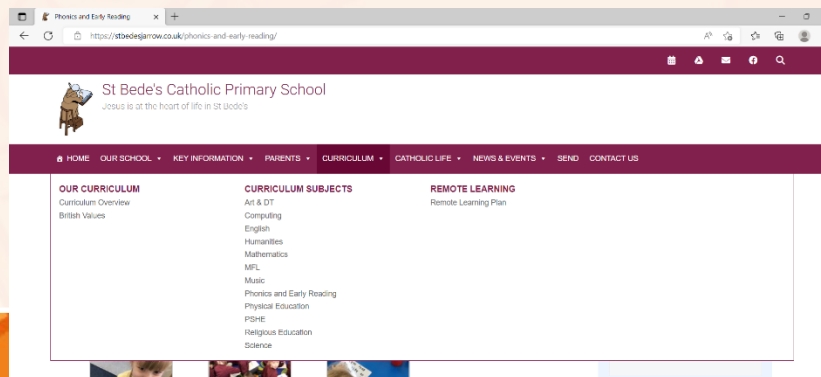
dog

old

# Sounds-Write



- At St Bede's, we follow the Sounds-Write programme to teach phonics.
- All teachers and support staff in school have attended a 4-day training programme.
- Phonics is taught daily in Reception, Year 1, Year 2 and Year 3, the content becoming increasingly more complex.
- Children who are not working at an "expected" level are offered additional support and begin to work as part of smaller intervention groups. They also read more frequently with an adult in school.



# Reading Scheme

- Our reading scheme in Reception and Year 1 is entirely **decodable**, using Dandelion Readers and Launchers and Sounds-Write texts.
- A decodable book is a book which contains spellings and words which the children have been taught.
- Decodable books make children feel successful from the very beginning.



# Reading Reward Scheme

25 reads = Bronze Award (certificate and bookmark)

50 reads = Silver Award (certificate and pencil)

75 reads = Gold Award (certificate and wristband)

100 reads = Platinum Award (certificate and book)

100+ reads = Diamond Award (certificate and end of year school trip)

Date	Book title and page number	Parent/Teacher/Pupil Comments
19/9	The Champ	Heidi read brilliant without any help
20/9	Shep and Tosh	Heidi recognised the 'sk' spelling we discussed the word pair. She made sense of the word 'was' when read incorrectly.
20/9	The champ	Heidi read really well
21/9	The Champ	Heidi was really confident reading this time
22/9	Shep and Tosh	Heidi read well she struggled on the words 'was' & 'shrub'
24/9	Shep and Tosh	Heidi read really well

Date	Book title and page number	Parent/Teacher/Pupil Comments
25/9	Shep & Tosh	Heidi read fantastic
26/9	Shep & Tosh	Heidi read amazing.
28/9	This and That.	Great reading could blend without help. SA
28/9	Shep & Tosh	Heidi read really well

(10)

**Words to learn**

be \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Progress**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

