

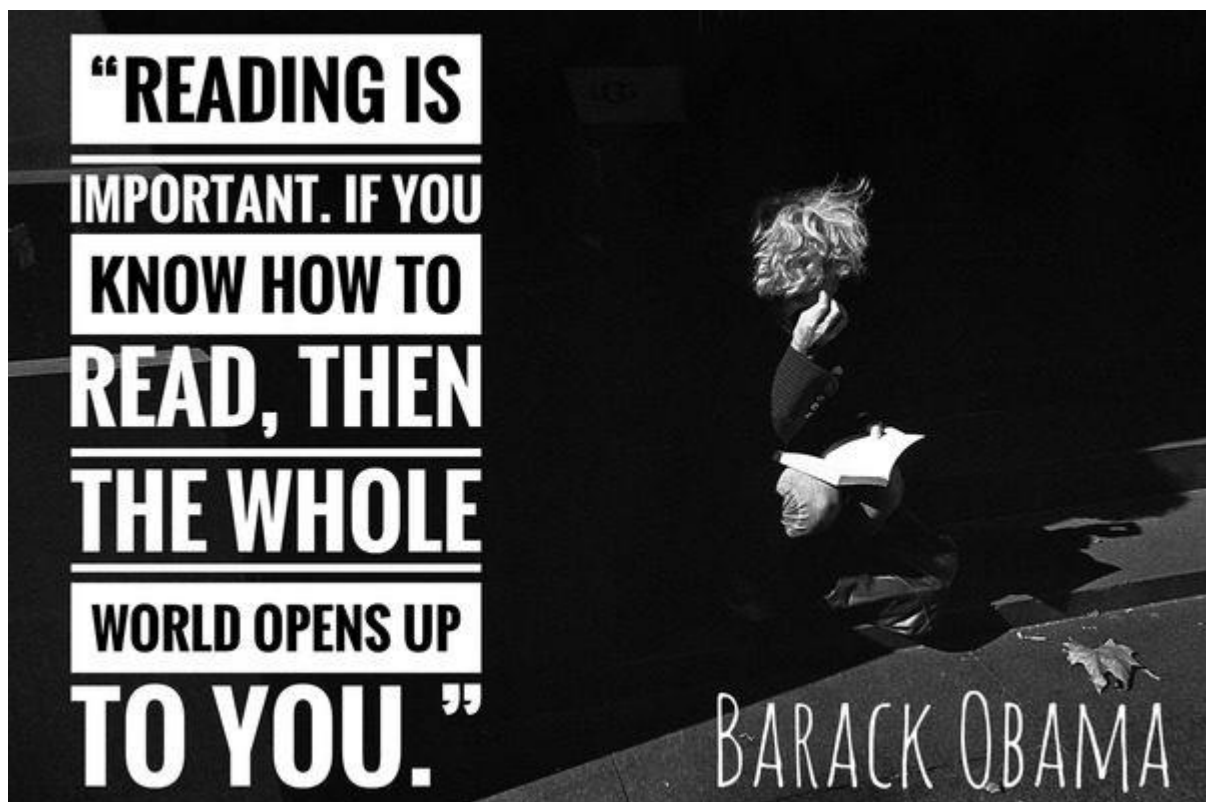


Phonics and Reading Guide for Parents September 2024

At Our Lady of Lourdes reading is at the heart of our school and central to our children's learning; it is also integral to the wide opportunities that we provide. We believe that all pupils can achieve their full potential in reading, both for pleasure and in their comprehension and understanding. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils' ability to make progress. We provide a curriculum that is literacy and language rich in order to open doors for our children's futures. We believe that through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils both to acquire knowledge and to build on what they already know.

Characteristics of a Reader

- Excellent phonics knowledge and skills
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read both for study and for pleasure.
- Extensive knowledge through having a rich and varied range of texts.



High quality phonics teaching is at the heart of early education, securing the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text and make the shift between learning to read and reading to learn. Reading is seen as a skill so essential to access the world around them.

In school we follow the **Sounds-Write** programme to teach phonics. We aim to ensure that all children are fluent readers by the time they leave KS1 and have a love and enjoyment of reading. All adults involved with teaching phonics have attended a 4-day training programme on the delivery of Sounds Write. Our reading scheme in Reception and Year One is entirely decodable, using Sounds-Write texts and Phonics Dandelion Readers.



