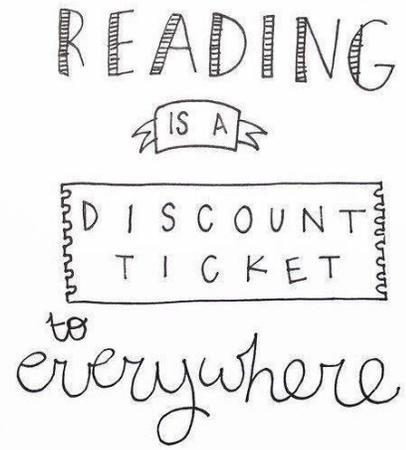


# Phonics at Springwood Junior Academy

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FS2 Teachers/Phonics & Early Reading Leads





# Reading

*We strive to ensure that all children have a **love of reading**.*

*Reading accurately means that children are able to access the rest of the curriculum.*

*Children **must learn to read accurately** by the **age of 6**.*

*Reading failure begins early and **takes root quickly** (hard to catch up).*

*Statistics show that **25%** of primary school children leave primary unable to read.*



# What is phonics?

- ▶ Phonics is the relationship between the sound that we hear, and what we see written down on a page. For example...
- ▶ In phonics lessons we say the sound together, we look at how it is written, we learn the mnemonic for how to write it, and we read it in isolation, as well as learning to read it in words, and write it in words. See resources...
- ▶ There are **daily** phonics lessons for children in **FS2 to Year 2** that are fast paced and repetitive so children make lots of progress, quickly. The phonics groups are streamed, which means children are in a group that matches their ability based on assessments. The groups are taught by a variety of phonics experts and are of varying sizes. All phonics lessons are structured the same, meaning all children receive the same high-quality learning experience.
- ▶ Phonics is a **systematic approach** to the teaching of synthetic phonics and is a highly successful way of developing children's reading, spelling and language skills. Springwood Junior Academy use the ACET Phonics Scheme, **which is based on Letters and Sounds**, to teach phonics across school.



# ACET Phonics and Early Reading Village



# Phase 2 Phonics



# Phase 2 & 3 Phonics



# Tricky Words

Phase 2a	Phase 2b	Phase 3d	Phase 4a	Phase 5a
I	he	said	Mr	oh
no	she	have	Mrs	<b>Phase 5b</b>
the	we	so	once	people
<b>Phase 2b</b>	me	do	love	their
go	be	like	one	<b>Phase 5c</b>
to	my	little	<b>Phase 4b</b>	called
into	by	some	who	looked
	was	come	what	asked
	they	were	where	could
	all	there	when	would
	her	out	why	should
	are			
	you			



# High Frequency Words

Phase 2a	Phase 2b	Phase 3a	Phase 3c	Phase 4a
a	can	pull	see	eyes
as	had	full	with	it's
is	mum	will	then	I'm
it	dad	has	too	ask
and	get	<b>Phase 3b</b>	them	<b>Phase 4b</b>
in	got	that	your	from
<b>Phase 2b</b>	put	this	<b>Phase 3d</b>	just
at	but	push	down	went
on	his		for	help
up	him		now	find
am	big		today	
of	back		day	
if	off			
	not			

# High Frequency Words

Phase 5a	Phase 5c	Phase 5d	Phase 5e	Phase 5f
very	house	says	friend	didn't
	don't	our	school	can't
	old			I'll
<b>Phase 5b</b>	children			couldn't
made	saw			I've
here	water			there's
make				he's
				we're



Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday

January	July
February	August
March	September
April	October
May	November
June	December

By the end of Y1 children will be expected to be able to read and write these words.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

