



Early Reading and Phonics

Supporting all children to be fluent readers

Why?

- All pupils must be encouraged to read widely across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.
- It is essential that, by the end of their primary education, **all** pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.
- (National Curriculum 2014)

Research

- Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Never read to	4,662 words
1–2 times per week	63,570 words
3–5 times per week	169,520 words
daily	296,660 words
and five books a day	1,483,300 words

Books

- Children are assessed against the assessments and are then given books matched to their phonetic knowledge. It is important children are not reading books which contain sounds they are not familiar with. All of our books are phonetically decodable and aligned to the letters and sounds phases. We have removed the early reading banded books – this will take away the competitive nature to read a book once and then move on. We want children to read a book a numerous times before selecting a new one. We have a range of fiction and non-fiction books as well as books to appeal to boys and girls.
- [Phonics assessment.pdf](#)

Phonemes

- A phoneme is the smallest unit of sound that signals a contrast in meaning.
- For example:
 - the difference between the words 'gap' and 'cap' is the difference between the phonemes /g/ and /k/ at the start of each word
 - the difference between 'fine' and 'fight' is the difference between the phonemes /n/ and /t/ at the end
 - the difference between 'stale' and 'stile' is the difference between the phonemes /ae/ and /igh/ in the middle of each word.

Grapheme

- A grapheme is a letter or group of letters that usually represents a single phoneme. A grapheme can consist of:
 - one letter, for example, 'b' – in big
 - two letters (a digrap
 - h or a split digraph), for example, 'sh' in ship, 'a-e' in make
 - three letters (a trigraph), for example, 'igh' in light
 - four letters, for example, 'ough' in bough, 'eigh' in weight.

- Reading for pleasure
- FS2 and Y1
- Staff to share a book with children daily (see suggested titles for ideas). During the session high quality book talk will occur:
- Discuss the title, author, illustrator
- Make predictions as to the story content
- Discuss where to begin and the direction of reading
- Discuss the difference between a word and a letter
- Discuss the difference between words and a sentence
- Note punctuation used to help the reader.
- Note use of pictures and how these help tell the story
- Discuss vocabulary that may be unfamiliar
- Summarise the story so far
- Discuss characters and setting
- Recap the story at the end
- What did they like about it; what did they not like

Year Group	Reading Behaviours
<p>FS2 Early Reader</p>	<p>Reads known predictable texts Shows an ability to make sense of what is read, uses pictures to support; their knowledge of language and the world as well as the words on the page. Moves from memorising texts to reading words. Draws on phonic knowledge; evidences 1:1 correspondence; links graphemes and phonemes to help them decode.</p>
<p>Year One Developing Reader</p>	<p>A developing reader is gaining control of the reading process but will re-read familiar texts. Can link reading to their own experiences and are able to read simple texts independently. Develops self-correction strategies when reading does not make sense Can apply phonic knowledge when reading known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes. Has a more extensive vocabulary of sight words Fluency is beginning to develop through recognition of larger units within words. Reflects on reading. Evaluates books and can articulate views and preferences, makes connections to other texts.</p>
<p>Year Two Moderately Fluent Reader</p>	<p>Reads with confidence for more sustained periods. Shows evidence of growing enthusiasm for a wider range of reading material that they self-select. They are more confident to express opinions including likes & dislikes, as well as respond to questions and listening to the views of others. As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves. Older readers may need help with the reading demands of the classroom and especially with reading across the curriculum.</p>

How can we help

- Ensure the book is suitable for the child you are working with
- Have a sound mat near to help
- Use the actions (if applicable) to help remind the child of the sound.
- Decode (saying the sounds corresponding to the letters in the word) then blend the sounds together with the child.
- Do not tell them the word
- Know which words are 'tricky words' (different to high frequency which can be decoded)

Tricky words

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

Sound mats

<p>My Alphabet Mat</p> <table border="1"><tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td></tr><tr><td>j</td><td>k</td><td>l</td><td>m</td><td>n</td><td>o</td><td>p</td><td>q</td><td>r</td></tr><tr><td>s</td><td>t</td><td>u</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td><td></td></tr></table>	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z		<p>My Phase 3 Sound Mat</p> <table border="1"><tr><td>j</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td><td>zz</td><td>qu</td><td>ch</td></tr><tr><td>sh</td><td>th</td><td>ng</td><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo</td><td>oo</td></tr><tr><td>ar</td><td>or</td><td>ur</td><td>ow</td><td>oi</td><td>ear</td><td>air</td><td>ure</td><td>er</td></tr></table>	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er	<p>My Phase 4 Initial Letters Mat</p> <table border="1"><tr><td>bl</td><td>br</td><td>cl</td><td>cr</td><td>dr</td><td></td><td></td><td></td><td></td></tr><tr><td>sm</td><td>sn</td><td>pl</td><td>pr</td><td>sc</td><td>scr</td><td></td><td></td><td>sl</td></tr><tr><td>sp</td><td>st</td><td>str</td><td>thr</td><td>tr</td><td>tw</td><td></td><td></td><td></td></tr></table>	bl	br	cl	cr	dr					sm	sn	pl	pr	sc	scr			sl	sp	st	str	thr	tr	tw			
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Phonics

Activities should not hinder the rehearsal of sounds

The activity should not take a long time to explain

Activities such as painting, colouring, modelling, playing in the sand and water tray are valuable for developing language, knowledge, cooperative play, fine motor skills, imagination and creativity. Using them as vehicles for practising phonics not only takes away the integrity of the activities but also does not provide sufficient practice in word reading

Screening

- Children who have not passed the Statutory Phonic Screening test
- Class 2026- 4 children
- Class 2025– 1 child
- Class 2024 – 3 children
- Class 2023 - 2 children, passed the following year
- Class 2022 - 3 children, 2 passed the following year