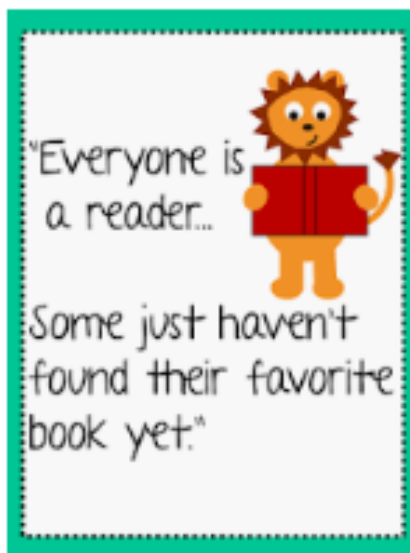


Our aim is for children to develop a love of reading and have the skills to be able to read and write independently.

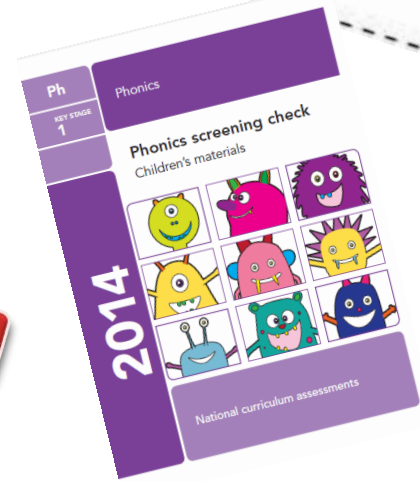


The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.





Phonics At Lakeview



"ae"

baby

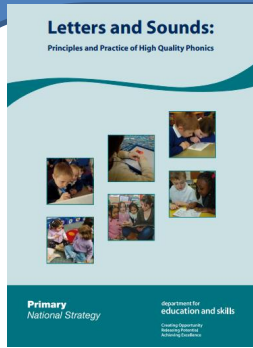
name

great

play

rain

eight



Essential information

- The sound the letter makes
- The precise sound when they are pronouncing

<https://www.youtube.com/watch?v=IwJx1NSineE>

- To say the sound once
- To record lower case letters

Expectations

By the end of the year children should be secure with Phase 3/Phase 4.

Children practise reading and spelling words and sentences daily. You could encourage your child to continue using these skills at home.

Here are some ideas to get them reading and writing:

- Shopping lists
- Labels
- Post-it notes
- Cards
- Diary
- Invitations
- Road signs

Phase 1

Phase 1 is about exposing children to sounds, words and rhymes. It develops their speaking and listening skills. Children should be exposed to language-rich environment.

Games:

Rhyming strings- e.g. log, dog, frog and _____

Spot the word that does not rhyme- cat, bat and head

Identify the sounds (animal sounds or household sounds)

Alliteration- Peter Piper picked a peck of pickled peppers

Match objects that begin with the same sound

Oral blending and segmenting

Making different sounds and mouth movements to help their production

Blending and segmenting

Blending and segmenting are the skills needed for reading and spelling.

Blending is when sounds are pushed together to read a word
c-u-p makes cup

Segmenting is when you separate a word into the individual sounds. E.g. Tell me the sounds you hear in fish, f-i-sh

Children need to be able to do this verbally before physically. Lots of practise is needed with these skills.

Phase 2

In the Phase 2 children learn single sounds.

The sounds are taught in this order.

We teach up to 4 sounds each week and revisit all sounds on a Friday.

