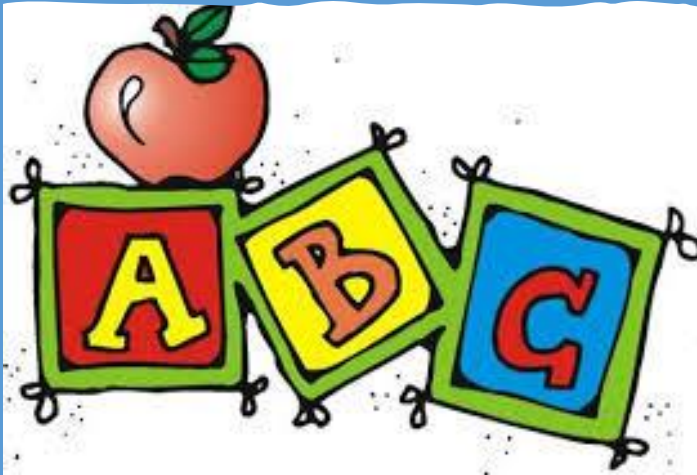


# Phonics and Reading Information Evening



# The Power of Reading

- Creating a love of reading in children is one of
- the most powerful ways of improving
- academic standards in school.
  
- Enabling children to become truly independent
- readers improves chances in school and in the
- wider world.



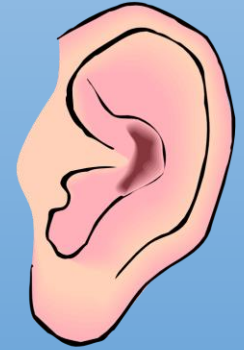
What is Phonics?

[https://www.youtube.com/watch?v=42jb6PopZCI&feature=emb\\_logo](https://www.youtube.com/watch?v=42jb6PopZCI&feature=emb_logo)

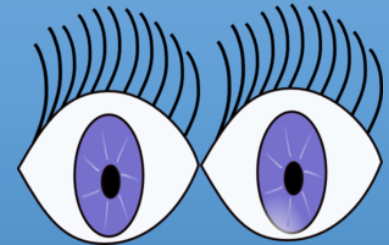


# The Jargon – A Quick Guide

A **phoneme** you hear (44 sounds)



A **grapheme** you see



A word always has the same number of **phonemes** and **graphemes**!

## The Jargon – A Quick Guide

A **digraph** is two letters representing one phoneme Eg-  
ch.

A **split digraph** – is two letters representing one  
phoneme but the letters are separated by another. Eg-  
a-e in same.

A **trigraph** is three letters representing one phoneme.  
Eg- igh, ear.

## The Jargon – A Quick Guide

**Segmenting** - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g''

**Blending** is putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'

Children are taught reading, phonics and spelling throughout the week. Each session follows the same format.

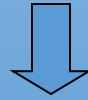
The activities used to teach vary and can be adapted. They are multi-sensory and appeal to different learning styles.

We use the Floppy phonics online resource and teaching book to help facilitate our phonics teaching and learning which is split into the different phases.



