



A written language is basically
a kind of code.

Teaching phonics is just
teaching children to crack that
code.



Phonics & Early Reading/Writing Workshop



+ What is phonics?

Reading is not just phonics
Phonics is not just reading!



Reading is a complex cognitive process of decoding symbols to construct or derive meaning (comprehension).

Phonics teaches children to be able to listen carefully and identify the units of sounds (phonemes) that make up words with the associated letters (graphemes).

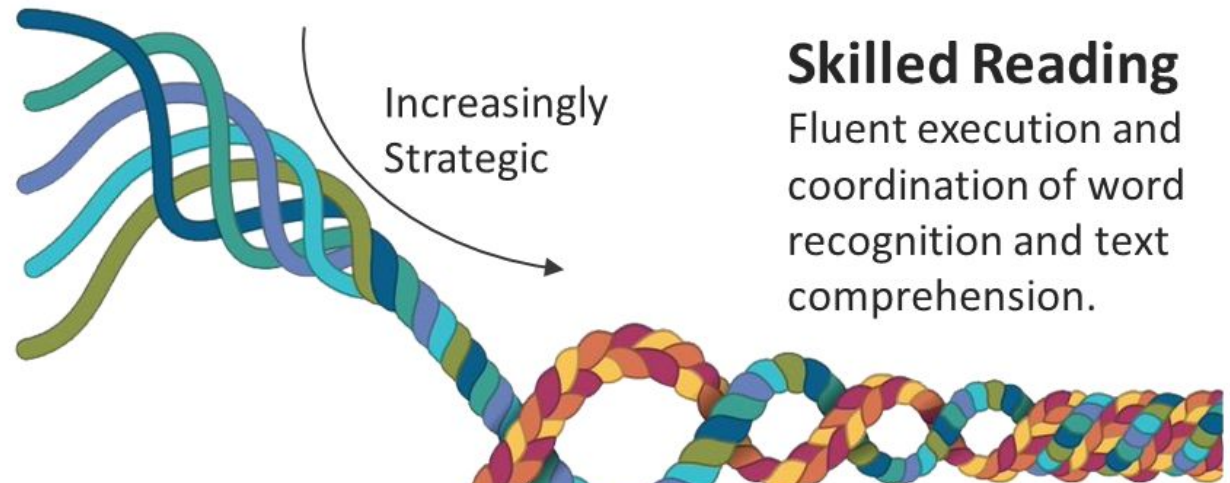
The English language has complex orthography, meaning it contains words that can be read, spelt and pronounced in multiple ways as a result of England being invaded so many times throughout history. Each set of invaders brought new words and new sounds with them. Consequently, English only has around **44 phonemes** but around **120 graphemes** or ways of writing down those 44 phonemes. With **26 letters** in the alphabet, some graphemes are made up from more than



+ The Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



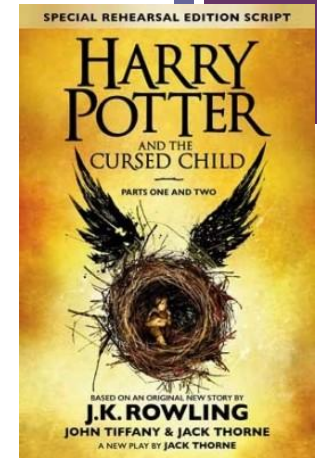
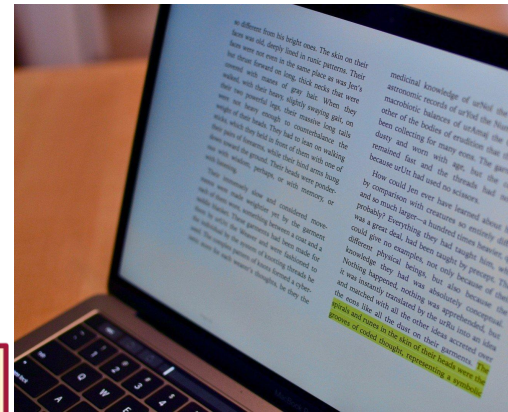
Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition





Reading Philosophy at Little Melton



Reading for pleasure - Reading for purpose - Reading for life!

