
Literacy: Phonics, Early Reading and Writing in Early Years

— September 2022 —

Why is Early Reading important?

- In 2008, The National Literacy Trust found a relationship between Literacy learning and development and an individual's' life chances. Poor Literacy development particularly had an effect on physical and mental health, economic well being, family life, civic engagement and criminal behaviour.
- Previous research also found that reading to pre-schoolers and reception aged children relates directly to language growth, emergent literacy and reading achievement. (Bus et al., 1995). In addition, reading to children also stimulates them to read books themselves and further develop their cognitive skills (Canoy et al., 2006).

The Early Year Curriculum (Development Matters)

Personal, Social & Emotional Development
Communication & Language
Physical Development

Literacy
Numeracy
Art & Design
Understanding the World

The Early Years Curriculum aims to support children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught in Reception, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing further involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The Early Year Curriculum (Development Matters)

Literacy Early Learning Goals

Comprehension	Word Reading	Writing
<ul style="list-style-type: none">● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.● Anticipate (where appropriate) key events in stories.● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none">● Say a sound for each letter in the alphabet and at least 10 digraphs.● Read words consistent with their phonic knowledge by sound-blending.● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none">● 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.

What is Phonics?

Phonics teaches children how to read and write by helping them to hear, identify and use the different sounds and letters which make up the English language.

Phonics at Diggle

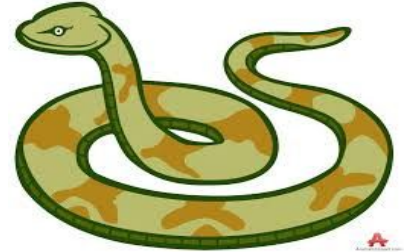
- Children in Reception and KS1 have a daily phonics session. After KS1 this gradually moves to spellings and vocabulary tasks.
- We use Read Write Inc. which is a scheme of work specifically for teaching phonics.
- Fast paced approach - no longer than 20 minutes per lesson.
- Lessons encompass a range of games, songs and rhymes.
- Learning is practiced through sound cards (which are sent home), during adult led activities and in our areas of provision.



Phonics Vocabulary

- Phonemes:** The smallest units of sound that are found within a word.
- Grapheme:** The spelling of the sound e.g. h
- Diagraph:** Two letters that make one sound when read
- Trigraphs:** Three letters that make one sound
- Segmenting:** Breaking up a word into its sounds.
- Blending:** Putting the sounds together to read a word.
- Red words:** Words that cannot easily be decoded.
- Alien/Nonsense words:** Sounds that do not form a real world.

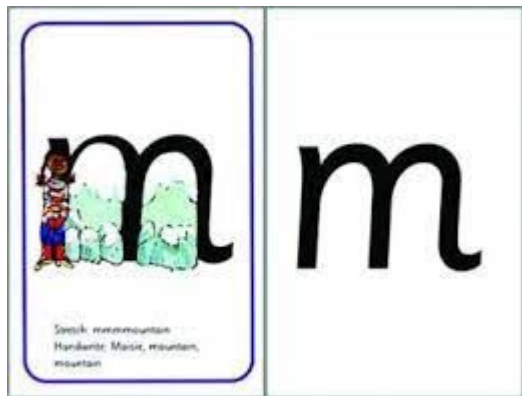
Mock Phonics Lesson



Set 1 Speed Sounds: *Beginning phonemes to read and write simple words.*

Children will learn 32 phonemes & digraphs:

m a s d t i n p g o c k u b f e l h sh r j v y w th z ch q u x ng nk



Sound Card example: Sounds should be articulated clearly and precisely. They are classed as bouncy sounds e.g. a-a-a-a-a or stretchy sounds e.g. mmmmmm

Set 2 Speed Sounds: *(Children start seeing groups of letters making a single sound)*

Children will learn 12 phonemes & digraphs:

ay ee igh ow oo oo ar or air ir ou oy

Set 3 Speed Sounds: *(Children start match sounds to their own knowledge and experience of words).*

Children will learn 17 phonemes & digraphs/trigraphs/split digraphs:

ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

Blending and Segmenting

Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word. This is blending.

Fred helps the children blend through 'Fred Talk'.

Fred only speaks in sounds, encouraging the children to orally blend sounds into words.



Children need to be able to hear a whole word and say every sound that they hear within that word. This is segmenting.

We use 'Fred Fingers' to help us segment words.



Red Words

There are many words in the English language that cannot be blended or segmented because they are irregular.

I the was said you some

There are red words to go with each set in Read Write Inc.

A list of these will be sent home at the end of Set 1 for you to practice with your child.

How can I help at home?

- Practice sounds taught each week using sound keyrings. (Please leave keyrings in book bags).
- Oral blending: Fred Talk - Children need to practise hearing a series of spoken sounds and merging them together to make a word. For example, you say 'b-u-s' and your child says 'bus'.
- Making phonics fun! - Children mustn't think of phonics as a job, it needs to be kept light and fun so have a good time. There are lots of free games, activities and apps available. Particularly through Cbeebies.