How does the programme work?

The programme is designed to support children to learn that letters are symbols for sounds, so that when they see the letters:

<m> <a> <t> they say and hear /m/ /a/ /t/

The four key concepts the children learn are:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters
3. The same sounds can be spelled in different ways
4. The same spelling can spell different sounds.

The three key skills children need to master are:

1. Blending
2. Segmenting
3. Phoneme manipulation

We use phrases such as:

In this word...

If this was...this would be...

This can spell...what else can it spell?

Say the sounds and read the word.

Where should children be at this point?

Where are they going to next?

What sounds do children know?

How can I help at home?

There are lots *of* resources out there to support parents and carers.

Sounds Write website

<https://www.sounds-write.co.uk/>

Reception



Children in Reception begin with the Initial Code where they practice all 3 key skills while learning the 1:1 sound-spelling correspondence and securing their understanding of key concept 1.

This builds trust in a truly reversible system, enabling them to decode and encode a wide range of words and sentences.

At first, children learn to read and write simple on syllable words with a cvc structure. Complexity of word structure systematically builds up so that children apply their code knowledge to monosyllabic words with up to 6 sounds.

Initial Code

Unit	Skills	Knowledge	
		Core	Conceptual
1	CVC	a i m s t	Sounds can be represented by spellings with one letter
2	CVC	n p o	
3	CVC	b c g h	
4	CVC	d e f v	
5	CVC	k l r u	
6	CVC	j w z	
7	CVC	x y ff ll ss	Some spellings are written as double consonants
8	VCC and CVCC 2 consonants in final position 3- & 4-sound words	No new code.	The focus here is on teaching the skills to mastery level
9	CCVC 2 consonants in initial position 4-sound word		
10	CCCVC, CCVCC and CVCCC 3 adjacent consonants 5-sound words		
11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	Some spellings are written with two different letters

Initial Code App

It is called Initial Code by Sounds~Write Ltd. There is a free version of the app with some sample lessons and a full version available to buy too. The app offers a variety of activities to develop the skills of segmenting and blending, word reading and writing and some sentence reading and writing. The app has been designed to introduce the sound-spelling correspondences in the Initial Code of the Sounds~Write program.



Children in Reception will be read with and to on a daily basis using the phrases linked to the Sounds~Write program.

Top tips

- Choose a quiet time to read with your child
- Make the reading experience enjoyable
- Be positive
- Regular practice 'little and often'
- Talk about the books
- Expose children to a variety of different reading materials e.g. books, comics, magazines etc.

Recommended Reads for Reception

The Reader Teacher **Top 100 Recommended Reads for Reception**
www.TheReaderTeacher.com/Reception for ages 4-5+ **Poster**

The poster displays the following books (row by row, left to right):

- Along Come A Different
- AMAZING
- ASTRO GIRL
- SARAH THOMPSON'S WOBBLER
- The Best of Me
- The Wild Little Owl
- Dog Baby
- The BIG Book of WHY
- The Colour Monster
- A DARK, DARK TALL
- The Darkest Dark
- DAVE'S CAVE
- Shirley Hughes' DOGGER
- WAT AND DRAGON
- Do YOU LOVE BUGS?
- DRAGON POST
- A DRESS WITH POCKETS
- THE HOUSEHOLD HAS A BODY
- Feelings
- Find your HAPPY
- Forgetful!
- George and the World of Lunchtime
- GRANDPA'S ISLAND
- A GREAT BIG CUDDLE
- THE GRUFFALO
- Happy in Our Skin
- Hello, friend!
- HEY, YOU!
- Home
- HOOT OWL
- THE LION
- The Hug
- I AM BROWN
- I AM NEFERITI
- LEARN ONLY ABOUT WORMS
- In my Mosque
- I say OOH You say AAH
- JABARI JUMPS
- Katie Morago
- Kate's Heart Song
- Kind
- KING OF THE SWAMP
- KNUFFLE BUNNY
- LAST STOP ON MARKET STREET
- Leaf
- LEO AND THE OCTOPUS
- Let's Go!
- Light House Keeper's Lunch
- Like with a Sprink of Rain
- LION INSIDE
- Little One
- Little Red
- Little Red Riding Hood
- LOST - FOUND
- THE MISSING
- My Hair
- MY HAIR
- MY MUST-HAVE NUN
- MY SKIN YOUR SKIN
- my world, your world
- NEVER SNIFF A TOXIC BOOK
- NOCTURNAL INSECTS
- ODD DOGS
- OL FROG
- Only One You
- De Sola Hill
- THE PERFECT FIT
- PINK IS FOR BOYS
- My LGG
- Poodle Seat Belt
- POEMS OUT LOUD!
- Pumpkin Soup
- THE RABBIT THE DARK
- Runaway Pea
- Six Dinner Sids
- slow down
- Sing to Everyone
- STAR JAR
- AFIVA
- Sulwe
- That's Nice, Love
- TIGER IN THE GARDEN
- The Tiger Who Came to Tea
- Boys in Space
- TREE
- THE FAMILY
- We're Going to Find the MONSTER!
- What Happened to YOU?
- WHERE THE WILD THINGS ARE
- Wilbur
- Words are in my heart
- Would You Mother?
- Can't you be an Elephant?
- YOU CHOOSE
- YOU NEED to Chill!