# Lesson format

**Revisit and Review**



**Teach**



**Practise**



**Apply**

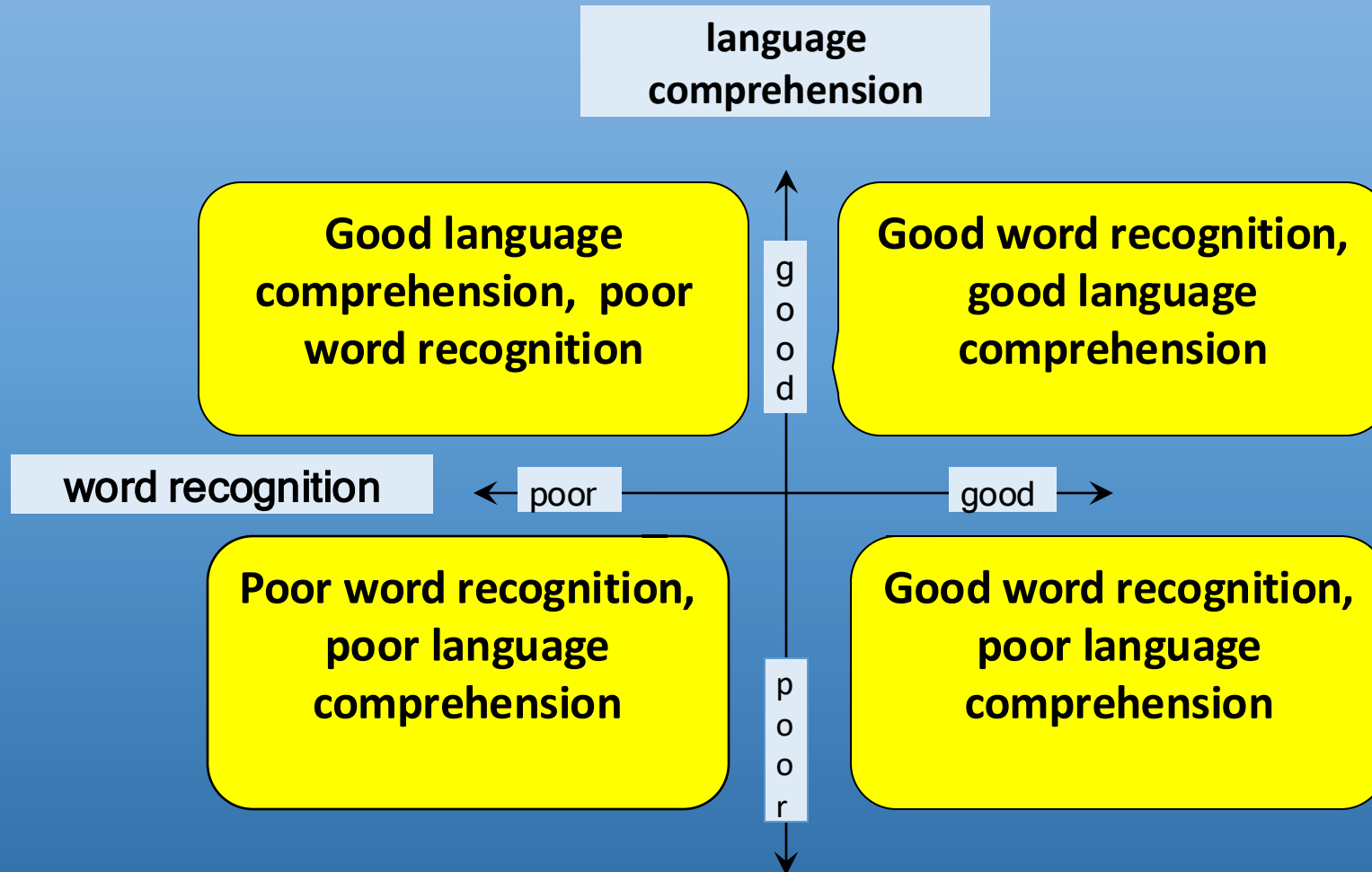


**Assess**

# The Simple View of Reading

- Successful reading demands both word level reading and the ability to comprehend what has been read.
- Neither is sufficient on its own.
- This is formalised in “The Simple View of Reading”
- Reading comprehension is a product of word recognition and language comprehension.

