



Early Reading

and

Writing

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What is phonics?

- Phonics is a method of teaching children to read. Phonics works by breaking words down into individual sounds.
- There are 44 different sounds in the English language.
- Learning to read with phonics is therefore a bit like learning a code, after learning just a few sounds, you will be able to use this code to read 100's of words. The more sounds you know, the more words you will be able to work out how to read.
- Not all words are phonetically decode-able however, a select few words you need to learn through the 'sight words' method of learning to read. Sight words (also known as tricky words) is when you learn to read by memorising thousands of words individually. Although, it could be argued that this is not the most efficient way to learn to read.

Jolly Phonics

At RGPS, we follow the Jolly Phonics Programme.

This is a Department for Education validated programme that is used world-wide.

Jolly Phonics is a fun, multi-sensory synthetic phonics programme that gets children reading and writing from an early age.

What are the key skills required for reading and writing?

1. Learning the letter names and sounds
2. Learning letter formation
3. Segmenting and blending
4. The tricky words
5. Identifying sounds within words

These skills are all taught alongside each other.

Phonics Lesson

Sequence of Lesson	What we do
Revisit/Review	Flashcards to practice phonemes taught and learnt so far.
Teach	Teach the new phoneme.
Practice	Practice reading, spelling and writing words with the new grapheme.
Apply	Read words and captions by sounding out and blending. For example, A cat in the hat. The dog ran to get the stick.

Reception

In Reception we begin phonics once the children are full time in school.

We work through Step One of Jolly Phonics till Christmas.

Once this is done we may revisit sounds to practise using and applying them.



Reception

How can you support at home?

- **Environmental print** is the **print** of everyday life. It's the name given to the **print** that appears in signs, labels, and logos.
- Street signs, sweet wrappers, labels on food jars and the M in McDonalds are examples of **environmental print**.



Reception

Early Reading: Video Clip – Miss Egan reading with a child

What happens in Year 1?




















- In Year 1, children revisit sounds that they learnt in Reception.
- They also learn alternative sounds, such as ai, ay, a-e, and learn rules to support them in choosing the correct grapheme when spelling

ai – rain, pain, train, aim

ay – pay, tray, stay

a-e – cake, name, snake, elevate

- Children also learn high frequency words as part of weekly phonics lessons.

s 	a 	t 	i 	p 	n 	c 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 

What is the Phonics Screening Check?

- Every Year 1 child in the country will be taking the Phonics Screening Check in the week beginning 10th June.
- The aim of the check is to ensure that all children are able to decode and blend unknown words by using and applying the phonics knowledge that they have acquired throughout Reception and Year 1.
- It will be carried out by a member of SLT or the Year Group Leader.

What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together.

For example, d-o-g - dog



- The focus of the check is to see which sounds the children know and therefore the children will also be asked to read made up 'nonsense' words.

Examples of words:

- The check includes real words as well as 'nonsense words'. Children practice this regularly in phonics lessons.

in

at

beg

sum

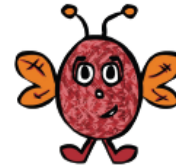
ot



vap



osk



ect



Spelling in Year 1

- The National Curriculum for Year 1

<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</p>	<p>cats, dogs, spends, rocks, thanks, catches</p>
<p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p>	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
<p>Adding -er and -est to adjectives where no change is needed to the root word</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>

Year 2

Any child that did not meet the expected threshold for the Phonics Screening Check in Year 1, will have the opportunity to resit the check.

Additional support is given to further support these children.

Year 2

In Year 2, children continue to develop their Phonics skills if needed.

However, there is a much stronger focus on spelling words accurately and applying a range of suffixes and prefixes.

Year 2

•The National Curriculum for Year 2

<p>Adding –es to nouns and verbs ending in –y</p>	<p>The y is changed to i before –es is added.</p>	<p>flies, tries, replies, copies, babies, carries</p>
<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p>	<p>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>.</p>	<p>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p>
<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>	<p>The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i>.</p>	<p>hiking, hiked, hiker, nicer, nicest, shiny</p>
<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i>, <i>mixed</i>, <i>boxer</i>, <i>sixes</i>.</p>	<p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p>

Year 2

•The National Curriculum for Year 2

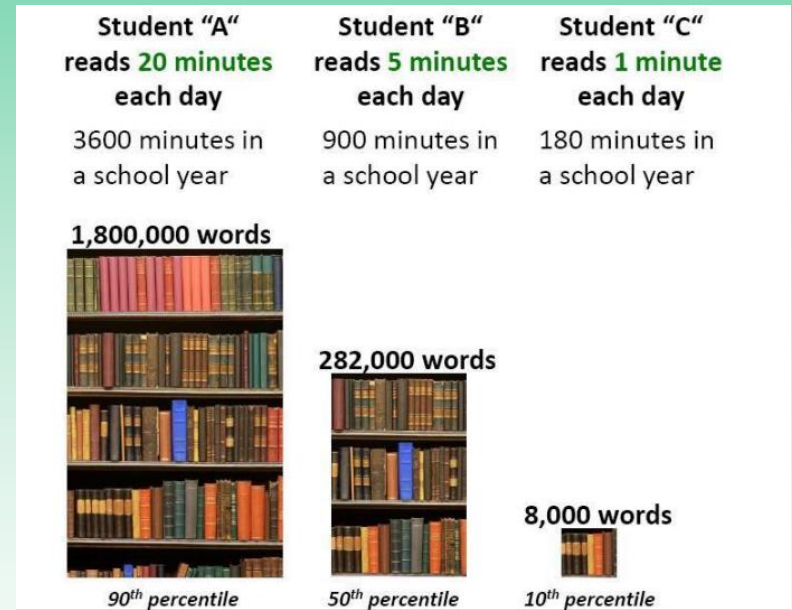
<p>The suffixes –ment, –ness, –ful , –less and –ly</p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
<p>Contractions</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	<p>can't, didn't, hasn't, couldn't, it's, I'll</p>

Terminology

Terminology	Description	example
phoneme	a single unit of sound	44 phonemes in the English language
grapheme	written form of a phoneme	
digraph	a single sound/phoneme represented by two letters	ch, th, sh, ai, ee
tri-graph	a single sound/phoneme represented by three letters	lgh, air, ear, ure
Split digraph	when a vowel sounds is split by a consonant	a_e, e_e, i_e, o_e, u_e wrote – the o-e here make oe sound split by the t lake – the a-e here make ae sound split by the k Complete – the e-e here make ee split by the t
segmenting	how you spell a word	c-a-t / d-o-g / m-a-t / p-i-g /
blending	how you read a word	cat / dog / mat / pig

How can you help?

1. Encourage your child to read.
2. Read aloud regularly
3. Encourage reading choice
4. Read together
5. Create a comfortable environment
6. Talk about books
7. Bring reading to life
8. Engage your child with reading in a way that suits them



How can you help?

- The spelling journal is linked to phonics lessons so use this to support your child.
- Have a go at the practise pages in the spelling journal as well as the weekly activities.
- Make use of the sound mats at home when completing homework.
- If your child does write a word and it is spelt incorrectly but they have used their phonics, praise them but then show them how to spell it correctly.

Questions?

