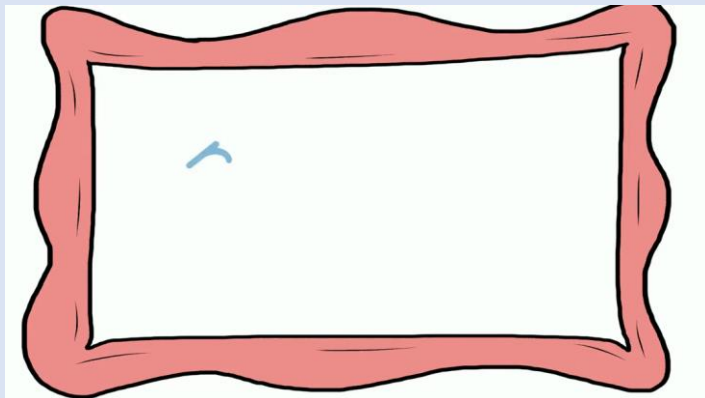


Teaching Phonics And Reading At Chad Vale

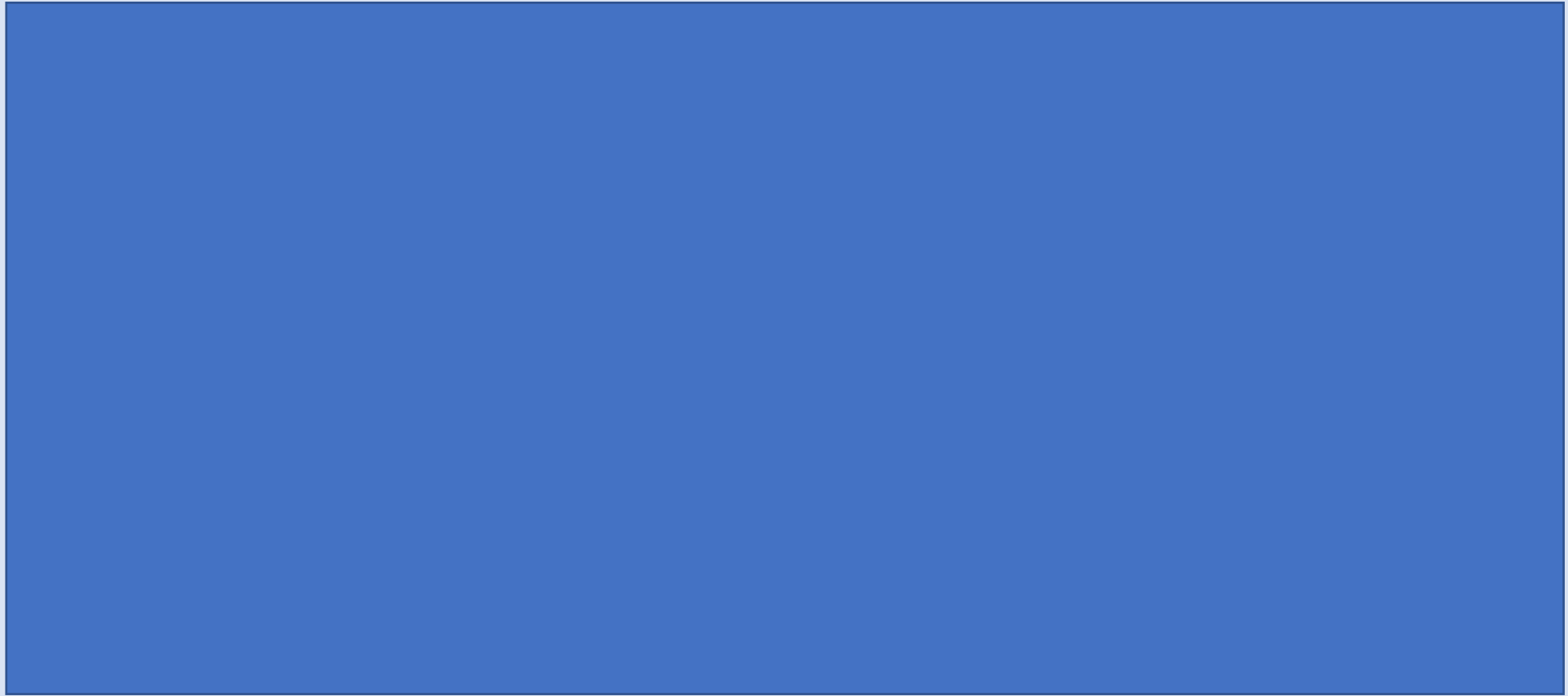


Aims:

- To give you a better understanding of what phonics is and how we teach it at Chad Vale
- To gain a greater understanding of how to support with phonics and reading at home



What is Phonics?



