



Reading in the Foundation Stage

At Whitehills we aim for all children to learn the necessary skills to enable them to become fluent readers and to develop in them a life-long love of reading. We do this through phonics.

Phonics is taught as soon as your child begins school. This is a method of teaching reading by pronouncing words and by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English language. Each sound is represented by a grapheme (the written representation of sound).

Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

If we mispronounce these sounds we will make reading harder for our children: c-a-t not cuh-a-tuh.

You can hear the correct pronunciation of sounds by using this link <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

Once your child knows some sounds, he/she can attempt to blend simple words using known sounds.

Phoneme: the smallest single identifiable sound in a word.

For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound

For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound

For example, /igh/ in the word 'night'

Split digraph: two vowel letters split by one or more consonants

For example, /a-e/ in the word 'cake'.

How do we teach phonics?

We use a simple, consistent approach to teaching phonics.

Your child will experience the same classroom routine within each lesson, which reduces cognitive load and maximises the chance of success. All children are supported within the lesson to use their new phonic knowledge independently.

In phonics lessons your child will make the direct application to reading.

How do we teach phonics?

- ♦ Daily modelled phonics sessions — these start from the beginning of Reception
- ♦ Flash card review of taught letters and sounds
- ♦ Opportunities for oral blending — c/oa/t
- ♦ The main focus of a lesson is on reading words and sentences. However, new vocabulary is also given and explained during lessons.
- ♦ Initially, children use magnetic boards to build words. This will then progress to writing words and sentences as skills develop.

Essential letters and sounds

Our school phonics programme is Essential Letters and Sounds. (The aim is for your child to experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.)



To begin with, we teach 1 letter/1 sound phonemes. Blending is developed by segmenting single sounds to read (consonant, vowel, consonant) words, e.g. segmenting p-a-t to blend 'pat'.

Children are only reading from books that are entirely decodable.

We use only pure sounds when decoding words (no 'uh' after the sound).

We want them to practise reading their book 4 times across the week working on these skills:

- ♦ decoding
- ♦ fluency
- ♦ expression

We want children to create a strong orthographic map. This means that they learn sounds spelt by letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ea> in bread spells /e/, we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.

Learning sight words

Alongside phonics, children learn harder to read and spell words. The children need to learn these words by sight, e.g. the, my.

If your child is having difficulty remembering particular harder to read words, here are some ideas for you to try:

(As part of phonics, all harder to read and spell words are given an action to help children remember these.)

- Make (or ask for) copies of the words and stick them around the house
- Stick one at a time onto a door and use as a password that he/she has to read before opening
- Play hide and seek with the words
- Make a personalised book using the words in simple sentences
- Put a word on each stair to read as he/she goes up to bed

Above all, make it fun in any way you can think of!

Supporting your child with reading at home

Only 1 in 3 children are read a bedtime story .

Reading a bedtime story every night to your child improves their outcomes, builds self-esteem, relaxation, vocabulary, feeds imagination and even improves sleeping patterns.

Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself.

Encouraging reading

- Read to your child as often as possible
- Re-read favourite stories
- Sing jingles and rhymes
- Talk about stories and ask your child to predict what might happen next
- Point out shop names in the environment
- Join the local library
- Listen to stories on devices
- Let your child see you reading. Newspapers, letters, recipes, shopping lists, etc. are all forms of reading to show children that reading is not just reading stories.

Children learn to read in different ways and some find it easier than others. A child who may struggle to learn words by sight often makes rapid progress when he/she is able to build words using their phonic skills.

If you are concerned about your child's reading in any way, please do not hesitate to ask for help.

Boom Read

Please write in the online Boom Read Log informing us of what your child has practised each day as well as any successes or difficulties.

Key Words

Phase 2

I	the
no	put
of	is
to	go
into	pull
as	his



Phase 3

he	she
buses	we
me	be
push	was
her	they
all	are
ball	tall



Key Words

Phase 4

said	so
have	were
out	like
some	come
there	little
one	do
children	love



Key Words

Phase 5



oh	their
people	Mr
Mrs	your
ask	should
would	could
asked	house
mouse	water
want	very
please	once
any	many
again	who
whole	where
two	here
sugar	friend
because	



Graphemes

Phase 2

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



Graphemes

Phase 3

j	v	w	x
y	z	qu	ch
sh	th	ng	nk
ai	ee	igh	oa
ar	ur	oo (book)	oo (spoon)
or	ow (down)	oi	ear
air	ure	er	ow (snow)



Graphemes

Phase 5

ay	ou	ie	ea
oy	ir	ue	aw
wh	ph	ew	oe
au	ey	a-e	e-e
i-e	o-e	u-e	c
y	al	(ai) a	ea
(ar) a (father)	(igh) i (find)	(oa) o (world)	(oo) ou (soup)
(ee) ie (brief)	(i) y (gym)	(air) are (care)	(air) ere (there)
(air) ear (pear)	(ch) tch (catch)	(u) o (mother)	(j) g (gem)
(j) ge (fringe)	(j) dge (bridge)	(s) ce (fence)	(n) gn (sign)
(r) wr (wrap)	(m) mb (lamb)	(z) se (cheese)	(ear) eer (cheer)
(sh) ti (patient)	(sh) ti (station)	(ar) al (half)	(sh) ss (session)
(sh) ti (scrumptious)		(sh) ci (delicious)	

