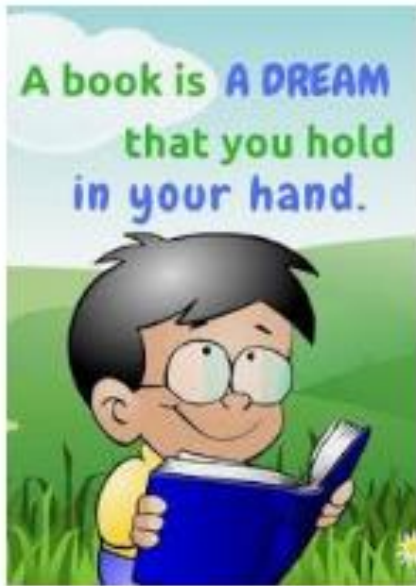


Our aim is for children to develop a love of reading and have the skills to be able to read and write independently.

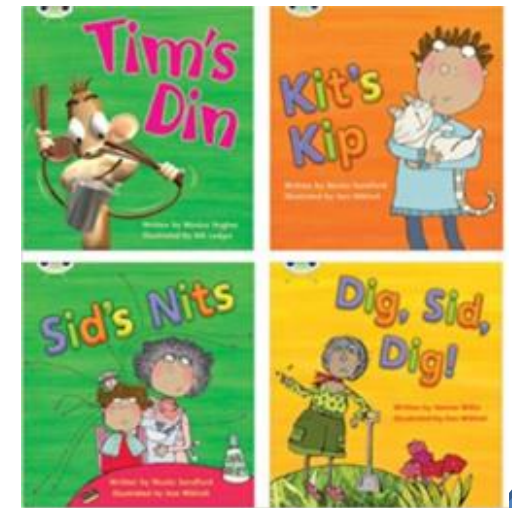
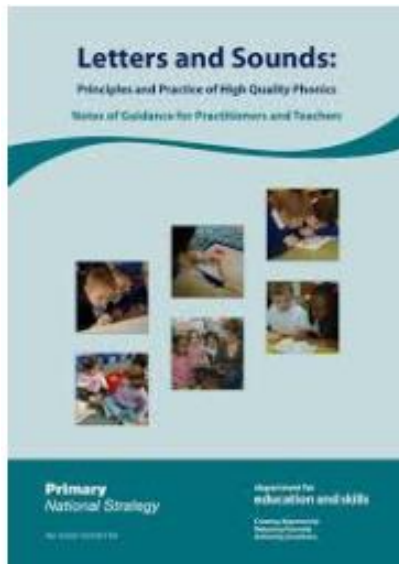


The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Aims of the session

1. To explain the phonics screening check
2. To support you with ways that you can help your children with phonics at home
3. Introduce our new reading book system



Phase 2 (CVC)

In the Phase 2 children learn single sounds in Reception.

The sounds are taught in this order.

Words- sat, sit, tap, tip,
tin, can, pat, pet

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

Sentences- I can run up the hill.

Phase 3- Reception

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs. E.g. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words.
- Read more tricky words and begin to spell them.
- To read familiar words on sight, rather than decoding them.

Set 6							Set 7			
j	v	w	x				y	<u>z</u> . <u>zz</u>	<u>qu</u>	
Digraphs							<u>Trigraphs</u>			
<u>ch</u>	<u>sh</u>	<u>th</u>	ng	<u>ai</u>	<u>ee</u>	<u>oa</u>	<u>igh</u>	ear	air	<u>ure</u>
<u>oo</u>	<u>ar</u>	or	<u>ur</u>	ow	oi	<u>er</u>				

Phase 3

CVC Words Containing Digraphs and Trigraphs

Below are some examples of the words your child will be reading in this phase:

ship **cook** **fork** **high** **beard** **chair**

Frequent practise allows your child to become more fluent.

Useful Tip

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.

E.g. rain should be read as r-ai-n not r-a-i-n

Phase 4- Year 1

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants and multisyllabic words.

tent spoon blend toast

helpdesk children windmill

Fred and Brett spent a
week in Spain.

I kept bumping into
things in the dark.

Phase 5- Year 1

In the Phase 5 we teach the pupils that a spelling can represent more than one sound.

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

New Graphemes for Reading:

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

a-e

e-e

i-e

o-e

u-e

Key words

Key words are common words that need to be learned by sight.

Phase 2 Tricky Words

the

to

I

no

go

into

twinkl.com

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

twinkl.com

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

twinkl.com

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

twinkl.com

Phonics check

- The national phonics screening check was introduced in 2012 to all Year 1 pupils in the country. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.
- It happens in June.

How does it work?

Your child will sit with the class teacher and will be asked to read 40 words aloud. The test normally takes a few minutes.

If your child is struggling the teacher will stop the check. The check is carefully designed not to be stressful for your child.

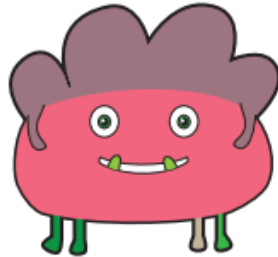
The check consists of a list of 40 words, half real words and half nonsense words, the nonsense words will be shown to your child with a picture of an alien.

drell



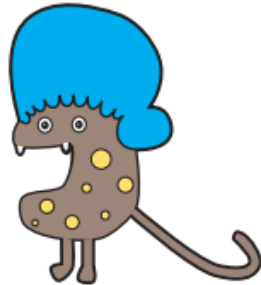
sweep

fusp



soft

quisk



yards

brend



vanish

throstr



blossom

stret



thankful

Why Pseudo Words/non- words / nonsense words / alien words?

- Non-words are important to include as they can't be read using their vocabulary or from memory; they have to use their decoding skills.
- This is a fair way to assess all children's ability to decode.

After the check

- We will inform you of your child's progress towards the end of the Summer term.
- Children who have not met the standard will continue to receive support and then retake the check when they are in Year 2.

How you can help your child.

- Immerse your child in a love of reading: share books and magazines with your child, take them to the library to choose books, read to them regularly, point out texts around you, e.g. in the street etc.
- Make time for your child to read school books to you regularly - encourage them by pointing to the words and ask them about the story they are reading.
- Use phonics play www.phonicsplay.co.uk . This is a website which is packed with interactive phonics games to help children to learn to hear sounds and blend sounds.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.

How you can help your child.

- Discuss the meaning of words if your child does not know what they have read.
- Reading pages in books twice will support with fluency and understanding. Once children can read all the words with ease they can begin to enjoy the book.
- Use the resources in your pack.

Reading book system



Reading book system

After February half term all children* in Reception and Year 1 will take home 3 books to last a week.

Children will change their books on the same day each week.

Children will still need to bring them to school daily.

* Children who score 40 in their mock phonics screening checks no longer require phonics books.

Reading book system

1. A phonics book- children will bring home a phonics book for the phase they are currently working on, or books that contain a sound they are needing more help with.

National Curriculum

Pupils should be taught to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Reading book system

2. A colour banded book- your child will bring home a book from our whole school colour banded system as normal. These books provide children with a range of different genres, key words and exposure to new vocabulary.

National Curriculum

Pupils should be taught to re-read these books to build up their fluency and confidence in word reading.

Reading book system

3. A library book to encourage reading for pleasure that can be shared with people at home. Currently, year 1 will have 2 library books, one from school and one from the mobile van.