

# How we teach reading and spelling



# Introduction

- To review phonics terminology
- To explain how to pronounce sounds correctly
- To briefly explore the contents of Letters and Sounds phases 1 to 6
- Explanation of the Phonics screening check
- Resources

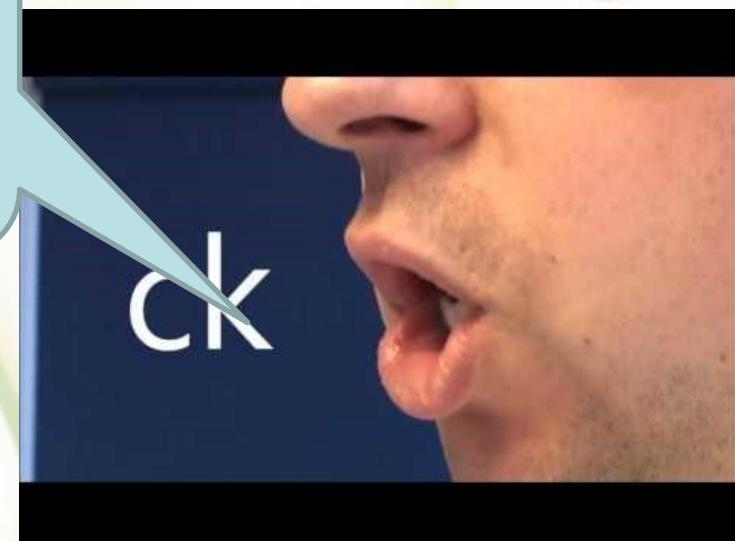
# Review of terminology

- Phoneme
- Grapheme
- Digraph / Trigraph
- CVC
- Segmenting
- Blending
- GPC

| s<br>sat   | t<br>tap   | p<br>pan    | n<br>nose | m<br>mat    | a<br>ant    | e<br>egg     | i<br>ink    | o<br>otter   |
|------------|------------|-------------|-----------|-------------|-------------|--------------|-------------|--------------|
| g<br>goat  | d<br>dog   | ck<br>click | r<br>run  | h<br>hat    | u<br>up     | ai<br>rain   | ee<br>knee  | igh<br>light |
| b<br>bus   | f<br>farm  | l<br>lolly  | j<br>jam  | v<br>van    | oa<br>boat  | oo<br>coo    | oo<br>boot  | ar<br>star   |
| w<br>wish  | x<br>axe   | y<br>yell   | z<br>zap  | qu<br>quill | or<br>fork  | ur<br>burn   | ow<br>now   | oi<br>boil   |
| ch<br>chin | sh<br>ship | th<br>think | th<br>the | ng<br>sing  | ear<br>near | air<br>stair | ure<br>sure | er<br>writer |

## Correct pronunciation

It is really important  
that you use the  
pure sound



# Phase One



- Focus is developing speaking and listening skills
- Preparation for learning to read with phonics.
- Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

# Phase Two

- Introduces 19 grapheme-phoneme correspondences (GPCs)
- Blending and segmenting are taught as reversible processes
- Read ‘**Tricky**’ words - the to I no go into

s

a

t

p

i

n

## Letter progression in phase 2

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll ss



# Phase Three

- Introduces another 25 GPCs
- One representation of each of 44 phonemes
- Write the “tricky” words- the to I no go into
- Read the tricky words- he she we me be was you they all are my her

**Set 6: j v w x**

**Set 7: y z, zz qu**

Graphemes Sample words

|     |           |
|-----|-----------|
| ch  | chip      |
| sh  | shop      |
| th  | thin/then |
| ng  | ring      |
| ai  | rain      |
| ee  | feet      |
| igh | night     |
| oa  | boat      |
| oo  | boot/look |



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The importance of phonics

Graphemes Sample words

|     |        |
|-----|--------|
| ar  | farm   |
| or  | for    |
| ur  | hurt   |
| ow  | cow    |
| oi  | coin   |
| ear | dear   |
| air | fair   |
| ure | sure   |
| er  | corner |

# Phase Four

- Consolidates knowledge of GPCs
- Introduces adjacent consonants- tent spot
- Spell and write the tricky words- he she we me be was my you her they all are
- Read the tricky words - some one said come do so were when have there out like little what

**Learning tricky words are key to becoming a successful reader**

# Phase Five

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

ai

ay

a-e

eigh

ey

# Phase Five

- Introduces 18 new graphemes for reading and spelling
- Introduces alternative pronunciations of known graphemes eg: /ow/ **cow bow**
- Teaches and enables frequent practise of reading and spelling high-frequency (common) words
- Continuous practising of reading sentences and writing sentences containing new GPCs
- Is taught throughout Year 1
- Many KS1 and KS2 children continue to need practice at this phase

