

The background features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. A faint, circular, textured pattern is visible in the upper center of the image.

PHONICS, READING AND GPS

PHONICS

Letters
and
Sounds

Jolly Phonics

Set 1: s, a, t, p, i, n

Set 2: ck, e, h, r, m, d

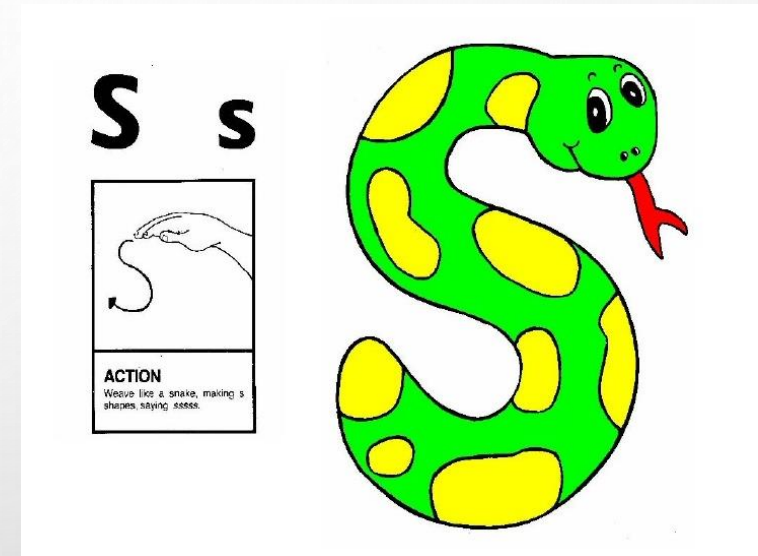
Set 3: g, o, u, l, f, b

Set 4: ai, j, oa, ie, ee, or

Set 5: z, w, ng, v, oo, **oo**

Set 6: y, x, ch, sh, th, **th**

Set 7: qu, ou, oi, ue, er, ar



PHONICS

Letters and Sounds is split into 6 phases. Each phase is a stepping stone to the success of reading

Phase 1: builds on the ability to hear and recognise sounds and encourages children to build on general sound discrimination. This includes environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

PHONICS

Phase 2: Speaking and listening activities continue to be the focus for learning throughout this phase. The children are introduced to at least 19 letters and start to move from oral segmenting and blending to segmenting and blending with letters. By the end of this phase children should be able to read VC and CVC words and spell them using magnetic letters or writing letters on whiteboards or with chalks etc. They will also learn to read some HF 'tricky' words: **the, to, go, no**

PHONICS

Phase 3: Throughout this phase children will be taught another 25 graphemes. Most of these will comprise of 2 letters (e.g. oa). Segmenting and blending remains a key focus and two-syllable words and captions are introduced. At this stage the children can represent about 42 phonemes (sound) by a grapheme (letter/s that represent a sound).

It is here we start to introduce pseudo words.

PHONICS

Phase 4: The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phonics is the step up to word recognition. The automatic reading of all words both decodable and tricky is the ultimate goal,

PHONICS

Phase 5: The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in both reading and spelling. They will learn new graphemes and alternative pronunciations for these and the graphemes they already know. Children will become quicker at recognising graphemes of more than one letter and will learn how to use the appropriate graphemes for spellings.

ai, ay, a-e, ea, aigh, eigh

PHONICS

Phase 6: This phase is generally taught throughout year 2. At the beginning of this phase children should know most of the grapheme, phoneme correspondences and they should be able to read **hundreds** of words.

During this phase children become fluent readers and increasingly accurate spellers

The image features a light gray background with a subtle gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a three-dimensional appearance. The word "READING" is centered in the middle of the page in a large, bold, teal-colored font with a thin white outline.

READING

READING

There is a difference between a child that can read and a child that is a reader and it is this difference I want to focus on today.

READING

Early Years

Using and applying their phonic knowledge to read and to build their vocabulary and word bank. It is important that segmenting and blending remains the focus for early reading skills however, the need to build on HFW's also needs to be recognised.

