

Once upon a time.....



.... the reading journey begins.





Our main aims are:

- for our children to develop a love for books and reading.
- for our children to become confident readers who read for pleasure.

# Developing a love for books

- - Story time / bed time stories and all of the valuable conversation that can accompany story time – Large word difference between children by the age of 3!
- Stories and books often give opportunities to introduce new vocabulary that does not often come up in everyday speech.





## THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them.

Never read to: 4,662

1-2 times per week: 63,570

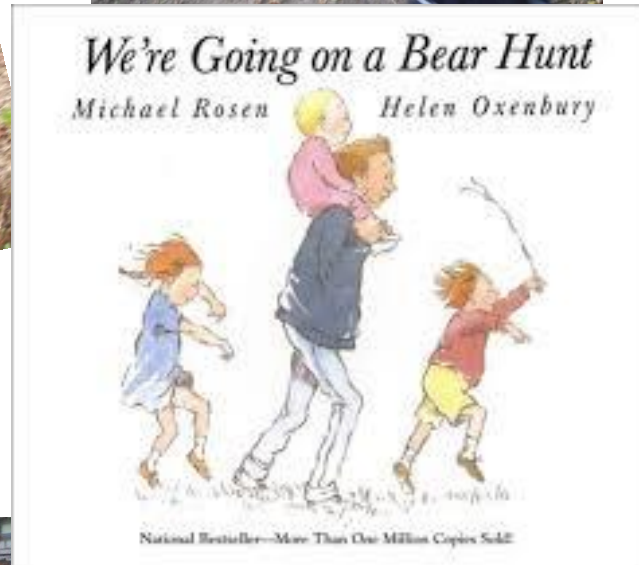
3-5 times per week: 169, 520

Daily: 296,660

5 times a day: 1,483,300

# Developing a love for books

- Activities related to the stories –
  - Using / making puppets to retell the story,
  - Story sacks,
  - Crafts related to the story,
  - ‘Hot seating’,
  - Acting out the story for a small audience,
  - Changing the story to make our own version,
  - Essentially...bringing the books to life.





*Books are a uniquely portable magic.*  
~ Stephen King





An endless supply of books at Oswestry library.