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Terminology

Phoneme

The smallest unit of spoken sound.

Grapheme

A written symbol that represents a phoneme.

Terminology

Phoneme

Grapheme



Terminology

Digraph

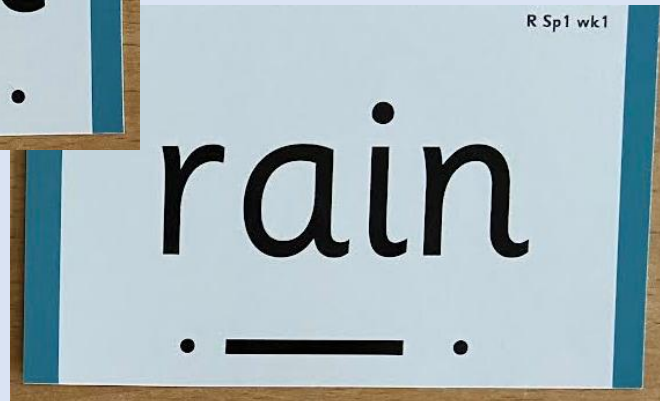
Two letters that make one phoneme (sound).

Trigraph

Three letters that make one phoneme (sound).

Terminology

Digraph



Trigraph



Terminology

Blend

Combining
phonemes to
read a word.

Segment

‘Chopping up’ a
word into
phonemes to
spell.

Terminology

Blend

Segment

fighter

Our Phonics Scheme


We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Weekly grid Reception phase 2

Autumn 1 week 5

Lesson focus	Revisit and review	Teach and practise							Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling	Oral blending game
h helicopter	s t p d g o c k u e r	Open your mouth and breathe out sharply h h h	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	Review: r-a-n d-u-ck t-e-n New: h-a-t h-u-g h-o-t	ran duck ten red hat Independent: dog cup	New: the* Review: I is	dog	Can you touch your ... ? l-e-g ar-m h-ea-d ch-i-n f-oo-t

Our Phonics Scheme



Phase 2


























Autumn 1




	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

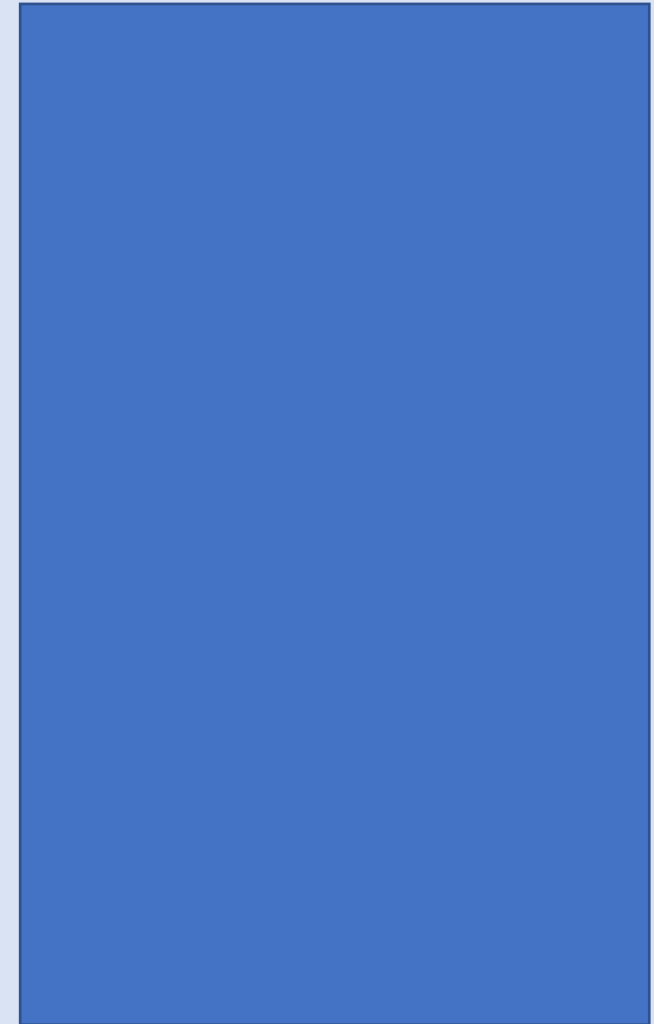
Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<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)	we me be

