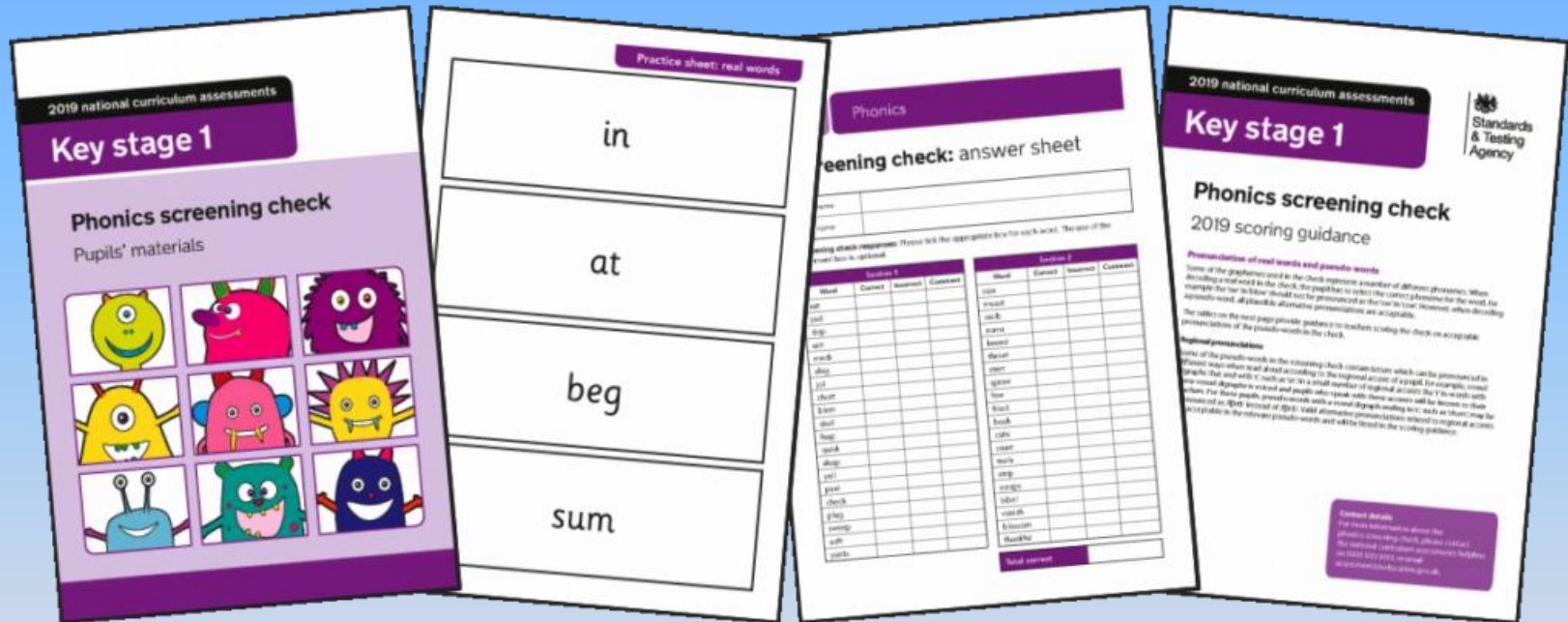


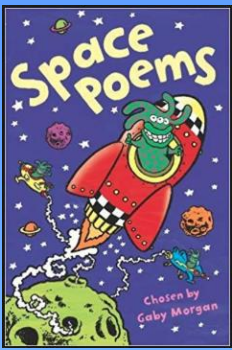
EYFS & KS1 Phonics Morning



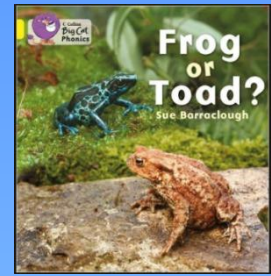
Friday 25th September 2026

Aim:

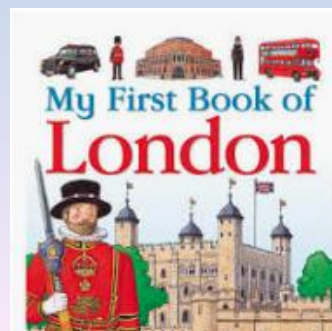
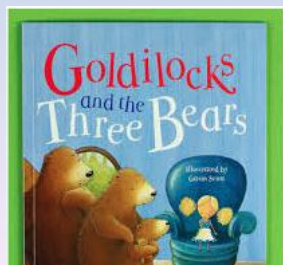
- To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home
- To discuss the Year 1 Phonics Screening Check
- To share how Phonics and Guided Reading are taught in Year 2



Phonics and Reading



At Hawridge and Cholesbury we aim to develop a reading community where children become confident and enthusiastic readers. For us to achieve this we need to take reading beyond the classroom. We want to create a rich reading environment where reading is encouraged by everyone and everywhere.



