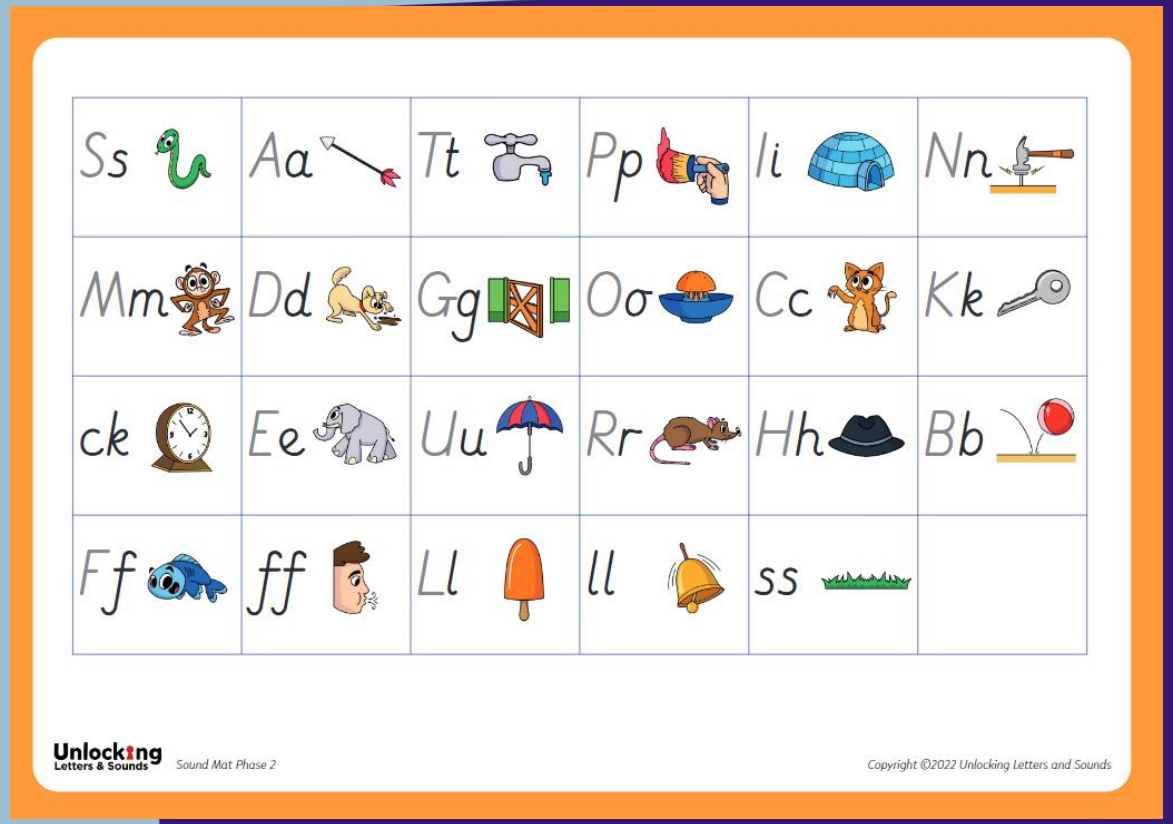
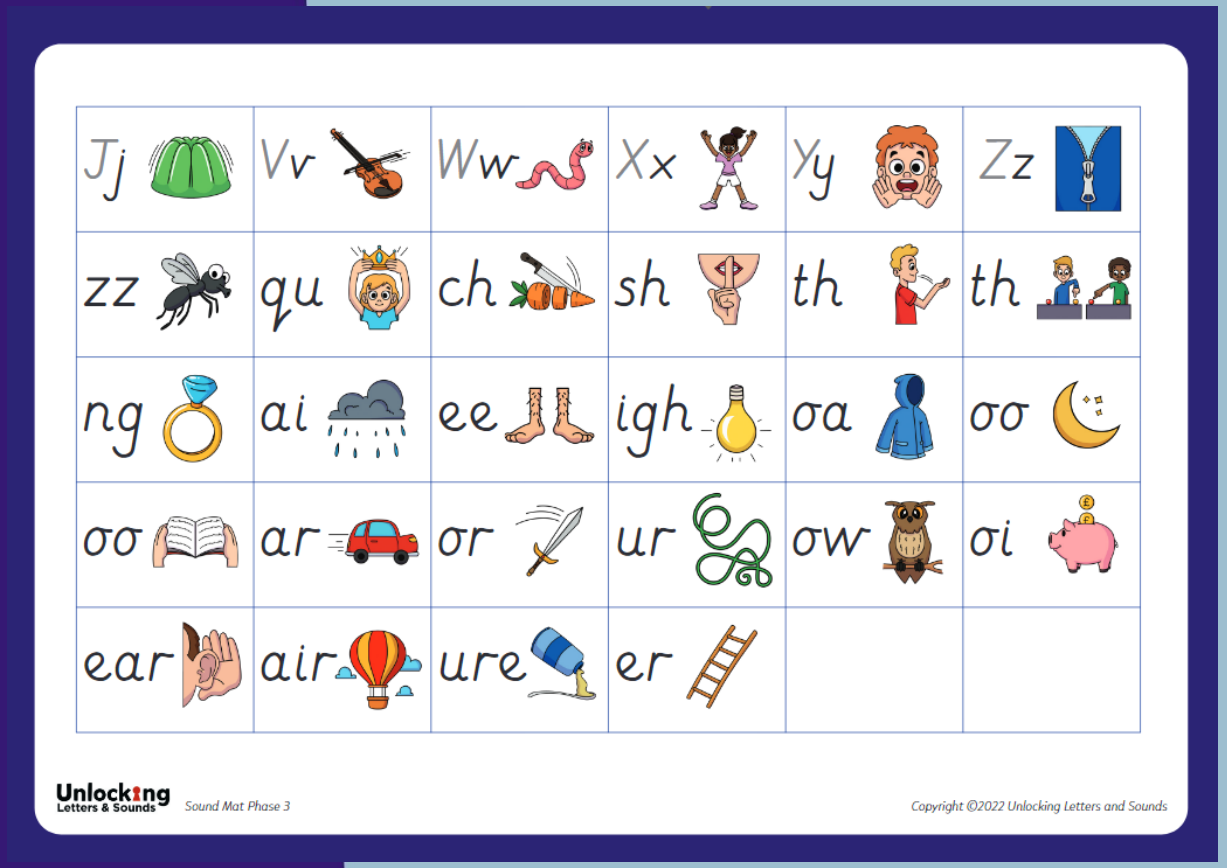
Parent/ Carer Introduction to Phonics and Early Reading