Phase 2

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	---	--	--	--



Phase 3

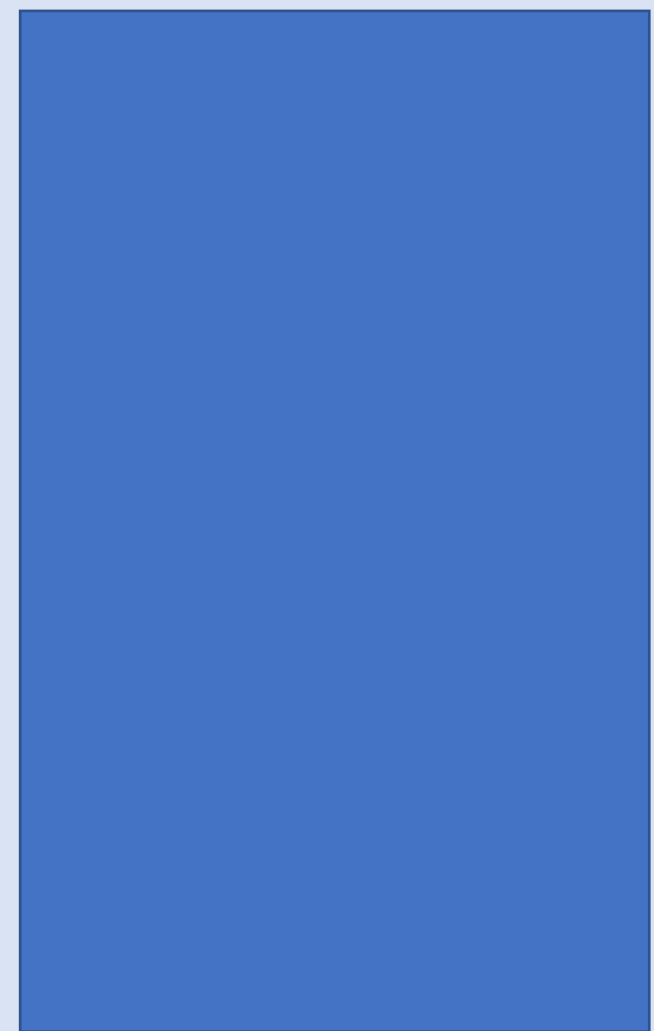
Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Phase 3



 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Phase 4

Reception Summer 1













































	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Phase 4

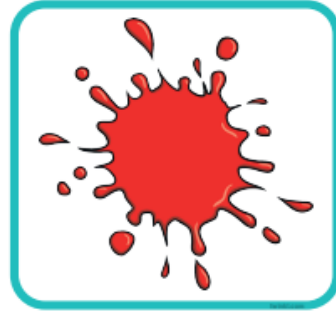
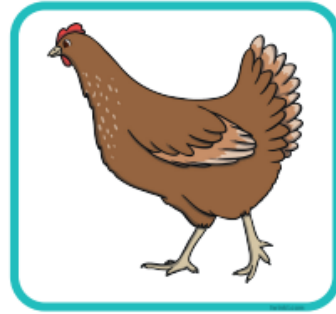
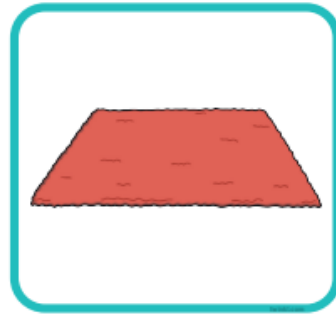


Phonics in Reception







 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

-ing
-ed
-er
-est
-s
-es

Oral Blending



Remembering sounds...

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter

Pure Sounds

m

p

f

l

ch

th

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[Year Group Pages](#)

[Community](#)

[Getting Ready for School](#)



confident with applying these GPCs in both their reading and also their writing. (please click on the overview document to see what this progression looks like).

Half termly assessments take place through Reception and Year 1 to help inform future teaching and help identify children who have gaps in their phonic knowledge and need additional practice. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

For support with the pronunciation of the phonemes taught, please refer to the videos below.



