

Early Reading and Writing at Aston St Mary's Primary School

At Aston St Mary's School, children are taught to read and write through daily phonics session. By the end of reception, children are expected to meet the following early learning goals for reading and writing.

- **Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
- **Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Throughout reception, teachers follow the 'Letters and Sounds' sequence and use 'Supersonic Phonics' activities to teach phonics in a fast paced, interactive and engaging way through a range of games, songs and rhymes. We also use the 'Jolly Phonics' songs and actions. Alongside the discreet daily teaching of phonics, teachers plan a rich and varied environments indoors and outdoors to support children's communication, language and phonic skills.

Every child in Reception is taught phonics daily at their appropriate level. Children will be ready to progress to each stage at different ages and teaching is organised to best meet individual children's needs. This may mean that your child is not always working with children in the same year group. There are several phonics phases which the children work through at their own pace.

In EYFS we teach phases 1,2,3 and 4.

Phase 1 - Phonological Awareness

Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language

There are 7 aspects.

- A1 – Environmental
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Aural blending and segmenting.

Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: **the, to, go, no.**

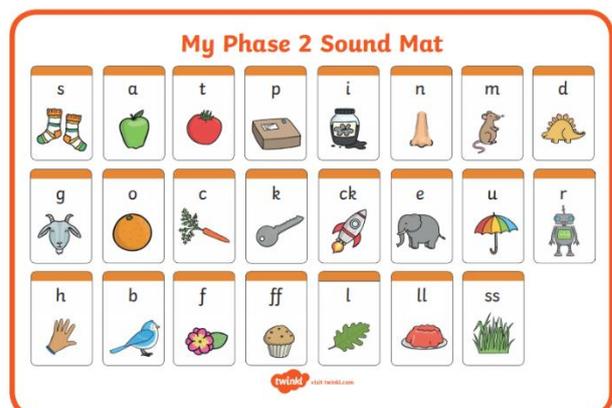
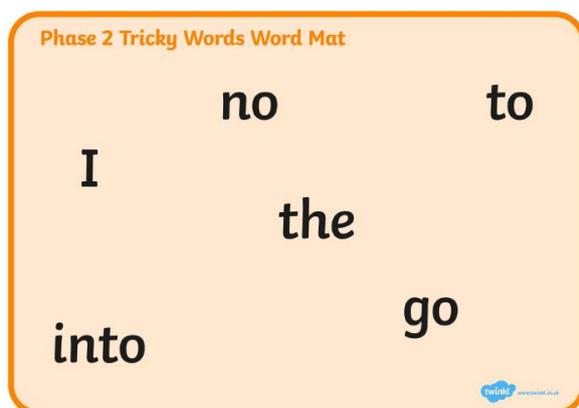
Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)



Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

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

Phase 3 Tricky Words

he	she	we	me
be	you	all	are
her	was	they	my



My Phase 3 Sound Mat

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



*Pure

Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 4 Tricky Words

said	have	like	so	do
some	come	little	one	were
out	what	when	there	



Glossary of terms used with the children during phonics sessions

Phoneme – the smallest unit of sound in speech e.g. 'hat' has 3 phonemes

Grapheme – a written letter or a group of letters representing one sound e.g. sh, ch, igh

Grapheme/phoneme correspondence – matching a written letter, digraph or trigraph to a spoken sound

Blend – to draw individual sounds together to pronounce a word e.g. t-r-a-p blended together reads 'trap'

Segment – breaking words into individual sounds or syllables

Consonant – a letter in the alphabet that is not a vowel

Vowel – the letters 'a, e, i, o, u'

CVC – a word that is comprised of consonant – vowel – consonant e.g. cat

Aural blending – hearing the individual sounds in the spoken word and blend in the order in which they are said to pronounce the word

Digraph – two letters that make one sound e.g. ch, th, sh, ee, ai

Trigraph – three letters that make one sound e.g. igh, ear, air

'Tricky Word' – a word that is not phonetically plausible e.g. 'the'

'Alien word' – a nonsense word e.g. 'pid'

Alternative Phoneme – the same written representation of a sound can make a different sound e.g. 'ea' as in 'head' and 'sea'

Alternative Grapheme – one phoneme can be represented by different graphemes e.g. 'ie' in 'tie' and 'igh' in 'night' and 'time'

Split digraph – a normal digraph that can be separated by another grapheme but still makes the same

sound e.g. 'ie' as in 'tie' or 'i-e' as in 'time'.