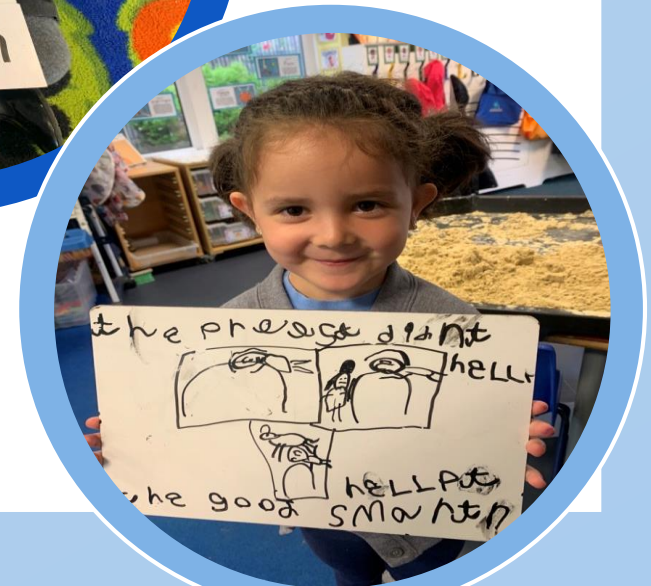


# Welcome!

Phonics and Reading



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# What is phonics?



Phonics is way of teaching children to read and write and involves teaching children sounds which are put together to form words.

For example, c-a-t



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# Phase 1 is all about:

**Tuning into sounds**

**Listening &  
remembering sounds**

**Talking about sounds**

## **There are 7 aspects:**

A1 - Environmental - e.g., listening walk and playing a sounds lotto game.

A2 - Instrumental sounds - e.g., playing instruments alongside a story.

A3 - Body percussion - e.g., singing songs and action rhymes.

A4 - Rhythm and rhyme - e.g., rhyming stories/bingo.

A5 - Alliteration - e.g., I-Spy type games and matching objects with same sound.

A6 - Voice sounds - e.g., robot voice - /c/-/u/-/p/ cup

A7 - Oral blending and segmenting - e.g., say some sounds, such as /c/-/u/-/p/  
and see whether the children can pick out a cup from a group of objects.

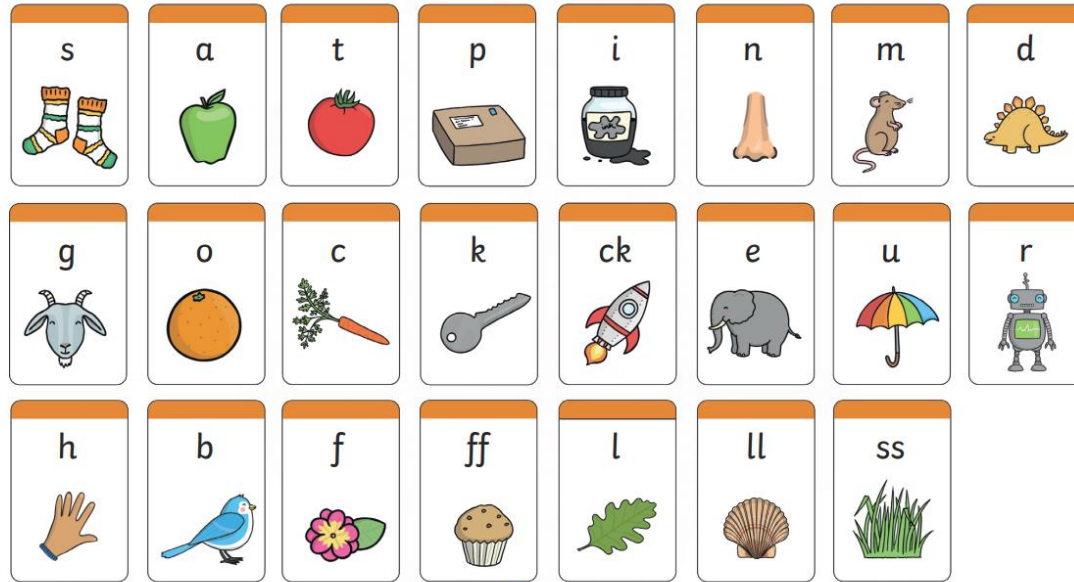




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# Phase 2

## My Phase 2 Sound Mat



twinkl visit [twinkl.com](https://www.twinkl.com)

### By the end of Phase 2, children will:

Will know 19 letters and one sound for each.

