Reading underpins the whole curriculum. Children need reading skills to access the whole curriculum.

Early Reading at High View

Sam Slack
Current year 1 teacher, Lower School (1,2,3) and Early Reading Lead

Purpose

- To explain what makes a good reader.

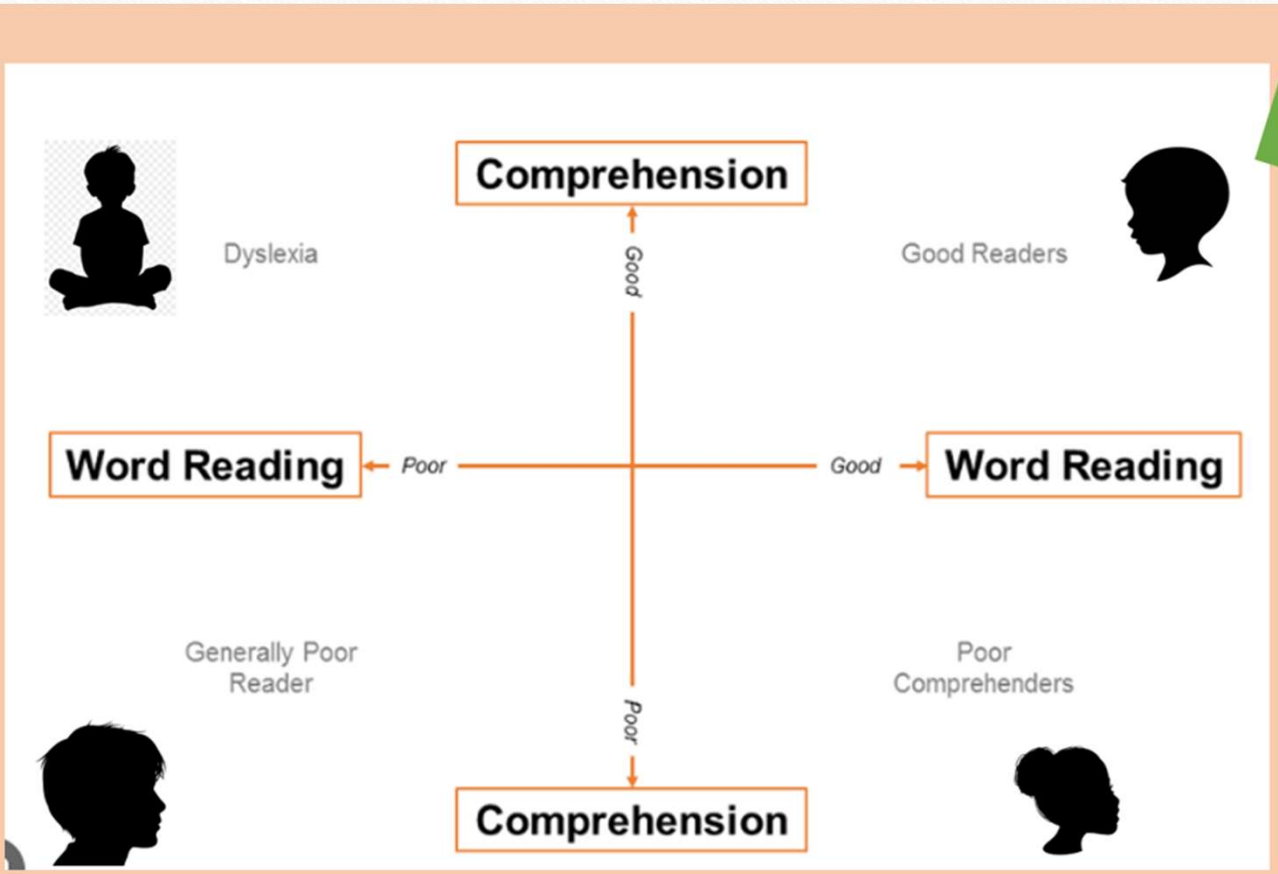
- You to go away having an understanding of what phonics is and how children are taught to read at High View.

- An overview of the phonics phases your child will be covering this year.

- High View's reading expectations

- along the way ideas of how to support your child at home

What does it mean to be a good reader?



What do we mean by fluency?

Automaticity- word recognition
Accuracy- of word reading. Noticing when it doesn't make sense and rereading
Prosody- music to the words. Phrases chunks of text together. Responding to punctuation.

Fluency is not reading fast.

You build fluency in early readers by rereading. Over and over again. Painful perhaps but the child actually feels like a reader and has success.



Horace the horrible

The day was feeling warm and sunny and everyone was in a good mood. Horace was feeling particularly horrible. He decided to play some tricks on his family.

What do we mean by comprehension?

Language comprehension is when meaning is put on the words being read. Readers must infer meaning from the words they read. Think about how this happens in conversation.

Examples:
The children were reluctant to participate in the activity.

The drought caused severe consequences for local farmers.

The animal is nocturnal, meaning it is most active during the night.

