



Reading, Phonics and Maths Evening

Wednesday 29th September

Aims of the session....

- To raise awareness of the approaches to the teaching of reading in Key Stage One and how early reading practice impacts reading in Key Stage Two.
- To demonstrate the progression of reading from Reception to Year 2.
- To consider some practical ways of supporting your child's reading at home.
- To inform you of the progression of maths skills from Reception to end of Key Stage One.

Our approach to reading

At Guilden Sutton, we aim to create life-long learners who have a passion for reading for the rest of their lives. Reading for pleasure is a key aspect of our curriculum and the basis for teaching children to read.

We begin by working with parents and carers to enable children to read; once this is mastered, we then start working to help children to become a 'reader'.

At present, we use Letters and Sounds (DfES) to teach children phonics.

Reception



Introducing children to phonics

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning.

Phonics is taught daily through whole-class, short and highly interactive sessions.

Phase 1 to 4 are taught before their transition to Year 1.

Children are tracked and assessed throughout the year and phases and groups of sounds are revised where appropriate.

What do the phases cover?

Phase 1-discriminating sounds, rhyme, alliteration.

Phase 2-most of the alphabet sounds.

Phase 3-remaining alphabet sounds, digraphs and trigraphs.

Phase 4-consonant blends.

Common exception words – ‘tricky words’ are taught alongside each phase

Terminology

Phoneme - the sound made by a letter/letters.

Grapheme – the way a sound (phoneme) is written.

Pure sounds - the sound the alphabet letters make.



Digraph - one sound that is made by two letters (ch for chocolate)

Trigraph - one sound that is made by three letters (igh as in high)

Consonant blend - two or three letters that are merged/blended together; they are harder to discriminate but you can hear the individual sounds.

Digraph	Trigraph	Blend
sh ch oo th oa ar ck ai	igh ear air	gl st gr bl scr nt

Blending and segmenting

Blending-putting individual phonemes together to make a word.

Segmenting-separating a word into the individual phonemes.

We sometimes use sound buttons to show children a visual representation of the sounds within a word.

night

The word "night" is written in a lowercase, rounded font. The letter 'n' is purple, 'i' is green, 'g' is green, 'h' is green, and 't' is red. Below the word are three sound buttons: a purple dot under the 'n', a green oval under the 'i', and a red dot under the 't'.

Sound Buttons (segmenting and blending)

- Put a dot under a single letter sound.
- If more than one letter makes one sound, put a line



sharp

sharp.

three

three

Phonics Lesson

Revise: The children will revise previous learning.

Teach: New phonemes or high frequency or tricky words will be taught.

Practice: The children will practise the new learning by reading and/or writing the words.

Apply: The children will apply their new learning by reading or writing sentences.

20 minute sessions that introduce a new phoneme and/or a common exception word (tricky word).



Reading in the Reception classroom

Build upon the exposure children have already had to early reading skills through stories, rhymes and song time at every opportunity.

Applying skills in phonics sessions.

Reading enhancements in continuous provision.

Children begin reading on an individual basis before moving on to small group guided reading sessions.

Reading Books in Reception

- Children begin taking wordless reading books home before moving on to a fully decodable book.
- Decodable books are books aligned to Letters and Sounds. They are closely matched to the phonic knowledge of your child and allow direct practice of blending and segmenting with quick success. These books are organised by the phases covered by Letters and Sounds.
- Decodable books ensure long term enthusiasm for reading as well as helping children to read with greater accuracy and independence.
- We encourage children to read at home every night and provide reading records to communicate between home and school.

Reading Books

Colour	School / Year Group Expectation
Lime	
White	End of Year 2
Gold	
Purple	
Turquoise	End of Year 1
Phase 5	
Phase 5	
Phase 4	
Phase 4	End of Reception
Phase 3	
Phase 2	
Lilac	

Lilac

Lilac books are wordless picture books that encourage children to tell their own stories. They are an important introduction to reading. Children are beginning to discover books and develop their speaking and listening skills.

I am learning to:

- Hold a book correctly.
- Look at the pages in the correct order.
- Know the difference between words and pictures.
- Say who and what a book is about.
- Talk about pictures and create my own stories.

Please support me by:

- Looking at the pages in order with me.
- Making sure that I talk about what is happening on the left hand page before the right hand page.
- Asking me to talk about what is happening on each page, rather than just talking about what can be seen in each picture.
- Encouraging me to tell you who or what a book is about.

