



Phonics and Early Reading

WITH NATASHA CRABBE

Introduction

➤ Phonics

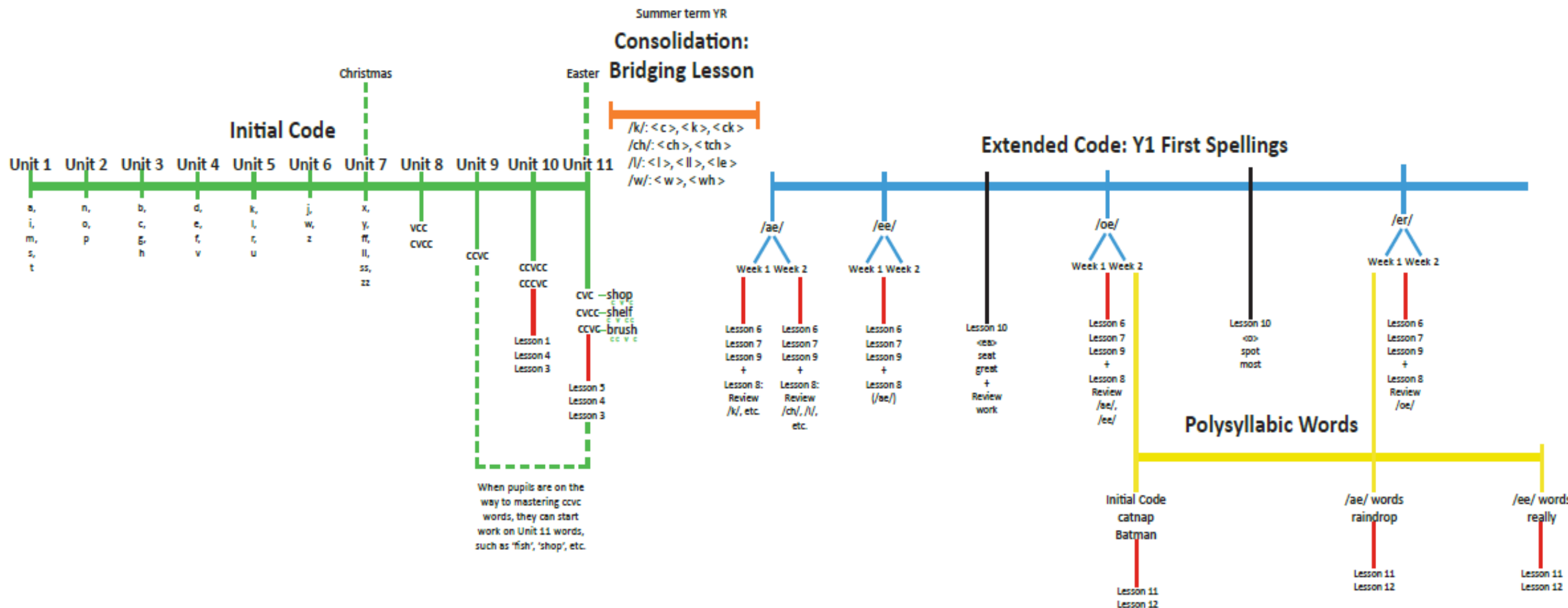
➤ Reading

➤ Questions

Phonics - Sounds Write

- Sound write is the phonics programme we use in Campsbourne.
- It is a systematic way of teaching children to read.
- In our lessons we focus on our children learning the sounds of the individual letters or group of letter, through words.
- This in turn supports their writing and reading of words, sentences and books.
- The books your children are given to take home are all decodable books with words and sounds they are familiar with.

Sounds-Write Timeline UK



Demonstrating the Teaching of a Sounds Write Lesson (Initial Code)

- Word building
- Sound swap
- Symbol Search
- The importance of explaining words in context.
- Same sound different spellings
- Dictation
- Reading as a whole class and in small groups.

At the beginning of the year they should be able to read and write

Unit 1,2, 3 words, sentences and books;

mat

U1

sit

U1

sat

U1

Is a tap on a pan?

U2

A man sat on the map.

U3

At the end of the year they should be able to read and write

Unit 9, 10, 11 words, sentences and books;

The twin frogs, Stan and Steff, swim
in the sink. Dan must stop the frogs.
He must slip the wet frogs into the
big pink mug.

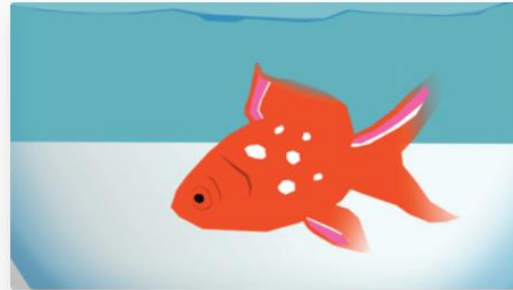
U9

Cam got the strap on the bag in a
twist. The bag split. Cam can't trust
the bags from the shop.

U10

Sounds Write Books





**First Steps: Free Initial
Code decodables from
Sounds-Write**

Free

☐ Subscribe to our email list.