[Phase 2 sounds taught in Reception Autumn 1](#)



[Phase 2 sounds taught in Reception Autumn 2](#)



[Phase 3 sounds taught in Reception Spring 1](#)



[Phase 5 sounds taught in Year 1](#)



'Ali Baba and The Bongo Bandits' – Y6, July

Main Entrance

CHAD VALE

Main Entrance

PRIMARY SCHOOL

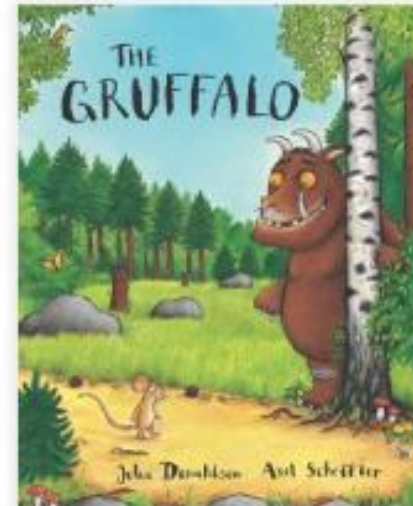
Tricky Words

is	I	the
put	pull	full
as	and	has
his	her	go
no	to	into
she	push	he

Reading in Reception

Reading in Reception

Books going home



skill

will

Reading in Reception



4) Reading books should closely match the phonics knowledge that pupils are being taught and you should offer them plenty of opportunities to practise reading and re-reading the grapheme-phoneme correspondences that they have learned – both at school and at home. They should be hearing a wide range of texts read aloud in the classroom, including stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and love of reading.

