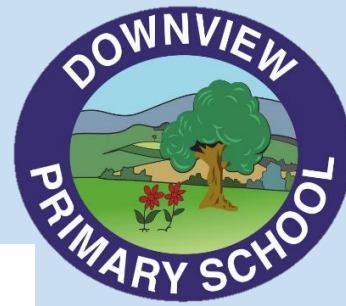


Phonics at Downview



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



CHILDREN ARE
MADE READERS
ON THE LAPS
OF THEIR PARENTS.

- EMILIE BUCHWALD

 BilingualKidspot.com

By age 5, here's how many words
your child is expected to hear
based on book reading
frequency:

- Never: 4,662
- 1-2 times/week: 63,570
- 3-5 times/week: 169,520
- Daily: 296,660
- Multiple books/day: 1,483,300



READING EVERY DAY...

- ...**CREATES** lifelong readers.
- ...**TEACHES** children to find adventure, ideas, and answers through books.
- ...**STRENGTHENS** relationships and creates memories as a family activity.
- ...**OPENS DOORS** through which children can learn about themselves.
- ...**BUILDS** a diverse vocabulary and strengthens fluency in reading.
- ...**ALLOWS** a child's imagination and creativity to blossom.
- ...**GIVES** children the tools needed to become successful students.
- ...**TAKES** the "scary" out of reading in the classroom.
- ...**HELPS** children make connections to new places, people, and concepts.
- ...**AWAKENS** children to the world around them.

READ
Every Day
Lead a Better
LIFE



Agenda

What is phonics?

Key words used when teaching phonics

Phonics scheme

Sound buttons

Phonics screener

Resources

How we teach Reading at Downview

Spellings

Questions

What is phonics?



Phonics is one part of how we teach children to read and write.

It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.



Key words

Phoneme

The smallest unit of sound in a word.

E.g. the letters s, c, sh & igh

Not: st



Key words

Grapheme

The written letter or a group of letters that represent the sound.

E.g. a, ch, sh & igh



Key words

Segmenting

To split up a word into its individual phonemes when spelling.

E.g. c / a / t & f / i / sh



Key words

Blending

To draw those phonemes together to read the word.

E.g. c / a / t & f / i / sh



Key words

- Digraph- 2 letters making one sound
- cow
- Trigraphs- 3 letters making one sound
- night
- Split digraphs- 2 vowels with a consonant in between.
- spine i-e



Segmenting Activity

How many phonemes in each word?

- cat
- dress
- sprint
- might

Extra challenge:

- cycle
- achieve



Did you get it right?

- cat = c / a / t = 3 phonemes
- dress = d / r / e / ss = 4 phonemes
- sprint = s / p / r / i / n / t = 6 phonemes
- might = m / igh / t = 3 phonemes
- cycle = c / y / c / le = 4 phonemes
- achieve = a /ch / ie / ve = 4 phonemes

Our phonics scheme



Song of Sounds Year 1 (Stage 2)

Song of Sounds Year 2 and 3 (Stage 3)



Song of Sounds



Song

- Where to find it?

YouTube- Song of Sounds Year 1 (2.22) (Stage 2)

Song of Sounds Year 2 and 3 (Stage 3)

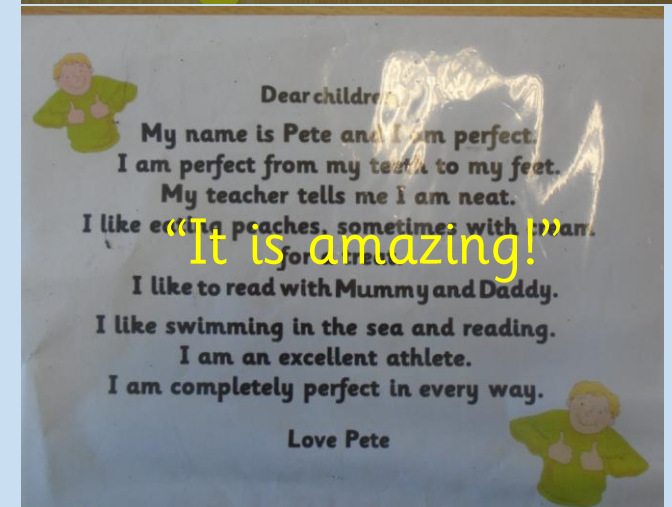
The links will be on our Year Group pages on the school website!



