**Phonics and Reading**

Phonics is taught every day in EYFS and Key Stage 1 for between twenty minutes and half an hour; it is integral to everything we do.

The Government publication Letters and Sounds is used to ensure progression in systematic synthetic phonics through a six phase teaching programme.

Pupils are taught to associate sounds with the corresponding letters of the alphabet and then to use this knowledge to blend sounds together to read simple words.

The teaching of phonics includes:

 Identifying sounds in spoken words

 Recognising the ways to write each sound eg tray train trade

 Recognising that some sounds can be pronounced several ways eg tear and tear Blending sounds into words for reading

 Segmenting words into sounds for spelling

**Phase 1**  Usually taught in pre-Reception settings and includes identifying;

 Environmental sounds eg animal noises, different vehicles

 Sounds you can make with your body

 Rhythm and rhyme in songs and poems they know

 Alliteration

 Different sounds we can make with our voices

 The sounds of different instruments

 Oral blending and segmenting eg c-a-t is cat

***Ways to help your child;*** *sing and say nursery rhymes, talk about the sounds you can hear when you are out and about, begin to ‘robot speak’ with your child eg “pass me your s-o-ck”.*

**Phase 2** begins in the first term of Reception when we teach the letters of the alphabet and the sounds they make. Children first learn the letters s, a, t, p, i, n, and as soon as they can recognise them, we begin to blend them together to read words eg pan, tap, sit. They should also be able to break the words down into their component sounds to write them.

**They also learn ‘tricky words’; those which can’t be sounded out phonetically and must be learnt by sight to, the, I, no, go, into**

***Ways to help your child include ;*** *playing I spy, using magnetic letters to spell simple words, grouping objects together that start with the same sound, practise the sound cards your child’s teacher sends home. Help them to read the words on the cards they bring home.*

**Phase 3** Towards the end of the first term pupils learn consonant digraphs (where two letters make one sound (th, ch, sh ng) and vowel digraphs where two vowels make one sound eg oa, ai, ee.

They also learn vowel trigraphs (three letters that make one sound eg, igh, ear, ure.

Children continue to learn ‘tricky words’ reflecting the new sounds they are learning.

***Ways to help your child***: *continue to practise your child’s sound cards with them and also their word cards. When helping your child read a word including a vowel digraph eg feet, encourage them to say “f- ee –t” as opposed to “f – e – e – t”.*

**Phase 4** This is begun as soon as children are secure with phase 3; either at the beginning of Year 1 or the end of Reception. Phase 4 sounds include words containing adjacent consonants eg cr, bl, st, mp, nd, called consonant blends.

***Ways to help your child;*** When your child is reading and writing phase 4 words encourage them to say all the sounds as clearly as they can eg c-r-i-s-p. This will help them to write the letters in the correct order when spelling. Please help them learn their spellings.

**Phase 5** This is taught throughout the whole of Year 1. In phase 5 children recognise and use alternative ways to write the sounds they already know, eg ea as well as ee. They also that some letters can be pronounced in different ways, eg the c in city is different to the c in cat.

Children will also be encouraged to sight read (without sounding out) a growing number of words.

*At the end of Year 1 pupils undertake a statutory phonic assessment to assess their phonic knowledge.*

***Ways to help your child:*** *read with them! Ask your child to attempt unknown words, using their phonic skills and also the context of the story. Don’t forget to talk about the substance of the book; did they enjoy it, what did they think of the characters.*

*Please explain the meaning of words to build up your child’s vocabulary. We all remember skimming over words we could read but had no idea of what they meant.*

 *Please continue to help them learn their spellings.*

**Phase 6** This taught throughout Year 2 and teaches pupils to read and spell words with prefixes and suffixes and how words change according to different spelling rules and patterns. It teaches them how to break down longer words and teaches them strategies to become independent and confident spellers.

***Ways to help your child;*** *help them with their spellings, encourage them to read widely including from the local library, listen to them read part of their school reading book and ask them about the story. Read books to your child that are too difficult for them to read for themselves; it will pay dividends later on.*

**Useful websites**

[www.read-count.org/index.asp](http://www.read-count.org/index.asp)

[www.bookstart.co.uk](http://www.bookstart.co.uk)

[www.talktoyourbaby.org.uk](http://www.talktoyourbaby.org.uk)

<http://www.jollylearning.co.uk>

[www.getreadingright.com/pronouncephonemes.htm](http://www.getreadingright.com/pronouncephonemes.htm)