

# Teaching your child to read at Tylers Green First School

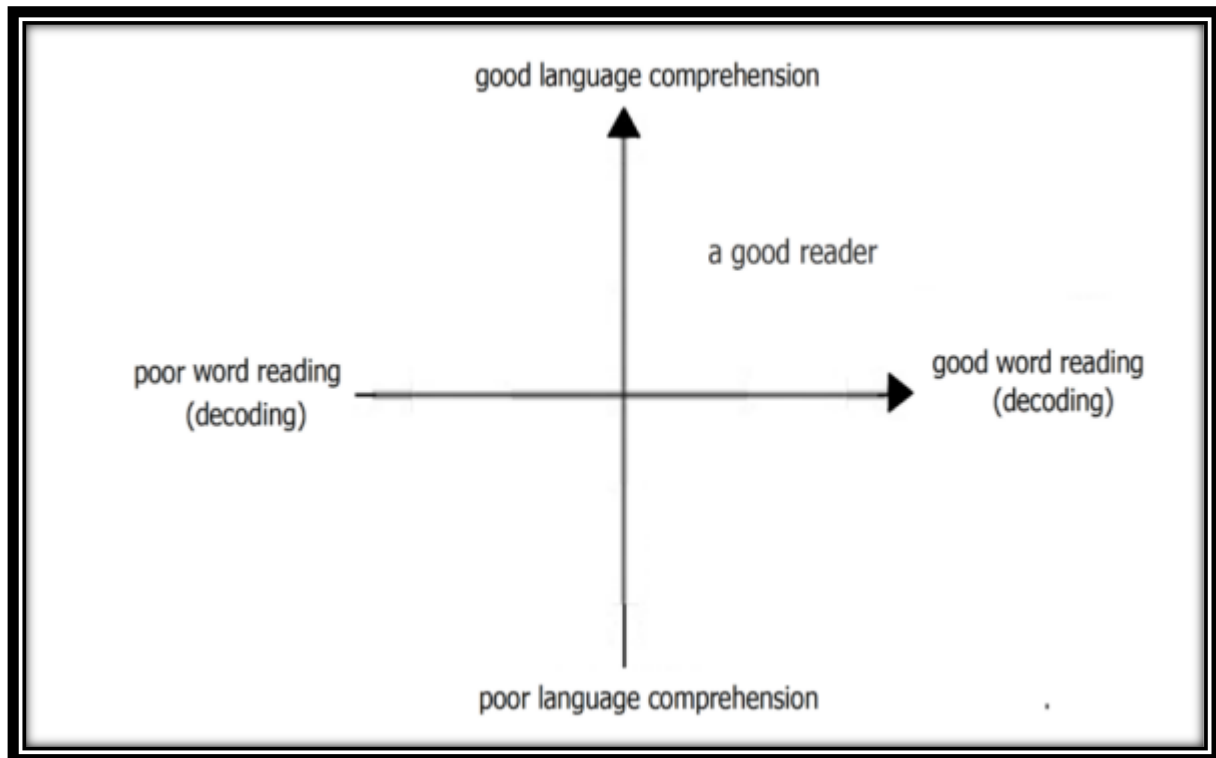


Reception 2021

## How do we learn to read?

Reading is one of the most researched areas of the curriculum, and the teaching of reading has changed a lot over the last few years. We now use phonics as our main approach to teaching reading as this has shown that children learn to read more quickly and confidently using a phonic approach.

To be a good reader, we need to do two things – recognise or work out the words (this is known as decoding) and understand what the words mean.



Our reading approach teaches both of these skills – this leaflet explains how we teach reading and how you can help at home.

## **What does Phonics mean?**

This means how the sounds of speech relate to written words. There are over 40 sounds that make up words in the English language, but only 26 letters in the English alphabet. This means that children have to learn that letters go together to make sounds.

The English language does not have a completely regular way of spelling the sounds, so children also have to learn that some sounds can be written several different ways – for example the sound “f” is written as f in fish, ph in phone , gh in cough and ff in off!

