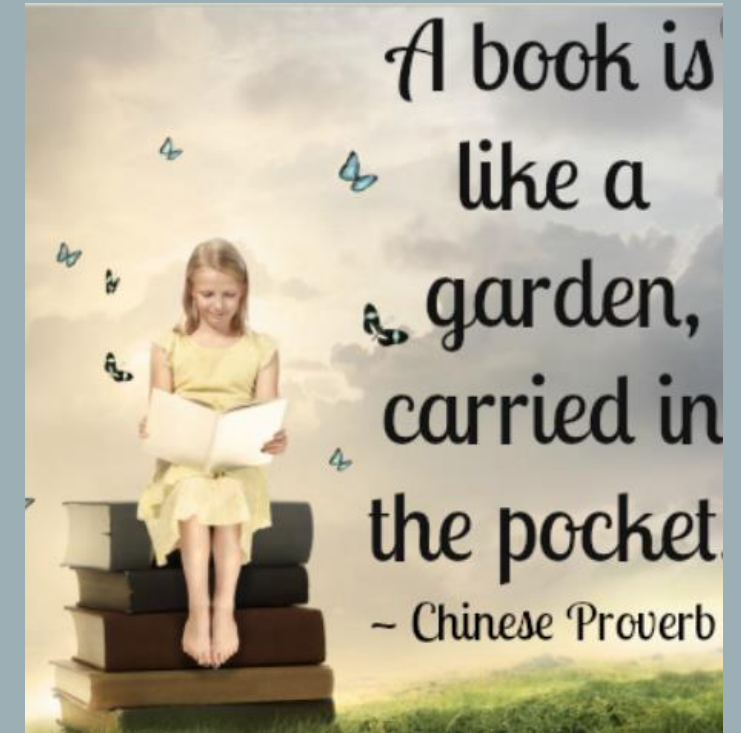
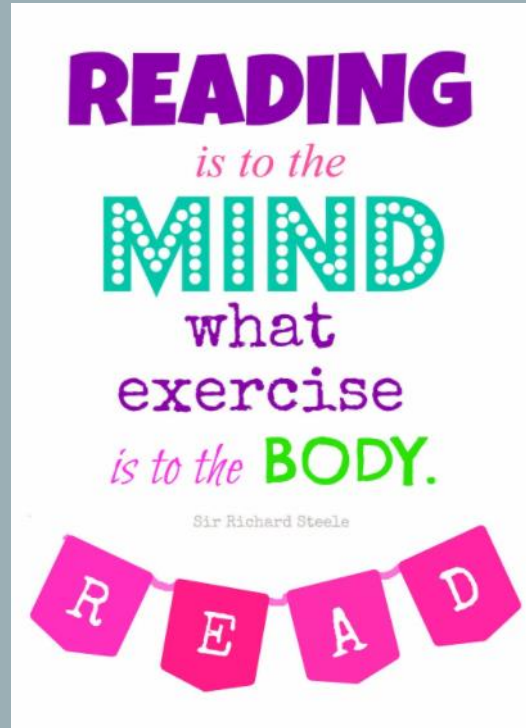
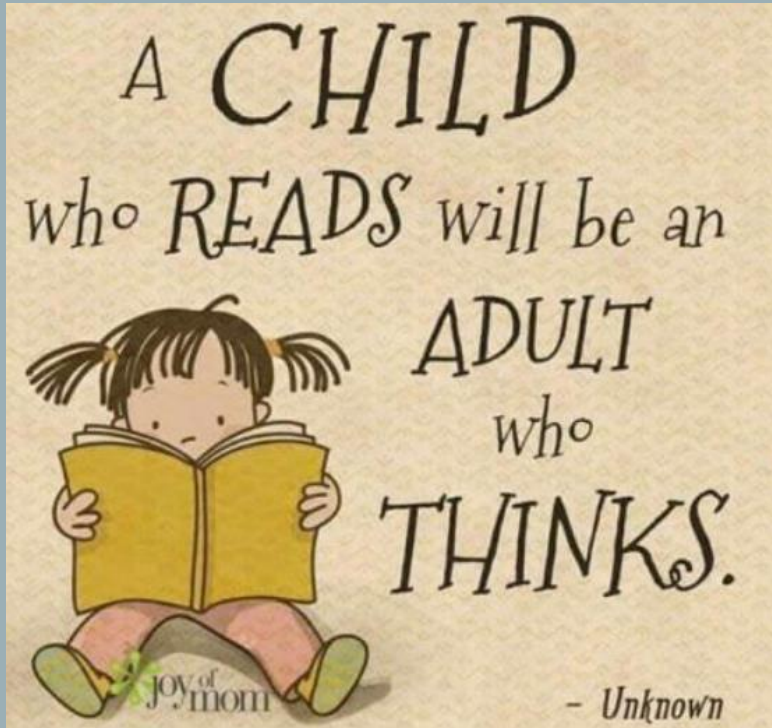