By the end of Reception children should be confident to read simple texts and recognise simple features of the story.

READING

Year 1

We know children in year one are still working through Letters and Sounds and building on their ability to read with pace and confidence but we also start to think about exploring comprehension skills.

This is done through discussion and questioning. We start to shift the focus from learning to read words to learning to read for pleasure and meaning.

READING

Year 2

By the time the children get to Year 2 we are really focusing of the depth of their knowledge. The children now have to learn how to read with expression, intonation and build on their inference skills. We do this through discussion, questioning and language led activities.



An example of a fluent reader demonstrating key reading skills. It is expected that children can read like this by the end of Year 2

An example of a child that can read but is not yet a reader.




An example of a child starting to read fluently and building on key reading skills.



Not every child can read what you think they can!!!

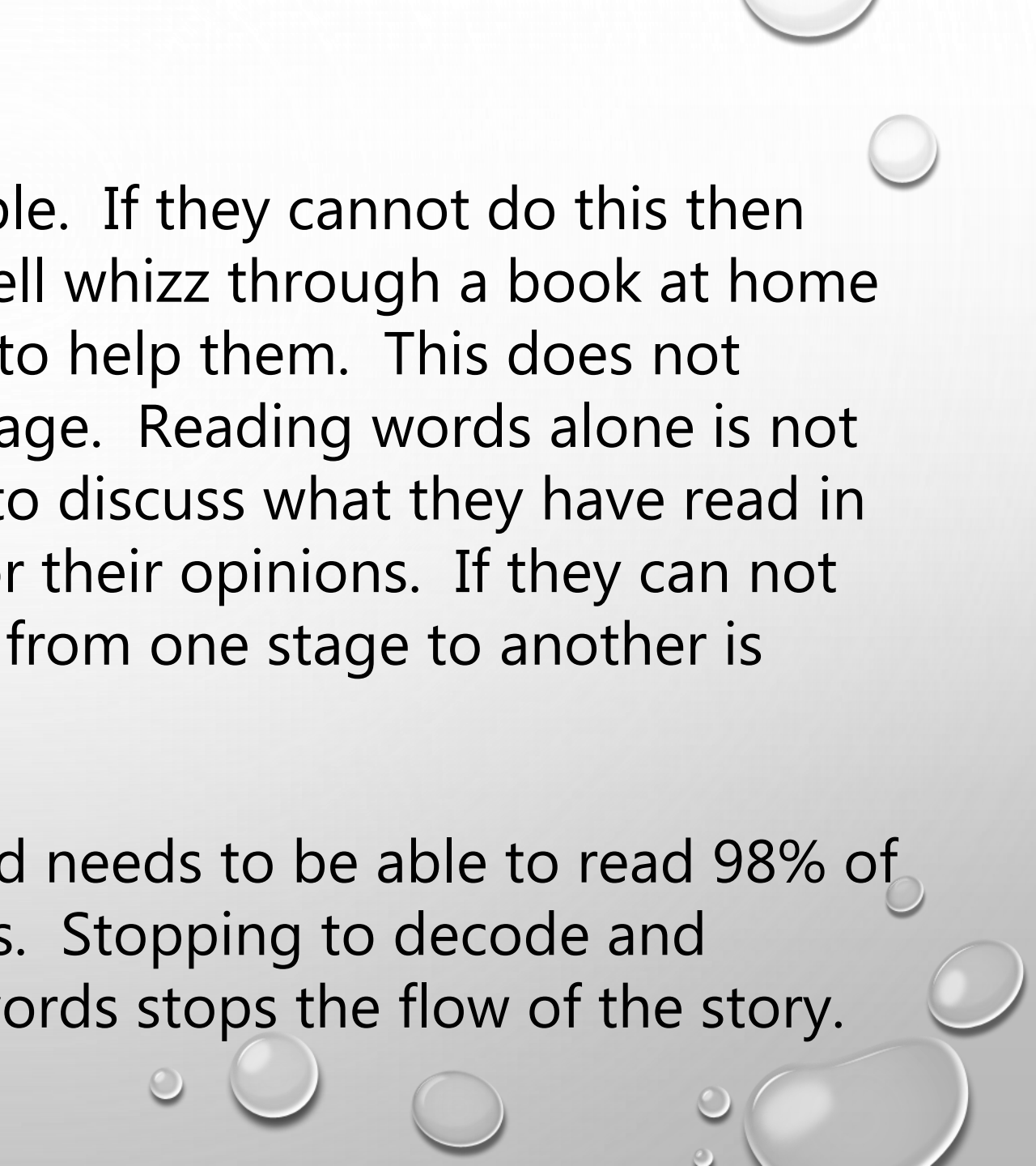
Can you read this?