Reading in Reception

Autumn 1

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

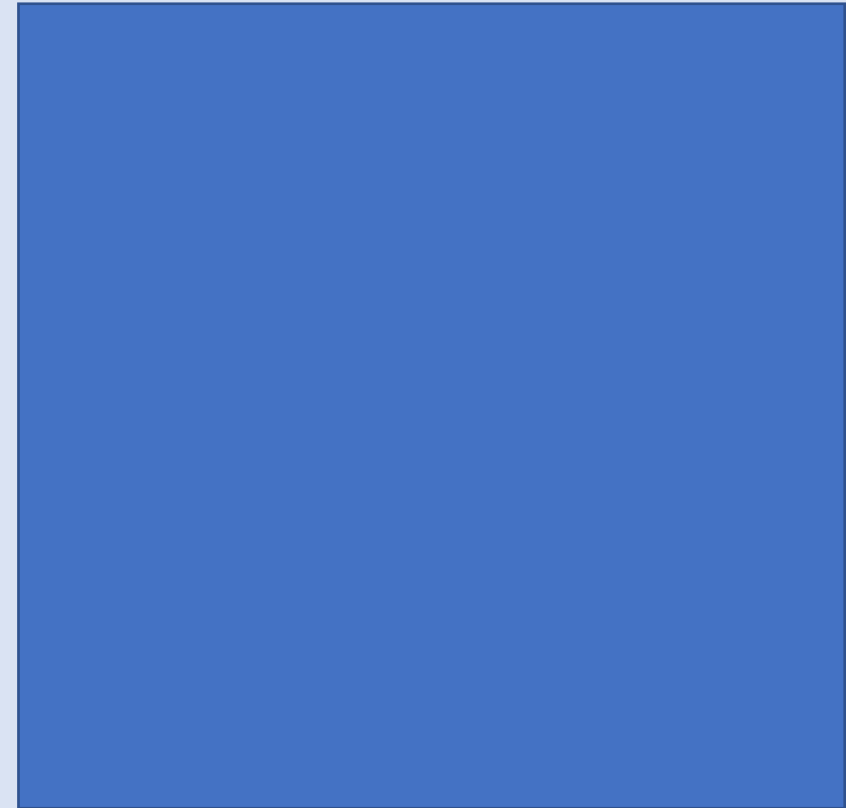
sat man hug red peck

Reading in Reception

Autumn 1

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

sat man hug red peck



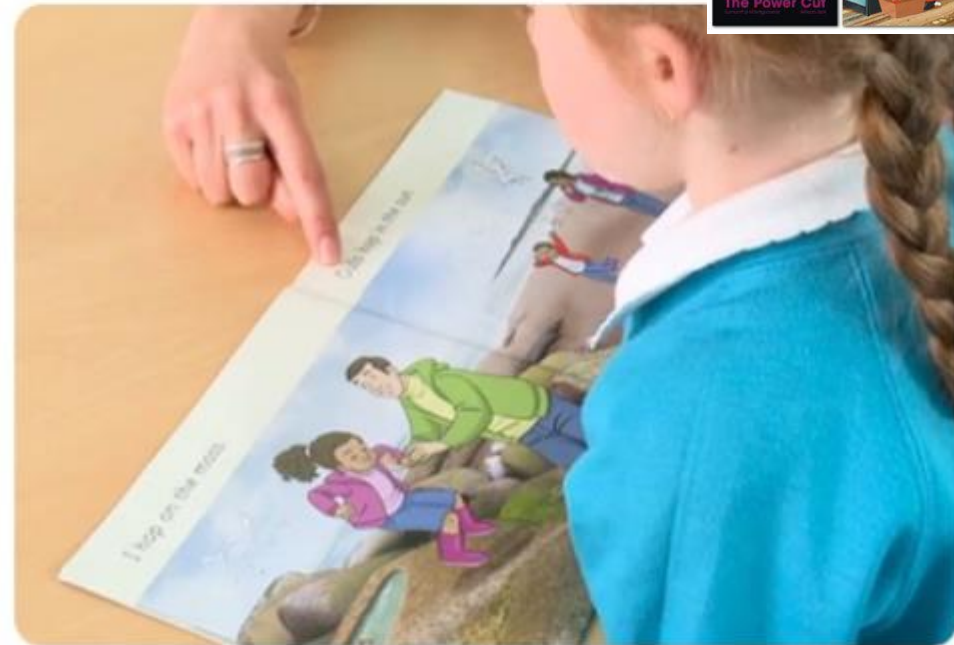
All children assessed at beginning of year
Need to just be able to 'read' words without blending

Reading in Reception

Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.

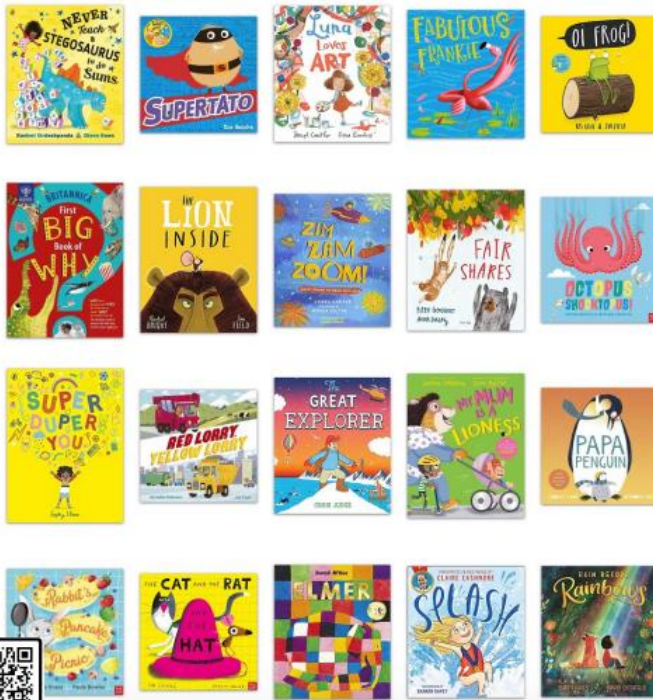


Reading in Reception

50 Recommended Reads for...

Reception

(ages 4-5)

