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

Teach lots of nursery rhymes – each one tells a different story.

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 where you and your child can go to look at a book together.

Phonics at Mountbatten Primary School

A guide to Phonics in Reception

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 1

During Nursery, your child accesses Phase 1 of Letters and Sounds. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

This phase is intended to develop children's listening, vocabulary and speaking skills.

Phase 2

When you child starts Reception, they will be introduced to letter sounds. This is the order in which your child will be taught sounds:

Autumn 1
s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r h, b, f, l

Autumn 2
ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk

- All the graphemes taught are practiced in words, sentences, and later, in fully decodable books
- Once they have learnt a few letter sounds they can start blending words for reading. Blending is the key process involved in reading words effectively. It is a skill that needs extensive practise.
- As your child works through Phase 2 they will be introduced to new tricky words: **is I the as and has his her go no to into she he of we me be**
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading.

Phase 3

By the time children reach Phase 3, children will already be able to blend and segment words containing the letters taught in Phase 2.

This is the order in which your child will be taught further sounds and how to write them:

Spring 1
ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

- Your child will also learn the tricky words: **was you they my by all are sure pure**

Spring 2
Review Phase 3

- longer words, including those with double letters
- words with –s /z/ in the middle
- words with –es /z/ at the end
- words with –s /s/ and /z/ at the end

Phase 4

In Summer 1 and 2, children will complete their journey of Phonics in Reception on Phase 4. Children will learn new tricky words: **said so have like some come love do were here little says there when what one out today**

They will practise reading longer words and words with suffixes including **-ing -ed -er -est.**