# The Simple View of Reading



RECEPTION



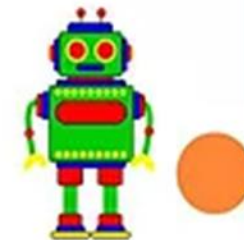
# Phase One

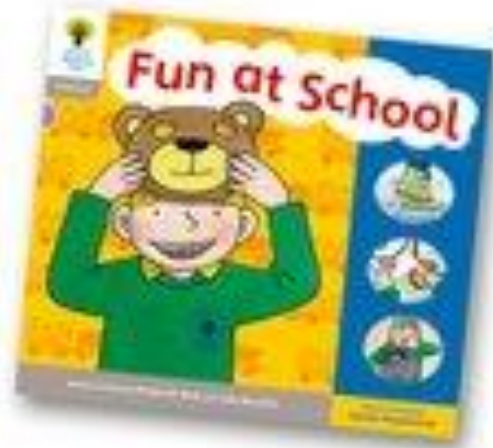
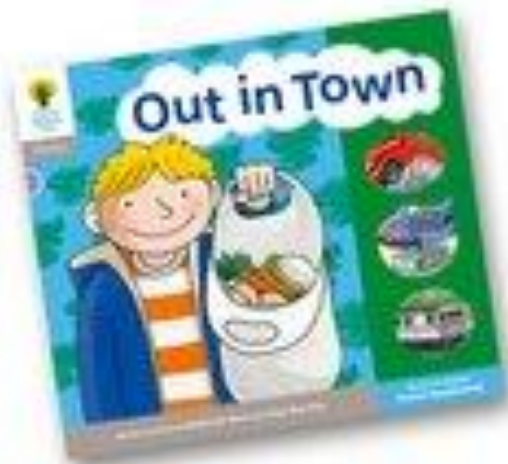
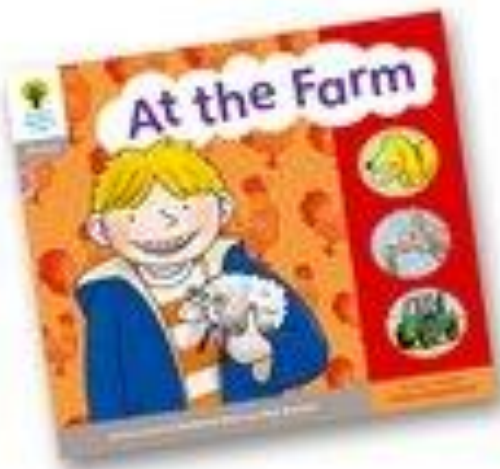
Phase one comprises of seven aspects.

## Phase 1 Phonics Activities

- Aspect 1: Environmental sounds  
Stories - Walk around local area
- Aspect 2: Instrumental sounds  
Bag of instruments - Add sound effects
- Aspect 3: Body percussion  
Action songs and rhymes
- Aspect 4: Rhythm and rhyme  
Rhyming stories - What rhymes with...?
- Aspect 5: Alliteration  
Having fun with names - Story characters
- Aspect 6: Voice sounds  
Adding different voices to stories
- Aspect 7: Oral blending and segmenting  
Robot speech c-a-t and Put it together

*We're Going on a Bear Hunt*  
Michael Bunn





# Phase Two

In Phase 2 children begin to learn graphemes (how we read and write sounds down). They practice recognising, reading, blending and segmenting these sounds.

By the end of phase two children should be able to read some vc and cvc words.

Children will also learn to read the words 'the, to, go, I and no.'

Five sets of letters are introduced in Phase Two.

