

# Reading and Phonics in F2

Working together to nurture confident, lifelong readers

At The Lanes, reading is at the heart of everything we do; it is one of the most important skills in life.

We want every child to:

- Read confidently
- Understand what they read
- Develop a lifelong love of books.



# Our Aspirations for Every Child

## Early Learning Goals

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

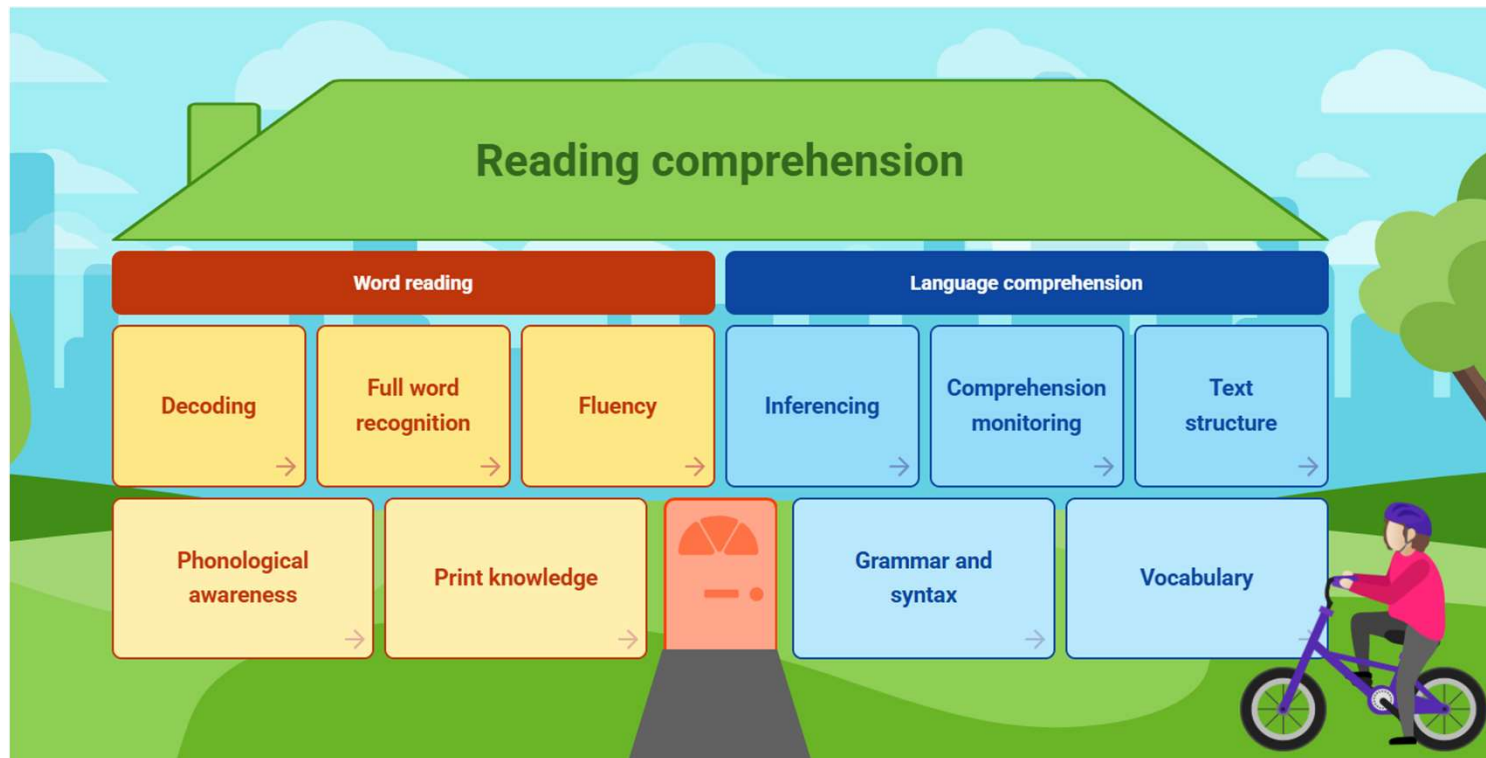
### Word Reading

- 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 that are consistent with their phonic knowledge, including some common exception words

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

# What does it mean to be a reader?



Caroline Bilton for the Education Endowment Foundation, adapted from the Simple View of Reading (Gough & Tunmer, 1986).

# Phonics

We teach children to read through a systematic synthetic phonics programme.

Children learn to:

- Hear sounds
- Say sounds
- Read sounds in words
- Write sounds in words



Dream it, Believe it, Achieve it through excellence

# Put Yourself in Your Child's Shoes

Can you read these words?

