



## How do we teach our children to read at Barton Park?

Every day, our EYFS and KS1 children will take part in a phonics lesson using the DfE approved scheme: [Floppy's Phonics](#).

### What is phonics?

Phonics is a method of teaching that helps children learn to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.


Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

### Phonics vocabulary

Some of the vocabulary around the teaching of phonics can seem alien. Here is a breakdown of the most commonly used words that you and your children will come across:

Phoneme	The smallest unit of sound in a word.
Grapheme	A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh
Decode	<i>Decoding</i> is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. ship can be segmented as sh-i-p.
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.
Sound button	Sound buttons are dots that can be written underneath a sound to support reading. When you touch the sound button you then practice saying the sound aloud. When a singular sound is present, the sound button is represented as a dot. When two sounds are blended to make one sound (digraph or trigraph) the sounds are underlined (to show that they create one sound) and one dot goes beneath them. 



Digraph	Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.
Split Digraph	Two letters, which work as a pair to make one sound, but are separated within the word. E.g. a-e as in make or late; i-e as in size or write.
Trigraph	Three letters which together make one sound. E.g. dge, igh
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar
Consonant digraph	Two consonants which make one sound. E.g. sh, ch, th, ph
CVC or CCVCC	The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.
Short vowel sound	The sound that the letters a, e, i, o, u make in a word eg cat, peg, hit, not, sun.
Long vowel sound	The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon.

Definitions mostly taken from: <https://www.redmile.leics.sch.uk/pdfs/forum091125-glossary.pdf> and <http://www.palmercross.org.uk/documents/english/reading/Key%20Vocabulary.pdf>

## What phonics scheme do we follow at Barton Park?

At Barton Park we use Oxford Owl's Floppy's Phonics Scheme. This step-by-step synthetic phonics reading scheme introduces the children to the letters and sounds – the alphabetic code – that will become the foundation of their reading and writing.

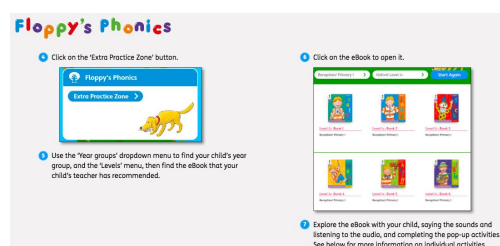
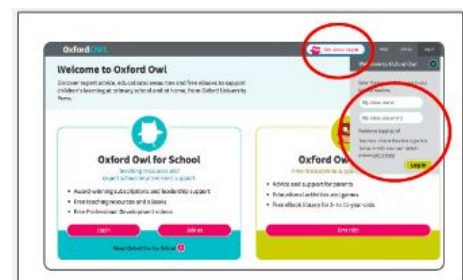
## What can I do to support my child to develop their phonics knowledge?

At Barton Park, we have access to an online learning platform through which you can access a range of books recommended by your child's class teacher. These books will be accessible through the Extra Practise Zone.

## How does my child access the Extra Practice Zone?

Your child's teacher will tell you which eBook your child should access at home. Avoid completing eBooks that your child's teacher has not recommended, as the eBooks are carefully designed to match your child's progress so far.

1. Go to [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
2. Click on the 'My class login' button (top right).
3. Type in the class name and password that your child's teacher has given your child, and click 'Log in'



Each week, your class teacher will be in contact with you to let you know which book will be specifically allocated to your child.

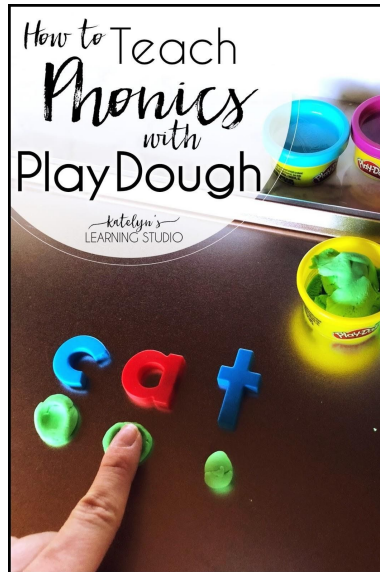


## Phonics Games<sup>1</sup>



You may wish to introduce some phonics games at home. Here are some examples of games you can play together:

- Fill in the missing letter with a post-it note.
- Writing in sand (or rice or lentils or anything else that is in the cupboard)
- Hunting for letters to create words in sand (or anything in the cupboard)
- Water balloon phonics splat – create the word before splatting the word
- Using playdough as sound buttons or to craft words



## Assessment

### Year 1 – Phonics Screening Check

The national phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of pupils' phonics knowledge.

