



Meole Brace
C of E Primary School and Nursery

Let Your Light Shine!



Community



Respect



Perseverance

Early Reading and Phonics EYFS and Year 1

Parent and Carer Workshop
September 2024



Bug Club
Phonics

Phonics

Did you know that the English language has:

26 letters

44 sounds

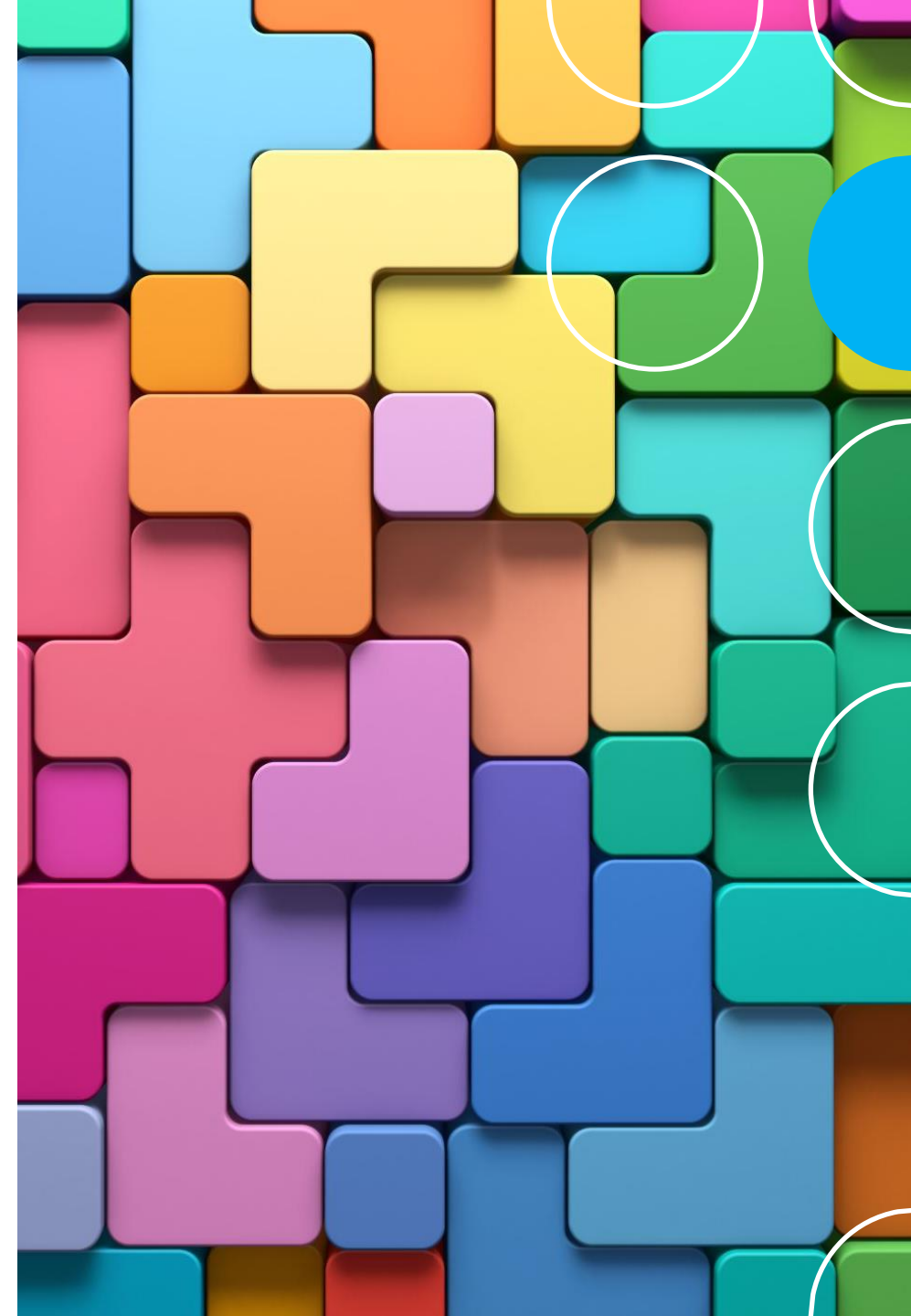
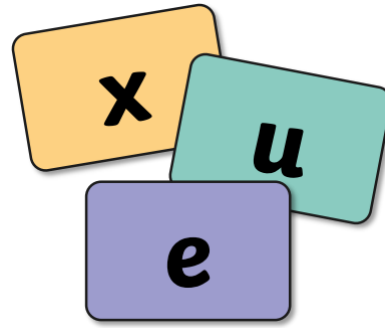
and over 100 ways of spelling these sounds!

Phonics is how we make sense of all of these.

Systematic Synthetic Phonics - the teaching of reading and spelling by breaking down words into the smallest unit of sound.



It's all about hearing, recognising and using sounds enabling us to break down and build up words (segmenting and blending).



Phonics

All words are reducible to units of sounds called '**phonemes**' which we write down using letters or small groups of letters called '**graphemes**'.

