

Why do we teach Phonics?



Department
for Education



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Success for All
Phonics

Learning to read through phonics Information for parents

What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

Year 1 Phonics Screening Check



What is the phonics screening check?

The phonics screening check is a quick and easy check of your child's phonics knowledge. It helps your school confirm whether your child has made the expected progress.

In 2013 the check will take place during the week commencing Monday 17 June.

How does the check work?

- Your child will sit with a teacher he or she knows and be asked to read 40 words aloud.
- Your child may have read some of the words before, while others will be completely new.
- The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.

What are 'non-words'?

The check will contain a mix of real words and 'non-words' (or 'nonsense words'). Your child will be told before the check that there will be non-words that he or she will not have seen before. Many children will be familiar with this because many schools already use 'non-words' when they teach phonics.

Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

After the check

Your school should tell you about your child's progress in phonics and how he or she has done in the screening check in the last half-term of year 1. If your child has found the check difficult, your child's school should also tell you what support they have put in place to help him or her improve. You might like to ask how you can support your child to take the next step in reading. Children who have not met the standard in year 1 will retake the check in year 2.

Section 1

thud

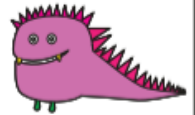
hang

coin

shell

Section 1

bem



dax



kig



eld



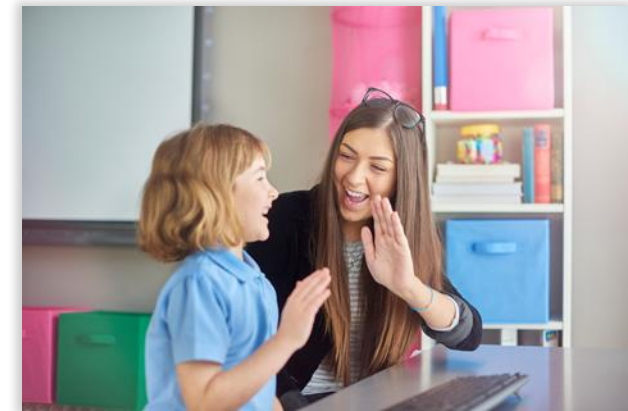
Why did we chose Success for All as our validated Phonics programme?



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- In winter 2020, the Department for Education decided it was important that schools used a validated phonics programme
- Known as a systematic, synthetic phonics programme, or SSP for short.
- FFT Success for All Phonics was validated by the DfE in July 2021.
- SFA has a strong basis in cooperative learning, with regular partner work
- Includes matched reading books that allow pupils to embed their taught Phonics
- Frequent opportunities for teacher to model reading and writing to pupils
- A focus on vocabulary, exposing children to a wider range of text types and broader language.
- A high ambition programme that encourages fluency, expression and comprehension in reading from the start of Reception.
- In our 2023 Year 1 Phonics Screening Check, 85% of pupils passed the check, above the national average of 79%



What happens in 30 minute daily lessor



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Review previous learning

Alphabet Chant



Read GPC's

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k K

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The kangaroo
keeps kicking.

From head to toe,
arm up, kick out.

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d D

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Don't disturb
the dinosaur.

Around his back
then head to toe.

What happens in 30 minute daily lessor



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Review previous learning

Stretch and Read Green Words

quack

sit

Read Red Words

to

are

Use the partner practise book

Step 13 – Day 1

ring	shed	slush
with	thick	maths
dash	hang	ding-dong

Do you think we can run to the chip shop?

maid	sails	train
rail	nail	paint
rain	wail	raining

What happens in 30 minute daily lessor



Teach new learning

Read Red Words

you

do

Use 'say-spell-say'

Introduce New GPC



Train in the rain.