I cnduo't bvleiee taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rseeerah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh?



Reading skills need to be transferable. If they cannot do this then they are not secure. A child may well whizz through a book at home but they use a range of other skills to help them. This does not mean they are ready for the next stage. Reading words alone is not enough. Children need to be able to discuss what they have read in increased detail and add reasons for their opinions. If they can not do this then the process of moving from one stage to another is pointless.

To start to embed these skills a child needs to be able to read 98% of the book without making any errors. Stopping to decode and reading too many new unfamiliar words stops the flow of the story.



READING

KS1

In order for the children to stay on track to get to the **expected** level at the end of KS1 we have to build on the ability to understand what we are reading. It is these skills that will support your child in becoming a confident reader that likes to read for pleasure.

2	Read	Retrieve	Explore and Analyse	Deduce and Infer
End of year expectations				
<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes Sound out unfamiliar words accurately and automatically Read two or more syllable words containing these graphemes Read common suffixes read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions Discussing the sequence of events in books and how items of information are related Being introduced to non-fiction books that are structured in different ways Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> Discussing their favourite words and phrases Predicting what might happen on the basis of what has been read so far Making inferences on the basis of what is being said and done 	
9-3 Mastering I can attempt to read unfamiliar words independently	9-3 Mastering I can give a detailed synopsis of a text I have read.	9-3 Mastering I can explain why I have chosen a specific text for a specific purpose	9-3 Mastering I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines.'	
9-2	<ul style="list-style-type: none"> I can read familiar words quickly, without needing to sound them out I can sound out unfamiliar words accurately. I can use a range of decoding strategies 	9-2	9-2	9-2
9-1	<ul style="list-style-type: none"> I can self-correct when I have read a sentence incorrectly I can read common suffixes, understanding the impact on root words 	9-1	9-1	9-1
		<ul style="list-style-type: none"> I can check what I have read is correct by looking to see if the text makes sense. I can ask and find the answers to questions about a text. I can summarise a story, giving the main points <u>clearly in sequence</u> I understand the structure of non-fiction and can locate specific information e.g. key information/events. I can retell a familiar story, referring to most of the key events and characters I can recognize recurring language in a variety of genres and understand the impact it has on the reader. I continue to build up a repertoire of poems learnt by heart, with appropriate intonation 	<ul style="list-style-type: none"> I can participate in discussions about books, poems and other works and can compare similarities and differences between texts I understand why a writer has written a text – 'She wants you to know how to make a kite.' I can make choices about which texts to read, based on prior reading experiences I can discuss my favourite words and phrases and how it affects meaning 	<ul style="list-style-type: none"> I can make simple inferences about thoughts and feelings of characters and reasons for their actions I can make predictions based on reading other books by the author and my own experiences I can discuss reasons for events, by using clues in the story
8-2	<ul style="list-style-type: none"> I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily I can predict alternative grapheme sounds in unfamiliar words 	8-2	8-2	8-2
8-1	<ul style="list-style-type: none"> I can read multi syllabic words I can read words containing a wider range of common suffixes I can read aloud taking into account .?!' 	8-1	8-1	8-1
		<ul style="list-style-type: none"> I understand how the key events in a story result in the final outcome I can discuss, in a group, the sequence of events in a story I can work with a group to answer questions about texts that include simple inferences I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose I can perform poems, appreciating these 	<ul style="list-style-type: none"> I can recognise key themes within a text, linked to familiar and some unfamiliar stories I am able to take part in discussions about books, poems and non-fiction texts I can use the words inside a text to make reading choices I can discuss words and phrases. 	<ul style="list-style-type: none"> I am beginning to understand the reasons for a characters behaviour I can explore what I think is going to happen and suggest why I think this I can discuss possible reasons for events I can identify how vocabulary choices affect meaning – 'Crept lets you know he's trying to be quiet.'
7-2	<ul style="list-style-type: none"> I can read a range of words on sight and am able to use my phonic strategies to read more complex words I can read words with common suffixes I know the function of full stops when reading and I show this when reading aloud 	7-2	7-2	7-2
7-1		7-1	7-1	7-1
		<ul style="list-style-type: none"> I understand the key events or features of a text I can simply comment on beginning, middle and end I can work with a group to answer questions about texts I know how non-fiction texts are structured and can name some of their features I can perform some lines from simple poems, saying what I like about it 	<ul style="list-style-type: none"> I can recognise key themes within a text, linked to familiar stories I can say what I think about books, poems and non-fiction I can use the front cover and book title, as well as illustrations to make reading choices I can recognise interesting words 	<ul style="list-style-type: none"> I can comment on character's actions I can explore what I think is going to happen in a text I can provide simple explanations about events I can explain the meaning of words in context