Phonics teaching



- In our school we use the Read Write Inc. Phonics programme. This is a national programme we find the children enjoy.
- Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend Storybooks that are carefully matched to the sounds they know.
- Children learn to read these books with a storyteller's voice.

‘Understanding Phonics’ Video

Parent information

Understanding phonics

Structure of a Phonics Lesson

Speed Sound lesson

Reading RWI Storybooks

Writing task linked to the story

A Speed Sound Phonics Lesson

- **Phonics lessons are taught using the following structure:**
 - See/hear the new speed sound
 - Recognise the new speed sound and review others
 - Write the new sound, including the sound in words
 - Write previous sounds



Speed Sounds

Read Write Inc.
Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

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Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Sound Guide Video

Parent information

Sound Pronunciation Guide



Blending Green Words

c-a-t

- The children will begin to blend simple words e.g. s-a-t, s-i-t, m-a-t using Fred talk
- The children will then blend more complex words e.g. b-l-ew, z-oo-m, s-n-ai-l, y-aw-n, b-oo-k
- They will be able to read hundreds of words using the following 3 methods;
 - Blending them aloud (Fred talk)
 - Blending quickly and silently as blending and sounding is routine (Fred in your head)
 - Automatically reading familiar words (including red words)

Blending

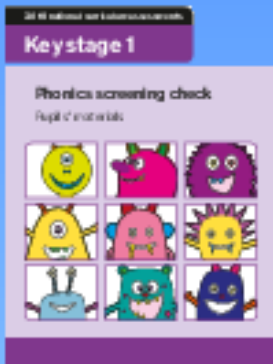
Supporting reading

c-a-t



- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Remind them to use Fred talk. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Help your child to use the pictures and context to read the word.
- Ask your child questions about the book/story eg. What do they think will happen next? Can they relate it to their own life?
- Read the story more than once so that children become more confident and fluent readers.

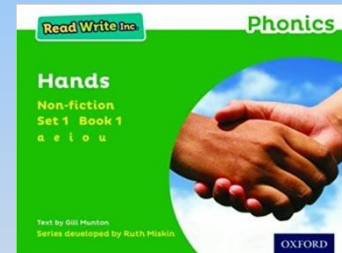
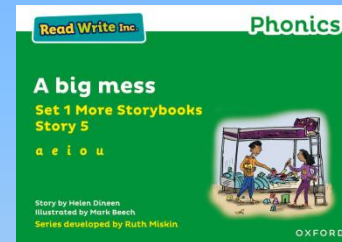
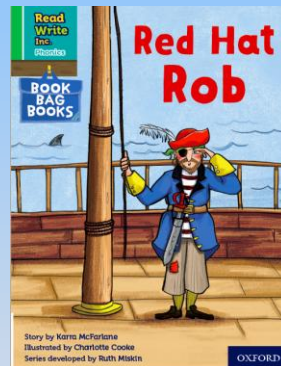
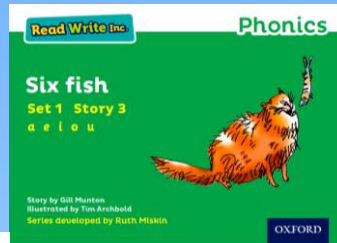
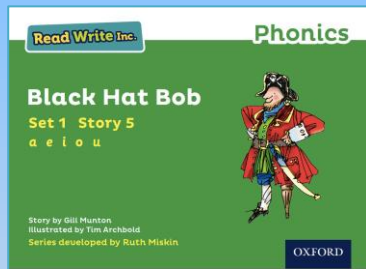
Do it all with patience and love!



Phonics Screening

- The Year 1 Phonics Screening check was introduced 2012 as part of a policy to strengthen Phonics teaching in Primary Schools and reflect the emphasis of teaching it synthetically and systematically.
- The screening takes place in the Summer Term (June) for all Year 1 children
- During the check your child will be asked to read a list of 40 words to check their grapheme recognition and decoding skills. The word are made up of 20 real words and 20 alien words that they must read to teacher

What books will children bring home?