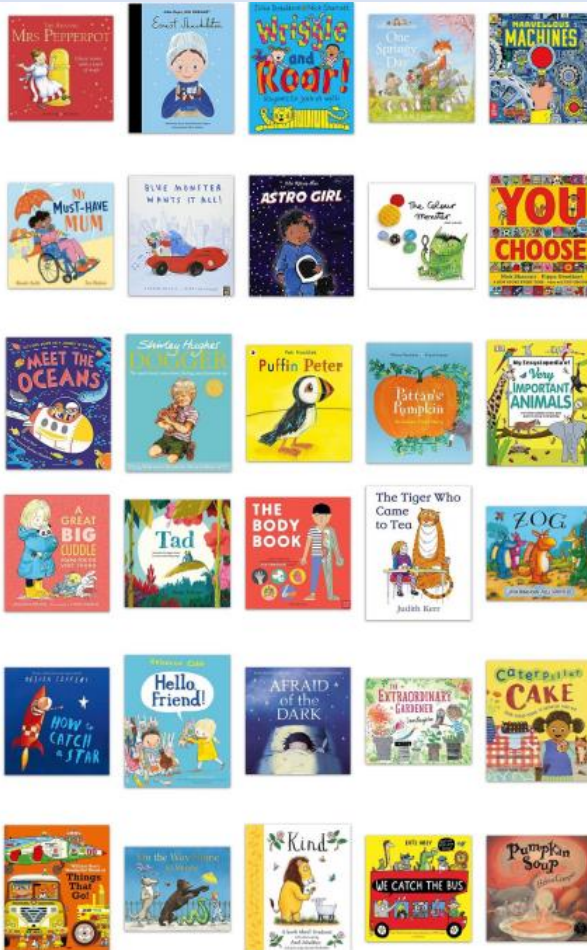
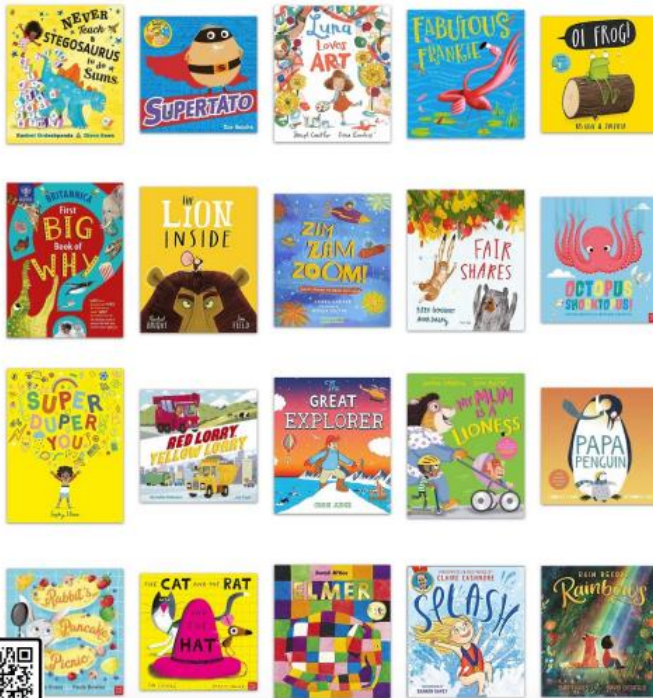


Reading in Reception

50 Recommended Reads for...

Reception

(ages 4-5)



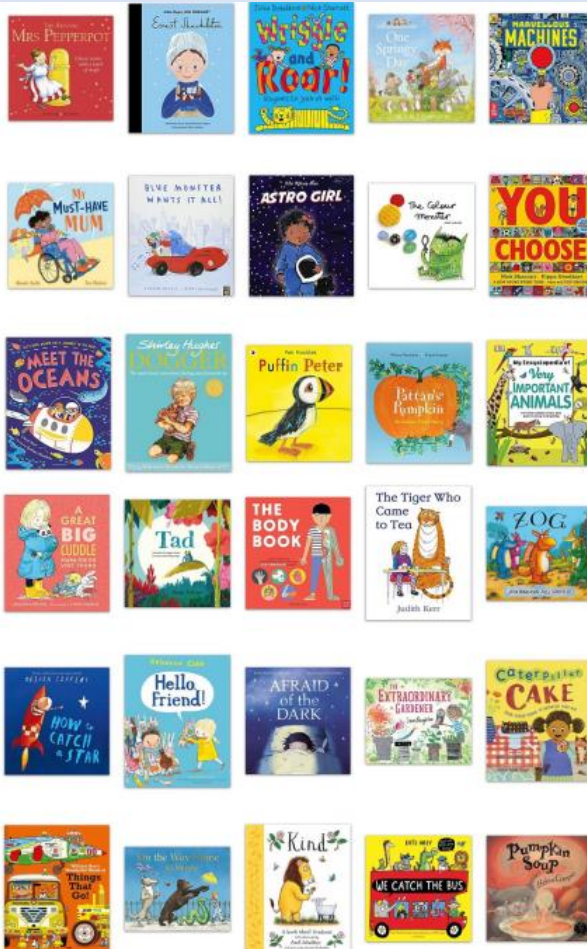
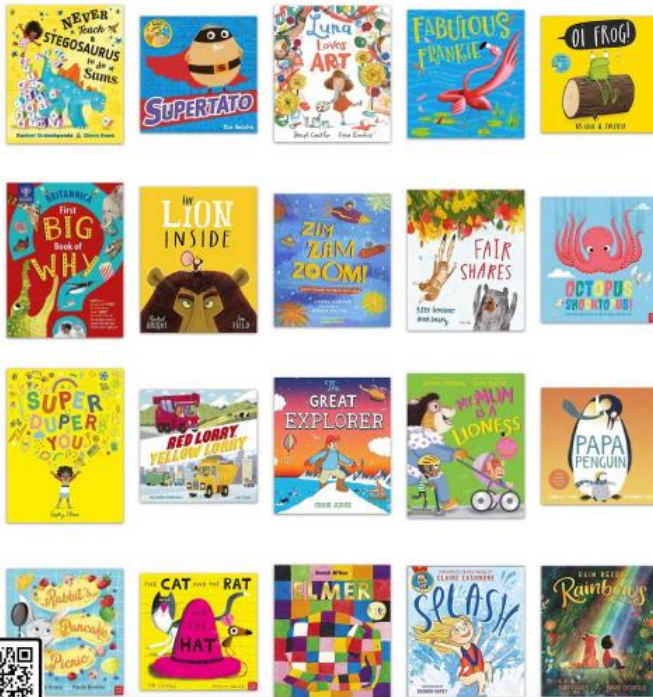
- Reads above the expected level for reading