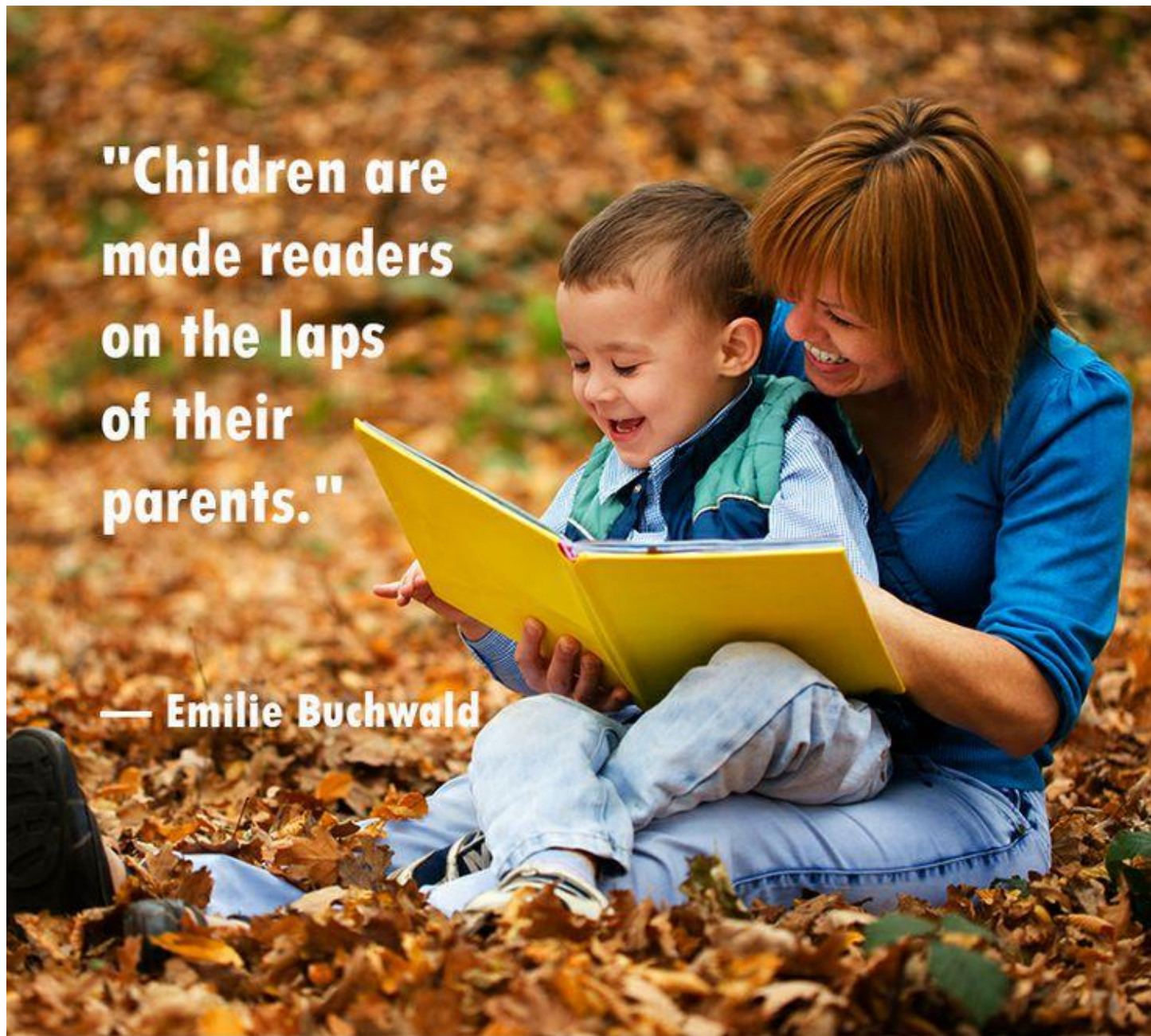


## Annual Summer Reading Challenge

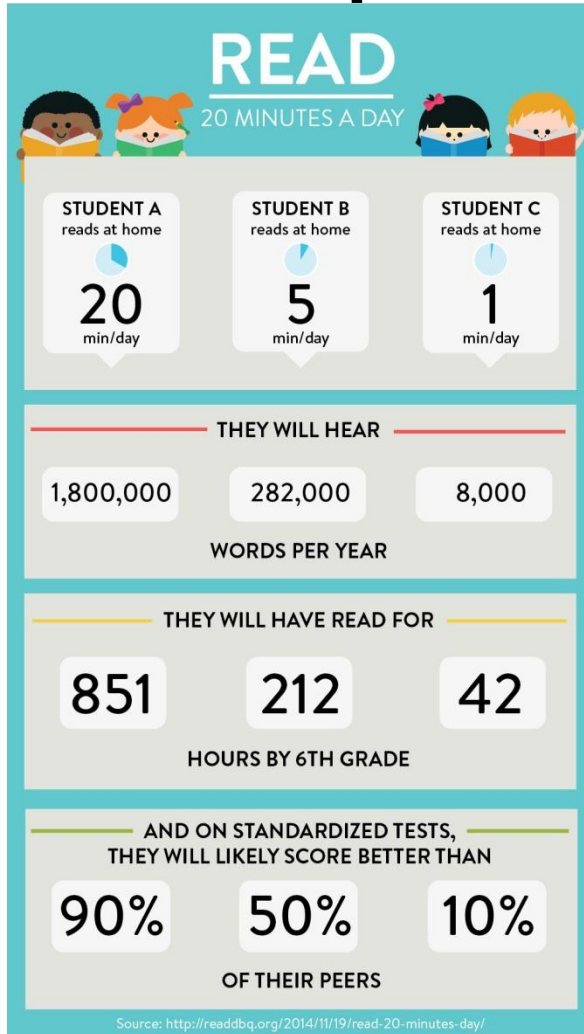
School reading challenge – Challenge maps.  
Children are welcome to borrow books from school.

