

How we teach reading from Nursery to Year 2 at Heathcoat Primary School.



At Heathcoat Primary, we follow the **Letters and Sounds** programme when teaching reading. Children from Nursery to Year 2 have regular phonics sessions which build the skills needed to become a confident reader.

Nursery:

Nursery children follow **Phase 1** of **Letters and Sounds**. This phase exposes children to a variety of listening, rhythm, rhyme and sound activities. Towards the end of the phase, children are introduced to the skill of “sound talking” where they are encouraged to orally blend and segment sounds in words. For example, if a child hears the word “mop”, they should be able to hear all of the sounds in the word and say “m-o-p.” Developing this skill provides a base for being able to read and sound out unfamiliar words.

Reception:

In Reception, children have daily 30 minute Phonics sessions. Through these sessions, they develop their sound talking, handwriting and letter recognition skills. **Phase 2** is the first phase that children learn in Reception. Children are introduced to 19 letters during this phase, and learn both their letter name and sound. The sounds are as follows:

| | | | | |
|---------------|----------|----------|----------|----------|
| Set 1: | s | a | t | p |
| Set 2: | i | n | m | d |
| Set 3: | g | o | c | k |

Set 4: ck e u r

Set 5: h b f/ff l/ll ss

For each letter, children are taught a story and action from the **Jolly Phonics scheme**. This multi-sensory way of learning is very beneficial to the children.

During **Phase 2**, children learn how to read and spell simple words, using the sound knowledge that they have obtained. They are also introduced to some common "tricky" words (**l, no, go, the, into**) These words are words that cannot be sounded out. As children progress through the phonics scheme, some of the tricky words become decodable and can be sounded out.

Reading books are also handed out at this time. Heathcoat Primary subscribe to the **Phonics Bug** reading scheme which contain phonetically decodable books. This means that children will bring a book home to read in which every word (apart from the tricky words) can be sounded out. Children also have access to **Bug Club**, which is a fantastic online reading resource. Parents are encouraged to hear children read regularly (it is recommended that each reading book be read a minimum of three times at home to increase reading fluency), and to also read a wide variety of books at home. Reading books will be changed by your child's teacher on a regular basis.

After completing the above learning, children begin learning more letters and sounds in **Phase 3**. In this phase, the term "**digraph**" is introduced. Digraphs are two or more letters that work together to make one sound. The letters and sounds learnt in this phase are as follows:

Set 6: j v w x

Set 7: y z zz qu

| <u>Phase 3 digraphs</u> | | |
|--------------------------------|-----------------------|-------------------|
| ch- chip | igh- night | ow- cow |
| sh- shop | oa- boat | oi- coin |
| th- thin/ then | oo- boot/ look | ear- dear |
| ng- ring | ar- farm | air- fair |
| ai- rain | or- for | ure- sure |
| ee- feet | ur- hurt | er- corner |

More tricky words are introduced, and children are taught how to spell tricky words that they are also able to read. Caption and sentence reading skills are developed, as well as being able to read and spell two syllable words.

Phase 4 is a consolidation phase where children are taught how to read longer words. This phase can be taught in Reception, or as a consolidation phase in Year 1.

Year 1:

Phase 5 is taught throughout all of Year 1. During this phase, children are taught some common alternative spellings for sounds that they already know. Some examples of these include **ay** in day, **ou** in out and **ir** in girl.

Guided reading sessions are a large part of teaching reading skills in Year 1. Children are grouped by reading ability, and twice a week read a book within a small group. The first read focusses on sounding out unfamiliar words and understanding the book, the second read allows children to read the book fluently. If there are some children that are identified as needing extra reading support, they become a **Target Reader** and are listened to individually on a regular basis.

At the end of Year 1, there is a **Phonics Screening** assessment that all children complete to assess their reading skills. In this test, children have to correctly read a number of words by using their phonics knowledge. Some of these words are real, some of them are "alien" (not real) words. Accurate decoding of real and alien words is taught during **Phase 5**.

Year 2:

In Year 2, the phonics knowledge from Year 1 is recapped so that children can secure their understanding of phonics. The learning then progresses to **Phase 6** in which children are taught spelling skills, such as spelling long words, and using the past tense in words. Guided reading sessions also continue as Year 1.

What parents can do:

We fully encourage parents reading regularly with and to their children. We believe that confident readers are those that are exposed to a wide variety of books. Good readers do the following things:

- Sound out unfamiliar words rather than guessing them.
- Correct mistakes they may make when reading.
- Not give up when they make a mistake, keep sounding out until they get the word right.
- Understand and talk about the book that they are reading.
- Enjoying listening to and retelling stories.

Any Questions?

At Heathcoat Primary, we understand that teaching your child to read can at first be a bit daunting. Children are introduced to technical phonics vocabulary from the beginning, and sometimes parents may want a little reassurance that they are doing the right thing.

If you have any questions, please speak to your child's teacher who will be more than willing to help you. Most importantly of all, enjoy your child's reading journey!