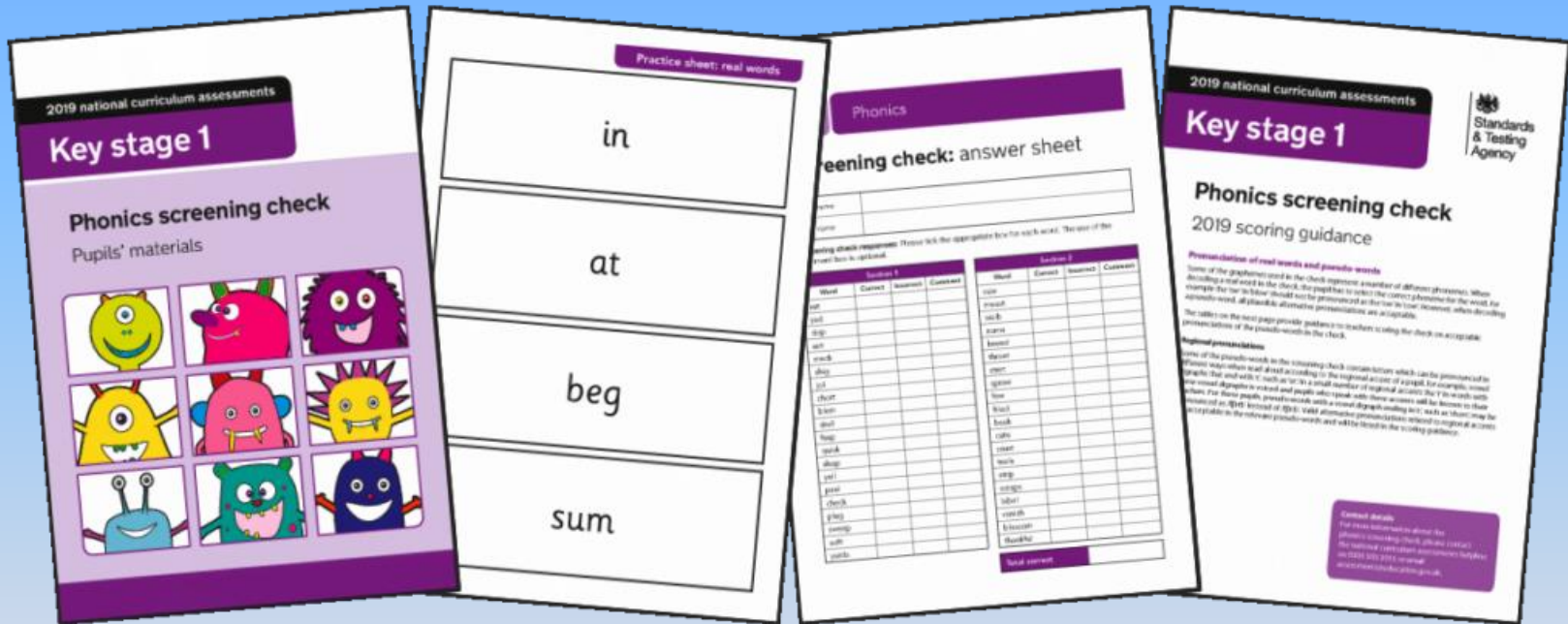


# EYFS & KS1 Phonics Meeting



Friday 7<sup>th</sup> October 2022

# Aim:

- To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home
- To discuss the Year 1 Phonics Screening Check

# Phonics teaching



- In our school we use the Read Write Inc. Phonics programme. This is a national programme we find the children enjoy.
- Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend Storybooks that are carefully matched to the sounds they know.
- Children learn to read these books with a storyteller's voice.

