

Phonics and
Reading in the
EYFS AND KS1

Letters and Sounds

- Throughout the EYFS and KS1 we follow a progression set out in the Letters and Sounds document.
- Phase 1 begins in pre-school and nursery settings as well as the first couple of weeks in Reception.

Phase 2

This phase begins in Reception and lasts approx 6 weeks.

In this phase the children learn 19 letter sounds.

The children move on from oral blending and segmenting to blending and segmenting with letters.

Taught in daily sessions of approx 20 mins.

Opportunities for children to use and apply their phonic skills throughout the day.

Emphasis on multi-sensory approach.



Phase 2 Sound Progression

We teach one set of letters per week as follows...

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

Sounds and Actions

When the children are taught a new sound they are introduced to the oral sound - phoneme, the written sound - grapheme and an action. For example:

Sound: s

As in the word: sun

Action: Weave hand in an *s* shape, like a snake, and say *ssssss*

High Frequency Words

The children will learn to read 75 words. Some of these words will be decodable others will be tricky!

- **Decodable** - Words that the children can sound out.

- E.g. **cat, had**

- **Tricky** - Words that the children cannot sound out. They do not make sense!

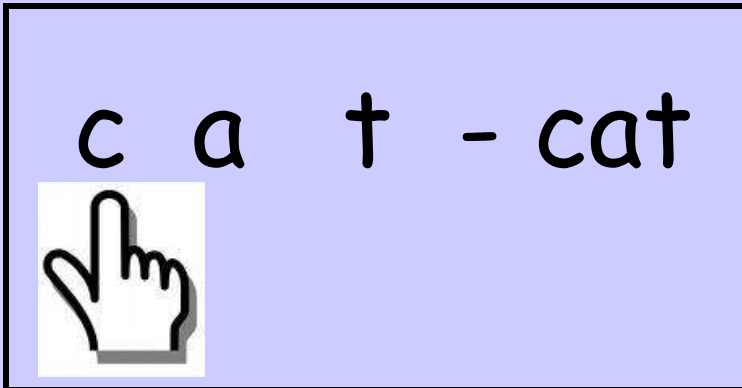
- E.g. **to, the, go.**



Sound Talk

Segmenting

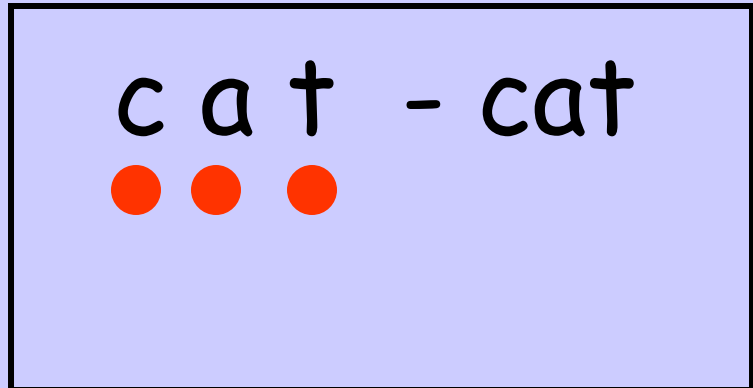
We teach the children to break up 'segment' words into sounds to spell words.



Blending

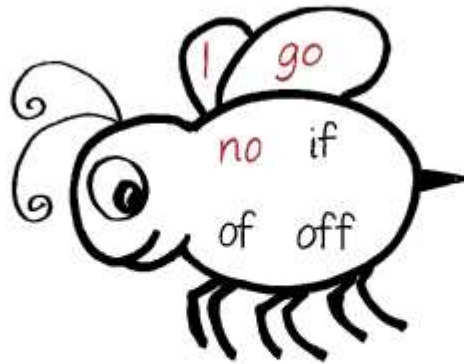
The children are taught to blend the sounds together to read words.

We encourage the children to run their finger under the word as they read each sound.



Practising at Home

Please practise the high frequency words in their word books by reading them, putting them into spoken sentences, have a go at writing them down. Sounds will come home throughout the year for you to learn.



Letter Formation

The children are taught to form the letters correctly. They practice writing the letters formally and practically.

We provide lots of activities to develop the children's fine motor skills and prepare them for writing.



Phase 3

In this phase the children will:

- Learn 25 sounds, most of them comprising of 2 letters.
- Learn the letter names during this phase.
- Learn to read some more tricky words
- Begin to spell some of these words.

Phase 3 Letter Progression

Set 6: j c w x

Set 7: y z,zz, qu

ch (chip)

sh (shop)

th (thin, then)

ng ring)

ai (rain)

ee (feet)

igh (night)

oa (boat)

oo (boot/look)

ar (farm)

or (for)

ur (hurt)

ow (cow)

oi (coin)

ear (dear)

air (fair)

ure (sure)

er (corner)



Phase 4

In this phase:

- No new grapheme/phoneme correspondences introduced
- The children will practice the sounds that they learnt in Phase 3
- The children will learn to read words with adjacent consonants, cvcc, ccvc words. E.g. tent,
- The children will learn to read more tricky words.
- The children will learn to spell tricky words from Phase 3.