# When do children learn phonics?

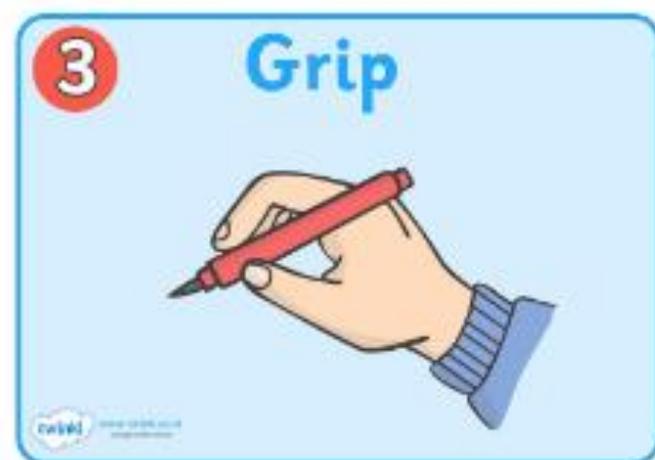
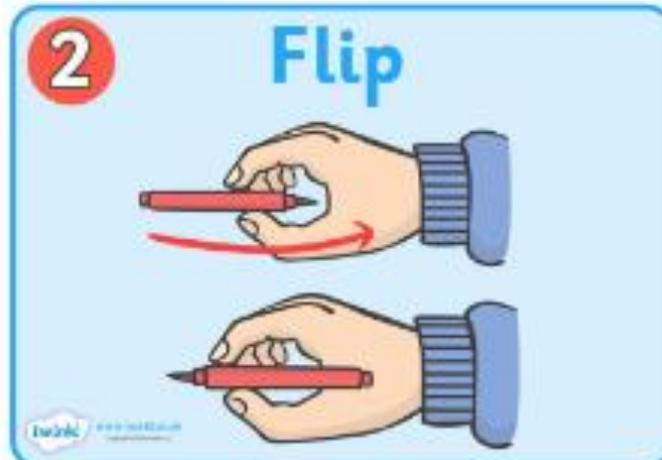
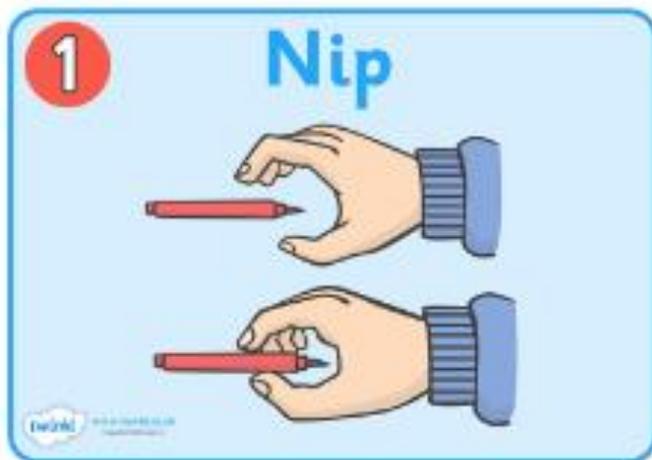
- ▶ Phonics starts in Nursery. The focus isn't on reading words just yet but on learning all the vitally important skills to help to move onto reading words. Listening skills are developed and pupils will practise making sounds with their bodies and their mouths. They also develop their Fine Motor Skills, ready for holding a pencil (all these skills are in Phase 1).
- ▶ Oral blending
- ▶ Oral segmenting
  
- ▶ In FS2, all pupils start Phase 2 phonics (this means learning the visual letter and it's corresponding sound and beginning to put the sounds together to read and spell words). The progression of Phonics throughout FS2 and Year 1 is well structured and ambitious. **Each phase covers a variety of sounds, tricky words and high frequency words.**



# Have you got the correct pencil grip?

Please ensure that your child is holding their pencil correctly when they are writing.

This will help your child with their letter formation as they will have better control of their pencil.