What a weekly phonics plan in Y1 and Y2 looks like:

- Song daily - song is grouped into their song families (e.g. ay, ai, and a-e) Repetitive!
- Mon-Thurs teach a sound (phoneme) family.
- Thursday and Friday consolidation through visual kinaesthetic games and challenges.

Quotes from the children:



...and in year 3?

Autumn Term – 1st half

- Recapping the sounds, rules and common exception words from Year 2
- Recapping and applying spellings from Year 2
- Recognising and selecting the correct graphemes for words eg 'cycle' is *c-y-c-le*, not *s-igh-c-l*
- Dictated sentences

Autumn 2 onwards

- Recapping any sounds, common exception words and spelling rules not yet mastered
- Recognising and selecting the correct graphemes for words
- Learning new spelling rules and common exception words
- Dictated sentences

Guided Reading sessions also focus heavily on comprehension, as this is a key part in meeting end of Year 3 expectations.

What two words have been contracted here?
What letter has been replaced with an apostrophe?

we're



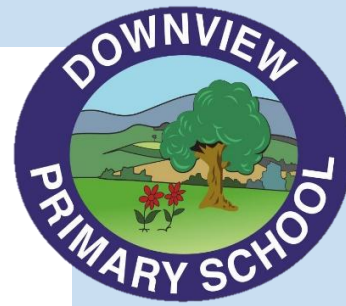
What is the difference? When might you use each?

What two words have been contracted here?
What letter has been replaced with an apostrophe?

They'll

What is the difference? When might you use each?

Dictation	
15.09.25	22.09.25
To feel happiness you	
should move your body	
every day. If you do,	
you will improve your	
merriment.	



Song of Sounds Stage 2 is aimed at Year 1 children.

- Alternative graphemes to represent phonemes
 - ay ai and a-e
 - ee ea and e-e
 - igh ie and i-e
 - ow oa and o-e
 - oo ew and u-e
 - oy and oi
 - or aw and au
 - er ur and ir
 - ou and ow (clown)
 - air and are
- Learning to read and spell a range of common exception words
- Reading and spelling CVC, CVCC and CCVC, CCVCC, CCCVC and CCCVCC words
- Reading and spelling multi-syllabic words
- Alphabetical order
- Letter names
- Upper case and lower case letters
- Reading and writing sentences
- Real and nonsense words
- Preparation for and ideas for the implementation of the Year 1 phonics screening test
- Rigorous assessment points throughout the programme which help identify the pace of the programme and any intervention or support needed for individual pupils

Song of Sounds Stage 3 is aimed at Year 2 children.

Song of Sounds Stage 3 is aimed Year 2 children. It covers Letters and Sounds Phase 6 with some revision of the earlier stages. Stage 3 provides a full teaching programme for year 2 including...

- Alternative graphemes to represent phonemes
 - ey y ie (making the /ee/ sound)
 - s se ce (making the /s/ sound)
 - ge dge g (making the /j/ sound)
 - kn gn nn (making the /n/ sound)
 - le el al (making the /l/ sound)
 - a ar ore (making the /or/ sound)
 - s ti ci (making the /sh/ sound)
 - wr (r)
 - o (u) a (o) or (er)
- Learning to read and spell a range of common exception words
- Reading and spelling multi-syllabic words
- Adding es
- Adding suffixes ed ing er est
- Adding suffixes ment ness less ly
- Contractions
- Homophones and near homophones
- Differentiated spelling homework to match each teaching point
- Rigorous assessment points throughout the programme which help identify the pace of the programme and any intervention or support needed for individual pupils

Sound Buttons

Single sounds: j a m
 • • •

Digraphs : c h i p
 ■ • •

Trigraphs : h a i r
 • ■

Split digraphs : s n a k e
 • • ⌋

By KS2...