**"Children are  
made readers  
on the laps  
of their  
parents."**

**— Emilie Buchwald**



# The impact you can have...



Little and often adds up to a make a big impact.

The frequency that children read at home and their language skills is one of the biggest indicators of later success in school and throughout life.



# Phonics

At West Felton School





At West Felton we adopt a 'synthetic phonics' teaching approach.

This teaches children the sounds (phonemes) that are represented by each letter symbol (graphemes) or groups of letters symbols.

Words are broken down into their smallest individual sounds, for example

cat is c – a – t and ship becomes sh-i-p. Children are then taught to 'blend' the sounds together to read a word.

The teaching approach we use has 6 separate phases which children are taught throughout their time in the Early Years Foundation Stage/ EYFS (Pre-school and Reception) and Key Stage 1 / KS1 (Years 1 and 2).



The background of the slide is a dense, overlapping collection of colorful 3D letter blocks. The letters are in various colors including red, blue, yellow, pink, and white. Some letters are clearly visible, such as 'H', 'B', 'V', 'U', 'D', 'S', 'T', 'M', 'Z', 'Q', 'R', 'P', 'L', 'K', 'J', 'I', 'G', 'F', 'E', 'D', 'C', 'B', 'A', 'Z', 'Y', 'X', 'W', 'V', 'U', 'T', 'S', 'R', 'Q', 'P', 'O', 'N', 'M', 'L', 'K', 'J', 'I', 'H', 'G', 'F', 'E', 'D', 'C', 'B', 'A'.

**Phase 1** - This is usually taught at Pre-school and Nursery settings but is continuously reinforced throughout Reception.

This does not introduce letter symbols to the children. Instead the focus is upon children being able to orally blend sounds together.

For example in a phonics game the adult may say “Can you find me the r-e-d ball?” The child would need to blend the sounds to understand what the adult was saying.

This phase also teaches children to hear the sounds within words. For example “What sound does ‘cat’ begin with?” What other things can you think of that start with the same sound?

Eye-spy is a great game to help support this phase.

(Remember to refer to letter sounds instead of letter names).



**Phase 2** – This usually begins in Reception.

Children are introduced to 'letters' (graphemes) which are the visual representation of the sounds (phonemes) they have been playing with in Phase 1.

These are introduced in a set order. Usually 2 -3 sounds per week are introduced.

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

## Phase 2 –

Children are then taught to build/ spell words by sounding them out aloud and finding the letters which represent the sounds.

Children are also taught to sound out words aloud and blend the sounds together to read a word.

We send home 'letter cards' as each sound is introduced. You could play 'Quick find' and 'See me! Say me!'.

The letter cards are also sent home with a small list of words. These are some of the possible words your child could:

- 'decode' and read if you were to make the word for them
- or 'segment' and spell the word if you said the word aloud for them to spell.

Remember to use letter sounds not letter names at this stage.

## Phase 2

So I have s a t p i n

I can spell or read:

sat,

at,

pit

tap

nap

pin

But I can't read pain ....

..... onto Phase 3



## Phase 3

Phase 3 teaches children some of the long vowel sounds and consonant blends which appear in words.

These are referred to as 'digraphs' – two letters which together produce one sound.

For example

'ai' as in pain, rain, hail

'ch' as in chip, such, chill

'oa' as in oat, goat, boat

This [video](#) shows the sounds taught throughout Phase 2 and 3.

## Phase 4

Usually taught towards the end of Reception or Year 1.

This is a short phase which focuses on 'blending' consonants.

For example 'st' in 'stick'

mp in lamp

dr in dress

cl in clock

## Phase 5

Usually taught in Year 1, but can be earlier if your child is ready.

