

Phonics at Eaton Primary



Early Learning Goal

The aim for the **end** of Reception in reading.



Specific Area: Literacy

Comprehension			Word Reading		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Year One

► **Reading - word reading**

- Pupils should be taught to:
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading



Reading - comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year Two

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

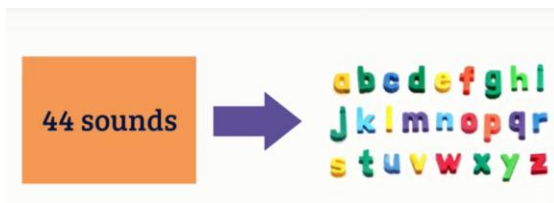
Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

English alphabetic code

- One of the most complex alphabetic codes in the world
- 44 sounds, but only 26 letters



All words are made up of sounds

cat
ship
light
phonics

150 different ways to spell the 44 sounds

sleep
happy
dream
he

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		
ph	le	mb	kn	wr	se		s	ci		nk
					ce		se			

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				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

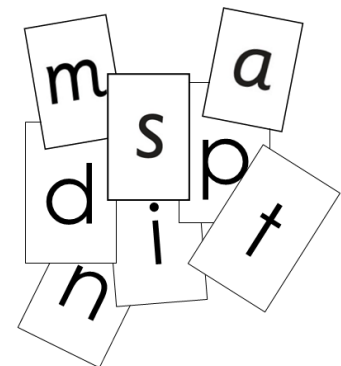
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Our journey through phonics

Speed Sounds Set 1

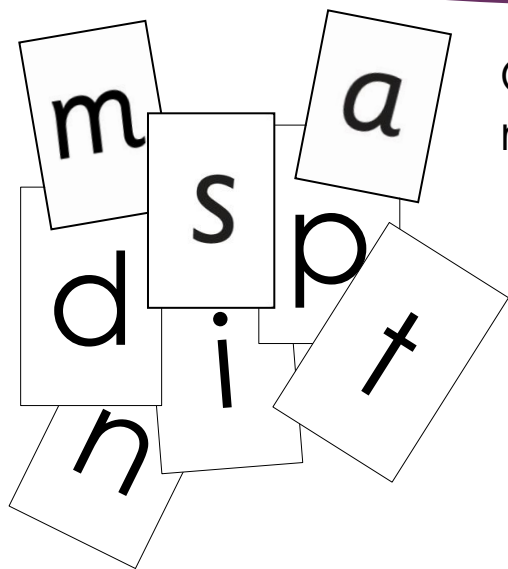
m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

- ▶ We begin by learning the **'set 1' speed sounds**. These are said as 'pure' sounds e.g. 'mmm' instead of 'muh'.
- ▶ We develop phonological awareness by hearing and saying these sounds at the beginning of words e.g. mouse, mountain.



Reading simple words

(consonant-vowel-consonant or CVC words)



Children can quickly begin to use these new sounds to read simple words.

at
.

sad
.

mat
.

We use 'Fred Talk' (named after our frog character) to help children sound out and blend words to read.

These are also known as '**green words**'.



A note about red words...



mat
.

sad
.

Many words are decodable, meaning that they can be sounded out using the phonic code. As children learn more sounds, they can decode more words.

However...

Some words do not fit the rules! We call these '**red words**' because "you can't Fred a red!" These words cannot be sounded out and need to be learnt by sight.



I
you
said

Developing early reading skills...



'Fred talking' all words
(sounding out and blending)



'Fred in head'
(sounding out and blending
silently)

mat

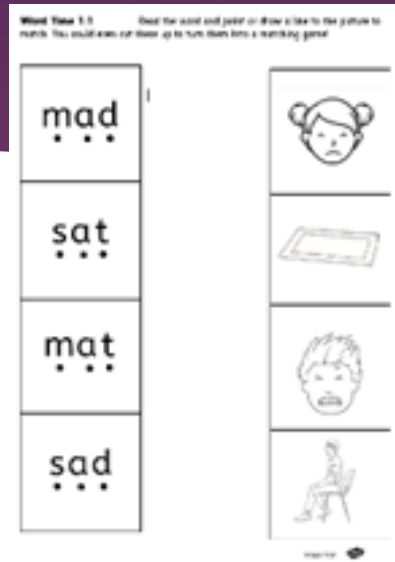
Speedy reading
(instant blending)