Use the partner practise book

Step 13 – Day 1

ring	shed	slush
with	thick	maths
dash	hang	ding-dong

Do you think we can run to the chip shop?

maid	sails	train
rail	nail	paint
rain	wail	raining

What happens in 30 minute daily lessor



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Teach new learning

Say It Fast (oral blending)

t – r – ai – n

r – ai – n – i – ng

Break it down (oral segmenting)

plain

p l ai



What happens in 30 minute daily lesson



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Teach new learning

Stretch and Read Green Words

wait

• — •

trail

• • — •

Write Words and Sentences (stretch and count

nails

n ai l



a  A

Around the apple
and down the leaf.

i  I

Down the insect,
lift and dot.

Use the partner practise book

Step 13 – Day 1

ring

shed

slush

with

thick

maths

dash

hang

ding-dong

Do you think we can run to the
chip shop?

maid

sails

train

rail

nail

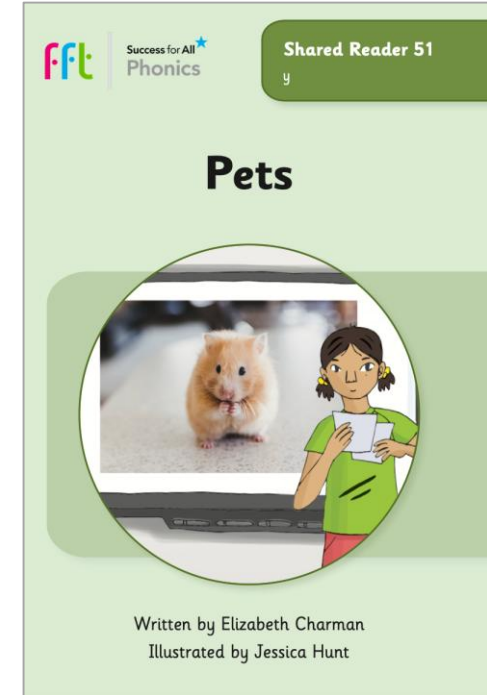
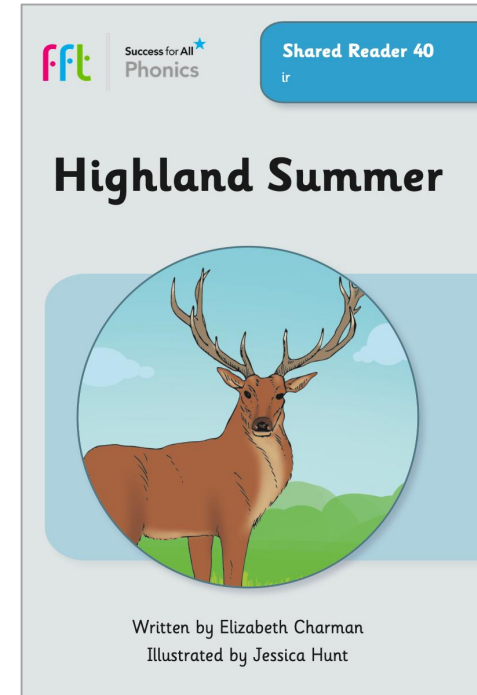
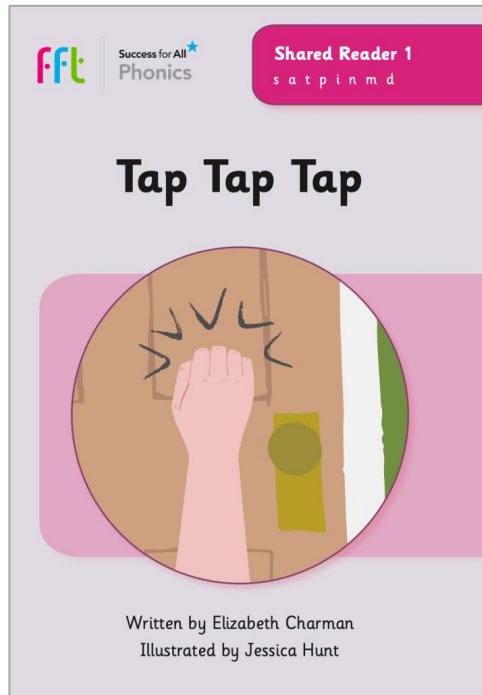
paint