+ Systematic, Synthetic Phonics

In April 2021, the government published a revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate programmes.

Previously following Letters & Sounds, we have now moved to Little Wandle Letters & Sounds.



+ What does a phonics lesson look like?

Revisit/Review	Quick-fire games to practise previous learning and to build confidence
Teach	Teaching of a new phoneme or grapheme or phonetic concept
Practise	Fast, fun games or activities to practise the new information to embed the knowledge and learning
Apply	Saying, reading or writing words and/or sentences which use the new sound or word learned – putting it into context

+ Phonics Terminology

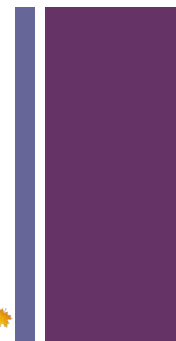
Children are taught the following subject specific phonics vocabulary, developmentally, as they progress through their phonics journey.

- **Phoneme** - the smallest units of speech sounds which make up words
- **Grapheme** - a letter, or group of letters, representing 1 sound
- **Segment** - to split up a word into its individual phonemes in order to spell it e.g. shop: sh-o-p,
- **Blend** - to combine individual sounds in sequence to pronounce a word, when reading e.g. c-a-t = cat
- **Digraph** - two letters making one sound e.g. sh, ch
Trigraph - three letters making one sound e.g.
- **Split digraph** - two letters, split, making one sound e.g. a-e in make or i-e in site



+ Reception – Autumn Term

Pronunciation - Oral Blending - CVC words – Segmenting - Blending



Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

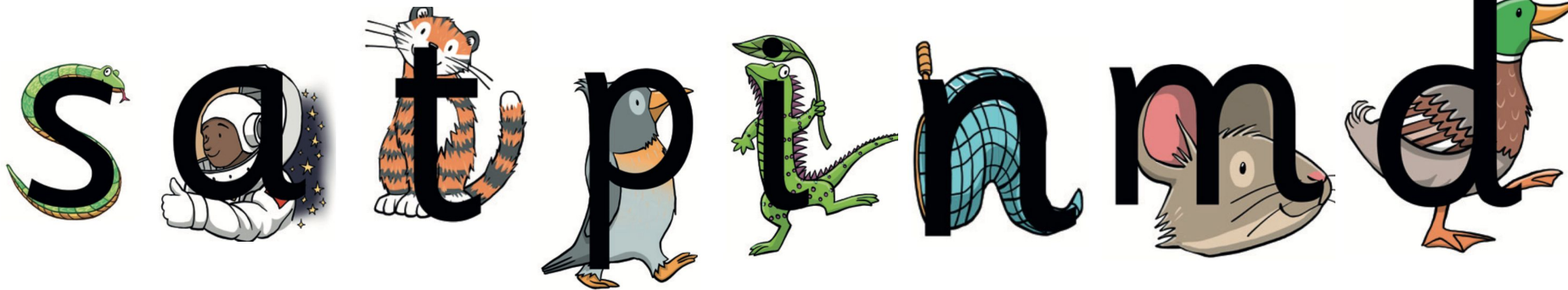
- words with –s /s/ added at the end (hats sits)
- words ending –s /z/ (his) and with –s /z/ added at the end (bags)

New tricky words

put* pull* full* as and has his her go no to into she
push* he of we me be

Under the snake's chin, slide down
and round its tail.

Round the duck's body, up to its
head and down to its feet.



+ Supporting reception children at home in the Autumn Term



Correct pronunciation (don't add an 'uh') - Oral blending –

Initial sounds – Letter formation



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

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For parents



+ Reception – Spring Term



Spring 1 Phase 3 graphemes

ai ee igh oa oo **oo** ar or ur ow oi ear air er

- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- longer words, including those with double letters
- words with –s /z/ in the middle
- words with –es /z/ at the end
- words with –s /s/ and /z/ at the end