Reading in Reception

50 Recommended Reads for...

Reception

(ages 4-5)



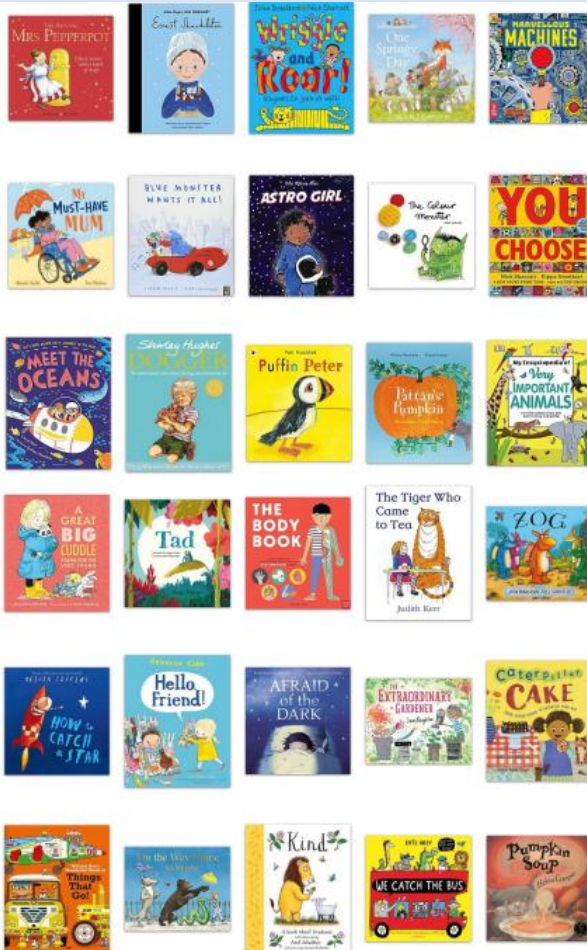
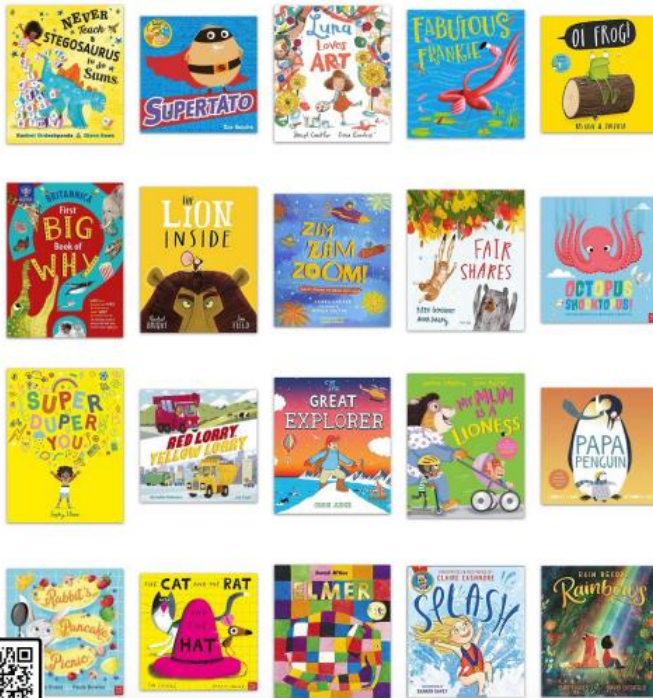
- Reads above the expected level for reading
- Performs about expectations in other subjects