# READING AND PHONICS



**WHAT DO WE MEAN BY**  
**PHONICS?**

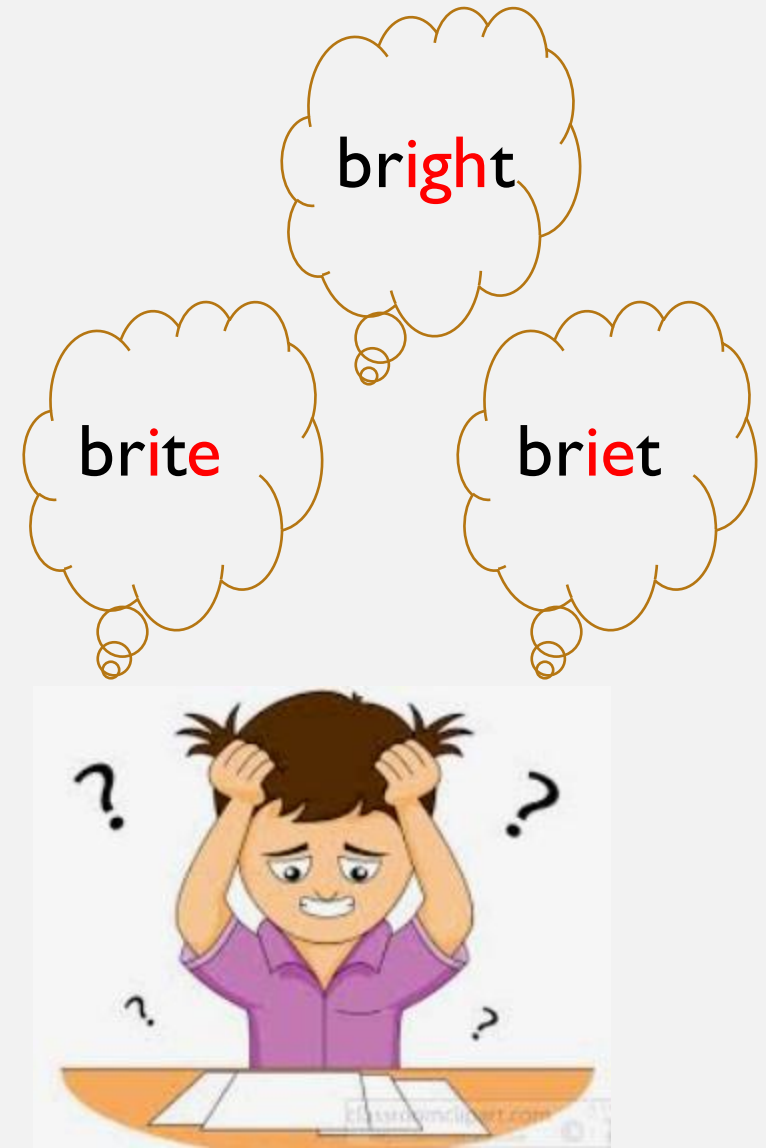
# Reading and Phonics

We have 26 letters in the alphabet

We have 44 sounds

But there are more than 150 ways to represent these 44 sounds.