# Phase Two


**Set 1:** s, a, t, p

























**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

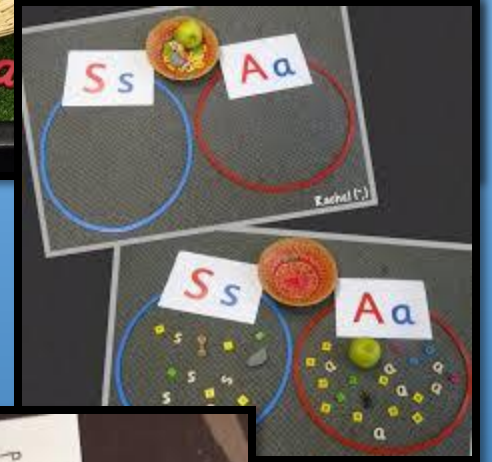
**Set 5:** h, b, f, ff, l, ll, ss

**Level 1+** 

<b>s</b>  sun	<b>a</b>  apple	<b>t</b>  teddy	<b>p</b>  pan
<b>i</b>  insect	<b>n</b>  net	<b>m</b>  man	<b>d</b>  dog
<b>g</b>  gate	<b>o</b>  octopus	<b>c</b>  cat	<b>k</b>  key
<b>-ck</b>  duck	<b>e</b>  egg	<b>u</b>  umbrella	<b>r</b>  rabbit
<b>h</b>  hat	<b>b</b>  bone	<b>f</b>  fish	<b>-ff</b>  cuff
<b>l</b>  lion	<b>-ll</b>  hill	<b>-le</b>  bottle	<b>-ss</b>  dress

Children are taught phonics daily with each session following the same format.

The activities used to teach vary and can be adapted. They are multisensory and appeal to different learning styles.



Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

Level 1+: Book 1

T t



teddy

at  
sat

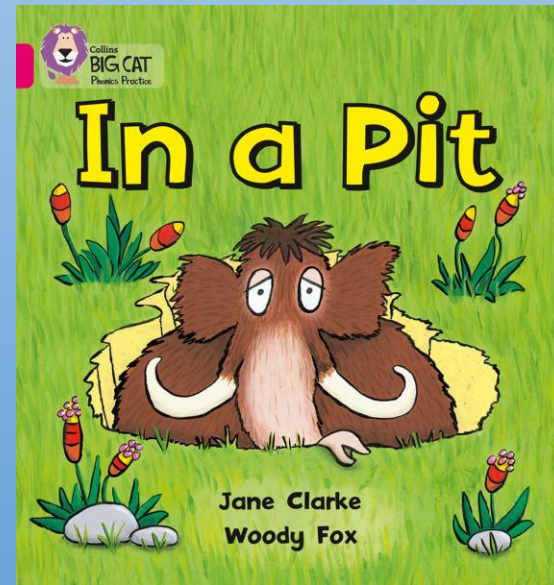


s a t



[Level 1+: Book 1](#)

[Resources](#)



Reading with your child can mean sharing books, stories, rhymes, or any other writing.

You can:

- Read books together.
- Tell each other stories.
- Chat about the things that you have read.
- Talk about pictures in books.
- Share stories even when you don't have a book in front of you. Why not re-tell your favourite stories?

Children are taught letter sounds in Reception. This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.

The aim is for children to be able to see a letter and then say the sound it represents out loud. This is called decoding.

We start children off learning the letters s, a, t, n, i, p first because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.).

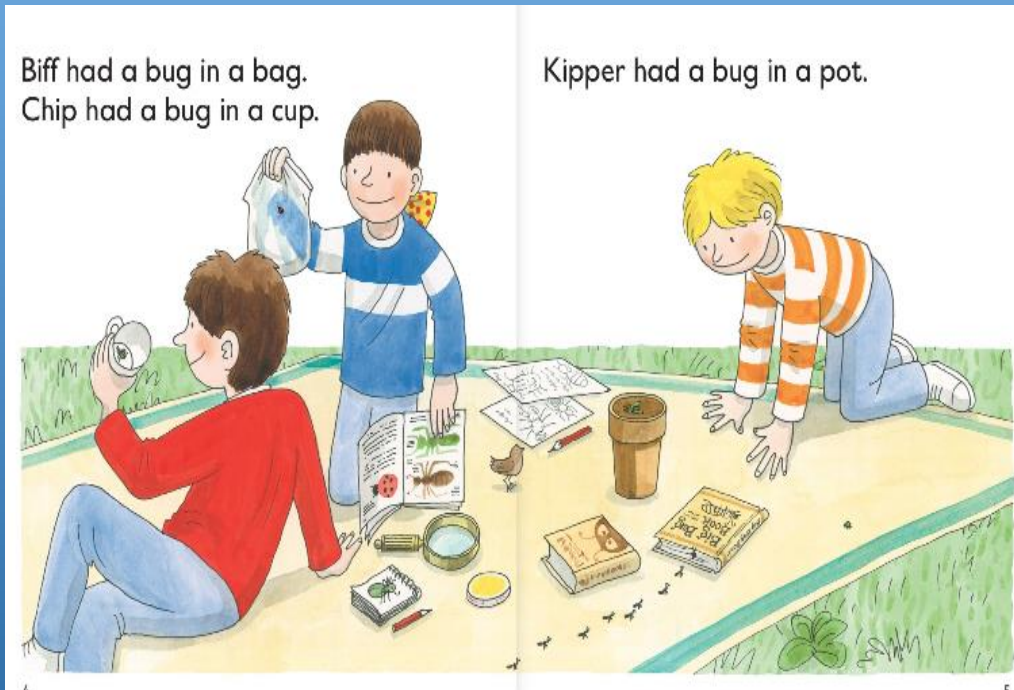
Children then need to go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time.

