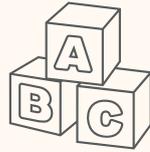




# PHONICS NEWSLETTER

ST BEDE'S PRIMARY  
SCHOOL



SPRING 1

## OUR AIMS

At St Bede's, we aim to support your child with their reading and writing. We encourage you to read with your child everyday to ensure they are exposed to a wide range of vocabulary. At St Bede's we teach them skills to compose independent pieces of work. They are able to read and edit their work with the support of their teacher.

## OUR CURRICULUM THIS TERM

EYFS	In Nursery, they have focussed on rhyming words. They have played games and found rhyming words for cvc words such as cat, dog, mat, log. In Reception, they have covered Units 7, 8 and 9. Reception have started writing full sentences, remembering capital letters, finger spaces and full stops. They have also focussed on tricky words such as; the, i, go, said and no.
KS1	In KS1, the children have been continuing to review previous units and learn polysyllabic words. The children have been applying their phonics in their independent writing.

## WHAT HAS BEEN GOING ON?

### **Our St Bede's Readers and Writers and continuing to work very hard!**

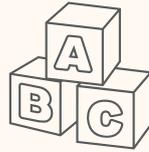
In Early Years, the children are working on their phonics and letter formation. These foundational skills support lifelong learning for academic success and lifelong learning.

In KS1, the children are working hard on learning about the extended code. We use "two letters 1 sound" for consonant and vowel digraphs such as; ae, ee, oe and oo.

Each term, this newsletter will highlight the progress the children are making on their phonics. The children will practice different spellings of vowel digraphs and trigraphs and apply this independently in their writing. This will help the children gain independence with their spelling.

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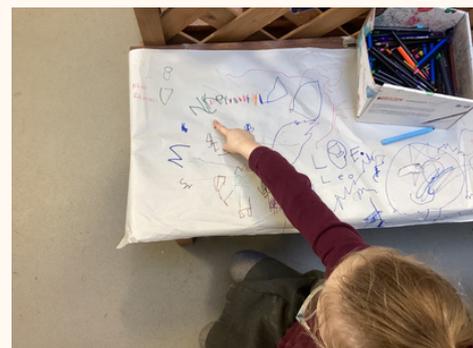
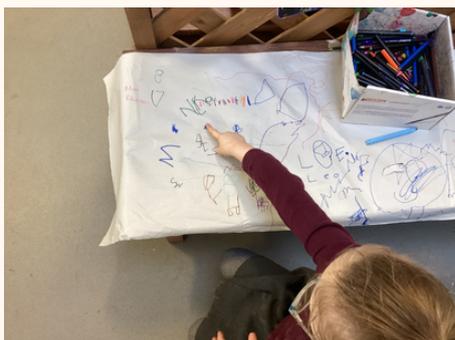
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## EARLY YEARS FOCUS

In **Nursery**, as part of their Phase 1 Phonics, the children have been learning all about rhyming words. They put on their 'rhyming hats' and went on a fun adventure around the classroom, listening carefully for words that sound the same. Together, they played games matching pairs like cat/hat and dog/frog, and enjoyed singing nursery rhymes to spot the rhyming patterns. Back inside, the children continued their learning through creative activities, practising mark making while saying rhyming words aloud, and exploring rhymes through songs, stories, and playful repetition. Nursery have loved discovering how words can sound alike, helping them build strong foundations for early reading.

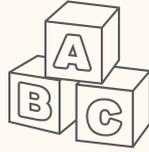


In **Reception**, the children have been continuing to practise their sounds as part of their phonics journey. We have now completed Units 7, 8 and 9 of the Initial Code, giving the children the chance to consolidate their knowledge of letter-sound correspondences. They have been working hard on blending cvc and cvcc words, using their skills to read simple words with increasing confidence. Alongside this, Reception have also been learning to recognise and read tricky words such as I, the, it's, said and no. Through games, songs, and interactive activities, the children have enjoyed applying their phonics knowledge and are making fantastic progress as early readers.



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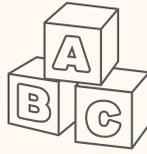
## KS1 FOCUS

In our KS1 sessions, **Year 1** have just completed unit 16 and are independently applying this in their writing. We've been learning to read and spell polysyllabic words, breaking them into syllables and blending them back together, which has made tackling longer words much easier. We've been using these words in their own sentences. In class, we put the back of our hand under our chin to work out the syllables. We have built words together, read texts with longer vocabulary, and even written sentences from dictation to practise spellings.