No new tricky words

Review all taught so far



tail in the rain



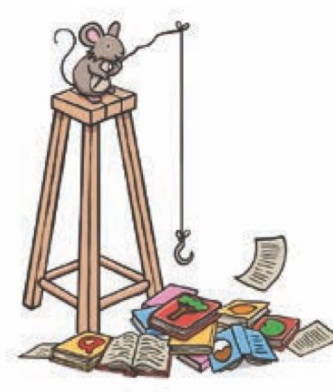
sheep in a jeep



a light in the night



zoom to the moon



hook a book

+ Supporting reception children at home in the Spring Term



Be digraph/trigraph detectives – Repeated grapheme practice

buzz
• • •

sheep
• • •

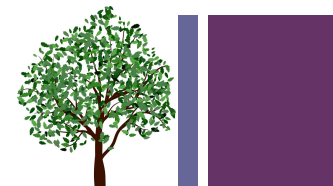
sing
• • •

chicken
• • • • •

quack
• • •

wait
• • •

+ Reception – Summer Term



Summer 1 Phase 4

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes:
–ing, –ed /t/, –ed /id/ /ed/, –est

New tricky words

said so have like some come love do were here little
says there when what one out today

Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes:
–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est
- longer words and compound words

No new tricky words

Review all taught so far



1



2



3



4



5



6



1



2



3



4



5



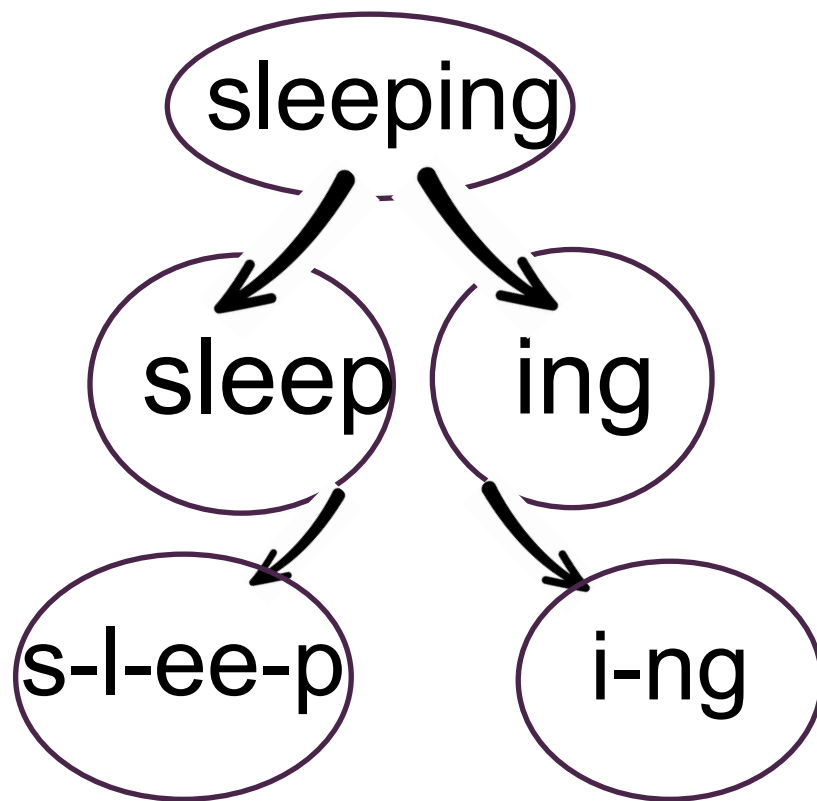
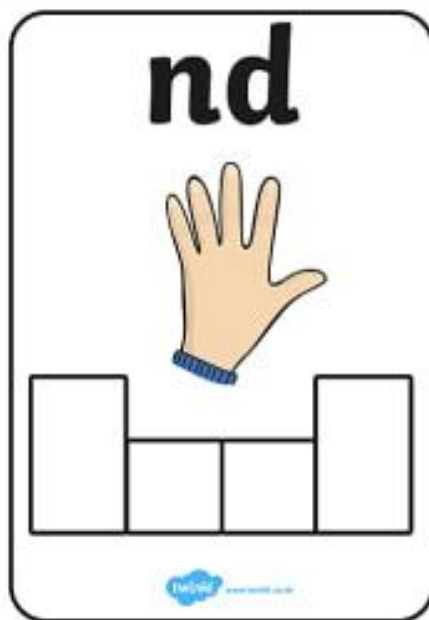
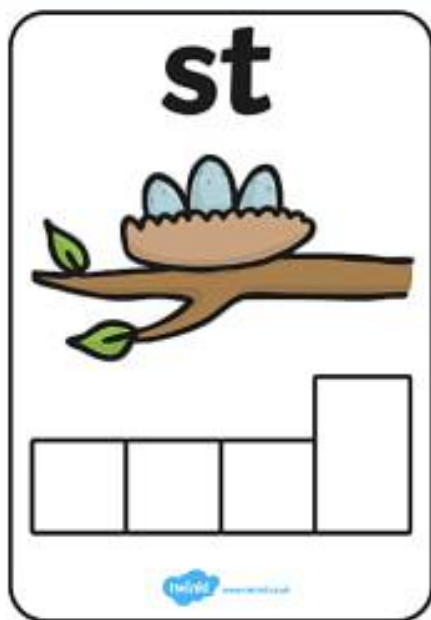
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Supporting reception children at home in the Summer Term