# Terminology

- ▶ **Sounds** – the noise the letters make.
- ▶ **Sound Talk** – Saying the sounds in a word e.g. push = p – u – sh
- ▶ **Blending ('read the word')** – pushing the sounds together to make the word e.g. p – u – sh = push
- ▶ **Tricky Words** – familiar words we can read 'at a glance' that might not follow the phonics code.
- ▶ **High Frequency Words** - familiar words we can read 'at a glance' that do follow the phonics code.
- ▶ **Digraphs** – two letters that make one sound e.g. ai
- ▶ **Trigraphs** – three letters that make one sound e.g. igh
- ▶ **Say the word, count the sounds** – a phrase we use to help the children segment a word into the sounds we need to spell the word



# What sounds will my child learn in Phase 2?

▶ 2a – s a t p i n m d o g l

▶ 2b - c k c k e u r h b f ff  
ll ss



# What sounds will my child learn in Phase 3?

- ▶ 3a – j v w x y z zz qu ch sh ng ing
- ▶ 3b – th
- ▶ 3c – ai ee igh oa oo oo ar er ur ir
- ▶ 3d – or ow oi air ear ure



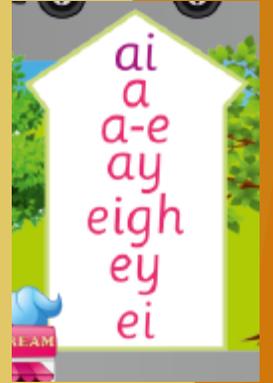
# What sounds will my child learn in Phase 4?

- ▶ 4a -Initial blends st tr dr gr cr br fr bl fl gl pl cl sp sm shr str thr tw  
sk sc
- ▶ 4b – wh/nch  
-Final Blends - nd mp nt nk ft sk lt lp nch st lk lf
- ▶ 4c – Reading words with initial and final blends.  
-2 syllable words



# What sounds will my child learn in Phase 5?

- ▶ **5a** – a (apron), e (evil), i (find), o (robot) u (uniform)
- ▶ **5b** – a-e (make) e-e (theme) i-e (time) o-e (home) u-e (flute/huge) y (baby), y (fly), c (decent), g (ginger)
- ▶ **5c** – ay (play), ea (beach), ey (key) oe (toe) ow (low) ie (tie) oy (boy) ou (loud) ea (bread)
- ▶ **5d** – au (Paul) aw (draw) ue (blue) ew (new) ph s (/zh/leisure, visual, casual, vision)
- ▶ **5e** – ie (field) a (wand) ch (chef) ch (school) ou (could) ou (shoulder) ou (soup)
- ▶ **5f** – mb kn gn wr le **c** k ck qu ch **s** c se **z** se **v** ve **sh** ch tion ssion ssure sion sure cion cious cial **ai** ay a-e eigh ey ei a **ee** ea e-e ie y ye eo e **igh** y ie i-e i **oa** ow oe o-e o **oo** ew ue ui ou u u-e **u** oo ou o **or** aw au al our ore **ur** ir er ear **ow** ou **oi** oy **ear** ere eer **air** are ear **r** our re ure er

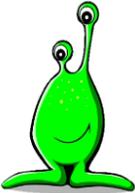


# How will my child read a word?

## ► Unfamiliar Words - Decoding

bat

sock

leff 

## ► Familiar Words – At a glance (Tricky/High Frequency Words)

the

is

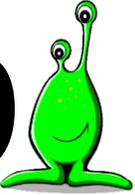


# How will my child read a word?

► Unfamiliar Words - Decoding

boat

light

maip 

► Familiar Words – At a glance (Tricky/High Frequency Words)

they

will



# How will my child spell a word?

“Say the word, pinch the sounds”

”Sound it out”

- ▶ Unfamiliar Words – Segmenting (chopping the sounds up)

boat



light



- ▶ Familiar Words - (Tricky/High Frequency Words)

they

will



# How do we assess?

- ▶ Every half term we assess every child who is still accessing phonics.
- ▶ We do this by working with them 1:1 to see what phonics they have remembered.
- ▶ This is done in a relaxed, no pressure way. The children just see it as another part of their learning.
- ▶ Phonics assessments are completed within school and this information is used internally to support groupings and monitor progress.
- ▶ At the end of Year 1 all children complete a statutory government set assessment called the Phonics Screening Check...