Year 1 - Phase 5

The children will spend some time consolidating what they have learnt in Year 1. In this phase:

- The children will learn alternative graphemes for spelling.
- The children will be introduced to alternative pronunciations for reading.
- The children will be quicker at recognising the high frequency words.
- The children will be taught to read more 'Tricky' words.
- The children will learn to spell tricky words from phase 4.

Alternative Graphemes

- ai - rain ay - day a-e - make
- ee - feet ea - eat e-e - these
- oa - coat oe - toe o-e - home
- igh - light ie - tie i-e - like
- oo - moon ue - blue ew - new u-e - rule
- or - corn aw - saw au - Paul
- ow - cow ou - out
- oi - coin oy - boy
- ur - curl ir - girl
- w - wet wh - when
- f - fish ph - photo

The children learn phonemes which sound the same but are written differently.

Alternative Pronunciations

- **i** - fin, find
- **o** - hot, cold
- **c** - cat, cent
- **g** - got, giant
- **u** - but, put
- **ow** - cow, blow
- **ie** - tie, field
- **ea** - eat, bread
- **er** - farmer, her
- **a** - hat, what
- **y** - yes, by, very
- **ch** - chin, school, chef
- **ou** - out, shoulder, could, you

The children learn graphemes that look the same but are pronounced differently.

Year 1 Phonics Screening Test?

- ❑ Every Year 1 child in the country takes a statutory phonics screening check in the same week.
- ❑ The check is very similar to tasks the children already complete during phonics lessons.
- ❑ The focus of the check is to provide evidence of children's decoding and blending skills, not to test their vocabulary.



Examples of words

in

at

beg

sum

ot



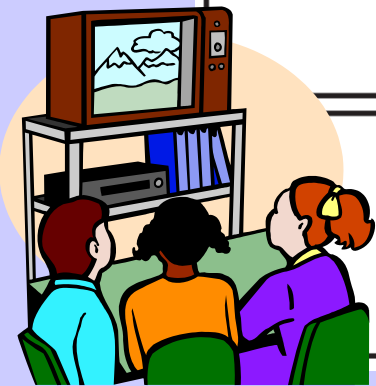
vap



osk



ect



Your turn!!!

ot



vap



osk



ect



Don't forget to
use your phonic
fingers!