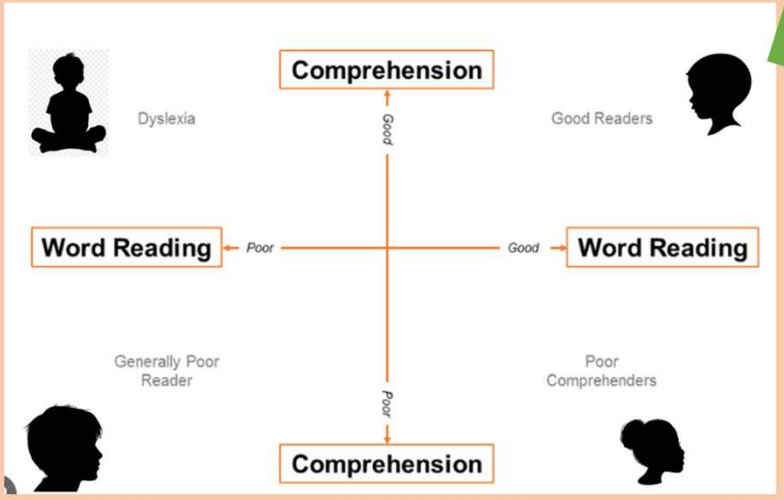
How we and you build this in young children.

- Hearing rich language in everyday routines
- Conversations
- Reading to them
- Listening to stories
- Learning new words
- Asking and answering questions
- Playing and interacting with others

Phonics

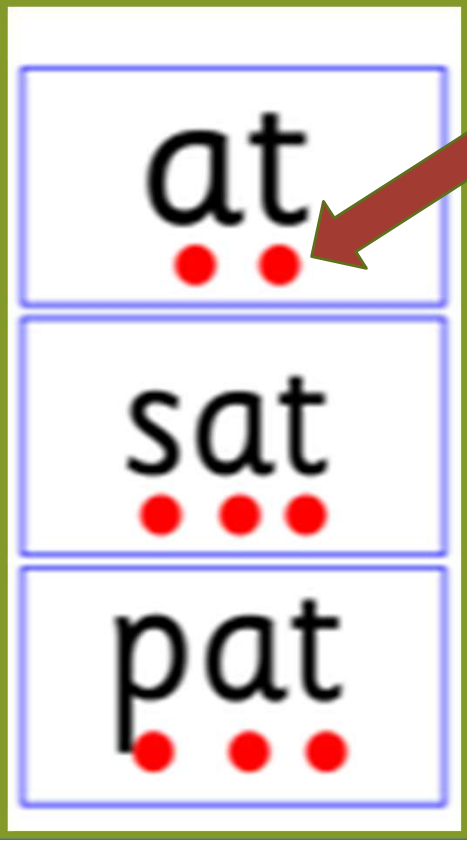
Phonics teaches children how to decode words. It is the first step towards reading fluently.

Phonics is one strand of teaching reading. Reading to children and exploring language is the other.

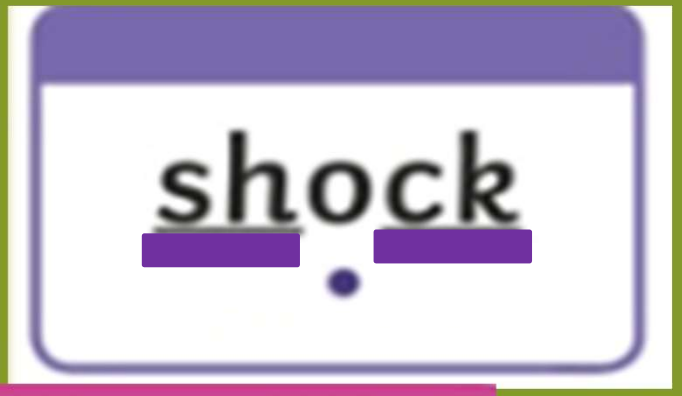


What is Phonics?

Phonics is the recommended way of teaching children how to read and write.
It's probably not how you learnt to read- remembering whole words.
Children learn that letters make sounds. They are then taught to blend these sounds together to read words.



sound buttons





Phonics at High View

We follow our own phonics scheme at High View and follow a whole class model.