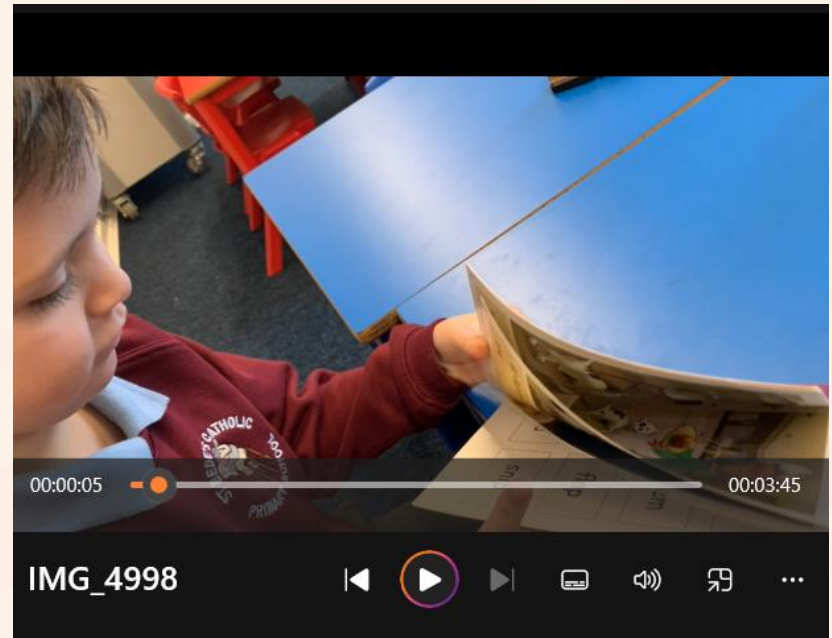
Date: \_\_\_\_\_

### Reception

- o Establish the focus spelling/s of the unit: *Which spelling/s are we looking at today?*
- o *Can you read the title?*
- o Teacher to model reading the first page saying the sounds and reading the words. Then re-reading whole sentence (in word form) for clarity.
- o After saying the sounds and reading each word, child to be encouraged to reread whole sentence (in word form) for clarity.
- o When a child misreads a word, say: *Say the sounds and read the word.*
- o When a child does not recognise a particular spelling, say: *This is \_*
- o When a child does not recognise an Initial code common exception word, say the whole word and encourage them to repeat it.
- o When a child recognises a spelling as an alternative sound, say: *This can be \_ but in this word this is \_*
- o Read (at least) pages 1-4.
- o Let children know that if they can read the whole word, they can just say the word (rather than saying the sounds).

### Year 1 and Year 2

- o Establish the focus spelling/s: *Which spelling/s are we looking at today?*
- o *Can you read the title?*
- o When a child misreads a word, say: *Say the sounds and read the word*
- o When a child does not recognise a particular spelling, say: *This is \_*
- o When a child does not recognise a year 1 common exception word, say the whole word and encourage them to repeat it.
- o When a child recognises a spelling as an alternative sound, say: *This can be \_ but in this word this is \_*
- o Read (at least) pages 1-3.
- o Let children know that if they can read the whole word, they can just say the word (rather than saying the sounds).
- o If a child is struggling with a polysyllabic word, split the word into syllables for them: *Say the sounds and read the first syllable. Say the sounds and read the second syllable. Say the syllables and read the word.*





We aim to ensure that all children are fluent readers by the time they leave KS1.

A fluent reader is able to retrieve and read words automatically. They can read aloud with expression and ease. Fluent readers are able to recognize words and comprehend a story at the same time. When you are a fluent reader, you read without even thinking about the reading process.

Why?

# The Reading Framework - July 2023

“Pupils who find it difficult to learn to read are likely to struggle across the curriculum.”

“Pupils who fail to learn to read early on start to dislike reading.”

“Those who find reading difficult fall behind, not just in their reading but in all subjects and a vicious circle develops.”

“Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.”

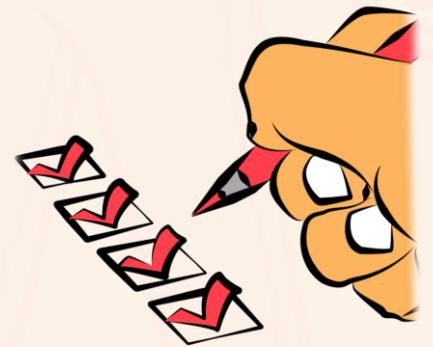
“If children do not practise reading and writing enough, they fail to make sufficient progress.”

# Supporting Your Child at Home



Encourage your child to read  
their decodable book **daily**.

(Once a week at home has very  
little impact)



My Turn



Your Turn



If your child is a slow reader, a reluctant reader or has a particularly long book, **take turns** reading each page.



Again, if your child is a slow reader, a reluctant reader or has a particularly long book, just *read a few pages* each night.

Ask your child to read at a **time** that works for both of you.

(Bedtime is not always the best time to ask your child to read)

This may be a good time to read to your child instead.



Try to read at around the *same*  
*time* each day.

This way, your child will know  
what to expect.







Encourage *different people* to listen to your child read.

Children love showing off their reading skills to others!



Encourage your child to read to  
passengers *in the car.*



Reward your child for reading their decodable book.



Any more  
suggestions...?

# Phonics Screening Check

- In June, every Year 1 child in the country will be taking part in the Phonics Screening Check.
- The aim of the check is to ensure that all children are able to read by the end of Y2.
- The test will be administered by myself.
- There will be 40 words to read - 20 real words and 20 nonsense words.
- The children will be asked to say the sounds and read each word.
- The pass mark is usually 32/40.
- If a child does not pass the Phonics Screening Check, they will take the test again in Year 2 with Mrs McQuillin.

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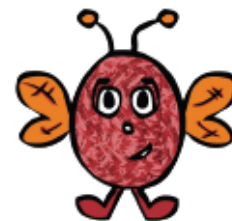
ot



vap



osk



ect



Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Any questions?

