

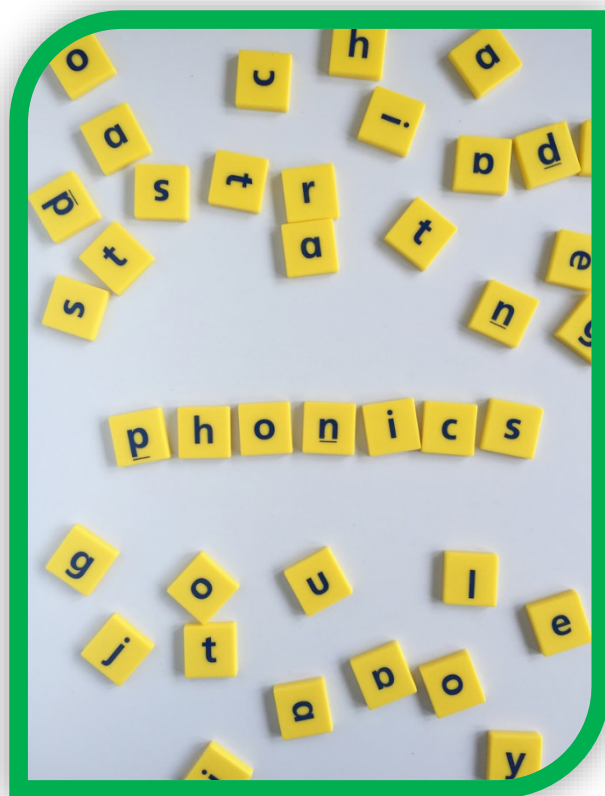


Alexandra

Primary School

Aspire, Perform, Succeed

Phonics at Alexandra Primary School



Reception Phase 4



A guide to Reading at APS

At Alexandra Primary School we see reading as an integral part of the school curriculum that impacts on all learning. We use children's literature to support and develop high quality learning and a whole school love of reading. We value the importance of being a confident reader and want children to enjoy reading a wide range of different books.

Children develop the skills for reading through the teaching of the '8 reading strategies'. This includes the application of phonic knowledge and skills and how the strategies are used to achieve reading for meaning. Systematic synthetic phonics is a way of teaching children to read and spell through the units of sounds in words.

Reading at home

Your child will bring two reading books home each week as well as a story book. Please keep your child's books in their book bag and return them to school daily. This is because the day your child changes their books will vary. One of the reading books will be the book that your child has read in school with a member of staff. The reading books follow the same sequence as our teaching. They are fully decodable and match your child's current phonic knowledge.



An Introduction to Phonics

At Alexandra Primary School we offer high quality daily phonics sessions following our APS phonics progression programme.

The programme has 5 phases which are taught through Nursery, Reception and Year 1. This leads on to spelling strategies in Year 2. Phonics teaches children to read and spell by using the sounds a letter or a group of letters make. This unit of sound in a word is called a phoneme. Children will learn to blend through sounds (phonemes) to read a word and segment the sounds (phonemes) that they can hear in a word to spell.

Our reading books match the phonics teaching sequence so that your child can apply their phonic knowledge to reading all of the words in the books that have been carefully matched to their knowledge.

Your child will now focus on applying their Phase 2 and 3 knowledge to more complex words in Phase 4.



A guide to Phase Four

Children entering Phase Four will be able to represent each of 42 phonemes (sounds) by a grapheme (letter or group of letters), and be able to blend phonemes to read and spell words. Children will also be able to read a range of high frequency and tricky words.

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. This means reading and spelling more complex words using the knowledge that they already have.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal.

Throughout this phase children will be given opportunities to read and write sentences containing a range of words.



Stage	Description
1	<p>Practise reading and spelling CVCC (consonant, vowel, consonant, consonant) words. For example:</p> <p>went, help, just, wind, felt, link, best, bank, milk, fact, chest, bench, thank, shift, think, softest, helper, sandpit</p> <p>Sentence example: Fred and Bret spent a week in Spain.</p>
2	<p>Practise reading and spelling CCVC (consonant, consonant, vowel, consonant) words. For example:</p> <p>stop, flag, gran, grip, start, flair, crash, speech, floating</p>
3	<p>Practise reading and spelling words with adjacent consonants. For example:</p> <p>green, steep, clown, brown</p>
4	<p>Continue practising reading and spelling words with adjacent consonants. For example:</p> <p>growl, smart, brush, spring, blank</p>
Tricky words	<p>A 'tricky' word should be read by sight rather than by applying phonics to sound it out.</p> <p>some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>



High frequency words	<p>These are common words that your child will have lots of opportunities to read in books. Automatic reading of these words will increase their reading speed and fluency.</p> <p>went, it's, from, children, just, help</p>
Websites	<p>https://www.oxfordowl.co.uk/for-home/reading/building-on-reading-skills-ages-5-6/</p> <p>http://www.letters-and-sounds.com/phase-4-games.html</p>



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