Emphasise adjacent consonants – Use phoneme frames – Chunking words



+ Year 1 – Autumn Term



Autumn 1

Review Phase 3 and 4

Phase 5

/ai/ ay play

/ow/ ou cloud

/oi/ oy toy

/ea/ ea each

Review tricky words Phases 2–4

Phases 2–4: the put* pull* full* push* to into I no
go of he she we me be was you they all are my by
sure pure said have like so do some come love were
there little one when out what says here today

Autumn 2 Phase 5 graphemes

/ur/ ir bird

/igh/ ie pie

/oo/ /yoo/ ue blue rescue

/yoo/ u unicorn

/oa/ o go

/igh/ i tiger

/ai/ a paper

/ee/ e he

/ai/ a-e shake

/igh/ i-e time

/oa/ o-e home

/oo/ /yoo/ u-e rude cute

/ee/ e-e these

/oo/ /yoo/ ew chew new

/ee/ ie shield

/or/ aw claw

New tricky words

their people oh your

Mr Mrs Ms ask*

could would should our

house mouse water want

+ Year 1 – Spring Term



Spring 1 Phase 5 graphemes

/ee/ y funny
 /e/ ea head
 /w/ wh wheel
 /oa/ oe ou toe shoulder
 /igh/ y fly
 /oa/ ow snow
 /j/ g giant
 /f/ ph phone
 /l/ le al apple metal
 /s/ c ice
 /v/ ve give
 /u/ o-e o ou some mother young
 /z/ se cheese
 /s/ se ce mouse fence
 /ee/ ey donkey
 /oo/ ui ou fruit soup

New tricky words

any many again
 who whole where two
 school call different
 thought through friend work

Spring 2 Phase 5 graphemes

/ur/ or word
 /oo/ u oul awful could
 /air/ are share
 /or/ au aur oor al author dinosaur floor walk
 /ch/ tch ture match adventure
 /ar/ al a half* father*
 /or/ a water
 schwa in longer words: different
 /o/ a want
 /air/ ear ere bear there
 /ur/ ear learn
 /r/ wr wrist
 /s/ st sc whistle science
 /c/ ch school
 /sh/ ch chef
 /z/ ze freeze
 schwa at the end of words: actor

New tricky words

once laugh because eye

+ Year 1 – Summer Term



Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes

/ai/ eigh aigh ey ea eight straight grey break
/n/ kn gn knee gnaw
/m/ mb thumb
/ear/ ere eer here deer
/zh/ su si treasure vision
/j/ dge bridge
/i/ y crystal
/j/ ge large
/sh/ ti ssi si ci potion mission mansion delicious
/or/ augh our oar ore daughter pour oar more

New tricky words

busy beautiful pretty hour
move improve parents shoe

Phonics Screening Check

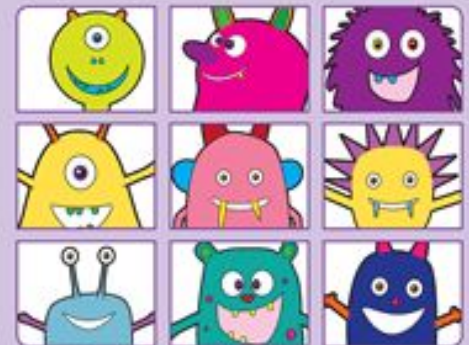
- Takes place in summer term of Year 1
- Consists of 20 real words and 20 pseudo-words
- Carried out 1:1 with teacher
- Used by the Department for Education to track standards over time, and therefore school results are not published
- Re-sits in Year 2