This phase teaches alternative spellings to the long vowel sounds already learnt during Phase 3.

For example 'oa' in goat was taught in Phase 3. Children are now taught 'oe' as in toe. Both 'phonemes' / sounds are the same but the letters representing the sound are different.

Split diagraphs are also taught in Phase 5.

o\_e as in bone

End of Year 1 – Phonics Screening Check— a check of children's knowledge of sounds up to the end of Phase 5.



## Phase 6

This is generally taught in Year 2. This deals with spelling rules for example how to correctly add plurals and other word endings.

For example – ‘smile’ becomes ‘smiling’  
friend – friendly, friendliest

## Tricky words

Words such as **the**, **said** and **was** are referred to as 'tricky words'. This is because these words do not follow the normal phonetic pattern.

These words can only be learnt by sight.

Tricky words are introduced from Phase 2 onwards in a set pattern.

## Phonics alongside reading.

Particularly with our youngest children we aim to give them reading books which match their phonic knowledge and only contain the sounds they have been taught.

We want children to feel that they **can** read even when they are only just beginning to learn to read.

We want our children to become confident readers.

You can help by giving children lots of regular opportunity to read and use their phonic knowledge as it develops.

By the end of Reception it is aimed that children can decode and read sentences such as: 'The **boat** was **sailing** **down** the **river**'



The background of the slide is a collage of colorful, 3D block letters in various colors (red, blue, yellow, pink) scattered across the surface. On the left side, there is a faint, vertical image of a cartoon character, possibly a girl with blonde hair, wearing a white shirt and a green vest.

## Apps to support phonics / Reading at home.

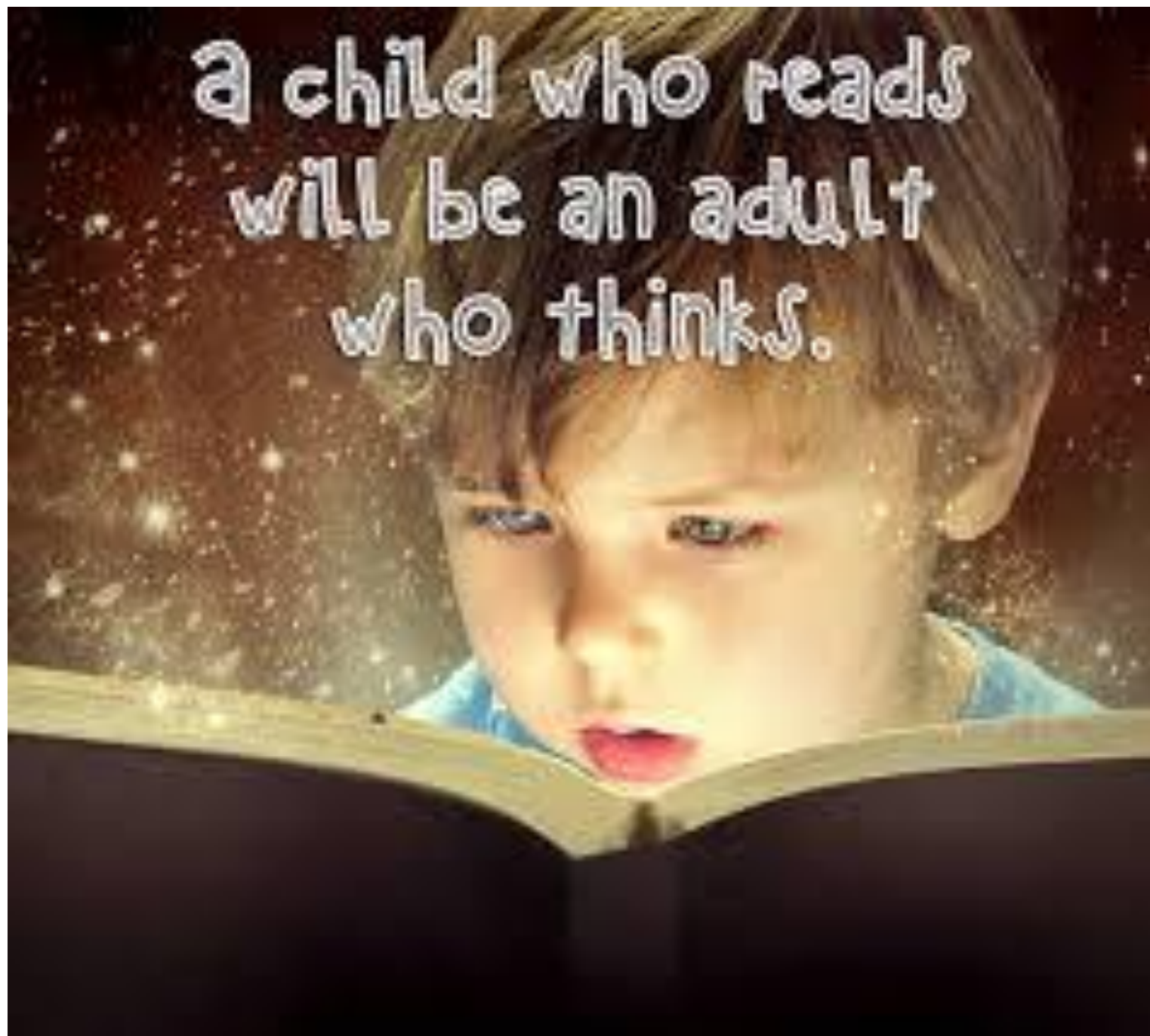
Teach your Monster to Read – Free on computers/ App is chargeable.