# New graphemes for reading

|         |         |          |           |
|---------|---------|----------|-----------|
| ay day  | oy boy  | wh when  | a-e make  |
| ou out  | ir girl | ph photo | e-e these |
| ie tie  | ue blue | ew new   | i-e like  |
| ea eat  | aw saw  | oe toe   | o-e home  |
| au Paul |         |          | u-e rule  |



## Teaching alternative pronunciations for graphemes

|              |                |                              |
|--------------|----------------|------------------------------|
| i fin, find  | ow cow, blow   | y yes, by, very              |
| o hot, cold  | ie tie, field  | ch chin, school, chef        |
| c cat, cent  | ea eat, bread  | ou out, shoulder, could, you |
| g got, giant | er farmer, her |                              |
| u but, put   | a hat, what    |                              |

# Phase Six Outcomes

- Children apply their phonic skills and knowledge to recognise and spell an increasing number of complex words.
- They read an increasing number of high and medium frequency words independently and automatically.
- This continues throughout Year 2 and into Year 3

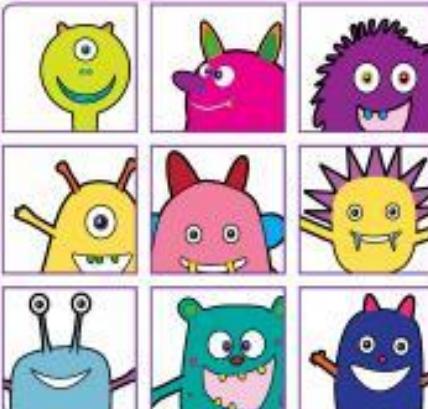
- In Phase 6 the children are taught about:
- The past tense.
- How to add suffixes.
- Plurals.
- How to apply their knowledge of spelling to their writing.
- Reinforcement of decoding skills for reading.

Ph

KEY STAGE  
1

2012

Phonics screening check  
Pupil materials



National Curriculum assessments

# What is the phonic screening check?

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



# What is the phonic screening check?

Section 1 of the test comprises 12 pseudo-words and 8 real words.

It focuses on GPCs that are introduced in the first 3 phases of Letters and Sounds.

| Practice sheet: Real words |  |
|----------------------------|--|
| in                         |  |
| at                         |  |
| beg                        |  |
| sum                        |  |

| Practice sheet: Pseudo words |   |
|------------------------------|---|
| ot                           |    |
| vap                          |   |
| osk                          |  |
| ect                          |  |

Section 2 of the test comprises 8 pseudo-words and 12 real words.

It focuses on GPCs that are introduced later, and graphemes that correspond to more than one phoneme.

Check 1  
Section 1

|       |   |
|-------|---|
| stip  |    |
| prool |   |
| darps |  |
| thand |  |

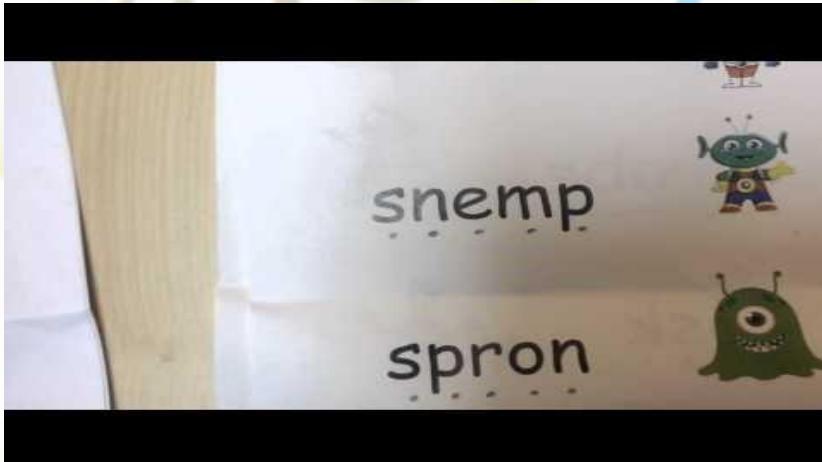
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Check 1  
Section 2

|       |
|-------|
| moat  |
| shape |
| hair  |
| crate |

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# What is the phonic screening check?



Pseudo words allow the assessment to focus purely on decoding phonic knowledge.

As pseudo-words are new to all children, they do not favour those with a good vocab knowledge or large sight word memory.

# When does the screening take place?

Screening checks will take place in all schools in the week commencing 10<sup>th</sup> June 2019.

All year 1 children and any year 2 children who did not reach the threshold mark in June 2018 will be screened during this week.

The threshold for the last few years has remained at 80% (32 out of 40)

The check materials arrive in school at some point in the preceding fortnight.

Schools are unable to open the check materials until Monday 10<sup>th</sup> June 2019

# Useful Websites...

- Godinton school [website](#)
- [ICT games](#)
- [Phonics Play](#)
- [Letters and Sounds](#)
- [Oxford Owl](#)
- [Twinkl](#)
- [Top Marks](#)
- [You Tube](#)



Thank you for attending our  
Phonics and Reading evening.

We hope the information has  
been helpful!

