

EARLY READING AND PHONICS



OUR SHARED VISION



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



OUR SHARED VISION



A special place where children know how to keep themselves safe and healthy. They love learning and become:

Effective
communicators



Responsible
and caring
citizens



Active
contributors



Successful and
independent
learners



Confident and
ambitious
individuals



WHERE DO WE START?

Children need to be interested and enthusiastic about books and stories and make choices from a range of books.

They need to be able to:

- ▶ handle and use books appropriately, e.g. start at the front, turn the pages one at a time.
- ▶ use pictures and memory to talk about books and stories.
- ▶ use non-fiction texts to find information and answer questions.
- ▶ put parts of familiar stories in order, e.g. talk about opening, characters, ending.
- ▶ join in with repeated parts in familiar stories.

They need to know:

- ▶ the difference between words and pictures.
- ▶ that in English, we read from left to right and top to bottom.
- ▶ the letter shapes for each sound.

WHAT DO ADULTS NEED TO DO?

- ▶ Provide interesting books to motivate children to want to read.

(Become a member of a local library)

- ▶ Let children see you reading.
- ▶ Read to and with them daily.
- ▶ Teach them the key skills they need to be successful readers.
- ▶ Talk with them about what they have heard or read.



EARLY LEARNING GOALS

Word Reading	Comprehension
Say a sound for each letter in the alphabet and at least 10 digraphs	Demonstrate understanding of what has been read to them by retelling stories in their own words
Read words by sound-blending	Anticipate key events in stories
Read aloud simple sentences and books, including some common exception words.	Use and understand recently introduced vocabulary in discussions and role play.

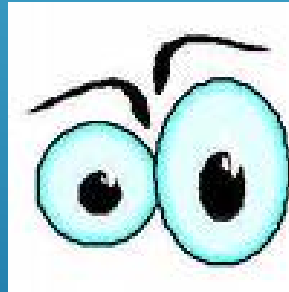


THE DIFFERENCE BETWEEN GRAPHEMES AND PHONEMES

Phonemes you hear



Graphemes you see



Why teach phonics?

In English, there are 44 phonemes (sounds), but there are around 250 graphemes (letters or letter groups that correspond to a single sound).

For example, the phoneme /f/ has four graphemes: f in **f**unny, ff in pu**ff**, ph in **ph**oto and gh in lau**gh**

The phoneme /i/ has five: i in ki**i**nd, igh in ni**gh**t, i-e in bi**te**, y in tr**y** and ie in pi**e**.

Learning the most common phonemes for each grapheme and the most common graphemes for each sound will enable children to decode (read) and encode (spell).

The 6 Phases

Programme for teaching **phonic** skills for children, with the aim of them becoming fluent readers by age seven.



PHASE 1 (NURSERY AND RECEPTION)

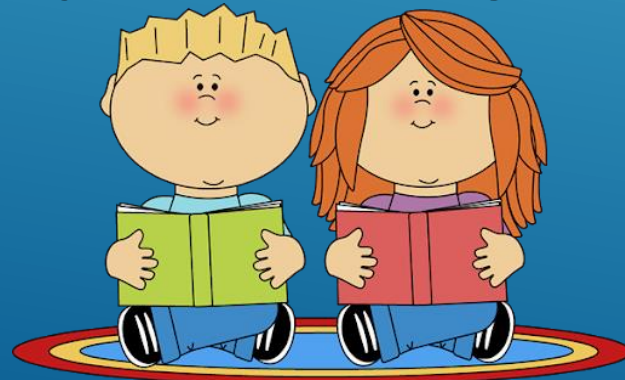
Showing an awareness of rhyme and alliteration.

Distinguishing between sounds in the environment.

Exploring and experimenting with sounds and words.