This makes our language one of the most complex in the world!

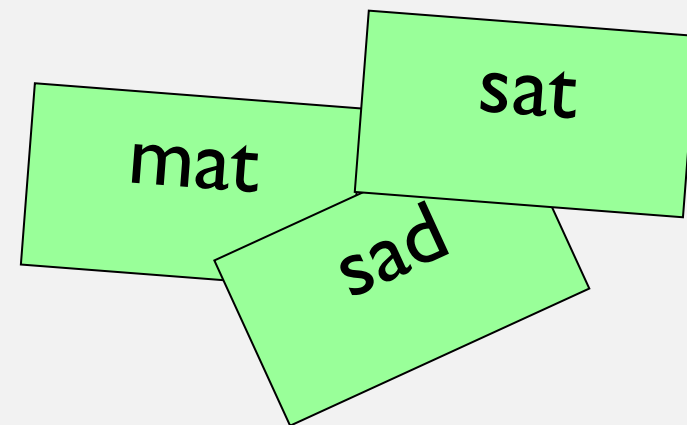
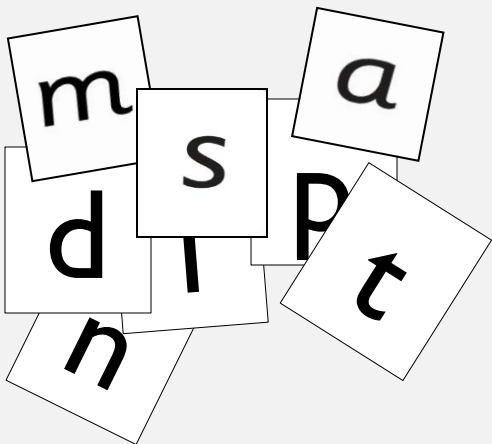


WHY USE



PHONICS

- A complete reading programme - systematic and structured approach.
- Meets the demands of the National Curriculum.



## Simple Speed Sounds chart

Consonants: stretchy

|   |   |   |   |   |   |   |   |    |    |    |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
|   |   |   |   |   |   |   |   |    |    | nk |

Consonants: bouncy

|   |   |   |   |   |   |   |    |   |   |   |   |    |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| k |   |   |   |   |   |   |    |   |   |   |   |    |

Vowels: bouncy

Vowels: stretchy

|   |   |   |   |   |    |    |     |    |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowels: stretchy

|    |    |    |    |     |    |    |    |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

**Children learn:**

Set 1 sounds (in grey)

Set 2 sounds (in white)

## Complex Speed Sounds

### Consonant sounds

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti |    | nk |
| ph | le | mb | kn | wr | se |    | s  | ci |    |    |
|    |    |    |    |    | c  |    | se |    |    |    |
|    |    |    |    |    | ce |    |    |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

### Vowel sounds

|   |    |   |   |   |            |    |            |            |
|---|----|---|---|---|------------|----|------------|------------|
| a | e  | i | o | u | ay         | ee | igh        | ow         |
|   | ea |   |   |   | <u>a-e</u> | y  | <u>i-e</u> | <u>o-e</u> |
|   |    |   |   |   | ai         | ea | ie         | oa         |
|   |    |   |   |   |            | e  | i          | o          |
|   |    |   |   |   |            |    | y          |            |

|            |    |    |     |     |    |    |    |     |     |     |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo         | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> |    |    | oor | are | ur | ow | oi |     |     |     |
| ue         |    |    | ore |     | er |    |    |     |     |     |
| ew         |    |    | aw  |     |    |    |    |     |     |     |
|            |    |    | au  |     |    |    |    |     |     |     |

Once confident with set 1 and 2 sounds, children begin learning alternative ways of reading and writing each sound

# BOUNCY SOUNDS AND STRETCHY SOUNDS

## Bouncy Sounds

|          |        |          |
|----------|--------|----------|
| aaaaaaa  | bbbbbb | hhhhhhh  |
| eeeeeee  | wwwwww | jjjjjjjj |
| iiiiiiii | tttttt | kkkkkkk  |
| ooooooo  | yyyyyy | xxxxxxx  |
| uuuuuuu  | pppppp | ccccccc  |
|          | dddddd | qqqqqqq  |
|          | gggggg |          |