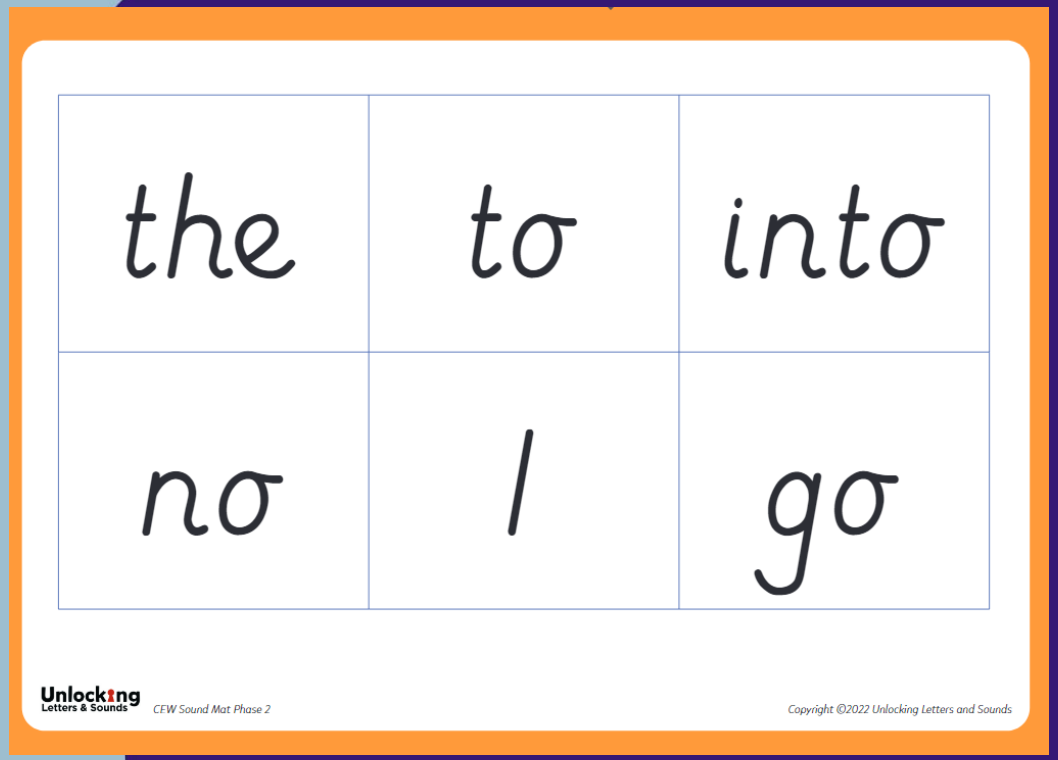
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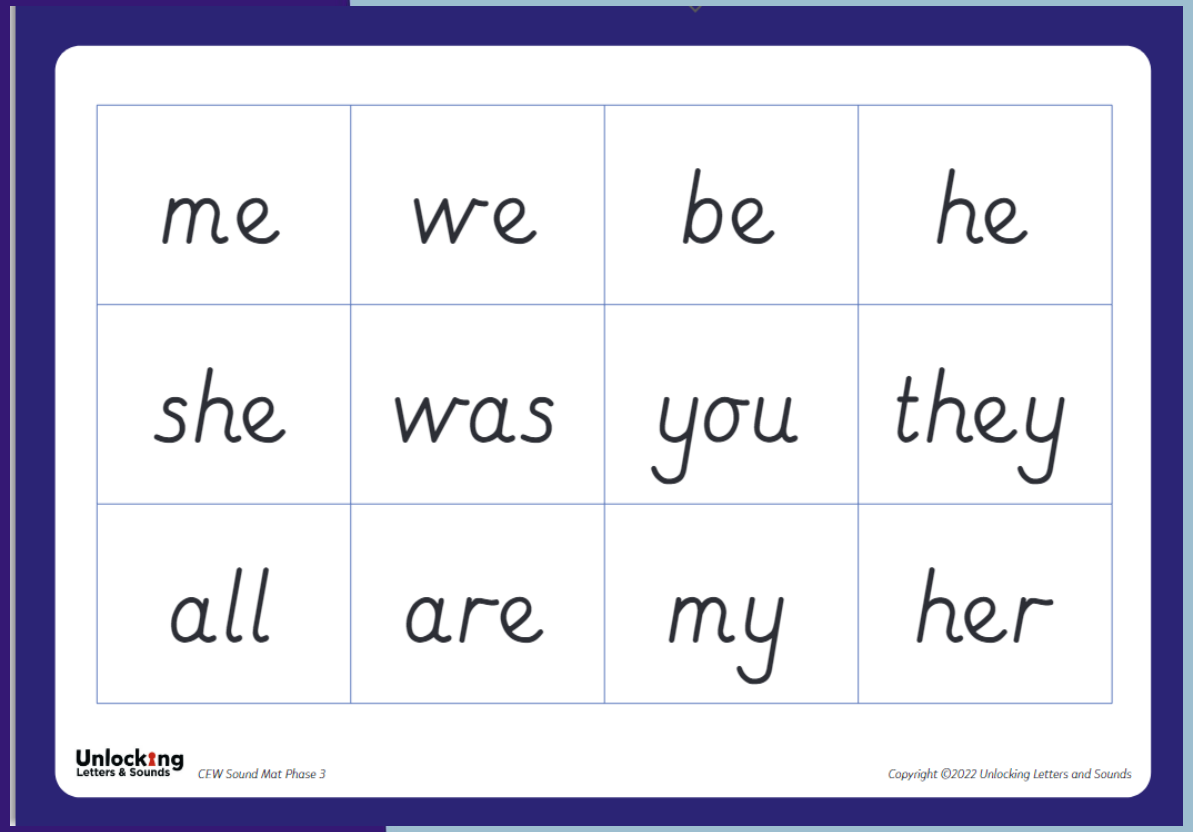
Quick Recap

