



# Reading and Phonics at St Mary's Hartfield

# Starting Phonics

- We follow the Letters and sounds programme
- In Reception the children follow the “Jolly Phonics” scheme starting with phase 2 (SATPIN) and then progressing onto phase 3 ( digraphs and trigraphs.) Phonics is taught daily for 15 to 20 minutes. We use a combination of reading, writing and ICT games as strategies.
- These are the phonics songs in the order they are taught and the accompanying songs
- <https://www.dailymotion.com/video/x2wpdvv>

# Phase 1

- Phase One of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.
- Each aspect contains three strands:
- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

# Phase 2

- In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:
  - **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

# Phase 2 blending and tricky words

- The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words, here are some examples:
- s-a-t   p-i-n   t-a-p   n-i-p   d-o-g   h-o-t
- Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.
- The tricky words introduced in phase 2 are:
- to   the   no   go   l

# Phonics at home

- **Tips for teaching your child the sounds:**
- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
- When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see ay tee**
- When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.
- <https://www.youtube.com/watch?v=-ksblMiliA8>

# Phase 3

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

<b>w</b>	win
<b>x</b>	box
<b>y</b>	yes
<b>z</b>	zip
<b>zz</b>	buzz
<b>qu</b>	quick
<b>ch</b>	chop

# Phase 3 sounds and words

<b>Sounds</b>	<b>Word example</b>
<b>oo (short)</b>	cook
<b>ow</b>	now
<b>ar</b>	star
<b>air</b>	hair
<b>ear</b>	hear
<b>er</b>	term
<b>ur</b>	curl
<b>or</b>	fork
<b>ure</b>	pure

# Phase 3 sounds and words

<b>Sounds</b>	<b>Word example</b>
<b>sh</b>	shin
<b>th</b>	thick
<b>ng</b>	song
<b>ai</b>	train
<b>igh</b>	sight
<b>oa</b>	boat
<b>oi</b>	coil
<b>oo (long)</b>	boot
<b>ee</b>	tree

# Tricky Words

- The tricky words introduced in phase 3 are:
- we me be was my you they  
her all are

# 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. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

# Phase 4 ( Spring/ summer Reception and Yr1)

- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# Why learn to read words on sight?

- Research has shown that learning just 13 of the most frequently used words will enable children to read 25% of any text.
- Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report.
- When you couple sight recognition of common and tricky words with knowledge of phonics, that's when a child's reading can really take off...
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- We will be sending the children home with high frequency word flash cards alongside their reading books to encourage them to read these words on sight.
- There are many ways you can make learning these words fun such as:
  - Hide and seek
  - Snap
  - How many can we find in a minute?
  - Pairs
- Children will also be working on these during their phonics sessions and new words will be sent home when the children are confident in reading them on sight.

# Phase 4 tricky words

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

# Year 1

- In Year 1 we assess how secure the children with the Phase 3 digraphs and trigraphs, and consolidate any gaps in the children's knowledge. We will then move onto Phase 4 which is a revision of Phase 3 and also introduces consonant clusters and 2 syllable words.
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- As in Reception we use a range of strategies from whole class daily teaching sessions with the class teacher to TA led interventions based on termly assessment. We also use Phonics play as an ICT based resource. Finally we move onto Phase 5 of the Letters and Sounds programme which looks at alternative pronunciations of the digraphs and trigraphs learnt in Phase 3.
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- Year 1 pupils do the Phonics screening in June of Year 1. They need to achieve 32/40 to pass the screening and are tested on the digraphs trigraphs taught in phases 3 .

# Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

# Year 2

- In Year 2 we teach Letters and sounds 6 which is a grammar based programme. We also develop the skill of understanding and answering comprehensions in preparation for the SATS. Some year 2 children may need to re-visit the Phonic screening if they did not achieve the pass mark.

# Phase 6

- At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out

# Phase 6

- At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

# No Nonsense Spelling



- Structured approach to teaching spelling, ensuring the whole content of each year group's curriculum is taught in a progressive manner.
- Ensures all children are taught spelling in a similar way from Year 2 up to Year 6, allowing familiarity and clarity.