Blend sounds together to make words and segment words into their separate sounds.

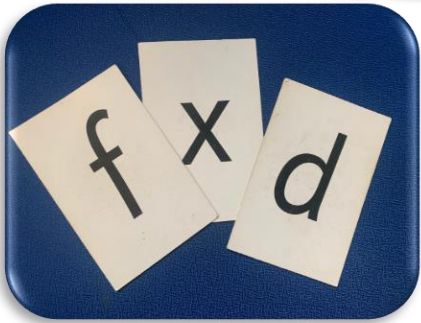
Begin to read simple captions, such as 'The cat is on the mat.'



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# What does phonics look like in school?

## Revise



Revision of previous learning.

## Teach



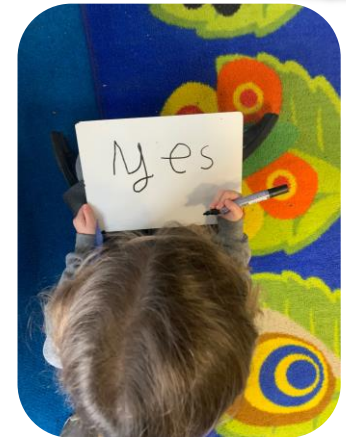
New phoneme (sound) will be taught.

## Practice



Children will practise the new learning by reading and/or writing the phoneme.

## Apply

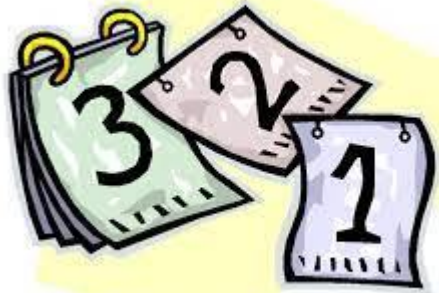


Children will apply new learning by reading or writing words/sentences.



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# What does quality phonics look like in school?



**Daily sessions**



**Fast pace**



**Consistency of  
vocabulary**





























**Clear and correct  
enunciation**



# More about Phonics in Reception, Year 1 and 2

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

- Within each phase we teach 'tricky words'. These are 'non decodable' common words.
- In phase 3, children learn the remaining 7 letters of the alphabet. There is a real focus on blending, segmenting and recognising digraphs and trigraphs. They read and write captions, sentences and questions. We revisit this phase in the first part of Year 1.
- In phase 4, children will learn about consonant clusters and how to read and write longer words.
- In phase 5, children learn more graphemes for the phonemes they already know, as well as different pronunciations for the graphemes they already know.
- Phase 6 focuses on spelling, including prefixes and suffixes. This is taught throughout Year 2 and beyond.
- The children will sit a phonics screening check in Year 1 (usually in June). This includes real and nonsense words.

# Examples of phonics application in class

Should I correct them?

- ' I lighk to eet buns.'

Tha went on a seesaw  
in the parc.

They WENT ON a  
seso at the Park.





# Reading basics

- We read a variety of books across the curriculum.
- We aim to instil a love of reading. For empathy, imagination, social skills, mental health, vocabulary and much more!
- Your child will read with an adult once or twice a week.
- We will write a comment in their yellow book and send a book home for you to read with your child and make your own comment. Books are closely matched to your child's phonic and comprehension skills.
- Your child will also bring home a book of their own choice from our book corner for you to enjoy together.



# Reading and Comprehension

- Reading is taught as whole class, guided, and individually.
- Phonics is the main way in which we teach children to read but we must ensure that they understand what they read.
- Children must be reading a text independently at a 90-95% accuracy level.

Less = less likely to understand the text,

More = the text is too easy (unless there is a comprehension barrier).

- Children should point to each word as they read.
- Picture walk-throughs.
- They must reread each sentence once they have decoded/ recognised the words on the page.
- Rereading the text more than once, embeds the concepts and allows more time for deeper questioning and discussion.
- Questioning should begin simply, with 'Who' and 'What' questions, then progress onto 'How' and 'Why' questions.

# Before and during reading

## 1 Say the sounds

ch sh th ng

## 2 Blend the sounds

lunch	Pong	with
them	chick/en	chips
wish/es	munch	dash/es
rings	flash	tuck/ing
tick/ing	chucks	cash

## 3 Read the tricky words

they she

Point out the tricky bit of the word (i.e. the 'e' in 'she' sounds /ee/) and then blend the rest.