Phase 2

*I have already experienced a wealth of listening activities.
I can distinguish between speech and sounds.*

These are the grapheme/phonemes that I am learning:

a	o	i	p	t	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

These are the common exception words that I am learning:

a	an	as	at	if	in	is	it
of	off	on	can	dad	had	back	and
get	big	him	his	not	got	up	mum
but	put	the	to	I	no	go	into

The decodable books that I bring home will include the phonemes and common exception words that I am learning

I am learning to:

- Match spoken word to written word (one to one correspondence).
- Segment words and blend the phonemes I know to read novel-consonant (VC) and consonant-vowel-consonant (CVC) words. For example: 'at', 'in', 'cat', 'pin'.
- Recognise and read common exception words.

Please support me to:

- Locate the title and open the book correctly.
- Turn pages.
- Understand that the left page comes before the right page and that we read text from left to right.
- Discuss the text by asking me questions.

Year One



Phonics in Year 1

- Phonics continues to be taught daily through whole-class, short and highly interactive sessions
- Children revise Phase 3 – 4 before moving on to Phase 5
- Interventions in place to support children
- Digraphs and trigraphs
- Consonant blends
- **Introduction of split digraphs**

Split Digraphs

- a_e

cake, bake, frame, rate

- e_e

delete, complete

- i_e

time, ride, bike, fine

- o_e

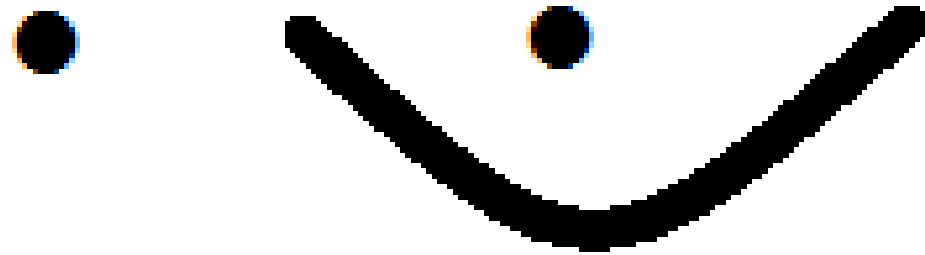
phone, explode, spoke

- u_e

flute, rude, June, tube

cake

cake



Reading in Year 1

- Children continue to engage with phonetically decodable books. In addition, non-decodable books are introduced and children begin taking two books home.
- We encourage children to read at home every night and provide reading records to communicate between home and school.
- Children choose their own books (perhaps repeated), 3 x a week
- Not just able to decode, but understand the text and answer questions about what has been read.
- Whole Class Guided Reading is introduced.

Phase 4

I can represent each of the 42 phonemes by a grapheme and I can blend phonemes to read consonant-vowel-consonant words (CVC) and segment CVC words for spelling. I know my letter names and I am beginning to spell some.

These are the adjacent consonants that I am learning:

ck	ch	ch	ck	ck	ft	ck	lt
th	if	th	ck	ck	tr	ck	Gr
ck	ck	ff	ck	ff	ck	ck	ck
ck	ck	ck	ck	ck	ck	ck	ck
ck	ck	ck	ck	ck	ck		

These are the common exception words that I am learning:

want	it's	from	children	just	help	said	have
like	so	do	some	some	were	there	little
one	when	not	what				

The decodable books that I bring home will include the phonemes and common exception words that I am learning as well as the ones that I have a secure understanding of.

I am learning to:

- Follow print with my eyes, pointing only at particularly difficult points.
- Take note of punctuation and language rhythms.
- Self-correct more often.
- Read words of two or more syllables.
- Read books which include a variety of genres.
- Recognise and read new common exception words.

Please support me to:

- Begin reading longer texts with more lines on a page.
- Check what I have read makes sense.
- Re-read text to clarify meaning.
- Recognise punctuation used and varied sentence structure.
- Discuss the text by asking me questions.

While I am working through Phase 4, I will also bring home some extra.

1

Phase 5

I can now read and spell words containing adjacent consonants and some polysyllabic words.