Frequency of lessons

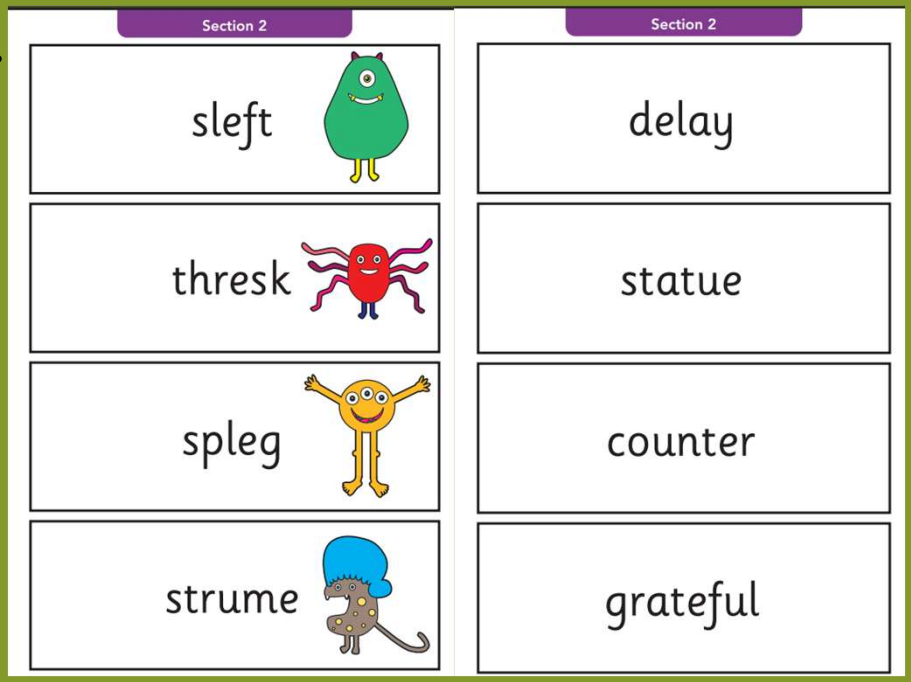
- From nursery to year 2, phonics is explicitly taught every day up to 30 minutes.
- Year 3 consolidate phonics 3x15mins a week

Phonics is a huge part of children's daily diet at school. Not just within phonics lessons but throughout the day, all day. Children read in every subject.

Phonic Screening Check June 2027

https://assets.publishing.service.gov.uk/media/68efa368f159f887526bbebc/2025_phonics_screening_check_pupils_materials.pdf

Children take a phonics reading check at the end of year 1 to assess their level of understanding. They are asked to read 40 words in total consisting of real and alien words.



Phonic Screening Check Results at High View

High View's phonics screening results:

2026 96% National 82%

2025 98% National 81%

2025 98% National 81%

2024 88% National 80%

2023 90% National 79%

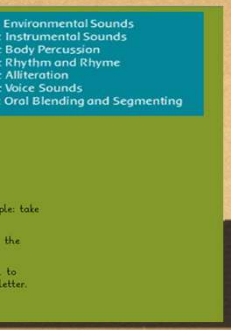
2022 88% National 75%

Phases of Phonics

There are 6 phases of phonics all together.

Phases 1 to 4 are covered in reception
Phase 5 is covered in year 1
Phase 6 in year 2

Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6



Phase 1

Has already been taught in class/nursery

Phase 1

Focuses on developing children's **speaking and listening skills**. Listening is key to being able to read because children must be able to hear the difference between sounds, otherwise they'll never be able to blend sounds together to hear words.

Children cannot move onto Phase 2, where letters are introduced, until Phase 1 is secure.

Your child's class teacher has been spending time covering Phase 1 and feel the children are now ready to move on.

1: Environmental Sounds
2: Instrumental Sounds
3: Body Percussion
4: Rhythm and Rhyme
5: Alliteration
6: Voice Sounds
7: Oral Blending and Segmenting

How you can continue to support Phase 1

- Alliteration game. Objects, words that begin with g for example: take it in turns to name them.
- Sing nursery rhymes. Discuss what part of these words sound the same. Example dig and pig it's the ig part. Humpty Dumpty
- Eye spy is a fun way of introducing initial sounds. Ask them to guess using the sound the letter makes not the name of the letter.



Other phase 1 resources/games

username: highview

password: phonics

Leap to the Initial Sound

On four blank pieces of paper, write four different initial sounds (for example, a, b, c, d). Place the four pieces on the floor around your child. Show your child different objects that begin with one of the four sounds (e.g. apple or bag). Your child has to jump towards the correct letter for the initial sound. Repeat with different objects and different combinations of letter sounds.

My Turn, Your Turn, Clap, Clap, Clap

To help your child practise copying sounds and rhythms, have a try at clapping out different beats. Take it in turns to lead the clapping. You clap out a rhythm of beats and get your child to clap it back to you. Then let your child clap out a rhythm and see if you can clap it back to them. Can they recognise if you clapped it back correctly?

Make Your Own Guitar

With your child, gather together an empty cardboard box, e.g. a cereal box, tissue box or shoe box. Attach an elastic band around the box. Have your child pluck the band and see what noise it makes. Experiment together how you can change its sounds. Does the sound change if you use a different elastic band that's thinner, thicker, longer or shorter? What about if you cut a few holes in the box?

Sound Effect Story

When you are sharing a story with your child, let them be in charge of adding sound effects. Is the story about different animals? They could add animal noises. Is it about vehicles? Can they make engine or horn noises when the cars are mentioned?

Phase 2

<u>The Phase your child is currently working through.</u>

The introduction of letters and the sounds they make.

Phase 2-



- Importance of correct pronunciation. **Right and wrong exampl**

https://www.youtube.com/watch?v=DIpcahxNSU4

In Phase 2, the children are shown letters and are taught to say, read and write them.

They are taught the first 5 sets of sounds.* Sounds are not taught in alphabetical order.