Year One

Sometimes the smallest
things take up the most
room in your heart.

-Winnie the Pooh



Once the Initial Code has been mastered, children continue to practice all 3 key skills whilst learning Extended Code. Extended Code explores key concepts 2, 3 and 4. Learning of the Extended Code is a lifelong process as we all continue to develop our understanding of this code when we encounter new words! While learning the Extended Code children read and write monosyllabic and polysyllabic words at an age appropriate level.

Extended Code

Unit	Skills	Knowledge	
		Core	Conceptual
1	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words.	Sound /ae / 1st spellings	A sound can be represented by more than 1 spelling
2		Sound /ee / 1st spellings	
3		Spelling <ea>	A spelling can represent more than 1 sound
4		Sound /oe / 1st spellings	A sound can be represented by more than 1 spelling.
5		Spelling <o>	
6		Sound /er / 1st spellings	A sound can be represented by more than 1 spelling.
7		Sound /e /	
8		Sound /ow/	
9		Spelling <ow>	A spelling can represent more than 1 sound
10		Sound /oo / 1st spellings	A sound can be represented by more than 1 spelling.
11	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words	Sound /ie /	
12		Sound /oo / (as in book)	
13		Spelling <oo>	A spelling can represent more than 1 sound
14		Sound /u /	
15		Spelling <ou>	A spelling can represent more than 1 sound

16		Sound /s /	A sound can be represented by more than 1 spelling
17		Spelling <s>	A spelling can represent more than 1 sound
18		Sound /l /	A sound can be represented by more than 1 spelling
19		Sound /or / 1st spellings	
20		Sound /air/	
21		Sound /ue /	

Unit	Skills	Knowledge	
		Core	Conceptual
22	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words.	Spelling <ew>	A spelling can represent more than 1 sound
23		Sound /oy /	A sound can be represented by more than 1 spelling.
24		Sound /ar /	
25		Sound /o /	A spelling can represent more than 1 sound
26		Spelling <a>	

By the end of Year 1 children will be expected to:

Word Reading

- Read aloud books that are consistent with developing phonic knowledge
- Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing
- GPCs that have been taught
- Read CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word
- Read words containing known GPS and –s,-es, -ing, -ed, -er and –est endings
- Read words of more than one syllable that contain known GPCs
- Read words with contractions
- Begin to take account of punctuation when reading
- Begin to use context clues to help reading for meaning
- Re-read books to develop confidence, fluency and expression

Comprehension

- Listen to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently
- Link what they hear or read to their own experiences
- Retell stories they have read, heard and discussed using appropriate vocabulary
- Talk about what is read to them, taking turns and listening to others and expresses opinions based on these
- Explain understanding of what they have read
- Talk about particular characteristics of different types of stories
- Talk about the significance of the title and events.
- Make inferences on the basis of what is read
- Discuss word meanings, making links to known words
- Make simple predictions
- Retell, using significant events and main points in sequence
- Learn and appreciate rhymes and poems and can recite some by heart
- Read texts, making sense and correcting inaccurate reading

Phonics Screening Check

The phonics screening check is a check of your child's phonics knowledge. It takes place in June. 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. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills.

Top Tips

- Make listening to your child read part of your daily routine
- Read aloud to your child
- Get them involved
- Talk about books, stories and words
- Read all sorts of books.