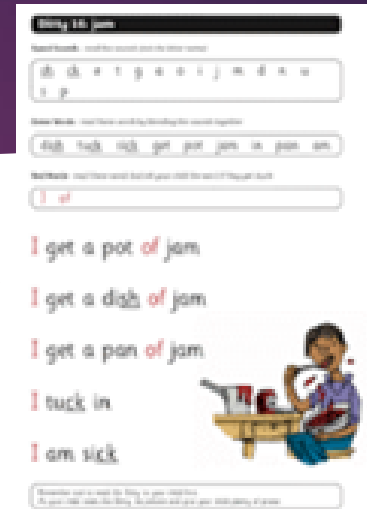
Progression



Initial
sounds



Reading
CVC words



Reading simple
sentences



Reading books (of
increasing difficulty)

Developing fluency...

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



- We practise sounding out and blending each word and re-reading the sentence at the end for meaning.
- This is repeated to develop fluency.

Progression

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

- Regular assessments
- Children grouped according to their 'next step' in learning

When ready:

- Set 2 and 3 sounds introduced
- CVCC and CCVC word focus
- More complex sentences, length of texts

think

Becoming a reader!

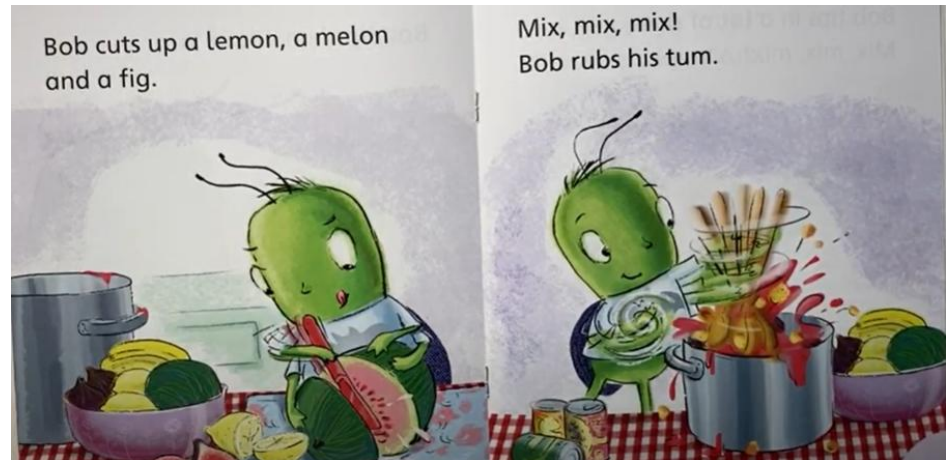


tag

nan is it

tag

I am it



How can I help at home?

- Use the reading resources sent home (word time sheets, ditty sheets, books etc.)
- Little and often!
- Revisit words, ditties and books to develop fluency.
- Read comprehension prompts in the back of reading books
- Play phonics games
- Watch Alphablocks

READ FOR PLEASURE!