Set 1	s a t p
Set 2	i m n d
Set 3	g o c k
Set 4	ck e u r h b f
Set 5	ff l ll ss

The phonics books the children have started taking home match the sets of sounds they have been taught and know.

At the end of Phase 2 children can read words like...

Set 1	s a t p
Set 2	i m n d
Set 3	g o c k
Set 4	ck e u r h b f
Set 5	ff l ll ss

fig
fog
puff
huff
cuff
fan

fat
lap
let
leg
lot
lit

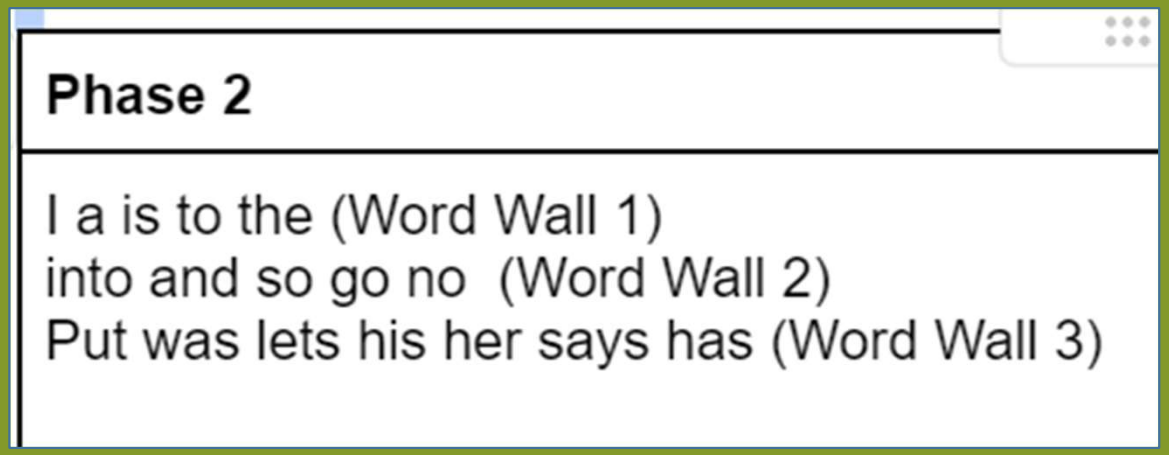
bell
fill
doll
tell
sell
Bill

Nell
dull
Tess
ass
less
hiss
mass

has
hack
hug
but
big
back

rot
pass
kiss
had
him
his

Phase 2 Tricky Words



- Every phase introduces children to reading some 'tricky' words.
- Tricky words have to be learnt by sight, as whole words, as they cannot be sounded out and therefore do not need sound buttons (use this language with your child)
- Example: was the

Phase 3

From around <u>February</u>

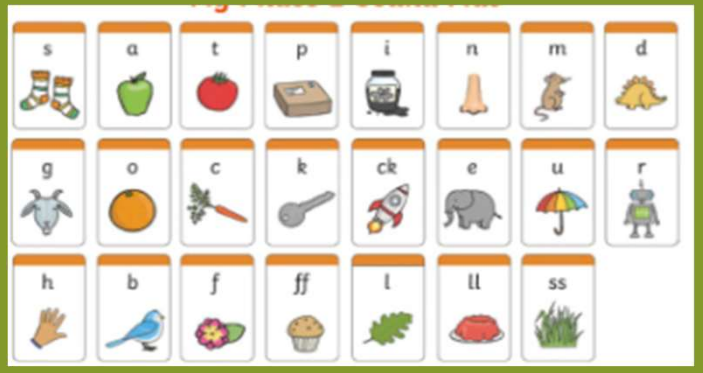
The next set of sounds are taught. Consisting mostly of digraphs. Digraphs are teo letters making one sound
ch, sh, , ng, ee,

Phase 3

During Phase 3, children build on their knowledge of Phase 2 and are taught to read more complex words by identifying digraphs and trigraphs.



Phase 2



Phase 3



Phase 3
He she we me be said have do (Word Wall 4) all they you of like are my (Word Wall 5) what saw want does made our are when (Word Wall 6) came some come were little one when there (Word Wall 7)

You can see on the sound mat that there are lots of digraphs and some trigraphs to learn.

Digraph- 2 letters making one sound

Trigraph- 3 letters making one sound

They also learn the next set of tricky words- those that cannot be sounded out.

