

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

NURSERY PHONICS

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)

EYFS PHONICS

Phase 2: The children are introduced to at least 19 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)

EYFS PHONICS

Phase 3: Children will be taught another 25 graphemes. Most of these will comprise of 2 letters (e.g. oa).

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

RECEPTION/YEAR 1 PHONICS

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)

YEAR 1 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 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)

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

YEAR 2 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.

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

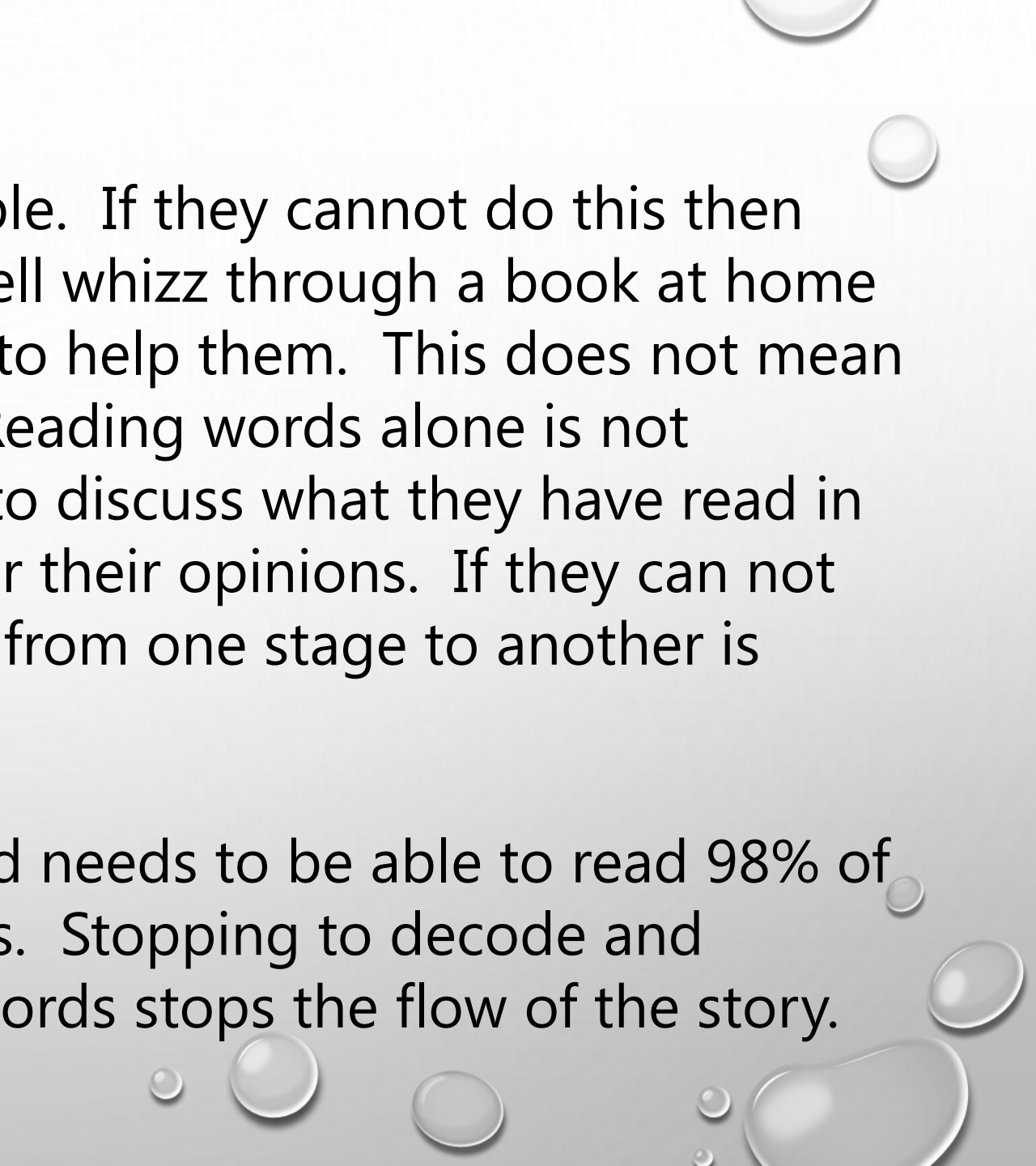
Year 2

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.



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.