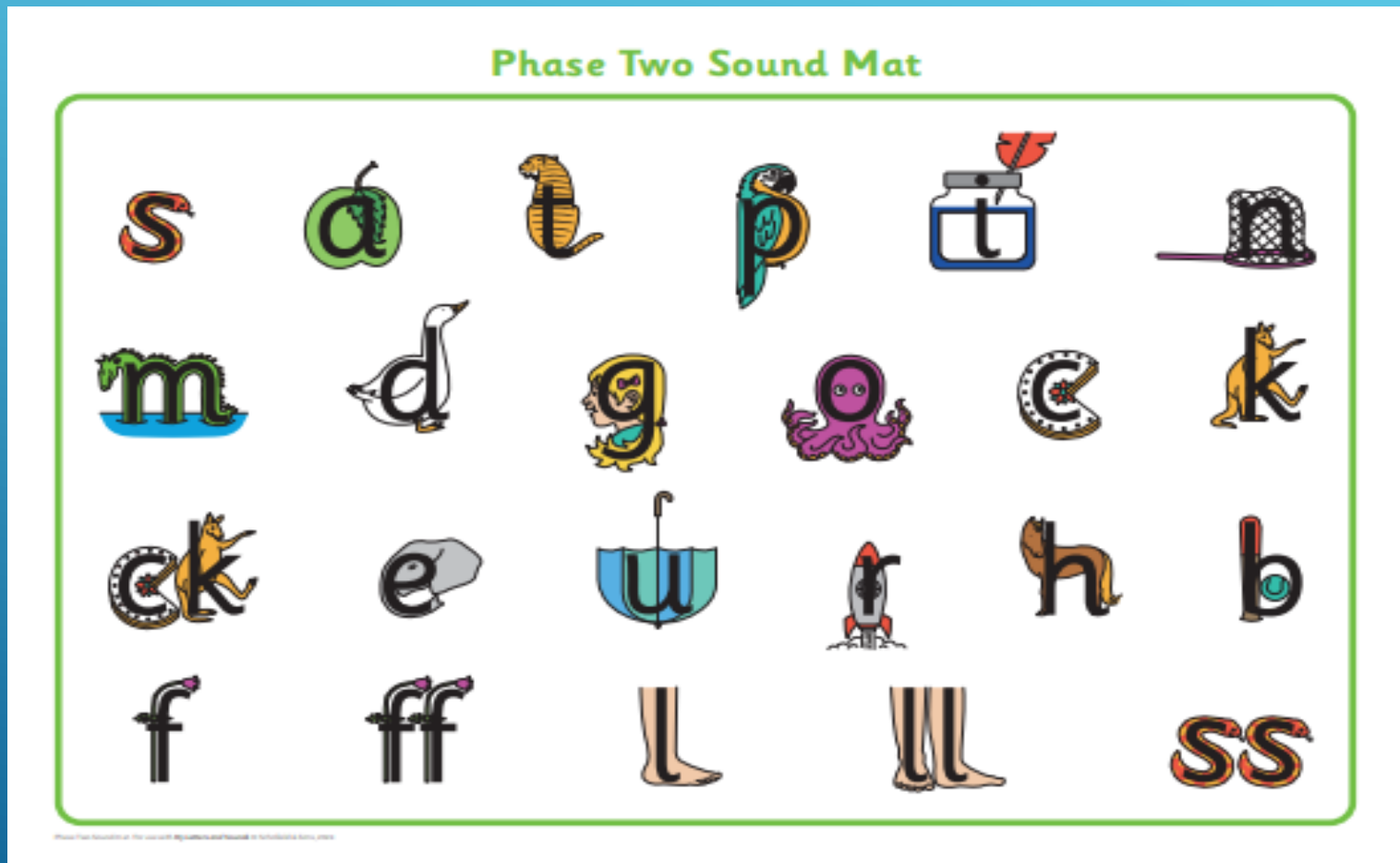
Discriminating speech sounds in words.

Beginning to orally blend and segment phonemes.



PHASE 2 (RECEPTION AND YEAR 1)

Learning the first 19 letters of the alphabet and one sound (phoneme) for each.

