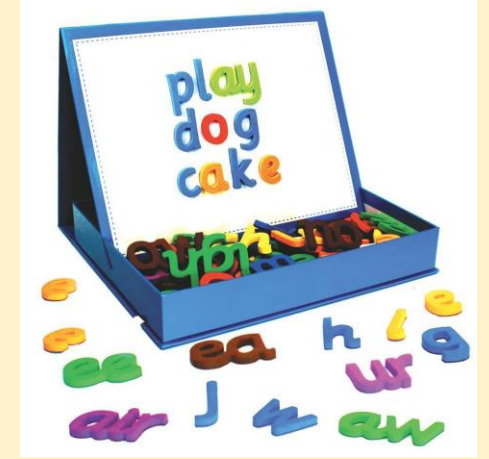




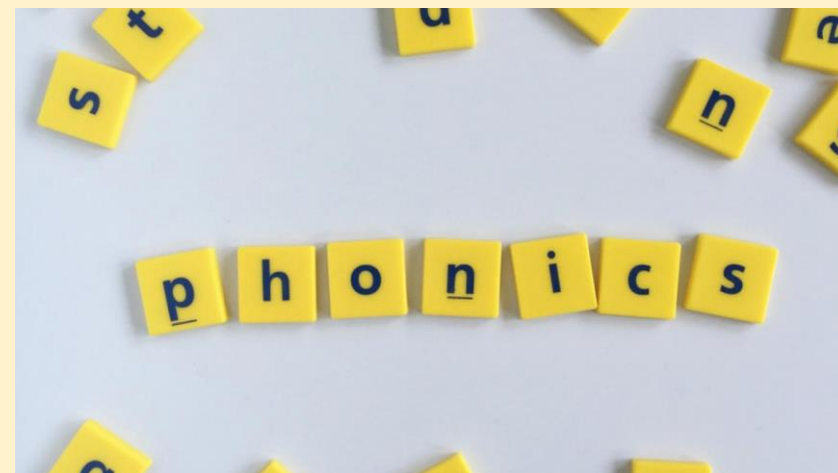
Phonics and Reading



Agenda



1. Reading books
2. How you can support your child at home
3. An introduction to phonics
4. Phonics in each year group
5. Phonics screening check
6. Questions



Glossary

Phonics - a way of teaching reading, writing and spelling based on hearing and identifying letter sounds and matching them to letters or letter patterns

UL&S - Unlocking Letters and Sounds - the phonics scheme we use throughout the school.

GPC - grapheme phoneme correspondence - the written letters and the sound they make (*what it looks like, what it sounds like*)

CEW - common exception words - these are usually words that cannot be sounded out

PSC - the phonics screening check which all children complete in Year 1/ 2 (more info to come)

What's in their book bag?

Your child might have one fully decodable book and one sharing book.

Decodable books (aka *Phonics book*)

- The fully decodable book should be matched to the child's current secure knowledge and understanding of GPCs (the ones with a solid colour back cover)
- Your child must be able to read this book with a 95% accuracy independently. If they cannot, please speak with your class teacher.

Sharing book (Leveled)

- This book is matched with your child's ability to read fluently and understand a text (benchmarking)
- This book is a 'sharing' book, which means your child might need support to decode unfamiliar words

Each book must be read three times - for **decoding**,
fluency, **comprehension** and **prosody**

Decoding - the ability to blend and read the word

Fluency - the ability to read words, phrases, sentences and stories accurately, with enough speed and expression

Comprehension - the ability to understand the story/ information

Prosody - the ability to read using the natural rhythm of speech and how this contributes to meaning (ie the stress placed on a word can change the meaning of the sentence - *Let's eat, Granny*)

What's in your reading record?

- QR code which links to a video about why re-reading books is essential to developing reading skills (pg 3)
- A guide about what to write in a reading record, and how often you should be reading at home.
- All sound mats and common exception word mats.
- QR code which links to an example phonics lesson (pg 68)
- QR code which links to 2 videos about how to pronounce each sound in phase 2 and 3 (pg 68)
- QR code which links to 2 videos about how to do the actions that link to phase 2 and 3 sounds (pg 69)
- Glossary of terminology (pg 70)

Book changing

Each book can be changed on a Monday, Wednesday and Friday. The books will be changed if the reading record is signed.

If you would like to keep the book for further practice, please send the reading record to school and keep the book at home and when you return the book, it will be changed.

Reading records need to be in your child's book folder every day.



Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.



Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!