Reading in Reception

50 Recommended Reads for...

Reception

(ages 4-5)



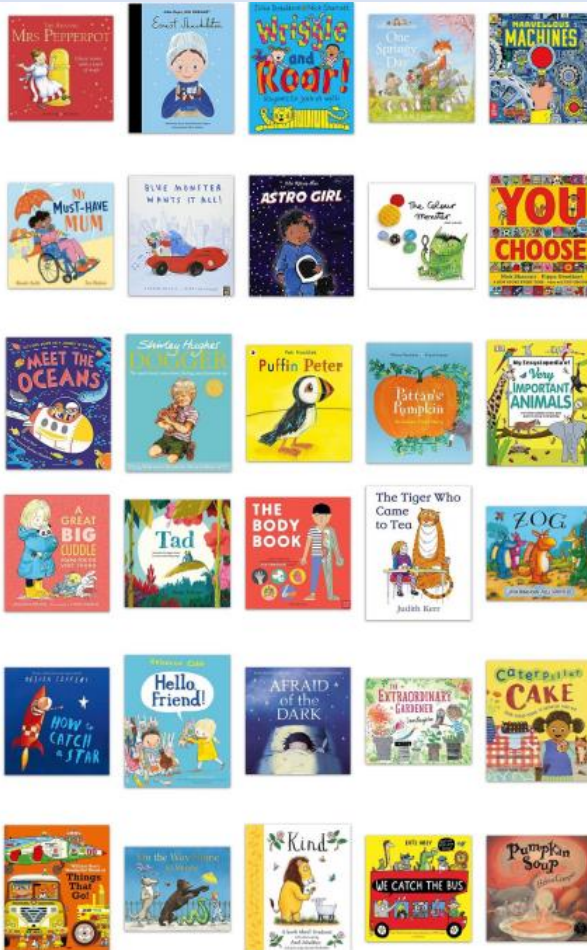
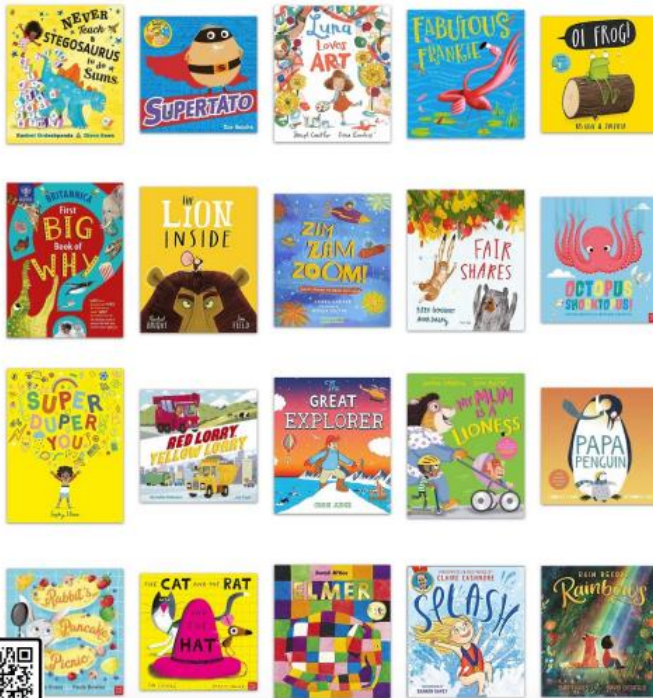
- Reads above the expected level for reading
- Performs about expectations in other subjects
- Has a better understanding of the world around them

Reading in Reception

50 Recommended Reads for...

Reception

(ages 4-5)



- Reads above the expected level for reading
- Performs about expectations in other subjects
- Has a better understanding of the world around them
- Has increased empathy and better communication skills

How you can support...



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



How you can support...

Listening to your child read their phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



How you can support...

Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**

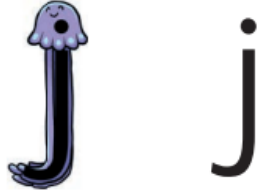










**Phase 3 sounds taught in
Reception Spring 1**

How you can support...

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of	Down and round the yo-yo,

How you can support...

Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.



How you can support...

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



One last thought...



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



ANY
QUESTIONS
?