# Statutory Phonics Screening Check

## ► Task

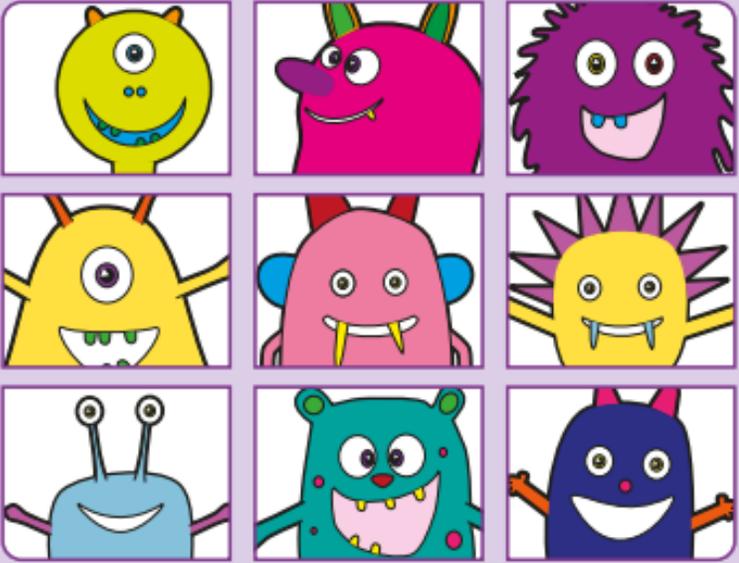
- 1:1 activity with a familiar adult
- 40 words to read (containing sounds from Ph 2-5)
- 20 real words and 20 'alien' words
- Fair praise for each word
- Children unaware of their score
- Children can 'sound talk, read the word' or they can sight read to score correctly

2023 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



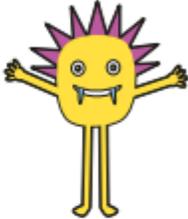
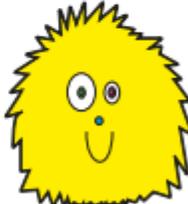
The image shows a grid of nine cartoon alien characters, each in a separate square. The characters are: Row 1: a yellow alien with one eye and a blue collar; a pink alien with a purple nose and a small fang; a purple alien with spiky hair and a blue fang. Row 2: a yellow alien with two eyes and a wide smile; a pink alien with a red horn and two fangs; a yellow alien with spiky hair and two fangs. Row 3: a blue alien with two large eyes and a wide smile; a teal alien with a red nose and a yellow fang; a dark blue alien with a red horn and a wide smile.

# Statutory Phonics Screening Check

## ► Technical Info

- Completed in June (week commencing 9<sup>th</sup>)
- Pass mark approx. 32/40 words read correctly
- Children will re-take in Y2 if they don't pass
- Pass rate informs school where support is needed
- Children rewarded for effort, not pass rate

Section 1

heng	
shob	
farn	
chesh	

# Statutory Phonics Screening Check

## ▶ More Info

- ▶ Practice tests will be completed throughout the year to allow children to become familiar with the tests and to aid assessment
- ▶ Year 1 completed these last week!
- ▶ Any questions?

Section 1

chip
hill
jars
shack

# Tips for reading at home...

## ▶ Do

- ▶ Read regularly to your child.
- ▶ When reading phonics books, encourage your child to 'sound talk' the word if they're stuck.
- ▶ If they make a mistake – encourage them to re-read it.
- ▶ Discuss meaning of words.
- ▶ Re-read sentences for your child to help with understanding.