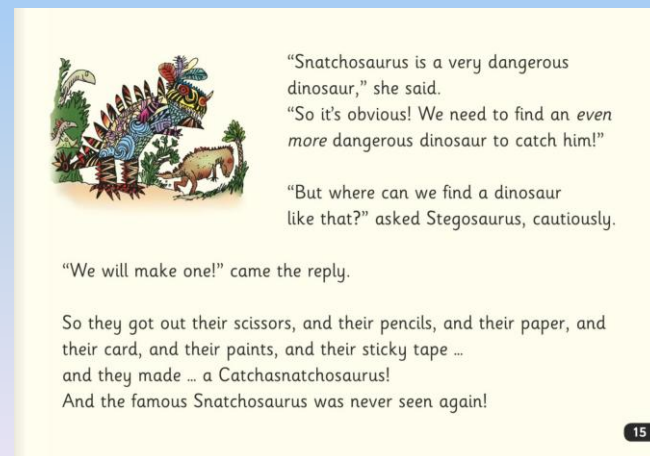
☐ **Green Set 1 Storybook 5 Black Hat Bob**
Practice reading at home with this phonically decodable ebook from Read Write Inc. Phonics. Speed Sounds: all of Set 1. Focus: a e i o u.
[RWI Phonics Green](#) [Core Storybook](#)
[Open eBook](#) [Open quiz](#)

☐ **Phonics Practice at Home Green Quiz 5**
Phonics Practice at Home quizzes are designed to reinforce the Speed Sounds lessons and Storybook reading activities that have taken place at school. Green Quiz 5 is suitable for children who are currently reading Green Storybook 5. Speed Sounds focus: all of Set 1, Set 2 a y w i g h o w o s. Word focus: Green Speedy Green Words, Set 2 Phonics Green Words, Set 1 Multi-syllabic Words, Red Words.
[RWI Phonics Green](#)
[Open](#)

Three reads

1. Read every word **accurately**.
2. Read more words **‘at a glance’**.
3. Read the whole story accurately, fluently and with a **storyteller’s voice**.

Three reads





Phonics Screening

- Reading non-words (or alien words) can act as a useful tool to check whether children are secure in their phonic knowledge and can apply it to read any word. They can check to see if children are using their decoding skills rather than relying on memorising skills.

in

ot



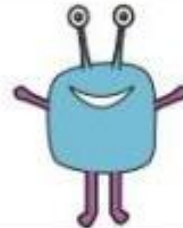
at

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beg

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sum

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Phonics Screening

- The check will normally be administered by a familiar adult in a familiar environment and usually take less than 10 minutes. We will try and keep as low key as possible, despite being a test.
- The score that children need to achieve in order to pass the screening isn't announced until after the check has been administered. For the past several years though the pass score has remained 32/40.
- If your child does not meet the pass mark, they will have the opportunity to retake the screening check in Year 2.

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Progression of teaching and learning

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	Pupils can read 16 single-letter set 1 sounds	Read all 25 Set 1 single-letter sounds Blend sounds in words orally.	Read all 25 Set 1 single-letter sounds Blend sounds to read words. Read short Ditty stories.	Read 31 sounds including Set 1 special friends; <u>sh</u>, <u>th</u>, <u>ch</u>, <u>qu</u>, <u>ng</u> and <u>nk</u> Read Red storybooks.	Read 35 sounds (4 double consonants); All set 1 <u>sounds</u> and set 1 special friends. Read some set 2 sounds; <u>ay</u>, <u>ee</u>, <u>igh</u> Read Green storybooks.	Read 41 sounds (Set 1 and Set 1 special friends and set 2 sounds; <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>oo</u>, <u>oo</u>) Read Green storybooks.	- 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 which are consistent with their phonic knowledge, including some common exception <u>words</u>.