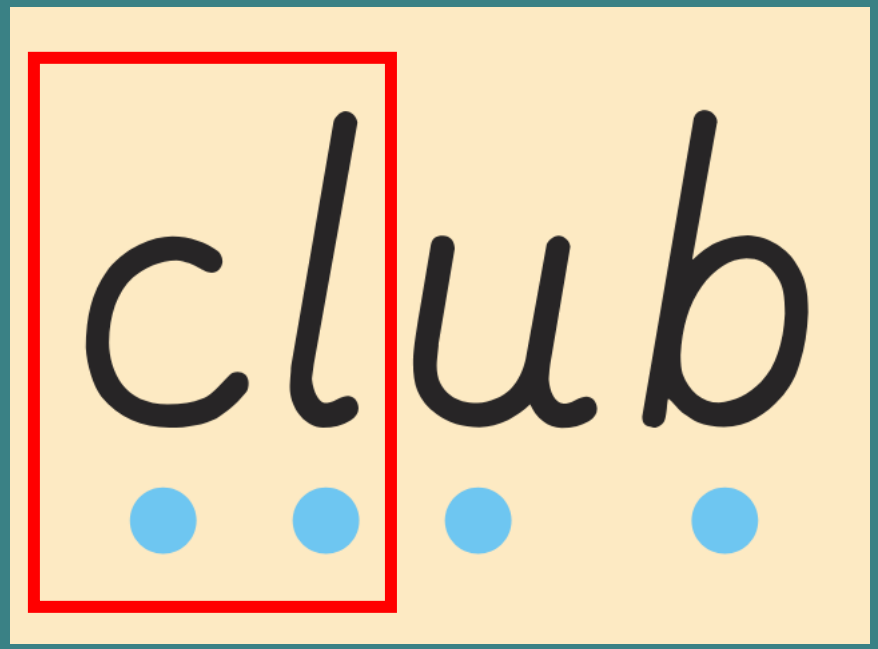

Ss Aa Tt Pp Ii Nn
Mm Dd Gg Oo Cc Kk
ck Ee Uu Rr Hh Bb
Ff ff Ll ll ss
Unlocking Letters & Sounds
Sound Mat Phase 2
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Jj Vv Ww Xx Yy Zz
zz qu ch sh th th
ng ai ee igh oa oo
oo ar or ur ow oi
ear air ure er
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Sound Mat Phase 3
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Quick Recap


