
Our approach to reading and phonics

Our aim is that Mountbatten children will develop a love for reading. We believe reading is a vital skill that will support children's learning across the whole curriculum. At Mountbatten, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers who enjoy reading and read for pleasure. The development of reading cannot be seen in isolation from writing, speaking and listening; the best readers are the best writers.

Reading books

Your child is given a phonetically decodable reading book to take home each week. The books are carefully selected to match or consolidate the sounds your child has been learning in school.

Additionally, your child has a log in for decodable Big Cat Collins books online. Please encourage regular use of this fantastic resource.

It is important to read with your child **every day**.

Ways to help your child at home:

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best. Children can choose a 'books for sharing' book at school to take home. To encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they blend all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.

Listen to stories online and via audio books.

Teach your child some action rhymes – 'Heads, shoulders, knees and toes', 'Here we go round the mulberry bush', 'We all clap hands together'. Use tapes and CD-ROMs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

A quiet area with some cushions and toys is a comfortable place



Phonics at Mountbatten Primary School

A guide to Phonics in Year 1

Little Wandle Letters and Sounds Revised

At Mountbatten, we follow Little Wandle Letters and Sounds Revised. This is a systematic approach for teaching children to read using phonics.

Phase 2, 3 and 4

In Reception, your child was introduced to lots of letter sounds and they learnt to blend words for reading. The order which children learnt new sounds is below:

Reception Autumn 1 – Phase 2

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l

Reception Autumn 2 – Phase 2

ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk

Reception Spring 1 – Phase 3

ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

- During Phase 2, 3 and 4, your child also learnt lots of tricky words:
 - Phase 2** - is I the as and has his her go no to into she he of we me be
 - Phase 3** - was you they my by all are sure pure
 - Phase 4** - said so have like some come love do were here little says there when what one out today
- The graphemes and tricky words taught were practised in words, sentences, and in fully decodable books.
- Daily, children practised blending words for reading. Blending is the key process involved in reading words effectively. It is a skill which children continue into phase 5.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.

Phase 5

Children entering Phase 5 will review their previous learning in Phonics including previously taught sounds and tricky words. In Phase Five, children will learn more letter sounds. This is order which the new letter sounds and tricky words are taught:

Autumn 1

ay, ou, oy, ea

Tricky words: Review tricky words Phases 2-4

Autumn 2

ir, ie, ue, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie, aw

Tricky words: their people oh your Mr Mrs Ms could would should our house mouse water want

Spring 1

y, ea, wh, oe/ou, y, ow, g, ph, le/al, c, ve, o-e/o/ou, se, se/ce, ey, ui/ou

Tricky words: any many again who whole where two school call different thought through friend work

Spring 2

or, u/oul, are, au/aur/oor/al, tch/ture, al/a, a, ear/ere, ear, wr, st/sc, ch, ch, ze

Tricky words: once laugh because eye

Summer 1

Phonics Screening Check review

Summer 2

Eigh/aigh/ey/ea, kn/gn, mb, ere/eer, su/si,dge, y, ge, ti/ssi/ci, augh/our/oar/ore

Tricky words: busy beautiful pretty hour move improve parents shoe

Phonics Screening Check

The Phonics Screening Check is a test for children in Year 1. Children take it during June of Year 1, in a one-to-one setting with a teacher.

The Phonics Screening Check tests children's skills at word reading. This is sometimes called **decoding**.

During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they've read before.

The test is divided into two sections and it takes around ten minutes to complete.