### Who is it for?

All Year 1 pupils take the phonics screening check during June. Year 2 pupils who didn't pass the phonics screening check when they were in Year 1 are given another opportunity to take it in Year 2.

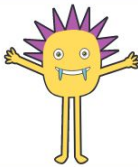

**Due to Covid-19, all Year 2 pupils will need to take part in the phonics screening check in November 2020.**

<sup>1</sup> These images came from the following websites:  
<https://busytoddler.com/2019/07/missing-sounds-reading-activity/>  
<https://www.stmatthewsprimaryschool.co.uk/website/year-1b/464047>  
<https://preciousplay.wordpress.com/2013/07/09/inspector-phonics/>  
<https://blog.maketaketeach.com/multi-sensory-ideas-for-teaching-sight-words/>  
[katelynslearningstudio.com/2018/03/fun-phonics-activity.html](http://katelynslearningstudio.com/2018/03/fun-phonics-activity.html)



## What does the Screening Check involve?

The check comprises a list of 40 words and nonsense words. It assesses phonics skills and knowledge learnt in reception and Year 1. Pupils read one-to-one with the class teacher and they are asked to sound out a word and blend the sounds together. The check is very similar to the tasks the pupils complete during phonics lessons. In total, the check lasts approximately 10 minutes. Here are some examples:

beg	sut 
sum	yad 

## What are nonsense words and why are they used?

Nonsense words are words that are phonetically decodable but are not actual words with an associated meaning e.g. brip, snorb. They are used in the check to assess whether pupils can decode a word using phonic skills and not their memory. The nonsense words are shown to pupils alongside a picture of an alien and they are asked what the alien's name is – this helps to provide a context for the nonsense word.

## How can I help my child?

There are a number of ways you can support early reading development:

- Let your child see you enjoy reading yourself. They are influenced by you!
- Immerse your child in a love of reading
- Make time for your child to read their book to you
- With all books, encourage your child to 'sound out' unfamiliar words and then blend from left to right

## End of Key Stage Assessments – Y2 SATs

Key Stage 1 assessments (or SATs as they are more widely known) are sat by children in Y2. The assessments are all completed during the month of May.

They are not timed and we are keen to ensure that children **do not** see the assessments as 'formal tests'. This is the reason we don't use the word 'test' in Year 2. Instead, we refer to them as '**activity booklets**' as this helps the children to stay calm and hopefully see them as just another activity they are to carry out in class.

On Monday, we had a Zoom Out day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."  
"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	did something for Mum
Wednesday	went to the fair
Friday	went to the circus

1 mark





## Reading for Pleasure

**At Barton Park we highly value the importance of developing a passion for reading. We want our children to find reading a rewarding, irresistible experience.**

All of our topics are based around a central book. Each topic is supported by a wealth of additional books to ensure that our children are experiencing a range of text types e.g. fiction, non-fiction and poetry. In addition to this, we will read from a class book every day. We aim to ensure that this is one of the children's favourite times throughout the day. A time to relax and enjoy the process of being read to.

## Sharing books at home

What are the benefits of reading with your child?

- Reading is fun
- Reading teaches children about the world around them
- Reading improves educational outcomes
- Sharing a book promotes play and relaxation
- Reading helps to develop empathy
- Reading helps children to develop their imagination
- Reading improves vocabulary and language skills



What texts should I be reading with my child?

Reading with your child doesn't always mean that you need to sit down and read a book together. Reading can involve a whole range of texts.

Here are some ideas you could explore together:

- Follow a simple recipe together
- If you are on a train, sound out the station names
- Pick a book that you loved as a child to read together
- Complete a Where's Wally (or something similar) together. This helps children to develop the skimming and scanning skill.
- Place an anthology of short, fun poems in your bathroom and read a poem together at bath time.
- Listen to audiobooks with your child. There are lots of free services available. Why not try: <https://www.storynory.com/> or <https://stories.audible.com/start-listen>
- Go to the Oxford Owl website, login and read the book that has been recommended by your child's class teacher together <https://www.oxfordowl.co.uk/>

How can I help my child to develop a love of reading?

Research shows that if children are surrounded by reading role models both in school and at home, they will take more of an interest in reading themselves.