- shan
- chep
- voip
- strome
- glain

# Phonics terminology

|              |                                                       |                                                                                       |
|--------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| Phoneme      | A sound in a word                                     | m a t                                                                                 |
| Grapheme     | The letter(s) we write to represent a sound           | m a t                                                                                 |
| Digraph      | Two letters making one sound                          | sh in shop<br>ai in rain                                                              |
| Trigraph     | Three letters making one sound                        | igh in light                                                                          |
| Blend        | Putting sounds together to read a word                | c-a-t → cat                                                                           |
| Segment      | Breaking a word into sounds to spell it               | cat → c-a-t                                                                           |
| Tricky Word  | A word that cannot be fully sounded out using phonics | the, was, said                                                                        |
| Sound Button | A visual cue used to help children read words.        |  |

# Unlocking the Code of Reading

Throughout F2, children gradually learn new sounds and tricky words, building the knowledge and confidence they need to become independent, fluent and enthusiastic readers.

|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn Term</b> <ul style="list-style-type: none"><li>• Learn initial letter sounds</li><li>• Begin blending sounds to read words</li><li>• Learn first tricky words</li><li>• Start reading simple books</li></ul> | <b>Spring Term</b> <ul style="list-style-type: none"><li>• Learn digraphs and longer vowel sounds</li><li>• Read and write with increasing confidence</li><li>• Build fluency when blending words</li><li>• Learn more tricky words</li></ul> | <b>Summer Term</b> <ul style="list-style-type: none"><li>• Learn more complex sounds and spelling patterns</li><li>• Read longer words and sentences</li><li>• Develop reading fluency and independence</li><li>• Apply phonics skills across reading and writing</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# How to pronounce the sounds

Phase 2



[ELS: Phase 2 pronunciation](#)

Phase 3



[ELS: Phase 3 pronunciation](#)

Not sure how to pronounce a sound? Scan the QR codes or follow the link for a demonstration of how to say each phoneme.

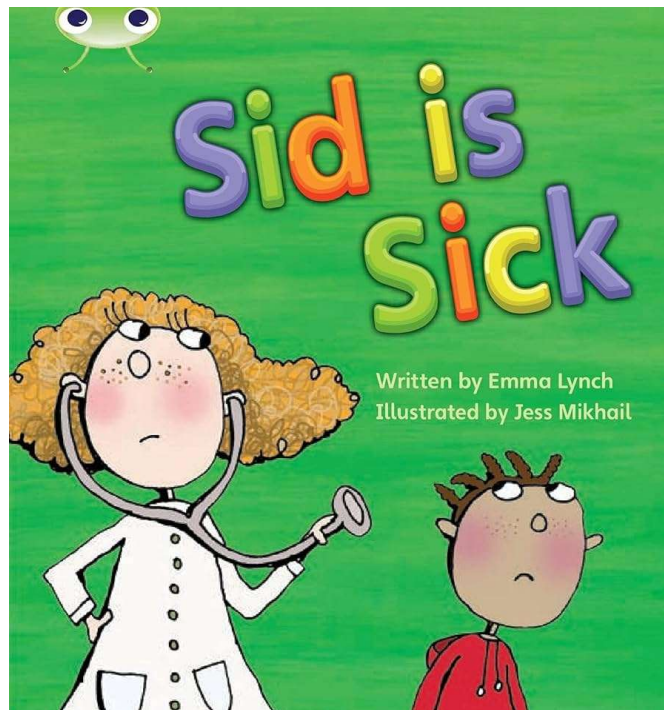
# Tricky Words

Some words cannot be fully decoded using the phonics children have learned so far. These are called tricky words.

For example: the was said you they

Children learn these by sight and through regular practice.

# Phonics Book



**Before and during reading**

**1 Say the sounds:**

|    |   |   |   |
|----|---|---|---|
| ck | e | u | r |
|----|---|---|---|

**2 Blend the sounds:**

|       |       |      |
|-------|-------|------|
| duck  | pecks | ram  |
| kicks | rat   | rips |
| pup   | tugs  | up   |
| tut   |       |      |

**3 Read the tricky words:**

|     |    |    |
|-----|----|----|
| the | no | go |
|-----|----|----|

Point out the tricky bits of the words. Use the dots in the words to help. Then blend the word.

**Story comprehension**

Ask the children to read the story. Ask them to guess what the story is about. Ask them to say the words and blend them. Ask them to say the words and blend them. Ask them to say the words and blend them.

**Vocabulary check**

Turn to page 1 and discuss what a ram is with the children.

**Reading the story**

1 Give the children reading the story. Ask them to say the words and blend them. Ask them to say the words and blend them. Ask them to say the words and blend them.

