



THE DASSETT C OF E PRIMARY SCHOOL

Reading and Early Reading Meeting
2nd October 2024

Purpose

- **Identify and understand the schools process to teaching phonics from reception upwards.**
- **Explain routines and processes regarding reading books and reading records.**
- **Understand how we assess children's reading ages to ensure they are reading material that is optimal for their learning.**
- **Signpost parents towards ways of supporting their child/children as learners.**

Why is reading so important?

READING EVERY DAY...

...**CREATES** lifelong readers.

...**TEACHES** children to find adventure, ideas, and answers through books.

...**STRENGTHENS** relationships and creates memories as a family activity.

...**OPENS DOORS** through which children can learn about themselves.

...**BUILDS** a diverse vocabulary and strengthens fluency in reading.

...**ALLOWS** a child's imagination and creativity to blossom.

...**GIVES** children the tools needed to become successful students.

...**TAKES** the "scary" out of reading in the classroom.

...**HELPS** children make connections to new places, people, and concepts.

...**AWAKENS** children to the world around them.

Reading is a skill

James

Travis

reads 20 minutes per night,
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



720

minutes of reading

By the end of eighth grade:

28,800

minutes of reading



5760

minutes of reading

Phonics

All schools in the UK will teach children to read through a systematic synthetic phonics approach. The government have approved a number of schemes and allowed schools to select their best fit to follow. As a school we use Twinkl phonics which provides us with a consistent and structured approach to our learning.



Why is Phonics Important?

“If a child memorised **ten words**, the child can only read **ten words**, but if a child learns the sounds of **ten letters**, the child will be able to read **350 three-sound words**, **4,320 four-sound words**, and **21,650 five-sound words**.”

(Dr. Martin Kozloff, 2002)

s



a



t



p



i



n



Reception

Pupils in Year R, reception, read together as a class, with the teacher; on a one-to-one basis and throughout the day and the curriculum. The Twinkl phonics scheme has 6 levels and in Reception children will work through levels one to four.

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Recommended Age of Children	Main Teaching Focus
Level 1	36	Nursery/Preschool	3-4 years	Speaking and Listening
Level 2	7	Reception	4-5 years	Single letter GPCs
Level 3	12	Reception	4-5 years	Digraphs/trigraphs
Level 4	5	Reception	4-5 years	CVCC/CCVC

Level One Phonics

In Reception, there is a great deal of singing, actions and nursery rhymes when children are exposed to the language. They are encouraged to speak and listen effectively to each other and to adults. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of a child's further learning. Phase 1 phonics skills that are developed at this stage include:

Environmental sounds

Instrumental sounds

Body percussion (e.g. clapping and stamping)

Rhythm and rhyme

Alliteration

Voice sounds

Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Parents can access level 1 environmental sounds work from Twinkl, on Youtube.

Level Two Phonics

This is where the phonics teaching routine begins properly and the children will do phonics sessions in class daily for thirty minutes every morning throughout Reception, Year 1 and Year 2.

Within sessions children are taught new sounds through stories and activities in their workbooks. They will dictate sentences and begin to develop their skills of hearing phonemes (sounds) and then associating them with graphemes (written letter shapes) enabling them to become early writers.

Level 2 Sounds

s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



l



ff



ll



ss



Rhino Readers

Reception children will be sent home Rhino Readers reading books that link to the phonics they have been learning that week in class. This book will be fully phonetically decodable to the children and they should encounter no words that include any sounds that they have not been taught. They will have these books for a week so should spend time working on them at home in order to further develop their understanding of the sounds they have been learning.

All the Rhino Readers are available as e-books.



My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 	 visit twinkl.com				

Level 3

- Teaching letter names
- Introducing and teaching two-letter and three-letter GPCs
- Practising grapheme recognition for reading and spelling
- Practising blending for reading
- Practising segmentation for spelling
- Teaching and practising high frequency words
- Teaching, reading and spelling two-syllable words
- Practising reading and writing captions and sentences

Level 4

By this point, children will have learned all of the 44 [phonemes](#) (units of sound) and should be confident at reading, blending and spelling simple CVC (consonant-vowel-consonant) words. Instead of learning new sounds, Level 4 focuses on consolidating what children have already learned and helping them to blend more complex words.

During Level 4 phonics, children will:

- Consolidate graphemes, sounds and spellings that they will have learned in previous stages.
- Be introduced to words with adjacent consonants (including CVCC and CCVC words).
- Learn to write polysyllabic (more than one syllable) words
- Learn how to read and spell a wider range of tricky words.
- Learn how to write each of the different letters.

Year 1

Year 1 starts with children revisiting Level 4. Due to the summer holidays we find some children will have a slight drop off in terms of their understanding and by revisiting Level 4 as an additional daily phonics session we can ensure children make more sustained progress.

Please don't worry if your child comes home with a Rhino Reader they may have already seen. It is due to the revisit element of the scheme at this time of year and it is actually a really beneficial process.

Level 5

Lasts throughout Year 1.

