


Phonics and Early Reading at Newbridge



Our Aim as a School

- **At Newbridge, we wish to instil a love of reading from the very start of a child's journey in our school.**
 - **We are dedicated to ensure that all children leave our school as confident and competent readers.**
 - **We believe the ability to read is a fundamental life skill and is central to progress and understanding in all areas of the curriculum.**
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Our Aims Today

- **To share how phonics and early reading are taught at Newbridge.**
- **To familiarise you with the fundamentals of phonics so you can support your child at home with both reading and writing.**
- **To explain the different reading books your child will bring home and offer ways to support their reading of them.**




How we teach reading in EYFS and KS1

- **All children in EYFS and KS1 have daily discrete phonics lessons following the DfE approved Twinkl Phonics scheme.**
- **All children in EYFS and KS1 have weekly small group Guided Reading lessons with their teacher.**
- **Some children will also have additional targeted support.**



What is Phonics?

- **Synthetic phonics is the method of teaching reading and writing in which words are broken into their smallest units of sound (phonemes).**
 - **Children learn to associate a written letter/group of letters (graphemes) with each phoneme.**
 - **Sounds are then blended together into words for reading.**
 - **Whole words are broken down (segmented) into their constituent sounds for writing.**
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Phonics Progression Overview

What Are the Recommended Ages/Year Groups for Each Level?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	7	reception	4-5
Level 3	12	reception	4-5
Level 4	5	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

Phonics – Key Terminology

When we teach phonics we use the following technical vocabulary with the children.

Phoneme – The smallest unit of sound in a word.

Grapheme – The written representation of a phoneme. This can be a single letter or a group of letters (e.g. i, ie, igh)

Grapheme-Phoneme Correspondence (GPCs) – The relationship between sounds and the letter or letters that represent that sound.

Digraph – Two letters that work together to make one sound (e.g. ee, oy).

Trigraph – Three letters that work together to make one sound (e.g. air, igh).

Tricky (Common Exception) Words – Words that are not decodable at the child's current phonic level of understanding.



The Four Cornerstones of Phonics

- **Rapid recall of GPCs**
- **Rapid recall of Tricky (Common exception) words**
- **Efficient blending skills**
- **Efficient segmenting skills**







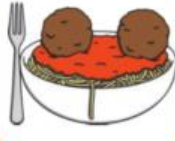





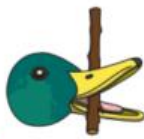







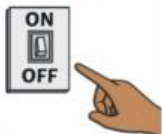






Phonics – How are letters and sounds taught?

- **There are 44 phonemes in the English language including the 26 letters of the alphabet, consonant sounds and long vowel sounds.**
- **In phonics teaching, each phoneme is introduced systematically and at a fast pace (approx 4 per week).**
- **Children revisit and practise taught phonemes daily to ensure secure understanding and rapid recall.**



Level/Phase 2 (taught in EYFS)

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 			 visit twinkl.com		

Level/Phase 3 (taught in EYFS)

j 	v 	w 	x 	y 	z 	zz 
qu 	ch 	sh 	th 	th 	ng 	ai 
ee 	igh 	oa 	oo 	oo 	ar 	or 
ur 	ow 	oi 	ear 	air 	ure 	er 

