



## **Teaching Reading and Phonics at Friezland**

At Friezland Primary School, we understand that literacy and communication are key life skills and that literacy is at the heart of all children's learning. We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. Emphasis on this starts in Reception and continues right the way through to Year 6.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach, alongside which we teach sight vocabulary. Through Reception and Key Stage 1, children develop their decoding skills for reading and writing during daily phonics sessions based on the Letters and Sounds program, supported by a range of other engaging resources, such as Fast Phonics, Jolly Phonics and Phonics Play. We also link handwriting practice and weekly spellings to our phonics focus in order to provide lots of opportunities for the consolidation of skills.

Daily phonics teaching begins in Reception and continues throughout Years 1 and 2. Intervention are used effectively, across all Key Stages, to support those children who need additional and or different support in order to achieve their full potential.

### **How do we make phonics easy for children to learn?**

Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun!

The phonic knowledge is split into two parts; first we teach children one way to read and write the 40+ sounds in English. We use the Jolly Phonic actions to help, for example we make 'a' by crawling 'ant fingers' up our arm. These actions help all children, regardless of starting point, to read the sounds easily.

Then we teach children the different spellings of the same sounds. For example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases and actions to help them remember each sound for example: ay- may I play or for a-e- make a cake?

### **The Order of Teaching Sounds**

We teach phonics following the Letters and Sounds guidelines, which progresses through Phases.

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

The sounds are taught in the following order:

Phase 2: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, l

Phase 3: j, v, w, x, y, z, sh, ch, th, ng, ai, qu, ee, igh, oa, oo, ar, or, ur, oi, ow, ear, air, ure, er

Every sound has a list of words linked to it, so your child can 'sound out' and 'sound blend' words containing the new sound they have just learnt, for example s-p-r-ay = spray. This is the main focus of Phase 4.

When learning their Phase 5 sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

**The table below shows the sound with an associated phrase and words.**

Vowel sound	Sound rhyme	Associated words
ay	may I play	day play say may tray today
ou	shout it out	about cloud found proud scout mountain
ie	yummy pie	lie die cried tried replied fried
ea	a cup of tea	sea seat meat treat heap repeat
oy	a toy for the boy	joy oyster destroy enjoy royal annoying
ir	give me a twirl	girl bird shirt skirt third first
ue	the sea is blue	clue glue true flue issue tissue
aw	her paw is raw	saw claw jaw lawn yawn draw
wh	what a whirl	when what which where why wheel
ph	phone home	photo phonics dolphin elephant alphabet
ew	chew the stew	blew threw grew drew screw brew
oe	my big toe	hoe doe foe woe goes tomatoes
au	pause	haunted August author launch automatic
a_e	bake a cake	came made make take game race
e_e	even Steven	these theme scene complete extreme
i_e	nice smile	like time pine ripe shine slide
o_e	home alone	bone those stone woke note explode
u_e	huge Bruce	June flute prune rude rule

There are also many words which cannot be read using phonics, such as *said*, *once*, *any* and *where*. They are known as common exception words and the children need to learn to read

these by sight. We use different ways to do this including using flashcards, word mats, interactive displays and games.

### **Reading the books**

This begins with children enjoying books together and independently. Picture books are used to encourage talk and discussion about a text- What is happening? Who are they? What might happen next? Once the children are confident in recognising initial letter sounds and blending these into words, and sight reading some common exception words, they will begin to read a range of books from our reading schemes. These include both fiction and non-fiction books from a variety of schemes including: 'Oxford Reading Tree' and 'Collins Big Cat'.

We encourage children to read the book several times at home, to focus on reading the words carefully, fluently and with understanding. Throughout every day, children will have lots of opportunities to hear staff reading aloud, not only during English lessons, in order to model fluency and expression. We talk to the children, as we read, commenting on and sharing our thoughts about the text. This modelling of our thinking encourages the children to do the same, thus helping them understand what they are reading more fully.

### **How do we teach children to spell confidently?**

We use a number of simple activities to support your child to spell confidently.

These include: Sound Buttons; breaking down the word into syllables and clapping; air writing; overwriting words in colours and singing tricky word songs or rhymes.

### **How do we make writing simple for children to learn?**

We teach handwriting, spelling, and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting regularly so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the class texts. They practise saying their sentences out loud first so they don't forget their ideas while they're writing. They also learn to proofread their own writing and spot errors which can be corrected independently or with the use of a word mat, dictionary or learning prompt from the classroom.