-DfE approved scheme
Bug Club

-Each phoneme has an image and action linked to it to aide recall

We teach:

-Pure phonics for reading and spelling

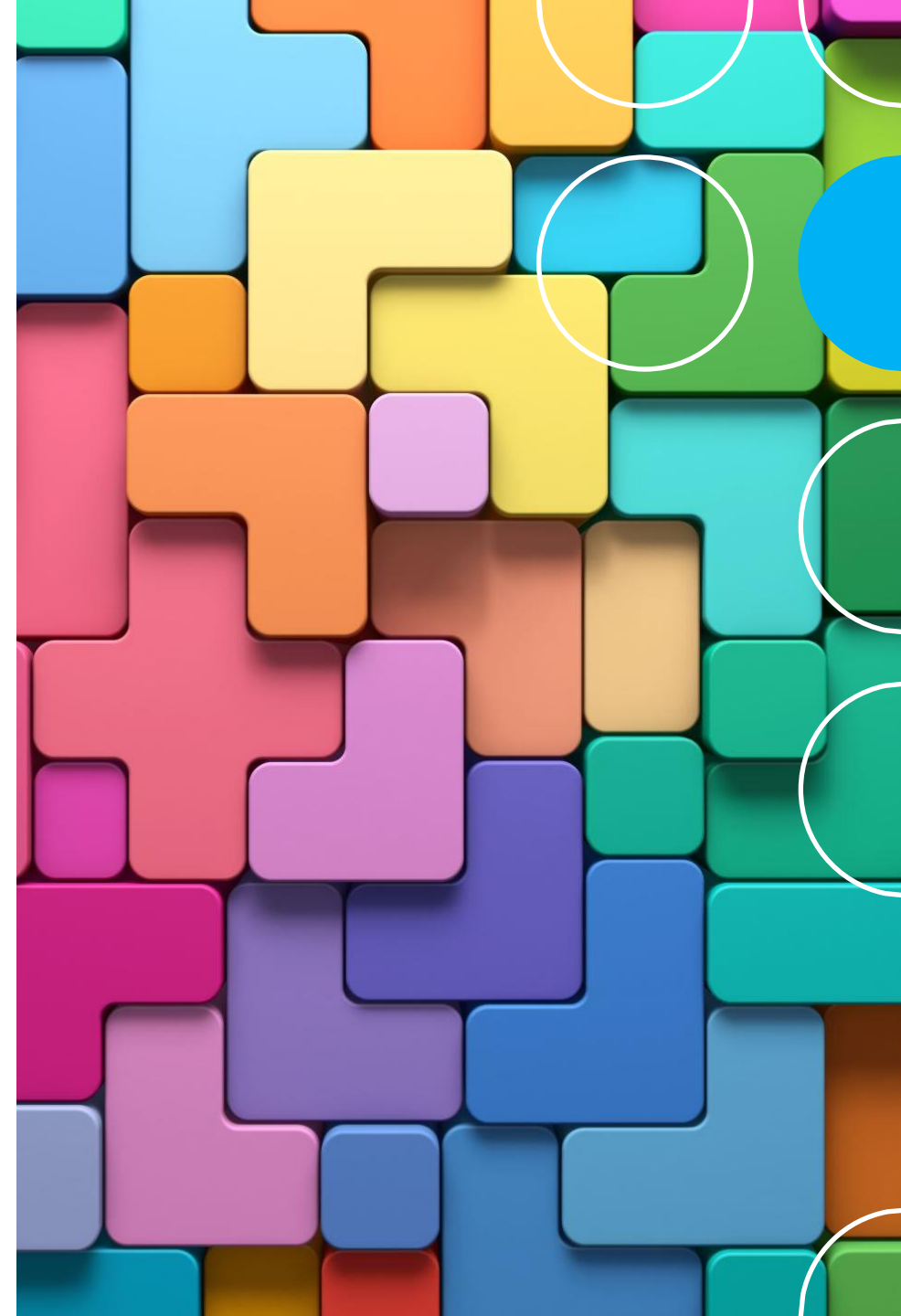
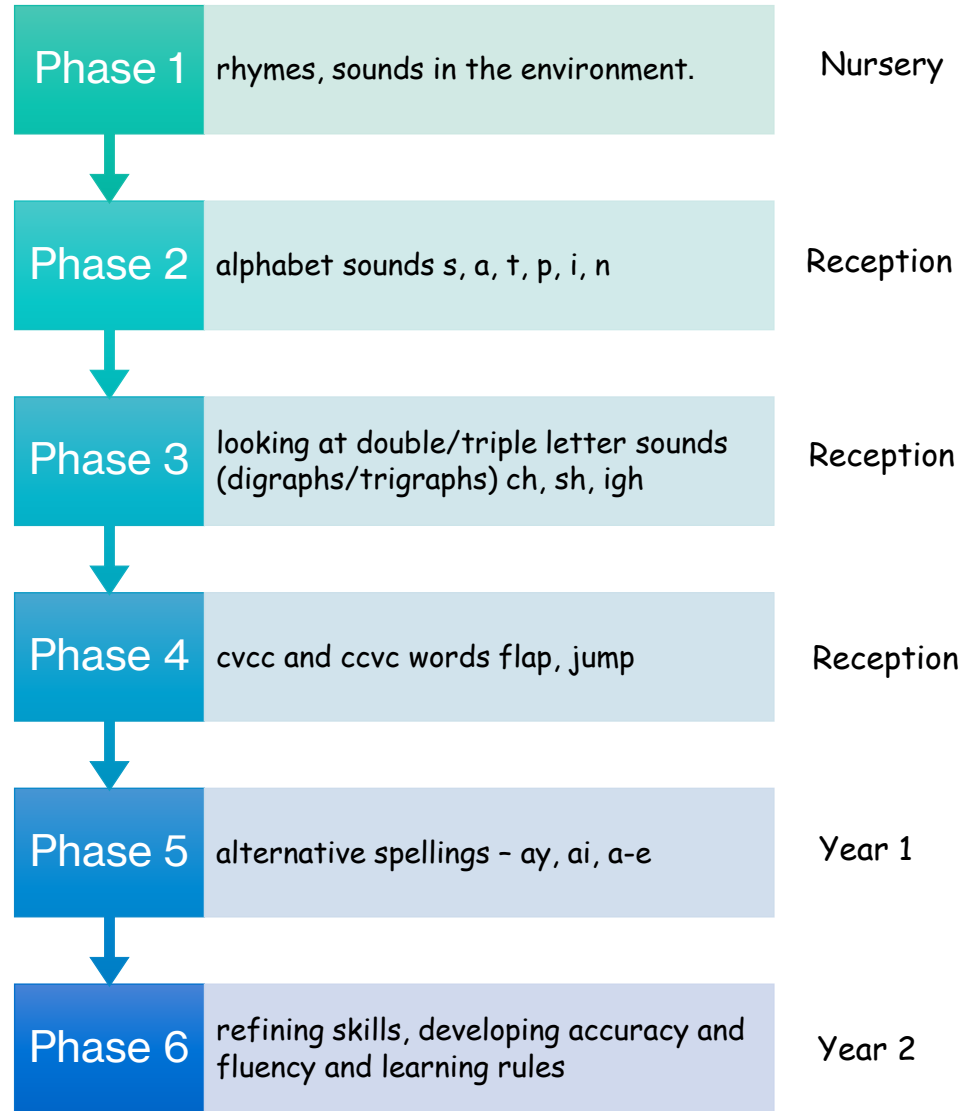
-Letter names are taught alongside