READING

What can we do to support this?

Questioning – Asking children about what they have read is a key indicator of their understanding. Questioning has to be worth while. Children being able to tell you the name of a character or where the story is set is not enough. These are dead end questions. They do not let you see their real understanding.



Audi R8





Open ended questions and discussion points

Open-ended questions often begin with:

- what
- how
- who
- why

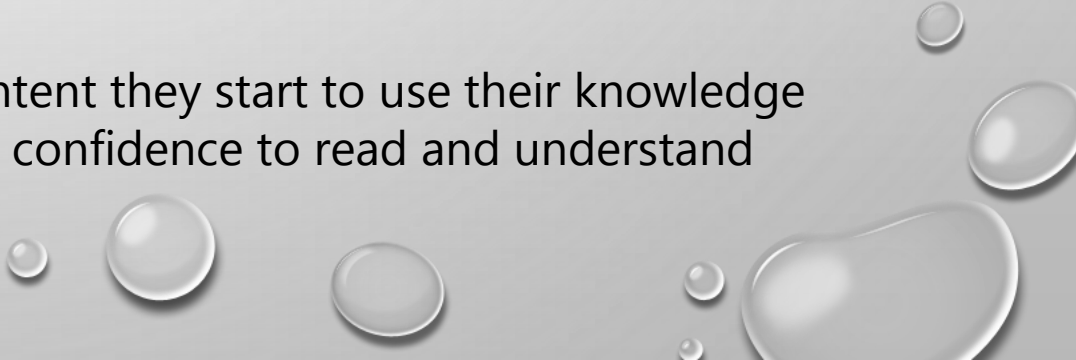
They encourage the children to think in detail about what they are reading and **why**. Much of the time children do not enjoy reading because they cannot see the point of the exercise. This is largely due to the fact they are unable to spot the story through the words!

Why do you think the bear is feeling grumpy?

Who do you think will be at the castle? Why?

What other words could the author have used to describe that?


When you support a child to dig deeper into the story content they start to use their knowledge and skills to form their own opinions and in turn build the confidence to read and understand independently.