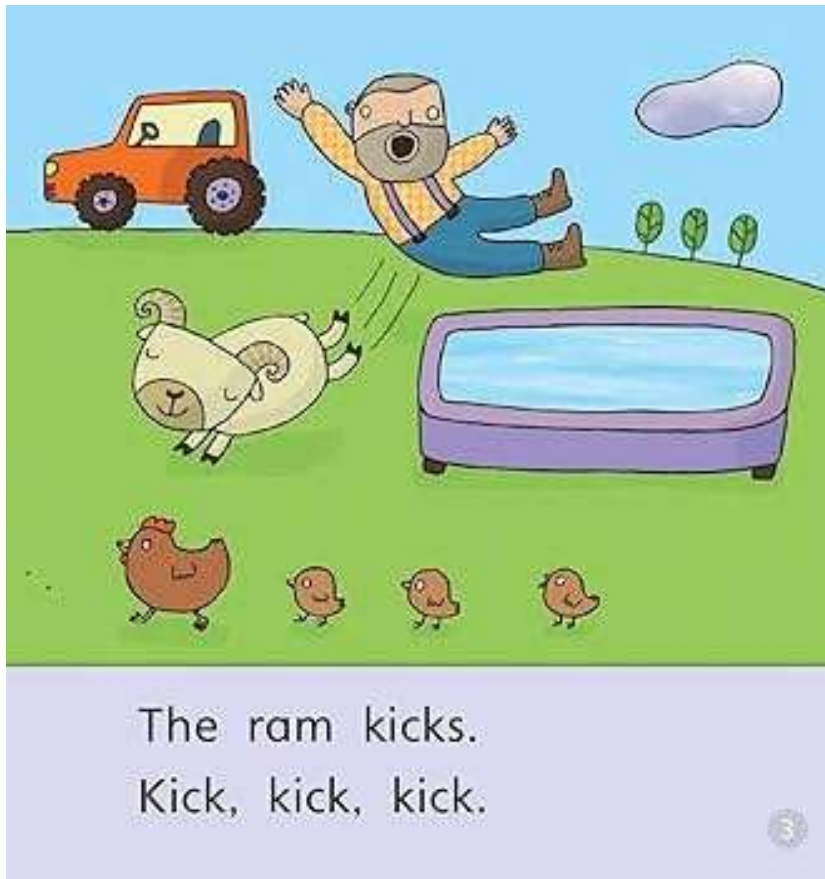
2 On page 2, ask the children what happens when the pup is sick.

3 Turn to page 3. Ask the children what the pup says. Ask the pup to say the words and blend them. Ask the children to say the words and blend them.

**Days and dates?**

The dots show one sound made by one letter. The dashes show one sound made by two letters.

Children apply their phonics knowledge by reading a fully decodable phonics book. They begin by practising key sounds and words before reading the text.



We read the book together in school first.

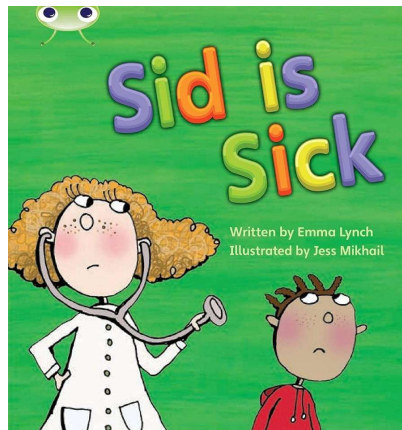
Then it comes home so you can share it with your child.

Each re-read builds confidence, fluency and independence.

# Reading Books your child will bring home

## Phonics Book

- Matches the sounds taught in class
- Already practised in school
- Re-read regularly to build fluency



## Independent Reading Book

- Matched to your child's reading stage
- Encourages confidence and independence
- Children may need to sound out some words



## Reading for Pleasure Book

- Chosen by your child
- Share and enjoy together
- Focus on developing a love of reading

# Reading at Home with Beanstack

Log every time you read together

- Celebrate reading milestones and achievements
- See your child's reading journey grow
- Encourage regular reading habits at home
- Quick and easy to use on your phone, tablet or computer



Every reading session counts, whether it's a school book, bedtime story or favourite library book.

# Top Tips for reading with your child at home

Choose a relaxed  
time and place

Read together every  
day

Enjoy it, don't rush

Encourage your  
child to use their  
phonics

Read school books  
and favourite  
stories

Reread books to  
build confidence

Talk about the book  
and ask questions

Explore the pictures  
and make  
predictions

Use the helpful  
prompts inside  
school reading  
books.

# Reading Opens Doors

Through reading, children can:

- Explore new worlds
- Build knowledge and understanding
- Develop creativity and imagination
- Achieve their full potential