Pronunciations

https://www.youtube.com/watch?v=a8POhX8RXNk&t=294s From 4.49

At the end of Phase 3 children can read words like...

chip
ship
thin
ring
rain
feet
boat
moon
farm

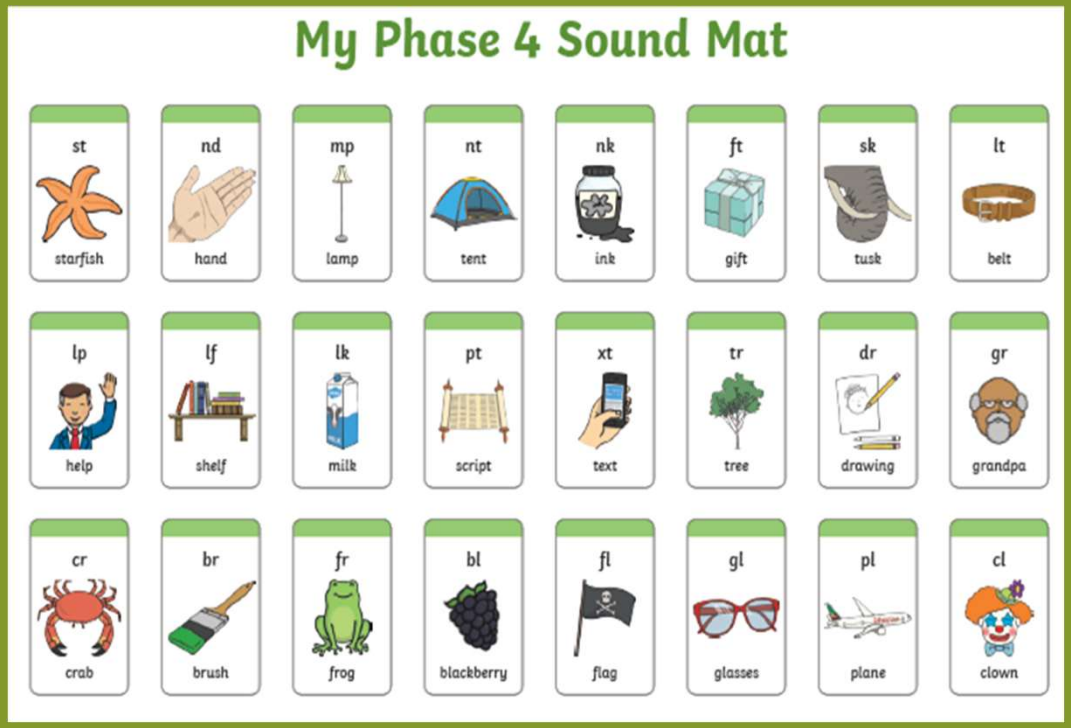
fork
burn
cow
coin
mixer
night
hear
hair
pure

Phase 4

From **June**

The shortest phase. Children continue to build on their knowledge of Phase 2 and 3.

Phase 4 Summer



https://www.youtube.com/watch?v=VR_IgfIgz10

Phase 4
their out first every really once (Word Wall 8)

There are no new sounds or letters to learn in Phase 4.

They learn to chunk words and blend consonants together to support reading longer polysyllabic words

Sunset windmill toothbrush

At the end of Phase 4 children can read words like...

stamp
stand
jumpy
handstand
milkman
basket
sunset
picnic
rabbit
kitten
lunchbox
magnet
dentist
pumpkin
crunch

slept
twist
spend
grand
drift
fresh
sprint
strand
thump
shrink
splint
trust
crust
blast
blend

Yearly Outline of Phases 1-4

Week by week

May change slightly depending on the cohort of children and if some learning takes more or less time to embed.

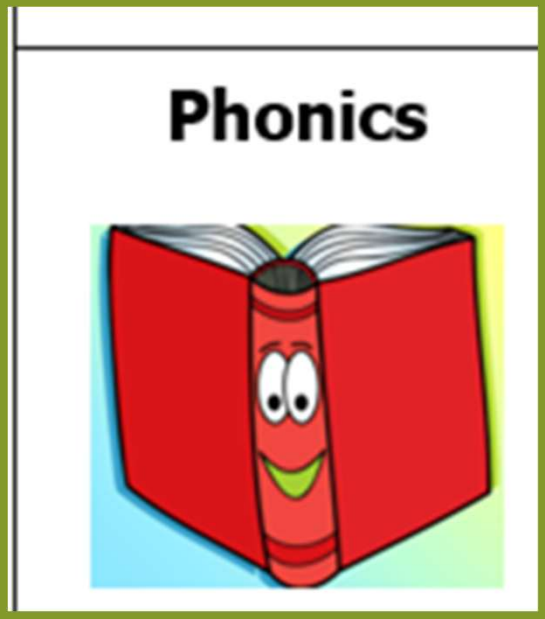
Autumn 1 Phase 1	Autumn 2 Phase 1 and 2	Spring 1 Phase 2	Spring 2 Phase 3	Summer 1 Phase 3	Summer 2 Phase 3 and 4
P1 7 aspects recapped 1 environmental sounds 2. instrumental sounds 3 body percussion 4 rhythm and rhyme 5. alliteration 6. voice sounds 7. oral blending and segmenting	Children learn to hear, recognise and identify initial sounds: 7 aspects ongoing Week 1 s a week 2 t p Phase 2 word I week 3 I m Phase 2 word a, is Week 4 n d Phase 2 word to the week 5 g o phase 2 word no go so Week 6 c k phase 2 word into and	Children continue to segment and blend with P2 phonemes Week 1 ck e phase 2 has her says week 2 u r phase 2 put was week 3 h b phase 2 let's his week 4 f ff AFL week 5 l ll ss AFL Week 6 AFL	Children learn to hear, recognise, identify and blend P3 sounds. Week 1 J V He she Week 2 W X We me be Week 3 Y Z, zz Said have Week 4 Qu Ch Do all they Week 5 Sh ng you of like	Children learn to hear, recognise, identify and blamed P3 sounds. Week 1 th Ai Are my Week 2 Ee Igh When what saw Week 3 Oa Oo Want does made Week 4 Ar Or Our came Week 5 Ur Ow Some come Week 6 Oi Ear Were little	Children learn to hear, recognise, identify and blamed P3 sounds. Set 12: Consolidate known phonemes and tricky words for Phase 3 and 4 Week 1 Air Ure One there Week 2 Er AFL Week 3 onwards Phase 4 Tricky words their out first every really once (Word Wall 8)

