



Phonics

Monday 16th October 2.45pm

Reading is fundamental to education. Proficiency in reading is vital for pupils' success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum.

(DfE, Reading Framework: January 2022)

What is phonics?

Children are taught to read by breaking down words into separate sounds (**segmenting**). They are then taught how to **blend** these sounds together to read the whole word.

c-a-t cat d-o-g dog f-i-sh fish b-ear-d beard

After seeing a word on a number of occasions children should then be encouraged to read the word by sight.

Tricky words cannot be sounded out eg. one

In time, high frequency words are to be read by sight eg. it is
in at

Why?

- Recognition of the importance of improving reading standards on a child's future academic achievement, wellbeing and success in life.
- Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation.
- Pupils need to learn early on before the wider curriculum depends so much on reading.

(DfE, Reading Framework: January 2022)

In school...

- Daily 30 minutes phonics lesson every day
- Children will learn the letter name alongside
- Cued articulation for **pure sounds** [Sign With Steve - Cued Articulation, Alphabet \(CuedART\) SWSVID004 - YouTube](#)
- Reading feeds writing
- End of Year 1 Phonics screening

Why this order?

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

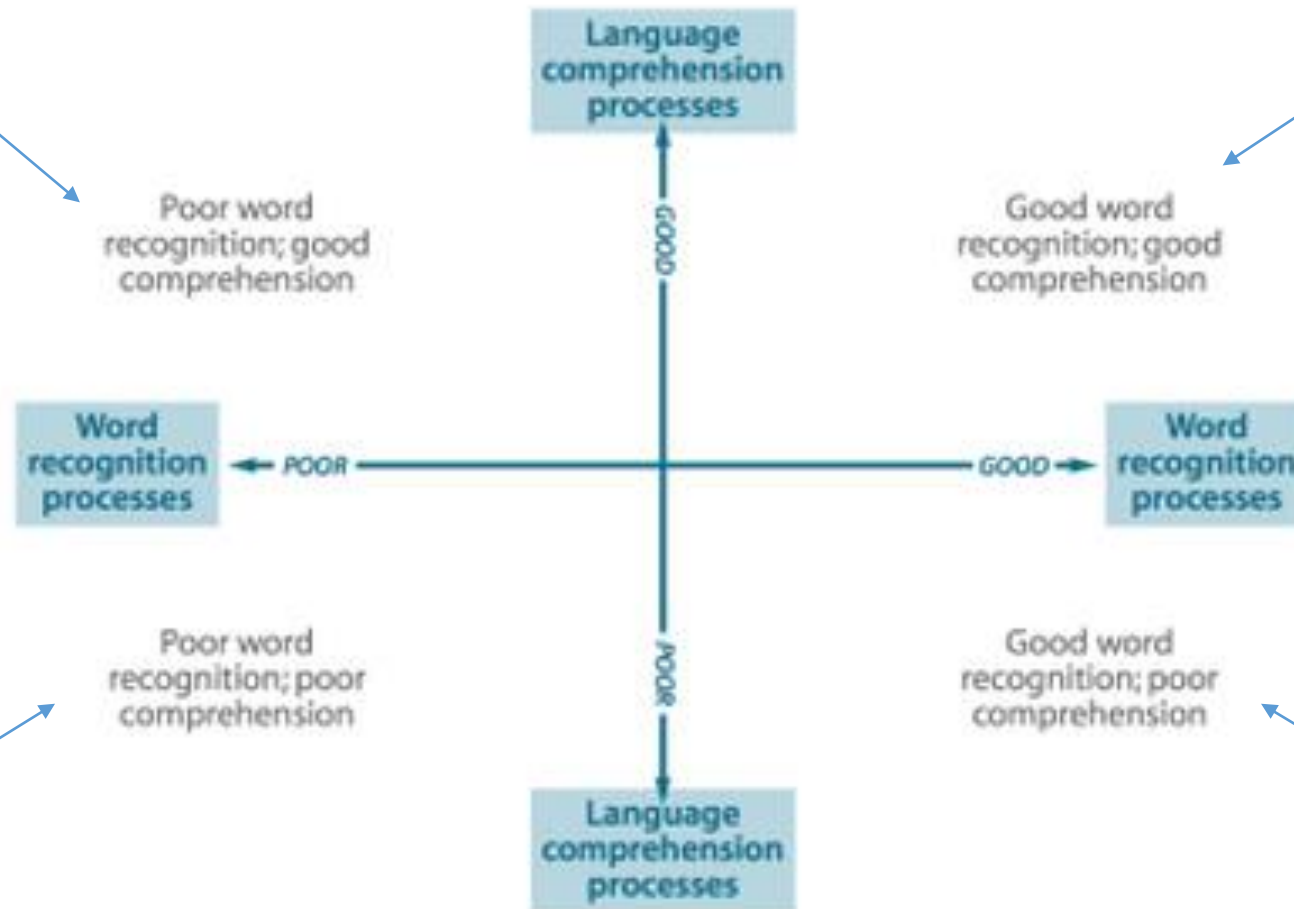
Book bands

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R						

Word Reading vs Understanding

Are they practising enough?

This is where we want children to be.



Is extra support required?

Is it a race?

Bug Club

Go to www.activelearnprimary.co.uk

Log in with details in your child's red reading record-
username, password and school code

Please make a note in their diary-this doesn't need to
be detailed.

Bug Club allows for LOTS of books. This is NOT a
replacement for sharing a story.

Support at home

- Create a healthy routine. Stick to it and it'll become a habit. We are collecting parents top tips.
- If children do not practise reading enough, they fail to make sufficient progress. Reading raffle ticket for each read.
- Read the same thing twice, three times, four times. 5-10 minutes/a word or page each. Anytime of day.
- Bug Club matches phonics and library books develop the love of reading.
- Continue to share stories at bedtime.
- Try to be a good 'reading role model' and allow your child to see you reading at home.

Questions

- Technology
- Touching books (mechanical vs enjoyment)
- Comprehension
- Volunteers to hear readers