



Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.



Phonic Session



- Revisit and review – involves speedy sounds recap, reading words we have read before, reading tricky words
- Teach and practise new content – learn a new phoneme/grapheme, read words containing the new grapheme
- Practise and apply knowledge of the new grapheme by reading a sentence and writing words/sentences

























Year One



What this looks like in Year 2

- Placement assessment in Year 1
- Phonics gaps identified and GPCs are being taught daily alongside 1:1 keep up and group catch up sessions.
- Our whole class teaching is starting from Year 1 Spring 1

Grow the code grapheme mat Phase 2, 3 and 5

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

Grow the code grapheme mat Phase 2, 3 and 5

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

*depending on regional accents

Pronunciation of the phonemes and Tricky Words



Phase 5 sounds taught in Year 1



Tricky words



How we teach Phase 5



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



Ways to help at home

Learning graphemes –

Make flashcards

Find the grapheme in the word – make collections of words from the reading books

Reading Sentences/book –

Look for tricky words

Identify the graphemes in words

Sound talk and blend

Sound talk in head and read for fluency

Learning tricky words

Identify the 'tricky bit'

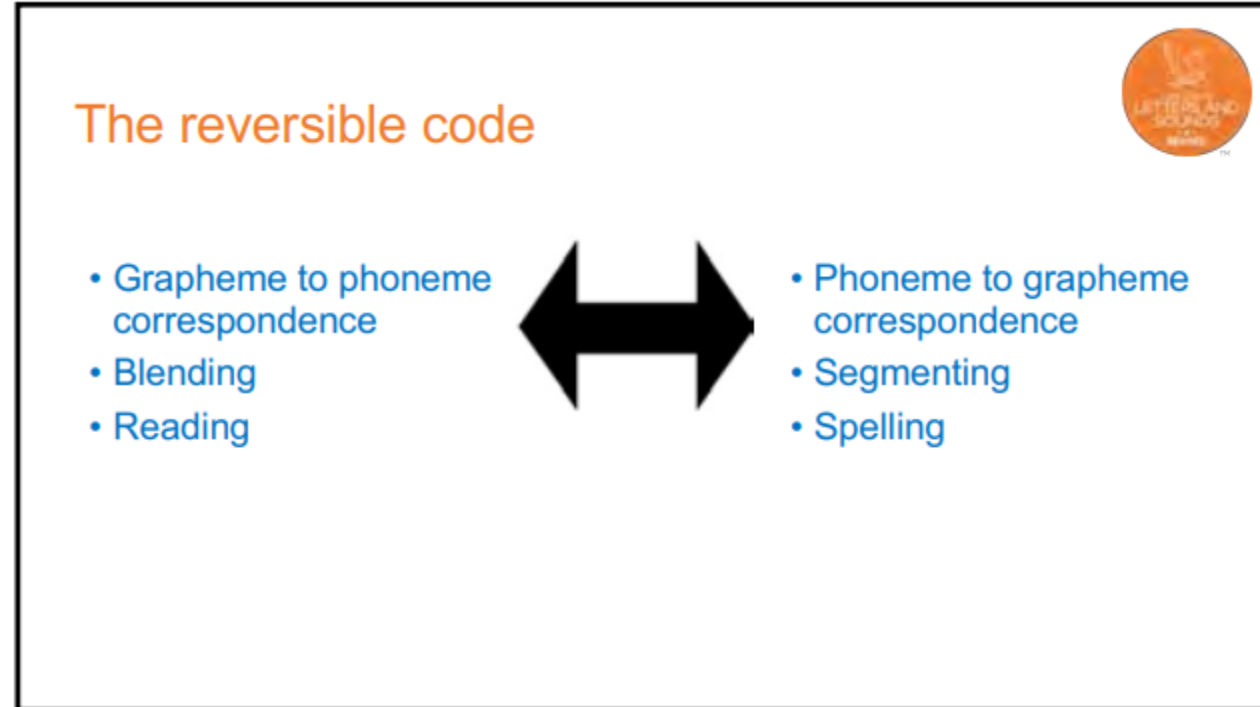
Play tricky word bingo/matching words (pairs game)

Write out the word three times



Reading and spelling

Reading and spelling



Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





Reading Practice Sessions



Repeated Practice

Reading practice sessions are:

Session One – time to decode and read the books

Session Two – re-read and develop the children’s prosody (ability to read fluently and with expression)

Session Three – re-read and develop comprehension of the text read

Breaking the sessions down like this ensures children’s working memory isn’t overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.



