



# Phonics and Reading At Indian Queens Primary School

*"Behold the day. It's yours to make"*



# The Early Learning Goals

Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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## **Comprehension**

- Demonstrate understanding of what they have read and has been read to them by retelling stories and narrative using their own words and vocabulary;
- Anticipate—where appropriate—key events in stories, non fiction, rhymes and poems;
- Use new vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.

## **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words (tricky words).

## **Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sound with a letter or letters;
- Write simple phrases and sentences that can be read by others.



## Our Scheme

At Indian Queens School we follow the Letters And Sounds scheme to teach Phonics.

This scheme starts in nursery where children learn rhythm, rhyme, initial sounds and oral blending.

In Reception we use this scheme to teach your child to read and write.

### Letters and Sounds:

Principles and Practice of High Quality Phonics

Notes of Guidance for Practitioners and Teachers







# What is Phonics?

- Phonics is taught as a half an hour lesson.
- Each letter is taught as an individual sound initially.
- Children learn letter sounds (phonemes) to be able to read words.
- Letter formation (grapheme) is also taught.
- Phonics teaches reading and supports writing.
- Children are taught to link the grapheme to the phoneme.



# Phonics Key Skills

There are 4 skills the children need to be able to do:

1. read (say) phonemes
2. blend phonemes to read words
3. write grapheme for given phoneme
4. segment words to spell words



# Vocabulary

**Phoneme** – the sound a letter/group of letters make

**Grapheme** – how you write the sound

**Digraph** – 2 letters that make one sound (e.g. ch)

**Trigraph** – 3 letters that make one sound (e.g. igh)

**Split-digraph** – 2 letters that make one sound, separated by another letter. (e.g. a-e in snake)

**Adjacent consonants** – two or more consonants together in a word (e.g. split, train)

**Blend** – Reading individual sounds and blending the together (e.g. s-n-a-p snap)

**Segment** – Stretching a word out to identify the different sounds for spelling (e.g. snap s-n-a-p)





# Phase 1

Initially taught in Nursery.

Recapped in Reception for a few weeks alongside Phase 2.

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.





## Phase 2

19 phonemes  
blending  
segmenting  
reading and writing simple  
captions

**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**

Reading can begin straight  
away after learning just 4  
sounds.

at, a, sat, pat, tap, sap, as.

Just look at all the words your  
child can read after learning  
8 sounds

it, is, sit, sat, pit, tip, pip, sip  
an, in, nip, pan, pin, tin, tan, nap  
am, man, mam, mat, map, Pam, Tim, Sam  
dad, and, sad, dim, dip, din, did, Sid



## Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Phase 3, introduced twenty-five new graphemes (one at a time).

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

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





## Phase 4

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. **We begin to teach adjacent constants such as tr, sp, cl.**

They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. le cat, peg

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

This phase focuses on understanding, comprehension and captions.



# Saying the sounds

Now we are going to watch video which will show us how each sound is pronounced. **Sounds must be pure** – they **DO NOT** have 'ugh' sounds after them such as 'tuh' or 'luh'.

Oxford **OWL**

How to pronounce  
pure sounds



<https://www.youtube.com/watch?v=UCI2mu7URBc>





# A typical week

Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Writing	Reading	Writing	New Tricky Word



# A typical 'reading' lesson

1. Singing an ABC song.
2. Recap tricky words.
3. Introduce new sound.
4. Flashcards with new sound in.
5. Read words with new sound in.
6. Read a word with the sound in as part of a sentence.

In the Spring Term read a short text and identify the new sound





## A typical 'writing' lesson

1. Singing an ABC song.
2. Recap tricky words.
3. Introduce new sound.
4. Flashcards with new sound in.
5. Learn the correct letter formation.
6. Write the new sound in words.
7. Write a word with the sound into a sentence then read the sentence.



# Tricky Words

'Tricky Words' are words that we cannot sound out using phonics.  
For example : to, go, no

Tricky Words have to be taught as whole word and remembered.

Some Tricky Words do not stay tricky forever, when a child has learnt all of the letter sounds they will be able to sound them out.

E.g: h is phase 1, er is phase 3 so by the end of phase 3 'her' isn't tricky any more





### Phase 3

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

# Tricky Words

As children begin phase 3 sounds,  
this is when Tricky Words start  
being taught.