the
to
into
no
I
go
Unlocking Letters & Sounds
CEW Sound Mat Phase 2
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me
we
be
he
she
was
you
they
all
are
my
her
Unlocking Letters & Sounds
CEW Sound Mat Phase 3
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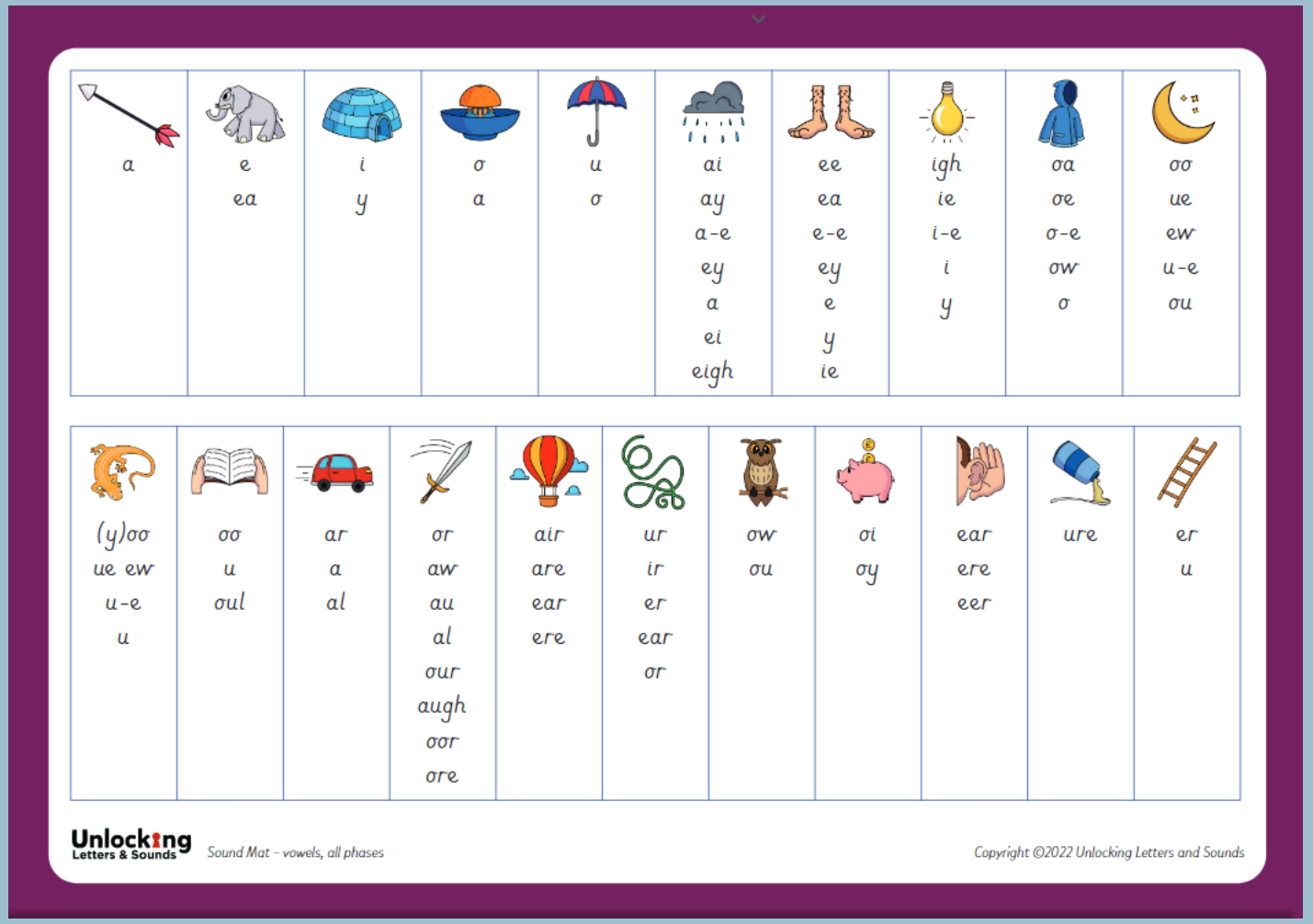


What have they learnt so far this year?