Progression of teaching and learning

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	Read all 47 sounds (all set 1 and set 2 sounds) Read Purple Storybooks	Read 52 sounds (set 1, set 1 special friends, set 2 and set 3 sounds; <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>. Read Pink Storybooks	Read 58 sounds; (set 1, set 1 special friends, set 2 and set 3 sounds; <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, <u>ur</u>, <u>er</u> and <u>ow</u>. Read Orange Storybooks	Read 64 sounds; (set 1, set 1 special friends, set 2 and set 3 sounds; <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, <u>ur</u>, <u>er</u> and <u>ow</u>, <u>ai</u>, <u>oa</u>, <u>ew</u>, <u>ire</u>, <u>ear</u> and <u>ure</u>. Read Yellow Storybooks	Read 69 sounds; <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, <u>ur</u>, <u>er</u>, <u>ow</u>, <u>ai</u>, <u>oa</u>, <u>ew</u>, <u>ire</u>, <u>ear</u>, <u>ure</u>, <u>tion</u>, <u>tious/cious</u>, <u>ph</u>, <u>wh</u> and <u>ie</u>. (22 Set 3 sounds) Read Yellow Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	• Apply phonic knowledge and skills as the to decode words. • Respond with speed the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where <u>applicable</u>, alternative sounds for graphemes. • Read accurately by

Progression of teaching and learning

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of year expectations
	Read <u>Blue</u> storybooks with increased fluency and <u>comprehension</u> .	Read <u>Grey</u> storybooks.	Read <u>Grey</u> storybooks with increased fluency and <u>comprehension</u> .	Access RWI Comprehension and Spelling programmes			• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read familiar words quickly and accurately • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation. • Reread these books to build up their fluency and confidence in word reading.

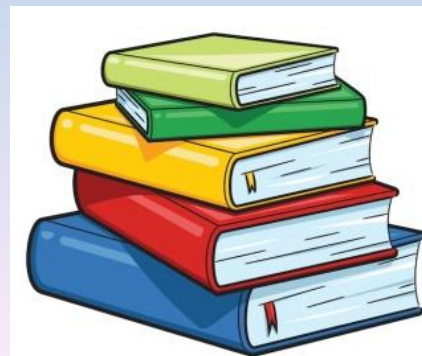
Phonics & Guided Reading in Year 2

We will continue to strengthen the children's phonics in year 2 however phonics sessions will be shorter and we will focus on the following:

Phonics – all children will have daily speed sound practise where they will review all speed sounds. Some children will receive additional phonics boosters.

Guided reading & Comprehension – reading a variety of texts and answering relevant questions and making inferences and predictions

SPAG (Spelling, Punctuation and Grammar)
- teaching the children the correct spellings



Raising the profile of reading in school

- Reading for pleasure
- Daily story times in school to allow children to hear stories read fluently
- Echo reading
- Shared Reading (in phonics)
- Mystery reader
- Parent read-ins
- Author visits
- Readers Raffle
- Weekly Library visits changing Library books



How can you help your child at home?

- Listen to your child read **more than** 6x a week (in order for their name to go in the Readers Raffle)
- Regularly read to your child and ask questions about the story whilst checking their understanding of any unfamiliar words
- Practise segmenting and blending real words and alien words
- Read Write Inc resources are available online
- Play phonic games on the following website. Click on free resources:

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>



Reading aloud is transformational

- Being read *to* is the most powerful predictor of a child's future reading comprehension.



- At five years old:
- Never read to - 4,622 words
- 1-2 times a week - 63,570 words
- 3-5 times a week - 169,520 words
- Daily - 296,600 words
- Five books a day - 1,483,300 words

- *Science Daily (2019)*
- <https://www.sciencedaily.com/releases/2019/04/190404074947.htm>



- The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

- *The reading framework*
- *Teaching the foundations of literacy*
- *DfE, July 2023*

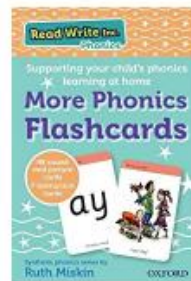
Read Write Inc resources

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Read Write Inc. Home:
Phonics Flashcards
> Ruth Miskin
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£4.66 ✓prime



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Summary of Phonics terminology

phoneme	the smallest unit of sound that can be heard in a word
grapheme	the recorded letters representing a phoneme, e.g. ai, igh, m
CVC words	consonant-vowel-consonant words, e.g. c-a-t, sh-ee-p
blend	joining phonemes together to read a word
segment	using phonetic knowledge to break down a word to read it
tricky words	words that cannot be segmented or blended using only phonics
digraph	a phoneme made of two letters e.g. sh, ee, oi.
trigraph	a phoneme made of three or more letters e.g. igh, air, eigh.