



Springfields First School

Achieving Excellence Together

Phonics

Early Learning Goals – end of Reception Year

LITERACY

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate 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.



Overview

- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Organised so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.
- Children who are not keeping-up with their peers will be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be





*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -ed /d/ -er, -est • longer words and compound words	Review all taught so far

New GPC and mnemonic	Formation phrase
s snake 	Under the snake's chin, slide down and round its tail.
a astronaut 	Around the astronaut's helmet and down into space.
t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.
p penguin 	Down the penguin's back, up and around its head.

- Every letter has a name
- Every letter has a phoneme - sound
- Every letter has a mnemonic - picture
- Every letter has a formation phrase










PURE SOUNDS

This video shows you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.

<https://www.youtube.com/embed/shlSQrleibs?rel=0>



Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
m m	 mouse	Put your lips together and make the mmmmmm sound mmmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Termly Assessments

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck

- All children tested 1:1
- Must know a given amount of phonemes
- Must be able to read a given amount of words
- Keep up sessions provided to fill in the gaps



What is segmenting and blending?

Blending: Seeing a word and merging the phonemes together to read the word

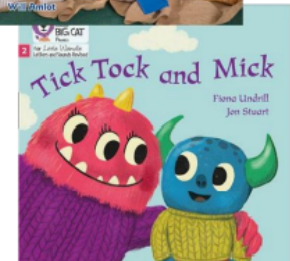
Segmenting: Chopping up a word into separate phonemes to spell it out

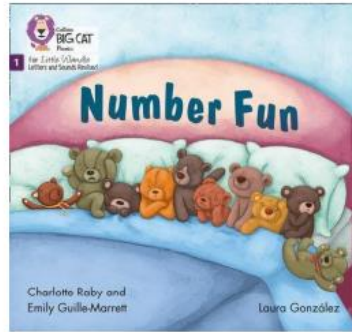


<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

The reading practice book

- It is the school's role to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.
- To ensure that reading at home is an enjoyable experience and does not feel like a chore, schools need to send home reading practice books in which the child can read 95% of the words.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.





Books without words



2

4

5

pat



pat



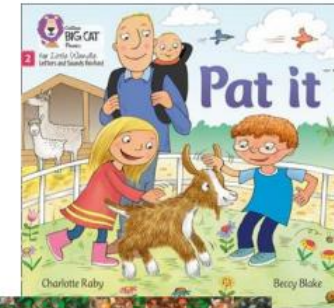
sit



sit



Books with words



The sharing book

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- Parents/carers should not expect their child to read this book independently and certainly should not try to get their child to do so.
- The book is for the parent/carer to read to or with the child.

The goal is enjoyment.



Phonics Terminology

Phonemes: The sounds that are found within a word

Grapheme: The way we write down a sound

Digraph: Two letters that make one sound

Trigraph: Three letters that make one sound


Blending: Seeing a word and merging the phonemes together to read the word

Segmenting: Chopping up a word into separate phonemes to spell it out

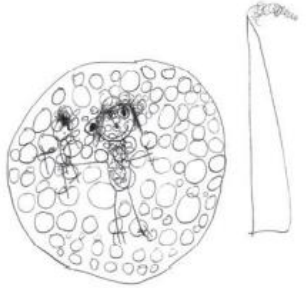
Tricky words: Words that cannot be decoded.

Spelling: Writing words using the correct letters in the right order to be read by others.

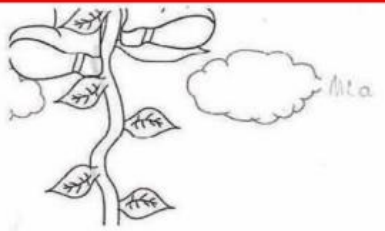
End of Reception Year



I went to
London I saw dinosaurs
bong I went to
the moose
M



on saturday I
Went to the
metro
doom
I saw a man playing a wii
I went to the side



once a photo time
then I had a boy
with his Mum
he had his cow
to the market
he saw a old man
who said the
magic being
Mum said there
a wal

The
res
wri
ins
wri
ver
tra
(fr
sto
se

M
the
'I'
ow
like
the



caterpillars et
lets. They
hav lots
of legs. He
was a cocoon.
mya



A



B



C



D



E



F



G



H



I



J

A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp; E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Figure 2 - Pencil grip postures¹⁶

Strengthening their fine motor skills/ pre-writing skills