# What is NNS?

## **What is the *No Nonsense Spelling* Programme?**

The *No Nonsense Spelling* Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

# Reading Schemes

- The pupils at St Mary's follow a variety of reading schemes based on a progressive phonic knowledge. Children are exposed to a range of texts (fiction and non-fiction) to increase their vocabulary.
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- In Reception and KS1 they are regularly heard read at school, and are encouraged to read at home 3 times a week. Parents are asked to record when they hear their child read.
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- In KS2 children still have access to reading schemes if they need to consolidate their decoding skills. Children are encouraged to be independent readers and again parents are encouraged to record evidence of home reading.

# Reading

- Why is reading so important?
- Reading is a vital skill for life. It not only helps us widen our knowledge and experiences but also allows us to increase our confidence in many aspects of our lives.
- Helping children to make progress in reading is most successful when it is done in partnership between home and school. Any support you can give will improve your child's progress.
- How can I support my child at home with their reading?
- From a very early age, children are surrounded by print at home and in the wider community. Children can be encouraged to enjoy books by sharing them with adults. Take every opportunity to read with your child, whether this is shop signs, labels on food packaging, notice boards or adverts. It is important to:
  - *Choose a quiet time and place to read with your child away from interruptions*
  - *Look at the book together and spend a few moments discussing the blurb and front cover before you open the book. Ask your child to predict what the book is about.*
  - *Allow plenty of time for discussion before you turn over a page. A good question to ask is, 'What do you think will happen next?'*
  - *Ask your child questions to check their understanding of the text. For example, 'What was your favourite part? How did you feel about the main character? Which words show us the character is happy/angry/upset etc.*
- Most importantly give your child lots of praise and encouragement.

- It is important to help and support your child if they get stuck on any words rather than simply telling them the words. Encourage them to have a go at working the word out by:
  - ***Looking at the pictures for clues***
  - ***Reading onto the end of the sentence, missing out the word and then going back and working out what the word says.***
  - ***Looking for letter sounds that are recognised and then blending them together.***
- Once they know what the tricky word says, always ask them to re-read the sentence so that they get a chance to say the word within the context of a sentence.
  
- **How can I support a confident reader at home?**
  - Confident readers may have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. To ensure that a child's reading development continues to move forward, we would encourage parents to question their child about what they are reading to extend their reading and share their enjoyment of the book. The following questions will provide you with some ideas as to what to ask:
    - ***What kind of book is it? (fiction, non-fiction etc.)***
    - ***What made you choose this book?***
    - ***What has happened so far? What might happen next?***
    - ***How would you like the story to end?***
    - ***Who are the characters in the story? What are they like?***
    - ***Can you describe the most exciting part of the story or your favourite part?***
    - ***If you had written the book, how would you have made it better?***
  - Children could also be encouraged to write about the text they have read, book reviews, character or scene descriptions, re-writing the ending/beginning and writing an information text about a story are all good ways for them to demonstrate their understanding.

- **What should I write in the reading record?**
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- We ask that whenever you have heard your child read at home, or have discussed their book with them that this is recorded in their reading record. Regular comments from parents are invaluable information for teachers. The following are some suggestions as to what could be commented upon:
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- *How enthusiastic is your child about the choice of book?*
- *Can your child remember the story so far?*
- *Can your child read the words out of context? (e.g. when you point to a word without reading the whole sentence)*
- *Is your child confident to attempt new words?*
- *Can your child follow the text without using a finger or marker?*
- *Is there any pattern to the mistakes your child is making? (e.g. words ending in 'ed')*
- *Does your child recognise mistakes and self-correct?*
- *Is your child aware of punctuation?*
- *Is your child reading with expression?*
  
- This isn't an exhaustive list and parents are not expected to comment on each of the above after every reading session!
  
- **At Pioneer schools, children are expected to read at home at least 3 times per week, but every day is better!**
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- **Get Reading Everyone!**

# The Terminology

- **Phoneme**

- A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

- **Graphemes**

- A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

- **Segmenting and blending**

- Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

- **Digraph**

- This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

- **Trigraph**

- This is when three letters come together to make one phoneme, for example /igh/.

- **Abbreviations**

- VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

# Useful web pages

- <http://www.letters-and-sounds.com>
- <https://www.dailymotion.com/video/x2wpdvv>
- <https://www.youtube.com/watch?v=-ksblMiliA8>
- <http://www.phonicsplay.co.uk>
- [www.ictgames.com](http://www.ictgames.com)