As well as:

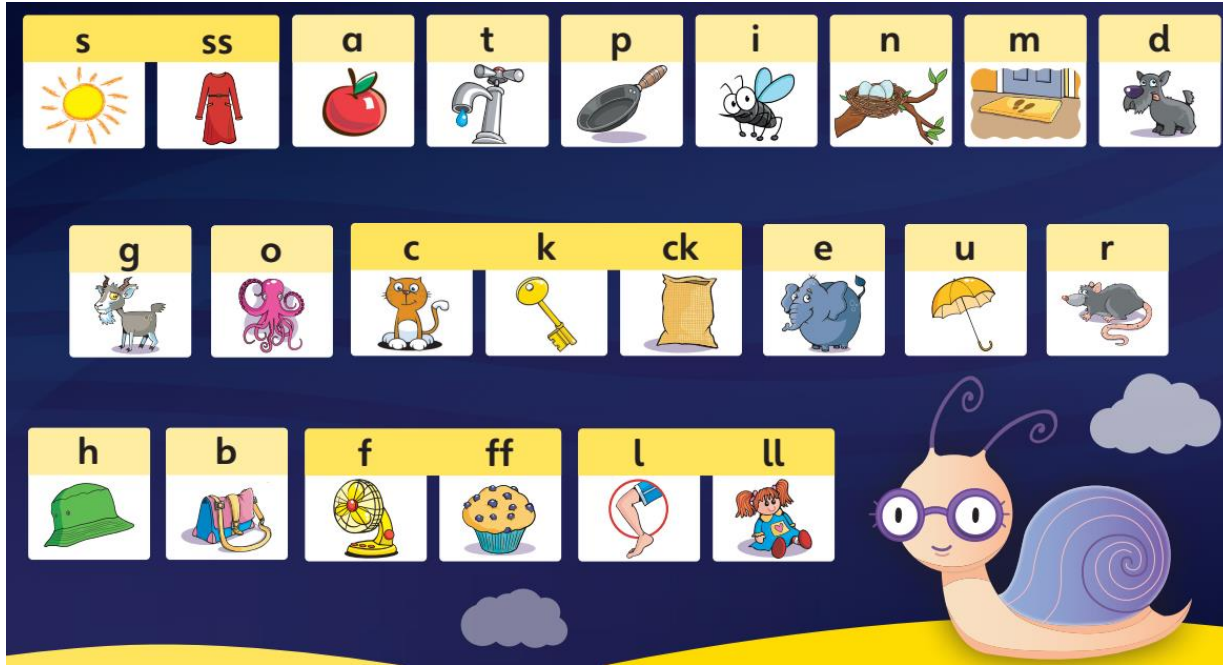
-High frequency words

-Irregular/Tricky words (shape words)

-Common Exception Words



Phase 2



Unit 1: s, a, t, p

Unit 2: i, n, m, d

Unit 3: g, o, c, k

Unit 4: ck, e, u, r

Unit 5: h, b, f, ff, l, ll, ss

Pure sounds meaning we pronounce each letter sound clearly and distinctly without adding additional sounds to the end.

Phoneme

The smallest unit of sound in a word. The sound a letter or group of letters makes. You hear a phoneme.