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

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How will phonics change?



a	e ea	i y	o a	u o	ai ay a-e ey a ei eigh	ee ea e-e ey e y ie	igh ie i-e i y	oa oe o-e ow o	oo ue ew u-e ou

(y)oo ue ew u-e u	oo u oul	ar a al	or aw au al our augh oor ore	air are ear ere	ur ir er ear or	ow ou	oi oy	ear ere eer	ure	er u

Unlocking Letters & Sounds Sound Mat - vowels, all phases

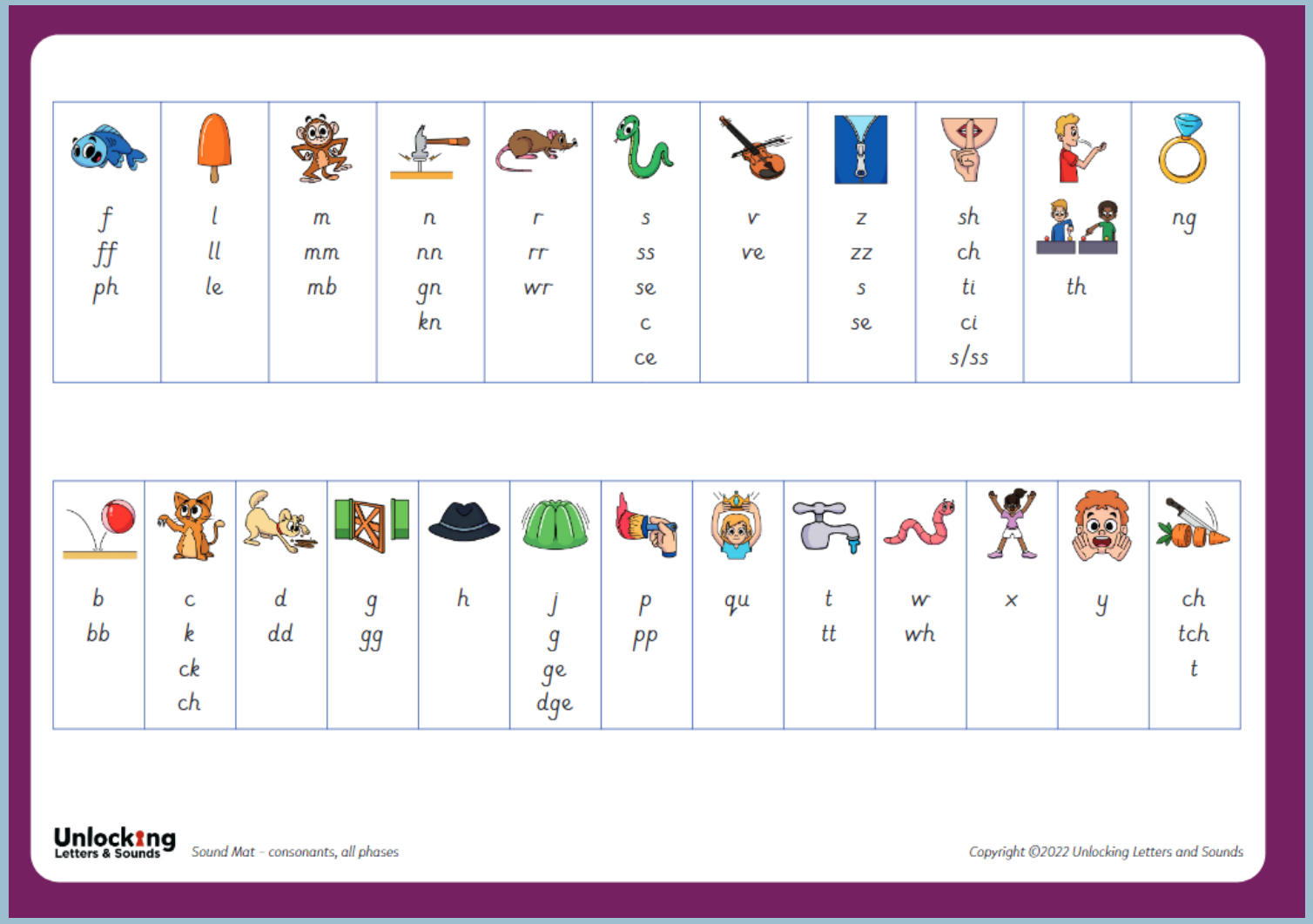
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Unlocking Letters & Sounds

Reading Stars Phonics

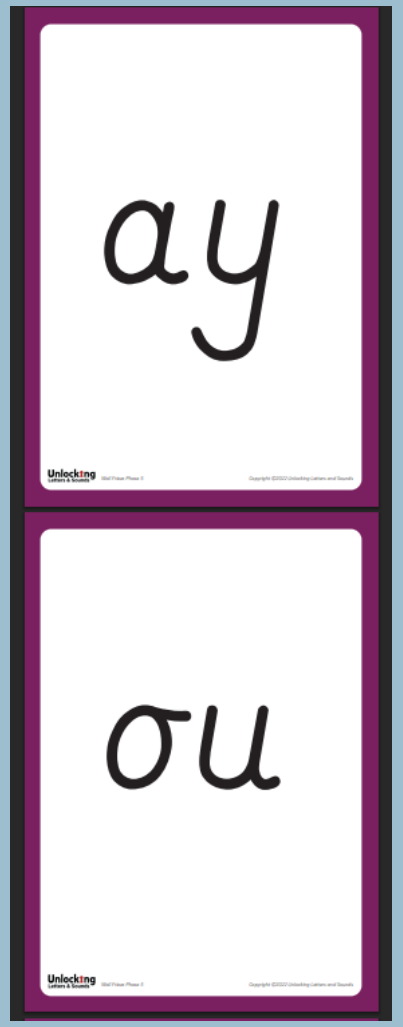


How will phonics change?