*More than one syllable?  
Blend one syllable at a time,  
e.g. ch-i-ck → chickle-n → chicken;  
d-a-sh → dashle-s → dashes*

## Story comprehension

Ask the children to read the title. What do they think the story might be about? Open the book at page 2 and look at the picture of Sid and Nan. Why might they have 'no lunch'?

## Vocabulary check

Check that the children understand the meaning of the following words: dashes, cash, chucks. Talk about what is meant by 'ticking off' and explain it is another way of saying 'telling off'.

## Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 8, point out the three dots between the words 'dashes'. Why do the children think they are there? Can the children read this with a little pause between each word?
- On pages 10 and 11, look at the picture and ask the children what 'tucking in' means.



# After reading

## Story comprehension

- Can the children retell the story in their own words?
- Who are Pad and Pong?
- How does Pong get the chicken?
- What happens to Nan's money? Who finds it?

## Picture detective

Ask the children to find the object in the picture that contains the:

/sh/ sound (page 4 - ship)

/ch/ sound (page 6 - bench)



*Remember  
to prompt and  
praise!*

# Follow up

## Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

## Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

Published by Pearson Education Limited, a company incorporated in England and Wales, having its registered office at Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828  
www.pearsonschools.co.uk

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First published as part of the Rigby Star series

This edition 2010

14 13 12 11 10

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data is available from the British Library on request.

ISBN 9781408260470

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Art Direction by Jo Samways

Designed by Bigtop

Original illustrations © Pearson Education Limited 2009

Illustrated by Jess Mikhail

Printed and bound in China by CTPS

Font: Pearson Education Ltd

Teaching notes by Christine Jenkins

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Sid and Nan go to the fish and chip shop to get lunch.

2



Pad and Pong go with them.

3



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## Reading in Key Stage 2

Our aim (2014 National Curriculum) is for children to become '**independent, fluent and enthusiastic** readers' who are 'able to read **silently**, with good **understanding**, **inferring** the meaning of unfamiliar words, and then **discuss** what they have read.'



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# Reading in Key Stage 2

	Fish	Amphibians	Reptiles	Mammals	Birds
Monday	Handwriting task	Reading with teacher	Comprehension	Independent reading	Non-fiction books
Tuesday	Non-fiction books	Handwriting task	Reading with teacher	Comprehension	Independent reading
Wednesday	Independent reading	Non-fiction books	Handwriting task	Reading with teacher	Comprehension
Thursday	Comprehension	Independent reading	Non-fiction books	Handwriting task	Reading with teacher
Friday	Reading with teacher	Comprehension	Independent reading	Non-fiction books	Handwriting task



