

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, leaving a large white central area for the text.

# Phonics, reading and GPS



# Phase 1

**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. (Nursery)



# Phase 2

**Phase 2:** The children are introduced to single letters and start to move from oral to 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** (EYFS)



# Phase 3

**Phase 3:** Children will be taught graphemes, most of these will comprise of **2 letters** (e.g. oa).

It is here we start to introduce pseudo words or 'alien' words. (EYFS)



# Phase 4:

**Phase 4:** The purpose of this phase is to **consolidate** children's knowledge of graphemes in reading and spelling a variety of words.

Phonics is the step up to word recognition. The automatic reading of all words both decodable and tricky is the ultimate goal. (Reception/Year 1)



# Phase 5

**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 now 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. (Year 1)



# GPS

**GPS:** When children reach Year 2, they will begin learning GPS, which stands for Grammar, Punctuation and Spelling. Throughout this year, children will consolidate the phonics that they have learnt in previous years, and will start to learn spelling rules from the Year 2 spelling appendix listed in the National Curriculum.















# GPS TERMINOLOGY

1. Nouns – these name people, places, things or ideas
2. Verbs – show action or a state of being
3. Adjectives – these describe the nouns and pronouns
4. Adverbs – these describe verbs, adjectives and other adverbs
5. Conjunctions – these join two or more sentences together. E.g. because, and, but, so...
6. Suffixes – These are word endings: e.g. –ing –ly –ful –ment
7. Imperative verbs – these are bossy verbs: get, make, put, take
8. Fronted adverbials – E.g. First, Next, Then, After, Later



# Types of Punctuation

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



## Early Years<sup>TM</sup>

# READING

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

Children in Y1 are building on their ability to read with pace and confidence but are 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.

# COMPREHENSION

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.

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 this does not necessarily 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 it is too early for them to move from one stage to another.

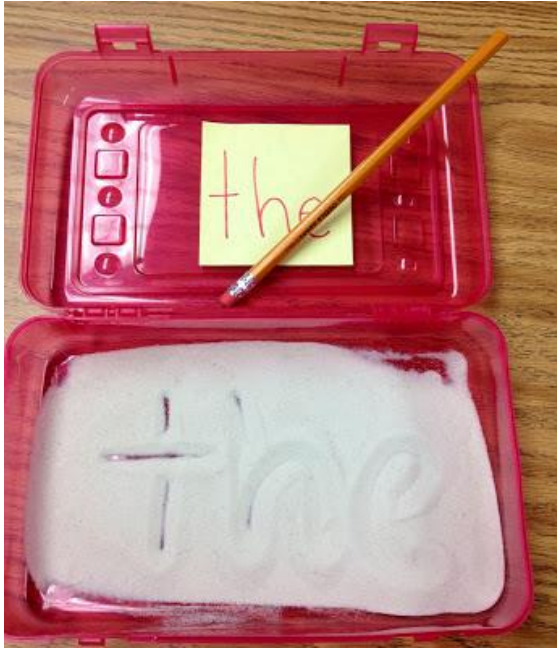
To start to embed these skills, a child needs to be able to read 98% of the book without making any errors. Stopping to decode, and reading too many new unfamiliar words stops the flow of the story.

# HELPING AT HOME

Helping your child at home with Phonics, English and Reading:

- Correct your child verbally when they use an incorrect word. E.g. 'I runned' instead of 'I ran'.
- Read every night. This doesn't always need to be the child reading. You can take it turns to read pages, or even just having them listen to you read. This is beneficial to their learning, as they hear how the story should sound. It's also important for your child to see you reading.
- As children become more fluent they don't always need to read their school book. A magazine, encyclopaedia, comic book or even a cereal packet will do! Whatever they enjoy to read, and is encouraging them to do so.
- Have books available for them to read when they would like to.
- Have writing equipment available to them at home.
- Practise spelling when possible in a variety of different ways, as shown on the following slide:







# 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.

# 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    |           |