



# Phonics and Early Reading Parent Meeting

# Aims of the meeting




- ☐ To share Hazelwood **Vision for Reading**
- ☐ To share changes to how we teach **phonics and early reading**
- ☐ To develop an understanding of **phonics** and how it is taught
- ☐ To share information about how we teach reading
- ☐ To discuss how we promote **reading for pleasure** at Hazelwood
- ☐ To share strategies to support children with **reading at home**




# Hazelwood Schools Curriculum Design

















## Our Vision and Values



At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

## Believe and Achieve

## Our Curriculum Intent

By the time our children leave Hazelwood in Year 6, we strive to ensure that they have:

- Established themselves as nurturing **responsible citizens** within the school and wider community
- Strong subject knowledge across all curriculum disciplines with a **broad range of vocabulary** that enables them to express themselves confidently
- Tolerance and understanding of the diverse world** we live in and their place in the global community
- Embedded values** that support and guide their thinking and behaviours to enable them to succeed in life both socially and academically
- Developed a **positive sense of themselves** with the knowledge, skills and strategies to support them in staying safe and happy in the wider world
- Experienced “awe and wonder moments” through our **real, relevant, immersive and purposeful** curriculum, contributing to a life-long love of learning
- The **belief** that they can achieve **educational excellence** in all that they do

## Our Curriculum Drivers

The content of our curriculum is driven by our core drivers. These are:

**Nurturing Responsible Citizens through our Values**

**Vocabulary**

**Big Questions**

**Real, Relevant, Immersive and Purposeful**

## Hazelwood’s Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- Adaptive teaching** - responding to the needs of all children
- Retrieval practice** - allowing children to know more, remember more and do more
- Positive relationships and quality interactions** that nurture our responsible citizens
- Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

# Hazelwood Reading Vision



**At Hazelwood, we believe that it is the right of every child to become a competent and confident reader; able to live, work and succeed in the literate world with a passion for reading.**

We believe that children should be able to read fluently and confidently, use a wide vocabulary accurately and effectively and critique a range of fiction and non-fiction texts. Our Reading curriculum provides the fundamental building blocks for every Hazelwood child to access the wider curriculum to its fullest and therefore to succeed in all areas of their learning. Reading is a vehicle which enables children to gain an invaluable insight into a world of imagination and therefore we understand our responsibility to foster a love of reading from a young age. We believe that this will enable children to grow into motivated, independent and self-confident readers. This, alongside carefully selected texts appropriate to our school and wider context, develops the cultural capital needed for children to succeed in a 21<sup>st</sup> Century adult life. Crucially, at Hazelwood, we aim to foster a love of literature and language through widespread reading for enjoyment.



# Phonics


## What is phonics?

- Phonics is a way of teaching children how to read and write.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language

# Did you know?

The English language has:

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air





# New DFE Guidance for Early Reading and Phonics



The journey to independent reading and writing begins with Phonics

## Why Little Wandle?

- Excellent training for all staff to ensure consistency.
- Every aspect of phonics and reading included in a detailed, thorough and systematic approach.
- Engaging resources without distracting from the learning.
  - Comprehensive system for identifying and supporting children requiring extra help.
- Useful support for parents.





# How do we teach phonics?

- Daily short sessions
- Specific order of teaching
- Synthetic phonics (a method of teaching where words are broken up into the smallest units of sound)
- Correct pronunciation is vital -Videos on LW
- Repeated practice
- Revisit previously taught sounds at start of each les

Grapheme chart															Phase 2 and 3				
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v					
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll		vv					
							cc												
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u					
			zz					ng	nk										
			s																
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air						



# Reception

## Phase 2 in Autumn Terms

## Phase 3 in Spring Terms

## Phase 4 in Summer Terms

### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
at ee igh oa oo oo ar or ur ow ot ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est • longer words and compound words	Review all taught so far