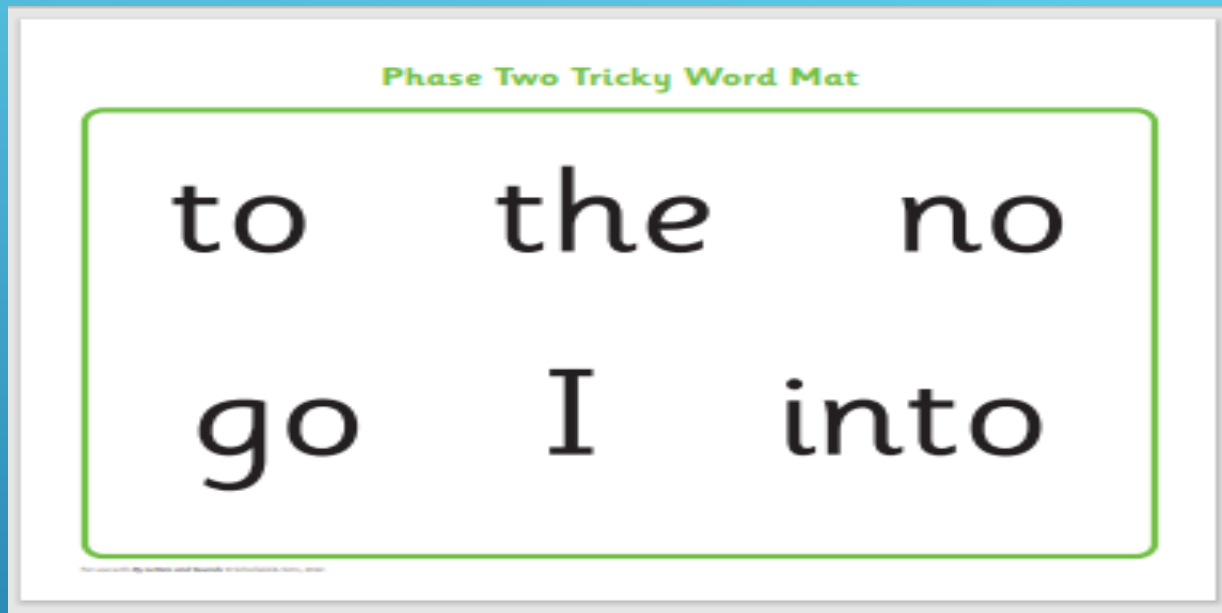


LETTER PROGRESSION PHASE 2 (ONE SET PER WEEK)

	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9
New GPCs	s, a, t, p	l, n, m, d	g, o, c, k	ck, e, u, r	H, b, f, ff, l, ll	ss	Revision of GCPs requiring reinforcement		
Reading tricky words			Blending 'and'	to the	I no go		into put*	of off	
Blending and segmenting	Oral blending and segmenting	Blending to read VC and CVC words	Segmenting to spell words	Practising blending to read and segmenting to spell words		Reading two-syllable words	Practising blending to read words		Practising segmenting to spell words
Reading and spelling captions and sentences	Writing letters s, a, t, p		Demonstrating reading captions	Demonstrating spelling captions	Supporting children in reading captions			Reading words, captions and sentences	



PHASE 2 TRICKY WORDS



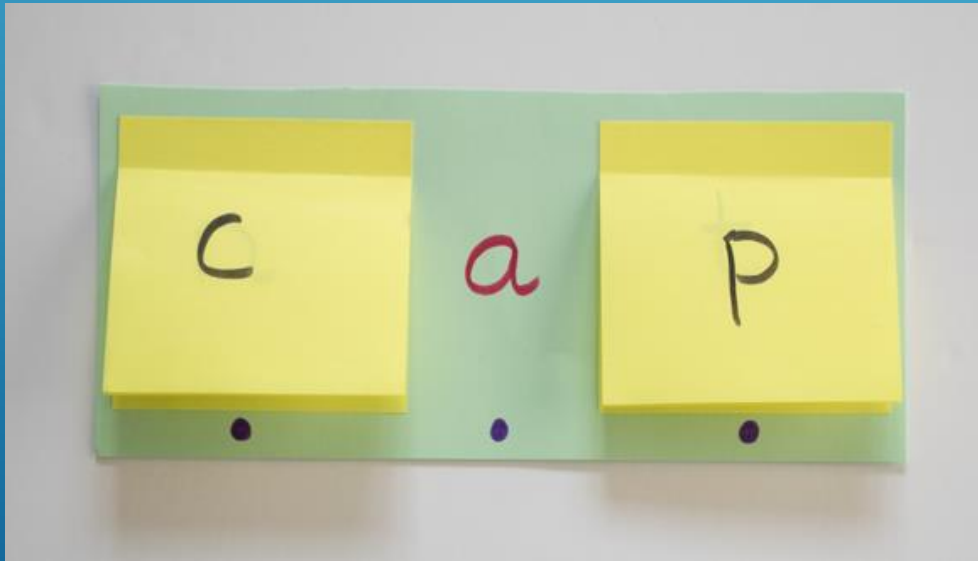
In order to decode text fluently, children must learn two important skills- **BLENDING** and **SEGMENTING**.



