



**Saint Barnabas Church of England Primary School**

# **Phonics in Reception & Year 1**



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## **Our Aims are...**

- Inform you about what Phonics is
- Explore what Phonics looks like in our school
- Identify some strategies we use to support early readers that you can use at home.
- Cover the school and statutory assessments that we use to assess pupils' progress



# What is Phonics?

Phonics is an approach for teaching early reading skills to children. It involves breaking down words into the smallest unit of sound, 'phonemes'. Children learn to match these to letters or groups of letters, 'graphemes'.

Children then develop their blending and segmenting skills. To blend, they put multiple sounds together to build an entire word (c-a-t, cat). To segment, they break down a complete word into its units of sound, phonemes (fish, f-i-sh, 3 sounds).

Decoding is word reading, children do this by identifying familiar sounds in words and blending these to read each word.



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# How do we teach Phonics?

Phonics will have been taught if your child attended a nursery setting.

They will have explored

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending





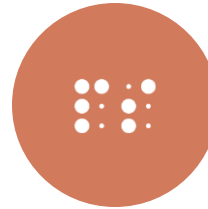
# Phonics Terminology



**PHONEME:** THE SMALLEST UNITS OF SOUND THAT ARE FOUND WITHIN A WORD, IN THE WORD 'CAT' THERE ARE THREE PHONEMES C/A/T.



**GRAPHEME:** THE WRITTEN REPRESENTATION OF THE SOUND.



**DIGRAPH:** TWO LETTERS THAT MAKE ONE SOUND. FOR EXAMPLE, /SH/ IN THE WORD "SHOP."



**TRIGRAPH:** THREE LETTERS THAT MAKE ONE SOUND. FOR EXAMPLE, /IGH/ IN THE WORD "NIGHT."



**SPLIT DIGRAPH:** TWO VOWEL LETTERS THAT ARE SPLIT THAT MAKE ONE SOUND. FOR EXAMPLE, /A-E/ IN THE WORD "CAKE."



**SEGMENTING:** BREAKING UP A WORD INTO ITS SOUNDS TO SPELL IT



**BLENDING:** PUTTING THE SOUNDS TOGETHER TO READ A WORD



# How do we teach Phonics?

- We use a scheme called Essential Letters and Sounds to teach phonics.



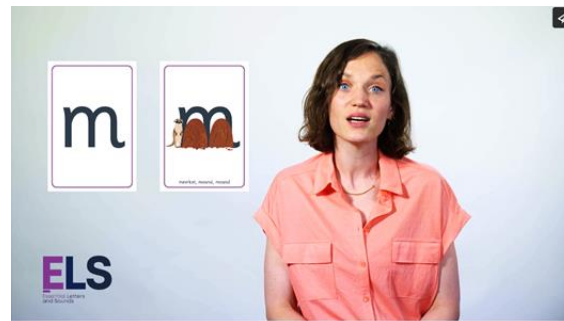
- We teach phonics every single day from the first full week of Reception. In Reception, the children have phonics sessions before and after lunch, altogether around 45 mins. In Year 1, this is run as one longer session.



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## How do we teach Phonics?

We start every lesson by reviewing the new phonemes and graphemes that have been taught using flashcards.



Phase 2 Pronunciation

We use pure sounds when we are pronouncing the sounds and supporting children in reading words.

• c a t                      not                      cuh a tuh

If we mispronounce these sounds, we can make reading and spelling harder for our children.



# How do we teach Phonics?

- We also practise oral blending at the start of every lesson.



t - i - n = tin

ch - i - p = chip



# How do we teach Phonics?

- We then teach the new sound or sounds.

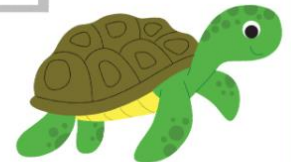
t



## Teach

These words all have the /t/ sound in.

t



t ... t ... teacher  
t ... t ... turtle  
t ... t ... tap



# How do we teach Phonics?

- We have lots of opportunities to practise reading the new sound within words, captions and sentences.

Read the word. Click on the icon to reveal the picture.

---

sat



Read the word. Click on the icon to reveal the picture.

---

sat





## How do we teach Phonics?

We then apply what we have learnt to our reading and writing. This could be writing the target grapheme, writing harder to read words, reading words and matching these to pictures or practising reading comprehension in sections of text that feature words with our target sound.





## How do we teach Phonics?

- We use the spelling sequence to segment our words and write these down. Children begin to segment automatically, skipping steps or doing it in their head with time and practise.



Let's try this with the word: rain



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# Harder to read and spell words

There are many words that **cannot** be blended because they cannot be sounded out.

to

go

the

no

We call them **harder to read and spell words** at school, we have to remember these words by their spelling and what they look like. We practise recognising them on flashcards, matching them and finding them in text.



## Strategies to support early readers and writers

- My turn, your turn new skills (sounding out, blending, re-reading the entire sentence, adding emphasis on a target word)
- Following along with your finger, tapping individual sounds in the words and sliding your finger along the word as you blend, modelling going back to the start of the sentence every few words to read it fluidly
- Using the mnemonic or rhyme to support letter formation (*p goes down the parrot, then around its head*)
- Chop-up longer, more complex words by their syllables or adding on suffixes after the 'root' part of the word (e.g. hott-er, hotter)
- Allow them to write phonetically

eg. For crismas I wood lighc a big box chocluts.