Questions about phases?

Newsletter

The year group newsletter you receive weekly via email confirms the sounds your child will be working on that week.

Having a discussion with your child before they encounter the sounds at school really helps to support your child. It's a confidence boost for most children as they will come into school having seen this sound or tricky words beforehand.



Reception:

We will be learning the sounds 'u', 'r' as well as the common exception word 'let's'.

At home, why don't you try and think of sentences using the new tricky word e.g. 'Let's go to bed'. You could practise reading and writing sentences using the new word.

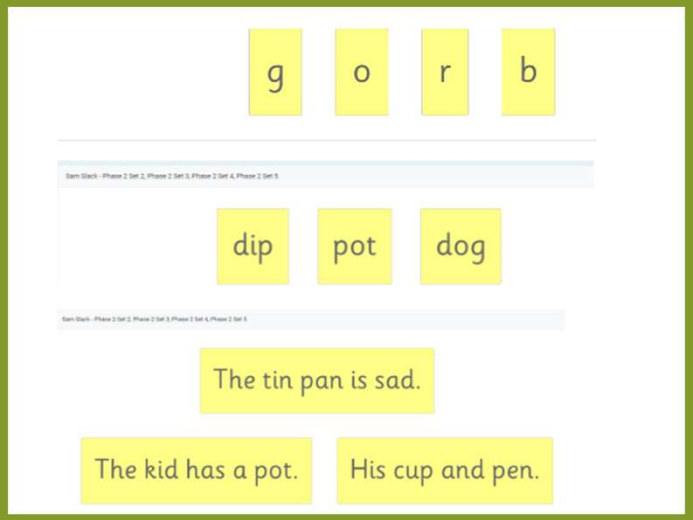
Assessment

We use the online platform 'Phonics Tracker' to assess your child's phonics knowledge.

Going forward, we will not be reporting your child's phonics attainment in the same way.

Every child will be assessed on the sounds taught by their class teacher or teaching assistant.

If there are gaps in your child's knowledge, as well as being supported at school, your child will be given additional learning resources to complete at home- example below. You will find these resources in their bags. If nothing comes home there are no current gaps.



Reading Expectations

We cannot teach children to read without you.

Reading to you gives your child a chance to practise and to improve their reading skills.

Book bands

Set 1	s a t p
Set 2	i m n d
Set 3	g o c k
Set 4	ck e u r h b f
Set 5	ff l ll ss
Set 6	j v w x
Set 7	y z zz qu
Set 8	ch sh th ng
Set 9	ai ee igh oa oo
Set 10	ar or ur ow oi
Set 11	ear air ure er
Set 12	*consolidation*

Children are given books with the sounds they know in. Our set books match the order we teach the sounds in.

They should not struggle to read. Struggling does not build confidence, fluency or a love of reading

Children should be able to read 90% of the words in their book fluently. It should be easy!

We would expect children to be Set 12 readers but the end of reception.

Monday	Blended/set book
Tuesday	X
Wednesday	Blended/set book
Thursday	Branching out
Friday	Blended/set book



Blended book- matched to your child's current phonic level.

Branching out- not phonics based but chosen by your child from the book corner out of interest and develop their love of reading and language comprehension. The idea is to read this book to your child.