<https://www.youtube.com/watch?v=TkXcabDUg7Q>

## Stretchy Sounds

- |           |          |
|-----------|----------|
| • ffffff  | • rrrrrr |
| • nnnnn   | • ssssss |
| • mmmmm   | • vvvvvv |
| • lllllll | • ththth |
| • shshsh  | • ngngng |
| • zzzzz   |          |



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

# **A TYPICAL LESSON**



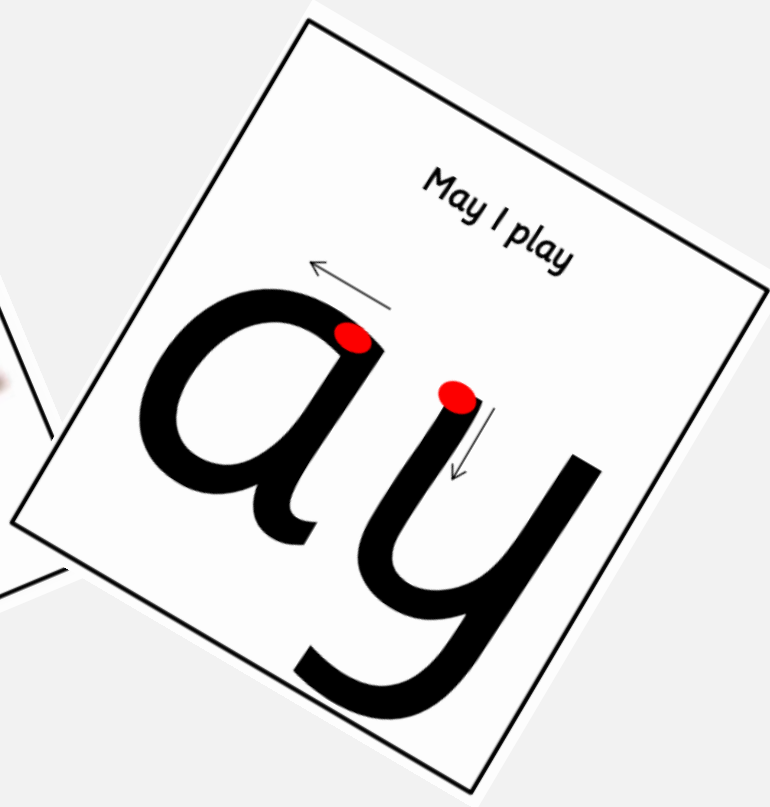
# HOW DO WE TEACH YOUR CHILD

## Say the sound



Fred talk

# Read the sound



## Complex Speed Sounds

### Consonant sounds

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti |    | nk |
| ph | le | mb | kn | wr | se |    | s  | ci |    |    |
|    |    |    |    |    | c  |    | se |    |    |    |
|    |    |    |    |    | ce |    |    |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