We are beginning to learn spelling rules and want to be able to recognise and apply alternative sound families in spellings. We use these sound mats to help us:

 a b bb	 c k ck ch	 d dd ea	 f ff ph	 g gg	 h	 i g ge dge	 l ll el le al	 m mm mb	 n nn kn gn
 o pp	 p qu	 r rr wr	 s ss se c ce	 t tt	 u ve	 v wh	 x y	 z zz	 y zz
 ng s	 sh ti ci ch	 ch tch	 th ai ay a-e	 ee y ey ea ie e-e	 igh i ie igh i-e	 oa ow o o-e	 oo ue ew u-e	 oo	
 ar oor ore aw au	 or er ir ur	 er ow ou	 oi oy	 nk	 air are ere	 ear eer ere	 ure		

‘Spelling eyes’ help find the right one:

- Bubbll
- Bubbel
- Bubble
- Bubbal

This skill ONLY works when children are frequent readers, because they need to have SEEN the word many times.

Statutory Phonics Screener Check

- W/B Monday 14th June 2027
- The screening usually takes around 5-10 minutes with each child.
- The children will complete the check one at a time in a quiet area of the school with their teacher.
- 40 different real and 'nonsense' words to read or sound out and blend.
- All of the words are phonetically decodable.

What will it check?

It will check that your child can...

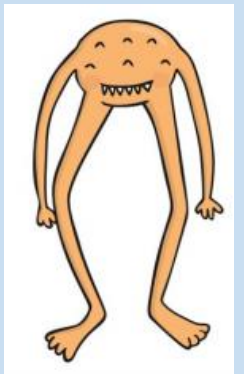
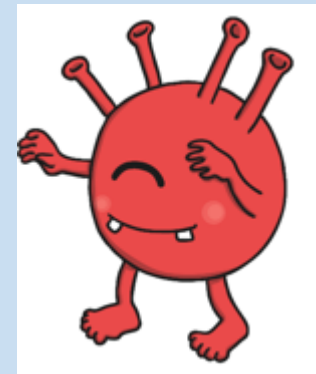
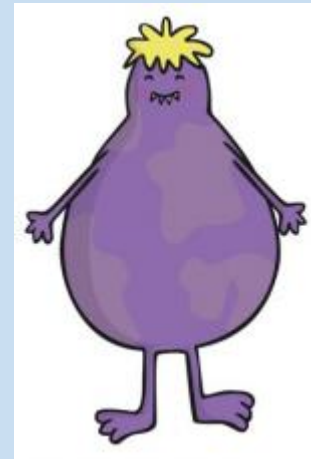
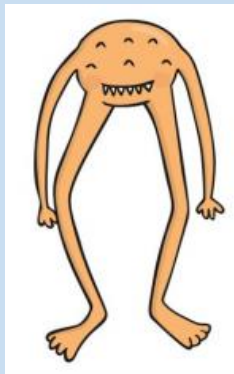
- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable words e.g. cat, sand, windmill, dolphin.
- Read a selection of nonsense words, which are referred to as alien words.

Phonics Screener Check

Alien words make up half the phonics check.

All 'nonsense' words have an alien picture next to it to indicate to the child it is a made up word.

These words are included to check the child's phonic knowledge.



Phonics Screening

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Phonic Games



<http://www.phonicsplay.co.uk/>

<http://www.topmarks.co.uk/Interactive.aspx?cat=40>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

<http://www.letters-and-sounds.com/phase-3-games.html>

<https://ictgames.com/mobilePage/literacy.html>



Reading at Downview

At Downview we teach reading throughout the day in various different ways...