BLENDING

Blending sounds for reading and segmenting for spelling simple words, e.g. cat, dog.

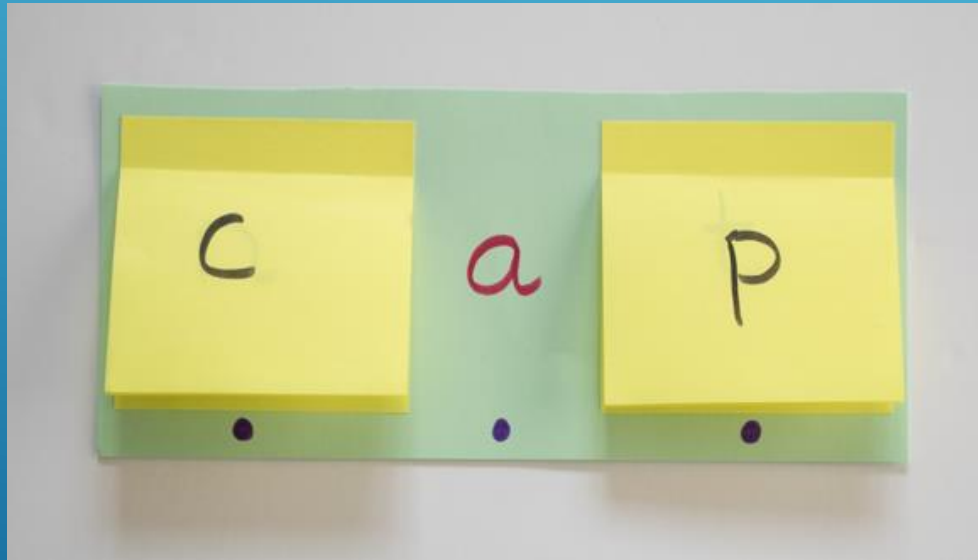
Recognising the letter sounds in a written word, e.g. c-a-p, and 'blending' them in the order in which they are written to pronounce the word cap.



Helps to develop their understanding that we can write sounds.

SEGMENTING

‘Chopping Up’ the word to spell it out. The opposite of blending.



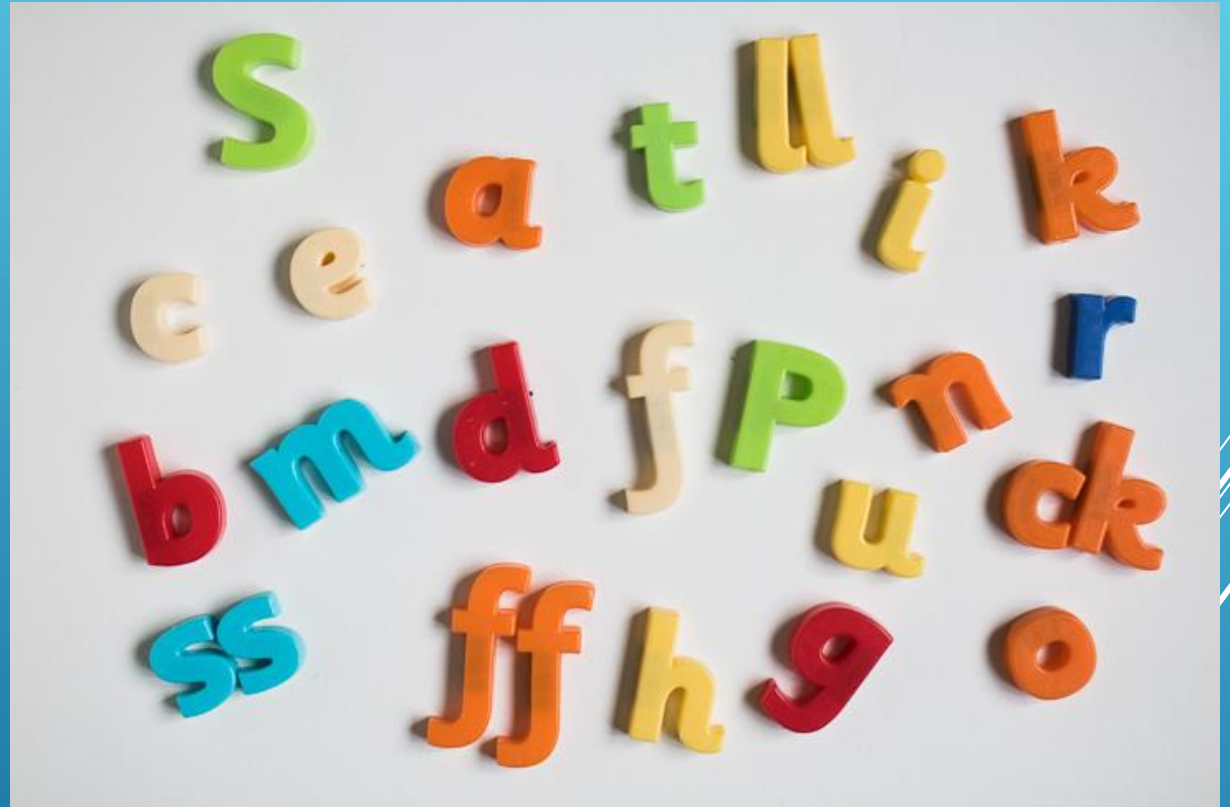
BLEND AND SEGMENT THESE WORDS TO READ AND SPELL THEM...

