

# Phonics and Reading Schemes at Cavendish Close Infants

## How do we teach reading?

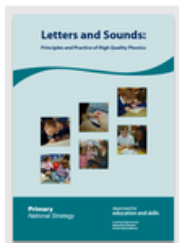
### Phonics

Children are taught how to decode words in our daily 30 minute phonics sessions which we call 'WordWise' time. Sessions follow the letters and sounds scheme of work.

## What is letters and sounds?

**Letters and Sounds** is our school phonics scheme. It focuses on blending sounds to read words (sounding out).

Children are taught to recognise individual letters or group of letters (graphemes) and the sound(s) they make (phonemes). Children practise 'sounding out' to blend words containing these graphemes and practise reading words in sentences. Children also practise recognising common exception words which are words that cannot be sounded out and need to be remembered by sight.



Use these links to access the 'Phonics Play' and 'Education City' websites. Here you can play a wide variety of games to practise blending words.

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

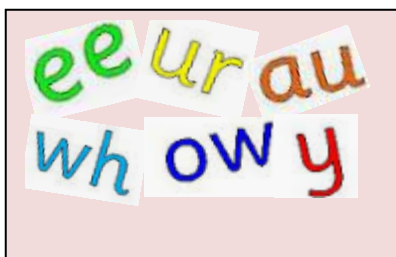
<https://www.educationcity.com/>

Letters and sounds online has daily phonic lessons for Reception and Year 1.

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/videos](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos)

This video demonstrates the correct articulation of different sounds.

[https://www.youtube.com/watch?v=TTe5\\_EmOBHQ](https://www.youtube.com/watch?v=TTe5_EmOBHQ)



## What is Collins Big Cat?



Collins Big Cat Phonics for 'Letters and Sounds' is our school reading book scheme. The books in this scheme have been developed to directly support the teaching of letters and sounds and are fully decodable which means that the majority of words can be blended.

Please enjoy these reading books together every day. Each book has focus phonemes (sounds) and common exception words to practise in the inside of the front cover which will help improve your child's confidence and fluency when reading.

## Shared Reading

Children also learn to read using different strategies in a weekly shared reading session. Adults model read to the children demonstrating how to blend words and read texts with pace, fluency, intonation and expression. We focus on a set of 'VIPERS' which helps children to talk about and understand the books they read and to develop their vocabulary.



### **Vocabulary**

What does the word...mean in this sentence?

Put your finger on a word that means...

Which other words could you use to describe...?

### **Inference**

Why was... feeling like this?

Why did... happen?

How does...make you feel?

### **Prediction**

What is this book going to be about?

What do you think will happen next?

What happened before? What happened after?

### **Explanation**

Who is your favourite character? Why?

Would you like to live in this setting? Why?

What would you change about this story?

### **Retrieval**

What kind of text is this?

What happened when...?

Where did...?

Why did... happen?

### **Sequencing**

What was the first thing that happened in the story?

Put these 5 events from the story in order.

What happened after?

### How can you support your child with reading at home?

- \*Look through your child's books with them first and talk about what is happening in the pictures before they begin to read. Encourage them to turn the pages of their books correctly and to point to each word as they read.
- \*Practise reading the phonemes, blending the words and recognising common exception words together on the inside cover of their reading book. Can they spot these words as they read the book?
- \*Encourage your child to say each of the phonemes in the words in their book and blend them together.
- \*Remember you can use picture cues to help your child to work out unfamiliar words – using pictures is an important reading strategy.
- \*Help your child to check their reading makes sense and if not go back and have another go.
- \*As your child reads discuss what is happening. Can they answer simple questions about what they are reading? Do they show understanding?
- \*If your child is a confident, independent reader help them to develop expression in their voice, especially when characters are talking.
- \*Encourage them to discuss the books they read more fully. Ask them to predict what is going to happen next. Why do they think that will happen? Talk about whether they liked the book or not. Why?
- \*Ask your child comprehension questions about their book. Have they understood what they have read?
- \*If reading an information text, practise using non-fiction features such as the contents page, index and glossary.
- \*Encourage your child to read a wide range of different texts - stories, information books, magazines, comics etc.

REMEMBER THAT READING SHOULD BE FUN!



# Collins ebooks

Please access the Collins Big Cat online eBook catalogue from home. Your child has their own account where they will find books assigned by their class teacher that are linked to their current phonics reading level. Teachers are able to monitor each child's use of the catalogue and see which books your child has read. Please see your parent user guide with website and login details.

Please ask your child's class teacher if you have any questions about reading in school. We are always happy to help!