A systematic phonics scheme builds on children’s knowledge over time so that they begin learning single sounds in Reception, and become fluent readers by Year 2.

We use Bug Club phonics as our phonics scheme for the whole school. This is a systematic way to teach children to decode words through using sounds as their first method to read. Bug Club online books and phonics games are assigned to your child by their teacher. These use the sounds that the children have learned in class and are carefully selected to boost your child’s confidence as a reader.

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***Our online Bug Club reading scheme is our main reading scheme. This way your teacher can assign your child books at exactly the right level of phonics instruction.***

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We have been using Bug Club for a year now and we find that it works well. You will be surprised by how quickly your child will begin to put letters together to make up words!

Not all words can be “decoded” using phonics. Bug Club teaches these words alongside the phonic sounds every week.

### ***How to help at home:***

- ✓ *Bug Club works alongside Alphablocks from the BBC, watching these programmes together on the i-player will be a good foundation to help your child.*
- ✓ *Log in to Bug Club and help your child to navigate to the books and games assigned by their teacher – 10 minutes per day will really help.*
- ✓ *Re-read books as often as possible*
- ✓ *Praise your child for using their sounds.*
- ✓ *Come and see us or email us if you have any questions, we are here to help.*

Please see our school website for a detailed overview of the whole school phonics scheme. You will also find an explanation of Bug Club book banding.

## What is taught in Phonics in Reception?

In Reception children move quickly through the scheme, up to phase 4 in July. In the table below each “unit” takes roughly a week to teach. By week 3, children will be able to read a number of small words.

| <b>Table 1</b> Units 1–12 of Bug Club Phonics Reception (Primary 1) |      |   |   |
|---|------|---|---|
| Phase   | Unit | Focus   | Not fully decodable words (Irregular words)                                     |
| 2   | 1    | s a t p   |   |
|   | 2    | i n m d   |   |
|   | 3    | g o c k   | to  |
|   | 4    | c k e u r   | the, no, go   |
|   | 5    | h b f, ff l, ll ss  | l, into   |
| 3   | 6    | j v w x   | me, be  |
|   | 7    | y z, zz qu  | he, my, by  |
|   | 8    | ch sh th ng   | they, she   |
|   | 9    | ai ee igh oa<br>oo (long) oo (short)                      | we, are   |
|   | 10   | ar or ur ow oi  | you, her  |
|   | 11   | ear air ure er  | all, was  |
| 4   | 12   | Adjacent consonants<br>[cvcc, ccvc, ccvcc, cccvc, cccvcc] | said, have, like, so, do, some, come, were, there, little, one, when, out, what |

- We teach children to recognise “graphemes” (this just means the sounds represented by one or more letter, like “c” or “igh”)
- We teach children to write the letters, and this is practiced every day. This can take a little longer than recognising letters.
- We teach children to “**sound**” – this is when children identify the sounds in a written word.

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***We teach children to “blend” - children know the sounds in the word and can say them aloud, then say them together to make the word. This is a key skill and takes a lot of practice.***

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- We teach children to recognise the irregular words by sight.
- We put all of that into practice by reading a sentence, and later by dictating a sentence for the children to write.

- We use “phonetically decodable” books – books that practice the sounds they have been taught so that children are successful in their reading. We read regularly in a group so that the children can learn from each other.

### **What are pure sounds?**

One tricky thing to learn as an adult is to use “pure sounds” with the children. In the past, children were taught to say an “uh” sound when saying all their letter sounds – for example “t” would be pronounced “tuh”. We avoid doing this in school now as using pure sounds helps children hear the sounds in words better.