Open ended questions and discussion points

Open-ended questions often begin with:

- what
- how
- who
- why

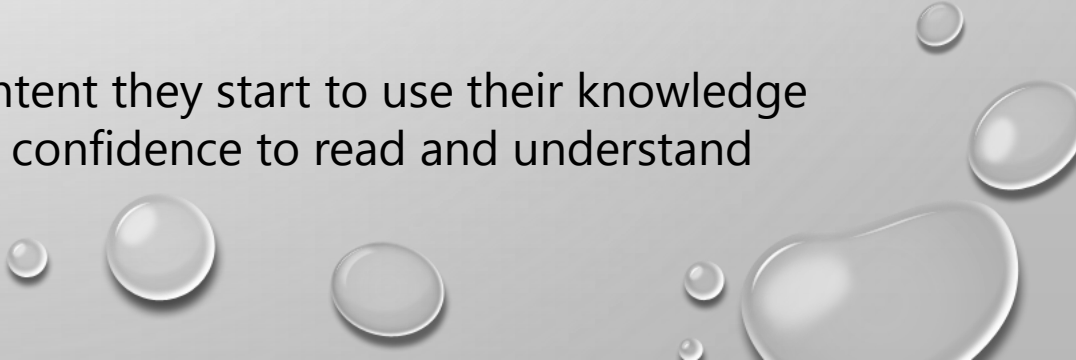
They encourage the children to think in detail about what they are reading and **why**. Much of the time children do not enjoy reading because they cannot see the point of the exercise. This is largely due to the fact they are unable to spot the story through the words!

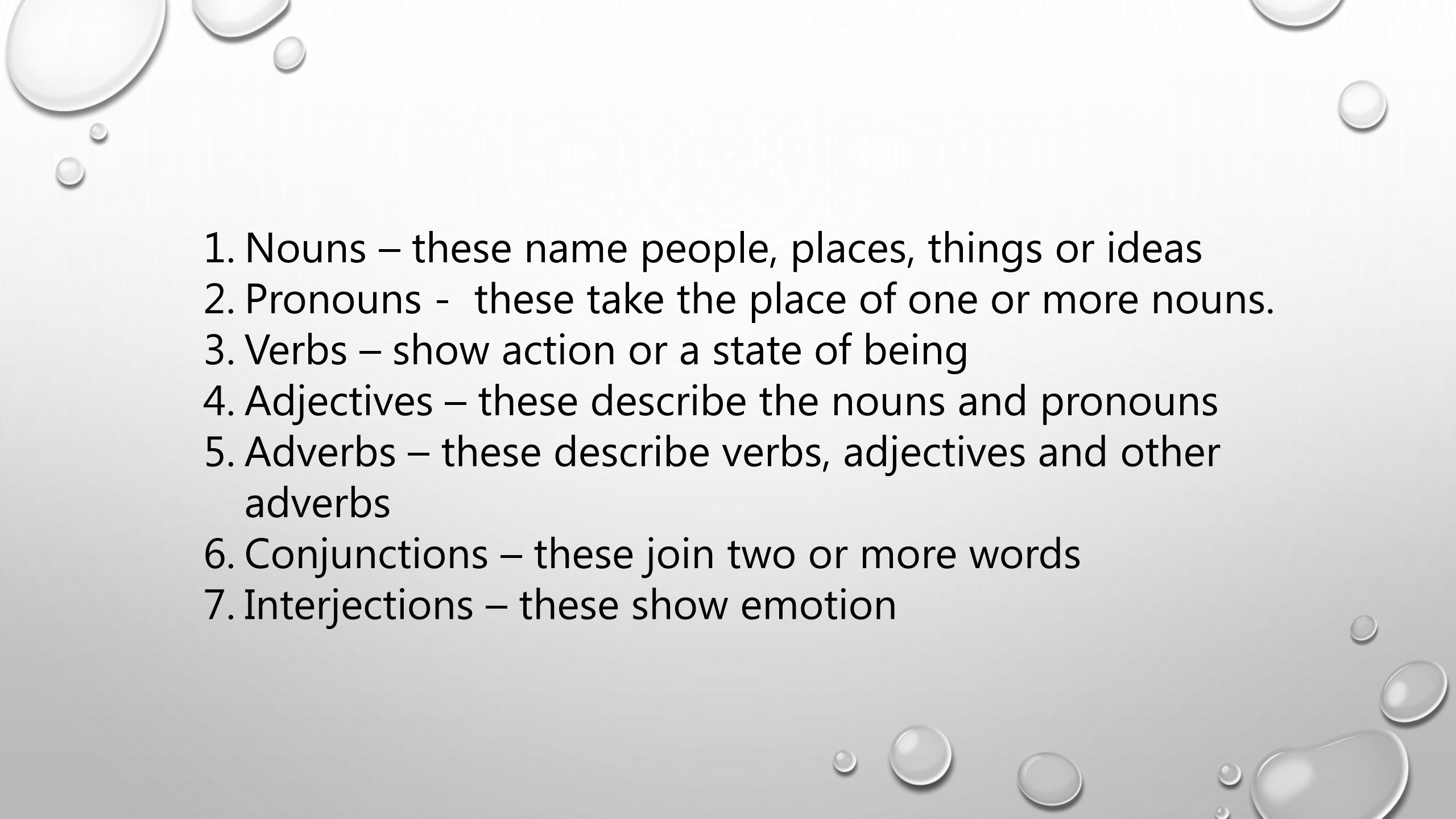
Why do you think the bear is feeling grumpy?

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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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. Conjunctions – these join two or more words
 7. Interjections – these show emotion

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.

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	





Helping your child at home:

- Correct them when they use an incorrect word. E.g. 'I runned' instead of 'I ran'.
 - Read every night.
 - Practise spelling when possible in a variety of different ways:
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