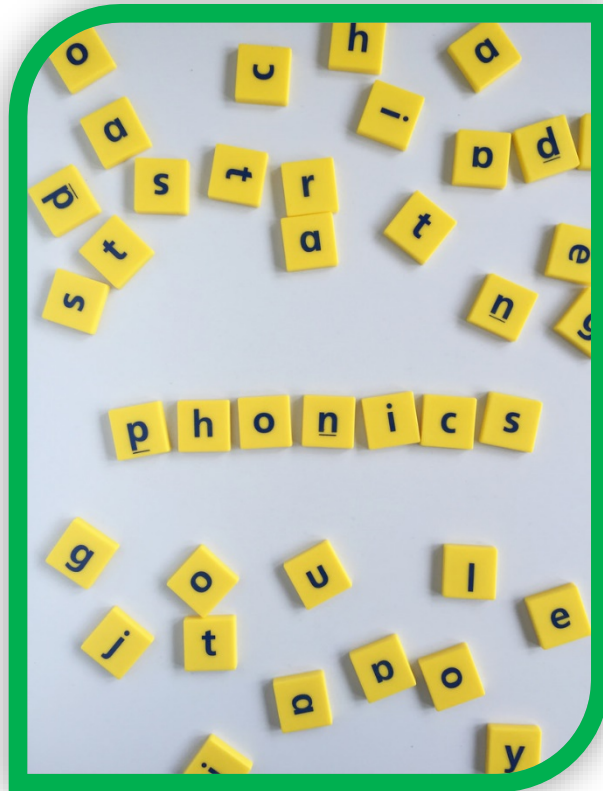




Alexandra
Primary School

Aspire, Perform, Succeed

Phonics at Alexandra Primary School



Reception Phase 2



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, this will be named in your child's reading record book. 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 focus on Phase Two and Three of the phonics programme during their time in Reception.



A guide to Phase Two

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally.

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 words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

They will also learn to read some high-frequency words and 'tricky' words, also known as common exception words. Children may not be able to apply their phonic knowledge to read all parts of these words. Lots of exposure to these words will support them to recognise and read them automatically.

Children will have a daily phonics session. During each session the children are taught a new sound (phoneme). They will all revisit previously learnt letters and sounds. The children will then have the opportunity to practice and apply the skills learnt by reading and writing. This will often be as part of a game or purposeful experience.



Set of letters	Description
Set 1	s a t p Now that the children have learnt these letters and their sounds they will be able to apply this knowledge to read and spell a few words - <i>at, sat, pat, tap</i> . If your child can not yet hear all of the sounds that make up a word try focusing on the initial sound.
Set 2	i n m d As your child's knowledge of letters and sounds increases they will be able expand the amount of words they can try to read. You can practice this at home daily with your child's reading book.
Set 3	g o c k Your child can now apply their phonic knowledge to read and spell words like <i>tag, top, dog, dig, map, kit, cot</i> etc.
Set 4	ck e u r Throughout Phase Two reading and spelling will be modelled to your child. Now that your child has nearly learnt all of the 19 Phase Two sounds they will be given lots of opportunities during lessons and while learning independently throughout the environment to read and write captions. Here are a few examples: <i>pat a dog, pots and pans, a tin can, a dad and a nan</i>



Set 5	<p>h b f, ff l, ll ss</p> <p>The final set of letters also introduces two letters making one sound. Try sounding out these words with your child - <i>huff, hill, mess</i>.</p>
Tricky words	<p>A 'tricky' word should be read by sight rather than by applying phonics to sound it out.</p> <p>I, go, no, to, the , into, put</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><i>had, an, back, to, as, and, at, get, no, if, big, in, him, is, his, it, not, of, got, off, up, on, mum, can, but, dad, put</i></p>
Websites	<p>https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/</p> <p>http://www.letters-and-sounds.com/phase-2.html</p>



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