Learning to Read and Reading to Learn @ City Beach Primary School.

The process of learning to read and write begins from an early age, where children learn and practise many skills. This can happen in a range of ways and settings, especially at home. Engaging children in conversation, listening and talking as well as reading books are essential elements in the journey to being able to read, write and spell.

At City Beach Primary School we use a synthetic phonic approach to the teaching of reading and phonics to help children learn to "crack the code", to learn the relationship between the letters of the alphabet and the sounds they represent. The "synthetic" component reflects the practice of blending or synthesising sounds together, while the phonics reflects the process of linking the sounds (phonemes) to the graphemes (written symbols).

The inclusion of the Letters & Sounds program aligns to one area of our City Beach Primary School **Future Directions Plan 2021 – 2024** under the Improvement Driver **-** *Confident Curious and Creative Learners*, *where each of us… love learning, enjoy coming to school and are supported to approach challenges with energy, effort and resilience.*

It strongly aligns to the following initiatives and key strategies to success of this driver:

Know the needs of every student.

- Systematically collect and analyse student data to inform planning and teaching and monitor progress in reading, writing and numeracy**.**
- Enrich student support in literacy and numeracy to target gaps or enrichment.

High Fidelity Teaching

- Embed a school wide self-reflective culture focussed on improving classroom teaching
- Strengthen support for staff through professional collaboration: sharing, feedback, coaching and mentoring
- Engage in a professional learning plan that aligns to our strategic direction
- Connected practice using evidence based whole school approaches in literacy and numeracy

The Letters and Sounds program is the structured approach that CBPS teachers from Kindergarten to Year 2 use to explicitly teach the 44 sounds represented by the 26 letters of the English alphabet. This program is evidence based, systematic and progresses from easier to more difficult. Teachers are explicit in their approach by: explaining and modelling; providing guided practice and corrective feedback; extending and supporting individuals to progress through the stages; and apply learned skills to reading.

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell, 'tricky words', which are words with unusual spelling. Children work through the process at their own pace do not move on until they have a full understanding of each phase. At City Beach Primary School we work in partnership with families to support each child make year on year progress across literacy and numeracy. Your child's teacher will discuss their progress and share ways that you can support their development. The following information provides you with an insight into the focus for each phase and ways you can support your child at home.

Phase 1 – Typically Kindergarten

Phase One activities pave the way for the systematic teaching of phonic work to begin in Phase Two. Phase One activities are designed to underpin and run alongside activities in other phases.

Aspect 1: General sound discrimination – environmental sounds	**Assessment: Phase 1** To distinguish between speech & sounds; To blend and segment words orally; To recognise spoken words that rhyme (some children); To provide a string of rhyming words (some children).
Aspect 2: General sound discrimination – instrumental sounds	
Aspect 3: General sound discrimination – body percussion	
Aspect 4: Rhythm and rhyme	
Aspect 5: Alliteration	
Aspect 6: Voice sounds	
Aspect 7: Oral blending and segmenting	

Ways to Support Your Child at Home

Play 'What do we have here?' Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'.

Say: 'A **t**all **t**in of **t**omatoes!' '**T**ommy, the **t**icklish **t**eddy!' 'A **l**ovely **l**ittle **l**emon!' This is call alliteration. Use names, for example, '**G**avin **g**ets the **g**iggles', '**M**ilo **m**akes **m**usic', '**N**aheema's **n**oise'.

Teach them '**Peter Piper picked a peck of pickled peppers**'.

Sound talking

Find real objects around your home that have three phonemes (sounds) and practice 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g – peg'

'I spy a c-u-p – cup'

'Where's your other s-o-c-k – sock?'

'Simon says – put your hands on your h-ea-d.'

'Simon says – touch your c-hi-n.'

Phase 2: Duration: Typically Pre-primary- up to six weeks

Develops children's knowledge of **grapheme-phoneme correspondences** (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practices the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.

Letter progression (one set per week) Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	**Assessment: Phase 2** Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n; Find any Phase Two letter, from a display, when given the sound; To orally blend and segment CVC words;

	To blend and segment in order to read and spell (using magnetic letters). VC (Vowel Consonant) words such as: **if, am, on, up** and 'silly names' such as **ip, ug** and **ock**; Be able to read the five tricky words: **the, to, I no, go.**

100 Phase Two

Decodable words				Tricky words
a	had	is	not	the
an	back	of	got	to
as	and	off	up	I
at	get	on	mum	no
if	big	can	but	go
in	him	dad	put	into
is	his			

Ways to Support Your Child at Home

Magnetic Letters

Buy magnetic letters for your fridge, of for use with a tin tray. Have fun finding letters with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'.

Breaking up words

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

Don't forget the writing box!

Spelling is harder than reading words – praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try our spellings and practise their handwriting.

Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Mark-Marking

Turn off the TV so you can listen to and talk to your child.

Read every day to your child.

Set up a place where your child can experiment with mark-marking, both outside and inside, using gloop, paint, pens, stamps and stencils onto a variety of surfaces such as paper, cardboard and material.

Collect a variety of pencils and pens, and keep them handy for your child.

Create a special writing bag to keep little writing tools in, for travelling in the car or visiting the doctors.

