

We welcome you to
our Phonics/reading
open morning

NORTHBOROUGH PRIMARY SCHOOL



WE ARE A

welcoming

SAFE & INCLUSIVE

school OFFERING A

BROAD educational
EXPERIENCE

INSPIRING

CHILDREN TO ACHIEVE

their BEST



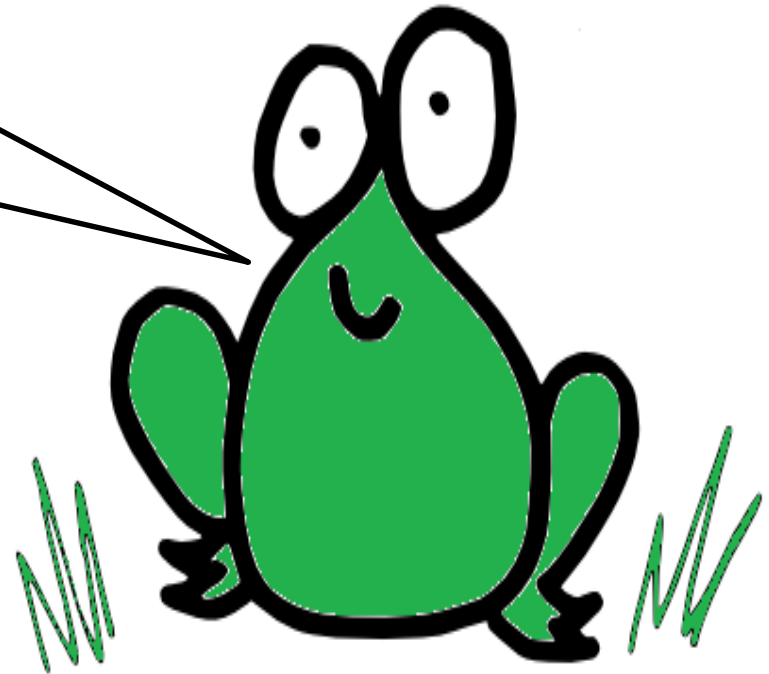
More

The more you read,
The more you know.
The more you know,
The smarter you grow.
The smarter you grow,
The stronger your voice,
When speaking your mind
or making your choice.

Children should be
reading every day,
either with an adult
or independently.

Norbert's Way

Care Think Learn Act
Enjoy

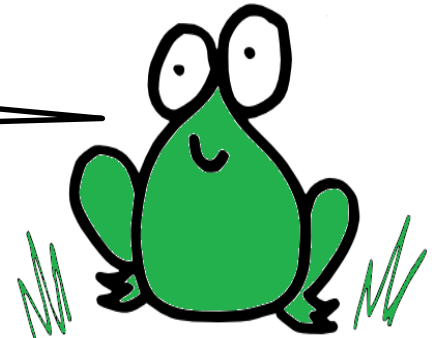


What is phonics?

We teach these two main skills...

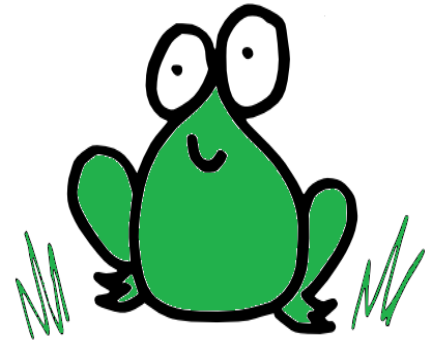
Term	Meaning
To segment	To split a word into its separate sounds, as an aid to spelling.
To blend	To list the sounds within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.)

b – oa – t



Letters and sounds

- Phase 1 – Initial letter sounds s a t p i n
- Phase 2 – Beginning reception
- Phase 3 -
- Phase 4 – End of reception
- Phase 5 – End of year 1
- Phase 6 – End of year 2



Phase 2

To introduce grapheme/phoneme (letter/sound) correspondence (beginning of Reception)

Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have a knowledge of a small selection of common consonants and vowels (which usually begin with s, a, t, p, i, n) and begin to put them together to read and spell CVC words

Phase 3

Children link sounds to letters, naming and sounding the letters of the alphabet.

They hear and say sounds in the order they occur in the word and read simple words by blending the phonemes from left to right.

They recognise common digraphs (e.g. th) and read some high frequency words.

Phase 4

To teach children to read and spell words containing adjacent consonants (end of Reception)

Children will be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling.

Children will move from CVC words (pot) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots)

Phase 5 year 1

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught (Year One)

Children will use alternative ways of pronouncing the graphemes (e.g. the 'c' in coat and city).

Recognise an increasing number of high frequency words automatically.

Knowledge and skills of phonics will be the prime approach to reading and spelling.

Phase 6

Teaching children to develop their skill and automaticity in reading and spelling, creating ever increasing capacity to attend to reading for meaning. (Year Two)

Applying phonic knowledge to recognise and spell an increasing number of complex words. Read an increasing number of high and medium frequency words independently and automatically

CVC - Cat
CVCC - push
CCVC - Swap

Tricky words
Said
Which
Who

- Letters and sounds
- Comprehension
- Reading with expression



Tricky words

There are several ways of learning tricky spellings:

- 1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it down correctly. Check to make sure.
- 2) Say it as it sounds. Say the word so each sound is heard. For example, the word *was* is said as 'wass', to rhyme with *mass*, the word *Monday* is said as 'M-on-day'.
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example,
laugh – Laugh At Ugly Goat's Hair.
- 4) Using joined-up (cursive) writing also improves spelling.

Have a fantastic
morning

