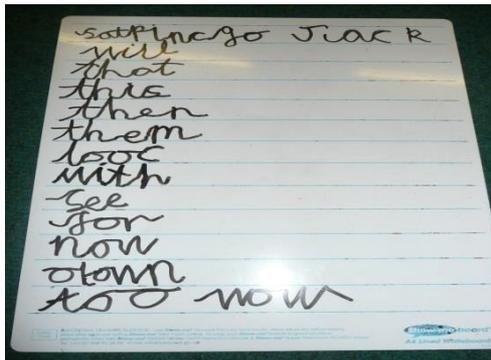




SS Alban and Stephen Infant School

Reading/Phonics Presentation November 2017



We teach phonics using
the government
recommended
programme called,
‘Letters and Sounds’.

Fast paced clearly progressed phonic programme which takes children through 6 phases.

Children progress through the phases at different speeds.

In order to make this learning relevant to all children, we have grouped them according to the phase they are at. Children are taught phonics in daily 20 min. sessions.

We also use Jolly Phonics to support this. Jolly Phonics teaches the children different actions to help remember the sounds.

Link to pronunciation of sounds and Jolly Phonics Jingle.

<https://www.youtube.com/watch?v=-ksbIMiliA8>

<https://www.youtube.com/watch?v=COJdn6sbbsk>

Phonics - Foundation Stage

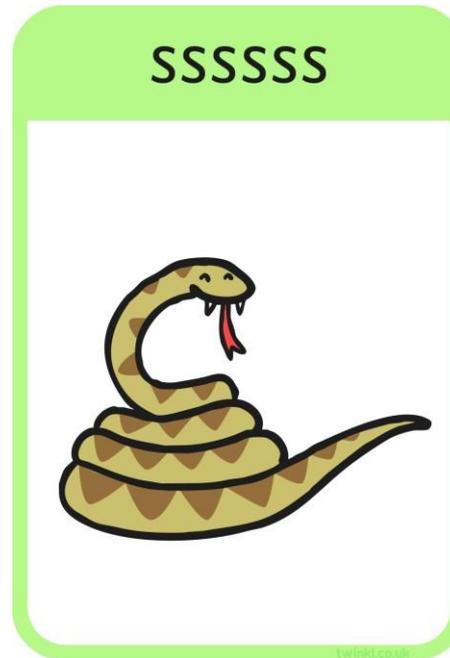
Phase 1

Children are encouraged to listen to sounds in their environment.

Ask your child questions -

what can you hear?

how do you know?



We teach 7 aspects in Phase 1:

- environmental sounds
- instrumental sounds
- bodysounds
- rhythm and rhyme
- alliteration
- voice sounds
- oral blending and segmenting

Phase 2

Children entering Phase 2 will have experienced a wealth of listening activities, including songs, stories and rhymes.

The purpose of this phase is to teach 19 letters and move children on from oral blending and segmentation to blending and segmentation with letters.

Phase 3

Over phase three the children will continue to learn the single letter sounds and will then move onto the digraphs (two letters representing a single speech sound).

The consonant digraphs: **ch**, **sh**, **th** and **ng**

Vowel digraphs: **ai** as in paid, **ee** as in week, **oa** as in coat, **oo** and in wood and **oo** as in moon, **ar** as in car, **or** as in torn, **ur** as in turn, **ow** as in cow and **oi** as in coin.

Children will also learn the letter names (although they will continue to use the sounds when decoding), read some more common exception (tricky words) and start to spell the tricky words.

Please remember that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal.

Tricky or common exception words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there where what when out	oh Mrs people their called Mr looked asked could

Phase 4

Children are taught to blend and segment a variety of words, e.g.

CCVC words (frog)

CVCC words (nest)

CCVCC words (crisp)

CCCVCC words (shrink)

Can you think of a sentence to go with this picture?
Say your sentence, count the words on your fingers,
have a go at writing it down.



Phase 5

Children are taught the alternative spellings for the sounds they learned in Phase 3.

ai (rain) from Phase 3 is added to

ay (play)

a_e (cake)

They will also learn alternative pronunciations

e.g. 'i' in fin and find

Sample activity

Count the phonemes: Which words have got 4 phonemes and which words have got 5 phonemes? Can you sort them out?

Clown, stand, roast, clamp, spend, spoon, beast, fresh

f	r	e	sh
.	.	.	—

In Year 1, our weekly home learning focus is on different sounds which we revisit often. It's not about learning spellings - it's about recognising a sound and applying it in different contexts.

- Look at newspapers
 - Magazines
 - Road signs as you are in the car
 - Menus at restaurants
 - Signs and labels in the supermarket
- Any print in the environment



Phase 6

The focus is on teaching spelling and grammar.

We look at how to use and spell past tense words.

We learn rules and strategies to help us make correct spelling choices. We learn how to add suffixes

eg. -ed, -ing, -ly, -est, -ful, -s, -es

We learn how to proof read.

In Year 2, we apply our spelling patterns and rules
in many activities: -

- Dictation exercises
- SODA (start of the day activity)
- Guided Reading
- Phoneme Spotter Stories
- Geraldine the Giraffe
- Cross Curricular Writing

Phoneme spotter story

Can you spot the ay, ai and a-e words in the story?

One day in May, Yan went on the train to stay at his dad's place. He went to play in the garden and saw a snail. He rushed to tell his dad. His dad put the snail in a pail and sprayed it with some water. Yan got his crayons and made a picture of the snail. Then he put them away and his dad made tea. He put it on a tray so they could eat it in the garden.

Reading in Foundation Stage

- Continue a rhyming string
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences
- Enjoys an increasing range of books
- Knows that information can be retrieved from books & computers

Reading in Year 1

- The Year 1 English curriculum consists of the following modules:
 - Stories with predictable phrasing
 - Contemporary fiction - stories reflecting children's own experience
 - Traditional tales/fairy tales
 - Non-fiction (information books)
 - Rhyme and poetry books
 - Key poets/authors your children will encounter are:
Edward Lear, Michael Rosen, Julia Donaldson
Martin Waddell, Valerie Thomas, Judith Kerr, Allan
Ahlberg, Jonathan Langley, Quentin Blake.

Reading in Year 2

Children get the opportunity to read a wide variety of texts including; narrative, non-fiction and poetry.

DEAR (Drop Everything and Read) time is encouraged and children savour this experience as their reading fluency develops.

Through guided reading sessions, children are supported by an adult to engage in comprehension activities related to a specific text. Skills of prediction and inference are taught and children are supported to ask/answer questions on what they are reading/have read.

We recommend reading a wide variety of texts to encourage a love of reading. All reading should be valued, including comics, annuals and reading from screens, as well as books. Parents are encouraged not to rely exclusively on school books but to support their children in choosing texts to share & enjoy at home.

Reading for Pleasure

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books.

Children are encouraged to:

- Read for enjoyment
- Make links between their own experiences and the story
- Check that they understand what they are reading
- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases

Other strategies

- Sight words - reading from memory
- Using pictures as cues
- Repeating
- Playing games
- Reading in the environment



Reading



Have fun 😊