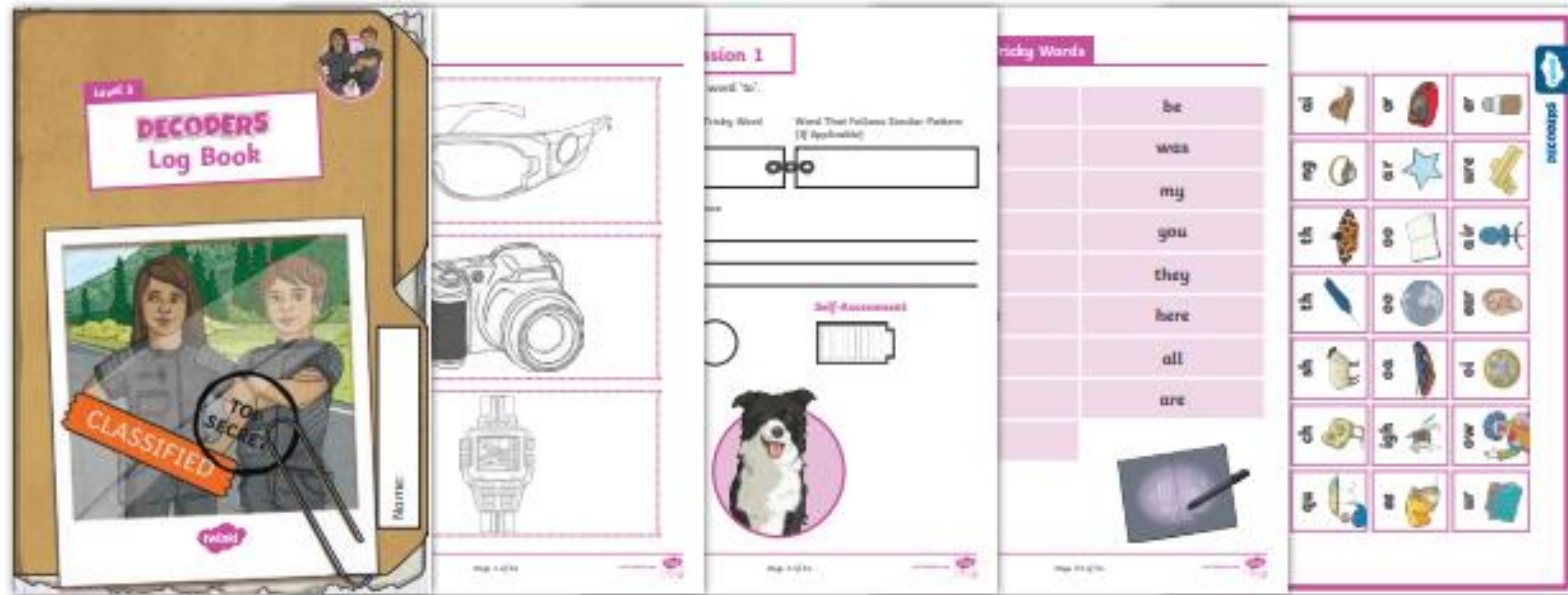
Level/Phase 5 (taught in Y1)

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		

Level/Phase 6 (taught in Y2)

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife
wr  wrist	le  table	eer  deer	ture  picture	mb  thumb
al  walk	a  walnut	o  glove	ey  monkey	war  warm
wor  world	s  treasure	wa  watch	qua  squash	tion  station

Twinkl Decoders (taught to those who need additional support in KS2)



Phonics – Using ‘Pure Sounds’

- **It is important children use ‘pure sounds’ when sounding out phonemes and therefore all adults who support a child with phonics need to use ‘pure sounds’.**
- **This means sounding out a phoneme without a schwa (uh) sound e.g. ‘sss’ not ‘suh’, ‘mmm’ not ‘muh’ and a short bouncy ‘t’ not ‘tuh’.**
- **A useful video for identifying pure sounds**

[Phonics: How to pronounce pure sounds | Oxford Owl \(youtube.com\)](#)




Phonics – Blending

- **This is the key skill in the development of word reading.**
- **Blending is the process of saying each individual phoneme that appears in a written word, then running them together to hear and say the word. Pure sounds are essential for this.**
- **E.g. when seeing the written word “jump” a child will sound out j-u-m-p then blend them together to say the word.**



Phonics – Segmenting

- **This is the key skill in the development of word writing.**
 - **Segmenting is the process of breaking down a word into individual phonemes to correctly spell the word.**
 - **Children listen to and identify the phonemes in a word using their ‘phoneme fingers’ and then choose the correct graphemes to represent them.**
 - **E.g. When hearing the word “light” children will sound out l-igh-t then choose the 3 graphemes needed to write the word.**
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Phonics – Tricky (Common Exception) Words

- **There are parts of some very common words that are not phonetically decodable e.g. to, said, the.**
- **These words are introduced as ‘Tricky’ or ‘Common Exception’ words from the start of EYFS.**
- **This allows children to access a greater range of sentences for both reading and writing and begin to build a bank of sight vocabulary.**