These are the graphemes/phonemes that I am learning:

ay	ch	la	ck	ay	tr	ck	ck
ck	ck	ck	ck	ck	ck	ck	ck
ck	ck						

I will also learn the common alternative pronunciations for the graphemes that I already know.

f - fin, find	x - cat, cent	s - sat, put (south)	la - la, laid
ar - far, her	y - yes, by, very	er - her, air	g - got, giant
er - ear, here	ck - cat, bread	ck - hat, what	ck - chin, school, chef
ck - cut, shoulder, could, you			

These are the common exception words that I am learning:

don't	old	I'm	by	time	house	about	your
day	made	some	make	here	ear	very	put
oh	their	people	Mr	Mrs	looked	called	asked
could							

The decodable books that I bring home will include the phonemes and the common exception words that I am learning as well as the ones that I have a secure understanding of.

I am learning to:

- Read fluently with attention to punctuation.
- Self-correct as I read.
- Read longer and more complex sentences with a range of punctuation.
- Read books with a range of text layouts.
- Read longer words.
- Discuss texts using appropriate terminology.
- Infer meaning from what I have read.
- Recognise and read new common exception words.

Please support me to:

- Develop my stamina as a reader.
- Encourage me to find smaller words within words to read longer words.
- Discuss the meaning of unfamiliar words.
- Discuss the text by asking me questions and begin asking me questions that enable me to use inference.

While I am working through Phase 5, I will also bring home some extra.

1a. Draw on knowledge of vocabulary to understand texts.

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad /angry /frustrated/lonely/bitter etc.? Can you find those words?
- Which words and /or phrases make you think/feel...?

1c. Identify and explain the sequence of events in texts.

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text.
- Summarise this story in 'x' words.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story?
- What might this mean?
- Through whose eyes is the story told? Which part of the story best describes the setting?
- What part of the story do you like best? What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?



Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far



1d. Make inferences from the text.

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?



1e. Predict what might happen on the basis of what has been read so far.



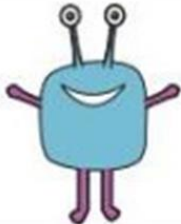

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why?
- What will happen next? Explain why you think this.
- Can you think of another story, which has a similar theme? Do you think this story will go the same way?
- Which stories have openings like this?
- Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

Phonics Screening Check

- Statutory check
- Children are tested in June
- Test consists of 40 words. 20 real words and 20 alien words
- Pass mark – 32/40
- For those children who do not pass, interventions are put in place for re-testing in Year 2
- Tests ability to phonetically decode words containing learned sounds
- It should not be mistaken for a test of children's reading ability

Alien Words

- droob
- flarm
- skarld
- threep
- shurnings

in	ot 
at	vap 
beg	osk 
sum	ect 

Spelling in Year 1

- Children start using a spelling book. Spelling book is sent home every Friday.
- A note will be provided in the book to inform parents of the phonemes/graphemes taught the previous week.
- Children learn other words containing the phonemes/graphemes.
- Weekly spelling tests begin in the Summer Term.

Year Two



Phonics in Year 2

- Revision of Phase 5.
- Phase 6 takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.
- No Nonsense Spelling programme.
- Weekly spelling tests.
- Intervention programmes in place to support those children who still have gaps in their phonics and those who didn't pass the Phonics Screening Check.
- Any children who didn't pass Phonics Screening Check are retested in Year 2.

Reading in Year 2

- As children enter Year 2, most will continue to choose decodable and non-decodable books.
- Those children who have mastered early reading skills, move towards refining accuracy, fluency and comprehension through more challenging texts (Turquoise – Grey). We aim for children to be reading White reading books.
- Whole Class Guided Reading taught 3 times a week.
- Teacher will choose an appropriate text. Sessions provide opportunity for all children to analyse and discuss a text in detail and will focus on a content domain/s.
- Used as an opportunity for discrete teaching of spelling, punctuation and grammar too.
- Children encouraged to read at home every night.
- Children change books when they have completed them. All Reading Records are handed in so teacher can monitor who is reading at home and can support children who might not be.

Content Domains

- 1a. Draw on vocabulary to understand texts.
- 1b. Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- 1c. Identify and explain the sequence of events in texts.
- 1d. Make inferences from the text.
- 1e. Predict what might happen on the basis of what has been read so far.

Questions supporting these content domains can be found at the front of your child's Reading Journal.