Grapheme

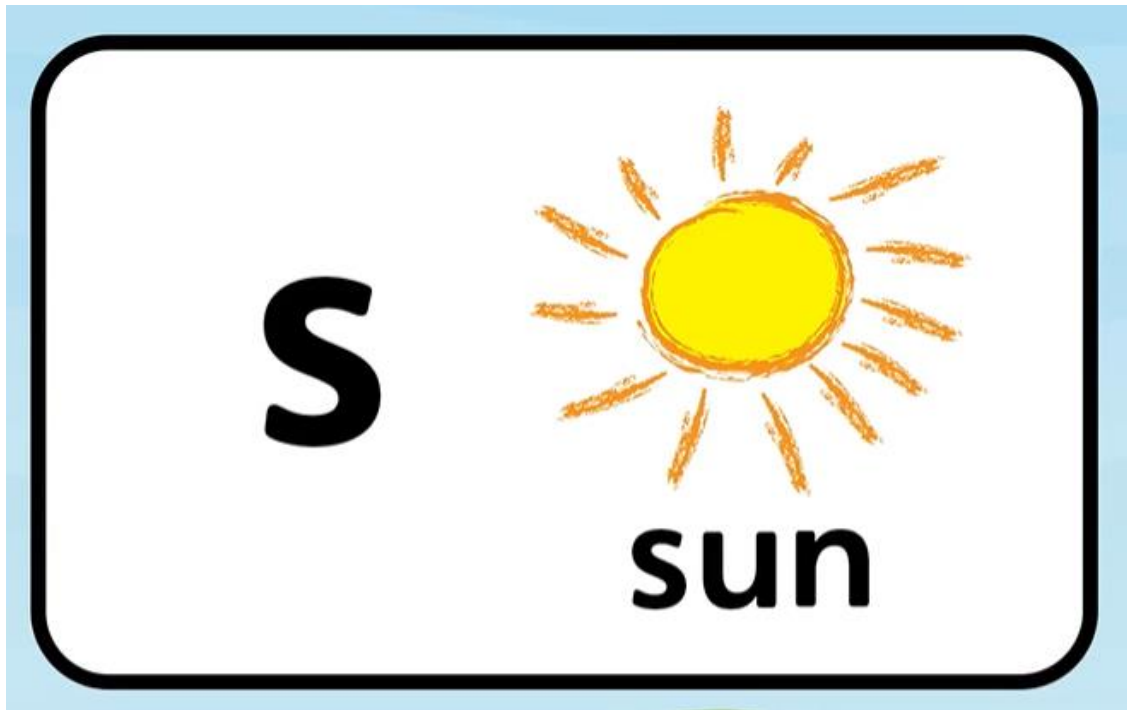
Letter(s) representing a phoneme. How you write the sound down. You can see a grapheme

Single letter sounds such as; s, a, t

Digraphs

Two letters making one phoneme (sound) such as; ch, sh, ai. In phase 2 these are our friendly letters - ll, ck, ss, ff, zz.

Actions and pictures to aide recall



Demonstration videos of how to say each phoneme and of the action and image which corresponds to each one are available on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website. <https://www.meolebraceprimary.co.uk/page/supporting-your-child-at-home/57774>

Segment to spell

Blend to read

Segmenting

- Identifying and splitting a word up into individual sounds

Blending

- Combining the individual sounds we can hear together to make a word

Strategies

- Sound talking - robot talk, arm, sound fingers, Switch-It fingers
- Sound buttons
- Phoneme frames



hat
• • •



pot






























b	a	t
---	---	---



--	--	--

Phase 3

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

Unit 6: j, v, w, x

Unit 7: y, z, zz, qu

Unit 8: ch, sh, th, ng

Unit 9: ai, ee, igh, oa, oo

Unit 10: ar, or, ur, ow, oi

Unit 11: ear, air, ure, er

Digraphs

2 letters which make one phoneme (sound)

Friendly letters - zz

Common digraphs sh, ch, th, ng

Vowel digraph - contains at least 1 vowel ar, or, ur, ow

Long vowel digraphs - Two vowels which together make the vowel letter name - ai, ee, ie, oa, oo

Trigraphs

3 letters which make 1 phoneme (sound) - igh, air, ear, ure

Not as common

Sound buttons and tiles

goat night stop spear

ch	i	ck
----	---	----

s	l	ee	p
---	---	----	---

bell boat flip
shell jumper

Phase 4

When children start Phase 4 they will know a grapheme for each of the 44 phonemes. They will be able to blend phonemes to read *CVC* (consonant-vowel-consonant) words, and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**

tent flap cramp float sprout

Reading in Reception

- Your child will have group Guided Reading and/or an individual reading session in school, led by the Class Teacher or the Teaching Assistant. These sessions take place every day for different groups of children so we ask that Reading Diaries and books are in school every day ready for us to use whenever we might need them.
- Reading books will be changed once a week on a Friday and are carefully matched to the sounds your child will have been learning in school in phonics.

Guided Reading Name: _____ Date: wk com - _____ Adult initials: _____

Book: **Sid's Nits, Phase 2 Unit 1/2**

Reading objectives: Say the phonemes: s, a, t, p, i, n, m, d

Blend phonemes in words: s, a, t, p, i, n, m, d

Sam, Sid, nits, Nan, it, nips, dips, a, is, mad, din, pan

Reading Comprehension:

What is Nan doing in the story? What does the nit do to Nan?

On page 7, what does Nan use to try and catch the nit?

What happens to the nit in the end?

Observations:

Reading in Year One

Children have started Guided Reading sessions three times a week.

They read in a group, with an adult leading the session.

We begin the session with 'Switch it' - a game which helps children's segmenting and early decoding skills.

We then have a closer look at decoding words from the book, we monitor children's reading as they read alongside each other, focusing on different Year One objectives, have a phoneme hunt, and verbal or written comprehension.

These sessions will be stamped on their objectives slip.

Your child will read individually on a Thursday or a Friday, where their book will be changed, and we will check who has read at home.

We change children's books once a week to ensure they gain an in depth understanding of the book and the language and become fluent in decoding words they may have initially found more difficult.