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# Reading in Key Stage 2

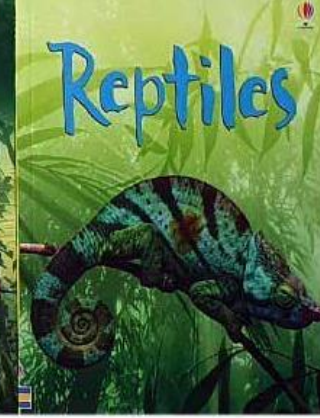
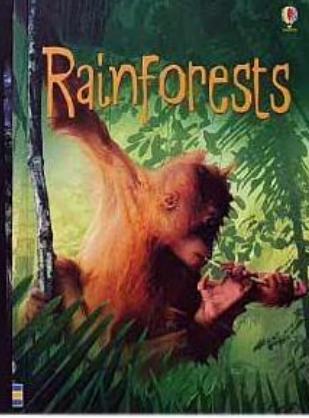
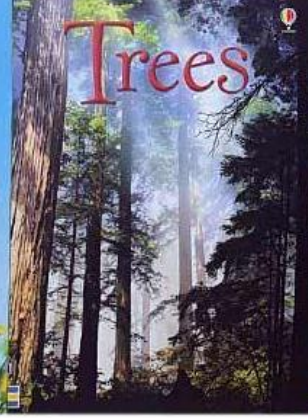
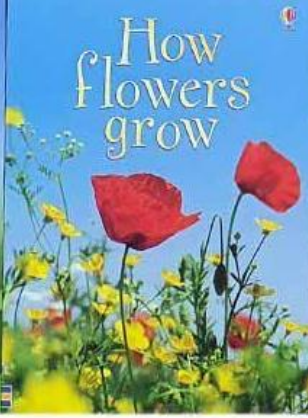
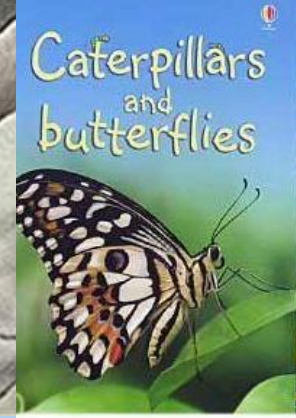
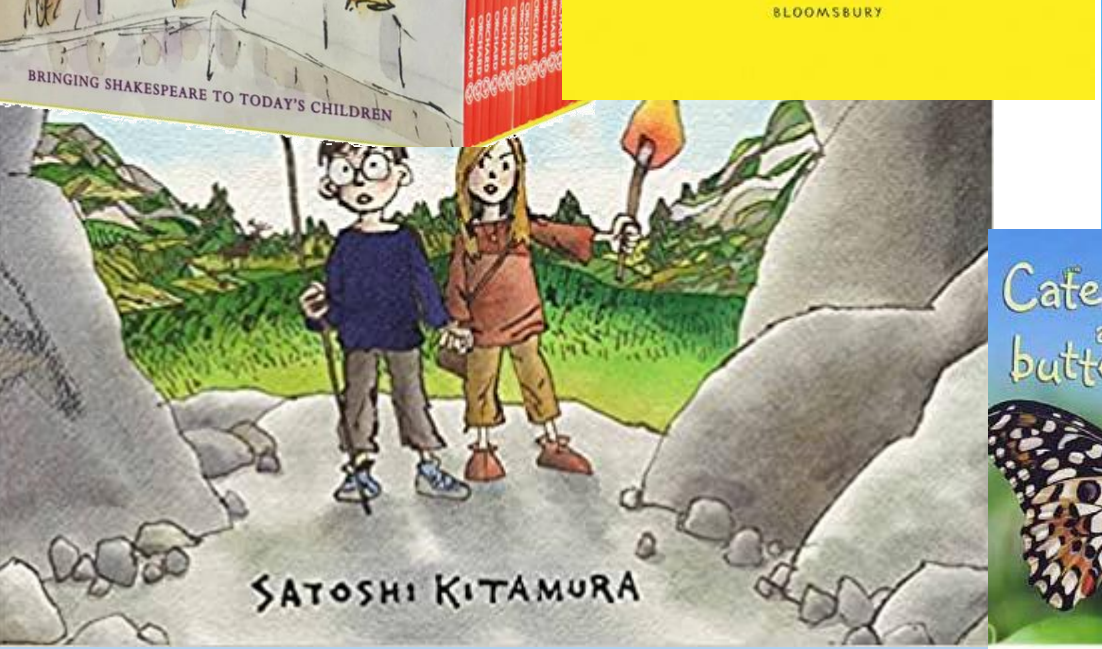
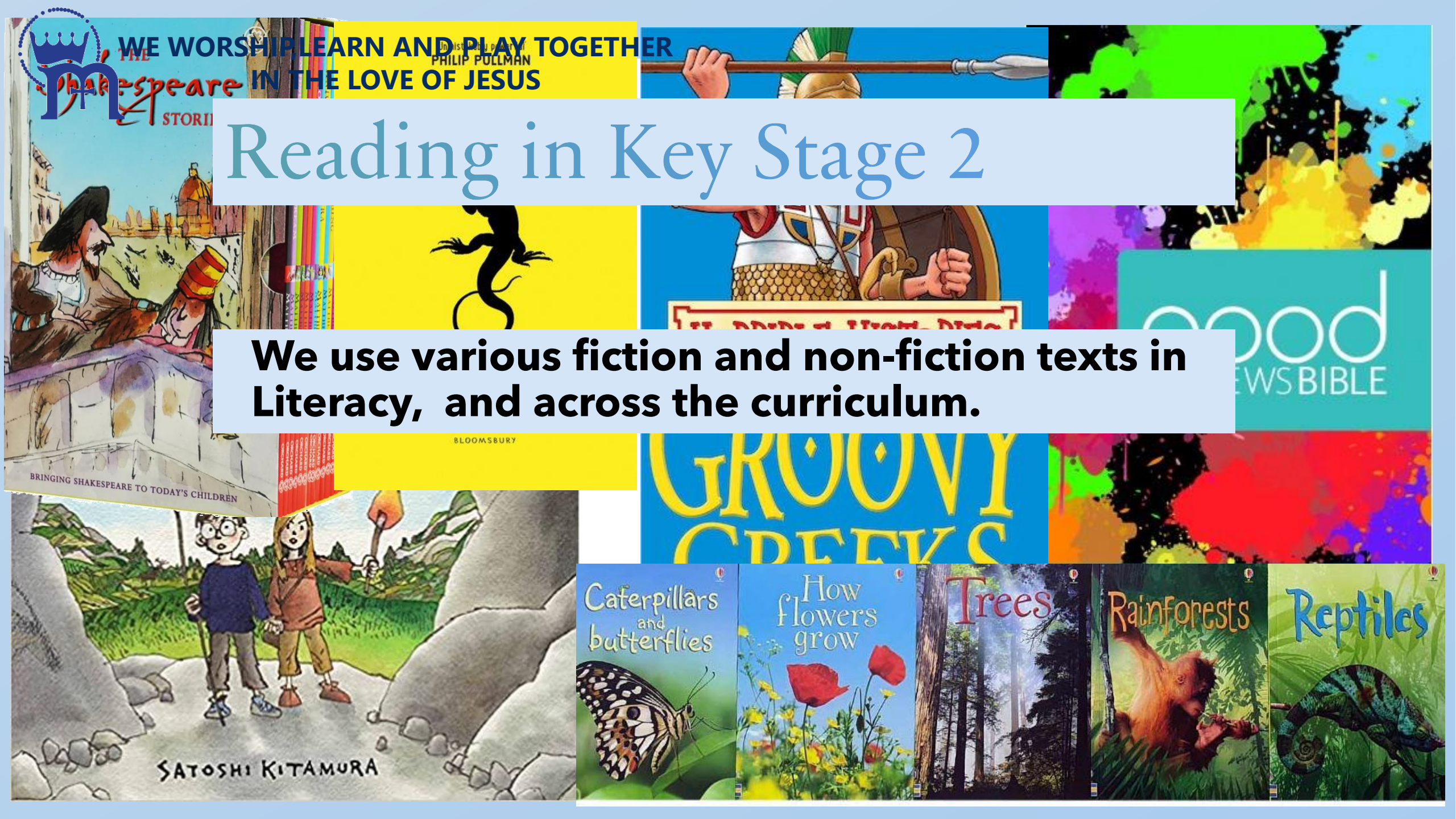
**We use various fiction and non-fiction texts in Literacy, and across the curriculum.**