# Year 1

Revisit and review

Phase 5 Teach new graphemes

Teach alternate sounds

Statutory Phonics Screening Check

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> <i>/aɪ/ ay play</i> <i>/aʊ/ ou cloud</i> <i>/ɔɪ/ oy toy</i> <i>/eə/ ea each</i>	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
<i>/ʊr/ ir bird</i> <i>/iə/ ie pie</i> <i>/lʊ/ lʊol ue blue rescue</i> <i>/jʊ/ u unicorn</i> <i>/oʊ/ o go</i> <i>/tɪ/ t tiger</i> <i>/ə/ a paper</i> <i>/e/ e he</i> <i>/a/ a-e shake</i> <i>/tɪ/ t-e time</i> <i>/o/ o-e home</i> <i>/lʊ/ lʊol u-e rude cute</i> <i>/e/ e-e these</i> <i>/lʊ/ lʊol ew chew new</i> <i>/e/ e shield</i> <i>/ɔ/ aw claw</i>	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
<i>/e/ y funny</i> <i>/e/ ea head</i> <i>/w/ wh wheel</i> <i>/o/ oe ou toe shoulder</i> <i>/f/ y fly</i> <i>/o/ ow snow</i> <i>/j/ g giant</i> <i>/f/ ph phone</i> <i>/l/ le al apple metal</i> <i>/s/ c ice</i> <i>/v/ ve give</i> <i>/u/ o-e o ou some mother young</i> <i>/z/ se cheese</i> <i>/s/ se ce mouse fence</i> <i>/e/ ey donkey</i> <i>/o/ ui ou fruit soup</i>	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
<i>/ʊr/ or word</i> <i>/oʊ/ u oul awful could</i> <i>/aɪ/ are share</i> <i>/ɔ/ au aur oor al author dinosaur floor walk</i> <i>/tʃ/ tch ture match adventure</i> <i>/ɑ/ al a half* father*</i> <i>/ɔ/ a water</i> schwa in longer words: different <i>/ə/ a want</i> <i>/aɪ/ ear ere bear there</i> <i>/ʊr/ ear learn</i> <i>/r/ wr wrist</i> <i>/s/ st sc whistle science</i> <i>/l/ ch school</i> <i>/ʃ/ ch chef</i> <i>/z/ ze freeze</i> schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
<i>/aɪ/ eigh aigh ey ea eight straight grey break</i> <i>/n/ kn gn knee gnaw</i> <i>/m/ mb thumb</i> <i>/eə/ ere eer here deer</i> <i>/ʒ/ su st treasure vision</i> <i>/j/ dge bridge</i> <i>/i/ y crystal</i> <i>/j/ ge large</i> <i>/ʃ/ ti stt si ci potion mission mansion delicious</i> <i>/ɔ/ augh our oar ore daughter pour oar more</i>	busy beautiful pretty hour move improve parents shoe

s



t



n



d



ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

map

. . .

R Au1 extra

nip

. . .

R Au1 extra

sat



R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .



# Jargon



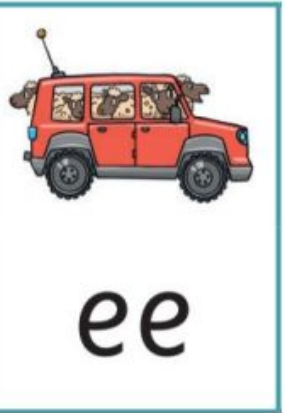
You may hear your children say....

- **phonics** – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.
- **phoneme** – Any one of the 44 sounds which make up words in the English language.
- **grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'.
- **segmenting** – Breaking a word into sounds in order to spell them, e.g. 'frog, f – r – o – g'.
- **Digraph** – 2 letters making one sound.
- **Trigraph** – 3 letters making one sound.
- **Split vowel digraph** – A digraph representing a vowel sound where its two letters are split by an intervening e.g. 'a\_e' in 'take'.

# It's your turn to have a go!

On your table, have a go at reading some of the words with the person next to you.

Can you spot the diagraph/trigraph in the word?



Can you sound talk before blending?



Try out the chilli challenge – add a dot under the single sounds and a dash under any diagraphs or trigraphs you spot

# Reading

We want children to love reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to read for pleasure and be lifelong readers

Reading underpins children's access to the curriculum and clearly impacts on their achievement



The **MORE** that you  
**READ**, the  
more things  
you will **KNOW**.

The **MORE** that you  
**LEARN**, the more places  
you'll **GO**.

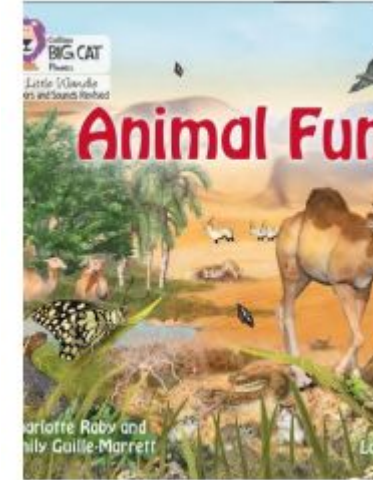
- Dr. Seuss -



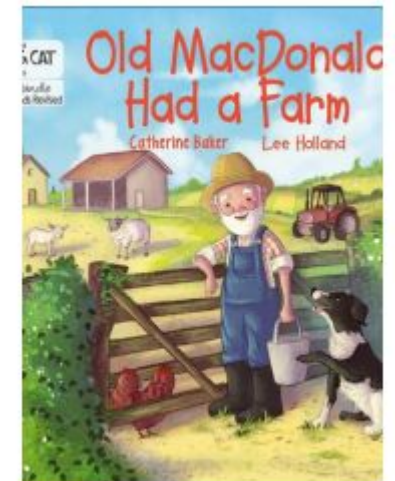
# How we teach reading



- Once children have secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.



- Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books.



# How we teach reading



## Reading practice sessions are:

- Timetabled each week
- Taught by a trained teacher or teaching assistant
- Taught in small groups

## Books are:

- Matched to the children's secure phonic knowledge and word reading
- Sent home to build fluency





# How we teach reading

Reading Practice Books carefully matched so children can read fluently and independently.

Reading sessions begin with some quick sounds and words practice.

1. Decoding.
2. Prosody (intonation, expression).
3. Comprehension.

By the end of the week, the children should be reading their book with 95% fluency.

Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!