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GPS

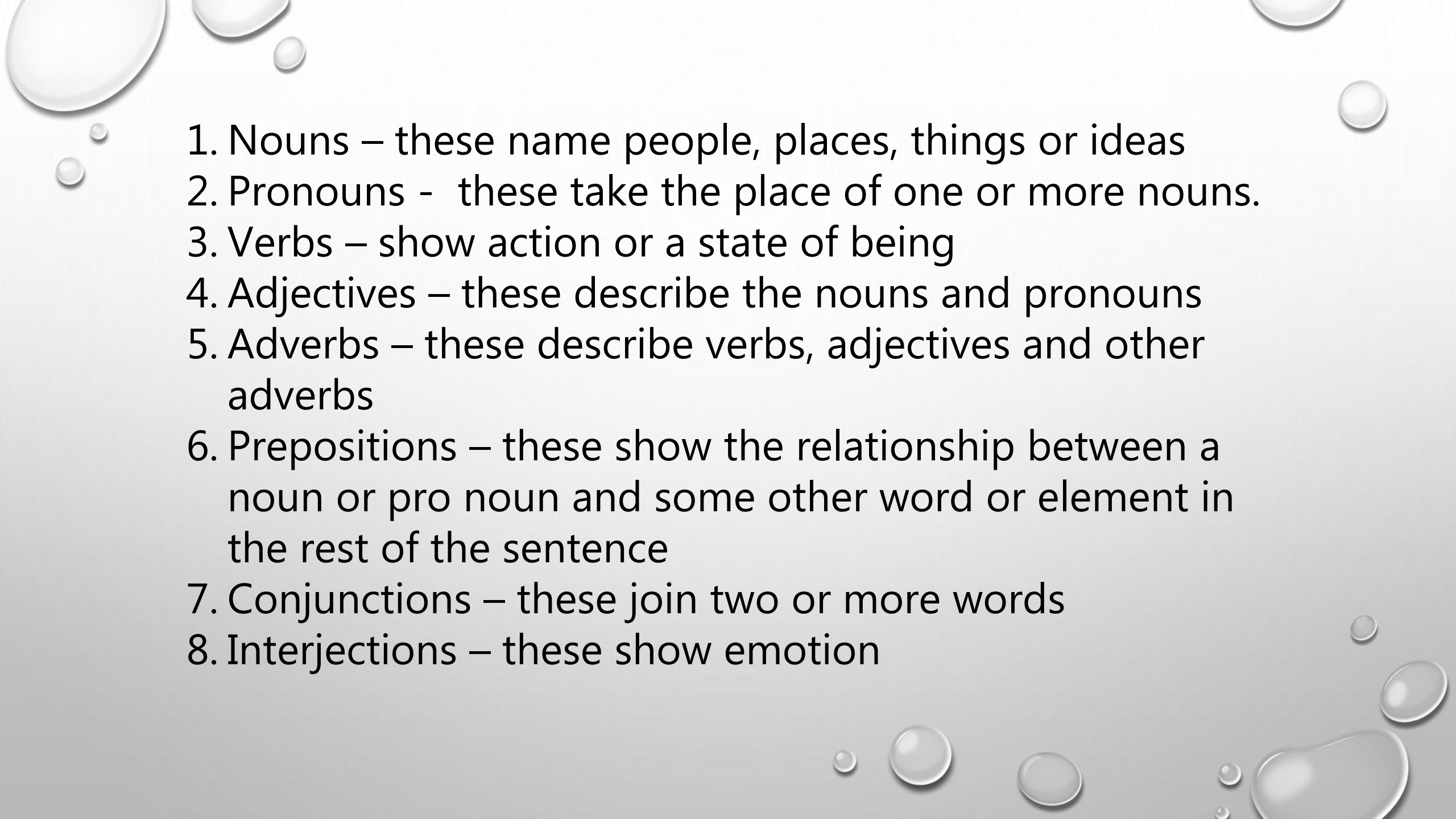
2	Transcription / Word	Handwriting	Sentence	Composition	Punctuation
End of year expectations					
	<ul style="list-style-type: none"> I can add suffixes to spell longer words (ful, less, ment, ness) I can confidently write simple sentences dictated by the teacher using GPC's, exception words and punctuation I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs 	<ul style="list-style-type: none"> I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<ul style="list-style-type: none"> I can use coordinating conjunctions: 'and, or, but' I can use subordinating conjunctions such as: when, if, that, because I can use and identify statements, questions, exclamations and commands I can use adjectives to add information about a noun I can consistently use the present and past tense of verbs I can identify imperative verbs 	<ul style="list-style-type: none"> I can use a range of writing genres. I can construct and use a plan to order my writing. I can proof read to make improvements to spelling, grammar and punctuation. I can read aloud my writing with intonation, to make the meaning clear. 	<ul style="list-style-type: none"> I can use spaces to separate words I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences I can use capital letters for proper nouns I am beginning to use apostrophes for contractions e.g. don't I am beginning to use apostrophes for possession I am beginning to use commas in a list. I can identify "inverted commas" (speech marks) in a text.
9-3 Mastering	I am beginning to attempt more complex sentences and more ambitious words	9-3 Mastering I can write with increasing fluency at a good pace.	9-3 Mastering My sentences employ a wide range of organizational devices that convey my intended meaning.	9-3 Mastering I can write imaginatively, engaging the reader using a variety of devices.	9-3 Mastering I can use an increasing variety of punctuation effectively and accurately
9-2	<ul style="list-style-type: none"> I can add suffixes to spell longer words (ful, ly) I can write simple sentences using exception words and punctuation. 	9-2 <ul style="list-style-type: none"> I can use spacing between words that reflects the size of the letters. 	9-2 <ul style="list-style-type: none"> I can use appropriate conjunctions in my writing 'and, but, when, if, or, because, that,' I can select appropriate sentences for effect. 	9-2 <ul style="list-style-type: none"> I can write for different purposes. I can write a simple plan including new vocabulary. 	9-2 <ul style="list-style-type: none"> I can use apostrophes for contractions. I can use apostrophes for possession. I can use commas to form a list.
9-1		9-1	9-1 <ul style="list-style-type: none"> I can use appropriate adjectives in my writing I am beginning to use appropriate imperative verbs I can consistently use the present and past tense of verbs in my writing. 	9-1 <ul style="list-style-type: none"> I can recognise verb agreement in my writing. 	9-1