While children are learning to say the sounds of letters out loud, they will also begin to learn to write these letters (encoding). They will be taught where they need to start with each letter and how the letters need to be formed in relation to each other.

# Supporting your child with reading at home



- Read daily for a short session.
- Read the text slowly to your child and ask them to follow it with their finger.
- Read alternate pages.
- Read a sentence and encourage your child decode one of the words each time.
- Find words in a sentence and decode together.
- Always re-read for fluency.



## Phase 3



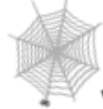


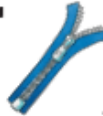










Children are taught another 25 graphemes.

The final single letter sounds are taught and the first digraphs and trigraphs are taught.

Set 6: j, v, w, x    Set 7: y, z, zz,  
qu








Consonant digraphs: ch, sh,  
th, ng

## Level 2

<b>j</b>  jug	<b>v</b>  van	<b>w</b>  web	<b>-x</b>  fox
<b>y</b>  yo-yo	<b>z</b>  zip	<b>-zz</b>  buzz	<b>qu</b>  queen
<b>ch</b>  chick	<b>sh</b>  ship	<b>th</b>  this thumb	<b>-ng</b>  ring
<b>-dge</b>  bridge	<b>-ve</b>  glove	<b>wh</b>  wheel	<b>-cks</b>  ducks
<b>-tch</b>  hatch	<b>-nk</b>  ink		

Vowel digraphs and trigraphs:  
ai, ee, igh, oa, oo, ar, or, ur, ow,  
oi, ear, air, ure, er.

## Level 3

<b>ai</b>  aim	<b>ee</b>  eel	<b>-igh</b>  knight	<b>oa</b>  goat
<b>-oo</b>  cook	<b>oo</b>  spoon	<b>ar</b>  arm	<b>or</b>  fork
<b>ur</b>  purse	<b>ow</b>  owl	<b>oi</b>  oil can	<b>ear</b>  ear
<b>air</b>  hair	<b>-er</b>  builder	<b>er</b>  herbs	<b>-ue</b>  rescue
<b>-ue</b>  glue	<b>-ure</b>  pure	<b>-ture</b>  picture	

YEAR 1



## Phase Four

Phase 4 is **consolidation** of children's **knowledge**.

Children also move on to **blending and segmenting** using **adjacent consonants**, e.g. **st, sp, tr, br, spr, str** in words such as string, blow, train.

plum

gran

*speck*

*trip*

## Phase Five

Children will **broaden their knowledge** of graphemes and phonemes.

They will learn **alternative pronunciations** of graphemes including **split digraphs**.