c-e-t

p-u-m

b-o-n

g-a-k



<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

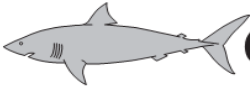
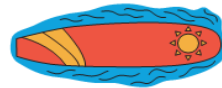
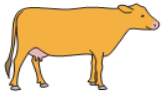
LETTER PROGRESSION PHASE 3 (ONE SET PER WEEK)

Week	WK 1	WK 2	WK3	WK4	WK5	WK6	WK7	WK8	WK 9	WK 10
New GPCs	j, v, w, x	y, z, zz, gu	sh, ch, th, ng	ai, ee, igh, oa	Oo (long), oo (short), ar, or	ur, ow, oi	ear, air, er	Revision of all GPCs		
Reading tricky words		he she	we me be	was	my	you	they			
Spelling tricky words		to the		no go						
Two-syllable Words			Reading two syllable words		Spelling two syllable words					
The alphabet and letter formation	Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet. Practising writing lowercase and capital letters.									



PHASE 3 (RECEPTION AND YEAR 1)

Phase Three Sound Mat

 k	 v	 w	 x	 y	 z	 zz
 qu	 sh	 ch	 th	 ng		
 ai	 ee	 igh	 oa	 oo		
 oo	 ar	 or	 ur			
 ow	 oi	 ear	 air	 er		

PHASE 3 TRICKY WORDS

Phase Three Tricky Word Mat

he	she	we	me
be	was	my	you
they	her	all	are

The words on this mat are used to help children learn to write words.

Reading and spelling a wide range of simple CVC words.

A **CVC word** is a **word** that is made up of a consonant, vowel and consonant sound.

Cat, hot, tip, man and hut are all **CVC words**.