Change the contents regularly.

Getting ready for writing

Using their whole body:

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers.

Games that help co-ordination include throwing balls at a target, under-arm and overarm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

Hand and finger play:

Action rhymes such as 'Incy wincy spider', 'One potato, two potato' and 'Tommy Thumb' are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

Hand-eye co-ordination:

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling of stickers and sticking them in the right place – these all help hand-eye co-ordination.

Pencil holding:

The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.

Ask children to peg objects to a washing line.

Provide plenty of different types of pens and pencils; hold their hand to practise correct grip.

Phase 3: Duration: up to 12 weeks

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter.

Teaches and practices the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.

Letter progression (one set per week) Set 6: j, v, w, x Set 7: y, z, zz, qu	**Assessment: Phase 3** Give the sound when shown all (or most) Phase 2 & 3 graphemes;
Consonant digraphs: ch, sh, th, ng, nk	Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound;

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	To blend and read CVC words (using Phase 2 & 3 graphemes); To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes); To **read** the tricky words**: he, she, we, me, be, was, my, you, her, they, all, are;** To **spell** tricky words: **the, to, I, no, go**; To write each letter correctly when following a model;

Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all

Phase Three

Decodable words		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

Ways to Support Your Child at Home

- Sing an alphabet song together.
- Play 'I spy', using names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (letter) combinations:
  r-ai-n = rain blending for reading **rain = r-ai-n** segmenting for spelling
  b-oa-t = boat blending for reading **boat = b-oa-t** segmenting for spelling
  h-ur-t = hurt blending for reading **hurt = h-ur-t** segmenting for spelling
- Praise your child for trying out words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.
- Play '**Pairs**', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: **the the, to to, no no, go go, I I**
- Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

Phase 4: Duration: four to six weeks

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.

Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.	**Assessment: Phase 4** Give the sound when shown any Phase 2 & 3 grapheme; Find **any** Phase 2 & 3 grapheme, from a display, when given the sound; To blend and read words containing adjacent consonants; To segment and spell words containing adjacent consonants; To **read** the tricky words: **some, one, come, do, so, were, when, have, there, out, like, little, what;** To **spell** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;** To write each letter, usually correctly

Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.

Decodable words	Tricky words	
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

Ways to Support Your Child at Home

- Practice reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps.* Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as food on packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam.*
- Work on reading words together, for example, a street name such as Wood Street, captions on buses and trucks, street signs such as bus stop.

Reading together

- Teach lots of nursery rhymes – each one tells a different story.
- Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.
- Make time to read with your child throughout their time in school – PLEASE continue reading to your child – even when they are reading independently. This is very important – your child needs to practice their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers and sisters can help, too.
- Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.
- Read with your child – ask you child to attempt unknown words, using their phonic skills and knowledge. Make sure they blend all through the word.
- Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act our stories.
- Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.
- Listen to story tapes.
- Teach your child some action rhymes – 'Heads, shoulders, knees and toes'/ 'Here we go round the mulberry bush', 'We all clap hands together'. Use tapes and CD-ROMS of nursey rhymes to sing along to.
- Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.
- Borrow or buy the best books you can the share with your child. Libraries and bookshops can advise you of the most popular books.
- Add sound effects when reading a story and encourage your child to join in.
- A quiet area with some cushions and toys is a comfortable place where you and your child can go to look at a book together.

Writing together

- **Magic writing boards** are great fun for children, both little and larger versions. It won't be long before they try and write their names!
- **Write with your child** – 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.
- **Talk about words they see in everyday life** - food packaging, signs in supermarkets, captions on buses and trucks, messages on birthday cards and invitations.
- **Write a shopping list together**
- **Send an email to a family member or a friend** – your child says the message, you write it!

- **Provide your child with a shoe box full of things to write with** – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.
- **Praise them for their play writing** – those early squiggles and marks show that your child is beginning to understand writing.

Phase 5: Duration: throughout Year 1

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught.

Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). **Learn new phonemes:** /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), **Split digraphs**: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). **Teach alternative pronunciations for graphemes** (p136): i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. **Teach alternative spellings for phonemes**	**Assessment: Phase 5** Give the sound when shown any grapheme that has been taught; To write the grapheme for any given sound; To apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable; To read and spell phonetically decidable two-syllable and three-syllable words; To read automatically all the words in the list of 100 high frequency words; To accurately spell most of the words in the list of 100 high frequency words; To form each letter correctly.

Key words:

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words		Tricky words
don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
saw		looked
house	very	called
about	put	asked
your		could

All 100 high frequency words

1. the	21. that	41. not	61. Look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. Go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. Mum	68. Children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. What	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. People	99. make
20. but	40. so	60. very	80. your	100. An

Phase 6: Duration: throughout Year 2 and beyond

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.	

Ways to Support your Child at home Phase 5 and Phase 6

Relax!

Reading

- Make sure your child sees your reading.
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices – let yourself go!
- Spread books around your house for your child to dip into.
- Let you child choose what they would like to read – books, comics, catalogues.
- Read favourite books over and over again. Enjoy!

Writing

- Make sure your child see you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. Your write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it. Buy stickers of a favourite film or TV programme and make a book about it.