2019 national curriculum assessments

Key stage 1

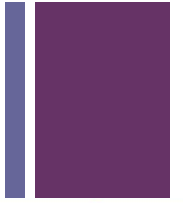
Phonics screening check

Pupils' materials





Grow the Code



 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

+ Year 2



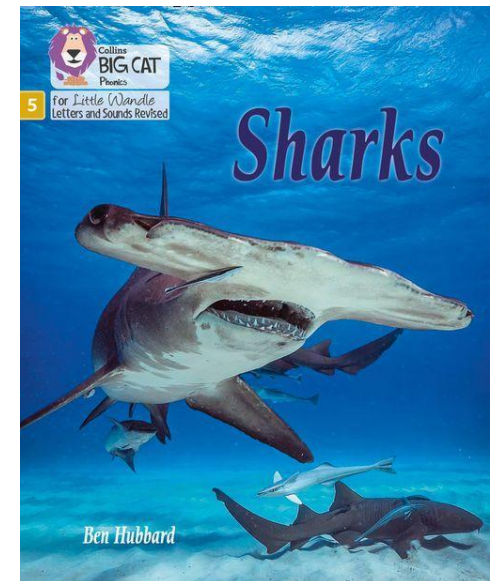
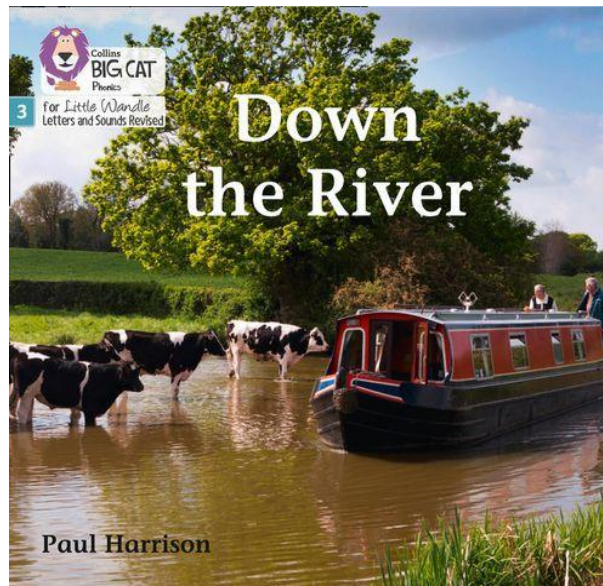
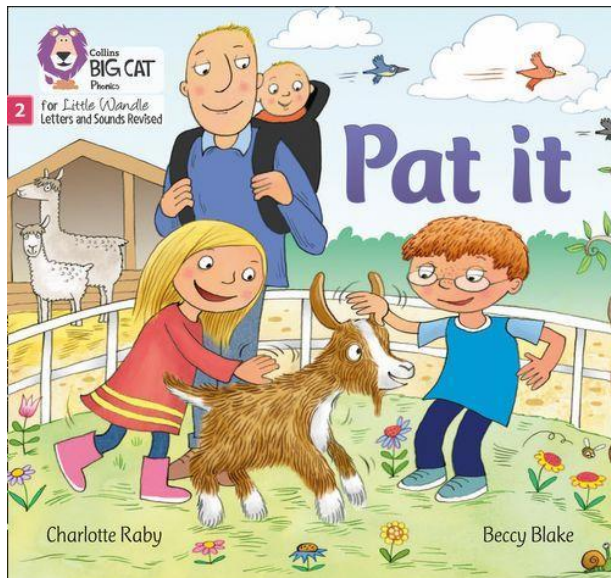
- Children continue to use phonics as required to help them sound out when reading unfamiliar words.
- They access phonetically decodable books in line with their phonic knowledge, until they are ready to use Accelerated Reader.
- Children move towards reading more fluently and confidently, with increasing stamina for the length of the book too.
- Children will get weekly spellings to practise more complex spelling patterns. These will be supported with daily activities to help develop confidence with these.
- We will use **Vocabulary Ninja** to support this

