

A strong start to phonics and reading

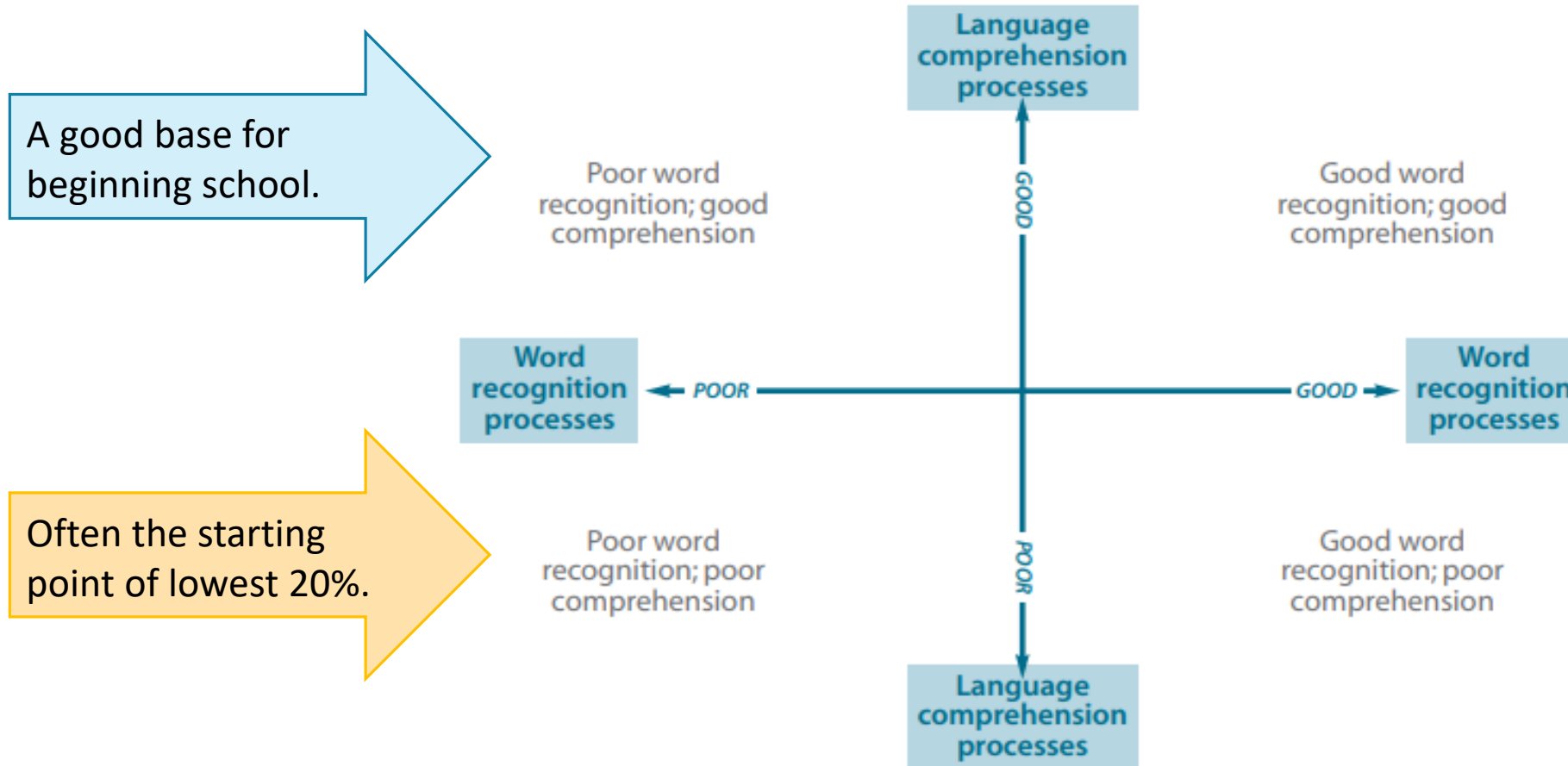
LOTHERSDALE PRIMARY SCHOOL



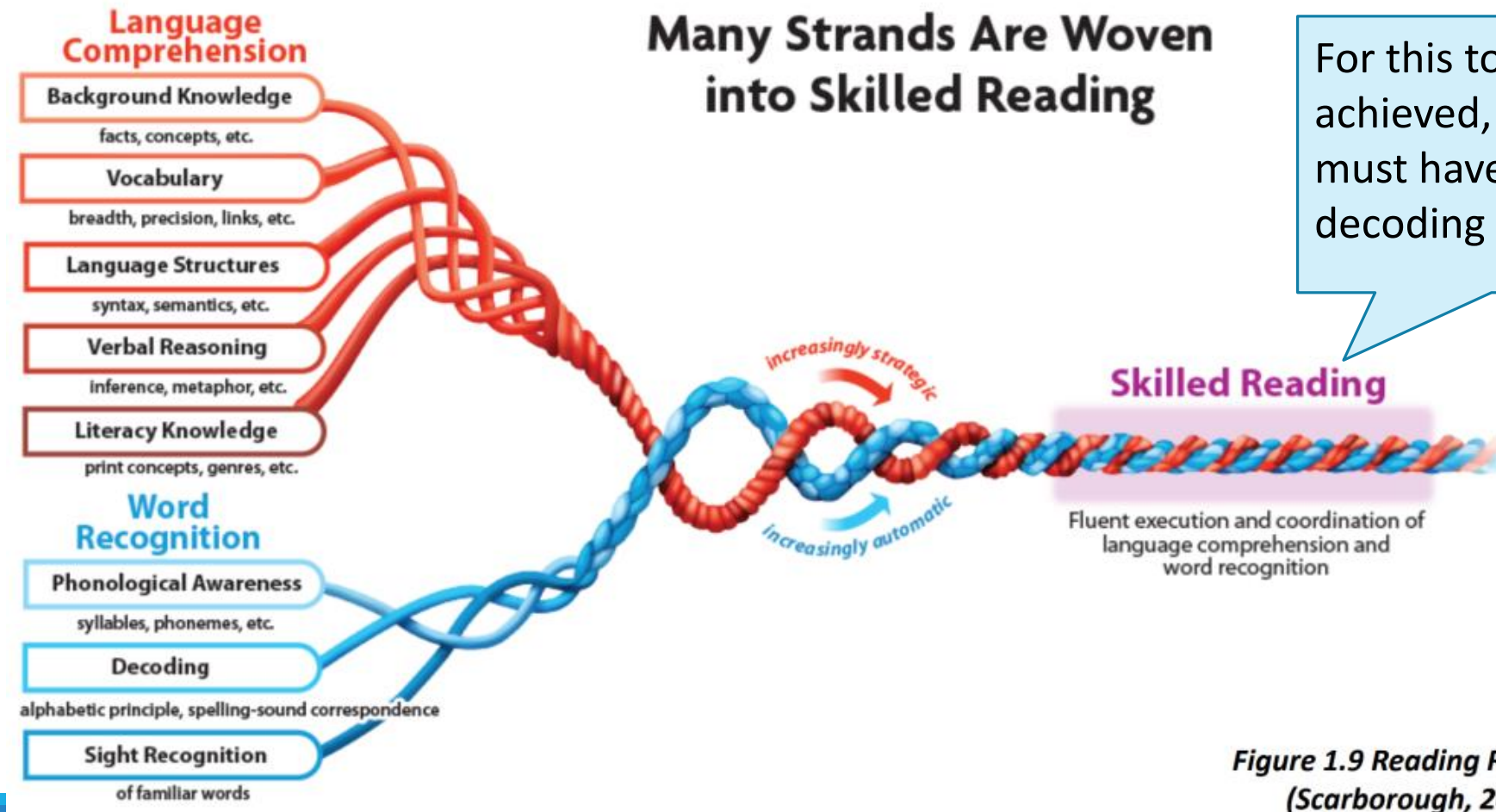
Rising Stars **Reading Planet**

ROCKET PHONICS PROGRAMME

A simple view of reading



A simple view of reading



*Figure 1.9 Reading Rope
(Scarborough, 2001)*

Fluency in phonics



When the basics are embedded (stored deeply) and automatic (easily retrieved), subsequent learning becomes easier.

Becoming a fluent reader (decoder)

Pupils need to learn phonics through direct and deliberate teaching. Most children will not pick up the phonic code through discovery.

All children need:

- daily phonics teaching building step by step.
- Planned opportunities to practise what they have been taught.

What may this look like?

- Reading books which are matched to their phonic knowledge.
- Re-reading these books so they build a bank of words that can be read automatically.