Phonics – Tricky (Common Exception) Words


All Taught Common Exception Words for Reading

Level 2	to, the, no, go, I
Level 3	he, she, we, me, be, was, my, you, they, here, all, are
Level 4	said, so, have, like, come, some, were, there, little, one, do, when, out, what
Level 5 Weeks 1-10	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
Level 5 Weeks 11-20	work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before
Level 5 Weeks 21-30	January, February, April, July, scissors, castle, beautiful, treasure, door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two

Phonics – Letter Formation

- **Children are introduced to letter formation linked to taught graphemes in every phonics lesson.**
 - **We teach print letter formation in EYFS and KS1 as it links directly to the Twinkl phonics taught in class. The children in these current year groups will continue to use this letter formation as they move through the school, learning to join from Year 2.**
 - **Children in the current Year 3 and above will continue to use ‘magic pencil’ letter formation for their handwriting as they move through KS2.**
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Phonics Assessment


- **Children are assessed regularly to ensure their phonetically decodable reading books and Guided Reading books are matched to their phonics ability. This takes the form of flashcard phonics recognition. Teachers keep an ongoing record of attainment and are able to spot any gaps and give additional support.**
 - **At the end of Year 1 all children nationally complete the 'Phonics Screening Check.' More information about this will be given to Y1 parents later in the year.**
 - **If you have a child in Y2 who didn't meet the expected standard for the screening check in Y1 they will also complete it in Y2.**
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Phonics – Reading at Home

- **Your child will bring a phonetically decodable book home every week. This is matched to your child's phonics knowledge.**
- **Your child should be encouraged to blend the phonemes in a word to read it and to sight read the 'tricky words' in the text.**
- **You can also use the 3 Stages of Reading suggestions on later slides to support your child's comprehension of the text.**



Guided Reading

- **While phonics teaches ‘decoding’ of words, this is only half of reading. ‘Comprehension’ is of equal importance.**
 - **Through weekly small group Guided Reading lessons, with a teacher, children practise their decoding skills while also focusing on their comprehension of a text.**
 - **A three-part process to reading is used to teach this.**
 - 1. Before Reading**
 - 2. During Reading**
 - 3. After Reading**
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Reading at Home

Every week your child will be given the following books:


- 1. A phonetically decodable book which will be based on the sounds that your child is able to read.**
- 2. A 'grapple' book which is based on your child's current reading level and should have some words that are more of a challenge to read.**
- 3. A book from the class library which your child has chosen, to encourage a love of reading. This book is for you to share and enjoy reading to your child.**

Please try to read little and often and record when your child has read in the Reading Record Book.


The three-part process to reading can be used to support the reading of all these texts.




1. Before Reading

- **Ensure you are in a quiet space and are sitting comfortably.**
 - **Discuss the title, pictures and blurb.**
 - **Ask ‘What type of book is it?’ (fiction/non-fiction)**
 - **Ask ‘What do you already know? What might happen?’**
 - **For non-fiction ask ‘How is it organised?’ (e.g. contents page)**
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2. During Reading


- **Encourage sounding out using phonics knowledge.**
 - **Give lots of praise, let them hold the book, track the text themselves and turn the pages.**
 - **Talk through the pictures and any new words that come up.**
 - **Can they predict what might happen next?**
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3. After Reading

- **Tell them something they did well in their reading.**
 - **Ask them questions about what they have read.**
 - **Get them to retell what happened in their own words.**
 - **Discuss where the story is set.**
 - **Ask them if they enjoyed the book and which was their favourite part.**
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Rereading Books

We also believe it is important that children get the chance to reread books for the following reasons:

- 1. Children will read the book with greater confidence, accuracy and expression.**
 - 2. It builds up their love of reading.**
 - 3. It provides scope for more conversations about the book and a deeper understanding of it.**
 - 4. Children feel comfort in knowing what is going to happen and it can also bring back positive memories.**
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Reading Folders


All children in EYFS and KS1 have been given reading folders. Please could all Reading Records, phonics and grapple books be kept in these and the folders brought to school every day. Library books may be too big for these and only need to be brought back to school on book change day.



Home School Reading Agreement

The school office have sent a Home School Reading Agreement to all families. Please read and complete this.

We have invested lots of money as school and NPSA into our home school reading books and resources in the past year. We will therefore now be charging for lost or damaged books, folders or reading records. Please see the Home School Reading Agreement for more information.



Question Time

