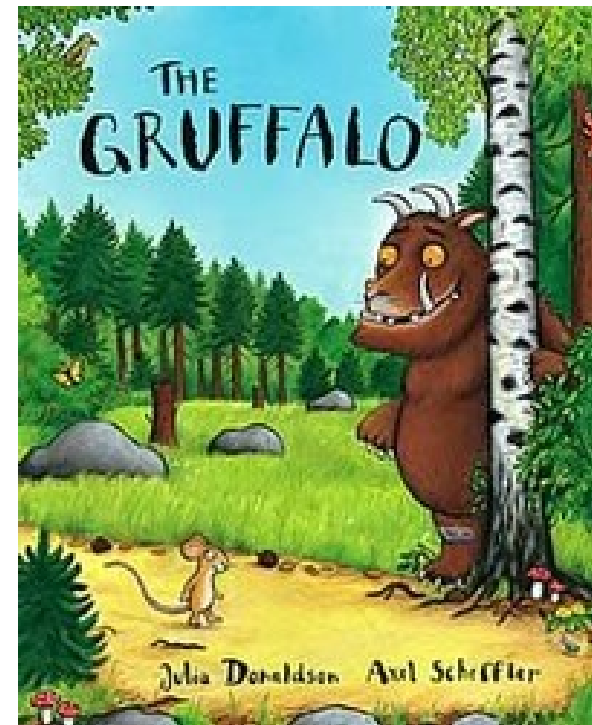


A parents' guide to reading and phonics at Woolgrove



November 2022

Reading and Sharing Books

Enjoy spending time together looking at books and listening to stories. It's important to show that books can be fun and enjoyable.

Consider visiting your local library or listening to Mr P's story time sessions which can be found on the Woolgrove website.



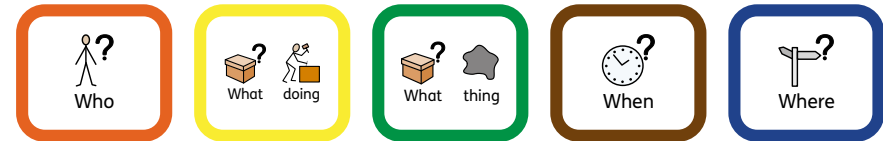
Reading Records and Targets

Your child will be provided with a reading book, reading record book and target sheets. It is important that these are returned to school each day. Please try and read with your child as often as possible.

The class team will identify one or two targets for your child to work on and these will be carried out with class staff during the week. Please note, that some of these targets may not require a reading book, although your child is still likely to bring one home.

Reading in the environment - Reading can take place anywhere. Read lists, labels and posters when out shopping or try labelling objects around the home.

It is important to know that whilst some children can read, they may struggle to understand what they have read and so asking questions and talking about the story is just as important. The targets at the front of the reading record can help give you some ideas.



Blank's Levels of Questioning	
<p>LEVEL 1</p> <p>The objects/things are present (here and now).</p> <p>What's that? Who's that? What are you doing? What's the lady doing? Find one like this. Find one the same as this. What did you touch?</p> <p>What's that called?</p>	<p>LEVEL 2</p> <p>The objects/things are present (here and now), but the child has to look at them in more detail.</p> <p>What's happening? What is in the box? Where's Spot? What colour is the ball? What can you do with a ball? How are these different? Tell me something that is a fruit. Find the one that is ... and</p> <p>What can you do with scissors? Where's the chicken?</p>
<p>LEVEL 3</p> <p>The objects/things may or may not be present and the questions are more complex and subtle.</p> <p>Find one to use with this. (knife → fork) What will happen next? Tell me something different that ... What is a ...? (word definition) Find the things that are not ... Following a set of directions → First open the box. Then put the ball in the box. Then hide the box.</p> <p>How are "these" the same?</p>	<p>LEVEL 4</p> <p>The objects/things are not present and the child must use reasoning and problem solving.</p> <p>What will happen if...? What could you do when ...? How can we tell that ...? What could we use to ...? Why can't we ...? Why is a ... made of ...?</p> <p>Why can't we ride a lion?</p>

Developing matching skills, letter knowledge and sight words

Woolgrove use additional activities to support the development of reading. To start with, your child may bring home a 'picture' or a 'picture/word' matching activity. These activities are designed to help your child recognise that pictures, symbols or words carry meaning and that a word, symbol or picture can be matched. Your child may bring home a letter matching activity to help build up knowledge of what the letters look like and the sounds they make. Finally, pupils progress to learning 'pink and yellow words' (high frequency words). Some words are decodable (can be sounded out) like 'and / but', and others are more irregular and are better learnt by sight, like 'the / was'. Although these words are more abstract and therefore their meaning is less easy to understand compared to words such as 'mum', 'cat' etc, these words will be used regularly in sentences at an early level and so learning these words will greatly help your child build up fluency when reading.

All these activities are designed to provide additional opportunities for your child to rehearse matching skills, learning letters or high frequency words. Please practice these as often as possible at home.