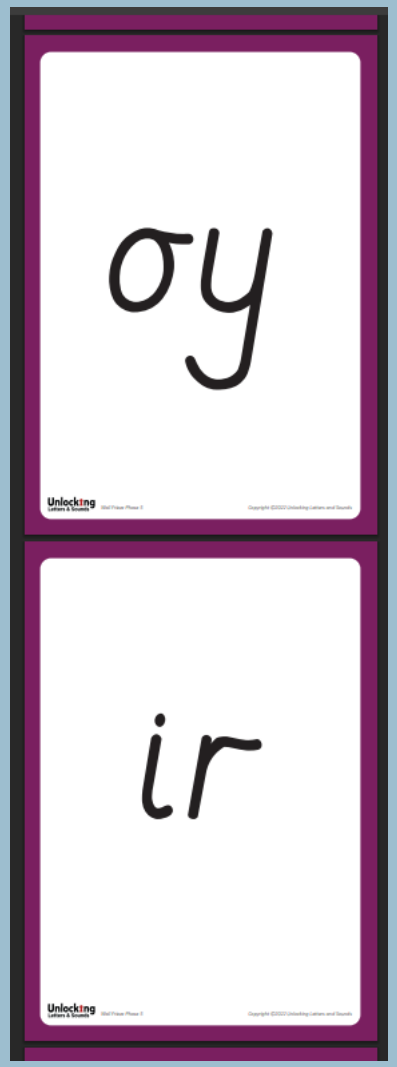




Phase 5 Digraphs

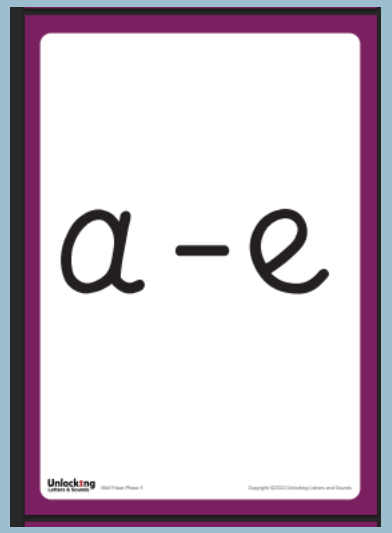


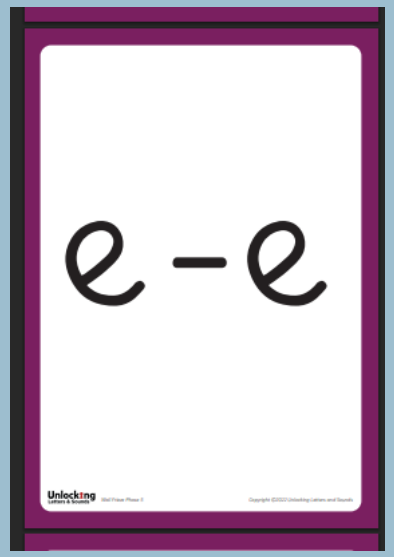














Phase 5 Split Digraphs

It is at this step that your child will be introduced to split digraphs. Split digraphs are similar to other digraphs in that they are sounds represented by two letters. However, they differ from other digraphs because the two letters are split with a gap (or intervening letter) between them. For example, the a_e in tame, the i_e in time or the o_e in bone. Matching card games are a fun way for your child to explore and recognise these split digraphs in words. In this activity, your child has to read each word that contains a split digraph and match it to the appropriate image.



Phase 5 Alternative Spellings

Not all sounds are spelt the same way in every word; sometimes a sound can have a number of different forms, e.g. the 'ay' sound can be spelt ay, ai or a_e (may, pain, take). At this step, your child will begin to explore these different spellings for sounds and learn the different sound families. They will experiment with writing the alternative spellings and begin to read words accurately that contain them. These alternative spelling word mats are a great visual representation that combine all the different ways of spelling different sounds into one place.

Unlocking Letters & Sounds

Reading Stars Phonics

a (acorn)

a

acorn

basic

April

label

How will phonics change?

ai, ay, a-e, a

rain

play

gate

radio



Common Exception Words

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

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Contractions

didn't



I'll



Year 1 programme of study

Reading – word reading

Statutory requirements

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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Segmenting for Spelling



Segmenting hands

Stretch out the word

Unlocking Letters & Sounds

Sunday

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Reading Stars Phonics

Statutory requirements

▪ name the letters of the alphabet:
  ▪ naming the letters of the alphabet in order
  ▪ using letter names to distinguish between alternative spellings of the same sound
▪ add prefixes and suffixes:
  ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  ▪ using the prefix un–
  ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
▪ apply simple spelling rules and guidance, as listed in English Appendix 1
▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Unlocking Letters & Sounds