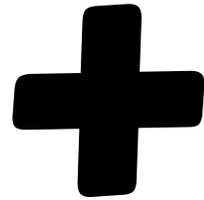
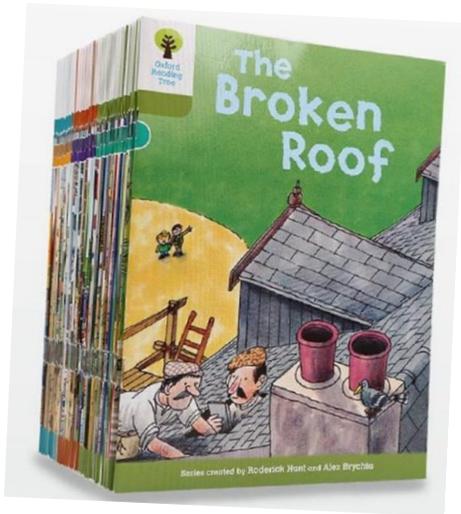
## ▶ Don't

- ▶ Don't use pictures to help your child guess the word.
- ▶ Don't sound out using letter names.



# Home Reading – Book changes

## One change per week



## Home Reading

Day	Book Title	Page No.	Comment	Initial
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

## Information from School

Spellings/Phonics		Reading	
		Comment	
		M	
		T	
		W	
		Th	
		F	



# Reading at home with my child

- ▶ Regular Reading Time – same book!
- ▶ Listening to them read aloud – signing planners
- ▶ Strategies if they're stuck
- ▶ Library Books – Reading for Pleasure
- ▶ Home Reading Books (phase appropriate)
- ▶ Fluency

Please practise these words/sounds at home

Name:



Practise reading the sounds below.

s a t p i n m d  
o g l c k ck e

Practise writing the sounds below

Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) with a light blue shaded writing area between the top and bottom lines.

Practise reading the words below.

I the no  
go

is it an and  
in at on

cat kit lick peg ten

Practise reading the sentences below.

I can go.  
The cat.  
I can kick it.  
The pet is ten.

Choose a sentence then cover it and write it below.

Handwriting practice lines consisting of three horizontal lines (top, middle dashed, bottom) with a light blue shaded writing area between the top and bottom lines.



# Books

Children learning phonics	<p><b>Phase 1/2a</b></p> <p>We <b>cannot</b> give a Floppy's Phonics' Book with words until children can recognise <b>all</b> phase 2 sounds and Tricky Words.</p>	<ul style="list-style-type: none"> <li>• <b>Wordless Book</b> (enjoy together – discuss what they think is happening in the story)</li> <li>• <b>Phonics Homework Sheet</b> (children to read independently to practise their learning. Adult to listen/support)</li> <li>• <b>Library Book</b> (adult to read it to them/shared read – purely for the <i>love of reading and stories</i>)</li> </ul>
	<p><b>Phase 2b-5f</b></p>	<ul style="list-style-type: none"> <li>• <b>Phonics Books</b> (new white labels) (read to an adult – this book is to practise their phonics)</li> <li>• <b>Library Book</b> (adult to read it to them/shared read – purely for the <i>love of reading and stories</i>)</li> </ul>
Children <b>secure</b> in phonics	<p><b>Coloured Book Bands</b></p> <p><b>Secure in all of phonics</b></p>	<ul style="list-style-type: none"> <li>• <b>Coloured Book Bands</b> (orange, turquoise, purple, gold, white and lime) (read to an adult – to develop their understanding)</li> <li>• <b>Library Book</b> (adult to read it to them/shared read – purely for the <i>love of reading and stories</i>)</li> </ul>
	<p><b>Free Reader</b></p>	<ul style="list-style-type: none"> <li>• <b>Library Book</b> (Independent/read to an adult)</li> </ul>





Written by Roderick Hunt and illustrated by Nick Schon,  
based on the original characters created by  
Roderick Hunt and Alex Brychta  
Phonics Consultant: Debbie Hepplewhite

### BEFORE READING

#### Talk together

- Look at the cover picture together and read the title. Ask: *What is Kipper doing?* Talk about why roads are dangerous, especially for wild animals.
- Look through the book and talk about the pictures.

#### Say the sounds

These are the focus letters and sounds your child will practise in this book.

**oa ur**

#### Sound the words

These words practise the focus letters and sounds for this book. Encourage your child to say the sounds from left to right to read the words.

