



Kingfisher
CE ACADEMY



The Park
Academies
Trust



KINGFISHER CE ACADEMY

Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season'
(Psalm 1:3)
Wisdom – Hope – Service – Resilience



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Phonics and Early Reading at Kingfisher CE Academy

Part 1 - information
about how we teach
phonics.

Part 2 - information
about how we teach
reading.



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Julia Connell & Sally Telling- Reading and Phonics Specialists

Government guidance on Systematic Synthetic Phonics

- ▶ One scheme approach - complete fidelity
- ▶ Schemes need to be validated
- ▶ Schemes must use a sequence of fully decodable books in line with progression of teaching

Little Wandle

Every aspect of phonics and reading included in a detailed, thorough and systematic approach,

Research and evidence based

Clear progression and spiral so you review and revisit regularly

Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.



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How we teach phonics

- Daily short sessions
- Specific order of teaching
- Revisit previously taught sounds and words at the beginning of each lesson
- Teach new graphemes
- Blending practice with new graphemes
- Writing and Spelling practice.

Keep up

- short sharp sessions
- same day, same week.



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or

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soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra
map
.

R Au1 extra
nip
.

R Au1 extra
sat



meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .

R Sp1 wk1

go

R Au2

the

R Au1

is

R Au1

to

R Au2

Grow the code

Grow the code grapheme mat

Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo		oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	



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Year 3 & 4 Spellings

Magic Spell



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Y4 Spelling Week 1

Teach and practise

teacher
· _ _ _

murmur
· _ · _

thirteen
_ _ · _ ·

Yr 2



From phonics to spelling

Children on track at the end of Year 1:

Autumn 1	Autumn 2	Spring and Summer
5 weeks: Phase 5 review	5 weeks: Bridge to spelling	20 weeks: Spelling units

Children completing Phase 5:

Autumn 1	Autumn 2	Spring 1	Spring 2, Summer 1 & 2	Year 3
Complete Phase 5	5 weeks: Phase 5 review	5 weeks: Bridge to spelling	15 weeks: Spelling units	5 weeks: Spelling units

Teach children with much larger gaps separately (two scenarios outlined below):

Autumn 1	Autumn 2, Spring 1 and 2	Summer 1	Summer 2
Complete Rapid Catch-up Phase 4	16 weeks: Rapid Catch-up Phase 5	5 weeks: Bridge to spelling	5 weeks of spelling (continue in Year 3)
Autumn 1 and 2	Autumn 2, Spring 1	Spring 1 and 2, Summer 1	Summer 2
Complete Rapid Catch-up Phase 2 or 3	4 weeks: Rapid Catch-up Phase 4	16 weeks: Rapid Catch-up Phase 5	5 weeks: Bridge to spelling

Year 3 & 4 Spellings

Magic Spell



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Y4 Spelling Week 1

Tea

Top Choice for spelling /ur/

ear

earth

er

person

ur

church

ir

third

or

world

ear

search

er

ladder

ir

stir

ur

occur

Beginning

Middle

End

™Magic Spell

Reading

We want children to love reading.

Reading should be enjoyable.



Learning to read should be a positive experience.

We want children to read for pleasure.

Reading underpins children's access to the curriculum and clearly impacts on their achievement.

LEARN TO READ - READ TO LEARN

Reading Practice

Prior to bringing home a reading practice book with carefully matched words children may have wordless books which develop language skills, teach children the layout of books and how to handle books.

Once children have a secure knowledge of a number of GPCs (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books that use those GPCs.



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Reading Practice in school

3 Sessions a week with a trained teacher or TA

To avoid overloading working memory each reading practice focuses on a different reading skill;

- Decoding
- Prosody - (reading with meaning and intonation - David Attenborough or storyteller voice)
- Comprehension - understand the meaning of the text

To develop fluency the same book is used for each session and then is taken home to practice again.



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Reading books are carefully matched to children's secure phonic knowledge and follow the progression.



Decodeable Reading Practice Books

Children should be able to read a book at 90% fluency.

Re-reading a book they have had before helps develop fluency - this is the goal.

Please do not worry that a book is too easy or they have read it before - developing fluency and confidence in reading comes through rereading.

There are questions inside the back cover that could be used as a starting point for discussion.

Please make sure the books come back on Mondays.



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Non Decodeable Sharing Books

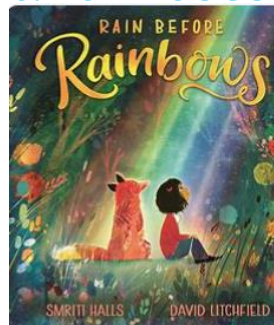
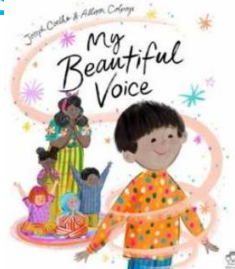
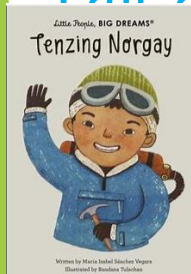
Children will also bring home a 'sharing book' from our class library each week.

These are books that are not matched to your child's phonic ability.

To become lifelong readers, it is essential that children read for pleasure

They may not be able to read this book independently, but these books offer a wealth of opportunities for talking about story or information text as well as opportunities for VERBAL comprehension.

Enjoy the book together and foster a love of reading
"Pair and share"



How can parents/carers help?

Please look at the Little Wandle videos and guidance for parents.

<https://www.littlewandle.org.uk/resources/for-parents/>

Support children in learning the alphabetic code

Let your child “show off” their reading to you - celebrate and praise all the way!

Share books with your children for pleasure.

Talk about your favourite childhood books.

Visit the Library, become a member, enjoy their events.



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Thank you for joining us

Any Questions ?



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