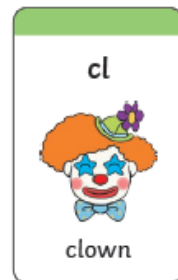
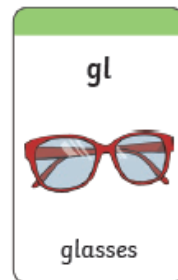
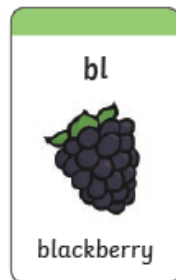
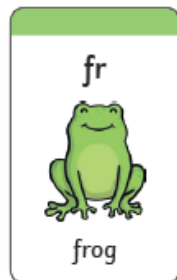
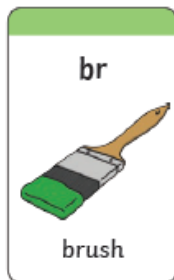
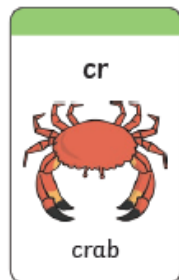
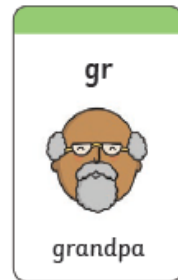
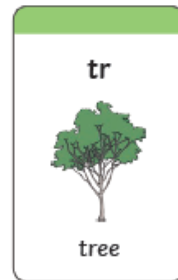
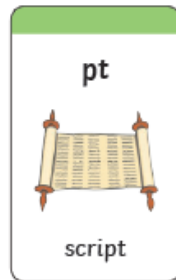
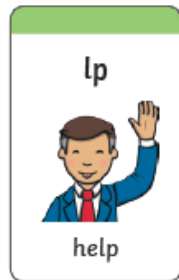
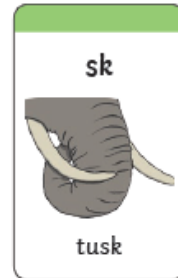
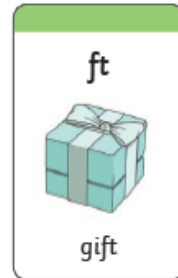
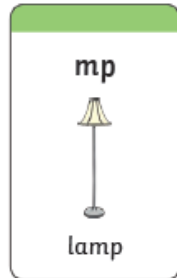
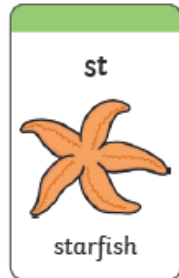
Children practise reading and spelling some words with 2 letter graphemes, e.g. chip, moon, night.

This includes reading simple captions and sentences.



(Reception into Year 1 for up to 4-6 wks)

My Phase 4 Sound Mat



Phase 4 Tricky Word Mat

Phase Four Tricky Word Mat

said so like some
come have were
there little one out
do when what

LETTER PROGRESSION PHASE 4 (ONE SET PER WEEK)

	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8
New GPCs	Revision of all GPCs taught so far							
Reading tricky words	said so	like some come	have	were there little one		out do when what	Revision of reading Phase Four tricky words	
Spelling tricky words	he she we me be	was	you	they are	all	my her		Revision of spelling Phase Four tricky words
Words with adjacent consonants	Reading and spelling CVCC words	Reading and spelling CCVC words	Reading and spelling CVCC /CCVC words	Reading and spelling words with adjacent consonants and Phase Three vowel digraphs			Reading words and sentences with adjacent consonants and Phase Two and Three graphemes	Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes



(Whole of Year 1)

Phase Five Sound Mat

 ay

 ou

 ie

 ea

 oy

 ir

 aw

 ue

 ew

 oe

 au

 i-e

 a-e

 o-e

 u-e

 e-e

wh 

 ph

LETTER PROGRESSION PHASE 5 (ONE SET PER WEEK)

Weeks	WK 1	WK 2	WK 3	WK 4
Review of Phase Three GPCs and Phase Four blending	Graphemes ai ar air ee ear er Blending CVCC, CCVC, CCVCC, CCCVC words	Graphemes oa oo (long) oo (short) igh oi ow ur or Blending CVCC, CCVC, CCVCC, CCCVC words	Reading longer words, including compound and multi-syllable words Reading contractions with apostrophe '-s'	Review of all graphemes Reading words with suffixes -s -est -ed
Review of reading tricky words (and reading new tricky words*)	Phase Three tricky words: he she we me <u>be</u> was my you her they all are	Phase Four tricky words: said have like so do	Phase Four tricky words: some come were there little love	Phase Four tricky words: one when out what (looked)
Review of spelling tricky words	Phase Two tricky words: the <u>to</u> I no go	Phase Three tricky words: he she we me be	Phase Three tricky words: was you my her	Phase Three tricky words: they all are



List of 100 high-frequency words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Phase 6: Year 2

This is the final stage of formal phonics instruction. At this point, focus moves towards supporting children to use their phonics knowledge to become fluent readers and spellers.

By this point, children can read hundreds of words using the strategies:

- Reading with automaticity (sight words and high frequency words)
- Decoding quickly and silently
- Decoding aloud (sounding words out)

Children can also encode (spell) most of the words they have learned with speed and accuracy.