# 'Understanding Phonics' Video

**Parent information**

## **Understanding phonics**

# A Phonics Lesson

- **Phonics lessons are taught using the following structure:**
  - See/hear the new sound
  - Recognise the new sound
  - Write the new sound
  - Write previous sounds

































# Speed Sounds

Read Write Inc.  
Phonics








Desktop Speed Sounds Chart


















## Speed Sounds Set 1

|  |   |   |  |   |
|--|---|---|--|---|
| m<br>   | a<br>    | s<br>    | d<br>   | t<br>    |
| i<br>   | n<br>    | p<br>    | g<br>   | o<br>    |
| c<br>   | k<br>    | u<br>    | b<br>   | f<br>    |
| e<br>   | l<br>    | h<br>    | sh<br>  | r<br>    |
| j<br> | v<br>  | y<br>  | w<br> | th<br> |
| z<br> | ch<br> | qu<br> | x<br> | ng<br> |

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## Speed Sounds, Set 2

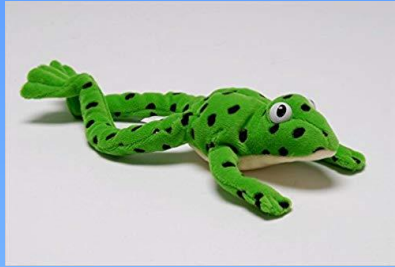
|   |  |  |   |   |
|---|--|--|---|---|
| ay<br><br>may I play?    | ee<br><br>what can you see? | igh<br><br>fly high     | ow<br><br>blow the snow    | oo<br><br>poo at the zoo   |
| oo<br><br>look at a book | ar<br><br>start the car     | or<br><br>shut the door | air<br><br>that's not fair | ir<br><br>whirl and twirl! |
|   |  |  | ou<br><br>shout it out     | oy<br><br>toy for a boy    |

|  |   |  |  |  |
|--|---|--|--|--|
| ea<br><br>cup of tea        | oi<br><br>spoil the boy        |  |  |  |
| a-e<br><br>make a cake     | i-e<br><br>nice smile         | o-e<br><br>phone home      | u-e<br><br>huge brute          | aw<br><br>yawn at dawn       |
| are<br><br>care and share | ur<br><br>nurse with a purse | er<br><br>a better letter | ow<br><br>brown cow           | ai<br><br>snail in the rain |
| oa<br><br>goat in a boat  | ew<br><br>chew the stew      | ire<br><br>fire, fire!    | ear<br><br>hear with your ear | ure<br><br>sure it's pure   |

# Sound Guide Video

**Parent information**

## **Sound Pronunciation Guide**



# Blending Green Words

c-a-t

- The children will begin to blend simple words e.g. s-a-t, s-i-t, m-a-t using Fred talk
- The children will then blend more complex words e.g. b-l-ew, z-oo-m, s-n-ai-l, y-aw-n, b-oo-k
- They will be able to read hundreds of words using the following 3 methods;
  - Blending them aloud (Fred talk)
  - Blending quickly and silently as blending and sounding is routine (Fred in your head)
  - Automatically reading familiar words (including red words)



# Blending

## Supporting reading

c-a-t

- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Remind them to use Fred talk. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Help your child to use the pictures and context to read the word.
- Ask your child questions about the book/story eg. What do they think will happen next? Can they relate it to their own life?
- Read the story more than once so that children become more confident and fluent readers.

**Do it all with patience and love!**





# Phonics Screening

- The Year 1 Phonics Screening check was introduced 2012 as part of a policy to strengthen Phonics teaching in Primary Schools and reflect the emphasis of teaching it synthetically and systematically.
- The screening takes place in the Summer Term (June) for all Year 1 children
- During the check your child will be asked to read a list of 40 words to check their grapheme recognition and decoding skills. The word are made up of 20 real words and 20 alien words that they must read to teacher



# Phonics Screening

- Reading non-words (or alien words) can act as a useful tool to check whether children are secure in their phonic knowledge and can apply it to read any word. They can check to see if children are using their decoding skills rather than relying on memorising skills.



# Phonics Screening

- The check will normally be administered by a familiar adult in a familiar environment and usually take less than 10 minutes. We will try and keep as low key as possible, despite being a test.
- Each the score that children need to achieve in order to pass the screening isn't announced until after the check has been administered. For the past several years though the pass score has remained 32/40.
- If you child does not meet the pass mark, they will have the opportunity to retake the screening check in Year 2.