Learning method for pictures, letters and pink words

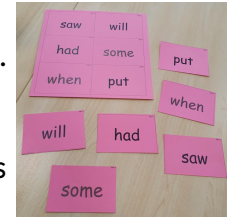
1. Two sets of picture, letters or words - child to match them while adult says/reads them.
2. Child to point to/find the picture, letter or word as the adult says/reads the them
3. Child says/reads the picture, letters or words
4. Find the letter or word in their reading book

Adding colour helps with memory

Try adding colour or draw pictures on parts of the word eg 'look' make the 'oo' into two eyes or for the word 'was' colour the 'a' red to help draw attention to the tricky part.

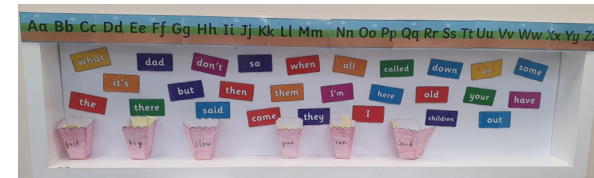
Snap

To play snap you will need two sets of letters or words on individual pieces of paper or card. Shuffle them and divide them out between two players. Take it in turns to read and lay down a letter/word card. If the top two cards match, say "snap". Whoever does this first wins the pack.



Pairs / Pelmanism

To play pairs you will need two sets of letters/words on individual pieces of paper or card. Put all the cards face down, and then simply turn over two cards until you find a pair. Once a pair is matched, attempt to say the letter/read the word. This helps with memory too, as you try to remember where you saw the letter or word.



Letters / words around the house

Place letters or high frequency words around a room. Read/say a letter/word and encourage your child to find the corresponding letter/word, or try using toy cars or trains to drive to the corresponding letter/word.

Phonics

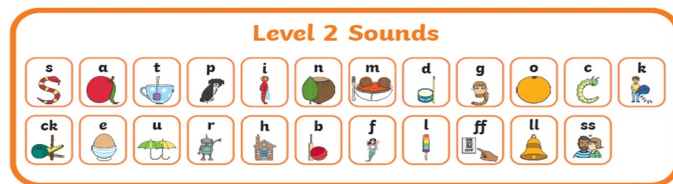
All pupils will have the opportunity to participate in phonic lessons throughout the week. Woolgrove use the Twinkl Phonics Scheme which provides activities and ready-made resources for use in class. Some of these resources and parent information sheets are available on the Woolgrove website for you to use at home.

Your child will work through the appropriate phase (level) phonics for his/her ability. Below is an overview of the phonic levels and the order of phonemes taught at level 2.

Level 1: Children are taught: Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral Blending and Segmenting and Syllables. This phase has a strong emphasis on phonological awareness and this builds the foundations for phonics.

Level 2: Phonemes (sounds) and graphemes (letters) are introduced and pupils are taught to use them to blend and segment the phonemes.

Letter progression order at Level 2




Level 3, 4 and 5: Children develop and broaden their knowledge of graphemes and phonemes.




Level 6: Children build fluency and accuracy in reading and spelling.


How to help your child learn letters (phonemes/graphemes)

At Woolgrove we use a variety of multisensory activities to help pupils learn phonemes, particularly at Level 2. These may include singing songs, using actions/signs and visual letter pictures.



Today, we have been learning s. 

Picture  snake	Action  Make a snake's head with your hands and wiggle your body like a snake!
Formation  Curl around and around the snake's body.	Song (To the tune of 'Aiken Drum') We saw a snake out in the woods, s - s - s s - s - s We saw a snake out in the woods And the snake went s, s, s.
Word List Sound out these words for your child. Can they hear the word you are saying? sun yes ... bus Sam sad 	

 **Ss**

Made by teachers, perfect for parents. Five great packs of helpful on-site parents.

These resources are available on the Woolgrove website.

Try playing 'I Spy' games. Encourage your child to name/find objects beginning with a particular letter or sound.

Articulation of phonemes

Please watch the videos listed below which show how letter sounds/phoneme are articulated nowadays. Please note that for some letters, this may be a little different to the way you were taught!

video https://www.youtube.com/watch?v=TTe5_Em0BHQ

<https://www.youtube.com/watch?v=DipcahxNSU4>

Phonics Terminology

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound

Here are some useful websites to support reading and phonics:

Twinkl website with resources and information for parents

<https://www.twinkl.co.uk/resources/parents>

Cbeebies - Alphablocks

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Free ebooks by Oxford Owl

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Free printable activity ideas

<https://www.tts-group.co.uk/home+learning+activities.html>

Free websites with games to support reading and phonics

<https://www.ictgames.com/mobilePage/literacy.html>

<https://www.starfall.com/h/index-grades123.php>

Subscription websites to support reading and phonics

<https://readingeggs.co.uk/>

<https://www.nessy.com/en-gb/shop/apps>

<https://www.phonicsplay.co.uk/>