

Reading Homework at Haymerle School

At Haymerle School we are focusing on developing our pupils reading skills including sharing ideas on how to develop reading using online resources and evidence for learning.

Your child will receive **two different types of reading homework**



I Love Reading Books

I love reading books will have a label with a pink heart on them. ♥

These books are books that have been chosen by your child or by their class staff team because they enjoy this book.

These books are **for you to share with your child**. They may not be able to read the words in the book by themselves but will enjoy sharing the book with you or their siblings and listening to the story being read to them.

Sharing a book is a very important skill for our pupils as well as learning to listen to the language, words, interact with the book and with the person sharing the story with them. For some ideas on things to encourage your child to do when sharing a book see the section below.

I love reading books will be sent home every **Thursday** – please return them the following **Tuesday** so that we have time to redistribute the books ready to go out again.



Phonics Homework

Pupils phonics homework may be delivered in several different ways.

For pupils who are on the beginning of their phonics learning (Phase 1) these will mainly be practical activities, games or ideas shared on evidence for learning.

As pupils develop with their phonics on to phase 2 upwards these activities will also be a mixture of activities. Your child may bring home phonics cards to practice the sounds, matching activities, worksheets, phonics reading books or activities to access online or through Evidence for Learning.

Phonics homework will be sent home every fortnight on a **Monday**.

Phonics Levels

Phase 1

Phase 1 is divided into 7 Aspects:

Aspect 1: Environmental Sounds – children are exposed to a variety of environmental sounds and encouraged to try to copy them where possible.

Aspect 2: Instrumental Sounds – children are encouraged to listen to and make sounds using different instruments.

Aspect 3: Body Sounds – children use their body to accompany songs and rhymes e.g. clapping, tapping etc.

Aspect 4: Rhyme and Rhythm – children are exposed to a range of books and rhymes; they are encouraged to join in with the repeated refrains and rhymes.

Aspect 5: Alliteration – children are encouraged to listen to the initial sounds of words and to think of other words beginning with the same sound.

Aspect 6: Voice Sounds – children are encouraged to create different mouth movements and say a range of sounds.

Aspect 7: Oral Blending and Segmenting – children are taught how to blend (joining the individual sounds to make a word e.g. c – a – t cat) and segment (breaking words down into their individual sounds e.g. cat c – a – t) this is done through adult modelling to support the children

Please note that children will continue to work on some areas of phase 1 whilst moving on to phase 2.

Children are ready to move on to phase 2 phonics only when they are able to distinguish between different sounds.

Phase 2

This is where the children will learn 19 letters of the alphabet and one sound for each of them. They will learn to blend these sounds together to make words. They will learn to segment words into their separate sounds. They will begin to read simple captions

Phase 3

This is where the children learn the remaining 7 letters of the alphabet and the sound for each of them. They will learn graphemes such as ch, oo, th and how they represent the remaining phonemes not covered by single letters. They will begin to read captions, sentences and questions. When they have completed this phase, the children will have learnt that there is one grapheme for each phoneme in the English language.

Phase 4

In this phase children learn to blend and segment longer words with adjacent consonants e.g. swim, clap, jump

Phase 5

This is where children learn more graphemes for the phonemes that they already know. They also learn about different ways of pronouncing the graphemes they have learnt previously.

Phase 6

This is where children work on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Key Words

Blend – joining the individual sounds to make a word e.g. c – a – t cat

Segment – breaking words down into their individual sounds e.g. cat c – a – t

Phoneme – A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word 'cat' has 3 phonemes – 'c' 'a' and 't'

Grapheme – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. ... The sound /ee/ is represented by the letters 'e a'. Here is a 3 letter grapheme: n igh t

Prefix - are a group of letters that change the meaning of a word when they are added to the start. e.g. **un**happy,

Suffix - A suffix is a letter or a group of letters added to the end of a word to alter its meaning or to ensure it fits grammatically into a sentence. Suffixes (added to the back of words) contrast with prefixes (added to the front) e.g. quickly, happiness