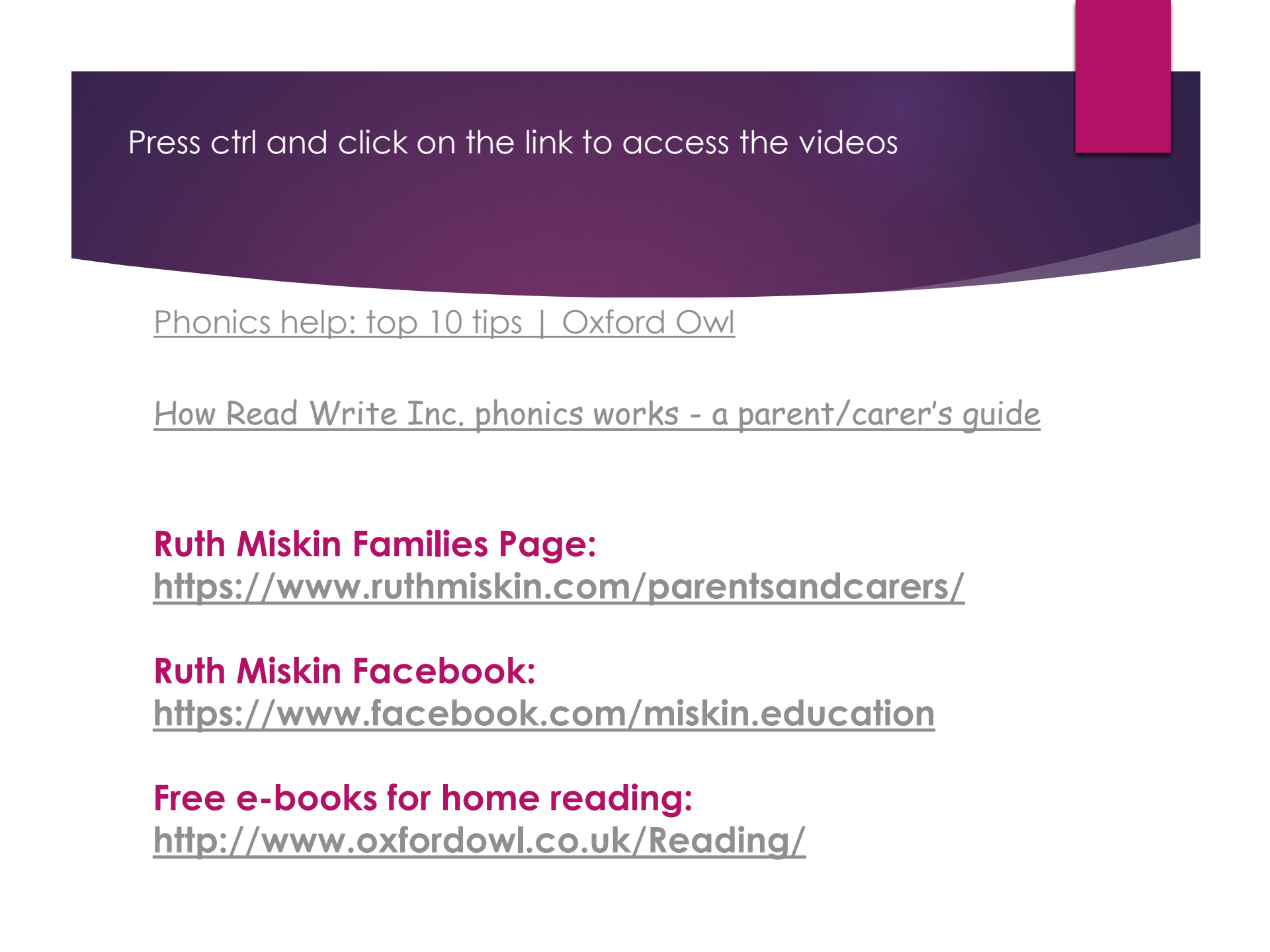
- Share story books together, enjoying the story and talking about what has been seen and heard.
- Make predictions about what will happen next
- Explore using expression in your voice to match the character.



We spell these sounds in different ways

Glossary

- **RWI-** Read, Write, Inc. = the phonic programme we follow at Eaton
- **Speed sounds-** the letter sounds (see RWI sound mats)
- **Special friends-** groups of letters that make one sound e.g. sh, ch, nk, ee, oo. Groups of two letters are 'digraphs'. Three letter sounds are 'trigraphs' e.g. igh
- **Fred talk-** speaking in sounds, sounding out words (named after the frog character)
- **Fred in head-** sounding out silently in your head
- **Red words-** tricky words that do not follow the phonic code and cannot be sounded out e.g. the, you.
- **Ditties-** simple stories made up of short sentences



Press ctrl and click on the link to access the videos

Phonics help: top 10 tips | Oxford Owl

How Read Write Inc. phonics works - a parent/carer's guide

Ruth Miskin Families Page:

<https://www.ruthmiskin.com/parentsandcarers/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Parents carers and families webpage



Fred Games:

Speaking like Fred helps children to understand that words are made up of sounds.

Use Fred Talk throughout the day to help children practise blending sounds together. Fred says... 1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action. 2. Say: h-e-d, hed. Ask children to repeat. Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy 1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump in' with the whole word and point to something red. 2. Say: r-e-d, red. Ask children to repeat. Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p ee-z; leek l-ee-k Fred's wardrobe Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t

Use Fred Talk for single syllabic words at the end of sentences throughout the day. E.g. It is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.

Online games

Press ctrl and click on the link to access the videos

- ▶ Phonics play – Buried treasure, Picnic on Pluto and Dragon's Den are all free games that are available on Phonics play.
- ▶ Letters and sounds games on the website Top Marks. [Letters and Sounds Games – Topmarks](#)
- ▶ Phonics Bloom [Online Phonics Games \(Phase 1\) - PhonicsBloom.com](#)