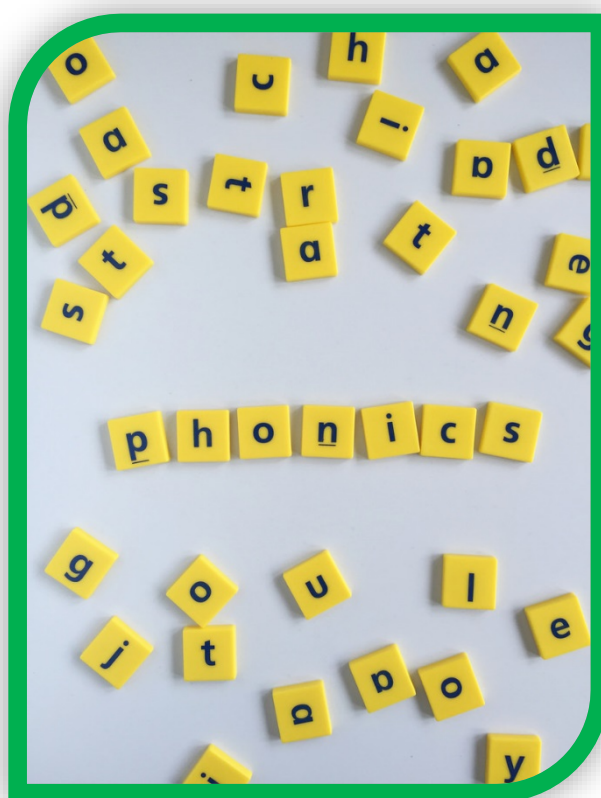




Alexandra
Primary School

Aspire, Perform, Succeed

Phonics at Alexandra Primary School



Year 1 Phase 5



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 book to share with you from the library. Please keep your child's books in their book bag after reading at home and return them to school daily. This is because the day your child changes their books could 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 recorded in your child's reading record. 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 Five of the phonics programme during their time in Year 1, they will revisit areas of Phase Five in Year 2 before moving onto spelling strategies.



A guide to Phase Five

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.



	Description
Autumn Term	<p>Recap Phase 4 - Practice reading and spelling of CVCC and CCVC words. For example - tent, band, clap, slid.</p> <p>Learn new graphemes for reading: ay, oy, wh, ou a-e, ir, ph, ea ie, ue, aw, e-e zh, ew, oe, i-e au, o-e, u-e</p> <p>Learn alternative pronunciations for: i, o, u, a, c, g, y Examples: i - fin / find o - hot/ cold u - but / put a - hat / what c - cat / cent g - got / giant y - yes / by</p>
Spring Term	<p>Learn alternative pronunciations for: i, o, u, c, g, y, zh, ch, ow, ou, ie, ea, ou, a, y Examples: i - fin, find o - hot, cold u - but, put c - cat, cent g - got, giant u - yes, by zh - vision, visual, beige, measure ch - chin, school, chef</p>



ow - cow, blow
ou - out, shoulder
ie - tie, field
ea - eat, bread
ou - could, out, you
a - hat/what
y - very

Learn alternative spellings for phonemes:

/ai/ spelt ay, a-e

/c/ spelt ck, k

/ee/ spelt ea, e-e

/f/ spelt ph

/ee/ spelt ie

/oa/ spelt ow, oe

/igh/ spelt ie

/oa/ spelt o-e

Example - all of these words as using the same unit of sound (oa) but are using a different spelling to represent the same sound: **goat, blow, toe**



Summer Term	<p>Learn alternative spellings for phonemes:</p> <p>/oi/ spelt oy /or/ spelt aw /ar/ spelt a /v/ spelt ve /ear/ spelt ere /w/ spelt wh /air/ spelt are /or/ spelt au /air/ spelt ear /or/ spelt ore /ur/ spelt ir /ch/ spelt tch /e/ spelt ea /ur/ spelt er /ng/ spelt kn /ow/ spelt ou</p>
Tricky words	<p>A 'tricky' word should be read by sight rather than by applying phonics to sound it out.</p> <p><i>oh, their, people, Mr, Mrs, looked, called, asked, could</i></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>don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put</i></p>
Websites	<p>https://www.oxfordowl.co.uk/for-home/</p> <p>http://www.letters-and-sounds.com/phase-5-resources.html</p>



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