

Teaching and Learning Phonics at King's Lodge Primary School



End of Year Expectations for Reading and Writing

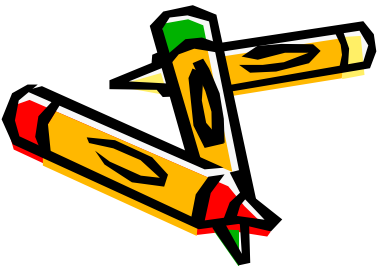


Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Writing




Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



How to Look after minibeasts

1. do not stand on them
2. and never pick them up
3. and never chase them
4. Food and Drink too
5. never make holes when you dig at school

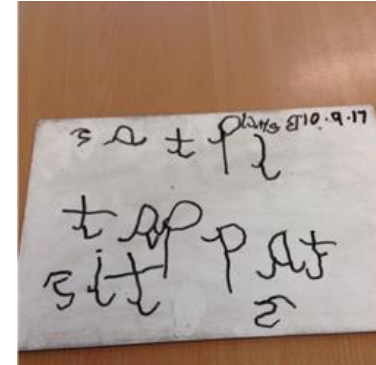





I went to
London I saw always
bong I went to
the moose
M

tomiss swain
you are
invited
to my
party
Love
scarlett
XXXXXX



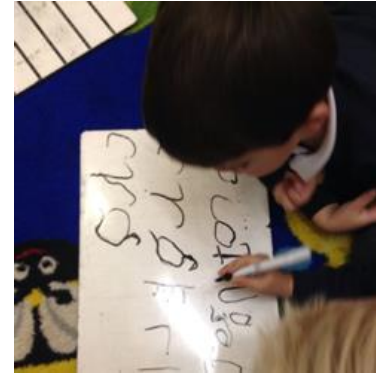
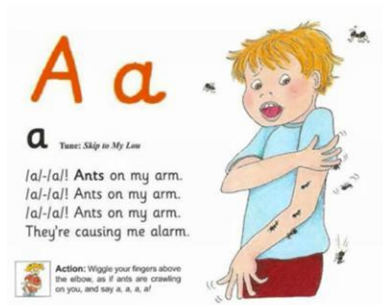
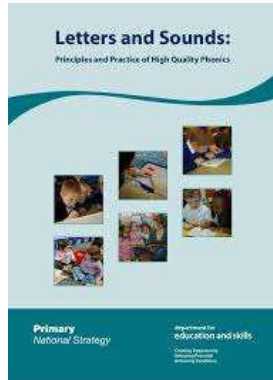
What is Phonics?



ai	rain	nail	ir	girl	shirt
ee	sweet	sheep	oo	moon	spoon
oa	coat	soap	igh	light	night
oi	coin	coil	ow	snow	crow
air	hair	chair	or	fork	cord
ear	tear	beard	ur	surf	turtle



How do we teach it?



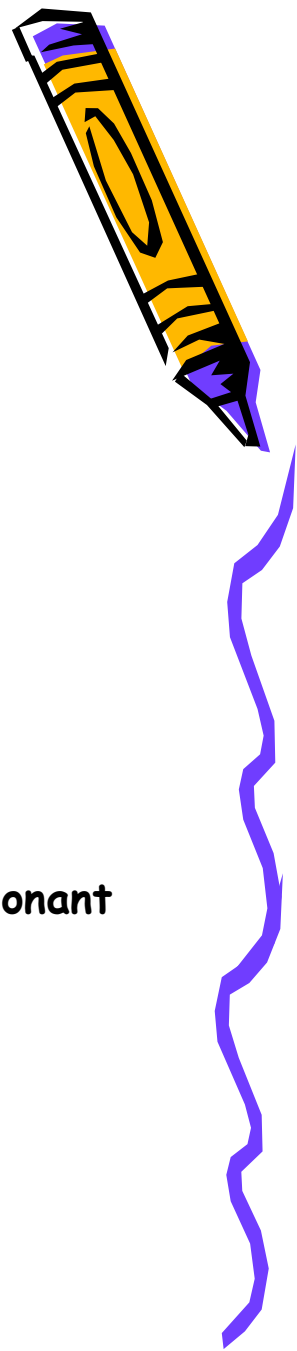
Phonic terms your child will learn at school



- **Phonemes**: The smallest units of sound that are found within a word
- **Grapheme**: The spelling of the sound e.g. Th
- **Diagraph**: Two letters that make one sound when read
- **Trigraphs**: Three letters that make one sound
- **CVC**: Stands for consonant, vowel, consonant.
- **Segmenting**: Breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words**: Words that cannot easily be decoded.



Phase 2: Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:
 - **Set 1:** s a t p
 - **Set 2:** i n m d
 - **Set 3:** g o c k
 - **Set 4:** ck (as in duck) e u r
 - **Set 5:** h b l f ff (as in puff) ll (as in hill) ss (as in hiss)
- They will use these phonemes to read and spell simple “consonant vowel- consonant” (CVC) words: sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



Phase 3:

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- **j, v, w, x, y, z, zz, qu**
- **ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