Reading

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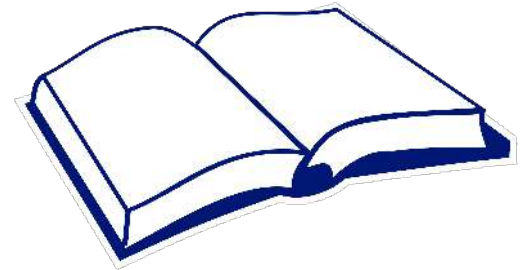
Guided Reading

The children have a 'Guided Reading Hour' every day. Within this hour children are either involved in a group guided reading session with an adult or are practicing skills related to reading, writing or Phonics.

Guided reading is a 2 step process:

- Group reading with a focus on comprehension skills.
- Individual reading with a focus on the child's phonological development and decoding skills.

Books follow the Phonics learning taught as part of RWI.



Reading Progression

1-4 Weeks:

No word reading books are introduced to help children become comfortable with how guided reading is taught. It gives children the opportunity to practice previous skills such as turn pages independently, retell a story and practice story language. It also is the beginning steps for reading comprehension and noticing that reading is about more than just words!

4 weeks+ :

Children will receive books based on the letters they have learnt in Phonics. Phonics and reading are assessed and adapted regularly to meet each individual child's needs. Reading books are given based on children's ability and confidence with reading. High ability readers will be given additional books and opportunities to read.

How can I help with reading at home?

- Expose your child to a variety of books including non-fiction, poems, verses etc.
- Do not shy away from challenging vocabulary.
- Practice, practice, practice.
- Encourage your child to blend independently, use Fred Talk to help your child when reading.
- Make reading feel like a treat not a chore. Introduce new books with excitement and don't be embarrassed to try out different voices.

Writing Progression

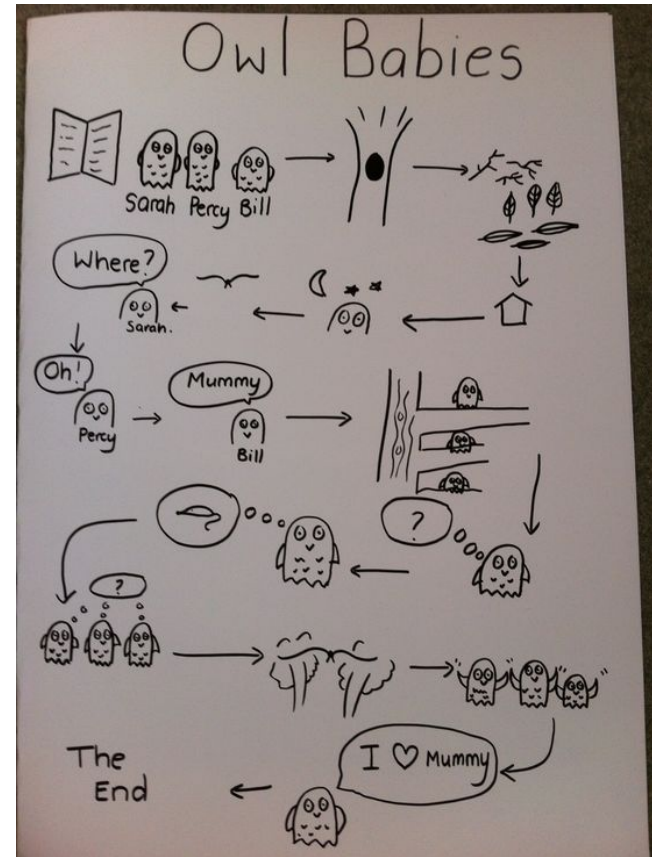
- Mark making starts with pictures, as this is the first thing children notice linked to writing.
- Children will later notice letters and the position of writing.
- As children build confidence in blending sounds to build words, children will begin to write short words.
- By the end of Reception, children will be able to write a sentence.

 <p>1. Scribble Stage (Starting with one place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mix Letters (Can be personal or conventional)</p>
 <p>4. Letter String (Left to right and progressively downwards)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears Medial Sounds (Writes word with beginning, middle and ending letters)</p>	 <p>11. Phrase Writing</p>	 <p>12. Whole Sentence Writing</p>

Talk 4 Writing

Talk for Writing enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

This helps children engage with stories on multiple levels and notice patterns within storytelling such as vocabulary, themes and genres.



Reluctant Writers



Writing Wizards is an intervention program designed to engage reluctant writers.

Wiz needs the children's help through their magic powers - their writing.


Handwriting

- During Phonics, we practice writing the graphemes in each set as we learn the phonemes.
- When initially forming letters – Read Write Inc has phrases to help the children think about their forming.
- The school uses a handwriting scheme which supports Read Write Inc.
- Children will start handwriting practice in the Summer term. Until then the focus will be on skills for writing.



How can I help my child with writing at home?

- Practice the letter formation at home.
- Expose children to different forms of writing and let them see you write!
- Be encouraging, it's ok to spell things wrong as long as they can be read.
- Writing shouldn't be stressful. Children will flit between mark making and writing and this should be encouraged.



Questions?