# Level 4

-ay



tray

oy



toy

ea



eat

-ie



pie

ow



bow

ew



newspaper

-ew



screw

ou



mouth

ir



bird

aw



yawn

eer



deer

-are



scarecrow

-ce



dance

-ea



bread

o



onion

-ed



dropped



rained

ir  
bird

ur  
surf

er  
hammer

17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

ir ur er

air ue or ure oo ue

oi oy oo

ch

qu w

sh j

ng y

th th v

ar x

ear z

ow ou zz

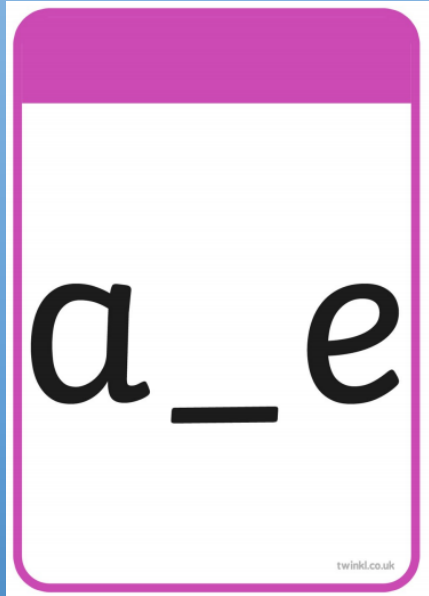
ai ay ee ea

English

igh ie oa

Aa Bb Cc Dd  
Ee Ff Gg Hh Ii  
Jj Kk Ll Mm  
Nn Oo Pp Qq  
Rr Ss Tt Uu Vv  
Ww Xx Yy Zz

# Split Digraphs



## Level 5 split digraphs

a-e



cake

e-e



compete

i-e



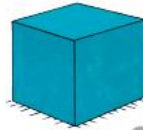
ice

o-e



rose

u-e



cube

u-e



flute

made

flame

game

came

take

# Alternative pronunciations

ai



Play Sound

ay

twinkl.co.uk

a\_e

twinkl.co.uk

Select the audio buttons to listen to the words. Find the words in the lists.  
Select Chip and complete the activity.

Level 5: Book 25

/ai/

a-e

face ape lake  
cake plane grapes  
plate sunbathe

a

table baby  
lady apron  
label



 /ai/ can also be spelled like this:

ae

sundae

ea

break


## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ai	snail 	ee	bee 
igh	night 	oa	boat 
oo	moon 	oo	book 
ar	car 	or	fork 
ur	curl 	ow	owl 
oi	coin 	ear	ear 
air	hair 	ure	picture 
er	hammer 	ay	play 
a-e	cake 	ea	beach 

Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
e-e	these 	ie	tie 
i-e	time 	oe	toe 
o-e	phone 	ue	blue 
u-e	tune 	ew	threw 
ou	house 	oy	boy 
ir	girl 	aw	saw 
wh	wheel 	ph	photo 
au	sauce 		

Tick to show the reader knows the sounds

## Phonics Screening Check

**Statutory reading check** that all year 1 take part in during a week in June .

Completed by a child on a **1:1 basis** with a teacher.

The check contains **40 words** – 20 real and 20 **pseudo words** (nonsense words)

# Phonics Screening Check

ux



vap



jigh



zear



example of Phases 2  
and 3 pseudo words

play

fried

annoying

steamy

example of Phase 5  
real words

# Pace and Progression

- ✓ By the end of reception children should know at least one way of representing each phoneme.
- ✓ By the end of year 1 children should know alternative graphemes and different pronunciations of the same grapheme and use these to read and spell.
- ✓ By year 2 children should be applying their phonic knowledge and recognising irregularities to spell more complex words taking note of spelling patterns.



# Pace and Progression

- ✓ By the end of Reception, children should say a sound for each letter of the alphabet and know at least 10 digraphs.
- ✓ By the end of Year 1, children should know alternative graphemes and different pronunciations of the same grapheme and use these to read and spell.



## What can you do to help support your child?

- Read with your child as often as you can. Remember it is important to re-read the texts so the children can read them fluently.
- Use the Floppy phonics online resource to help reinforce your child's phonetic knowledge and application skills.
- Be a 'reader leader' and role model a love of reading around your home.
- Use the sound checker in the children's reading records to help your child with their sounds.
- Make sure that when helping your child you only use pure sounds.



Thank you for your continued help and support!

