



A QUICK PARENT GUIDE TO PHONICS AND READING AT HAMBLEDON PRIMARY SCHOOL.

PHONICS:

As a school, we are currently using the Twinkl Phonics Programme. This material is dynamic, engaging and multi-sensory. It incorporates the main areas of a phonics session- revisit/ revise/ adapt/ practise / apply- to set clear expectations, stretch and support. The programme is intended to provide opportunities to develop knowledge, skills and understanding which are essential for reading and writing as well as developing children's confidence, resilience and engagement in phonics lessons as well as a love for reading and writing.



READING:

The children in ks1 will bring home two books: a learning to read book and a love of reading book.

LEARNING TO READ BOOKS:

The Learning to Read book is a text that is fully decodable for the children. It is matched to the children's current level of decoding skills to ensure they have a sense of success. The children should be able to read the texts with fluency so that they can identify any mistakes

We currently use The Reading Minibooks from the Twinkl scheme which give children the opportunity to develop their reading skills by applying the new sounds (phonemes/graphemes*) or spelling rules they have learnt from the PowerPoints that week. The Minibooks contain decodable words that can be sounded out and Tricky or Common Exception Words*. In Levels 2-5, these are colour coded so you can see which words to encourage your child to sound out and which they need to learn to read by sight.

How Do I Help My Child to Use the Reading Minibooks?

You can help your child to read the Minibooks as you would do if they were reading their book from school. Try to keep other distractions to a minimum and sit in a quiet space, if possible.

- Encourage them to follow the words with their finger and say the sounds that the letters make. In Levels 2, 3 and 4, the words that can be sounded out have sound buttons underneath them. You can support your child to read the words by asking them to press each sound button and say the sound the letter makes.
- Once they have sounded out the letters/graphemes*, encourage your child to blend (put together) the sounds to say the whole word. You may need to help them to say the sounds quicker and quicker until they run or blend into each other.

Depending on which level your child is reading, you may need to encourage them to look for the digraphs* or trigraphs* which have long sound buttons underneath them, e.g. ss, ll, ee, ar, oa, igh, ure. Remind them that these graphemes make one sound and we say one sound when we press the sound button.

- The Tricky Words or Common Exception Words* are highlighted in dark pink and cannot be sounded out. You may need to tell your child these words if they can't remember them from the PowerPoint. Tricky Words or Common Exception Words are words that children need to practise reading by sight. This means just knowing what they look like – as their names implies, they are tricky! Lots of practise and revision are useful for helping children learn these words.
- If your child makes a mistake, you can encourage them to read it back and listen to themselves to see if what they have said makes sense. Encourage them to read it again and support them by sounding it out with them.

#LOVE TO READ BOOKS

The children will bring home a second book which is their Love to read book. These books are for 'sharing' with an adult. They will be book banded books (so largely match phonetic knowledge) or even library books.

We encourage you to share these books with the children 3 or 4 times before returning them to school.

The first read is allowing the child to see the text being read by an experienced reader so parents/ adults modelling the text being read. The children can follow along or even echo read/ read together. The first read is about decoding and recognising the sounds in the text.

The second read is about developing the children's familiarity with the text. It is about applying their own segmenting and blending skills to begin to read fluently or to recognise sight words.

The third and fourth read is about reading for sense and then reading for comprehension. At this point, it is about asking the children questions about the text and see how much of the text they have actually comprehended. Examples of the questions you might ask the children can be found on the parent site of the school website.