+ Reading



There are two types of reading book that your child may bring home:

1. A reading practice book – For your child to read **independently**
2. A sharing book – To read **together**





Reading Practice Book

For your child to read independently
Weekly, not daily

Carefully matched to your child's current reading level & their secure sounds

Read in school 3x per week as part of taught Reading Practice Sessions focusing on decoding, prosody and comprehension

Developing fluency* & confidence – it may seem easy when they bring it home

Talk about the book

*Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

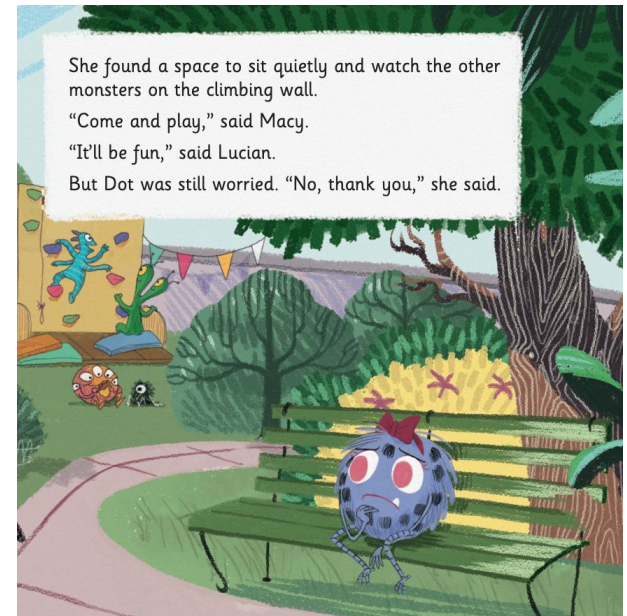
Sit in Sam.



Mum chops the logs.

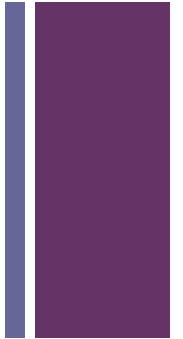


She found a space to sit quietly and watch the other monsters on the climbing wall.
"Come and play," said Macy.
"It'll be fun," said Lucian.
But Dot was still worried. "No, thank you," she said.

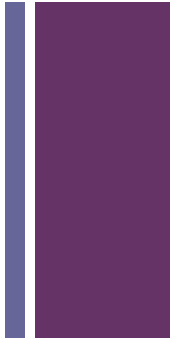




+ Reading Practice Books



- These books are in sets of 6.
- We use these in our reading groups 3 x a week.
- Children can take the physical copy of the book home to practise reading.
- In Year 1 these books are sent home on a Thursday. Please can they be returned by the following Thursday – thank you.
- When Reception children are ready, they will also be bringing home these books.



Phonetically decodable books

Containing either decodable or common exception words (tricky words), meaning that children can read them using just their phonic skills and knowledge