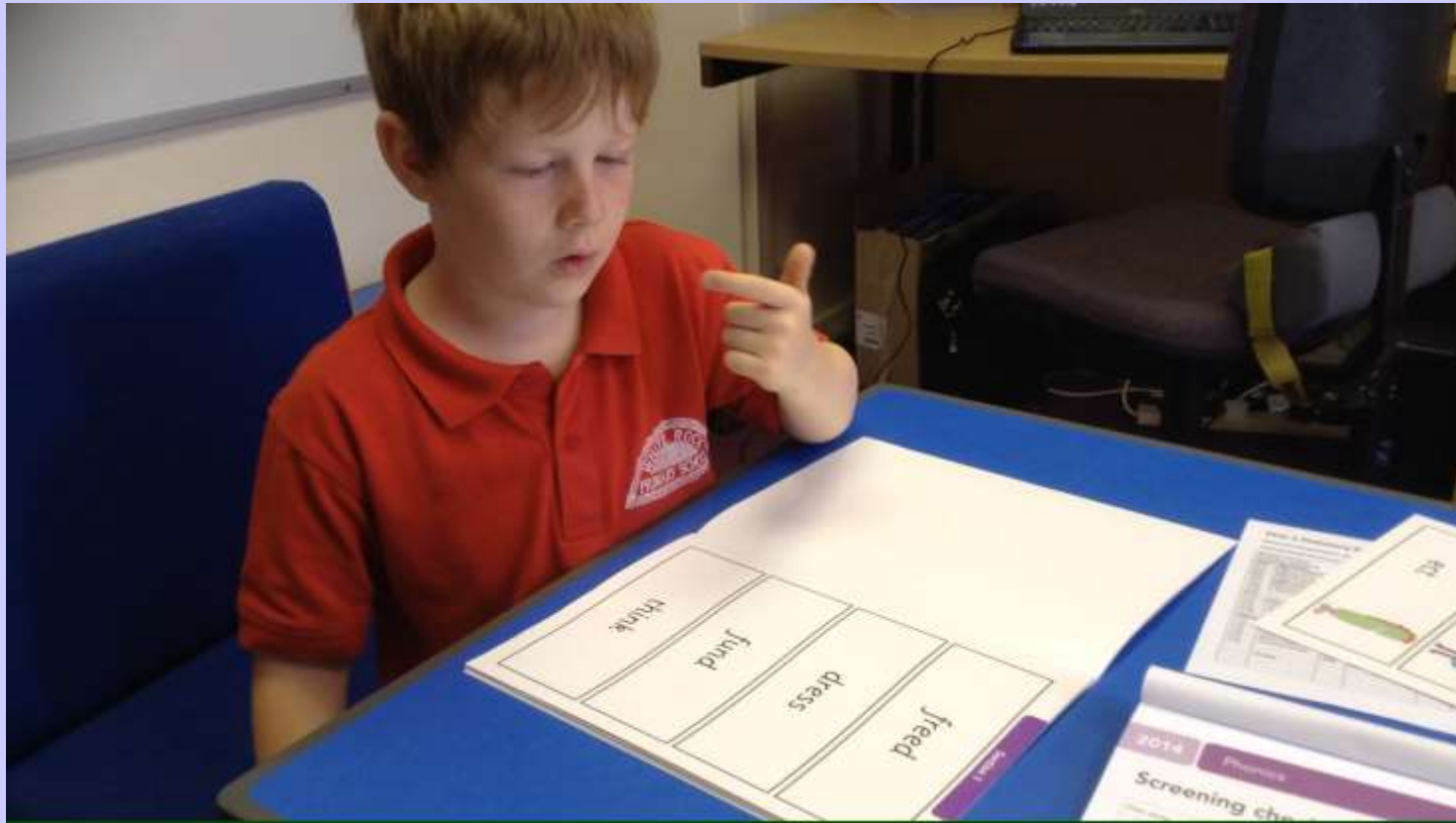
s i t




Phonic fingers



Phonic fingers



What will the children do?

- The Government's recommendation is that each check will take 4 to 9 minutes to complete;
- They will be asked to 'sound out' a word and blend the sounds together. e.g. d-o-g - dog 
- The check will consist of 40 words and non-words (alien words);
- Children will be told if the word is a real or 'alien' word, with a corresponding alien image.

How will it be administered?

Teachers will conduct all of the checks with the children;



The children will complete the check one to one in a quiet area of the school;

We are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.

Results will be reported to you with your child's end of year report. Score /32

Year 2 - Phase 6

The children will become more fluent readers and increasingly accurate spellers

They will learn to make spelling choices. For example when words can be spelt in more than one way, for example: sea, see.

They will learn to add endings to words, such as: ed, ing.

They will learn strategies for spelling longer words.

Word Endings

The children will learn the spelling rules for adding suffixes at the end of words:

-s **-es** - cats, runs, bushes, catches

-ed **-ing** - hopped, hopping

-ful - careful, painful, restful

-er - runner, reader, writer

-est - biggest, slowest, lastest

-ly - sadly, lately, brightly

-ment - payment, advertisement

-ness - darkness, happiness

y - funny, smoky, sandy

Spelling Strategies

1. **Syllables** - Break a word into smaller bits to spell phonetically, e.g Sep-tem-ber.
2. **Base words** - Find words within words, e.g woman - wo+man, smiling - smile+ing.
3. **Analogy** - Use knowledge of known words to help, e.g. could: would, should.
4. **Mnemonics** - Make up a sentence to help remember a word.
e.g - because - big elephants cant use small exits
Could, should, would - oh you lucky duck

How can you help?

REMEMBER: Phonics is not the only way you become a good reader. Continue to read with your child each night and encourage them to:

- ❑ Sound out, re-read to check it makes sense, and use pictures for clues.
- ❑ Ask questions about the book;
- ❑ And most importantly **ENJOY READING!**



Reading

The children will be encouraged to read with phrasing and fluency.

The children will learn to read words in three ways.

1. Reading familiar words automatically
2. Sounding them out quickly and silently in their head
3. Sounding them out aloud



Reading Comprehension

The children will learn a range of comprehension strategies to help them understand what they have read.

- Make links to what they have read/experienced before.
- Discuss the meanings of words
- Ask and answer questions about what they have read.
- Visualise what they have read
- Summarise the main points of what they have read.

Glossary

Phonemes

- Sounds.
- In spoken English there are 44 phonemes.
- Phonemes are represented in writing by graphemes.

Graphemes

- A letter or group of letters representing a sound.

Segmenting and blending

- Segmenting - Breaking words down into phonemes to spell
- Blending - Building words from phonemes to read

Digraphs and Trigraphs

- A digraph is a two letter grapheme where two letters represent one sound eg. 'sh' in ship.
- A trigraph is a three letter grapheme where three letters represent one phoneme e.g 'igh' night.

Adjacent Consonants

- These are CVCC or CCVC words

VC, CVC, CCVC, CVCC

- VC - Vowel consonant
- CVC - Consonant, vowel, consonant
- CVCC - Consonant, vowel, consonant, consonant
- CCVC - Consonant, consonant, vowel, consonant

Useful Websites

www.phonicsplay.co.uk

www.lcfclubs.com/englishzone/phonicszone

www.bbc.co.uk/schools/wordsandpictures/phonics/

<http://www.letters-and-sounds.com/>

www.familylearning.org.uk/phonics_games.html