### Supporting early readers at home

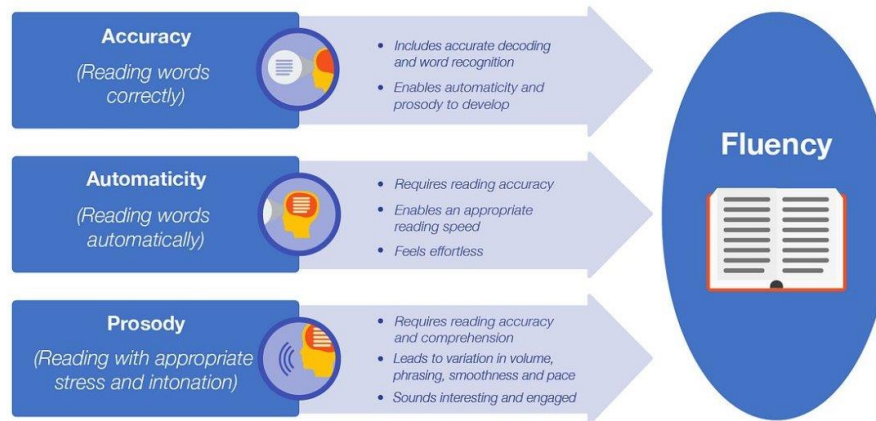
- Read 4-5 times a week (ideally, this way a book is read 2 or 3 times all the way through)
- Share a range of books/texts with your child so they get to experience different genres and forms of text (newspaper, encyclopaedias etc)
- Make predictions about what will happen next (what have we read read that makes you think that?)
- Make connections, (what books have we read before with a wolf, was that wolf helpful or dangerous?)
- Summarise, you can remember what has happened in the story so far?
- Add expression, echo read (one person reads aloud, the other copies tone/expression), What would be a silly way for the character to say this? Does that match the facial expressions in the picture?



## Why read, read and re-read?

Each time your child re-reads their book, they spend less and less energy on the act of decoding. This frees up 'brain space' for them to make sense of what the text is telling them, to read aloud with automaticity and flow and read ahead of what they say aloud to begin thinking about tone and expression.

Figure 5: Reading fluency





## Assessing Phonics

- Around Week 5 of each half term, we assess the sounds and HRSW we've recently taught. We often assess blending progression too by checking what real and pseudo words the children can accurately decode.

wh

1/14

← Back

Correct

Incorrect

⏸ Pause Test

⏹ End Test



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# **Assessing Phonics**

You should receive some information at this point about the GPC gaps your child needs to revisit and practise. In school, we use these assessments to plan in-lesson and out of class interventions to help all students 'keep up' with the programme of study.

These assessments, as well as 1:1 reading, also allows us to assess the appropriate book band for your child.



# Statutory Phonics Assessment

This assessment happens in June of Year 1. The PSC is an externally set assessment, the government requires us to carry it out in a manner that is consistent with other settings.

Check 1  
Section 1

shin
buzz
harp
third

HOUGHTON MIFFLIN HARCOURT Practice for Phonics Screening Check 17

Check 1  
Section 1

pab	
vas	
yon	
ilt	

HOUGHTON MIFFLIN HARCOURT Practice for Phonics Screening Check 14



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# **Statutory Phonics Assessment**

The Screening Check is a collection of 40, decodable words (some real and some pseudo/nonsense words). Children are asked to read these and are marked on their first attempt, unless they can self-correct themselves before they finish giving their answer.

This is why, though we do support children's automaticity and prosody skills, we do not set expectations for a child's word reading per minute until Year 2, as we want accuracy to be their priority over speed.



# Phonics Screening Check

This check offers staff and parents insight into how children are progressing in their reading and identifies anyone who may require additional support.



The expected 'pass' threshold is approximately 32/40



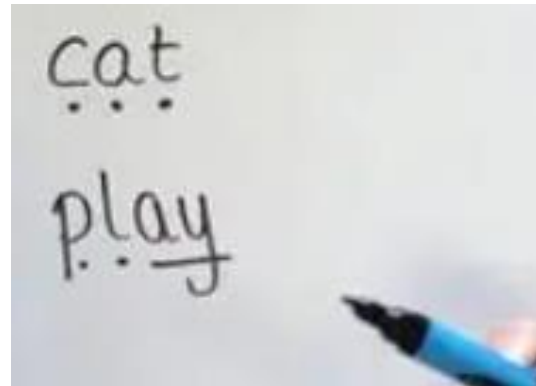
If your child does not meet the expected standard, they will retake this assessment in Year 2.



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# **Statutory Phonics Assessment**

We are not able to assist children to read the words during the Screening, but pupils are allowed to use strategies that are consistent with their teaching to decode the words. We use sound buttons (dots and dashes) to support children to identify digraphs/trigraphs within words before they sound them out, and they can do this on their copy of the Screening Check.





## **Supporting your child for the Phonics Screening**

- Regular reading practise, 4-5 times a week
- Practise gaps in GPC knowledge (identified in assessments)
- Praise accuracy and encourage self-correction in a child's reading
- Practise Phonics Screenings are available on the .Gov website, ideally printed or as a pdf so children can write on these if they require it
- Try to avoid putting too much pressure on it, we approach the Check as we would any other assessment with the children, which they used to and comfortable doing with us. Our vision for Phonics and Reading goes beyond word reading alone, so while we do prepare children for the check, we do not 'teach to the test'



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**Any questions...**







## Reception Resources

- Phase 2 graphemes
- Harder to read and spell words
- Handwriting rhymes

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

I	the
no	put
of	is

Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders
p		parrot – down his body, around his face







## Year 1 Resources

- Phase 2 graphemes
- Harder to read and spell words
- Handwriting rhymes

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

I	the
no	put
of	is

Grapheme	Picture	Rhyme
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