



# Early Reading at All Saints, Laxfield

*At Laxfield, our approach to early reading is firmly based on systematic synthetic phonics*

## What is Phonics?

Phonics is a way of teaching children how 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".

## Why do we use carefully matched books?

When children learn to read, it is important our children are provided with phonetically decodable books because it allows them to apply their knowledge of letters and sounds. Because the child can decode every word in the book, they feel successful, which in turn helps them build fluency and develop good reading strategies.

If the child reads a text that is NOT decodable (contains sounds they have not yet learned) the child is unable to use the skills, they have learnt and often they resort to incorrect strategies that lead to reading difficulties - children can become frustrated and begin guessing at words. They lose the direct connection between phonics and the text they are reading.

To become a proficient reader, children must develop and practice applying their knowledge of letters and sounds. Decodable texts provide the child with material they have the skills to decode correctly. Decodable texts help children build necessary skills.

## How is the teaching of phonics supported at Laxfield?

EYFS and KS1 have daily lessons in phonics using the **Bug Club programme** from **Pearson**.

## Bug Club Phonics

This book is focussed on the /c/ sound made by the phonemes *k*, *ck* and *ch*

### Before and during reading

**1 Say the sounds and look at the new spellings**

/c/ k ck ch

**2 Blend the sounds**

Chris	go-/kart	asked
cakes	back	mar/ket
quack	hamm/ock	corn/flakes

**3 Read the tricky words**

one two once

Point out the tricky bits of the words (i.e. the 'o' in 'one' and 'once' is pronounced as 'wə' the 'oo' in 'two' sounds /tʊ/) and then blend the rest.

*Blending more than one syllable? Do one syllable at a time, e.g. hammlock*

**Story comprehension**

Ask the children to read the title. Do they know what a go-kart is? Have they ever seen or ridden in a go-kart? What was it like? Can they predict why the title of the story is 'Go-Kart, Go'? What might happen to the go-kart?

**Vocabulary check**

Check the children understand the meaning of the following words: cockpit, captain, hammock. Look at page 12. Do they know what conflicts is? Use the picture to help explain.

**Reading the story**

Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

Point out any places where there are speech marks on the page. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak.

On page 4, stop and ask the children their predictions for how the story might continue, once they know that the go-kart has no brakes.

On page 6 and discuss whether their predictions were correct.

### After reading

**Story comprehension**

Ask the children to look at page 15. Why does the man come running to them? What does he want them to do on Saturday?

Ask the children if they think Chris and Kate both enjoyed their go-kart ride. How do they know? Help them to refer back to parts of the story to support their answers.

How did the other people in the story feel about the go-kart?

**Picture detective**

Ask the children to find the object in the picture that contains the: /r/ sound, spelt 'ck' (page 8 - chicken)

*Don't necessarily do all of the activities - just those that your children need.*

**Follow up**

**Speedy reading**

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

**Segmenting for spelling**

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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This BugClub books are closely aligned to each phase and set within.

# Welcome to the Bug Club Family

Developed from evidence-based methods and pedagogies, Bug Club is a whole-school solution for all your reading. It combines a unique online learning platform which provides planning, teaching and assessment tools with printed and interactive eBooks, games and more.





Every book is fully decodable and available eBook in the online reading world!

KEY  
BB = Book Band

Set / Unit	Phonics	Phonic Phase	BB	Fiction	Non-Fiction
Phonemic awareness	Phase 1	Ph1.1			
5-2 satplmnd	Phase 2	Ph2.1			
3 gock		Ph2.2			
4 ckur		Ph2.3			
5 hbfflllax	Phase 3	Ph3.1			
4 jvwx		Ph3.2			
7 yzzqu		Ph3.3			
8 ch sh th ng	Phase 4	Ph4.1			
9 al ee igh oo oo		Ph4.2			
10 ar or ur ow oi		Ph4.3			
11 oor air ure er	Ph4.4				



All plays are available on ActiveLearn Primary and in print.

RL	Early	RL	Fluent
Yellow	Early (Levels 1-2)	Orange	Fluent (Levels 3-5)
Blue	Early (Levels 3-4)	Blue	Fluent (Levels 6-8)
Green	Early (Levels 5-6)	Green	Fluent (Levels 9-11)
Red	Early (Levels 7-8)	Red	Fluent (Levels 12-14)
RL	Fluent Plus	RL	Fluent Plus
Purple	Fluent Plus (Levels 15-17)	Yellow	Fluent Plus (Levels 18-20)

## Beyond this?

We understand that it is crucial to avoid reading being reduced only to phonics, no matter its importance. After all, we wouldn't want our children to miss an encounter with the Gruffalo because the book isn't decodable. Children should also have many opportunities to read and enjoy books for pleasure, outside of phonic lessons and the reading scheme. This is why we have high quality books, chosen to inspire reading for pleasure and to develop cultural capital. Each year, these are revised to include children's recommendations and new releases. To avoid confusion, if these are taken home, they are labelled so that are to be shared or to be read out by the adult.