





Literacy Development Matters





Early Learning Goals - end of Reception Year

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



Phonics and Reading

- Phonics is a method of teaching reading and writing by developing an awareness of sounds within words.
- It teaches links between the sounds and the way they are written.
- The aim of phonics is to read new words by sounding them out and blending them together.



How We Teach Phonics At HTPS

- Phonic Bug Programme supplemented by other resources.
- 6 phases
 - Phase 1 - 2 nursery/preschool
 - Phase 2 - 4 reception
 - Phase 4 - 6 Year 1
- Your child will have daily whole class phonics sessions in school lasting around 20 mins.

- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Organised so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.
- Additional practice immediately through keep-up sessions.

Reception	
Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be
<small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</small>	
Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end 	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words 	Review all taught so far





Learning Letter Sounds

- Each child has a sound mat in their book bag.
- Please practise at home and send this in each day. Remember to revisit previous learnt phonemes.
- 15 mins a day

These are the first set of phonemes we will be teaching your child in school. We will underline the phonemes that your child is currently learning to practise them at home. When we have checked them, we tick them if your child gets them correct. It would be helpful to continue practising learnt phonemes even after they have been ticked off to ensure that your child does not forget them. Thank you for your support at home!

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

These are the next set of phonemes we will be teaching your child in school. We will underline the phonemes that your child is currently learning to practise them at home. When we have checked them, we tick them if your child gets them correct. It would be helpful to continue practising learnt phonemes even after they have been ticked off to ensure that your child does not forget them. Thank you for your support at home!

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

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e	i-e	o-e	u-e	u-e		

*even

My Phase 5 sound mat



Segmenting and Blending

- Segmenting is saying each sound in the word, then you blend the sounds together to read the word.
- Sounds should be articulated clearly and precisely.
- Be careful of an 'uh' sound added to the end of sounds.

<https://www.youtube.com/watch?v=-ksblMiliA8>

<https://www.lesleyclarkesyntheticphonics.co.uk/index.php/parents/125-articulation-of-phonemes>



Tricky Words

- Some words you just can't sound out!

Phase 2 Tricky Words		
the	to	I
no	go	into

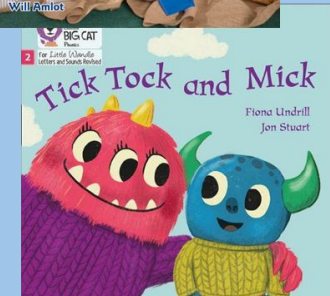
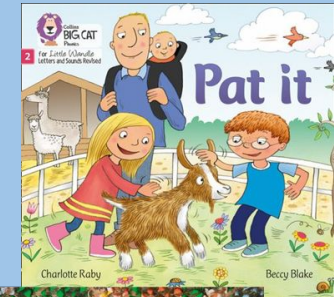
Phase 3 Tricky Words			
he	she	we	me
be	was	my	you
her	they	all	are

Phase 4 Tricky Words			
some	one	said	come
do	so	were	when
have	there	out	like
little	what		

Phase 5 Tricky Words		
oh	their	people
Mr	Mrs	looked
called	asked	could

The Reading practice book

- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practice reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.





The sharing book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- Parents/carers should not expect their child to read this book independently and certainly should not try to get their child to do so.
- The book is for the parent/carer to read to or with the child.

The goal is enjoyment.





Phonics Terminology

Phonemes: The sounds that are found within a word

Grapheme: The way we write down a sound

Digraph: Two letters that make one sound

Trigraph: Three letters that make one sound

Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

Tricky words: Words that cannot be decoded.

Spelling: Writing words using the correct letters in the right order to be read by others.



Reading at home

- Daily reading and phonics at home really helps!
- 15 mins a day
- Bug club.





Home Learning - Useful Websites

cbeebies



<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



<https://www.teachyourmonstertoread.com/>