Reading Stars Phonics

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week

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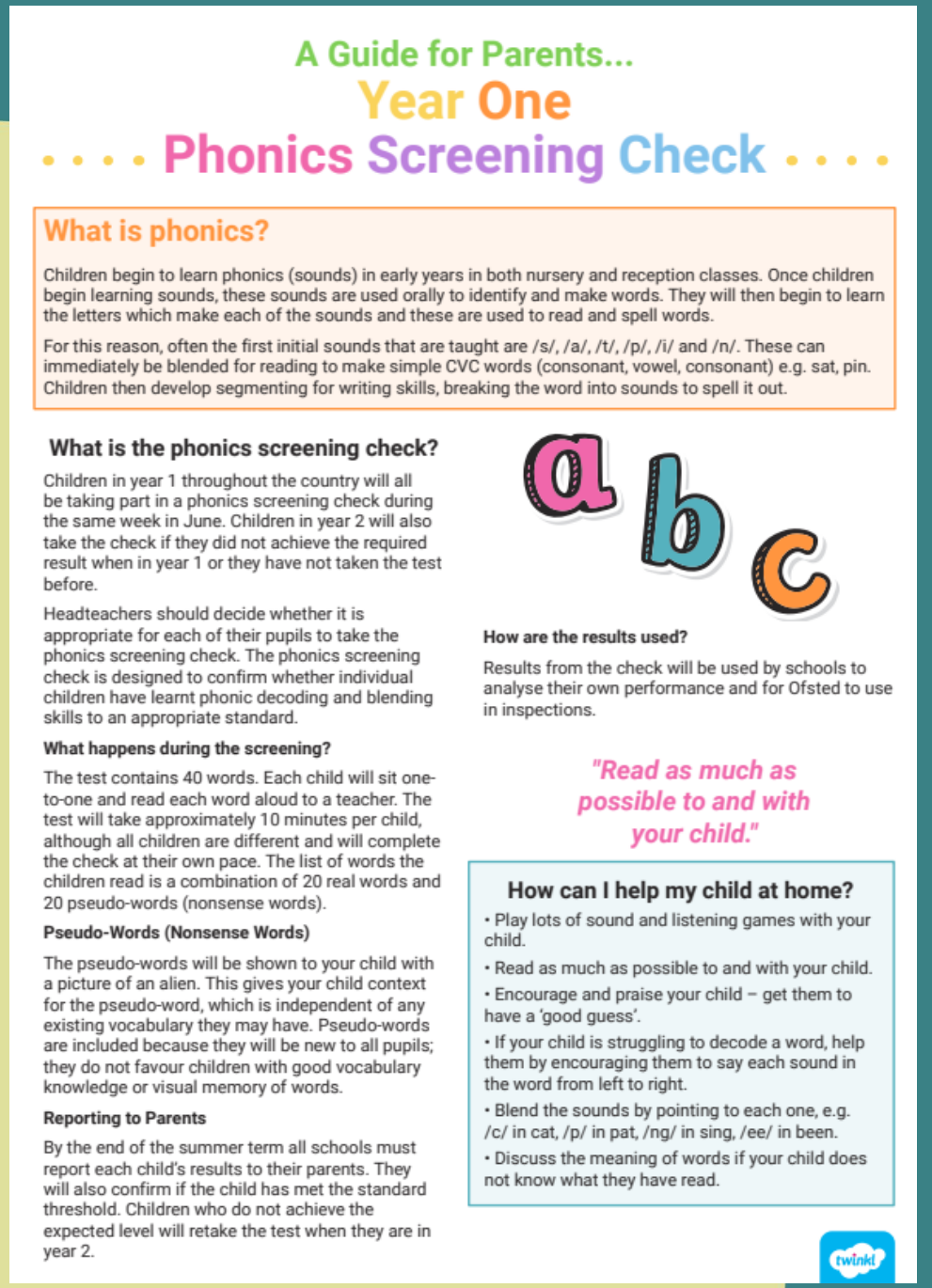
Reading Stars Phonics

Why it's important:

Identifies reading gaps: The check helps teachers identify children who need extra support to improve their phonics and decoding skills.

Ensures early support: By catching struggling readers early, the check allows for timely intervention, which is crucial for future reading success.

Statutory requirement: It is a statutory data collection, meaning schools are required by law to administer it every June.



A Guide for Parents...

Year One Phonics Screening Check

What is phonics?

Children begin to learn phonics (sounds) in early years in both nursery and reception classes. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

For this reason, often the first initial sounds that are taught are /s/, /a/, /t/, /p/, /i/ and /n/. These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills, breaking the word into sounds to spell it out.

What is the phonics screening check?

Children in year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in year 2 will also take the check if they did not achieve the required result when in year 1 or they have not taken the test before.

Headteachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

What happens during the screening?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo-words (nonsense words).

Pseudo-Words (Nonsense Words)

The pseudo-words will be shown to your child with a picture of an alien. This gives your child context for the pseudo-word, which is independent of any existing vocabulary they may have. Pseudo-words are included because they will be new to all pupils; they do not favour children with good vocabulary knowledge or visual memory of words.