Week beginning: 16.9.24

This week in our Guided Reading sessions, we will be focusing on the following learning intentions:

- Apply phonic knowledge and skills as the route to decode words
- Explain clearly their understanding of what is read to them

Your child has read on these days:

Guided reading session

Guided reading session

Guided reading session

Individual reading session

Phase 5

wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
												
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
												
aw	au	al	ir	ear	ou	oy	ere	eer	are	ear	ch	
												
c(e)	c(i)	c(y)	sc	st(l)	se	se	g(e)	g(i)	g(y)	dge	le	mb
												
kn	gn	wr	tch	c(ial)	c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	s(ual)
												
(w)a	o											
												

Unit 13: wh, ph

Then Units 14 - 27 are alternative graphemes for previously taught digraphs and trigraphs

Alternative Spellings










- Explore all the different ways we can write the same sound down
- Begin to learn rules for when we use each one

For example;

All of these make the long i sound

- pie
- time
- fly
- night

- Other examples
 - ch making the c sound as in school, Christmas
 - ~~-c making the s sound as in cycle, December~~

								
ai	ee	igh	oa	oo	oo	ar	or	ur
ay	ea	ie	ow	ew	u		aw	er
a-e	e-e	i-e	o-e	ue	oul		au	ir
eigh	ie	y	o	u-e			al	ear
ey	y	i	oe					
ei	ey							

Split digraphs

- 2 letters not adjacent, split by another letter.
- Used to be known as magic e - makes you say the letter name

bone time snake







<https://www.youtube.com/watch?v=uCvtMzUL0lw>

Real and nonsense words - Year 1 Phonics Screening Check

Aim is to check that a child is making progress in phonics.

They are expected to read a mixture of real and nonsense words.

Takes place in June of Year 1.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Words we have to learn

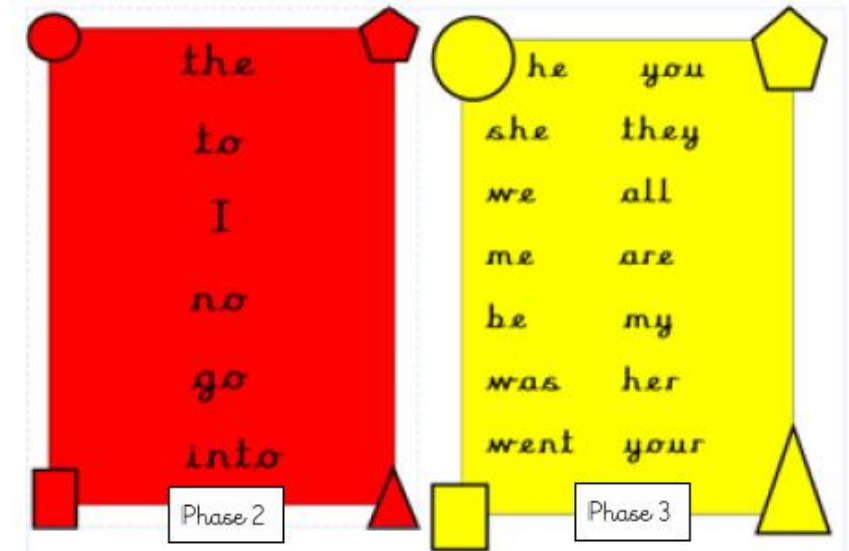
Tricky/irregular words (shape words)

Common exception words

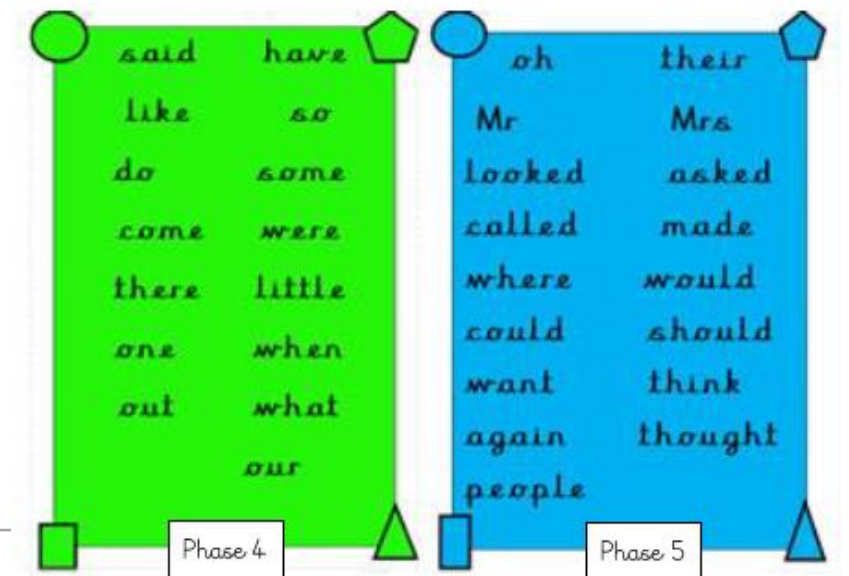
- You can't sound them out - you just have to learn them!
- Daily practice

Strategies:

- funny voices
- take a photo
- flashcards (repeat after an adult)
- games - run to a word, write them in paint, flour, shaving foam etc



