

# Phonics and Reading

Foundation Stage and Key Stage 1

A Guide for Parents



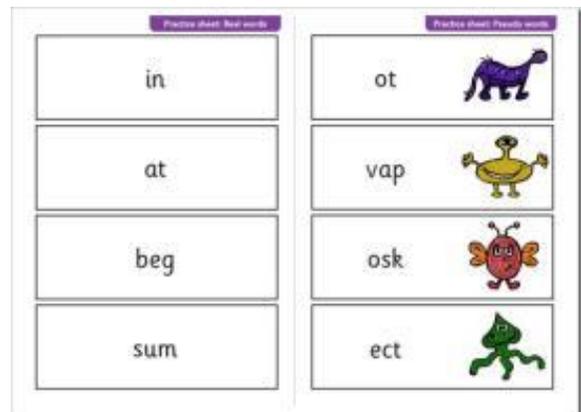
At St Philip's we believe that reading is a skill which is taught through planned, systematic phonics lessons which lead to the enjoyment of all kinds of books, the appreciation of different genres and the ability to access information independently. Through their own reading, we hope that children will develop their individual tastes in literature and be able to understand and justify their own choice of books.

## Phonics

- In the Foundation Stage and Key Stage 1, all children participate in a daily phonics session based on the principles of the Letters and Sounds syllabus.
- We use the Jolly Phonics songs and actions to support the teaching of phonics in Reception and Year 1.
- Phonics sessions focus on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately.
- Our approach is systematic, consistent and rigorous so that all children become readers as quickly as possible.

### Year 1 Phonics Screening Test

- At the end of Year 1 the children will take the statutory National Phonic Screening Test. This is a phonics based check in which children will be expected to read 40 de-codable words, including pseudo (nonsense) words.
- The results will be reported to parents at the end of the Summer term.
- If children are still working towards the phonics test by the end of year 1 then they will access interventions to enable them to retake the test in year 2.



## DfE's Letters and Sounds: Principles and Practices of High Quality Phonics

The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression. All teachers formally assess their children's progress at the beginning of end of every half term in order to inform their planning.

**Phase 1:** Speaking and listening (*Taught in Nursery, revised in Reception*)

**Phase 2:** First 19+ graphemes (*Taught in Reception*)

**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 3:** Further 25 graphemes (*Taught in Reception, revised in Year 1*)

**Set 6:** j, v, w, x

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

**Consonant digraphs:** ch, sh, th, ng,

**Vowel digraphs:** ai, ee, igh, oa, oo, oo

ar, or, ur, ow (cow), oi, ear, air, ure, er

**Phase 4:** Consolidation, and adjacent consonants (*Taught in Reception, revised in Year 1*)

**Phase 5:** Final 18 main graphemes (*Taught in Year 1, revised in Year 2*)

ay, oy, ou, ie, ea, au, ir, ue, aw, wh, ph, ew, oe, a-e, e-e, i-e, o-e, u-e

- Alternative pronunciations of phonemes

- Alternative spellings of phonemes

**Phase 6:** Spelling patterns and developing fluency in reading (*Taught in Year 2, revised in Year 3*)

'Tricky' (ie phonetically irregular) words are also introduced at each stage.

Letters  
and  
Sounds

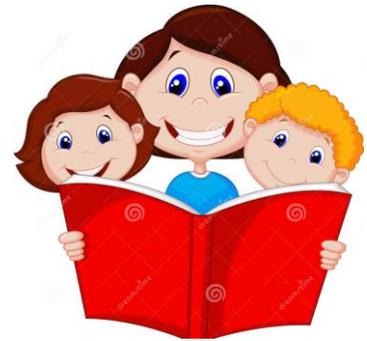
Phase 1  
Phase 2  
Phase 3  
Phase 4  
Phase 5  
Phase 6

## Supporting Reading at Home

If you can give your child a few minutes each day in the morning or evening when you can share books together, you will be helping enormously towards providing your child with a love of books and reading.

### **How to hear your child read**

- Choose a time when your child is not already engaged in a favourite activity;
- Switch off the television, computer, tablet or radio;
- Try to ensure that the atmosphere is relaxed;
- If you have other children, try to arrange some time with each of them alone;
- Keep the sessions short, regular and happy.



### **Listening to reading: some general points...**

- Look at the pictures and talk about them as well as the words;
- Discuss the characters and how they are feeling as well as asking what they think will happen next.
- Sometimes it can help to read the story to the child first then read it again with your child joining in.
- Encourage children to look for clues in the pictures and to use their phonics to sound out words.

## The Three 'P's: Pause, Prompt, Praise...

- P**        **Pause** - Let the children try by themselves first. Be patient.
- P**        **Prompt** - When the child hesitates over a new word try asking questions such as: 'What does it begin with?' Then tell them the first letter or sound or re-read the sentence. It is important to give them the opportunity to work it out for themselves but it is also important not to let them be stuck for too long so they do not get disheartened.
- P**        **Praise** - When a child get a word right give them lots of praise and encouragement. Praise motivates!

### Remember:

Anything your child is interested in is a valid reading experience as it will encourage them to want to read. Read anything and everything!