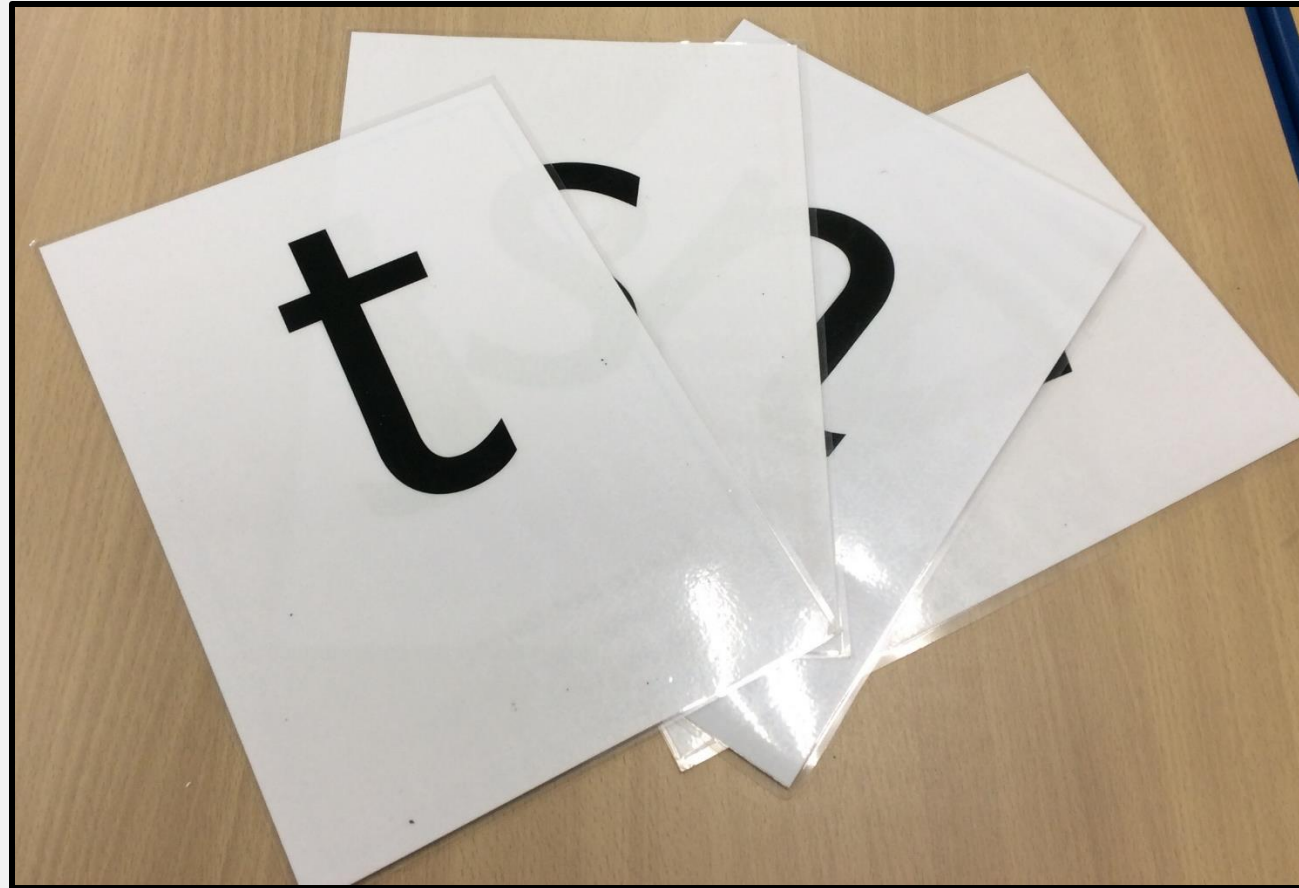
### Vowel sounds

|   |    |   |   |   |     |    |     |     |
|---|----|---|---|---|-----|----|-----|-----|
| a | e  | i | o | u | ay  | ee | igh | ow  |
|   | ea |   |   |   | a-e | y  | i-e | o-e |
|   |    |   |   |   | ai  | ea | ie  | oa  |
|   |    |   |   |   |     | e  | i   | o   |
|   |    |   |   |   |     |    | y   |     |

|     |    |    |     |     |    |    |    |     |     |     |
|-----|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo  | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| u-e |    |    | oor | are | ur | ow | oi |     |     |     |
| ue  |    |    | ore |     | er |    |    |     |     |     |
| ew  |    |    | aw  |     |    |    |    |     |     |     |
|     |    |    | au  |     |    |    |    |     |     |     |

e

# Review the sounds



# Word Time

play

play

• • —

Dots and dashes

Identify special friends

Fred talk

Read the word

# Review the words

Previous sounds

Remove dots and dashes



1.1  
sad

mad

- 1) Special Friends-Fred talk –read the word
- 2) Fred in your head
- 3) Speedy reading

# Alien words

clayer



twinkl.co.uk

chay



twinkl.co.uk

tay



twinkl.co.uk

# Red words

A selection of red words are introduced each week through books.

