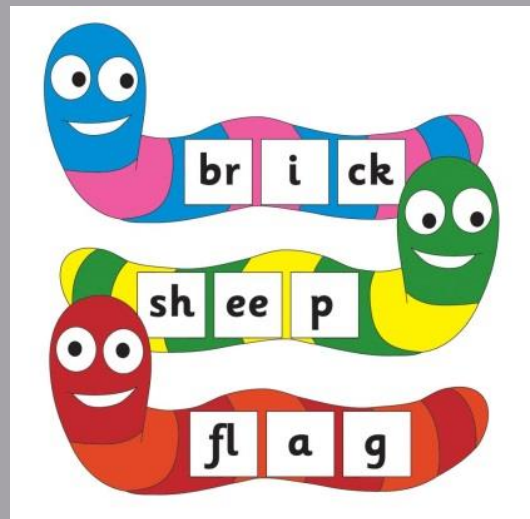


# Box CE VC Primary School

## Our approach to early reading and phonics



# The Power of Reading

Enabling children to become truly independent readers improves chances in school and in the wider world.

Components:

- To have mastered the essential early reading skills of phonics and sight vocabulary to enable them to read fluently and accurately.
- To have a love of books and to read for pleasure.

# Why we teach phonics?

*Phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers*

Sir Jim Rose, Rose Review of Reading 2006

Phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

# Some Definitions

A **phoneme**

This is the smallest unit of sound  
in a word.

How many phonemes can you  
hear in **cat?**

Once children are good with single phonemes...

**Digraphs** – 2 letters that make 1 sound

ll ss zz oa ai

**Split digraphs** - where 2 letters are not adjacent to each other

a-e  
rate

i-e  
kite

u-e  
tube

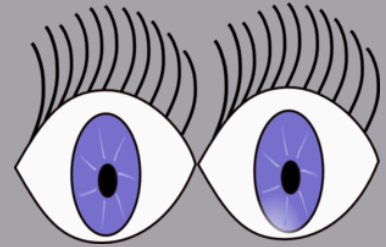
**TRIGRAPHS** – 3 letters that make 1 sound

igh dge air

A **phoneme** you hear



A **grapheme** you see



**A word always has the same number of phonemes and graphemes. A grapheme can have one, two or three letters.**

# How to say the sounds.....

## Pronouncing phonemes

1.	f	l	m	n	r	s	sh	v	th	z	x
2.	c	p	t	ch	h						
3.	b	d	g	w	qu	y					

**Line 1** - pronounce phonemes by continuing them fffff, llllll, mmmmm, rrrr, ssss, vvv

**Line 2** - pronounce without voice p/h by panting like a dog

**Line 3** – these are difficult, pronounce them as cleanly as possible

# Segmenting Activity

How many phonemes are in each word?

shelf

dress

sprint

paint

chair



# How did you do?

shelf



dress



sprint



paint



chair



# Demonstration of early reading

## Mrs Hanratty

# **A whole school approach: Letters and Sounds**

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning.

Taught daily in 20 minute sessions across KS1 and as an accelerated intervention across KS2 for children who need support to read and spell accurately.

Children have time to practise and rapidly expand their ability to read and spell words.

# Progression in Letters and Sounds

Phase 1	<ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>Recap all previous sounds.</li> <li>Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>Learn new phoneme zh</li> <li>Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>Investigate how adding suffixes and prefixes changes words</li> <li>Introduce the past tense</li> </ul>

Let's play some games ...

It's ok ... you can work  
together!

# Phase 4

- Takes 4 weeks.
- Focuses on initial and final letter blends.
- CCVC words-e.g. f-r-o-g
- CVCC words- e.g. m-i-l-k
- CCVCC words- e.g. c-r-i-s-p
- Polysyllabic words- e.g. sandpit

# Phase 5

- Takes 30 weeks.
- Focuses on alternative pronunciations and spellings.  
e.g. ea bead head  
kite pie might

The twins' bedroom was a right mess! Mum had tried everything. Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then mum had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box. Their room will be tidy!"

This is the list mum had: a crisp bag, a white sock, a tie with a stripe, a cap, a plastic knife, a bright red kite.

"We like this game of hide and seek," said the twins. In no time at all the room was quite tidy and mum was happy.

Then the twins had an idea, "Mum, we'd like to fly this kite on the green."



# High frequency words

100 High Frequency Words in Phases

Aa	Bb	Cc	Dd	Ee	Gg
and	but	can	do		go
a	be	come	down	Ff	get
at	big	children	dad	for	got
all	back	came	don't	from	
are	by	could	day		
as		called			
about					
asked					
an					
Hh	Ii	Jj	Mm	Nn	Oo
he	in	just	my	not	of
his	I		mum	no	on
had	it	Kk	me	now	out
her	is		Mr		one
have	it's	Ll	made		oh
him	into	like	Mrs		old
house	I'm	little	make		off
help	if	looked			
here		look			
Pp	Ss	Tt	Uu	Ww	Xx
people	said	the	up	was	
put	she	to		with	Yy
	some	they	Vv	we	you
Qq	so	that	very	what	your
	see	there		went	
Rr	saw	this		were	Zz
		them		when	
		then		will	
		their			
		too			
		time			
Phase Two	Phase Three	Phase Four	Phase Five	Bold – Tricky words	



# How can you help at home.

(see separate ppt)

**First you learn to read,  
then you read to learn.**

Thank you for coming