Irregular Words



Year 1 Common Exception Words



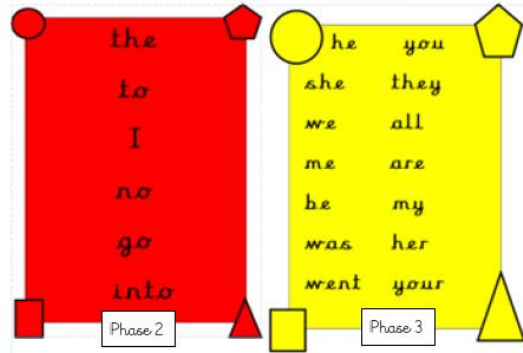
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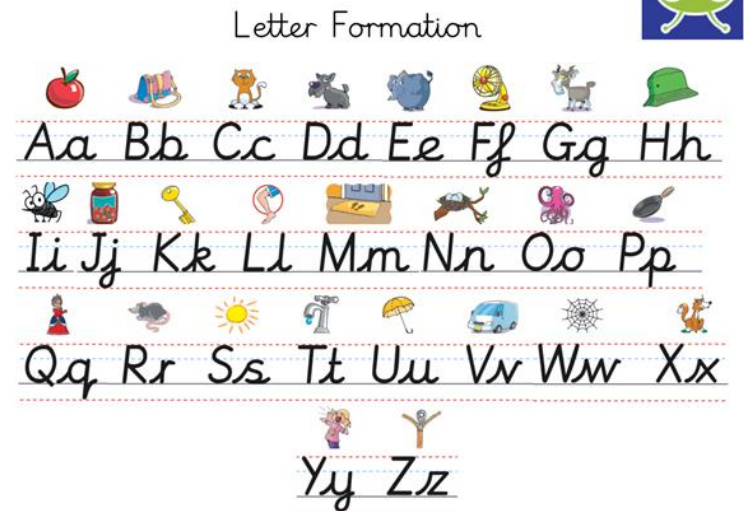
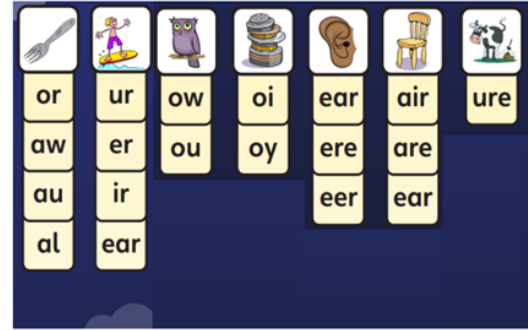
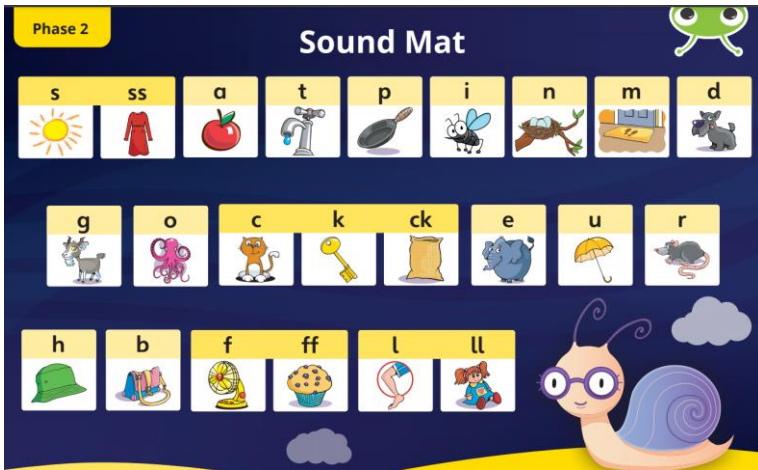
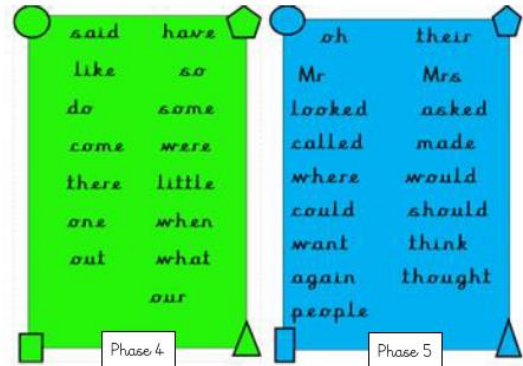
once
one
our
pull
push
put
said
says
school
she
so

some
the
there
they
to
today
was
we
were
where
you

Resources to support recall



Irregular Words



All of these resources are available to download on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website.

How can you help at home?



Provide opportunities for reading and writing at home.

Play games.

Share your own love of books and words.

Make it fun - it doesn't have to be a chore.

Think about the building blocks - it doesn't always have to be reading a book.

Repetition leads to fluency.

Actions, songs and rhymes aide memory.

Give your children a model to follow.



Early Phonics—Reading and Spelling Games

Bug Club Online World—Make the most of the bank of online eBooks to enable your children to practise their skills, earn and enjoy spending rewards and access a wide range of books to read for pleasure.

Sound sort—use objects or picture cards and put them in a lucky dip bag or a sand tray. Pull out an object/picture, name it, identify initial sound and sort.

Trikes and Bikes— Set up some 'garages' labelled with a phoneme. Chn. pick an object/picture out of a lucky dip bag then deliver it to the correct garage.

What's in the box?—fill a box with a collection of objects that all start with the same phoneme. Pull out the objects and see if chn. can recognise the common initial sound.

Write in any way that excites them—chunky chalks, rainbow words, on the floor, in the air, on their hands on a friend's back.