THE ALPHABET

... don't forget to practise saying or singing the alphabet with your child. This is a really important skill that they need for later learning!



NOW YOU HAVE THE KNOWLEDGE....

Play lots of sound and listening games with your child.

Read as much as possible to and with your child.

Encourage and praise – get them to have a ‘good guess’.

Ask your child’s teacher if you want to know more.



MY LETTERS AND SOUNDS PHONIC READERS

Read the blurb at the back of the book

Ask questions about the front page. What might the book be about?

Use the say the sound section.

Tricky words are coloured in blue children say them by sight.

Prompt children to use their phonic skills to read the words.

You child should be able to recognise some words automatically.

Use the question page at the back of the book



IDEAS TO PROMOTE READING SKILLS

- ▶ Oral blending. What sounds can you hear in the environment. Go and get your b-a-g/c-oa-t (talk like a robot).
- ▶ Read tricky words by sight
- ▶ Play Phonics Play 'Buried Treasure' (alien word/real words. Pick a picture.
- ▶ Encourage your child to read the words in the environment signs, menu and names of products in shops.

IDEAS TO PROMOTE READING SKILLS

- ▶ Visit the local library regularly and read with your child and ask them questions regarding the book.
 - ▶ Encourage your child to read comics of their choice.
 - ▶ Phase 2,3, and 5 words games.
 - ▶ Once your child starts to read encourage them to say the sounds in their head or to say them by sight to promote fluency.
- 
- A series of white diagonal lines of varying lengths and thicknesses, located in the bottom right corner of the slide, creating a modern, abstract graphic element.

Audio Enunciation of Sounds

My Letters and Sounds Downloads

Digital Resources/Phase /Enunciation of sounds

<https://www.schofieldandsims.co.uk/mylettersandsoundsresources/>

Aklaq Academy

Audio Enunciation of Sounds.

https://www.youtube.com/results?sp=mAEB&search_query=phase+5+Aklaaq+Acadmy

Online Activities

<https://www.phonicsbloom.com/uk/game/whats-behind-the-door?phase=1>

<https://www.phonicsplay.co.uk/SoundStimuli.html>

Several white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

USEFUL WEBSITES

- ▶ <https://www.bbc.co.uk/bitesize/subjects/znqtbdm>
- ▶ www.syntheticphonics.com (Scroll down the page audio of sounds is available for all phases.)

Video about phonics -

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/> (phonics and E books)

Home Learning Booklet – Available on the Becontree Website

Literacy

It's important for children to discover phonemic awareness – the ability to hear and identify different words and sounds, and also to start reading and writing.

End of year Expectation: Reading

read and understand simple sentences;

use phonic knowledge to decode regular words and read them aloud accurately.

read some common irregular words;

demonstrate understanding when talking with others about what they have read.

Key Vocabulary

A **phoneme** is the smallest unit of sound in a word. (what you hear)

A **grapheme** is the written form of a phoneme. (what you see)

Blending: recognising the letter sounds in a written word, e.g. c-u-p, and 'blending' them in the order in which they are written to pronounce the word cup.

Segmenting: Chopping Up' the word to spell it out. The opposite of blending.



Children need to learn to recognise and write all graphemes.

There are 44 that we teach.

/s/ sat	/t/ tap	/p/ pan	/n/ nose	/m/ mat	/a/ ant	/e/ egg	/i/ ink	/o/ otter
/g/ goat	/d/ dog	/k/ cat	/r/ run	/h/ hat	/u/ up	/ai/ rain	/ee/ knee	/igh/ light
/b/ bus	/f/ farm	/l/ lolly	/j/ jam	/v/ van	/oa/ boat	/oo/ cook	/oo/ boot	/ar/ star
/w/ wish	/x/ fox	/y/ yell	/z/ zap	/qu/ quill	/or/ fork	/ur/ burn	/ow/ now	/oi/ boil
/ch/ chin	/sh/ ship	/th/ think	/th/ the	/ng/ sing	/ear/ near	/air/ stair	/ure/ sure	/er/ writer



Key Messages for Teaching Letter Sounds (Phonemes)

Correct pronunciation is vital;

We all need to use the same language at home and at school;

Little and often is the key;

Make activities fun. If your child is enjoying activities they will learn more;

Don't forget to practise saying or singing the alphabet with your child.
This is a really important skill that they need for later learning!