8-2	<ul style="list-style-type: none"> I am able to use different ways of spelling long vowel phonemes I can write simple sentences using Grapheme Phoneme Correspondences (GPC). 	8-2 <ul style="list-style-type: none"> I am joining my words more consistently 	8-2 <ul style="list-style-type: none"> I can consistently use 'and' or 'but' to join my sentences. I can use subordinating conjunctions such as: when, if, that, because I can use and identify statements, questions, exclamations and commands. I can use adjectives to add information about a noun I can identify imperative verbs I can use the past and present tense verbs correctly I can use simple gender forms. I can use a string of capital letters for effect 	8-2 <ul style="list-style-type: none"> I can write simple narratives from personal experiences I can create a simple written plan. I am beginning to independently reread to check my writing makes sense. 	8-2 <ul style="list-style-type: none"> I can use capital letters, full stops, question marks and explanation marks to demarcate sentences I can use capital letters for proper nouns. I am beginning to use apostrophes for contractions e.g. don't I am beginning to use apostrophes for possession I am beginning to use commas in a list. I can identify inverted commas in a text
8-1		8-1	8-1 <ul style="list-style-type: none"> I can use 'and' or 'but' to join my sentences. I can identify subordinating conjunctions within a text I can identify statements, questions, exclamations and commands. I can identify adjectives and their effect on the reader I can identify past and present tense verbs. 	8-1 <ul style="list-style-type: none"> With support I can to write simple narratives from personal experiences I need to plan or say out loud what I am going to write I can reread my writing with the teacher to check for improvements 	8-1
7-2	<ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these using graphemes spelling many correctly I can write simple sentences dictated by the teacher 	7-2 <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another 	7-2 <ul style="list-style-type: none"> I can use 'and' or 'but' to join my sentences. I can identify subordinating conjunctions within a text I can identify statements, questions, exclamations and commands. I can identify adjectives and their effect on the reader I can identify past and present tense verbs. 	7-2 <ul style="list-style-type: none"> With support I can to write simple narratives from personal experiences I need to plan or say out loud what I am going to write I can reread my writing with the teacher to check for improvements 	7-2 <ul style="list-style-type: none"> I can explain why a proper noun needs a capital letter. I can explain how an apostrophe is used to form a contraction. I can identify different apostrophes and discuss how they are used. I can explain what a comma does. I can use capital letters, full stops in my sentences. I can use spaces to separate words
7-1		7-1	7-1	7-1	7-1