These cannot be decoded phonetically.

Children need to read and write these.

|              |                     |
|--------------|---------------------|
| <u>are</u>   | of<br>..            |
| want<br>.. . | <u>what</u><br>.. . |
| <u>they</u>  | to<br>..            |

# Set 3 –split digraphs

Split digraph  
Chatty friends

i-e



nice smile

ice

ride



# Spell with Fred Fingers

- Children spell words containing the new sound taught
- Say the word
- Hide your fingers-how many sounds?
- Show me the number of sounds
- Pinch each finger as you say each sound (left to write just like reading in English)
- Children write the sounds they hear to spell the word
- Add dashes for special friends



# Books

In lessons



At home



At home

I can read.

Changed on Tuesday and Friday

Reading for pleasure-read with me.

Changed whenever finished.

Matched to your child's  
Phonetically decodable  
Re-read to build fluency

### Vocabulary Questions

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



### Retrieval Questions

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



### If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means. ,what might. ... mean?
- Does the picture help us?
- Where else could we look for a clue?

### If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

### Inference Questions (feelings and actions)

- What do you think..... means? Why do you think that?
- Why do you think. ?
- How do you think..... ?
- When do you think..... ?
- Where do you think. ?
- How has the author made us think that. ?



### Prediction Questions

- Where do you think..... will go next?
- What do you think..... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might. ....say about that?



### Sequencing Questions

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the. ?
- Can you retell the story to me in 20 words or less?
- What happened before that?



### Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

## How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.
- 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.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.



"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



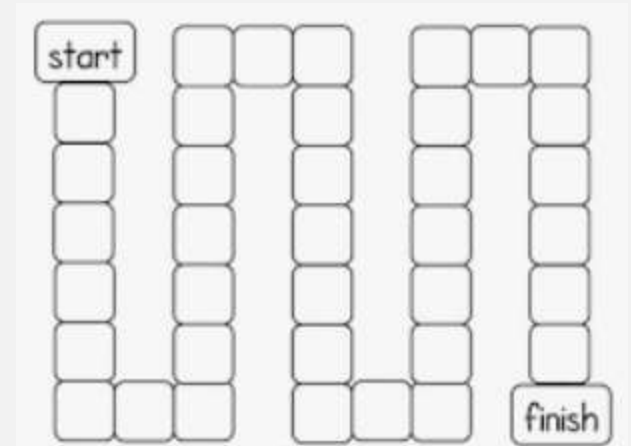
"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **scoff** our lunch now."

"Let's **devour** our lunch now!"

Create your own games of snap and pairs at home.



PHONICS SCREENING...