Tricky Words

There are many words in the English language that cannot be read using phonics. Children need to be taught these separately and simply recall them from memory.

Some are 'tricky' to start with but will become easier to work out once we have learned the harder phonemes, e.g. out, there.



Phonics: Phases

Letters and Sounds is a phonics resource that aims to build children's speaking and listening skills and to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Phase 1

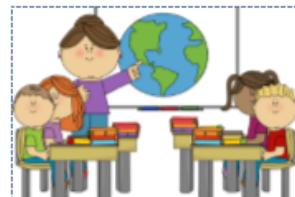
Showing an awareness of rhyme and alliteration.
Distinguishing between sounds in the environment.
Exploring and experimenting with sounds and words.
Discriminating speech sounds in words.
Beginning to orally blend and segment phonemes.

Phase 2

Learning the first 19 letters of the alphabet and one sound (phoneme) for each.
Blending sounds for reading and segmenting for spelling simple words, e.g. cat, dog.
Understanding that we can write sounds (phonemes). These are called graphemes.
Reading simple captions.

Phase 3

Learning 7 more letters of the alphabet and their written form (grapheme).
Reading and spelling a wide range of simple c-v-c words. (consonant, vowel, consonant) e.g. cat, dog, hat.
Reading and spelling some words with 2 letter graphemes, e.g. chip, moon, night.
Reading simple captions and sentences.



Supporting Your Child's Literacy

Provide interesting books to motivate children to want to read.

Let children see you enjoying reading.

Teach your child to handle and use books appropriately, e.g. start at the front, turn the pages one at a time.

They need to know:

The difference between words and pictures.

That in English, we read from left to right and top to bottom.

The letter shapes for each sound we start with.

Ask **questions** before, during, and after reading aloud. This can help your child focus attention on the ideas in the story.

Before reading:

Discuss the cover (title, author and pictures)

Ask what they think the book will be about.

During reading:

Ask what has happened so far.

Ask why it might have happened.

Ask what will happen next.

Point to the pictures and discuss them.

Talk about words your child might be unfamiliar with.

After reading:

Ask if it was a good ending.

Ask what they thought of the book.

Ask which part they liked the best.

Discuss any similarities with other books and stories.



When your Child Reads:

Read the first few pages to them.

Then let your child read on their own.

If they can't read a word, give them a few seconds to work it out.

If they still can't, give them the beginning sound.

If they still can't, give them the word and ask them to repeat it.

Always praise their effort.

Other ideas:

Nursery rhymes are especially helpful for language and early literacy development.



Hang different kinds of **print** around your house.

Label objects in your home. This can show the importance of language, reading, and writing.

Help your child build background **knowledge** on a topic. Talk about everyday experiences, show your child pictures, and tell stories.

Play audiobooks or **read aloud** at home to increase the amount of language your child hears.

Play word games, talk about word meanings, and point out interesting or new words when **reading** together.



Useful Websites

This website has information to help understanding of child development through the early years. It can be used as a guide to making best-fit judgements about whether your child is showing typical development for their age. It does recognise, however, that children develop at their own rates and in their own way.

www.foundationyears.org.uk



Other: www.parentsintouch.co.uk



Literacy

www.bbc.co.uk/schools/games

www.jollylearning.co.uk

www.focusonphonics.co.uk

www.syntheticphonics.com

www.woodlands-junior.kent.sch.uk/interactive/literacy

www.literacysites.com/litgames.htm

www.primaryinteractive.co.uk/english.htm

Audio Stories to download

www.storynory.com

www.lightupyourbrain.com/stories

www.thestoryhome.com

Numeracy

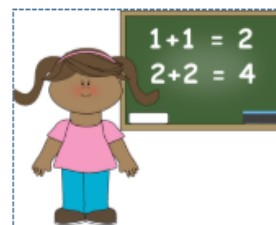
www.woodlands-junior.kent.sch.uk/maths

www.bbc.co.uk/schools/games
(ages 4—7)

www.mathsplayground.com/games

www.mathszone.co.uk
(KS1/KS2 tab)

www.maths-games.org/times-tables-games.html



ANY QUESTIONS?