Alphablocks by Cbeebies – Episodes available free online/  
Free Cbeebies playtime App.

‘Oxford Owl’ Website – Reading scheme books, free of charge.

(See links on our class page)

a child who reads  
will be an adult  
who thinks.



# Early Writing

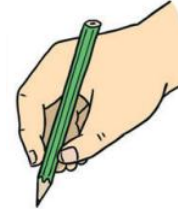
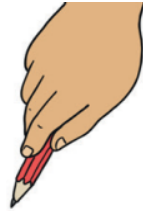
Alongside learning how to represent sounds in words children also go through physical developmental stages.

Before children are able to sit and hold a pencil and use it to form recognisable letters their gross motor skills need to be sufficiently developed.

- Large circles on patio or wall with water+ brushes/ chalk. Ribbon wands. Crossing the 'mid-line'.
- 'Heavy work' – helping to carry the shopping in/ water play with heavy buckets + bottles. Tyres in the playground. – Developing proprioceptive sensory system.
- Opportunities to climb – trees / climbing equipment.
- Opportunities to spin – to develop vestibular system / balance
- Multi sensory letter formation – in shaving foam, cornflour gloop, sand, glitter.
- Developing fine motor skills+ hand strength – play dough, threading, tweezers, scissors, pegs.



# Early Writing



By approx. 6yrs

Children will progress through the different stages of pencil control as their physical skills develop.  
We also provide activities to help children to 'cross the mid line'.

# Early Writing

Alongside our phonics sessions children begin to use the sounds they know to record simple sentences.

We encourage children to listen for the sounds that they can hear and record them using the sounds and spelling patterns they know.

So for example :

‘My name is Fred’ may initially be recorded as

‘M n i Fred’

‘M nm is Fred’

Or ‘MI naim is Fred’.

## Story scribing – A approach to writing in the Early Years.

- Encouraging children to tell us stories which we write down alongside the child. As time progresses and children become more confident with their phonic knowledge and letter formation they take more ownership of recording their stories.
- Children then act out the story with their peers in our story sharing sessions.
- Giving children a reason to write and allowing them to show us their fantastic imaginations and verbal story language without their physical development holding them back.



...and they lived  
happily ever after.

