

Teacher Reading Knowledge Organiser

I'm at the beginning

In reading phonics knowledge and skills are used to decode words and to respond speedily with the correct sound to graphemes for all 44 phonemes, including alternative sounds for graphemes.

An independent review by Jim Rose confirmed that 'high quality phonic work' is the first steps in teaching children how to read and spell words.

Phonics stages

Phase 1	Seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending (putting sounds together to make a word - for reading) and segmenting (splitting a word up into its separate sounds - for spelling).
Phase 2	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase 3	The remaining 7 letters of the alphabet, one sound for each. Graphemes (written sounds) such as ch, oo, th representing the remaining phonemes (spoken sounds) not covered by single letters. Reading captions, sentences and questions.
Phase 4	Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase 5	Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing them.
Phase 6	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Keep it easy and fun!

Remember the aim of using phonics is to get the child reading as quickly and as easily as possible so they can enjoy reading for pleasure and develop a lifelong passion.

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Key Language & Terminology

Decoding - the ability to apply knowledge of letter-sound relationships, including letter patterns and to be able to correctly pronounce written words through blending.

Blending - the merging of phonemes together to pronounce a word.

Segment/Segmenting - hearing and saying the individual phonemes within words. In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme, eg sh i p = ship.

Graphemes - a letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh.

Phonemes - the smallest unit of sound in a word.

Vowel digraph - a digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar

Constant digraph - two consonants which make one sound. E.g. sh, ch, th, ph

Digraphs - two letters representing one phoneme.

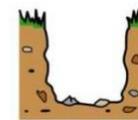
Split Vowel digraphs- two letters, which work as a pair to make one sound, but are separated within the word. E.g. a-e as in make or late; i-e as in size or write.

Trigraphs - three letters representing one phoneme. E.g. ear air ure igh dge tch

CVC - abbreviations used for consonant-vowel consonant, describes the order of sounds.



tip
... .



pit
... .



play
... _ .



fright
... _ .

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Phase	Knowledge
1	<p>Phase 1 of letters and sounds focusses on developing a child's speaking and listening skills. The main aim is to get children tuned into the sounds around them and ready to begin oral segmenting and blending skills.</p> <p>The phase is split into 7 aspects.</p> <p>Aspect 1 - Environmental sounds</p> <p>To raise a child's awareness of the sounds around them and to develop listening skills. Activities include going on a listening walk, drumming on different outside objects and comparing the sounds, listening to recorded everyday sounds and using shakers.</p> <p>Aspect 2 - Instrument sounds</p> <p>To develop a child's awareness of sounds different instruments make. Activities include; playing different instruments, matching sounds and making loud and quiet sounds.</p> <p>Aspect 3 - Body Percussion</p> <p>To develop a child's awareness of sounds and rhythms. Activities include; singing songs and action rhymes, listening to music and developing sound vocabulary.</p> <p>Aspect 4 - Rhythm and Rhyme</p> <p>To develop an appreciation and experience of rhythm and rhyme in speech. Activities include; rhyming stories, clapping out the syllables in words and rhyming bingo.</p> <p>Aspect 5 - Alliteration</p> <p>To focus on the initial sounds of words with activities including I-Spy and matching objects which begin with the same letter.</p>

Aspect 6 - Voice Sounds

To raise an awareness of vocal sounds and prepare for segmenting and blending orally. Here an adult will start to use letter sounds (phonemes) with the children so they become more familiar with how to break down a word.

Aspect 7 - Oral segmenting and blending

This is the introduction of a skill that is used continually throughout phonics in all phases. Children begin by repeating the adult segmenting and blending simple words.

2

In Phase 2, sounds are introduced one at a time.

Are you clear that every child in Year 1 can recognise and say the sound of the phoneme?

A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds **s-a-t** to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Set 1: s a t p at, a, sat, pat, tap, sap, as

Don't forget when moving onto and past **set 2**, recap on previous phonemes and use words that feature the previously learnt letters.

i *it, is, sit, sat, pit, tip, pip, sip*

n *an, in, nip, pan, pin, tin, tan, nap*

m *am, man, mam, mat, map, Pam, Tim, Sam*

d *dad, and, sad, dim, dip, din, did, Sid*

Set 3

g *tag, gag, gig, gap, nag, sag, gas, pig, dig*

o *got, on, not, pot, top, dog, pop, God, Mog*

c *can, cot, cop, cap, cat, cod*

k *kid, kit, Kim, Ken*

Set 4 introduces four new graphemes and for the first time, some of the suggested words contain two syllables, such as *pocket, sunset* etc., which some young children might find too difficult at this stage. Choose words suitable for the ability of each child.