Walk the plank— Use the phonemes you've been practising to make some simple word cards. Set up a 'plank' and explain that only pirates who can read the word can walk the plank.

Hopscotch—set up a hopscotch style grid with different phonemes written in them, then give chn. the challenge of jumping to particular ones in a particular order.

Useful Websites:
Phonics Play, Bug Club Alphablocks (iPlayer)

Sound Hunt—hunt around home/outside for things that start with that days phoneme.

Bean bag/ball throw—Spread out some targets and place a flashcard in each one. Throw a ball/bean bag at a target and say the phoneme inside whichever target they hit. Or swap it round and give them a phoneme to aim for.

Silly Soup—Have a collection of ingredients ready to sort into your soup. Your soup is only allowed ingredients that start with a particular phoneme. Sing the song—'we're making silly soup today, we'll make it nice and silly, we're going to put it in the fridge to make it nice and chilly.'

Sensory tray formation—use fingers in sand/foam trays to make patterns, letter shapes or write words.

Buried Treasure—Hunt for coins with words on then sort into 'treasure' and 'trash'.

Blending cars—write a word and add sound buttons, then drive the car along the sound buttons to encourage them to blend.

Find what they love and build from there.

Reading Rewards



Reception Reading Reward



How many Reading Rewards can you collect? Read your book at home at least once a week to earn a sticker for your chart. Fill your chart and collect a prize.



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Year 1 Reading Reward



How many Reading Rewards can you collect? Read your book at home at least once a week to earn a sticker for your chart. Fill your chart and collect a prize.



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How can you help at home?



Research has shown that, once social and economic factors are removed, parental engagement has a more significant impact on attainment than almost everything else.

The younger a child is, the stronger the impact. At age 5 it is some 5 x greater than the impact of school.

Getting involved with reading

The reader

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible. By the time they are in Years 5 or 6, many children prefer to read silently to themselves. Create quiet opportunities for them to do so, but make sure you build in opportunities to talk to them about the book they are reading.

Before reading: look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading: support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what they did or didn't like and why.

Using Bug Club at home



- Bug Club provides carefully graded reading books and eBooks which your child can access via a personalised website.

Using the printed books

- Every week, your child will come home with a book closely linked to the sounds they have been working on in school.
- Inside every printed book there are notes to help you make the most of reading with your child.

Inside Front Cover:

- the key sounds and tricky words that your child will encounter in the book
- any difficult words children may need help with
- ideas and strategies to help you feel confident that you know how best to help, as well as games and questions to complete
- For older children, the notes are intended to deepen each child's understanding of the book. They provide background information about the time or place the book was written or sometimes information about the author or illustrator.



Words at it can go

This book practises

Sounds
p (as in tip)
i (as in it)
n (as in can)
g (as in dig)
c (as in can)

Top Tip

When you're out and about with your child encourage them to read simple signs and labels. Help them with more difficult words.

Your child may need help with these words:
look this push roll too

Have a go! Word Building

Write these letters on strips of paper:
d t g i p

Help your child to make words with them.
E.g. dig, tip, it.

Skill Builder

Look together at the image on the cover. Ask your child what they think the machine can do. You could offer suggestions such as: Can it fly? Can it dig?

Bug Time fun is on the back page!

Using Bug Club at home



Inside Back Cover:

- puzzles and challenges that help children think about their reading and encourage them to read back through their book. This consolidates what they have read and increases fluency.

'Find it!' activities that encourage children to revisit the text

'Share it!' tasks that may involve making or writing something; and other tasks that offer ideas for further reading.

How many?
How many different trucks are there in this book?

Bug Time!

Draw it!
Which truck is your favourite? Draw a picture of it and colour it in.

Answers: How many? There are 6 different trucks in this book.

Fact File

What do Komodo dragons like to do?

Bug Time!

Do it!
Find out more about these reptiles:
Slow worm
Ground skink
Nile crocodile
Which one is the most dangerous?

Answers: Fact File Komodo dragons like to climb trees - see page 9. Have a go! teeth and cold.

Visit www.bugclub.co.uk

Can you spot?
Spot the gold shells on the mermaids' walls! Can you find all 9 of them?

Bug Time!

Draw it!
Write lots of words starting with 's' on strips of paper. Put them in a pot to make soothing soup for Twink.

Answers: Can you spot? The shells are on pages 3, 4, 6, 7, 11, 17, and 18.

Visit www.bugclub.co.uk

The author asserts her moral right to be identified as the author of this work.
First published 2010 by Pearson Australia
16 19 12 10
10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library
ISBN 978 0 433 00463 9

Published by Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828
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Cover design by Digipix
Printed in China (DTC10)

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Acknowledgements
We would like to thank the children and teachers of Bodgemore School, Henley-on-Thames; Jangar Central Primary School, NI; Barley Hill Primary School, Thame; Cheddington Combined School, Buckinghamshire; Colton Primary School, Birmingham; Glabe Infant School, Gloucestershire; Newcastle Riverside School, Rugby; Clifton Hampden C of E Primary School, Oxfordshire and St Mary's C of E Infants, Cheltenham, for their invaluable help in the development and titling of the Bug Club resources.

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Using Bug Club at home



Using the Online Reading World

- If you have access to an internet connection, your child can enjoy reading Bug Club Phonics books online as well as in print. Each child has a unique homepage and can log into it by following these steps:

1. Go to www.activelearnprimary.co.uk
2. Enter the login details
3. Your child's homepage will appear

- Your child will see their eBooks in "My Stuff"
- We will allocate eBooks according to your child's reading level

ActiveLearn

My Home My Stuff My Library My Rewards Log Out Grown-ups

Welcome Miss
Click My Stuff to get started!