28 boxes of books

+ Blending for reading

Breaking down words for spelling

cat --> c a t c_|a_|t

queen --> qu ee n qu_|ee_|n

bake --> b a k e b_|a_|k_|e



Sharing Book

For you and your child to read together

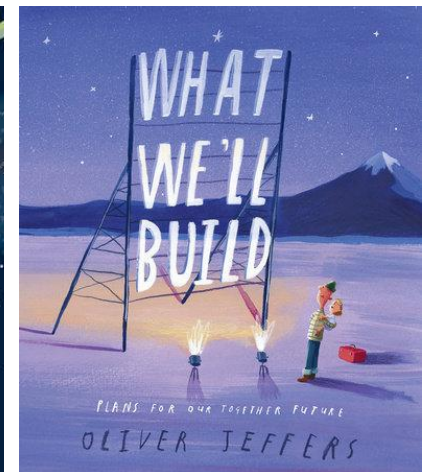
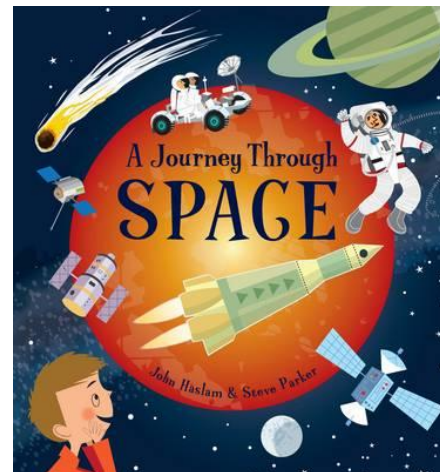
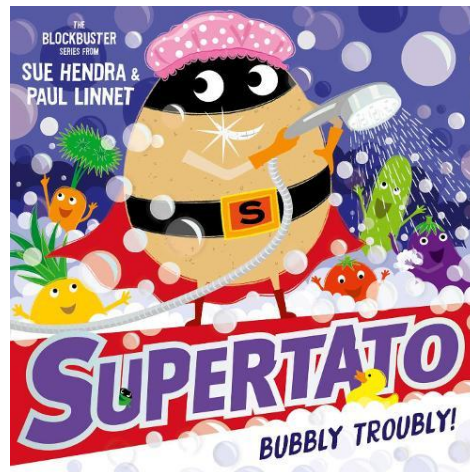
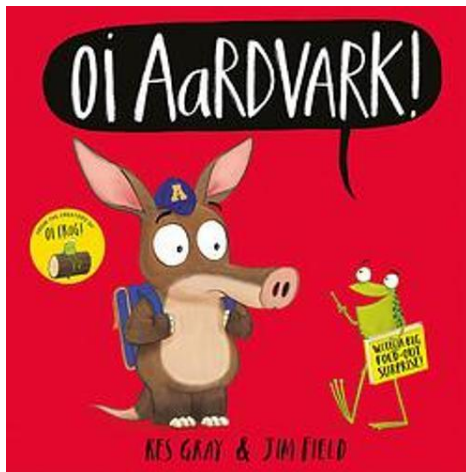
To encourage lifelong readers & learning to read for pleasure

Share together – read it to your child

Discuss the pictures, predict what might happen next, use different voices for the characters, talk about the setting, make links to other books, spot rhyming patterns

Talk about whether it is a story (fiction) or information (non-fiction) book & key features e.g. contents page/glossary

Develop children's understanding of the world around them, their imagination and their vocabulary





Questions to engage with books at home

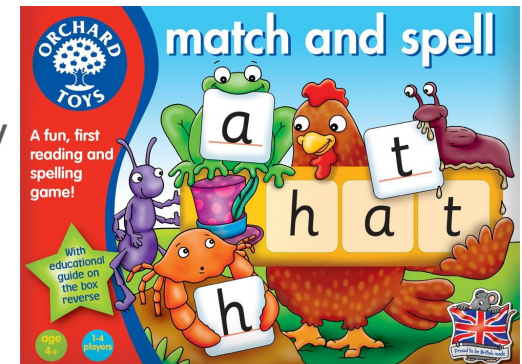
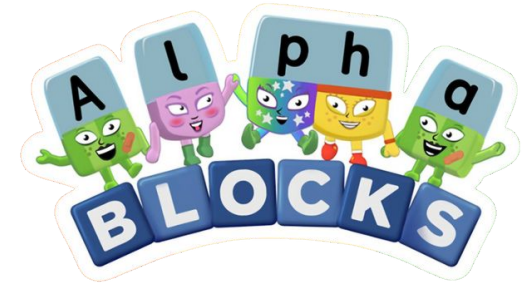


- Can you point to the title of this book?
- What do you think this book might be about?
- Is it a storybook or an information book?
- Can you show me the letter /w/?
- Can you show me the word 'ship'?
- Can you retell the story in your own words?
- What can you see on the front cover?
- Where is the story happening?
- Can you talk about your favourite picture? Your favourite page? Your favourite character?
- Does this book remind you of another book or anything else?
- Did you like the book?