rain

wail

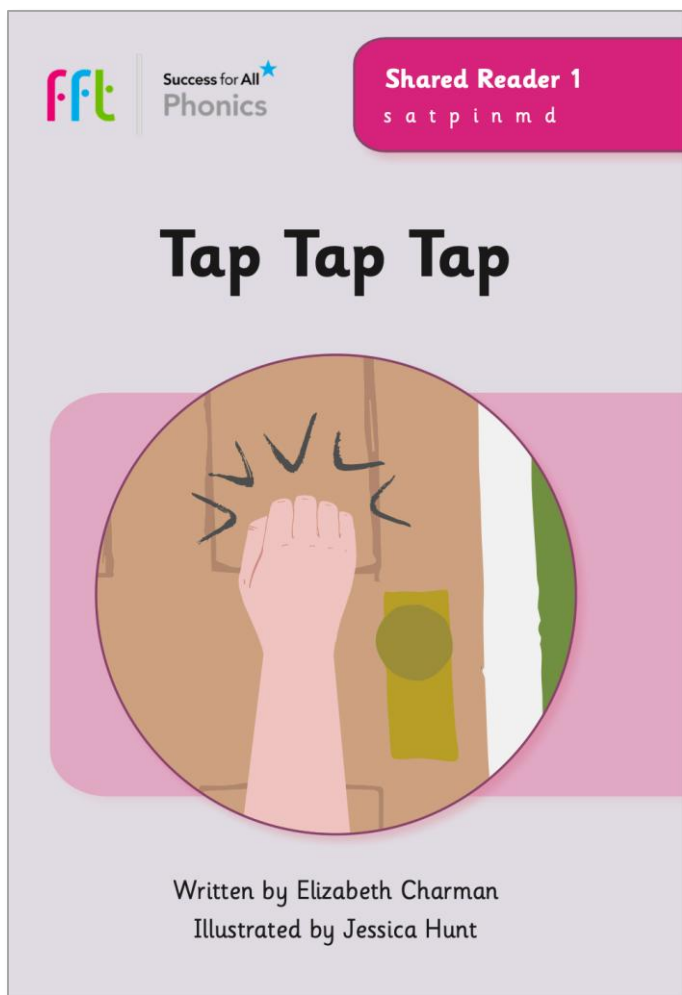
raining

Fully decodable Shared Readers



Our 30 minute daily reading lessons in Reception and Year 1

Shared Reader 1: Tap Tap Tap



Green words

Practises s, a, t, p, i, n, m, d

tap	Sam	dip
Pip	sit	nap
and	sip	

Questions

Can you answer these questions about the story?

1. Did Pip sit?
2. Did Sam tap?



Pip and Sam sip.

4



Pip and Sam dip.

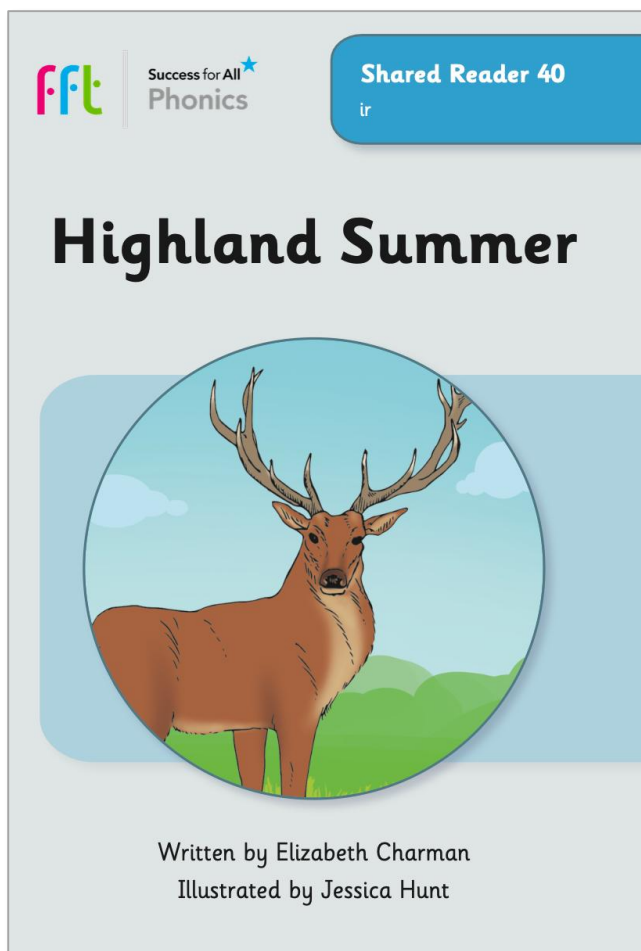
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Pip and Sam nap.