**toad road load coat coach hurt turn**

#### Read these words together

These words are common but children may find them hard to read at this stage.

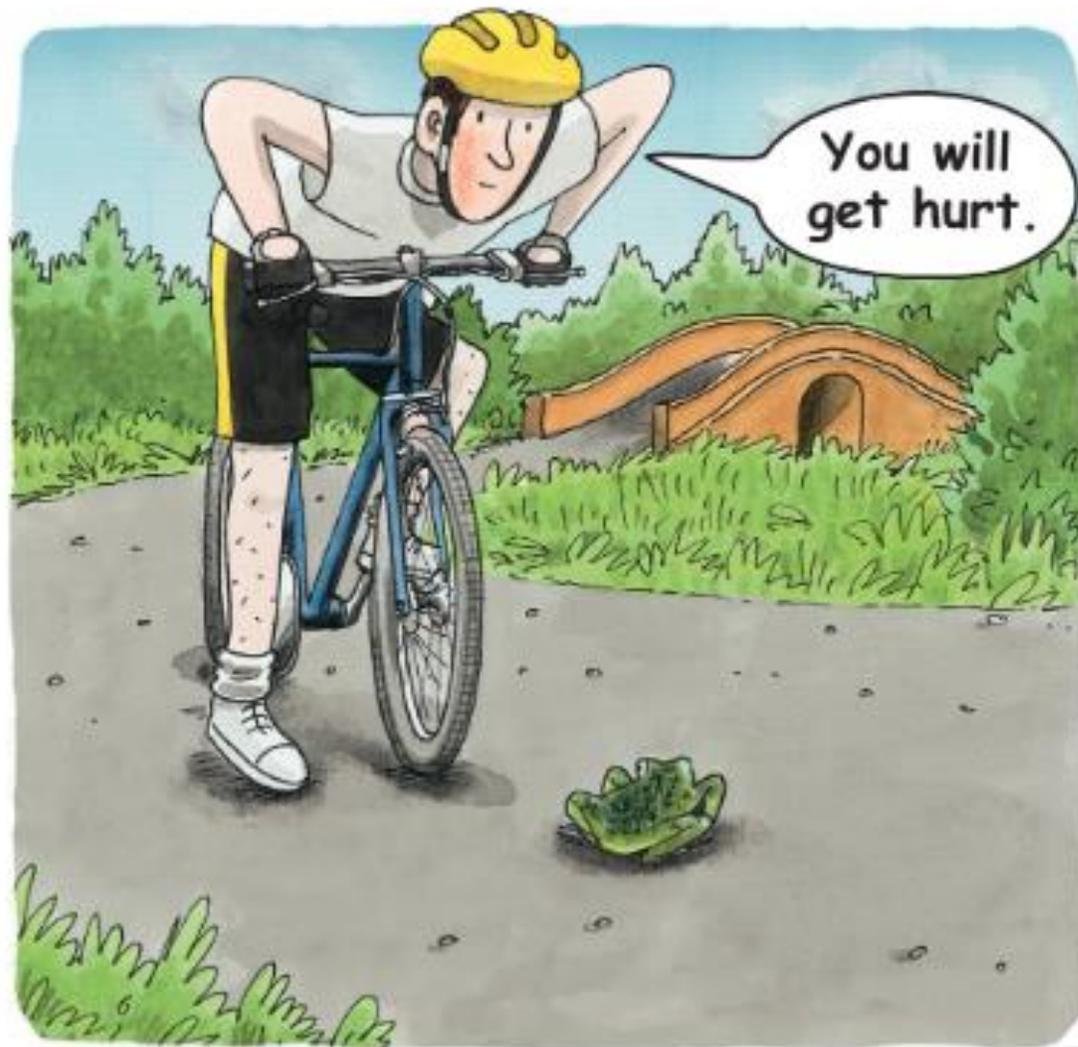
**we was you they are**



Enjoy reading and talking about the book together!

See the inside back cover for more ideas.