### Phase 4

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



# Alien Words

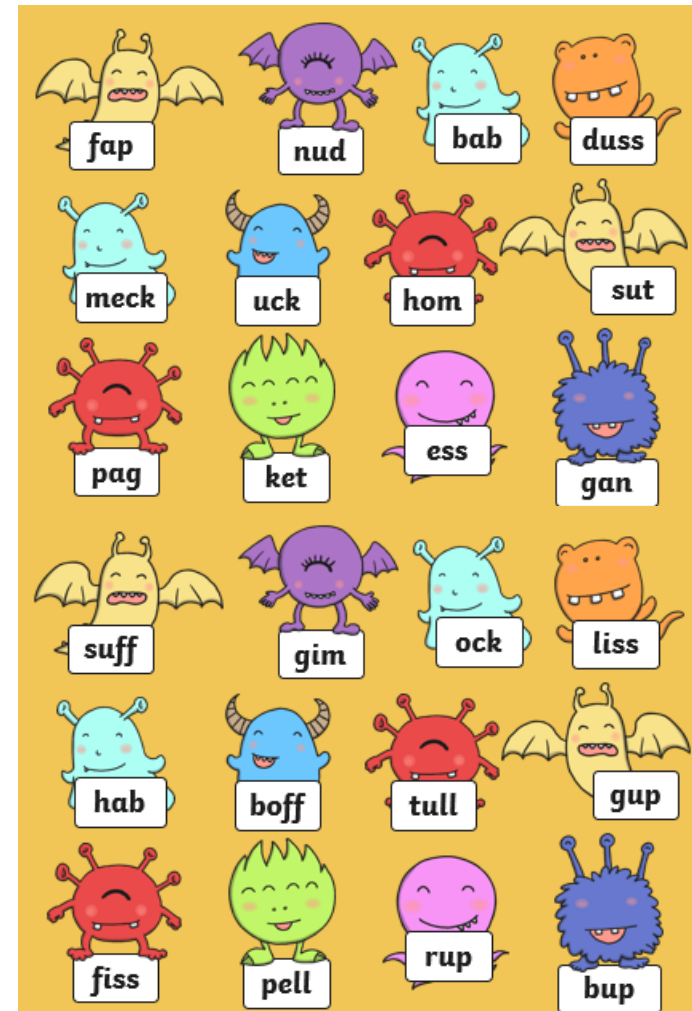
Alien words are a very effective way to check if a child knows:

- a. The sounds that the letters spell
- b. How to blend those sounds in words

As children become readers they begin to store words in their memory bank. If they are given words they know how to read, they will not need to use the strategy of sounding the word out and blending the sounds into the word. If we are trying to check knowledge (the spellings and sounds) and the skill (blending) it is best to do so with alien words.

You try:

Phonicsisgreatandweloveit







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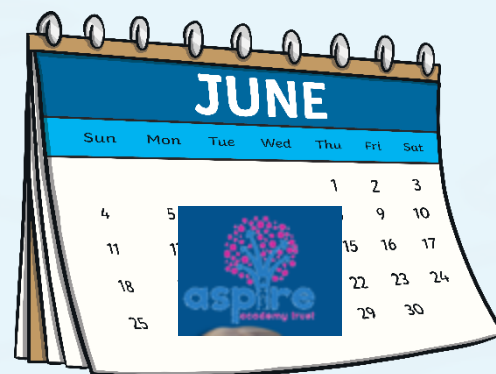
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# The Phonics Screening Check

In June, year 1 children are expected to complete the phonics screening check.



The aim of the check is to ensure that each child is making progress in phonics. Children are expected to read a mixture of real words and 'nonsense' words.

If a child has not reached the expected standard, schools must provide additional support to help the child to make progress in year 2.

## Example of the Year 1 Phonics Check Materials

### Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

### Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk





# Reading Records

When your child brings home their reading book and reading record please be excited by it and encourage your children to read to you. We would expect for you to listen to them read at least four times a week and write a comment in their reading record. Comments could include what your child did well and, what they found challenging. School staff will also comment in reading records and respond to your comments. When writing in your child's reading record please use either a **blue** or **black pen**. School staff will write in a different colour. This helps us to quickly identify when a child has read at home and school.



# Reading Fluently

The reading books children bring home should be completely decodable and children should be quite fluent with these. For example: In the book 'Top Cat' the words 'Top Cat' are repeated in every sentence. We would expect that after reading the title and seeing these two words a lot in the book, the child should not need to sound them out every time that they see them.

We want to encourage children to read successfully and have a love of reading. Children will be moved up a book band when they have been taught the corresponding phase in school. Reading at home is merely a practise of these skills, so it should not be challenging for you or the children.





# Reading at home

Think about where and when you read—Is it a relaxing place? Is the television off? Are you reading before bed or when you are trying to get out of the door for school? You don't need to read a great quantity; 2 or 3 pages is plenty. Reading at home is merely a practise of the skills your child has been taught at school, so it should not be a challenge for you or them. The most important thing to remember is that we want children to enjoy reading and to read for pleasure. You can be great role models of this at home. In school we share daily stories to promote a love for reading. Do not underestimate the value in a child hearing you read a story to them. The more that they are exposed to vocabulary, the better readers and writers they will become.

# Helping Your Child at Home

Read with and  
to your child  
**every day.**

Look for and encourage  
opportunities to read,  
such as by reading  
signs, menus or  
shopping lists.



Talk lots about the books  
you share.  
Asking questions will help  
to develop your child's  
understanding.

Play games with  
sounds and words.



# Reading Every Day

Reading **to** your child every day is just as important as hearing your child read to you.

Reading to your child will help your child to develop their understanding of what they hear. It can also inspire them to want to read for themselves.

Try to read to your child at a higher level than they can read by themselves.

Remember to talk about new words you come across together.



# Reading Every Day

Talking about books is important for all children.  
While reading each night, try to ask these questions:

Look at the front cover. Can you guess what this book will be about?

What was the book about?  
Was your prediction correct?

Did you like the book?  
Why/why not?

Does this book remind you of any other book we've read?

What do you think that the word  
\_\_\_\_\_ means?