Ideas for helping reception children at home with phonics in general

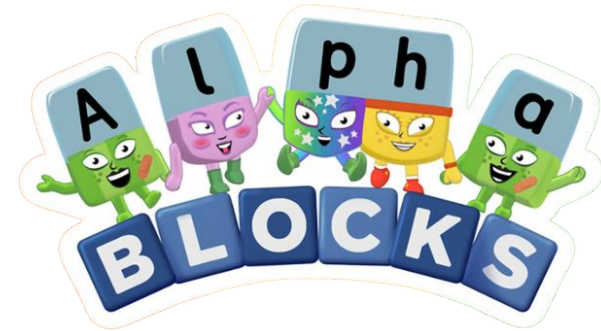
- Talk, Talk, Talk! Introduce and extend vocabulary e.g. big
□ enormous, gigantic, huge! This will promote comprehension skills when reading and creative use of language when writing.
- Magnetic letters on the fridge/foam letters in the bath
- Cut out letters and make words with them
- Play 'I Spy' – use initial sounds, or spell out the words by sound-talking to make it more difficult (“Can you find the b-o-x?”)
- iPad apps e.g. Alphablocks
- Practise letter formation in sand, shaving foam, with toy cars
- Write letters on Lego or Megabloks to spell/read words





Ideas for helping year 1 children at home with phonics in general

- Look for spelling patterns in words e.g. digraphs, trigraphs, split digraphs
- iPad apps e.g. Teach your Monster to Read, Reading Eggs
- Engage in reading challenges e.g. Norfolk libraries summer reading challenge
- Provide opportunities to engage in purposeful writing e.g. thank you cards, shopping lists, birthday cards, party invitations



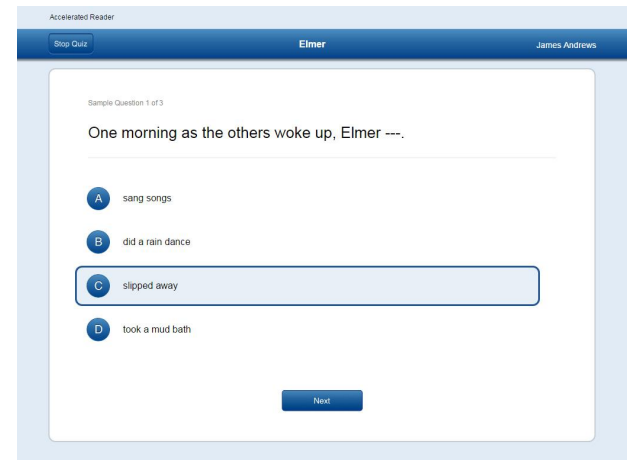


Ideas for helping year 2 children at home with phonics in general



Accelerated Reader

- Children in Year 2 who have scored in a **Star Reader Quiz** can then access Accelerated Reader.
- We do these quizzes **termly** (or as children are ready) for all Year 2 to track progress and move children on to the programme.
- These books are more challenging and expose the children to more complex language.
- Accelerated Reader is for **comprehension**.
- Once a child has read a book they have **questions** to answer.
- If children get 100% 20 times, they receive 10 housepoints.





General strategies for reading



- Use the pictures
- Sound out, and cover up sections of long words to decode before blending together (chunking)
- Identifying tricky words
- Point to the words as you move along the page
- Use the context of the sentence
- Draw on prior knowledge & understanding (including use of existing and developing new vocabulary)
- Comprehension and inference – ask questions & predict
- Take it in turns to read alternate pages or words
- Play ‘Jump In’! – adult reads and pauses on a word for child to read
- Try different times of the day and establish a reading routine, particularly a bedtime story
- Read for short bursts rather than a long slog when concentration is a struggle
- Avoid reading with the television on or much background noise



Further information regarding our approach to Phonics is available on our school website.

Home > School Information > Curriculum > English & Phonics

Little Melton Primary School



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Head Teacher: Mr Alex Pritchard



English & Phonics

Welcome

Home Learning

School
Information

Curriculum

Our Curriculum

English & Phonics

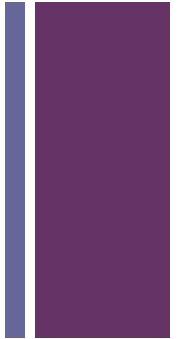
Mathematics & Calculations

Science

English at Little Melton Primary

Subject Rationale





Thank you for
joining us!

Any questions?

