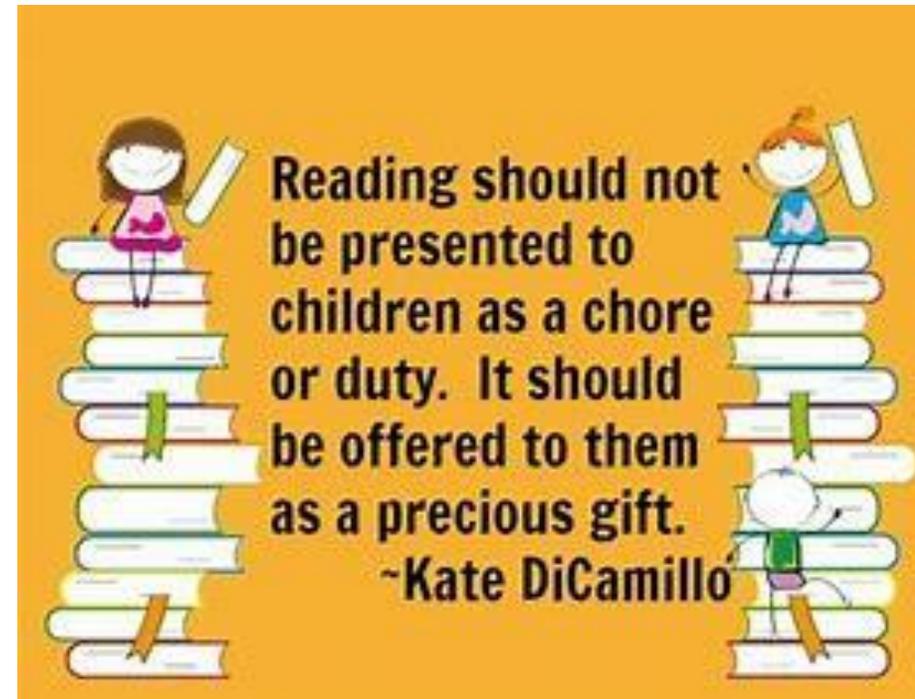


# The Teaching and Learning of Reading at



DANESHOLME  
INFANT ACADEMY

2020 Phonics Screening Check  
Week beginning 8<sup>th</sup> June 2020

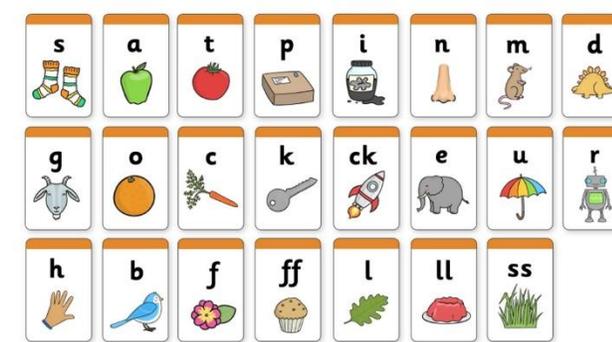


# Research into the importance of early reading success

*Pupils are unlikely to reach the expected standard in reading and writing at the end of key stage 1 (infant school) without being able to demonstrate the phonics skills measured by the Phonics Screening Check.' Ofsted, NFER 2015*

# Early Phonics – Letters and Sounds

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as <i>ch</i> , <i>oo</i> , <i>th</i> representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



My Phase 2 Sound Mat

## Phase 6

- During this phase children become fluent readers and increasingly accurate spellers
- Children should be able to read hundreds of words
- Recognising phonic irregularities
- Learn less common sounds
- Applying phonic skills & knowledge to recognise & spell complex words
- Past tense
- Suffixes
- Spelling long words
- Finding and learning the difficult bits in words