Set 1: s, a, t, p

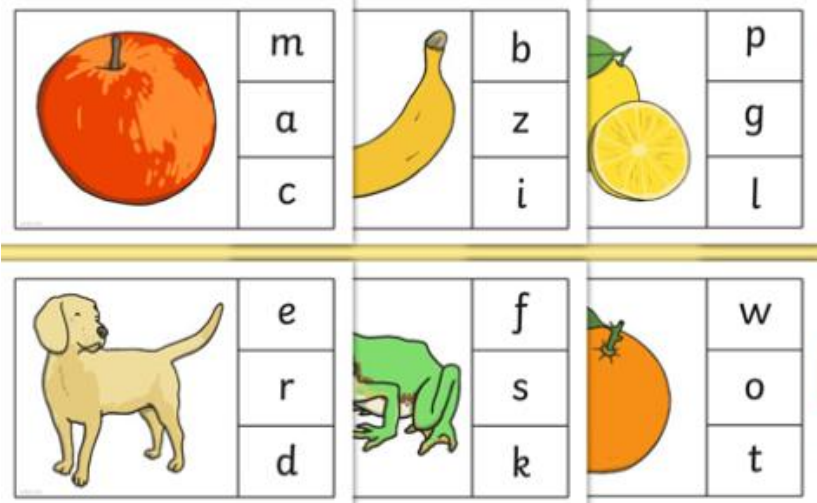
Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Children will be exposed to reading and spelling words and simple sentences from the beginning.



I can run up the hill.



Phase 3

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	Trigraphs
<u>ch</u> <u>sh</u> <u>th</u> ng <u>ai</u> <u>ee</u> <u>oa</u> <u>oo</u> <u>ar</u> or <u>ur</u> ow oi <u>er</u>	<u>igh</u> ear air <u>ure</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

Is the sun wet?

© www.letters-and-sounds.com

Can wax get hot?

© www.letters-and-sounds.com

Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) 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

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. Children should read and spell these words by sight.

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

Phase 5 Tricky Words

oh

could

their

people

Mr

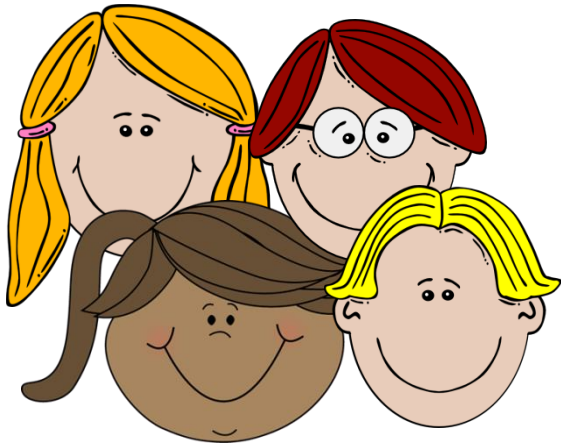
Mrs

looked

called

asked

Phonics Games!



"Say the sounds
and read the word"

1. Cross the river
2. Bingo
3. Kim's game
4. I spy...
5. Word building
6. Symbol search
7. Sound swap

8. Pass the parcel
9. Metal Mike
10. Phonics Play

Ways You Can Support Your Child at Home

- Promoting a love for reading is paramount. There are many different ways this can be done from an early age.
- Sing nursery rhymes from an early age. When your child is old enough, they can join in.
- Share books regularly. Buy books or go to the local library. Read books by the same author and reread your child's favourites.
- Listen to your child read and remember to continue to read to them. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Use ambitious vocabulary, explaining its meaning.
- Listen to songs and add actions.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- Make reading a pleasure not a chore!

Handwriting

There is a large emphasis placed on handwriting. In Early Years we work on forming letters correctly and the children will start to join their letters in Year 1.

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

From an early age, allow your child access to various writing materials of all shapes and sizes. (paint brushes, crayons, pencils, pens)

Encourage participation in skills that involve manipulating objects.
(jigsaws, threading)

Encourage activities to promote finger strength. (tweezers, building bricks, playdough)

Encourage activities to promote gross motor skills. (painting walls outside with water, using a wheelbarrow, climbing ladders)

Encourage activities to promote hand-eye coordination.
(ball games, skipping, throwing a frisbee, throwing stones into the sea)

Thank you for your time

Do you have any questions?

Your child is capable of things
NO ONE
Can predict.

Behind every young
child who believes in
themselves is a
parent who believed
in them first.