



Kirk Fenton
CE PRIMARY SCHOOL



A PARENT GUIDE TO ENGLISH

EYFS & KS1

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RECOMMENDED WEBSITES AND APPS

TERMINOLOGY

Phoneme: The smallest unit of sound. There are approximately 44 phonemes (depending on accent). e.g. **t ch ey**

Digraph: 2 letters making one sound. e.g. **cow**

Trigraph: 3 letters making one sound. e.g. **night**

Split digraph: 2 vowels with a consonant in between. e.g. **spine** - i_e

Segment: Breaking a word down into individual sounds. e.g. h-e-l-p

Blend: Putting individual sounds together to fluently read or write a word.

Sound button: The symbols used to show a sound in a word. These are a dot, dash or smile line.

Fluency: The ability to read with speed, accuracy and proper expression; a recommended reading speed by the end of Y2 is 90 words per minute.

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds which make up words in the English language. Systematic Synthetic Phonics was introduced as the main way to learn how to read and write in 1998. It is broken into 6 phases. At Kirk Fenton we follow the Letters and Sounds program of study from EYFS to Year 2.

OUR APPROACH TO PHONICS

Phonics is taught every day from EYFS to the autumn term in Year 2. Any children requiring additional support will continue with phonics in small groups or on a 1:1 basis in Y2 and into KS2. All lessons follow a revisit, teach, practise and apply structure. Children are taught to read by breaking down words into separate sounds or 'phonemes'.

We use a consistent set of actions to support phonics learning which we call 'sound buttons' (see second image). Our children love this kinesthetic way of learning. These actions help children to segment and blend. Ask your child to show you how they use actions to read these words:

EYFS - dad

Y1 - fish

Y2 - smile

In June of Year 1, all children take part in a Phonics Screening Check to ensure they have mastered the appropriate knowledge. The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words are a collection of letters that follow phonics rules, but do not mean anything. They are used to check that your child understands the phonics rules behind them. We call them 'alien words'.

EXAMPLES OF ALIEN WORDS

 quemp	 hild	 voo
 chom	 geck	 blurst
 thazz	 tord	 terg
 steck	 blan	 stroft



Single sounds: j a m
Digraphs : c h i p
Trigraphs : h a i r
Split diagraph: s n a k e



2 - READING BOOKS

At Kirk Fenton we change home reading books once per week. Each class teacher indicates the book changing day in the half termly newsletter. Children are given two book banded books which have been chosen to reflect the phonics stage they are currently working within. A third book will be from the library and is to be shared with your child as part of reading for pleasure.

READING RECORDS

Please record each home reading session in your child's reading record as this is a great communication tool. These comments will always be looked at on book changing day and responded to where necessary. We appreciate EVERY SINGLE reading session you do at home as it makes a huge difference to your child's progress and confidence.

Our advice is to listen to your child read daily for a **minimum** of 10 minutes. All children in every class have the opportunity to listen to an adult read for at least 10 minutes every day as well as regular reading as a whole class, in small groups or 1:1. By school and parents working together, we are able to achieve the golden 20 minutes of daily reading. Ultimately, children who read at home regularly always make more rapid progress than their peers who aren't being supported at home.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

3 – RED WORDS

In all year groups at Kirk Fenton we introduce groups of 'red words'. These are words which are harder to sound out or spell because they do not follow common spelling patterns. We also include high frequency words in these lists; these can be decoded but by learning them by sight, they help increase reading fluency.

IDEAS TO SUPPORT WITH HOME LEARNING

SPLAT

Write the target words on paper or post-it notes and put them on the floor. Take turns to be the 'reader' and the 'splatter'. The reader reads the words aloud and the splatter finds the word and hits it with a fly swatter, saying 'splat!'. This can also work on the back of a door, using your hands to splat.

MATCHING PAIRS

Make your own set of cards with two of each word. Shuffle them and turn them all upside down. Take turns to reveal two word cards, keep them if they match and turn them back over if they don't.

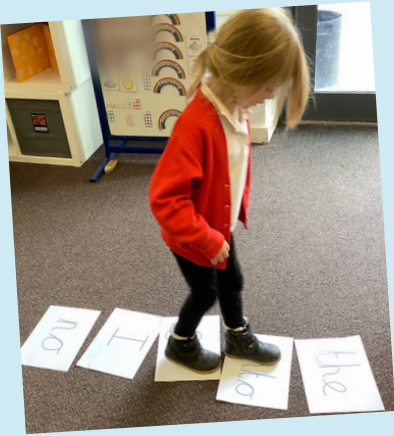
GO FISHING

Place all the target word flashcards on the floor and using a toy fishing set, place a fish over each word. Hook a fish with the magnetic fishing rod and if you correctly read the word, keep the fish. This can also be made into a competition between two people. Alternatively, attach a paperclip to each flashcard and hook the words with the fishing rod.

We believe that by making reading fun and interactive, children develop a love of learning to read from a young age. By using a range of approaches to learn the red words from your child's current list, you will be giving them every chance to become independent, fluent readers.

WALK THE LADDER

Write the target words on paper/post-it notes and put them on the floor in a line. Walk along the ladder, reading each word in turn. Try to walk the ladder faster and faster! This also works well on the stairs and can be returned to easily throughout the day.



BINGO

Make a bingo card with a range of target words. Make a different set of cards which include some of the words on the bingo card and some which are not. Turn over a word, if it is on your bingo card you get to keep it. Try to get a full house. This works well to practise previously learned words by including them in the game, but not on the bingo card.