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# Reading in Key Stage 2

**We use various fiction and non-fiction texts in Literacy, and across the curriculum.**





# Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

## Year 3 and 4 Statutory Spellings

accident	calendar	eight
accidentally	caught	eighth
actual	centre	enough
actually	century	exercise
address	certain	experience
although	circle	experiment
answer	complete	extreme
appear	consider	famous
arrive	continue	favourite
believe	decide	February
bicycle	describe	forward
breath	different	forwards
breathe	difficult	fruit
build	disappear	grammar
busy	early	group
business	earth	guard

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



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# Reading through comprehension

Reading involves both reading the **words**

- recognising or working out the words

(phonics, word breaking, vocabulary knowledge)

and **comprehension**

- making sense / understanding the meaning.

Comprehension is a key strand of the National Curriculum and is assessed in the Key Stage 1 SATs and Key Stage 2 SATs.



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# Ideas to support at home: sound recognition

I Spy with My Little Eye



**I-Spy**

**Sound jump**



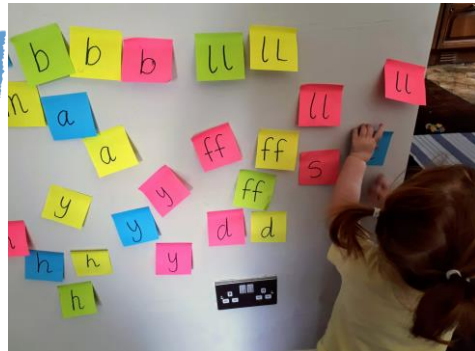
**Alphabet soup**



**Other ideas:**

- Bingo game
- Alphabet puzzles
- Sound scavenger hunt
- Matching pairs game

**Post it notes**



**Websites:**

- Phonics play
- Twinkl
- Top marks
- Phonics bloom



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# Ideas to support at home: continued