Phonics & Reading at Southwood Infant School

Miss Park

English Leader

Phonics

- 25 minute daily phonics sessions.
- Little Wandle Letters and Sounds revised.
- Two year programme.
- Streamed to match children's phonemic knowledge.
- *Grapheme - what the sound looks like written down eg "ch"*
- *Phoneme - the spoken sound the letter makes.*
- *PGC – phoneme to grapheme correspondence. When you write what you hear.*
- *Letter name – sometimes referred to as the long sound.*

https://www.littlewandlelettersan

littlewandlelettersandsounds.org.uk/resources/for-parents/

Little Wandle LETTERS AND SOUNDS REVISED ™

Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

Download

For parents

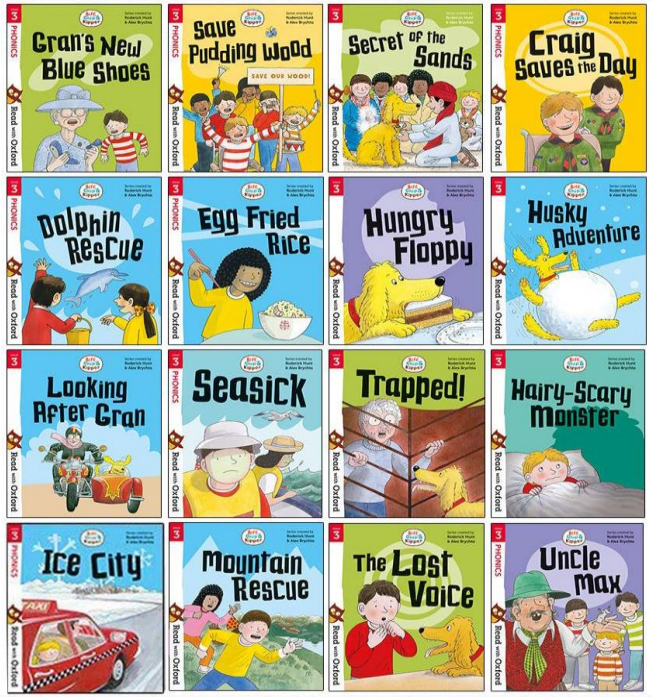
Practice Reading Reception and Year 1

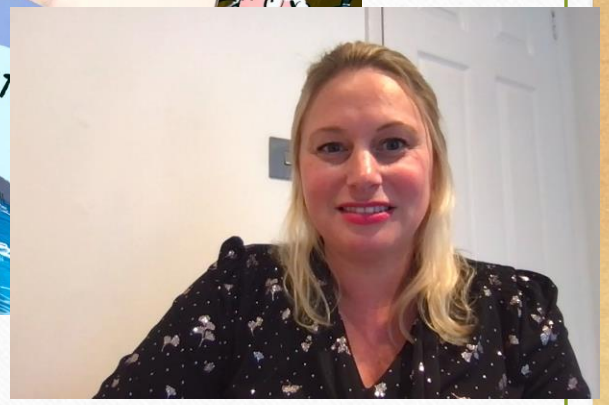
* Decoding
* Prosody
*Comprehension

Guided reading in Year 2

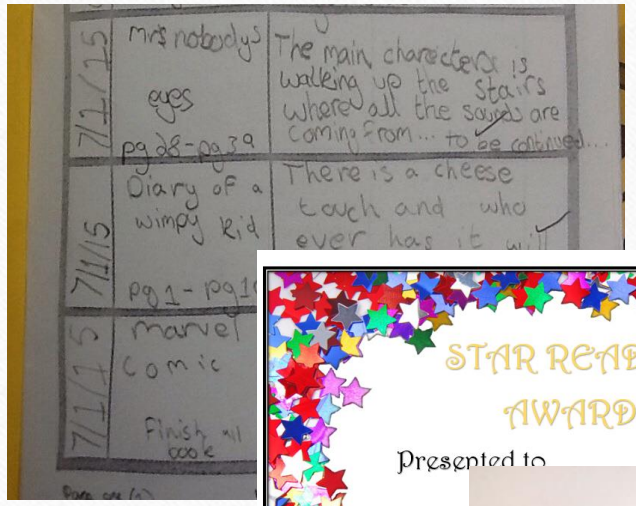
- In Year 2 children have 3 guided reading sessions
- a pre-read which helps them get to know the book.
- Reading the book with the teacher listening in.

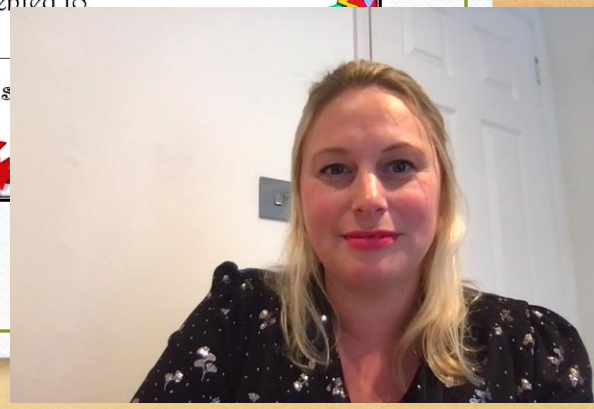
Reading for Pleasure in Early Years and KS1





Celebrating reading at Southwood





Reading Early Learning Goal

Literacy
Comprehension ELG
Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – 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 ELG
Children at the expected level of development will:
- 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.

End of Key Stage expectations Year 1

National Curriculum in England: Programmes of Study

Reading - word reading

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read, and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

End of Key Stage expectations Year 2

National Curriculum in England: Programmes of Study

Reading - word reading

Pupils should be taught to:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

read accurately words of two or more syllables that contain the same graphemes as above

read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to

•develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

•understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

•participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

End of Year R reading expectation

End of Year 1 reading expectation

End of Year 2 reading expectation

Further information

If you have any further questions about phonics and early reading please contact your class teacher or email me via

admin@southwood.hants.sch.uk