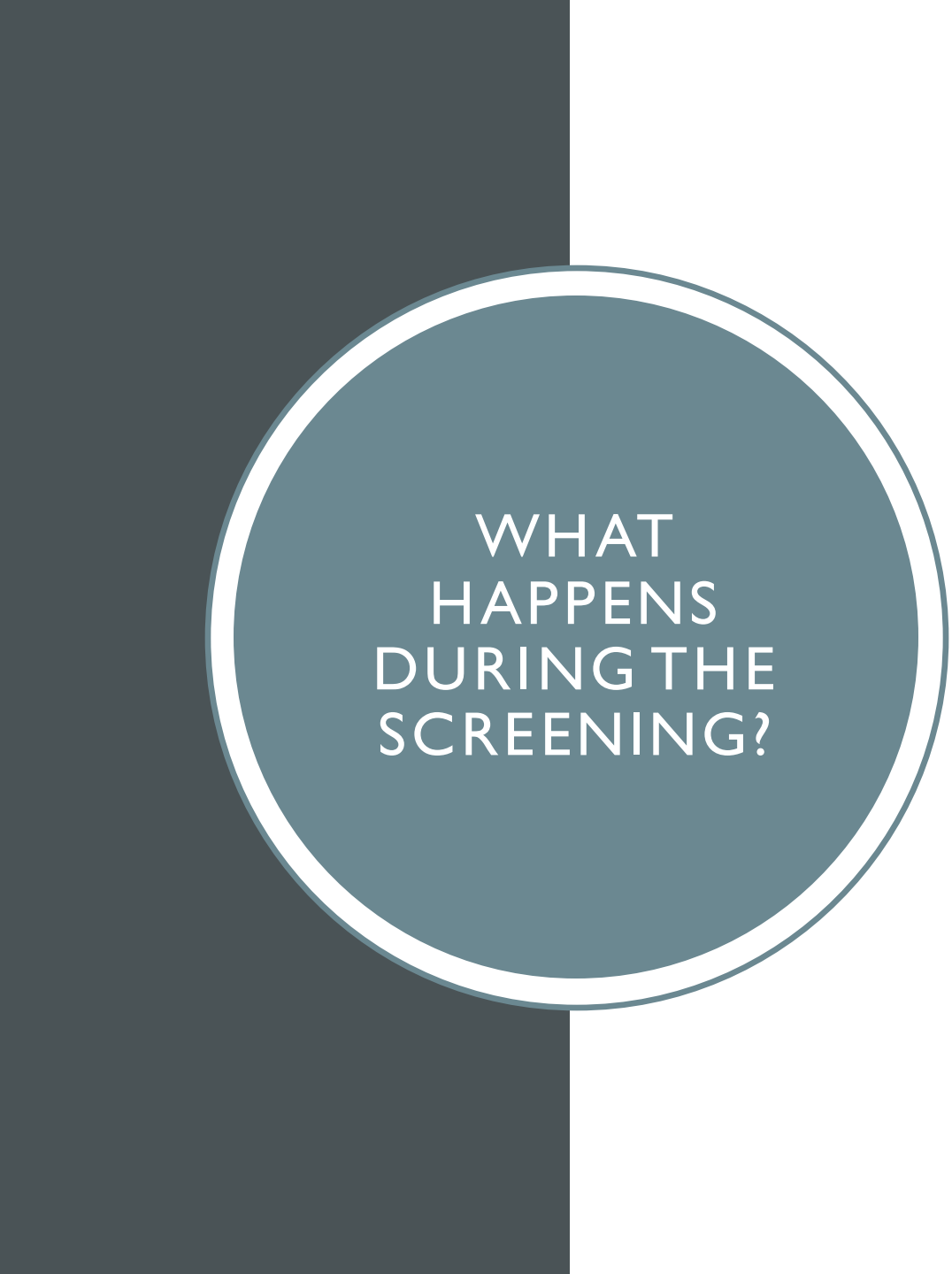
## WHAT IS THE PHONICS SCREENING CHECK?

Designed to confirm whether children have learnt phonic decoding and blending skills to an appropriate standard.

In June in Year 1. Week of 10<sup>th</sup> June.  
(Any children from Year 2 who did not pass last year)

If your child does not pass, they will have the opportunity to take it again in June of Year 2.

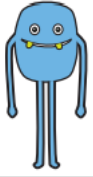
Phonics challenge or quiz. We do not call it a test.



WHAT  
HAPPENS  
DURING THE  
SCREENING?

- Screening contains 40 words
- Each child will sit on to one with a teacher to read each word aloud
- Screening will take approximately 10 minutes per child (although all children are different and will complete the test at their own pace)
- Combination of 20 real words and 20 pseudo words (nonsense/alien words)

blem



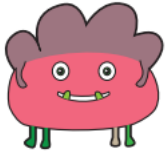
shop

drell



yell

fusp



peel

quisk



check

## PSEUDO (NONSENSE WORDS)

Pseudo words will be shown with a picture of an alien.

They are included as they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory.



flat

skill

gift

coins

Section 2

var



slirt



weaf



pobe



## REPORTING TO PARENTS

- You will receive results in the summer report.

## ABSENT

- If absent, we should have until Friday 21<sup>st</sup> June. (We will be receiving updated guidance from the government soon).

ANY QUESTIONS?