



# St Peter's CE Primary School

Early Reading



**Reading**



# At St Peter's we...

- Teach children to read and write using phonics.
- Use cued articulation to support the learning of sounds.
- Teach phonics daily and embed it in our EYFS setting.



# What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that each individual letter makes.
- Identify the sounds that different combinations of letters make such as 'sh' or 'oo'.
- Blend these sounds together from left to right to make a word.
- At St Peter's we follow Phonics Bug. It is tried and tested in the classroom and designed to achieve excellent success rates for young learners.



# Phonics for reading

## Blending

Oral blending involves hearing phonemes and being able to merge them together to make a word. It is important that children have plenty of experience of listening to adults modelling oral blending. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. *It's time to get your c-oa-t, coat!*)

Children will then progress to looking at a written word and merging phonemes together to make the word. This is the basis of reading.



# Phonics for spelling

## Segmenting Sounds

This is used when spelling words. It is the act of hearing a whole word and then splitting it up into the phonemes that make it. Before writing the words the children need to say the word and segment it.

hat     h – a – t



# Phonics Phases

**Phase 1** - Within Phase 1 children focus on developing their speaking and listening skills. They focus on listening to the sounds around them and also begin building on their segmenting and blending skills.

**Phase 2** - In Phase 2 letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

s,a,t,p

i,n,m,d

g,o,c,k

ck,e,u,r

h,b,f,ff,l,ll,ss

**Phase 3** - By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Within Phase 3 twenty-five new graphemes are introduced (one at a time).

j, v, w, x

y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



# Phonics Phases

**Phase 4** - In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have combinations of adjacent consonants at the beginning, within and end of words e.g. trap, string and scrunch.

**Phase 5** - In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Units taught in Phase 5:

zh written as s wh ph

ea e-e ie ey y

ew ue u-e u oul

ir er ear

ere eer are ear

c(e) c(i) c(y) sc st(l) se

le mb kn gn wr

ay a-e igh ey ei

ow o-e o oe

aw au al

ou oy

c k ck ch

g(e) g(i) g(y) dge

tch ea wa o



# Phonics Phases

**Phase 6** - By the beginning of Phase Six, children should know most of the common grapheme– phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:  
reading the words automatically if they are very familiar;  
decoding them quickly and silently because their sounding and blending routine is now well established;  
decoding them aloud.

The aim of Phase 6 is to develop fluency in reading and increase accuracy in spelling using prefixes and suffixes.



# Irregular words

These are irregular words which cannot be spelt phonetically.

For example

I no go to the into

he she we me be you are all they my her was

Irregular words should be learnt by sight.



# What is Early Reading?

Early Reading is the foundation of reading skills needed for now and later life.

It enables children to foster a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension.

It is intrinsically linked to the teaching of phonics in the EYFS

It is vital that children develop early reading skills to enable them to make great progress in all areas of the curriculum.



# A love of reading!

Read, read, read, read, read, read, read, read...!

A love of reading begins so early on:

Storytelling: From Reception to Year 6, St Peter's is committed to a storytelling project in which all children learn stories off by heart. - e.g. Little Red Hen, Elmer and Stickman. Children build up a bank of stories.



# Storytelling Actions



Once upon a time



Suddenly

# Reading with Your Child

Reading with your child can mean sharing books, stories, rhymes, or any other writing.

- Read books together.
- Tell each other stories.
- Chat about the things that you have read.
- Talk about pictures in books.
- Share stories even when you don't have a book in front of you.

Why not re-tell your favourite stories?



# Why read?

Sharing books and stories with your child is fun!

It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day.

It also helps children:

- Understand the world around them.
- Develop social and emotional skills.
- Improve at school in English, Science, Maths and other subjects.
- Build confidence with communication.
- Strengthen their bond with you and other family members



# What should we read?

You can read anything...

Try out a range of picture books, comics, poems and rhymes.

You can read the same book OVER and OVER again.

Familiar books are comforting and build confidence.

You can choose new books. Pick something together you can enjoy.

Books don't have to be full of words, picture books are perfect for sharing and talking about with your child.

You can use pictures to explore stories and help your child understand books that are difficult.



Imagine being magical



- either nice or mean!



Can you spot ? Can you find a dragon? Which characters are mean? How do you know? Can you spot any characters you have seen before?

# When should we read?

- Share stories whenever you can find the time.
- Take books with you so you always have a story to share. You can read on the train or bus, or even if you are waiting in a queue together.
- When you are outside, take time to notice what is going on around you. Make up stories about what you see with your child.
- Bedtime is the perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to.

It is a special time for a parent and child to share. Reading for just ten minutes a day with your child makes a huge difference!



# Reading!

This is so important!  
Children need to read every night.  
It is an opportunity to model speaking and listening.

Be a reading role model!

If your child sees you reading, they will want to read too.

- Involve your family in what you are reading - talk about what you have read and what you liked about the story.
- Encourage friends and family to share books with your child.

The more people your child sees reading, the more they will want to read too.

IT WILL MAKE A  
HUGE DIFFERENCE!





**Thank You!**