



Early Reading at Great Whelnetham C of E Primary School.

At Great Whelnetham, our approach to early reading is firmly based on systematic synthetic 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. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

Why do we use carefully matched books?

When children learn to read, it is important our children are provided with phonetically decodable books because it allows them to apply their knowledge of letters and sounds. Because the child can decode every word in the book, they feel successful, which in turn helps them build fluency and develop good reading strategies. If the child reads a text that is NOT decodable (contains sounds they have not yet learned) the child is unable to use the skills, they have learnt and often they resort to incorrect strategies that lead to reading difficulties - children can become frustrated and begin guessing at words. They lose the direct connection between phonics and the text they are reading. To become a proficient reader, children must develop and practice applying their knowledge of letters and sounds. Decodable texts provide the child with material they have the skills to decode correctly. Decodable texts help children build necessary skills.

How is the teaching of phonics supported at Great Whelnetham?

Like many schools, our approach to the teaching of phonics has been based on the 'Letters and Sounds' programme. We have a rich resource of books that provide children with reading books that are closely aligned to the phase and the phoneme set being taught. These highly decodable books encourage children to practice and apply their decoding skills. Recently, we have been following Ofsted's phonics evaluation

programme and are in the process of strengthening our teaching of phonics through the newly validated Bug Club programme from Pearson.

Bug Club Phonics

This book is focussed on the /c/ sound made by the phonemes k, ck and ch. This Bug Club book is closely aligned to each phase and set within.

Before and during reading

1 Say the sounds and look at the new spellings

/c/ k ck ch

2 Blend the sounds

Chris	go-/kart	asked
cakes	back	mar/ket
quack	hamm/ock	corn/flakes

3 Read the tricky words

one two once

Point out the tricky bits of the words (i.e. the 'o' in 'one' and 'one' is pronounced as 'no', the 'oi' in 'two' sounds like 'o' and 'one' is pronounced as 'no').

Blending more than one syllable? Do one syllable at a time. e.g. hamm/ock

After reading

Story comprehension

- Ask the children to look at page 15. Why does the man come running to them? What does he want them to do (in 'Sally's')?
- Ask the children if they think Chris and Kate both enjoyed their go-kart ride. How do they know? Help them to refer back to parts of the story to support their answers.
- Have the other people in the story had about the go-kart?

Picture detective

Ask the children to find the object in the picture that contains the /c/ sound. (page 16) (page 8 - chicken)

Don't necessarily do all of the activities - just those that your children need.

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practice blending them until they can read them quickly.

Segmenting for spelling

Practice the spelling routine using the words in section 2.

- Say the word in a sentence. Then on its own and ask the children to spell it.
- Children say the word all through the word (segment) and either write a slash or hold up a finger for each sound.
- Children select magnetic letters or write above the programme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each programme in the correct place.

This Bug Club book is closely aligned to each phase and set within.

Welcome to the Bug Club Family

Developed from evidence-based methods and pedagogies, Bug Club is a whole-school solution for all your reading. It combines a unique online learning platform which provides planning, teaching and assessment tools with printed and interactive eBooks, games and more.

Every book is fully decodable and available eBook in the online reading world!

All plays are available on ActiveLearn Primary and in print.

Set	Focus	Phonic Phase	RL	Stories	Non-fiction
1.0	outspoken	Phase 1	1	[Book icons]	[Book icons]
2	gock	Phase 2	2	[Book icons]	[Book icons]
4	ckear	Phase 2	4	[Book icons]	[Book icons]
5	hafflitas	Phase 2	5	[Book icons]	[Book icons]
6	jvwa	Phase 2	6	[Book icons]	[Book icons]
7	xzooip	Phase 2	7	[Book icons]	[Book icons]
8	chshing	Phase 3	8	[Book icons]	[Book icons]
9	alough as	Phase 3	9	[Book icons]	[Book icons]
10	arararal	Phase 3	10	[Book icons]	[Book icons]
11	aralurer	Phase 3	11	[Book icons]	[Book icons]

RL	Early	Fluent
1	[Book icons]	[Book icons]
2	[Book icons]	[Book icons]
4	[Book icons]	[Book icons]
5	[Book icons]	[Book icons]
6	[Book icons]	[Book icons]
7	[Book icons]	[Book icons]
8	[Book icons]	[Book icons]
9	[Book icons]	[Book icons]
10	[Book icons]	[Book icons]
11	[Book icons]	[Book icons]



Next steps.

We understand that it is crucial to avoid reading being reduced only to phonics, no matter its importance. After all, we wouldn't want our children to miss an encounter with the Gruffolo because the book isn't decodable. Children should also have many opportunities to read and enjoy books for pleasure, outside of phonic lessons and the reading scheme. This is why we have high quality books, chosen to inspire reading for pleasure and to develop cultural capital. Each year, these are revised to include children's recommendations and new releases. To avoid confusion, if these are taken home, they are labelled so that are to be shared or to be read out by the adult.