Reading



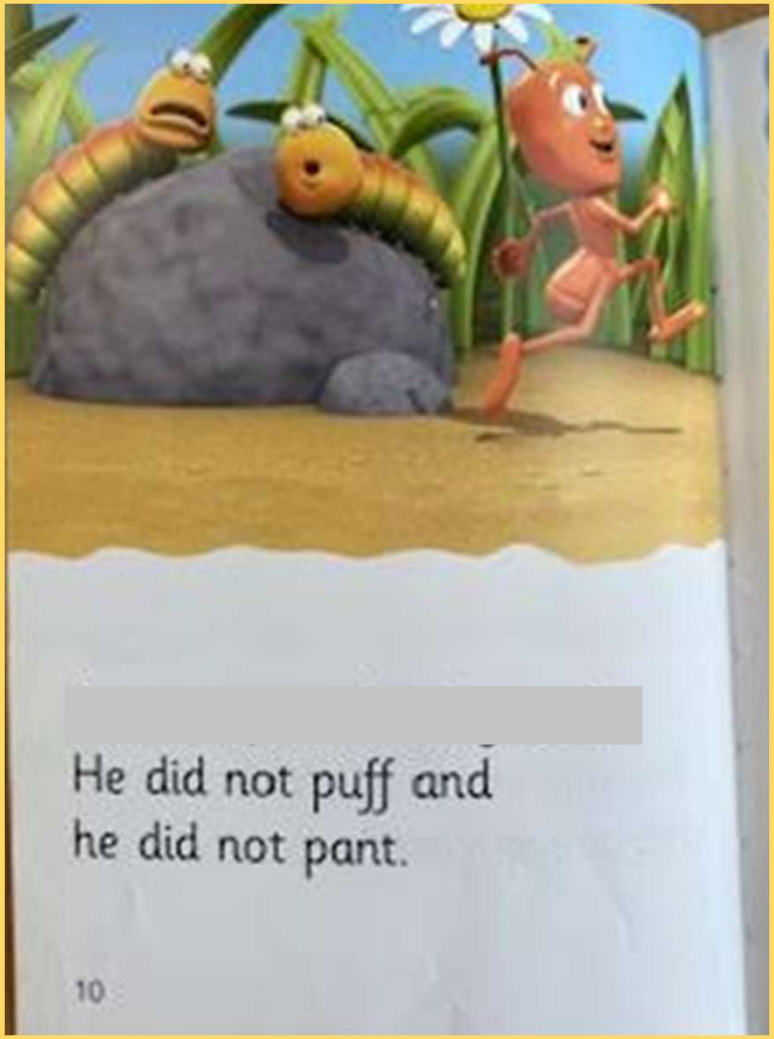
- We expect your child to read 5 times a week. Aim for 10 minutes as soon as your child is ready.
- Please note any reading in your child's log book. *Just a note to say they've read is fine. Don't worry about what to write if nothing comes to mind.*
- We do keep track of how often children read.
- If we notice a child is not reading at home, school procedure is to send a reminder letter home.
- If there is a problem with reading 5x a week, please let your child's class teacher know.
- Reading logs are collected in and looked through on Fridays so please ensure they are in your child's bookbag.

Reread sentences

- When reading at home with your child, encourage them to sound out words they are not sure of rather than guess. (Remember they are taking books with sounds they know in home so should be able to sound out most of the words inside.)

- Encourage your child to reread sentences back fluently once they have decoded/sounded them out.

- Again it is also great practise for children to read the same book more than once. This builds their confidence and enjoyment. They feel like readers!

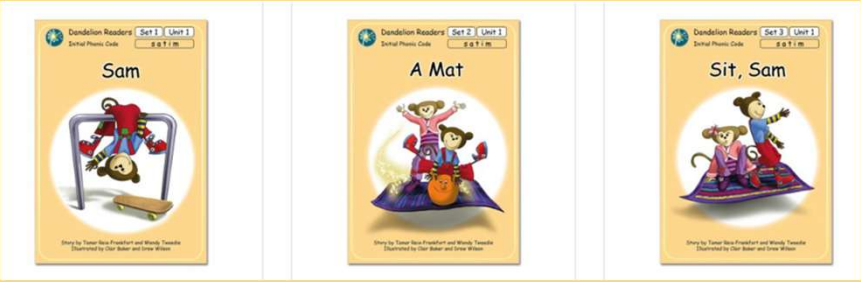


Books for home

If you want to buy phonics based books to keep at home we recommend

Dandelion series

https://www.phonicbooks.co.uk/product-category/beginner-readers/dandelion-readers/



Letters and Sounds

https://www.tts-group.co.uk/junior-learning-letters-and-sounds-book-collection-phase-2/1014934.html



Other Phonics Resources- School website

https://www.highviewprimary.org.uk/attachments/download.asp?file=259&type=pdf

HOME → ABOUT US → CURRICULUM → ENGLISH

Phonics website resources - Phase 2, 3 and 5

Phase 2

Correct pronunciation of Phase 2 https://www.youtube.com/watch?v=DIpcahxNSU4

a	https://www.youtube.com/watch?v=A-2SNtGeodQ&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=84
b	https://www.youtube.com/watch?v=qoST9JY65Vo&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=53
c	https://www.youtube.com/watch?v=rjHq1EbOtPE&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=70
ck	https://www.youtube.com/watch?v=gY7448bXLJI&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=65
d	https://www.youtube.com/watch?v=-91wZedIs6E&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=77
e	https://www.youtube.com/watch?v=iF-2HlavdcM&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=64
f ff	https://www.youtube.com/watch?v=PIUis2BSHcA&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=45
f	https://www.youtube.com/watch?v=yVtuVItok04&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=50
h	https://www.youtube.com/watch?v=RkzQ9pHFVBQ&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=55
i	https://www.youtube.com/watch?v=OTf2tLeX5A8&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=80
k	https://www.youtube.com/watch?v=au8edtdBO3w&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=69
l ll	https://www.youtube.com/watch?v=L_mcyfjC59M&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=42
m	https://www.youtube.com/watch?v=vYoS9o7pXi0&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=78
n	https://www.youtube.com/watch?v=Jb7bXJRkLBE&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=79
o	https://www.youtube.com/watch?v=w0GvbRAYqpU&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&ind

Thank you for coming

hedgehogs@highview.school

How to support at home

If you do nothing else, hear your child read 5x a week and read to them!