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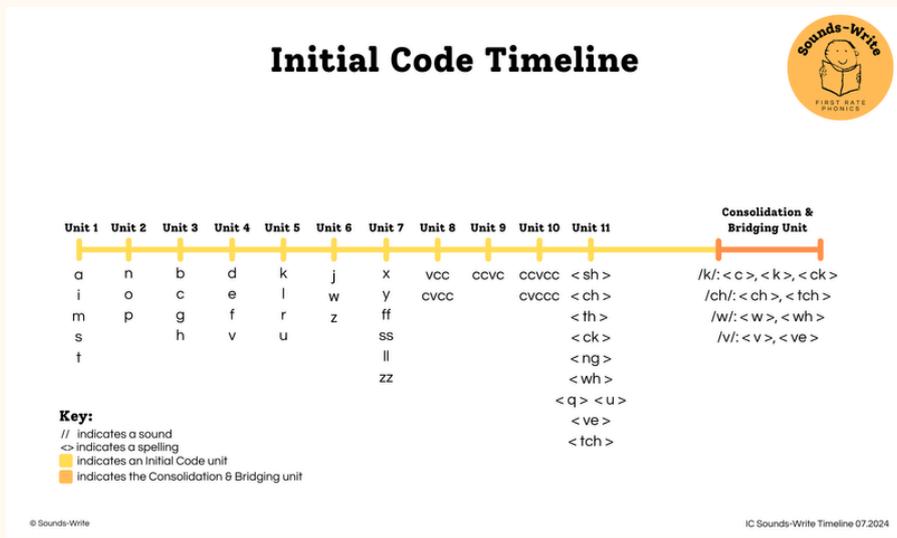
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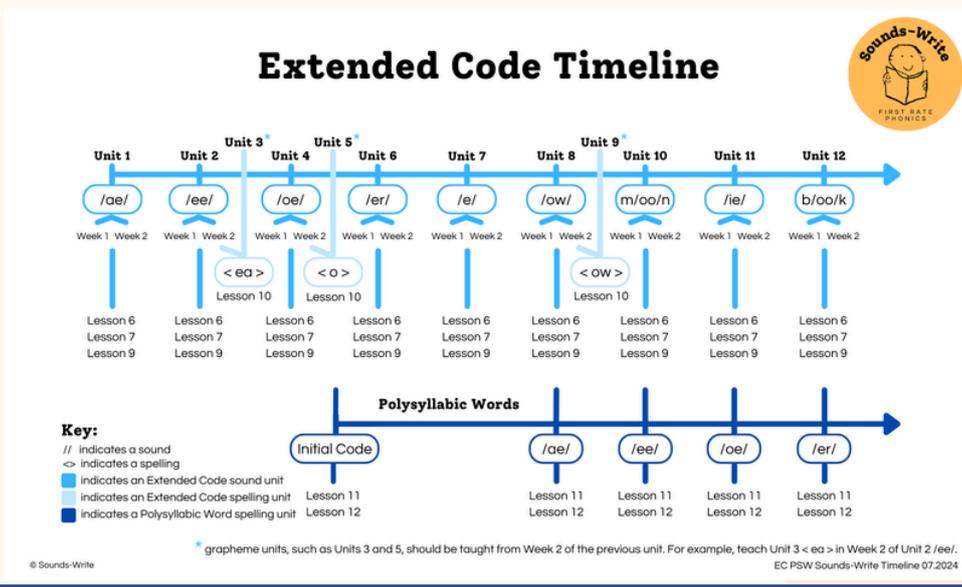
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## SOUNDS WRITE CONTENT COVERED

At St Bedes, we use the sounds write scheme for phonics. In Reception, we have covered Unit 7, 8 and 9. The class will be taking sounds cards to practice at home with handwriting practice.

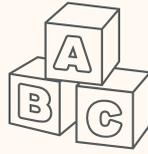


KS1 have covered the Units up to 10. They have started learning all about polysyllabic words. This means words with more than one syllable. They segment each syllable to help spell each word independently.



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## PHONICS AT HOME

Please can you ensure you are reading with your child daily. It is so important to read so that you are modelling how to hold and read their book.

These skills will set your child up for life.

Our phonics scheme ,Soundwrite, provides parent support and lessons on how you should be reading with your child. This promotes consistency and clarity for your child and will help build their confidence with reading.

Below are some useful websites to support with your child's reading at home:

- <https://sounds-write.co.uk/support-for-parents-and-carers/>
- <https://www.phonicsbloom.com>
- <https://sounds-write.co.uk/ipad-app/>

## PHONICS BOOKS AND ACCELERATED READER BOOKS

In Reception and KS1, your child will be given a phonics book every week and will be collected in on Wednesday and be given a new one on Friday.



If your child is on accelerated reader, this means they will now be focussing on applying their phonics to read their book and build confidence on their comprehension. Your child will be given a book from the reading area which is on their reading level. Please ensure your child has read their book before they quiz.

Thank you for your support on your child's reading journey!