6

Shared Reader 40: Highland Summer



Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

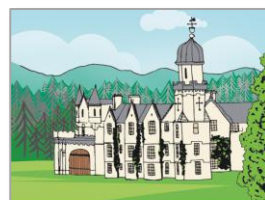
New red words

any could many
who

*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

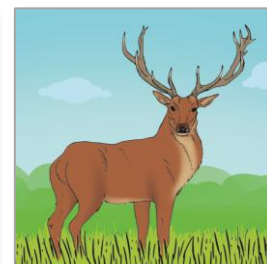
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.



In the woods you might hear the chirps of a robin.



A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.



At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.



A hunting bird, a kestrel, hovers up high. Look out, mouse!



Balmoral's woods have beech, ash and oak trees. And more fir trees than you can count!

How can I help at home?



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Phonics Homework Practice

Phonics Homework

Each week we will be sending **green word** lists home in order to support your child to embed their phonics learning. These words can be stretched out phonetically to read and write. We would be grateful if you would practise reading and writing these words as much as possible with your child during the week.

How to practise:

Look carefully at the word

Spot the GPCs (sounds) in the words

Stretch the word by saying the sounds

Blend all the sounds together to read the whole word

Here are GPC's that your child will be learning throughout the year. |

The block colours represent the same sound but a different spelling.

ff	ph	wh	ck	kn	ng	th	sh	ch	wr	tch	zz	y	igh	ie	i_e
ar	ow	ou	ai	ay	a_e	air	are	ear	ow	oa	oe	o_e	ear	or	ore
aw	au	al	oy	oi	oo	ure	oo	u_e	ue	ew	er	ir	ur	ea	ee
e_e	qu														

Green words to practise:

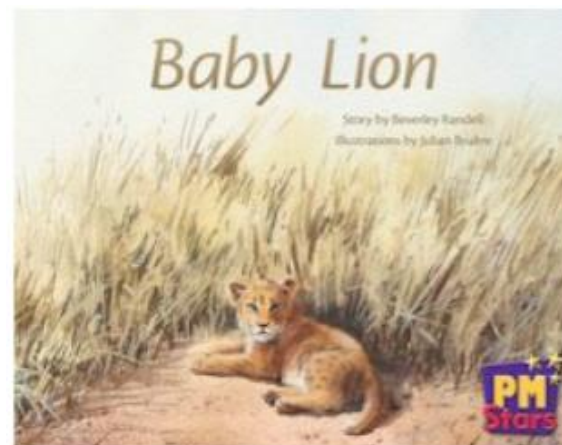
oiled	shutter
verbs	boing
churning	twisting
feared	fern
airer	cure

There are some **red words** to practise reading and spelling each week too. These words need to be learnt by sight as they can't be stretched out to read or spell.

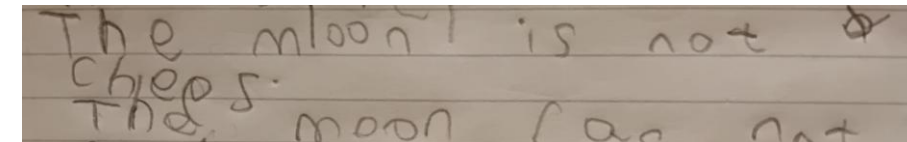
Red words to practise:

push	who
pull	when
full	house

Daily Reading (or 3 times a week)



Writing



@ a a a a a a a a a

What do I do if I'm worried about my child's reading or Phonics?