Sign up for free

<https://sounds-write.mykajabi.com/offers/KdRNaE2u/checkout>

Memories of Books – Discussion

What are some of your first memories of stories?

Do you remember a particular story?

What was your favorite book as a child?

Who was reading the story?

What made it fun or interesting?

Why do you think you still remember it?

How do you read to your own child?

Reading

- Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling.
- Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.
- A vital element of reading is the early and successful teaching and learning of phonics.
- Understanding that the letters on the page represent the sounds in spoken words underpins successful word reading.

Reading

- Listening to and talking about stories and non-fiction books develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech.
- Understanding vocabulary is vital for comprehension and so also for wider learning and progress.
- Becoming a fluent, skilled and attentive reader starts at the earliest stages , before children encounter a book for the first time, this is partly driven by the quality of their parents' talk with them that expands their vocabulary.

Reading

- Infants who experienced more child-directed speech became more efficient in processing familiar words in real time and have larger expressive vocabularies.
- Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.



We all play a huge part in the development of reading skills in young children.

The more children experience books the more they will gain the interest and passion for them.

Parents who engage their children in books prepare them to become committed and enthusiastic readers. You can transform your child's attitude to reading.



Exploring books promotes the value and pleasure of reading and encourages an interest in reading throughout school and in later life.

From a very young age, most children can identify their favourite books and stories they want to see and hear.

Children can recognise and mimic actions and fill in the words or phrases from their favourite stories.

By age four, Children should be able to recognise the story being read to them, help with telling the story and can anticipate the end of the story.



The reading framework

Here are how many words children would have heard by the time they are 5 years old:

- Never read to, 4,662 words;
- 1–2 times per week, 63,570 words
- 3–5 times per week, 169,520 words
- daily, 296,660 words
- five books a day, 1,483,300 words.



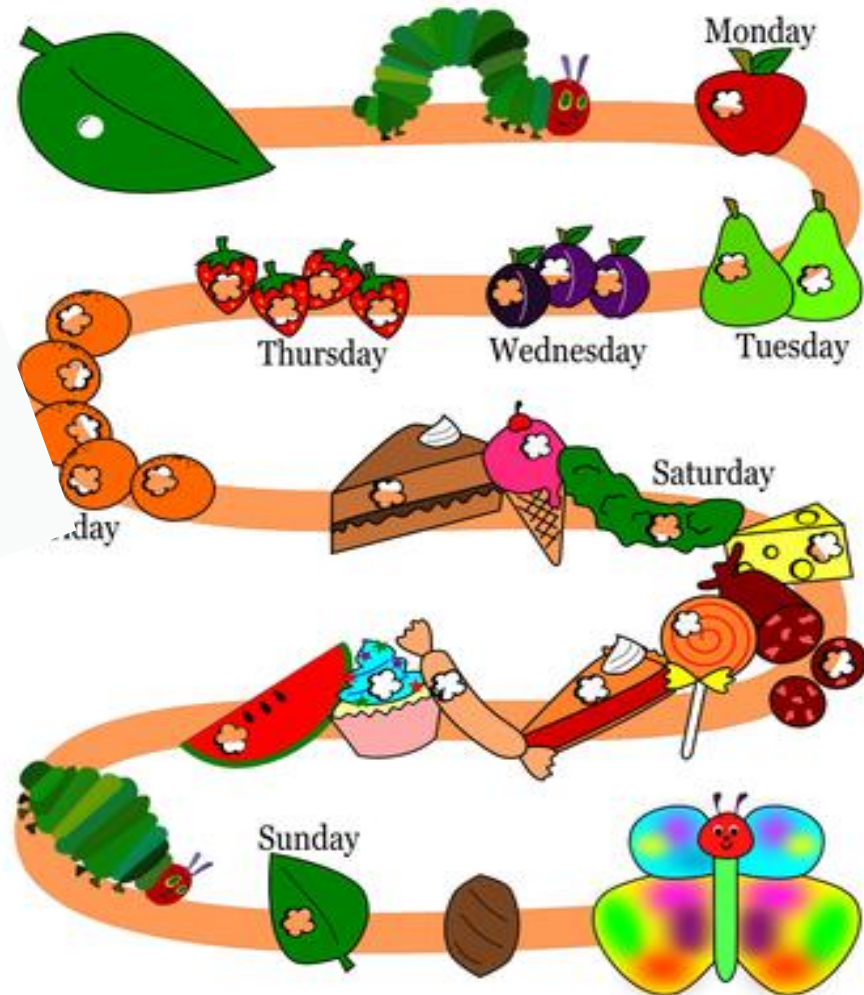
**The reading
framework**

Teaching the foundations of literacy

January 2022

Talk for Writing

THE VERY HUNGRY CATERPILLAR



Questions



Useful links

<https://www.youtube.com/watch?v=g6OchXV-Mo8>

https://www.youtube.com/results?search_query=caleb+stewart+reading

<https://sounds-write.mykajabi.com/offers/KdRNaE2u/checkout>

<https://www.sounds-write.co.uk/>

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

<https://www.talk4writing.com/>