Exiting the scheme

- Once the children have completed all assessments in Phase 5 to ensure they know all the GPCs, they will be assessed for fluency in reading.
- A reading speed of 90 words per minute is required to integrate comprehension whilst reading. A fast reading speed alone is not a full measure of fluency. Both accuracy and prosody need to be measured too
- The children will then move onto coloured book bands and will continue with this through the remainder of KS1 and KS2.



Progression	Group Practice Readers	Individual Practice Readers
Y2 Autumn	Phase 5 Set 5	Orange 5 ~ 2007 Green Orange 5 ~ 2007 Orange
EXIT	Turquoise (age 6-7)	Orange
	Purple (age 6-7)	Turquoise (age 6-7)
	Gold (age 6-7)	Purple (age 6-7)
	White (age 6-7)	Gold (age 6-7)
	Lime (age 6-7)	White (age 6-7)
	Copper (age 7-8)	Lime (age 6-7)
	Topaz (age 7-8)	Brown (age 7-8)
	Ruby (age 8-9)	Brown (age 7-8)
	Emerald (age 8-9)	Grey (age 8-9)
	Sapphire (age 9-10)	Grey (age 8-9)
	Diamond (age 10-11)	Dark Blue (age 9-10)
	Pearl (age 10-11)	Dark Red (age 10-11)



Reading at home

The most important thing you can do is read with your child



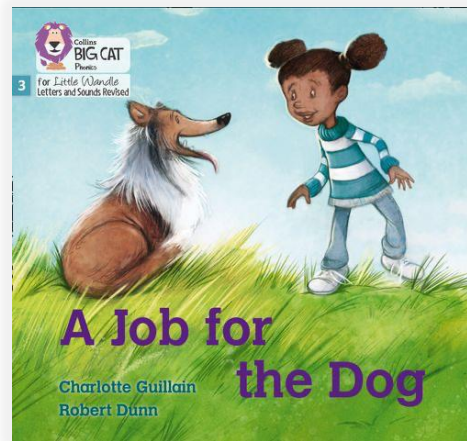
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Individual Practice Book

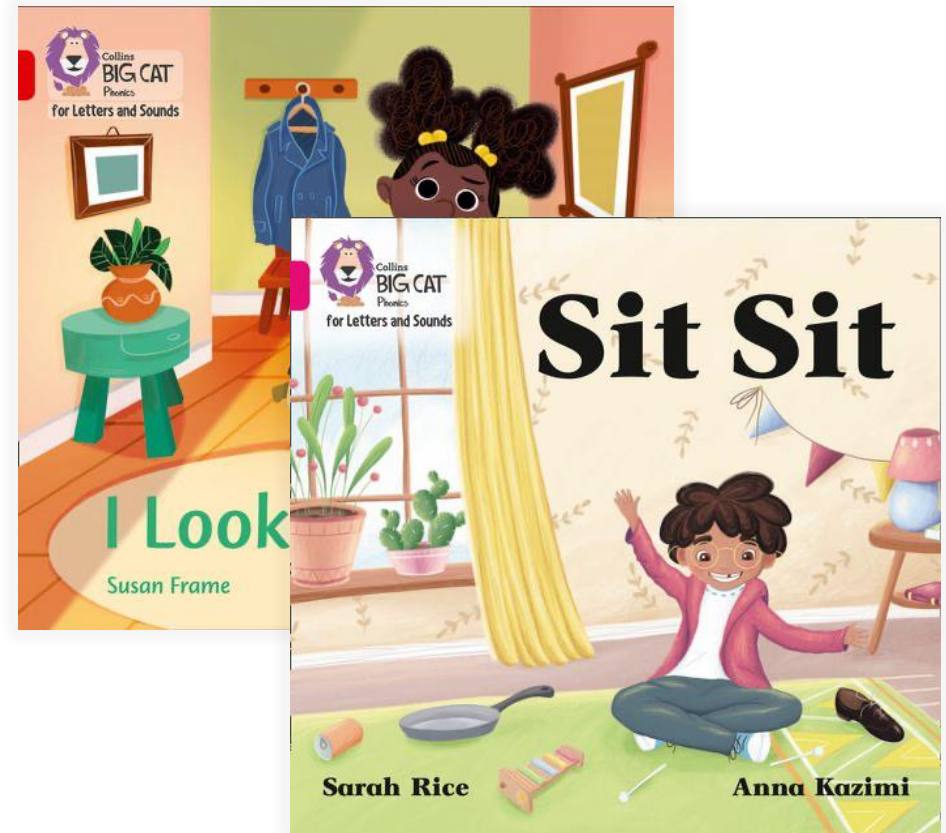


Sharing Book



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