# How do we decide which books children read?

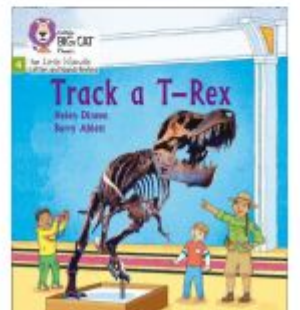
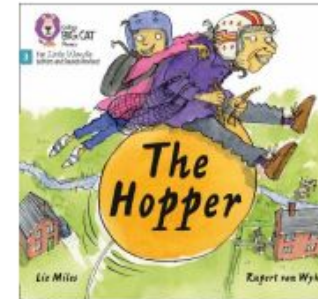
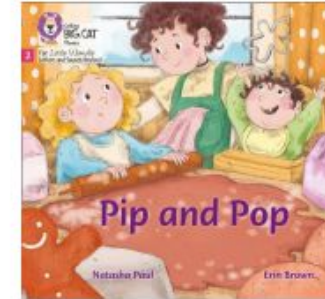
Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.

Children will take their Reading Practice Book home. Share the front cover page before reading – this covers sounds and words contained in the book.

Celebrate, praise, talk about the book with your child.

Please make sure books are in book bags and returned as they will be needed for other groups.

**Please look after the books!**



# Support strategies



**Consistency** is so important for children. If your child stops to segment and blend a word, allow them to do so without challenge. They are using the correct strategy and will begin to recognise the word in time.

# Support strategies



If your child stops at a word and doesn't start to segment and blend, ask them "*Are you stuck or are you thinking?*"

They will tell you if they need help with the grapheme to phoneme correspondence. You may need to remind them of the sound the grapheme makes. See if they can blend for themselves or do it with them whichever works best for them and you!



# Support strategies



If your child begins to segment a digraph (or trigraph) wait for them to finish. Then gently ask them, can you see two (or three) letters working together to make one sound?

See if they can identify it. See if they can remember it and if not say it to them and then read and blend the word together.

# Support strategies



Longer words can be overwhelming to segment and then remember to blend back together. Use the method of chunking up to help.

For example, sunken would become

s-u-nk – sunk

e-n – en

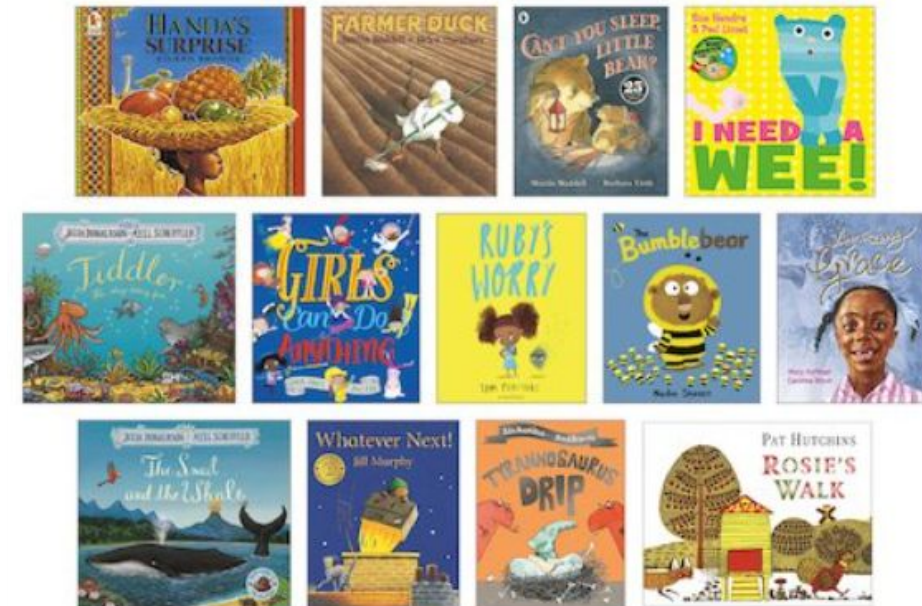
Put it together - sunken

# Supporting reading for pleasure at home



## Reading for pleasure books

- Children will also bring home a 'reading for pleasure book' from the class book corner each week.
- To become lifelong readers, it is essential that they read for pleasure.
- Children may not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.
- Enjoy the book together and foster a love of reading.





<https://www.hazelwoodschoools.org.uk/page/?title=Reading&pid=112>

# Reading For Pleasure Hazelwood Book Spine



Which  
books are  
being read  
aloud to  
your child?

English Tab  
on Website



# Reading For Pleasure

## Hazelwood Book Corners







# Reading Vending Machine

## How does it work?





# Further Support



For a full list of the graphemes and tricky words that your child will learn in Reception and Year 1 please [click here](#).

For a glossary of Phonics terminology please [click here](#).

For videos to support pronunciation please [click here](#).

Please do contact your child's class teacher or myself if you need any support regarding phonics! We would be delighted to help.

# Websites for Phonic games



Phonics Play - <https://www.phonicsplay.co.uk/>

Phonic Bloom - <https://www.phonicsbloom.com/>

Topmarks -

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



# Thank you! Any Questions?