FEED YOUR MONSTER

Make your own red words monster with a cut out on the base. Every day, the monster needs feeding with the red words on flashcards. Read each word aloud before feeding the monster. Nom, nom!



From Year 1, we introduce weekly spelling tests which continue all the way through to Year 6. A weekly spelling pattern is introduced and practised throughout the week in school. Additional support at home through short, frequent opportunities to practise will help your child learn and ultimately retain these spellings. We try to make spellings fun through introducing a range of strategies which can also be used at home.

RAINBOW WRITING

Choose a coloured pen and write the target word. Write over the word a few more times, using a different colour each time.

The colour works well for visual learners and tracing over the letters slows down writing to think about letter formation.

PYRAMID WRITING

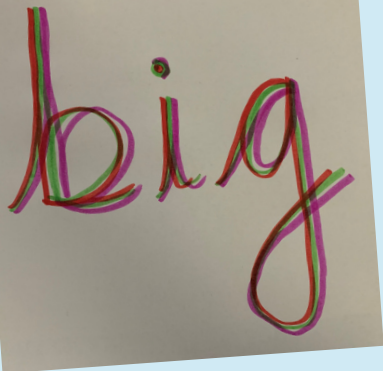
Write each letter in turn, adding one more letter each time to create a triangle shape.

Separating the letters focuses on letter order and how to build the word one part at a time.

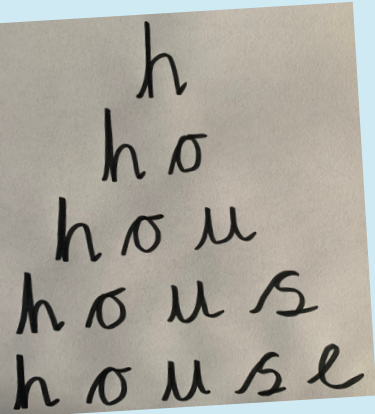
DOTTY WRITING

Write each letter with dots, then join the dots to complete the word.

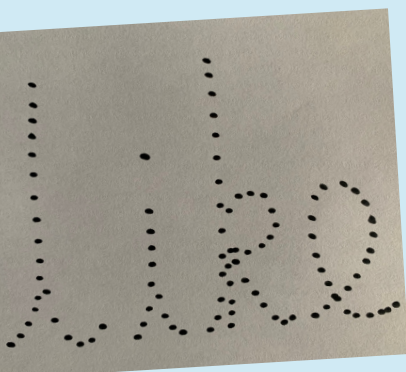
This helps to think about letter formation and joining the dots to write the letters supports muscle memory. This is when repetition builds memory of what it feels like to write a word.



big



h
ho
hou
hous
house



like

4 - SPELLINGS

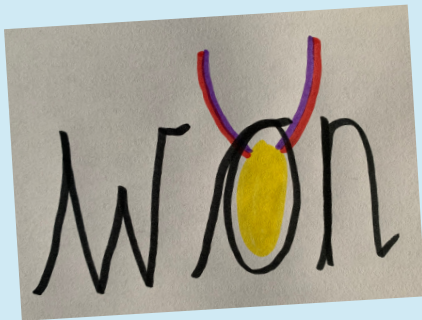
Spelling scores will be shared with parents via Marvellous Me to help you understand how your child is performing in school. However, our focus in school is for children to independently use them in their writing.

LOOK, COVER, SAY, WRITE, CHECK



A classic method many of us are familiar with! Pre-write the words for your child and then get them to cover one at a time, say the word out loud, write it out and then check the spelling against the original. Saying the word out loud can help auditory learners. Writing on a blackboard with chalk can help as it gives more sensory feedback.

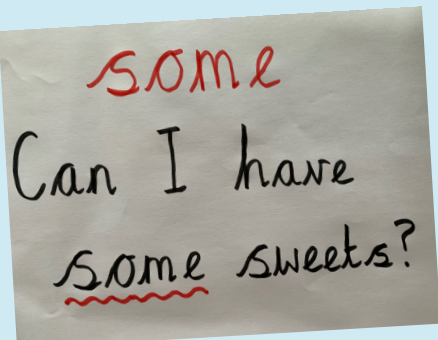
PICTURE SPELLINGS



Draw an appropriate picture next to the word or as part of the word (see picture). This helps to make cognitive links between the spelling and the word meaning e.g. won - draw a picture of a medal.

This works especially well for homophones, where two words sound the same but have different spellings e.g. piece / peace.

SENTENCES



Put the word into a sentence. This helps to understand the meaning of the word by putting it into a relatable context.

TEACH YOUR MONSTER TO READ

An app (cost applies) or computer based game which follows the Letters and Sounds scheme for phonics. Used in school as additional phonics support for some children.

<https://www.teachyourmonstertoread.com/>

PHONICS PLAY

A site packed with interactive phonics games.

<https://www.phonicsplay.co.uk/>

ALPHABLOCKS

A CBeebies show which uses letters of the alphabet to tell stories and make words using phonics. Also available on BBC iplayer and YouTube.

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

YOUTUBE CHANNELS:

Mr Thorne does Phonics

Alphablocks

Jolly Phonics (showing actions for sounds)

A PARENT GUIDE TO PRONOUNCING PURE SOUNDS:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

We hope you have found this guide helpful. If you wish to speak to your child's class teacher about anything in this guide, please get in touch by phone or email: admin@kf.starmat.uk