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- What might this mean?
- Through whose eyes is the story told? Which part of the story best describes the setting?
- What part of the story do you like best? What evidence do you have to justify your opinion?
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1e. Predict what might happen on the basis of what has been read so far.

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- Which stories have openings like this?
- Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

SATs

- Reading is formally assessed at the end of Year 2.
- Children take two reading tests.
- Fiction, non-fiction and poetry.
- A range of questions assess children's reading skills and are based on the content domains.
- Results are used with teacher assessment.
- Whole Class Guided Reading used to prepare children for this type of assessment.

Paper 1

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____

2. _____



1 mark

4 Who drives the tractor on the farm?

Tick **one**.

Bryn

Bryn's dad

Clare

Bryn's mum



1 mark

Paper 2

Cobweb Morning

Most of the time, spiders' webs are almost invisible. But sometimes, if it is frosty or damp, you can see the webs almost everywhere you look. This is because ice or water drops have stuck to the fine threads of the webs.

On a Monday morning
We do spellings and maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,
A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.

Questions 8–10 are about *Cobweb Morning* (page 7)

(page 7)

8 The children saw the cobwebs in...

Tick **one**.

a park.

a street.

a garden.

a playground.

(page 7)

9 (a) What did the children usually learn on a Monday morning?

(b) What did the children learn about **this** Monday morning when they went outside?

Supporting your child at home

- Read to your child and listen to them read to you
- Sing rhymes and songs together
- Sing songs about the alphabet
- Play 'I spy'
- Have a sound hunt around the house
- Play sound bingo
- Find words within the environment that your child will be able to read. Look at signs, menus, posters etc.
- Talk about words and identify the tricky parts/the parts your child knows

- Play with magnetic letters. For example, blend a word together , mix it up, say the word and ask your child to put the sounds back in the same order (if they find it tricky say the sounds in the word strongly and slowly). When they've put it back together re-blend to check it makes sense
- Praise your child for trying out words
- Look at and practise reading tricky words
- Play phonic games online

www.letters-and-sounds.com

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

https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

www.oxfordowls.co.uk

Impact of early reading practice in Key Stage 2

- As children move into Key Stage 2, the teaching of comprehension becomes the primary element of reading and takes precedence over word reading.
- Investing early is key. Key Stage 1 sets the foundations for learning in Key Stage 2. These foundations are built upon as children progress through each year.
- Early language skills have an enormous impact on children's literacy and language in later years.
- Encouraging a love of reading in the home is so important and can make a huge difference to children's language and reading skills in school.
- Teachers and Teaching Assistants have the understanding, skills and resources to help struggling children catch up if necessary.
- Children complete SATs at the end of Key Stage 2 where the progress they have made is measured and compared nationally.

Reading SATs in Key Stage Two

- Reading is also formally assessed at the end of Year 6.
- Children take one reading test which consists of three texts.
- It is usually Fiction and non-fiction and poetry may be included.
- The texts become progressively harder.
- A range of questions assess children's reading skills and are based on the content domains.
- The children are given an hour to complete the test, which consists of about 36 questions.
- Papers are marked externally.
- Whole Class Guided Reading used to prepare children for this type of assessment.
- This shows how important it is that the foundations are developed from Reception onwards.

Maths

- National tests (SATs) also take place for maths at the end of Key Stage One and Key Stage Two.
- At the end of Key Stage One, children complete two papers: reasoning and arithmetic.
- At the end of Key Stage Two, children complete three papers: two reasoning and an arithmetic.
- The Government have introduced a multiplication check to be completed at the end of Year 4
- As for reading, investing early is key. Key Stage One sets the foundations for learning in Key Stage Two. These foundations are built upon as children progress through each year.
- As children progress through Key Stage Two, it is vital that children have a secure knowledge of the mathematical concepts.

Maths

- As children progress through Key Stage Two, it is vital that they have a secure knowledge of the mathematical concepts taught during Key Stage One. This will enable them to reach the expected standard by the end of Year 6 in preparation for their transition to high school.
- The progression of how calculation is taught from Reception to the end of Year 6 can be found in the Calculation Booklet on our school website.

Child, Home and School

- We value the support from home and recognise the difference this can make to a child's progress.
- We realise that this can be difficult at times but we appreciate everything you do.
- Please don't hesitate to talk to your child's class teacher and take advantage of what is available on our school website.

...Thank You!