



S.P.C.E.D.S Phonics
and Reading
Information Session
22nd September 2015

“Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.”

(‘Letters and Sounds’ Principles and Practice
of High Quality Phonics)



What is Phonics?



- ⦿ Phonics is the link between letters and the sounds they make.
- ⦿ Learning Phonics will help your child to become a good reader and writer.
- ⦿ Every child in Foundation Stage and Key Stage 1 have a daily Phonic session.
- ⦿ Phonics is taught through a daily fast paced 20 minute session.
- ⦿ Schools follow the 'Letters and Sounds' planning document.
- ⦿ There are six phases which the children work through at their own pace.

Important tips



- ◉ When reading and spelling use the sound the letter makes rather than the letter name.
- ◉ Always say the 'pure sound' by trying not to emphasise an 'uh' at the end of a sound.

f h m n p r s v x z

- ◉ When spelling, encourage your child to think about what 'looks right'. Children learn to spell things phonetically before learning spelling rules and tricky words.

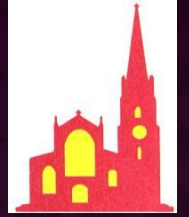
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Phase I



- ◎ Phase I concentrates on developing children's speaking and listening skills. Children are encouraged to:
 - hear rhyme in words
 - identify initial sounds
 - blend sounds together orally.
 - Children need to practise hearing a series of spoken sounds and merging them together to make a word. For example, you say 'b-u-s', and your child says 'bus'.

Phase 2



◉ In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Phase 2 Continued



- Children should be able to blend and read decodable VC and CVC words containing these sounds

- VC in an on

- CVC sock cat net

- Non words

- fid jub weg

- Children are also introduced to tricky words. These are the words that cannot be read by decoding sounds and they must be learnt to read on sight.

the to no go l

Phase 3



qu	quick	ai	wait	oo	moon	oi	soil
ch	chop	ee	meet	ar	car	ear	hear
sh	shop	igh	light	or	corn	air	hair
th	thick	oa	goat	ur	burn	ure	pure
ng	ring	oo	book	ow	cow	er	term

he she we me be was

you they all are my her

Phase 4

- ◉ In Phase 4 children will learn to read and write polysyllabic words e.g. computer, shampoo.
- ◉ They will learn to read and write words with adjacent consonants
 - CVCC tent pink
 - CCVC crab plan
 - CCVCC crept shrimp

said have like so out

do some come were what

there little one when



Phase 5

ay	day	ir	girl	ew	new	i_e	like
ou	out	ue	blue	oe	toe	o_e	home
ie	tie	aw	saw	au	launch	u_e	rude
ea	eat	wh	when	a_e	make		
oy	toy	ph	photo	e_e	these		

*a_e, e_e, i_e, o_e and u_e and known as split digraphs

pie – pine

toe – tone



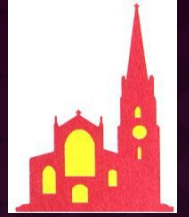
Phase 5 Continued



oh	asked	again	because
their	could	thought	different
people	should	through	any
Mr	would	work	eyes
Mrs	water	mouse	friends
looked	where	many	once
called	who	laughed	please

Phase 6

- ◎ Phase 6 focuses on spellings and learning rules for spelling alternatives. Children learn rules for making words plural and past tense.



Support at Home

- ⦿ Help children learn the sounds using their sound books. Talk to them about sounds they can hear at the beginning and end of words.
- ⦿ Encourage children to blend the sounds in their Reading book. You may need to keep modelling this.
- ⦿ Help your child learn tricky words using the flash cards.



Reading Ramble



- ⦿ Reading Rambles were introduced at S.P.C.E.D.S. two years ago.
- ⦿ They have helped children become more excited about reading and allow us to provide personalised challenges for children.
- ⦿ Adults in school will write in the Ramble each time a child has read at school.
- ⦿ Please do the same at home.

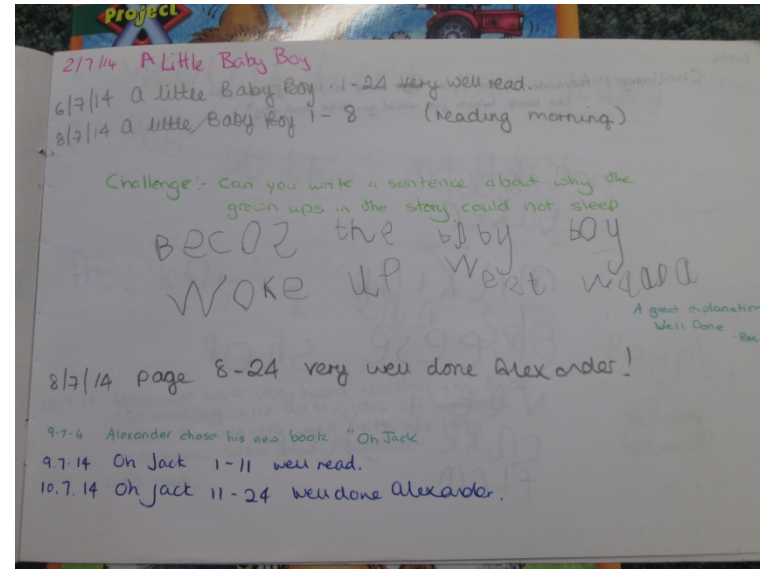
How to fill in your child's Reading Ramble

Date

Title of book

Comment

Sign



Remember to discuss events in the story as you read. Ask questions such as –

- ◉ Why do you think they did that?
- ◉ What might happen next?
- ◉ What would you have done?
- ◉ Did you like the story? Why?



Ramble Challenges



⦿ Adults in school will set your child a weekly 'Ramble Challenge' to complete at home. Additional challenges can be set by parents. Ask staff for help if unsure.

⦿ Possible Challenges –

- Draw and label something from the story
- Talk about your favourite part
- Make something relevant to the story
- Write a list of words with a certain sound
- Write a description of a character

*if children are 'writing' in their Ramble, allow them to attempt to write in their own words (even if it not legible). After ask them what they have written and write their words.

Reading Books



- Library books and picture books will be used to develop children's storytelling and comprehension skills.
- Children will choose a their own reading book from a selection within the appropriate stage.
- We ask that children read at home and Rambles are signed at least two times a week.
- Books will be changed when staff in school feel a child has 'mastered' the book to the best of their ability. This includes being able to read the words and also being able to discuss the events and tell the story in their own words.

Other ways to support at home..

Spelling Books

- Each child will be given a spelling book to keep in their book bag. Staff will highlight the tricky words which children are learning to spell in school. Children can use the book to practice writing the words.

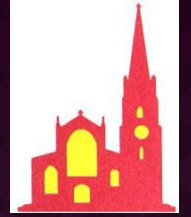
Word Cards

- Children will receive word cards in their book bags. These contain tricky words (yellow) and decodable words (white) which children can practise reading at home.

Keep us updated with how your child is doing with the above by writing in their Reading Ramble.



S.P.C.E.D.S Handwriting Script

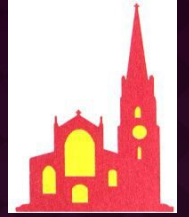


a b c d e f g h i

j k l m n o p q r

s t u v w x y z

FS2 Reading Morning



- Every Friday morning you are invited to come into school with your child to share a book in the classroom
- 8:30–8:50
- We hope you will be able to join us!

Don't forget...

- Reading should be fun for both children and parents.
- A fun ten minutes is more valuable than a difficult half an hour.

Thank you for coming. Feel free to come and ask us any questions you may have and take a look at some resources and games used in school