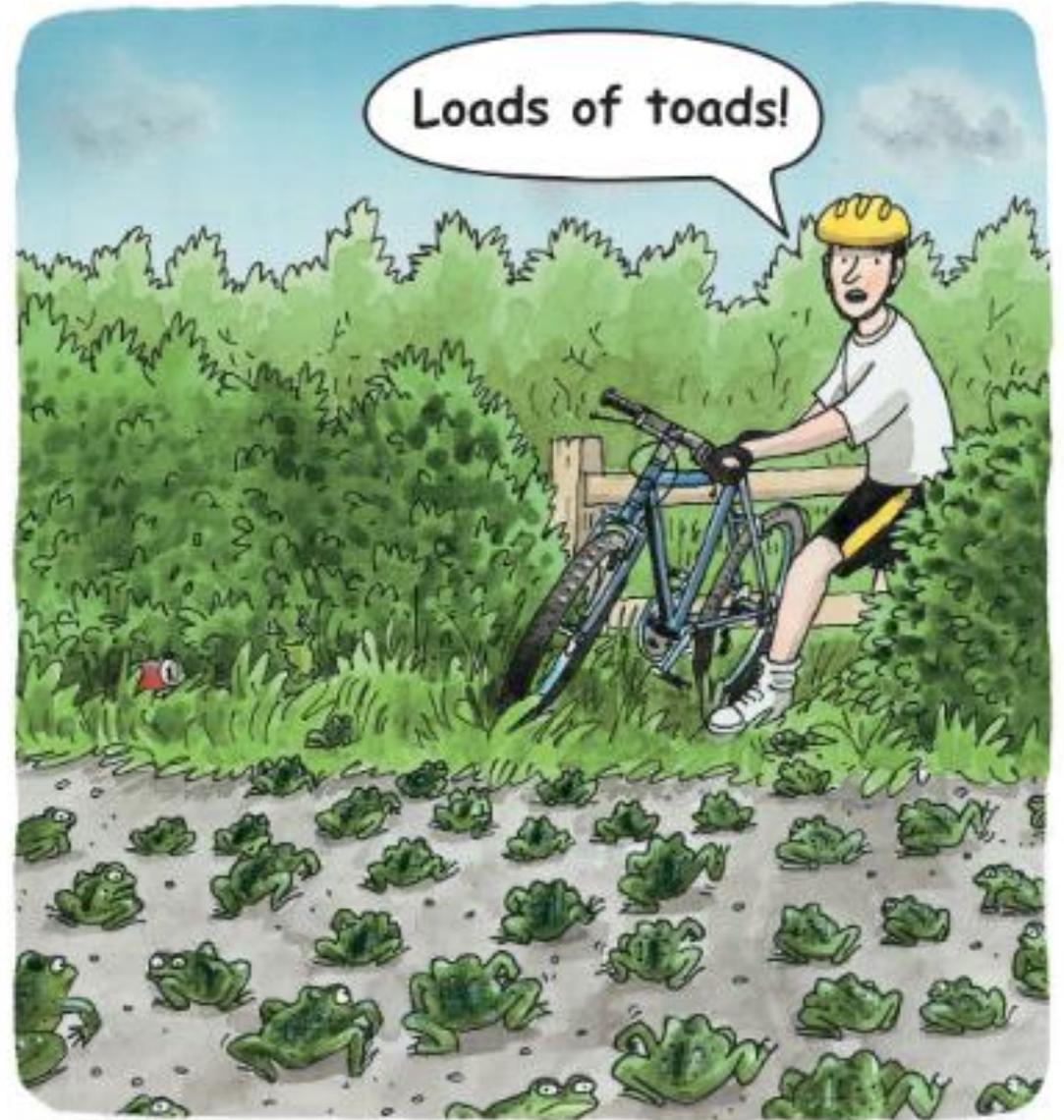
# A toad was on the road.



Dad put the toad down.



2



# Thank you

A great Instagram account to follow, which I also follow myself! @phonicsfairy