My Phase 3 Sound Mat



My Phase 5 Sound Mat



Phase 4 Sounds

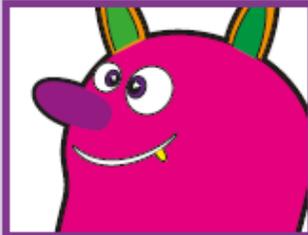
# Phonics screening test – June 2020

2019 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



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Page 17 of 24

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Page 19 of 24

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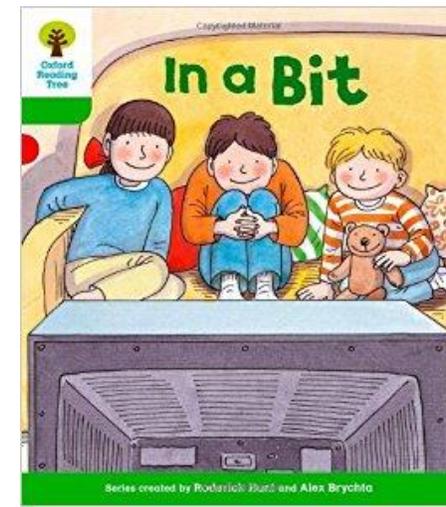
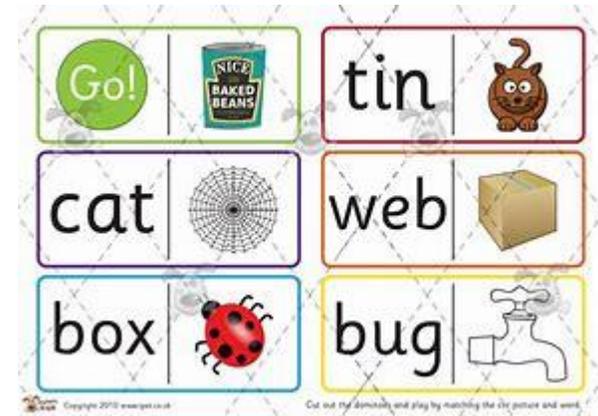
thankful

# How you can help at home

- Practice sound cards.
- Blend the sounds in the words in the lotto games.
- Practise tricky word cards and make sentences to read and write.
- Share your child's levelled reading book and choice reader.
- Play spot the sound games on the walk to school- street signs, logos etc.

• When practising the sounds please ensure that children make the pure sound 'p' not 'puh' or 'duh' as when reading using phonic sounding out we use the short pure sound.

<https://www.youtube.com/watch?v=hCBzNnSSxds>



# Children's spoken language supports reading and writing - Use of FANTASTICS lenses in school



- In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.
- Books are a rich source of new words for your child – words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books – so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

# Power of reading – Word level

12-18 months	20 words
2 years	200-300 words
3 years	900-1,000 words
4 years	1,500-1,600 words
5 years	2,100-2,200 words
6 years	2,600 words expressive vocabulary (words they can use) 20,000-24,000 words receptive vocabulary (words they understand)
12 years	50,000 words receptive vocabulary

How many words does your child know? It's fairly easy to tally them up when they're just beginning to speak, but harder to calculate the size of their vocabulary as they hit school age and beyond.

**What's known, though, is that having a wide vocabulary sets your child up for life.**

'A child's vocabulary is a big predictor of their future success,' says Alice Penfold, Project Manager of the [Words for Work programme](#) at the [National Literacy Trust](#). 'It not only affects their chances of performing well in exams, but also their life chances.'

'For example, children who have a poor vocabulary at the age of five are four times more likely to struggle with reading as adults, and three times more prone to [mental health](#) issues.'

With this in mind, it's well worth making an effort to build your child's vocabulary. But how can you tell whether they know the right number of words for their age?

# Please practise the Phonics Screen paper

32 words read correctly is a pass out of 40 real and nonsense words.

- Sing an alphabet song together.
- Play 'I spy', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (letter) combinations:  
*r-ai-n = rain* blending for reading     *rain = r-ai-n* – segmenting for spelling  
*b-oa-t = boat* blending for reading     *boat = b-oa-t* – segmenting for spelling  
*h-ur-t = hurt* blending for reading     *hurt = h-ur-t* – segmenting for spelling
- Praise them for trying out words.
- Set your timer on your mobile phone. Call out one word at a time and get your child spell it on a magic board or a small whiteboard – remember they can use magnetic letters.
- Play 'pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words.

**the the            to to            no no            go go            l l**

Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

# Useful websites

Geraldine the Giraffe & Mr Thorne does phonics on Youtube

<http://www.oxfordowl.co.uk/Reading/>

[www.phonicshero.com](http://www.phonicshero.com)

<https://www.phonicsplay.co.uk/> Reading eggs

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.phonicsbloom.com>

[https://central.espresso.co.uk/espresso/primary\\_uk/home/index.html](https://central.espresso.co.uk/espresso/primary_uk/home/index.html)