It is not possible to avoid doing this completely due to the way sounds are made in the mouth – some sounds are made with the voice and some are not. For example “b” can’t be made without an “uh” sound, but “s” can.

| The following sounds are unvoiced: |                       |
|------------------------------------|-----------------------|
| /p/                                | as in ‘ <u>p</u> in’  |
| /t/                                | as in ‘ <u>t</u> op’  |
| /k/                                | as in ‘ <u>k</u> ey’  |
| /ch/                               | as in ‘ <u>ch</u> ip’ |
| /f/                                | as in ‘ <u>f</u> ish’ |
| /th/                               | as in ‘ <u>th</u> in’ |
| /s/                                | as in ‘ <u>s</u> un’  |
| /sh/                               | as in ‘ <u>sh</u> ip’ |
| /h/                                | as in ‘ <u>h</u> at’  |

### ***How to help at home:***

- ✓ ***Phonics starts at 9am sharp – please don’t be late to school.***
- ✓ *Practice the sounds and books assigned on Bug Club daily.*
- ✓ *Try to remember pure sounds when helping your child.*
- ✓ *Practice blending sounds together out loud to make words “it’s time for your b-a-th!”*
- ✓ *“find” the letters or sounds with your child whilst out and about*
- ✓ *Practise writing words and encourage your child to spell using their sounds (don’t dictate spellings or have them copy even if their spelling seems odd!).*

## **How is Language Comprehension taught?**

This is another key area of the curriculum. Our aim is to make every child an enthusiastic reader – reading for pleasure goes hand in hand with learning to read.

Research has shown that children who are spoken to by adults develop larger vocabularies – this in turn helps them to understand what they are reading. Children who are read to often also develop good language skills. We aim to do both of these things in our curriculum.

When a child speaks to the teacher, the teacher uses the opportunity to extend the child's language by modelling and reinforcing grammar, for example:

*Child: I sawed a duck.*

*Teacher: You saw a duck! Ducks like the water, we have ducks in the pond by our school.*

We also work on pair and partner talk every day in class so the children listen to each other.

Children are also exposed to a rich variety of vocabulary through our curriculum. The teachers explicitly teach children vocabulary relating to the topic the children are working on – for example:

*Dinosaurs: talon, scale, fossil, teeth, prehistoric, skin, vegetarian, meat-eater, hunting, egg, nest, wings, bones, birds, reptiles.....*

### **Story times**

The best part of the day! We make sure to timetable in story time for our children every day. Children who love stories learn the language and vocabulary naturally from the books. Repeating favourite and familiar stories helps the children to embed this language – we love it when the children start joining in with the words in the book. The more story language the children are exposed to, the better they will be able to read.

### **Rhyme Times**

Another fantastic way of developing children's language is through rhyme and song times. We are actively putting more time for singing songs and learning rhymes in to the timetable to support children's language skills. Knowing lots of songs and rhymes also helps with phonics!

### **Reading for Pleasure**

We have just invested in our school Library. Children can choose books to take home to read, but please remember to bring them back the following week. We also have a good selection of books in each classroom reading corner.

### **How to help at home:**

- ✓ Read to your child every day, and re-read favourite books often
- ✓ Talk about the books you have read
- ✓ Let your child see you reading (especially Dads and Grandads), show them you love reading too.
- ✓ Sing songs and rhymes – the more rhymes they know the better.
- ✓ Visit your local library and choose some books. We have published suggested reading lists on our website in case you are not sure what to get.

### How do Bug Club Book Bands work?

Books are banded by difficulty and the phonic sounds they use. Here is the order of book band colours in Bug Club:

| Book Band Colour | Reception | Year 1 | Year 2 |
|------------------|-----------|--------|--------|
| Lilac            |           |        |        |
| Pink             |           |        |        |
| Red              |           |        |        |
| Yellow           |           |        |        |
| Blue             |           |        |        |
| Green            |           |        |        |
| Orange           |           |        |        |
| Turquoise        |           |        |        |
| Purple           |           |        |        |
| Gold             |           |        |        |
| White            |           |        |        |
| Lime             |           |        |        |

Children all progress at different paces, and rarely move smoothly through the levels – sometimes they need to spend a longer or shorter time on a particular level.

There is a guide to the book bands and how to support your child at each level on our website – navigate to the phonics page under the “Parents” tab.