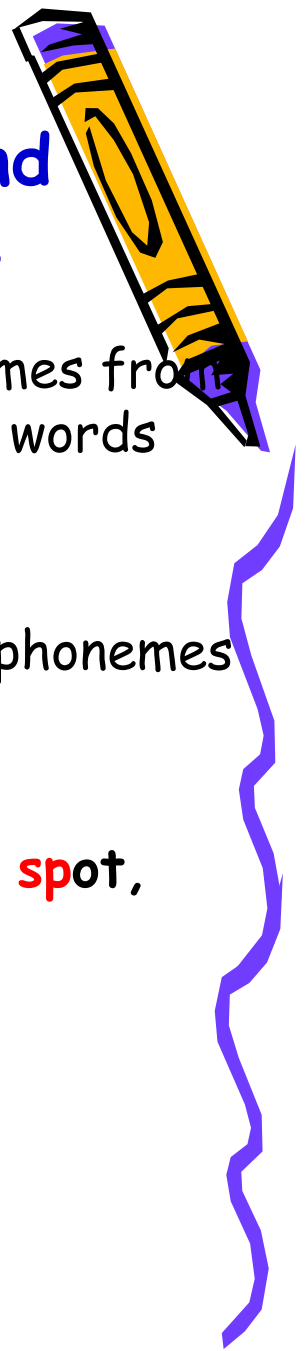
**chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure**



Phase 4:

Introducing adjacent consonants: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have adjacent consonants at the beginning: **spot**, **trip**, **clap**, **green**, **clown**
...or at the end: **tent**, **mend**, **damp**, **burnt**
...or at the beginning and end! **trust**, **spend**,
twist



Tricky Words

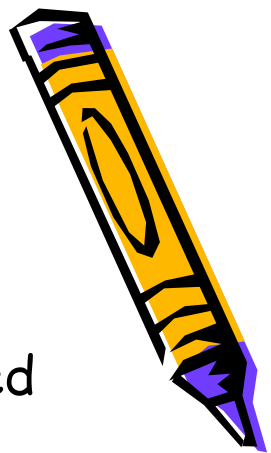
There are many words that **cannot** be blended or segmented because they are irregular.

Children need to be able to read and spell the tricky words.

Phase 2 = I no go to the

Phase 3 = He she we me be was you her my are
all they

Phase 4 = said have like so do some come
little there one were out what when



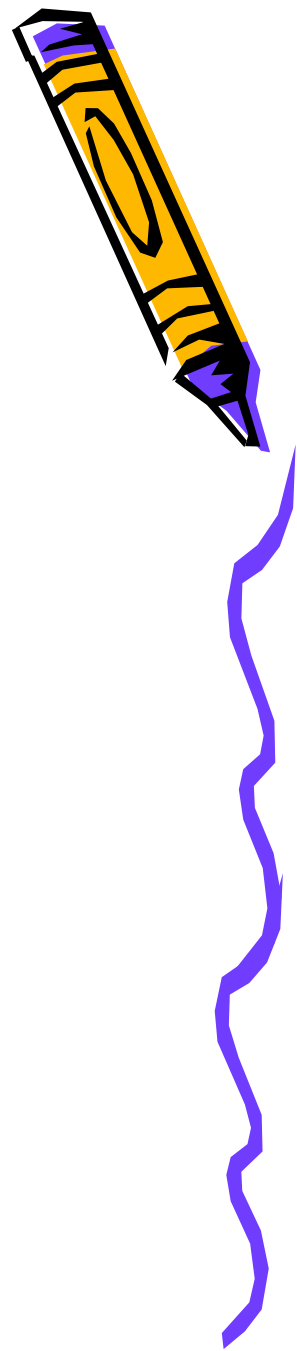
Is there anything I can
do at home?



y	e	s
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How can I help at home?



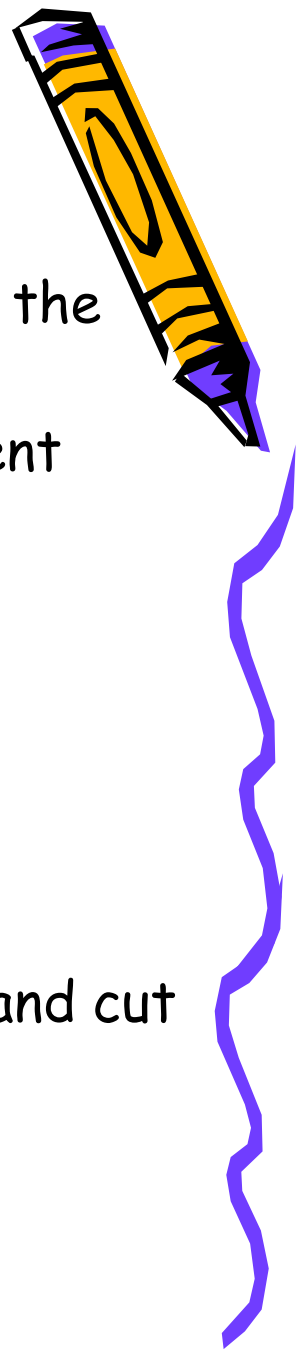
- Reading and sharing books / magazines
- Sing an alphabet song together
- Play 'I spy', robot talk
- Phonics book from school
- Spotting this weeks letters
- Print in the environment e.g Car registration plates
- Magnetic fridge/tray letters, foam bath letters
- Praising phonetically correct spelling
- Encouraging opportunities for mark making
- White boards, chalk boards - write letters / words / sentences
- Shaving foam/sand/ flour letter formation.
- Groupings household items or toys based on their initial sounds.
- Ask your child to find items around the house that represent particular sounds, i.e. 'oo' - 'spoon', 'bedroom',
- Play matching pairs - with key words or individual sounds/pictures.
- Key words on the stairs
- Play sound and tricky word bingo.
- Flashcard letters and words - how quickly can they read them?



How can I help at home?

Tricky words

- Write the word on paper, cut out each letter and put the word back together.
- Write the word three times. Trace over it in different colours.
- Look, say, cover, visualise, write, check.
- Play bingo with the words.
- Small word inside the word
- Write the word in a nonsense sentence.
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out.
- Put words into alphabetical order.



Don't forget...

Learning to read
should be fun for
both children and
parents.