Username:
misscole

Password:
starfish

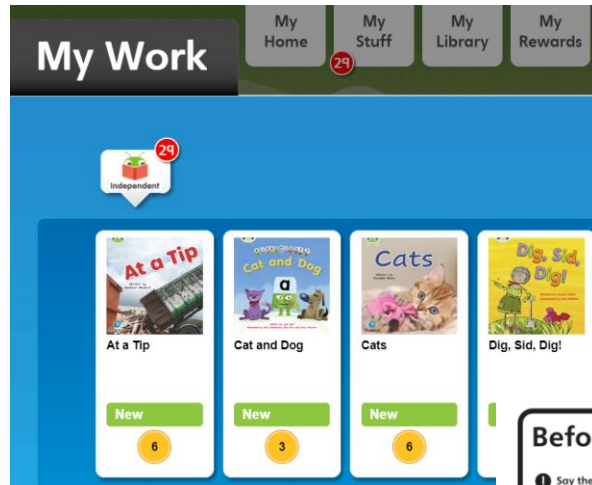
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www.activelearnprimary.co.uk

Using Bug Club at home



Using the Online Reading World



Choose the **My Work** option in the **My Stuff** tab to see your child's books

Before and during reading

1 Say the sounds
s a t p i n m d

2 Blend the sounds

at	tip	pan
tins	mats	taps
in	it	is
din		

Comprehension
Ask children to read the title and look at the cover.
Ask children if they know what a tip is. What things might go to the tip? Talk about this together before reading.

Vocabulary check
Check that children understand the meaning of the word 'din'. Turn to page 8 and talk together about what a 'din' is. What is making a 'din' in this picture?

Reading the book
Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
On pages 2-3, point out that a 'tip' is a place. When children read page 7, explain that 'tip' can also be a doing word. The lorry is 'tipping' the recycling in this picture.
Point out the commas on page 4. Model reading the list with a short pause between each item.

Blend? Say the sounds, then the word, e.g. t-i-p > tip!

Use the inside covers as you would with a real book and click on the bug icons for quizzes and tasks to complete to earn rewards

Use the letters to make the word that you hear.

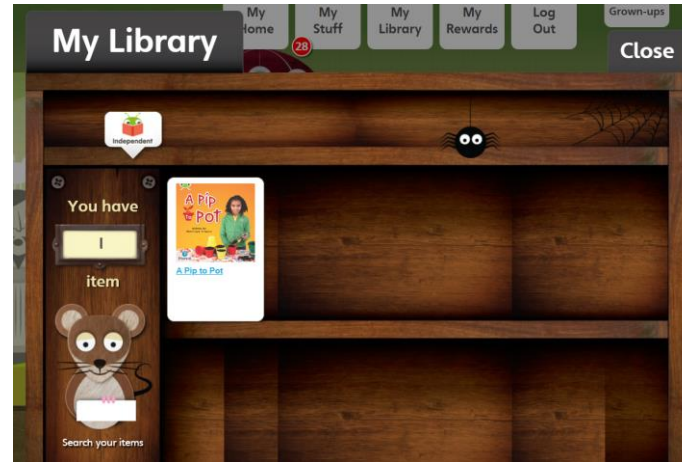
ur t h

Done

Using Bug Club at home



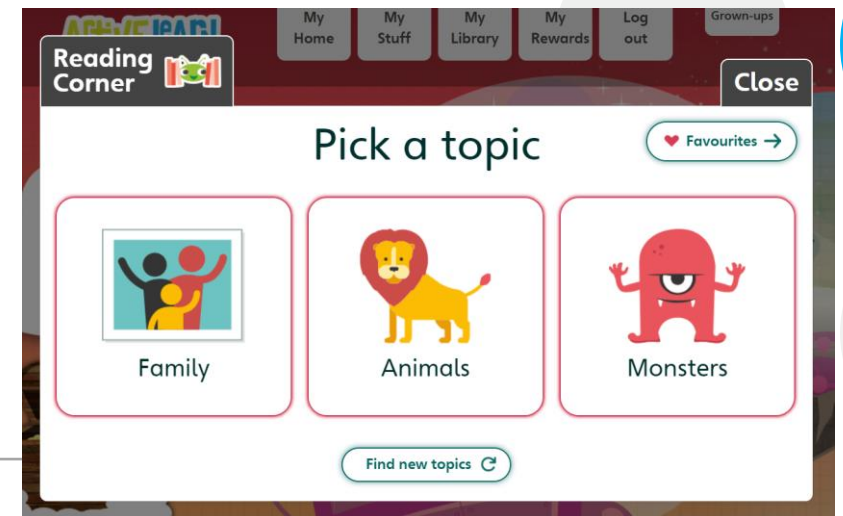
Spend rewards in the **My Rewards** tab



The **Reading Corner** option on the **My Stuff** tab is all about reading for pleasure. These books won't necessarily match up with your child's reading level but are designed to instil a love of books and reading



All completed texts get stored in the **My Library** tab to be accessed as many times as you like. Remember repetition builds confidence, fluency and stamina



The Reader Teacher Top 100 Recommended Reads for Reception



Brilliant books to share with your children

Recommended Reads

The Reader Teacher Top 100 Recommended Reads for Year 1



Thank you for coming!

Now let's get the children...