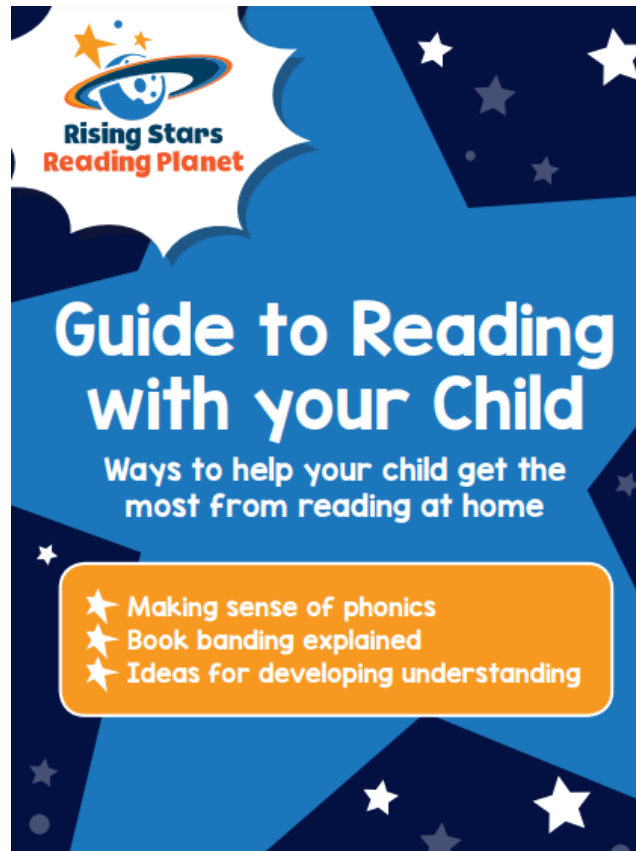
How children learn to read – Key points

- Reading has two key areas that need to be taught and developed to become confident readers – word recognition and language comprehension.
- Strong language comprehension allows children to move quickly from learning to read to reading to learn.
- Good, consistent phonics teaching enables all children to crack the phonics code.
- Children need to read with accuracy and automaticity to free up their working memory to focus on comprehension.
- Understanding language is also necessary for spoken and written communication.
- Language and communication should be at the heart of the early years curriculum.

What are Ofsted looking for?

- A. The headteacher and the school **prioritise** reading.
- B. Staff foster a **love** of reading.
- C. The content and sequence of the **phonics programme** supports pupils' **progress**.
- D. Reading **books match** the sounds the children know.
- E. Children are taught phonics from the **start of reception**.
- F. Pupils who fall behind are supported to **catch up quickly**.
- G. Staff are **experts in early reading**.

How can you help at home?



Why is reading at home important?

- In school, children will read on average 150 minutes per week.
 - Personal reading time
 - 1:1 reading time
 - Phonics sessions
 - Shared reading times
 - Class story times
- Children with good reading routines at home will read an additional 100 – 200 minutes per week (15-30 minutes per day).
- Over a year, this would be at least an additional 5,200 minutes or 86 hours of reading.
- EYFS and lower KS1 children are learning to read. Their working memory is developing their word recognition knowledge. It is crucial that these children are read to, to allow them to develop their language comprehension and vocabulary.

Reading books at home

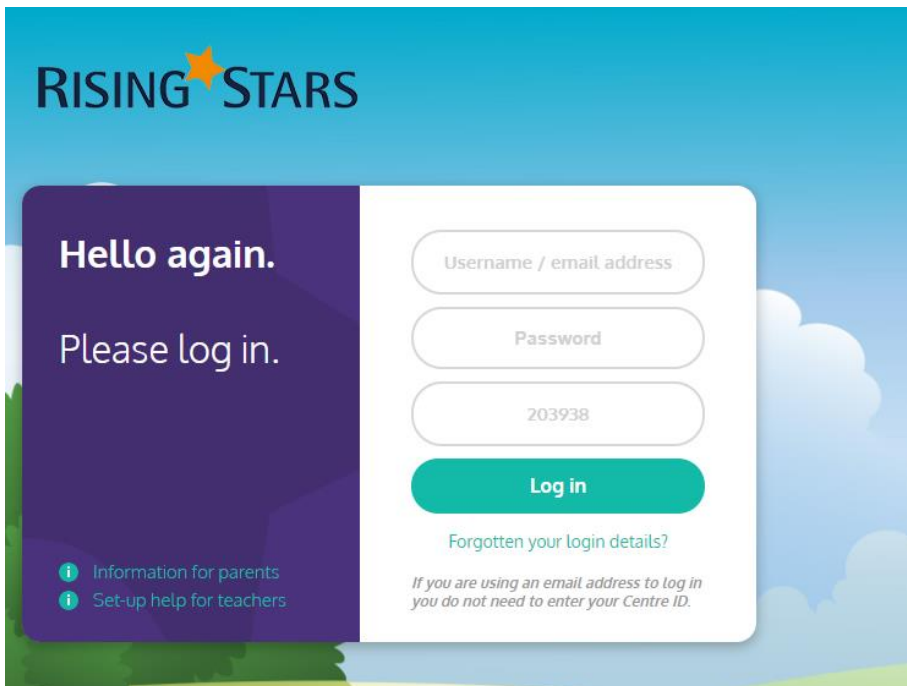
- The books sent home from school will be matched to their phonic ability. Books need to be read with 95% accuracy and are sent home to practise their phonics.
- Books up to orange book band should be read a few times to build reading fluency, expression and automaticity of familiar words.
- Books above orange band should be read at least twice to again build fluency, expression and allow for more in depth discussions around the text.
- Children should be encouraged to choose their own books for pleasure at home and from libraries to support their love of reading.
- It is so important for children to continue to be read to, even when they are confident readers themselves. Stories will support their language comprehension and improve their vocabulary.