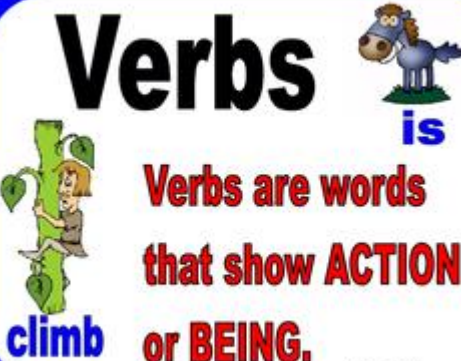
We use words to communicate and we use grammar to organize the words. Every word within a sentence has a job to do and we have to be able to identify the 8 parts of speech, If the grammar of a sentence is correct, then the meaning will be clear.

We start by teaching the children about these different parts of speech (word classes)



- 
1. Nouns – these name people, places, things or ideas
 2. Pronouns - these take the place of one or more nouns.
 3. Verbs – show action or a state of being
 4. Adjectives – these describe the nouns and pronouns
 5. Adverbs – these describe verbs, adjectives and other adverbs
 6. Prepositions – these show the relationship between a noun or pro noun and some other word or element in the rest of the sentence
 7. Conjunctions – these join two or more words
 8. Interjections – these show emotion

Verbs



is

Verbs are words that show **ACTION** or **BEING**.

climb

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NOUNS













People	Places	Animals	Things
 Anita	 forest	 elephant	 phone

Adverbs

describe verbs


 endlessly Chatter	 swim confidently	 write excitedly
 read carefully	 happily smile	 rain heavily
		 cheerfully chirp

Types of Punctuation

			
Full Stop	Comma	Exclamation Mark	Question Mark
			
Speech Marks	Apostrophe	Colon	Semi-Colon
			
Ellipsis	Dash / Hyphen	Brackets	Capital Letters

© Teaching Packs - Perfect Punctuation - Page 4

Pronouns



A pronoun is a word that replaces the name of a person or object (nouns).

A contraction is...

...a shortcut word for 2 words.

can + not = can't

I + am = I'm

Don't forget the apostrophe!


INTERJECTION

An interjection is a word that expresses emotions and feelings.









hey! yuck!

oh no! phew!

wow! ouch!



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 on	 under	 next to	 in front of
 behind	 between	 around	 through

Word classes need to be taught within sentences.



Sam ate baby food

Adjective













She is our baby

Noun

Don't baby me!

Verb

Types of Punctuation

			
Full Stop	Comma	Exclamation Mark	Question Mark
			
Speech Marks	Apostrophe	Colon	Semi-Colon
			
Ellipsis	Dash / Hyphen	Brackets	Capital Letters

Year 1 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Here is a list of the common
exception words your child
needs to be able to spell
correctly by the end of Year 1.

Please help your child to
learn these.



When the letter c represents the hard /c/
sound found in **c**at, it can be followed by:
all sorts of different letters

When the letter c represents the soft /s/ sound
found in **c**ell, it is almost always followed by:

e i or y

Back



The **ge** spelling, usually follows a long vowel sound.

The **dge** spelling usually follows a short vowel sound.

A lot of the time (but not always) in English, **short vowels** are followed by **two consonant letters** - **bridge**. This is a big clue to let readers know how they should be pronouncing the vowel sound in the word.



Back

Year 2 Common Exception Words

Here is a list of the common exception words your child needs to be able to **spell** correctly by the end of Year 2. Please help your child to learn these.

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	