

Teaching of Key Words

A crucial part of learning to read in EY and KS1 involves reading words that are not phonically decodable and do not follow the rules of Phonics. Key words are vital in reading sentences and in developing fluency when reading.

Although we show fidelity to Floppy's Phonics, this programme does not have enough links for tricky key words, however there are key words used within Floppy's Phonics and a list is available on the shared drive. Some of these are decodable and children should decode them using strategies taught elsewhere.

In EY, Tricky Word Time is timetabled twice weekly from Autumn 2 but will increase as the year progresses. Here, key words are taught and modelled. Children are then encouraged to complete activities to apply these. The key words are displayed throughout provision and children are encouraged to ensure these are spelled correctly. Indoor and outdoor enhancements are planned weekly to allow children to consolidate their knowledge. As the year progresses, children in Reception are expected to be applying and spelling key words from up to stage 4 independently. These words will also feature within Literacy sessions where appropriate.

In KS1, tricky key words must be taught regularly to aid fluency when reading sentences. These must feature within taught Literacy sessions when and where appropriate. Tricky key words do need sending home for practice and need checking on a regular basis. As children learn to read, they should also be expected to spell these words correctly in independent writing.

Tricky Word Non-Negotiables











Tricky key words are introduced throughout EY & Year 1. In Nursery, children are introduced to the first set in the Summer term and these are recapped in Autumn in Reception to ensure coverage for children new to Endeavour. Phase 3 tricky words are introduced in Autumn & Spring in Reception, in conjunction with the writing of captions and sentences. For children working beyond ARE in Reading & Writing at the end of Reception, they should be beginning to read and or write the Phase 4 tricky words.

In year 1, the spelling of these key words becomes essential. The final words need introducing throughout the year and by the time children sit the Phonic screen, they should be confident to read & write all tricky words identified below.

Year Group	Focus Words
Nursery	<i>I, no, go, the, to, into</i>
Reception	<i>I, no, go, the, to, into</i> <i>He, we, she, me, be, you, was, they, all, are, my, her</i> <i>Intro: Have, like, said, so, do, some, come, little, one, there, were, out, what, where</i>
Year 1	<i>He, we, she, me, be, you, was, they, all, are, my, her</i> <i>Have, like, said, so, do, some, come, little, one, there, were, out, what, where</i> <i>Oh, Mr, Mrs, could, should, would, asked, called, people, looked, their</i>
Year 2	Year 2 should recap any words needed but focus on high frequency words & and Year 2 Common Exception words.

Alien/Pseudo Words

In order to ensure children have a solid grasp on Phonics, it is important that they have access to reading a range of words. This includes reading words that are phonetically decodable but are actually nonsense words. These require children to be able to segment and blend to read, but often children can be confused by this. They tend to decode the word correctly but associate it with a real word e.g. reading the word 'stroft' as 'soft.' It is crucial that children have as much practice of reading these throughout their time in EYFS & Year 1. Children will meet these aliens in their Phonic Screen, where 50% of the words are 'alien words'. Regular practice of these words is crucial, and in the assessment these words are demarcated by an alien next to them, alerting children to it not being a real word. The more exposure children have to this, the more comfortable & confident they will be to read them.

 bip	 veen
 mav	 drap
 ind	 frem
 teg	 quorg
 poth	 cloist

...noddledraper

Floppy's Phonics does not include pseudo words or 'alien' words as the children at Endeavour know them. It is therefore the role of the teacher to prepare them for reading these. This can be done in a variety of ways:

- *At the end of Phonics sessions = When a sound has been introduced/focused on and the session completed, have a selection of alien words for children to read. This will need modelling and children will require support to feel comfortable that they are reading the word correctly.*
- *Within Literacy sessions = If time permits, reading alien words can be incorporated into a Literacy session through making use of games and activities outlined in other documentation.*

- *Within Guided Reading = If time permits, reading alien words can be incorporated into a Literacy session*
- *Designated slot = Teachers may be able to incorporate the reading of alien words into a slot e.g. at the beginning or end of day*
- *Sorting activities = Lots of activities can be found online to sort real & alien words. This can be a great way of children building confidence to read these words.*
- *Spot the Alien = Teachers can model/present a sentence and children have to spot & read the alien word. This could also be done with a list of words, which can easily be linked to Phonics focus sounds.*
- *Flashcards = As with the sounds, alien words can be used as a class/group/individual intervention. Children can then segment/blend to read the alien word.*
- *Home Support = Lists of alien words can be sent home to children to practice alongside other Phonic home learning. Parents can also be alerted to online resources.*

It is important children know that they can read these words and not feel like they are wrong. If they associate and say a real word in place of a nonsense word, then they have not read the word correctly.