The skill of blending

Watch training video.

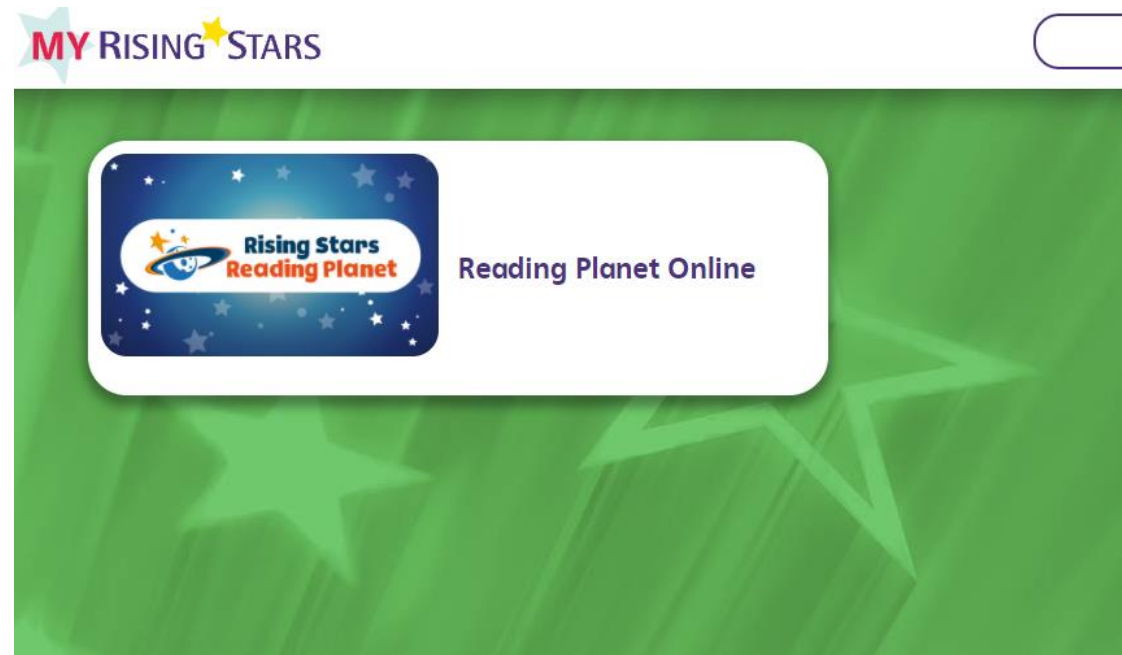
Rocket phonics at home

All books can be found as an online text which include mini quizzes.



The image shows the login page for Rising Stars. The header features the 'RISING STARS' logo in white on a blue background. Below the header, on the left, is a dark purple box with the text 'Hello again.' and 'Please log in.' in white. To the right of this box is a white login form with three input fields: 'Username / email address', 'Password', and '203938'. Below the fields is a green 'Log in' button. At the bottom of the form, there is a link 'Forgotten your login details?' and a note: 'If you are using an email address to log in you do not need to enter your Centre ID.' In the bottom left corner of the purple box, there are two links: 'Information for parents' and 'Set-up help for teachers'.

School ID - 203938



Rocket phonics at home



All books are auto assigned. Scroll down to find your reading book.



All books are available online. As you turn the pages, look out for the green ?. This means a quiz.

Follow up

A letter from Mrs Bateman is in all reception book bags. Please send this back as soon as possible in your child's book bag.

First come, first served.

You are invited to watch Class 1 during their morning phonics lesson. You can hear the language we use, the hand actions which support learning and see how we blend and segment using pure phonics sounds. This will help you to continue this vital learning at home and give your child the best start with reading and spelling.

******So we don't overwhelm the children, we will only have a few parents attending each session.

At 9am we will run a short session for you to watch, and then I will chat to you about key elements of teaching and learning including what you can do to support your child at home.

If you cannot make any of the sessions please let me know and we will meet after school or talk on the telephone. I hope you find this helpful!

Please tick at least 2 slots.

Mrs Bateman

Monday - 11 th October	
Thursday - 14 th Oct	
Monday - 18 th Oct	
Tuesday - 19 th Oct	
Wednesday - 20 th Oct	
Thursday - 21 st Oct	
I cannot make any of the dates above at 9am.	

Follow up

- A second parent session to look at the alphabetic code and more in depth into rocket phonics.
- This date will be sometime in November. It will be decided soon and published in the Friday news.

Questions

Any questions feel free to stay behind to ask.

Please have a look at some of the books and work books at the front.