Unlocking Letters & Sounds

- At SS Peter and Paul Primary school we use the Unlocking Letters and Sounds scheme.
- Through ULS children will learn the 150+ graphemes that are represented by the 44 phonemes of the English language along with common exception words (CEWs) in a planned, progressive way. This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice.
- Phonics is started in Reception and continued throughout KS1 and KS2.
- All children in EYFS to Year 4 have daily phonics lessons lasting around 20 mins.
- Phonics sessions are fun sessions involving lots of speaking, listening and writing activities.
- It is important that the sounds are pronounced correctly. Avoid adding the schwa (an 'uh' sound) when saying the sound
 - e.g. 'mmm' not 'muh'



Blending and segmenting

- The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word
- The merging is called **blending**, and is a vital skill for reading
e.g. c-a-t = cat
- Children will also learn to do this the other way round e.g. cat = c-a-t
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- This is called **segmenting**, and is a vital skill for spelling.

EYFS

- In EYFS, children learn phase 2 sounds in Term 1. They learn to blend and segment with these letters. Children learn actions for each of the sounds. By the end of the phase, many children should be able to read some simple, decodable words.
- They will learn to read some common exception words: I, the, to, go, no, into.
- Each week four new GPCs are taught and the week also includes a revision lesson and sound pots are refilled on a Friday with the new sounds to practice at home.
- The children then learn phase 3 sounds (including some digraphs) and new common exception words too. Phonics lessons, interventions and other activities around the classroom focus on supporting the children to be able to read using these sounds.
- Regular practice of reading and recall of letter sounds is essential throughout EYFS to support the children in learning to read.
- To be 'on track' for meeting ARE in EYFS, children will identify and read 100% of words containing phase 2 and 3 sounds.

Year 1

- We start the year with a recap of Phase 3 (Phase 3 Mastery) to improve blending and segmenting skills and revise the Phase 4 CEW .
- In Term 2, we move on to Phase 5 which introduces alternative spellings for known phonemes (e.g. **ay** as an alternative to **ai**)
- The children's pace will quicken when recognising graphemes of more than one letter (e.g. digraphs and trigraphs) in words and when blending the phonemes they represent. This includes split digraphs.
- The children will be taught the appropriate grapheme choice to represent phonemes and will begin to build word-specific knowledge of the spellings of words.
 - We also learn 25 new common exception words
 - Terms 3 and 4 are spent revisiting and securing all the GPCs learnt so far.
 - Term 5 is preparation for the PSC with a focus on blending for reading.
 - In Term 6 we begin to learn alternative pronunciations for the graphemes learnt so far (e.g. a in **cat** or a in **acorn**)
 - To be 'on track' for meeting ARE in Year 1, children will read words containing the graphemes learnt so far with 100% accuracy.

Year 2

- We focus on alternative pronunciations whilst recapping phase 5 common exception words.
- Children in Year 2 take part in phonics lessons for most of the year.
- On completion of Phase 5b Mastery and Phase 5c Mastery in year 2, all children should be secure in 100% of GPCs taught and be able to read 100% of words containing these GPCs.
- Children who did not pass the PSC are taking part in regular interventions to support them with their reading.
- In Term 3 there is a focus on spelling where children learn how to choose the appropriate grapheme for the word they are spelling. E.g d~~ow~~n or d~~ou~~n.

KS2

In Terms 1 and 2, children in Year 3 and 4 take part in daily phonics lessons recapping all the phonemes and graphemes learnt in KS1.

Children who are new to the school or who did not pass the PSC in Year 2 may receive individual phonics intervention sessions.

Phonics screening check

All children in Year 1 (with some exceptions) are required to sit the Phonics Screening Check (PSC) in Term 6. In addition, children who did not pass the check in Year 1 are required to resit the check in Year 2. In 2025, this will be the w/c Monday 9th June.

The PSC is a check of your child's phonics knowledge. It helps the school confirm whether your child is making the progress expected in the National Curriculum.

What is the Phonics Screening Check?

The PSC contains 40 words with a mixture of real words and pseudo-words (alien or nonsense words). Pseudo-words are phonetically decodable but are not actual words. They are included specifically to assess whether your child can decode a word using their phonics skills. Pseudo-words are recognisable in the check as they are accompanied by an image of an alien. Your child must read the word correctly, and are taught to sound out each word and blend before saying the complete word. (e.g. s-u-m sum). Each child sits one-to-one with a familiar teacher and the check is not timed. In the weeks leading up to the check, the children will become familiar with the format of the check.

Handwriting

Children in EYFS are taught to form each letter during phonics lessons.

Children from Year 1-6 are taught cursive handwriting daily.

aaa

bbb

ccc

ddd

eee

fff

ggg

hhh

iii

jjj

kkk

lll

mmm

nnn

ooo

ppp

qqq

rrr

sss

ttt

uuu

vvv

www

xxx

yyy

zzz

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
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Any questions?