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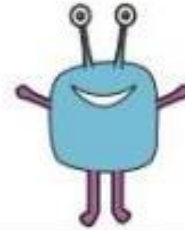
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Section 2

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# Phonics in Year 2

We will continue to strengthen the children's phonics in year 2 however phonics sessions will be shorter and we will focus on the following:

**Guided reading** – reading a variety of texts in small groups and answering relevant questions verbally.

**Comprehension** – reading a text and be able to answer questions about what they have just read.

**SPAG** - Spelling, Punctuation and Grammar.  
Teaching the children the correct spellings.

# How can you help your child at home?

- Listen to your child read at least x5 a week
- Regularly read to your child
- Practise segmenting and blending real words and alien words
- Read Write Inc resources are available online
- Play phonic games on the following website.  
Click on free resources:

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>





# Read Write Inc resources

Customers who viewed this item also viewed

Page 1 of 12



Read Write Inc. Home:  
Phonics Flashcards  
> Ruth Miskin  
★★★★★ 549  
Cards  
£4.66 ✓prime



Read Write Inc. Phonics:  
Home More Phonics  
Flashcards  
> Ruth Miskin  
★★★★★ 280  
Cards  
£4.66 ✓prime



Read Write Inc.: My  
Reading and Writing Kit:  
More sounds and blending  
> Ruth Miskin  
★★★★★ 34  
Paperback  
£9.32 ✓prime

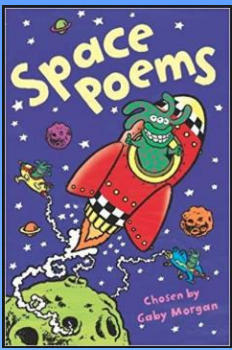


Read Write Inc.: My  
Reading and Writing Kit:  
Becoming a reader  
> Ruth Miskin  
★★★★★ 20  
Paperback  
£9.35 ✓prime

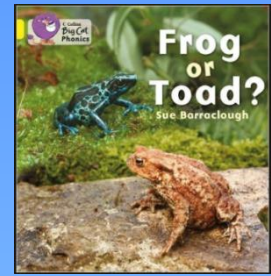


Read Write Inc. Phonics:  
My Set 1 Speed Sounds  
Book Pack of 5  
> Ruth Miskin  
★★★★★ 4  
Paperback  
£5.50 ✓prime

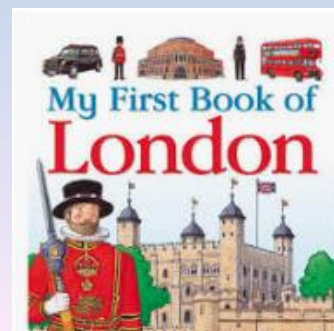
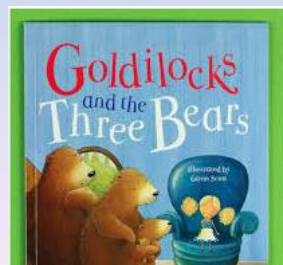




# Phonics and Reading



At Hawridge and Cholesbury we aim to develop a reading community where children become confident and enthusiastic readers. For us to achieve this we need to take reading beyond the classroom. We want to create a rich reading environment where reading is encouraged by everyone and everywhere.



# Summary of Phonics terminology

|              |  |
|--------------|--|
| phoneme      | the smallest unit of sound that can be heard in a word       |
| grapheme     | the recorded letters representing a phoneme, e.g. ai, igh, m |
| CVC words    | consonant-vowel-consonant words, e.g. c-a-t, sh-ee-p         |
| blend        | joining phonemes together to read a word                     |
| segment      | using phonetic knowledge to break down a word to read it     |
| tricky words | words that cannot be segmented or blended using only phonics |
| digraph      | a phoneme made of two letters e.g. sh, ee, oi.               |
| trigraph     | a phoneme made of three or more letters e.g. igh, air, eigh. |