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in year 2.

How are the results used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

"Read as much as possible to and with your child."

How can I help my child at home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise your child – get them to have a 'good guess'.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.

twinkl

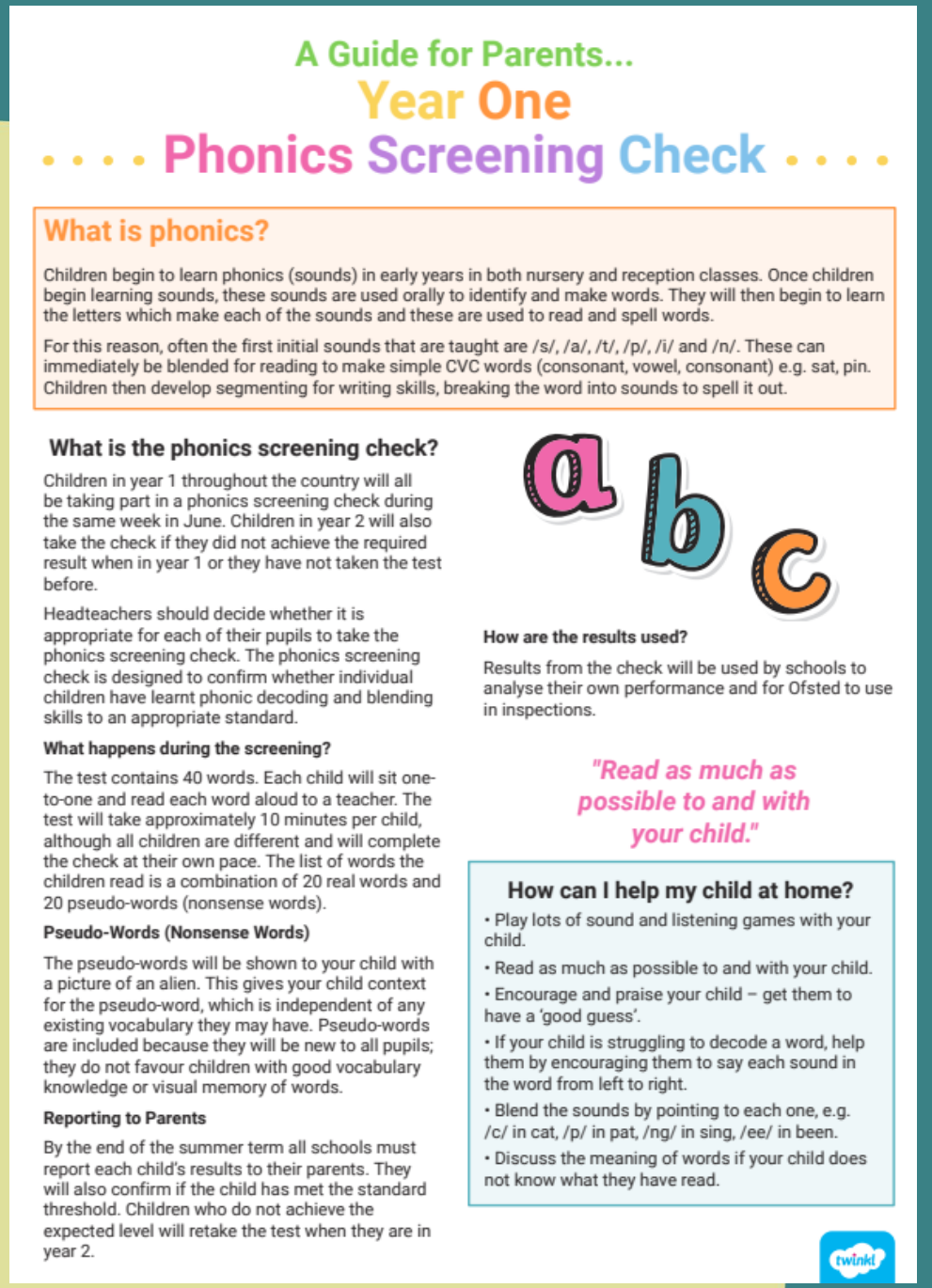
Unlocking Letters & Sounds

Reading Stars Phonics

What happens if a child doesn't pass:

Retake in Year 2: Children who don't reach the pass mark in Year 1 are given extra phonics support and can retake the check at the end of Year 2.

No impact on progression: Despite being a statutory requirement, the check has no impact on a child's progression into the next year of primary school.



A Guide for Parents...

Year One Phonics Screening Check

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- Discuss the meaning of words if your child does not know what they have read.

twinkl

Spellings

Spellings	Copy	Copy	Copy
jumping			
melting			
farmyard			
some			
come			

Write simple sentences for two of your spellings.

This week in phonics we have learnt:	
CEW:	some, come
GPC:	Practising polysyllabic words *polysyllabic - words having more than one syllable*

Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with SEND



Questions and next steps