Two "tricky words": **the** and **to**.

ck *kick, sock, sack, dock, pick, sick, pack, ticket, pocket*

e *get, pet, ten, net, pen, peg, met, men, neck*

u *up, mum, run, mug, cup, sun, tuck, mud, sunset*

r *rim, rip, ram, rat, rag, rug, rot, rocket, carrot*

Set 5 the introduction of double letters making one phoneme.

New "tricky" words: **no**, **go** and **I**.

h *had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug*

b *but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit*

f, ff *of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat*

l, ll *lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop*

s, ss *less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot*

When each session is taught teachers should include a recap, new phoneme, word reading, tricky words and finish with a sentence including both pre-taught phonemes and tricky words as well as the new phonemes of the week.

3

When reaching Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the next twelve weeks, twenty-five new graphemes are introduced (one at a time). Digraphs with different letters and trigraphs are introduced during this phase.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Please ensure that every phonics session follows this delivery model:

Revisit and review - this might be the digraph/trigraph from the previous session or previously taught tricky word. A time to check any misconceptions or difficulties to repeat.

Teach - introduce the new phoneme. This needs to include the children repeating the phoneme out loud, writing the phoneme letters (this could be in the air, on the floor with chalk or on wipe boards) and whole group practising of segmenting and blending the new phoneme in words.

Practise - give the children time to practising using the new digraphs. This might be through reading words in pairs or independently, playing games involving the new phoneme, word bingo or thinking of words that feature the new phoneme.

Apply - read or write a sentence including the new phonemes. These needs to include; previously taught tricky words, digraphs/trigraphs already learnt and reminders about punctuation.

New 'tricky' words to be introduced in this phase:

- he
- she
- we
- me
- be
- was
- you
- they
- all

- are
- my
- her

4 Phase 4 is a recap of the learning which has previously taken place. It allows children to consolidate their knowledge of phase 3 before moving to phase 5. The time spent on this phase is dependent on the children's needs and is typically used on a Friday during Y1 to recap phase 3. Please check on a 1:1 for all children that require further quality practise and ensure this takes place through the week.

5 In phase 5, children will learn alternative pronunciations for graphemes and new digraph variations. It is important these digraphs are taught alongside the phase 3 counterparts to avoid confusion. Children need to be told that these are alternative phonemes and do not replace the ones previously learnt. A larger emphasis on the words chosen must be applied to this phase to help support a child's spelling of words alongside the reading.

The phonics session must still follow this model:

Revisit and review - this might be the digraph/trigraph previous session or previously taught tricky word. A time misconceptions or difficulties to repeat.

Teach - introduce the new phoneme. This needs to children repeating the phoneme out loud, writing the (this could be in the air, on the floor with chalk or on whole group practising of segmenting and blending the new phoneme in words.

Practise - give the children time to practising using the new digraphs. This might be through reading words in pairs or independently, playing games involving the new phoneme, word bingo or thinking of words that feature the new phoneme.

ay	ou	ie	ea	
oy	ir	ue	aw	
wh	ph	ew	oe	au
a-e	e-e	i-e	o-e	u-e

from the
to check any

include the
phoneme letters
wipe boards) and

Apply – read or write a sentence including the new phonemes. These needs to include; previously taught tricky words, digraphs/trigraphs already learnt and reminders about punctuation.

New 'tricky' words to be introduced in this phase:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Sample: Answer sheet

KEY STAGE
1 Phonics

Screening check: Answer sheet

First name:

Last name:

Screening check requires: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Screened	Assessed	Comments	Word	Screened	Assessed	Comments
sun				cat			
bat				ground			
car				ring			
cup				type			
spack				orange			
churn				stunt			
kind				quinn			
ifound				quilt			
stop				the			
crack				slide			
top				mean			
quarter				phone			
also				stark			
spits				frank			
wash				strip			
chair				snake			
gill				hobby			
span				finger			
loan				caption			
hobby				nothing			

Total correct:

Guidance
Phonics screening check: structure and content of the check

Updated: 16 April 2019

Structure of the phonics screening check

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo words.

Section 1

- Page 1 Four pseudo words
- Page 2 Four pseudo words
- Page 3 Four pseudo words
- Page 4 Four real words
- Page 5 Four real words

Section 2

- Page 6 Four pseudo words
- Page 7 Four pseudo words
- Page 8 Four real words
- Page 9 Four real words
- Page 10 Four real words

All pseudo words in the check are accompanied by a picture of an imaginary creature. This provides a context for the child (barring the type of imaginary creature) to ensure that they are not trying to match the pseudo word to a word in their vocabulary.

Practice sheet: Pseudo words

ot

vap

osk

ect