- 1) Phonics lessons
- 2) Literacy Lessons
- 3) Guided Reading
- 4) Story time
- 5) One to one reading



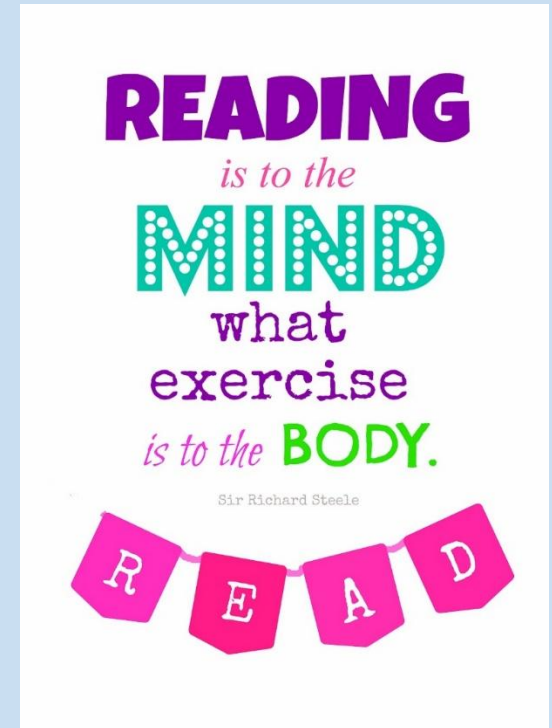
Reading Skills



Phonics is not the only thing needed to become a fluent reader.

- Sound out and blend phonetic words.
- Re-read to check it makes sense.
- Use pictures for clues.
- Use expression.
- Ask questions about the book to check for understanding.
- Read to your child as much as possible – even if it's the same book for a fortnight!
- If you have any problems or difficulties- see class teacher!

And most importantly **ENJOY READING!**



Fluency and Automacity

When children are confident in sounding out and blending words they will begin to develop fluency which will help their understanding of a text. In order to develop fluency your child needs to be able to read 90% of a book without significant hesitation.

Learning to read requires enormous effort, and we know that when children's cognitive load is over-burdened they are less successful. Children who practise reading books with the graphemes they already know are more successful and have a more positive attitude to reading. This is why we choose books for your children at an instructional level that is at least 90% word accuracy. This means children should be able to read most of the text without hesitation and only need to work out, on average, one word in ten.

Reading



← End of Reception expectation

← End of Year 1 expectation

← End of Year 2 expectation

Accelerated Reader Programme begins

To move up a box or book level

Not just the skill of reading...

- Fluent - read the book 3 times
- Confident
- Comprehension key for Year 2 & 3
- Must know high frequency words

Star assessment – Year 2 and 3



- Each half term, children complete an assessment
- Book reading levels known as ZPD to read within
- When familiar with a book, children complete a quiz
- 85%+ quiz scores show readiness to move on to next book

The focus is very much on comprehension, so chat about the text, subtext and ask lots of questions as you read.

Reading



Reception

Phase 2								
High Frequency Words								
a	am	Mum	up	can	in	is	it	and
		Dad	on	as	but	at	had	if
		got	big	get	him	has	an	his
		not	off	back	the	to	I	no
		go	of	into				
Phase 3								
will	that	this	then	them	with	see	for	
	now	down	look	too	he	she	we	
	me	be	was	put	you	they	all	
	are	my	her					
Phase 4								
went	it's	from	children	just	help	said	have	
	like	so	do	out	come	were	there	
	little	one	when	some	what			
Phase 5								
don't	old	I'm	by	time	house	about	your	
	day	made	came	make	here	saw	very	
	put	oh	their	people	Mr	Mrs	looked	
	called	asked	could					

Visual recognition

Say instead of sounding out.

End of Year 1

If your child cannot yet read these words, practise them as much as you can. It will hugely help their fluency when reading as well as their spelling in Years 2 and 3.

What if my child finds reading tricky?

At Downview we make sure that your child is supported if they are finding reading a challenge. We provide opportunities for smaller phonics groups, daily mastery, regular readers and our LEXIA reading support program.

At home the most important thing is to keep reading fun! Games can be played that don't feel like a reading task - such as hunt the digraph, highlight the digraph or splat a sound!

To help blending you can “robot” sound out words for your child to guess eg teddy is hiding under the b-e-d.

Visual memory can sometimes make reading tasks tricky so memory games such as Kim's game and matching games can help with this too.