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1. Speak to your child's class teacher
- 2.

Success for All guidance:

- Advice on how to support your child which you can read on our Parent Portal: <https://parents.fft.org.uk/tips-for-home-reading/>

St Anne's login details are:

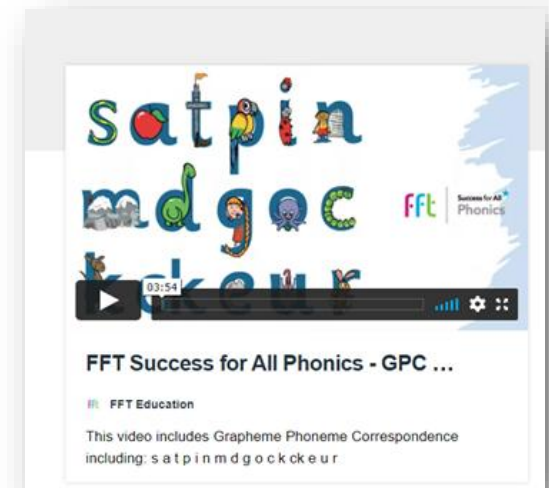
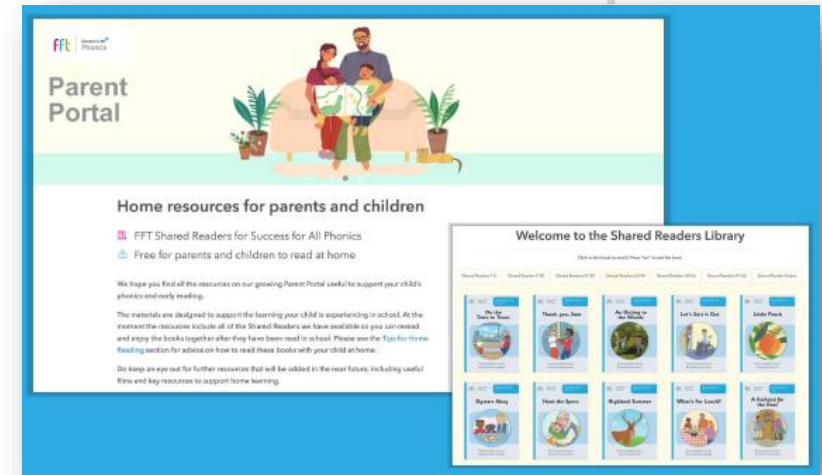
<https://parents.fft.org.uk/>

Passcode: mob6px

- Watch videos on the Parent Portal of how to pronounce the GPCs
- Use the alliterative phrases to support your child in practising the GPC
- Practise reading the Shared Readers at home
- Also share other exciting books for pleasure and allow them to hear others read



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Glossary of Terms

- **GPC: a grapheme phoneme correspondence.** That means a sound is matched to one or more written letters: /a/ /ai/ /ay/.
- Saying **pure sounds** is important
 - some sounds stretch e.g. m, n, r
 - some bounce e.g. b, p.
 - say them softly and say a word that begins with the sound to help.
 - try to avoid a big 'Uh' sound at the end
- **Green Words:** decodable words that can be read by recognising GPC's and blending them together
- **Stretch and Read:** break the word into GPC's and blend them together
- **Red Words:** tricky words which means they have parts that are not decodable and need to be memorised
- **Break it down:** orally segment a word into GPC's. Count the GPC's on your fingers.
- **Say it Fast:** Orally blend GPC's together to say the word
- **Digraph:** 2 letters that together make one sound e.g. ai for train, or for thorn.
- **Trigraph:** 3 letters that together make one sound e.g. air for hair, igh for light.
- **Split Digraph:** A digraph that is split apart by a consonant e.g. a-e for cake