Parent Readers in School- email office@highview.school



- Watching Alphablocks on BBC iPlayer is a good resource



Online resources

Bug Club – www.activelearnprimary.co.uk
Please ask your child's teacher for their login

Alphablocks series which you can access on YouTube

Phonics Play – www.phonicsplay.co.uk

Phonics Bloom – www.phonicsbloom.co.uk

Letters and sounds – www.letters-and-sounds.com

ICT games - www.ictgames.com

Read with phonics - www.readwithphonics.com

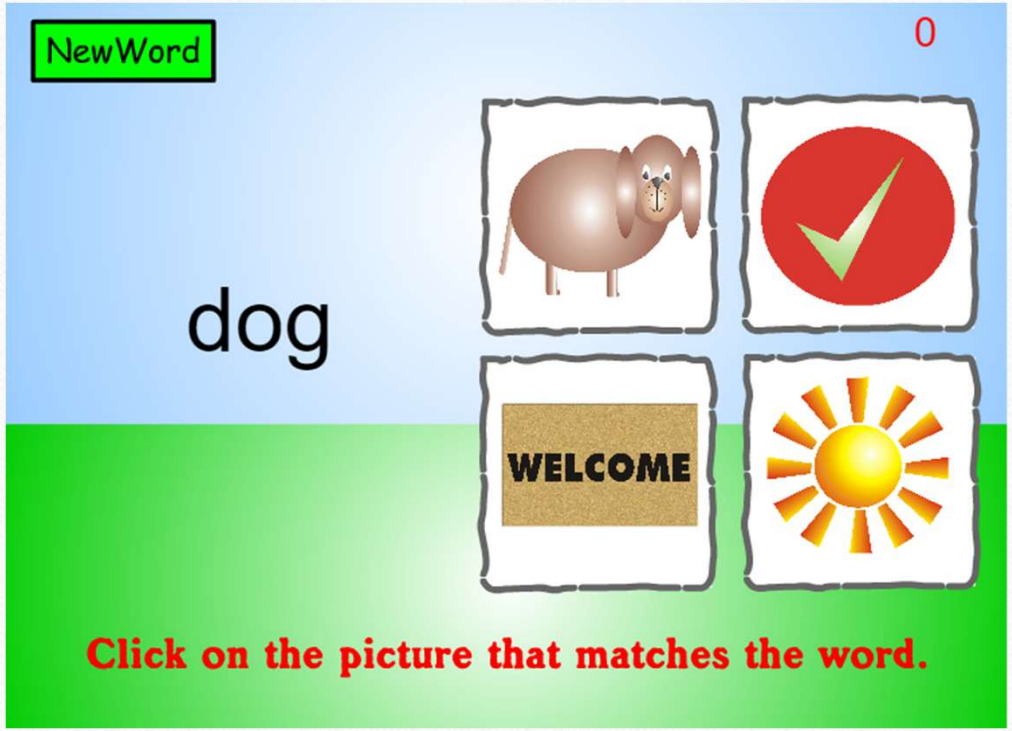
Family learning - www.familylearning.org.uk/phonics_games.html

Correct pronunciation of sounds:

- Phase 2 - https://www.youtube.com/watch?v=DIpcahxNSU4
- Phase 3 - https://www.youtube.com/watch?v=vU2vWZKS7rY
- Phase 5 - https://www.youtube.com/watch?v=R3S5sJw7Mfl

Example of a Phase 2 Activity

Available at phonicsplay.com



Useful Links

- www.readingeggs.co.uk
- www.phonicsplay.co.uk
- www.ictgames.com/literacy.html
  www.bbc.co.uk/schools/wordsandpictures/phonics/
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

www.ictgames.com

http://www.northwood.org.uk/phonics.htm

How to create a literacy rich home environment. They will do what you do.

- Establish a regular time to hear them read and you read to them
- Keep a variety of reading materials at hand
- Store books/materials in places children can access
- Get a library card and visit
- Share your love of books with them/advertise the joy of reading!
- Have paper and writing tools available along side
- Model reading and writing for pleasure
- Make time for conversations about books and reading
- Orally modelling breaking words up (segmenting) do this in your daily routine e.g. “Can you tidy your r-oo-m?” or “can you come and s-i-t down?”
- Make or buy an alphabet poster.
- Put the tricky words up and read them together daily.

Games and ideas

- Say a word and encourage your child to listen to the sounds in the word
- Using magnetic letters to build words and read them
- Make some tricky word flash cards to practise at home. Try hiding them and asking your children if they can find the words.
- When reading together at home, ask if they can find the word on the page. What does it begin with?
- Play 'I spy', using letter names as well as sounds.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.
- Play 'Pairs', turning over two words at a time trying to find a matching pair – great for tricky words



Questions?