Level 5 is the fifth stage of the Twinkl Phonics learning scheme. Children will have completed Levels 3 and 4 by this stage and they will be familiar with all of the different letters, many common phonemes and many different common exception words. They should also be able to write simple sentences and captions.

In Level 5, children will learn about a range of new spellings, graphemes and pronunciations for sounds that they'll have learned during previous levels. They will also be introduced to prefixes, suffixes and a range of new common exception words. Level 5 aims to expand pupils' knowledge of phonemes and graphemes in spelling and reading, aiming to build up their reading fluency before they progress into Level 6.

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		

Year 2

Year 2 is the final Year of phonics.

- Develop children's knowledge of spelling patterns and best-guess grapheme selection.
- Learn more alternative graphemes and alternative pronunciations for known graphemes.
- Develop an understanding of the spelling rules for adding suffixes and prefixes.
- Introduce homophones/near homophones and contractions.
- Learn to spell more common exception words.

Children should be able to read hundreds of words using the following strategies:

- Reading them automatically.
- Decoding them quickly and silently.
- Decoding them aloud.

y



fly

dge



bridge

ge



fringe

gn



gnome

kn



knife

wr



wrist

le



table

eer



deer

ture



picture

mb



thumb

al



walk

a



walnut

o



glove

ey



monkey

war



warm

wor



world

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treasure

wa



watch

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squash

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station

What if a child struggles with a Level or needs to catch up?

With the teaching of phonics children must be secure in their understanding of a Level before they can effectively progress to the next level.

For children who aren't secure on sound within levels we will run same day intervention sessions in small groups to support them in developing their understanding. So it may be your child has an additional session for a period of time to help them.

If children are significantly behind their peers in phonics sessions it may be that they are taught as part of a catch up group during the main phonics session so they can receive additional support. If this is the case we will always let you know and suggest how we can work together to support your child further.

Book Banded Reading Books

Alongside Rhino Readers all children in KS1 will have a book banded reading book each week. This book will be read with them in school and we would like for it to be read at home as well.

The book level is decided by a diagnostic reading quiz tool that we use. The children will take the quiz each half-term to determine a reading age which then associates with a colour of book.

We will then monitor the child's progress in reading this book and their phonics Rhino Reader.

Either of these books being read can be recorded within reading records.

This is the same process from Year 1 all the way until Year 6.

Key Stage 2

In Key-stage 2

Most children do not continue with phonics lessons but are supported in spelling, grammar and reading lessons which take place daily.

Reading lessons last for thirty minutes and are always based around a short text extract. Children will read it. There will be class discussion, teacher modelling and the children will answer questions.

The text we read within lessons are all available in school as part of our reading book collections.

SOAR WITH SEVEN

- 1) List three things that were in Dahl's shed
- 2) Roald Dahl insisted on writing all of his stories on what?
- 3) How many pencils did Dahl keep by his side?
- 4) Find and copy a word that means horrible
- 5) Where did Dahl find the ancient vase?
- 6) List three things which on a table in Dahl's hut
- 7) What was Dahl's hut also known as

EXT: Write your own retrieval question.

Time To Talk...

IT ALL BEGAN HERE...

Roald's Writing Hut

Clever Mr Fox, eccentric Willy Wonka and the wicked Grand High Witch first came to life in a hut in Roald Dahl's garden. This was no ordinary shed, though. Instead, it was filled with photographs, pictures, extraordinary objects and personal mementoes that sparked Roald's imagination.



- 1) Why do you think Dahl kept all of these things in his hut?

EXT: What three things would you keep that are special to you?

Time To Talk...



- 1) Dahl kept his hip bone beside him – what do you think the reasoning for this was?

EXT: THIS IS WEIRD! Discuss.

Reading Books

Children with a reading age of below ten years will still receive a book banded reading book that will be changed at least weekly- should the child have finished it.

Children will be heard read once per week by either a TA, teacher or parent volunteer reader. This reading will be recorded within the child's reading record.

For children with a reading age exceeding ten- they are deemed to be free readers of our school books and will select their own books with help from their teacher or teaching assistant.

Each class has a recommended reading list in their book classroom linked to their lessons in class with ideas to support these readers in choosing.

Reading Records

Throughout the school reading record will be checked weekly and children will be rewarded with house points or stickers for reading regularly through the week.

The record itself is a place for parents and teachers to communicate the successes and challenges children are facing with their reading. If you as a parent spot something that children are finding tricky with their reading- please let us know and we will have strategies to help support your child with this.

The aim for us both is to help your child develop good reading habits and secure skillset in reading any text. So a collaborative approach is definitely the most beneficial.

Next Steps

For Key Stage One and Reception parents you will receive a bundle of information about phonics including sound mats and QR codes to visit E-books.

With this we will post links to useful videos which will help you in understanding the phonics your child is learning.

Mrs Whattcott will host a phonics drop in session at school in November (date TBC) where parents are invited in to learn some phonics alongside your children.

For Key Stage two parents our long term reading plan will be posted out to you which has a reading spine and suggested books to help develop your child's love of reading further.

Thank you for attending we really appreciate your time...