As your child moves to Years 2 and 3...

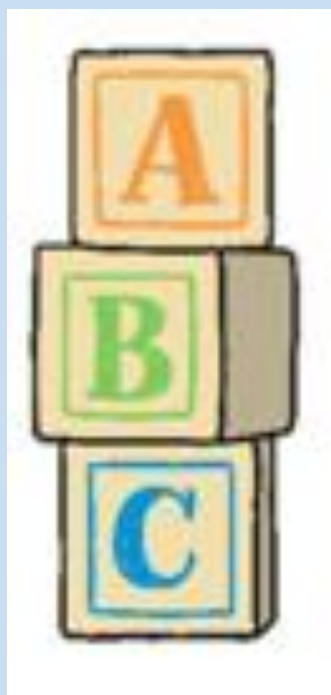
Year 2 has it's own Stage 3 Song of Sounds song with a new set of digraphs and trigraphs.

By this stage, we are looking for greater fluency and comprehension of what is being read. Your child has now met most of the different sounds in the English language and is beginning to recognise these more rapidly to read with the fluency that helps them to understand what they are reading. This comprehension becomes the next exciting stage of reading...

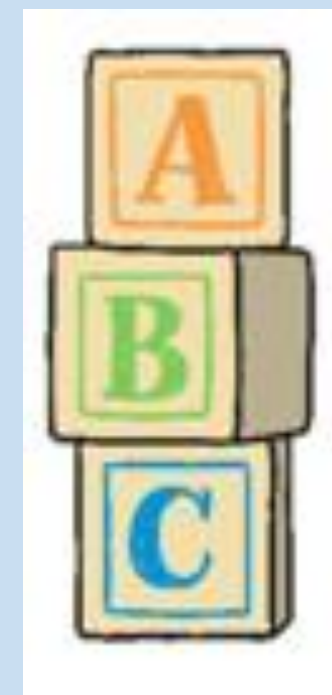


Spellings

We learn to spell words using phonics and words that can't be phonetically decodable – such as these...



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



Spelling Homework

Year 2

- Revising Year 1 spellings – Autumn 1
- Set of words sent home to practise every three or four weeks with a quiz.

Year 3

- Spelling book with Y2 weekly words in – Autumn 1
- Set of words each half term to master – should be used in sentences correctly, even when not in that week's spelling list! Automaticity is key!

Spellings

- Everyone learns spellings in different ways so there may be some activities that your child prefers to others. That is absolutely fine! Short, fun activities are the key! Enjoy!
- **Rainbow Writing** - Can you spell a word in lots of different colours?
- **Crazy Spelling** - Writing in different sizes, effects e.g. curly, bubble writing, dots, etc.
- **Timed Spellings** - how many times can you write the spelling in 1 minute? Count and record how many times you wrote the spelling, then try it again to beat your score!
- **Magic finger spelling** - Practising writing a word with your finger on the floor, your grown up's back, on your knee, etc.
- **Pairs** - Create a double set of the words your child is finding tricky. Pick up two cards at a time until they find a pair. Can they verbally spell it out to you?

- **Lego tricky words** –spell your word with Lego!
- **Playdough tricky words** – roll out some playdough and mould it into the letters you need to spell a tricky word!
- **Spelling Puzzle** - Make a home-made puzzle by writing the words in large on a piece of card. Get your child to cut it up and then can they piece it back together again?
- **Chalk** - If you have any chalk (and don't mind getting your paving a bit messy) ask your child to write the words on the ground and then the rain will wash it away.
- **Water Paint** - Use water and a paintbrush to water paint the spelling words outside.
- **Spelling Pyramid** - Write the words as if they are stairs, adding one letter each time:
 - t
 - th
 - the
 - they
- We have a handout with these ideas on to take home and help support fun spelling activities at home.

Any questions?



phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

digraph — two letters making one sound, e.g. sh, ch, th, ph.

trigraph- is a group of three letters used to represent a single sound, e.g. igh, str

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh,

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

segmenting (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

blending (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap