

Welcome

Phonics Meeting for Foundation and Key Stage 1 Parents

30.09.2020

Aims of this session



- ❖ Expectations
- ❖ Knowledge of the Screening assessment
- ❖ Understanding terminology
- ❖ Identifying phonemes
- ❖ Blending and segmenting
- ❖ How you can support at home

To ensure that you pronounce the sounds correctly, please watch the video below.

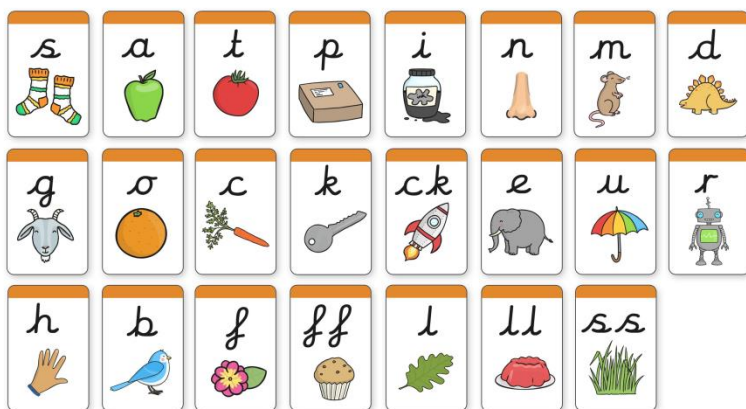
<https://www.youtube.com/watch?v=lwJx1NSineE&feature=youtu.be>

Expectations

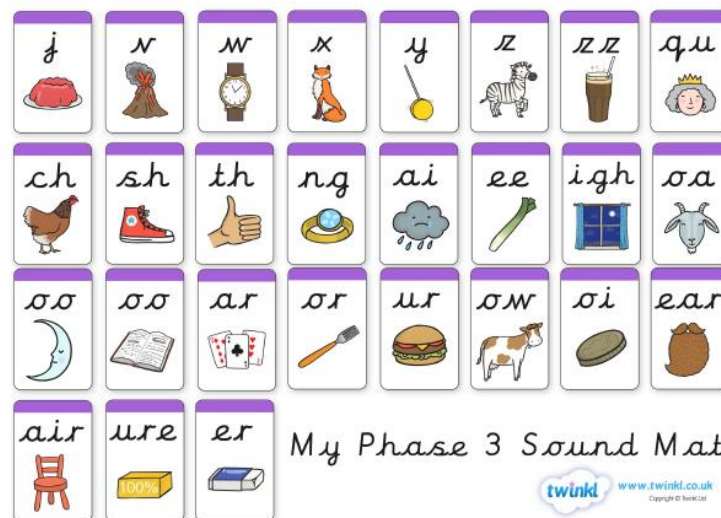
- Phase 1
- Phase 2
- Phase 3 and 4
- Phase 5
- Phase 6
- Phase 1 from Nursery and alongside other Phases
- Foundation Stage up to 6 weeks
- Foundation Stage between 16 to 18 weeks
- Throughout Year 1
- Throughout Year 2

Phonics progression

❖ In Foundation Stage children are expected to cover Phases 2-4.


























My Phase 4 sound mat



My Phase 3 Sound Mat

Phonics progression

❖ In Year 1 children are expected to cover Phase 5. This includes the different sounds different letter combinations can make and the different ways sounds can be written. We investigate the rules that fit common spelling patterns e.g. ay is usually the end of a word but a-e is usually in the middle.

ay  crayon	ou  cloud	ie  tie	ea  bead	oy  boy	ir  girl	ue  glue	ue  queue
aw  saw	wh  whistle	ph  elephant	ew  pew	ew  screw	oe  toe	au  haunted	ey  monkey
a-e  snake	e-e  sphere	i-e  slide	o-e  bone	u-e  flute	u-e  cube	Phase 5 Sounds  www.twinkl.co.uk	

The Phonics Screening

It is a national test taken by all Year 1s, during the week beginning 7th June 2020.

As the current Year 2s missed theirs, it will be administered during November instead.

It has to be carried out by a qualified teacher that the children are familiar with.

50% real and 50% alien words (to check recognition of phonic sounds and ability to blend)

It gets progressively more difficult.

We send results to Local Authority and then Government issues the pass mark afterwards, which has previously been 32/40. You are notified after we know.

Schools are moderated every 3 years.

Retakes happen in Year 2.

Real words

shed

long

soil

chart

river

diving

beehive

midnight

Alien words

dack



chob



nurt



queet



plap



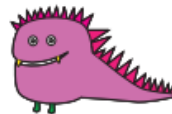
froin



melp



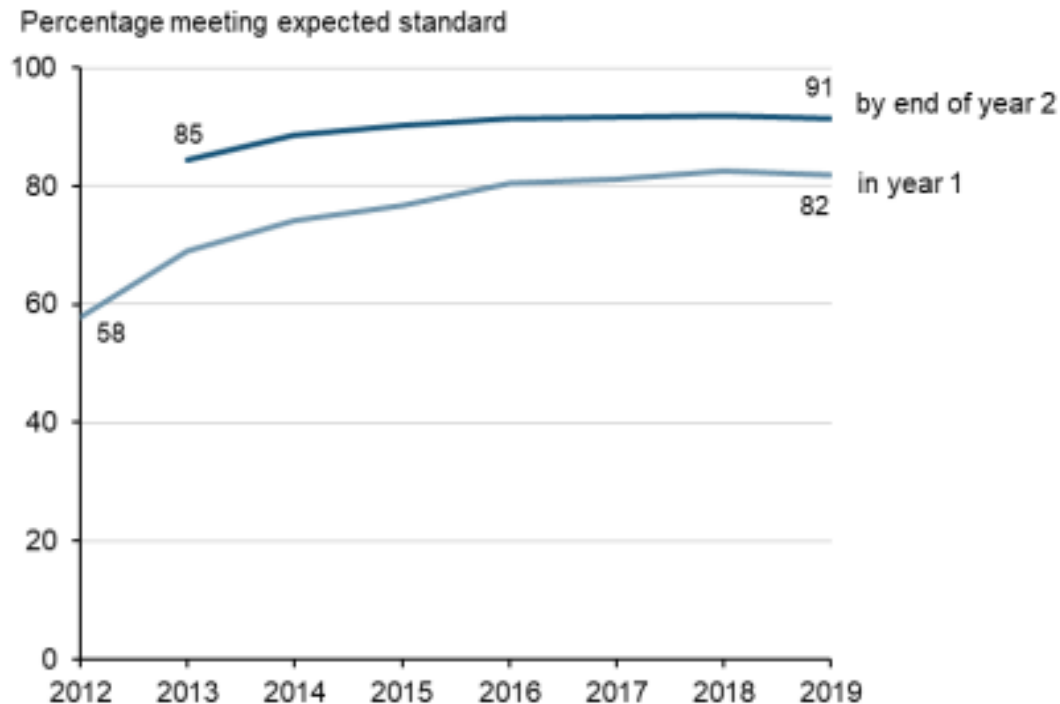
heent



These statistics cover the attainment of pupils in the 2019 phonics screening check.

St Teresa's pass rate in Year 1 was 95% and Year 2 retakes were 100%

The percentage of year 1 pupils who met the expected standard in phonics fell slightly



82% of pupils met the expected standard in phonics in year 1, down by 1 percentage point² compared to 2018.

91% met the standard by the end of year 2, down by less than half a percentage point compared to 2018.

This means that over a four year period the proportion meeting the standard in year 1 and by the end of year 2 has been broadly stable.

Terminology

Phoneme – the smallest unit of sound e.g. B, m, ai ,ee

Grapheme – how the sound is written e.g. igh = i

Digraph - where two letters represent a single sound e.g. ss, ll, ff, sh, ch, ue, qu.

Trigraph – where three letters make a single sound e.g. igh, ure.

Split digraphs – a-e as in cake, (used to be called 'magic e')

Segmenting – sounding out individual phonemes

Blending- Putting the sounds together to read the word

Alien words – are made up words used to confirm whether pupils have learnt phonic decoding to an appropriate standard.

Practising at home

Make reading part of everyday family routines. Exposing children to a wide range of written styles is helpful, anything from fairy tales and poems to emails, advertising slogans and road signs.

Need experience of flash cards e.g. 'igh' in flight etc.

Phonics play and Twinkl have games and resources.

Opportunities to **find the grapheme** hiding in words.

Blend, think and say when reading

Phoneme fingers or buttons when spelling.

Alien words. Try drawing funny alien pictures with your child and make up names for them. Use some of the sound combinations your child is covering in school within the names that you create.

Encourage your child to sound out the word even though it does not make sense. This will help them feel more confident when faced with made up words in the test.

Resources

Useful websites:

https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw

<https://www.spellingshed.com/en-gb/>

<https://epicphonics.com/>

<http://www.twinkl.co.uk/search>

<http://www.phonicsplay.co.uk/freeIndex.htm>

<http://www.ictgames.com/helpAHedgehog/index.html>

www.mrthorne.com

<http://www.teachyourmonstertoread.com/u/207781>

<https://www.topmarks.co.uk/Search.aspx?q=phonics>

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-5>

<https://m.youtube.com/watch?v=dBiLe8nrnig>

<https://www.youtube.com/channel/UCTcZnvuTeovIznioLRo0GOA>

Little and often is the best way to help your child.



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Reading



Reading requires 2 skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding and Comprehension

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.





What to do if your child is stuck?

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
 - What is the text about – what might fit here?
 - Does it sound right?
 - Look at the picture. Does it help?

St Teresa's Catholic Primary Academy

The Whole Reader...

Focus	
<p>To decode text for meaning – reading the words and understanding what they mean. Beginning inference</p>	<p>KS1</p> 
<p>To retrieve information</p>	<p>Lower KS2 yrs3&4</p>
<p>To deduce, infer or interpret information, events or ideas from texts</p>	
<p>To consider the structure and organisation of the text</p>	

National Curriculum: Year 1

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of
understanding.

They will do this by frequently listening to:

stories;

poems;

information texts;

texts that they cannot yet read for themselves.

By reading with an adult, children can also be shown the processes of finding information within a book, such as the use of contents or index pages.

National Curriculum: Year 2

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

While in year 2, children must add to this by learning about **cause and effect** in:

narrative texts, e.g. What has prompted the character's behaviour in this story?

non-fiction texts, e.g. Why are certain dates commemorated annually?



This skill requires deep thinking and is easier for some children than others.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

These are the different areas of comprehension that we will work on in KS1. On the next few pages, you will find examples of questions that children will attempt in Year 2.



Vocabulary Victor



Rex Retriever



Predicting Pip



Inference Iggy



Sequencing Suki

Vocabulary

15

Look at the section headed: **Re-use**

Find and **copy** the word that means the same as "given away".

7

Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

☐

a feeling.

☐

a thought.

☐

an adventure.

☐

8

Find and **copy two** words that describe how scared the king was.

1. _____

2. _____

9

Find and **copy one** word which tells you that Monster was not feeling well in the boat.

17

my neck hides in a scarf

What does this mean?

Tick **one**.

The child's neck
is hurting.

☐

The child's neck
is covered.

☐

The child is playing
hide and seek.

☐

The child's
scarf is lost.

☐

17

Draw lines to match the words below to their meaning.

words

Re-use

Reduce

Recycle

meanings

use the same thing
more than once

turn an object into
something else

use less of
something

Developing Inference

- 4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

☐

dropped.

☐

picked up.

☐

broken.

☐

- 14 Give **two** things the greedy man does that tell you he could not wait for the seed to grow.

1. _____

2. _____

- 15 Why did the greedy man start *clapping his hands in delight*?

- 18 Put ticks in the table to show which sentences are **true** and which are **false**.

One has been done for you.

The information says that...	True	False
recycling is a good way to get rid of unwanted plastics.	✓	
we should use more things made of plastic.		
today we use plastics a lot.		
plastic is hard to get rid of.		
plastics rot.		

- 15 How can you tell that it was late when Monster and Frog woke up?

Making Predictions

What do you think Lancelot is going to say?

How do you think the story will end?

14

Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

That was fun, Mum. Can you do it all over again?

☐

That was so scary. I never want to do it again!

☐

That was really boring, Dad.

☐

That was great, Dad. Let's do it again!

☐

Retrieval skills

- 12 Tick to show what jesters and servants did in the castle. The first one has been done for you.

	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		

- 10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

☐

any shape.

☐

grown.

☐

eaten.

☐

many colours.

☐

- 1 Who might be interested in reading this poster?

- 20 Draw **three** lines to describe oceans, lakes and rivers.

oceans



bodies of fresh water



lakes



moving fresh water



rivers



large areas of salt water



- 4 Give **two** jobs that the worker ants do.

1. _____

2. _____

Sequencing skills

18 Look at the whole story.

Number the sentences 1 to 5 to show the order that they happen in the story.

The first one has been done for you.

The farmer became rich.

The two neighbours saw a wounded bird.

The greedy man broke a bird's wing.

The farmer picked up the wounded bird.

The greedy man climbed up the vine.

9

Draw **three** lines to show where Molly was playing on each day.

Monday



garden



Tuesday



living room



Wednesday



bedroom



Comprehension

Q1: Who is standing on a rock?

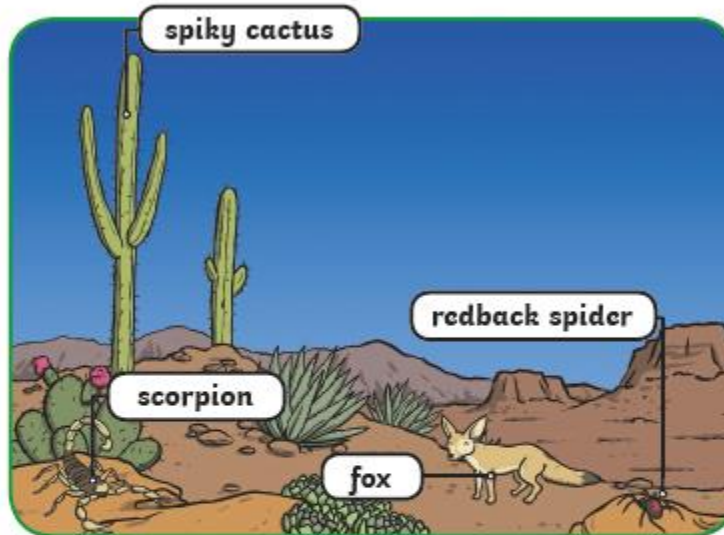
Tick **two**.

desert fox ☐

scorpion ☐

spiky cactus ☐

redback spider ☐



Q2: Which word describes the cactus?

Tick **one**.

desert ☐

spiky ☐

redback ☐

flower ☐



Q3: Why do you think it is called a 'redback' spider?
Answer with a full sentence.



Q4: Who has a tail that can sting you?
Answer with a full sentence.



Comprehension

A Pirate's Life For Me

4 Thursday 6th June, 1708

15 Today has been a rough day at sea. The waves have
25 been as tall as mountains and have been crashing onto
35 the deck as loud as thunder. The harsh winds have
45 torn down the Jolly Roger (our pirate flag) and have
54 ripped the sails. The rigger has spent all afternoon
63 repairing the damage and the cabin boys have been
74 fixing the masts so that they will last the night. The
82 quartermaster told me today that our supplies are
93 running low. We are close to running out of food and
103 we are starting to get scurvy because we have not
113 had enough vitamins. We hope that our bad luck will
115 change soon.

118 Over and out,
120 Captain Longworth.



Quick Questions



1. What do you think might happen to the pirates next?



2. How is Captain Longworth feeling about being on the pirate ship? Give a reason.



3. What is the Jolly Roger?



4. Find and copy a word from the text which means the same as 'ripped'.

Reading by the end of Year 2

- Reading with expression
- Answering written comprehension questions (reading the text AND the questions independently)

