

## Key Stage 2

- 'Keep up' sessions are provided for children who did not secure automaticity by the end of Year 2.
- Teaching of word reading focusses on strategies for children when they come across an unfamiliar word.
- To decode a new word, they are taught to break the word into syllables and look for familiar letter patterns.

All children who are 'Early Readers' will have a home reading book which reflects their current decoding and comprehension level, as well as a book to 'read for pleasure' which they choose themselves.

### Key Vocabulary

**Phoneme** - A unit of sound.

**Grapheme** - The way a phoneme is represented in writing.

**GPC** - Grapheme to Phoneme Correspondence: the individual letters or letters strings which represent individual sounds in the language, i.e. the way a letter 'sounds' when it is read aloud.

**Segment** - The breaking up of a word into the individual phonemes that it consists of, e.g. 'sit' = /s/ /i/ /t/

**Blend** - The joining of phonemes when they are said aloud, to form a word.

**Rhyme** - When the end syllable of two words makes the same sound, the word **rhyme**.

**Syllable** - A unit of pronunciation that has one vowel sound, with or without surrounding consonants.

**Digraph** - 2 letters that make 1 sound, e.g. /ch/ or /ay/

**Trigraph** - 3 letters that make 1 sound, e.g. /igh/

**Split Vowel Digraph** - when a vowel digraph (e.g. /oe/) is divided by a consonant, e.g. in the word 'home'.

**Tricky words** - Words that have a 'tricky' part that cannot be read by decoding using phonics.

**Prefix** - A unit of meaning added to the start of a root word, e.g. un-, dis-, re-.

**Suffix** - A unit of meaning added to the end of a root word, e.g. -ing, -ness, -ly.

# Phonics and Early Reading at Hamble Primary



Hamble Primary School

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Information for Parents

By working together we help our  
children to succeed.

Reading is a vitally important part of a child's development and is a key life skill. At Hamble Primary School we believe that every child can learn to read with the right help and support, and we endeavour to instil a love of reading within all children. We place reading and books at the centre of our English curriculum as well as using books as a stimulus and to support learning across the wider curriculum. For more information about the Little Wandle Phonics Programme and how we teach Phonics and Early Reading at Hamble, please refer to our Phonics and Early Reading Policy available under 'Policies' on our school website.

All children have time within every school day to read or be read to; for most classes this is directly after lunchtime. All classes also have one timetabled session where they visit the school Library and can spend time there reading, as well as choosing a book to take home for the week. We actively encourage parents to share books at home with their children and have provided prompt questions which parents may like to use whilst reading with their child.

Reading can be split into two areas: decoding and comprehension, with the aim of complete fluency and understanding. **Decoding** refers to the actual reading of the words, which we teach in our phonics sessions in EYFS and KS1 and within Reading sessions or as 'keep up' interventions in KS2. **Comprehension** refers to a child's understanding of what they have read (see 'Reading Comprehension at Hamble Primary' information leaflet). We have designed a reading curriculum for KS1 and KS2 which incorporates decoding, fluency and comprehension, providing children with the skills needed to understand new texts, so that they can get full enjoyment of what they are reading and be able to share and discuss this with others.

### EYFS and KS1

Throughout EYFS and KS1, children are taught Phonics following the 'Little Wandle Letters and Sounds Revised' programme which is a Department of Education approved Systematic Synthetic Phonics scheme. This is separated into five 'phases', which are taught as children progress through to the end of Year 1. Phonics is considered the step up into automatic word recognition which is part of fluent reading.

All children in EYFS and Year 1 have a phonics session daily where new learning is taught discretely. Phonics learning is then reinforced through specific group reading sessions where children read books matched to their current phonics learning. These books are also taken home by children as an eBook. Within all other learning, children are encouraged to use phonics as a strategy when reading and writing throughout the school day. It should be noted that, whilst phonics is used as a spelling strategy, a child's spelling typically develops behind their reading, as it involves more complex cognitive processes and connections.

### EYFS: Phases 1-4

- Children are introduced to different sounds and the concept that meaning can be attributed to sounds.
- They learn the alphabet and letter names.
- They notice how words are made up of different sounds that are blended together and segment these words into the sounds.
- Children are taught Graheme-Phoneme Correspondence so they can start to read - making the correct sounds which correspond with the letters they are reading.
- Children will start to write using phonics.
- Children will be reading and spelling simple words of more than one syllable and containing consonant clusters.
- Words that have a part that cannot be read using phonics, e.g. me, come, said (referred to as 'tricky' words) are taught within the phonics sessions.

### Year 1: Phase 5

- They will learn that there are different graphemes used for the same phoneme, e.g. /ai/ and /ay/, and patterns that help children know when each of these are used.
- Some graphemes have alternative pronunciations e.g. the /ow/ grapheme in 'how' and 'grow'.

### Year 2: Consolidation and learning how words work

- Children will be reading texts more fluently applying their phonic knowledge.
- Phonics sessions focus more on using rules for writing, as children should be decoding fluently.
- Some alternative graphemes that are not included in Little Wandle are taught.
- Rules for meaning are taught, e.g. plurals indicating more than one, how words are written in the past tense, and how prefixes and suffixes change the meaning of words.
- Strategies for word meaning are beginning to be taught, for example if children read a word which they do not know the meaning of (see KS2 section).
- 'Keep up' sessions are provided for children who did not secure automaticity by the end of Year 1.