Recommended Reads for Year 1

The Reader Teacher

www.TheReaderTeacher.com/Year1

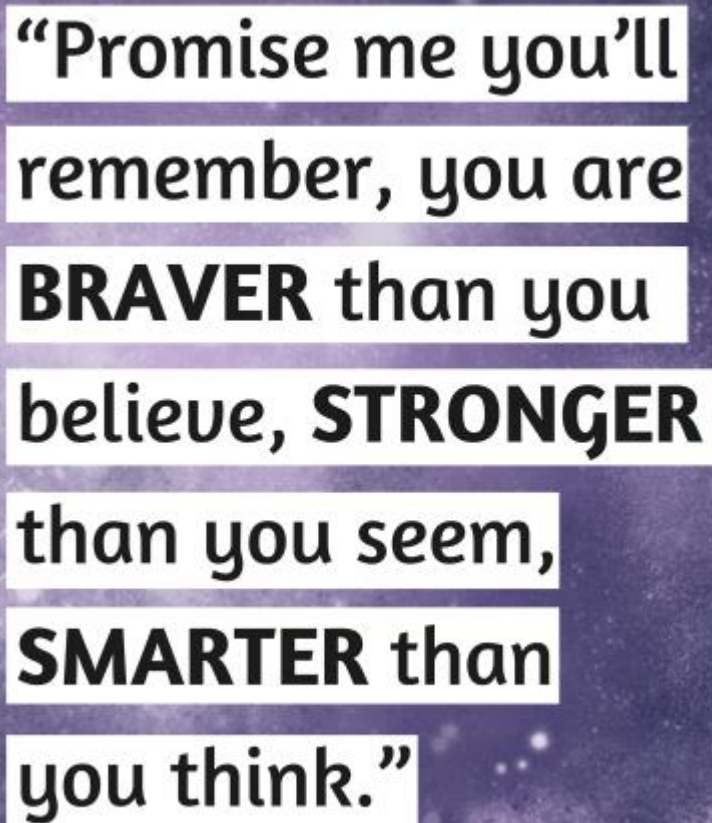
Top 100 Recommended Reads for Year 1

for ages 5-6+

Poster



Year Two



“Promise me you’ll
remember, you are
BRAVER than you
believe, **STRONGER**
than you seem,
SMARTER than
you think.”

- Christopher Robin

Children in Year 2 will continue to work through the Extended Code

Unit	Skills	Knowledge	
		Core	Conceptual
22	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words.	Spelling <ew>	A spelling can represent more than 1 sound
23		Sound /oy /	A sound can be represented by more than 1 spelling.
24		Sound /ar /	
25		Sound /o /	
26		Spelling <a>	A spelling can represent more than 1 sound
27		Sound /ae / more spellings	A sound can be represented by more than 1 spelling.
28		Sound /d /	
29		Sound /ee / more spellings	
30		Sound /i /	
31		Spelling <y>	A spelling can represent more than 1 sound
32	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words	Sound /oe / more spellings	A sound can be represented by more than 1 spelling.
33		Sound /n /	
34		Sound /er/ more spellings	
35		Sound /v /	
36		Sound /oo / more spellings	
37		Sound /j /	
38		Sound /g /	
39		Spelling <g>	A spelling can represent more than 1 sound
40		Sound /f /	A sound can be represented by more than 1 spelling.
41		Spelling <gh>	A spelling can represent more than 1 sound
42		Sound /m /	
43		Sound /or / more spellings	
44		Sound /h /	A sound can be represented by more than 1 spelling.
45		Sound /k /	
46		Sound /r /	
47		Sound /t /	
48		Sound /z /	
49		Sound /eer/	

By the end of Year 2 they will be expected to:

Word Reading

- Apply phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation
- Sound out unfamiliar words accurately, without undue hesitation
- Automatic decoding, using phonics, is embedded and reading is fluent
- Recognise and effortlessly decode alternative sounds for graphemes
- Read accurately words of two or more syllables, containing known graphemes
- Recognise and effortlessly decode most common exception words
- Read most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently
- Read words containing common suffixes
- Read age-appropriate texts with fluency and confidence
- Notice when reading does not make sense and take appropriate action
- Begin to use expression and intonation to engage a listener, when reading aloud
- Self-correct and re-read to make ensure fluency and meaning

Comprehension

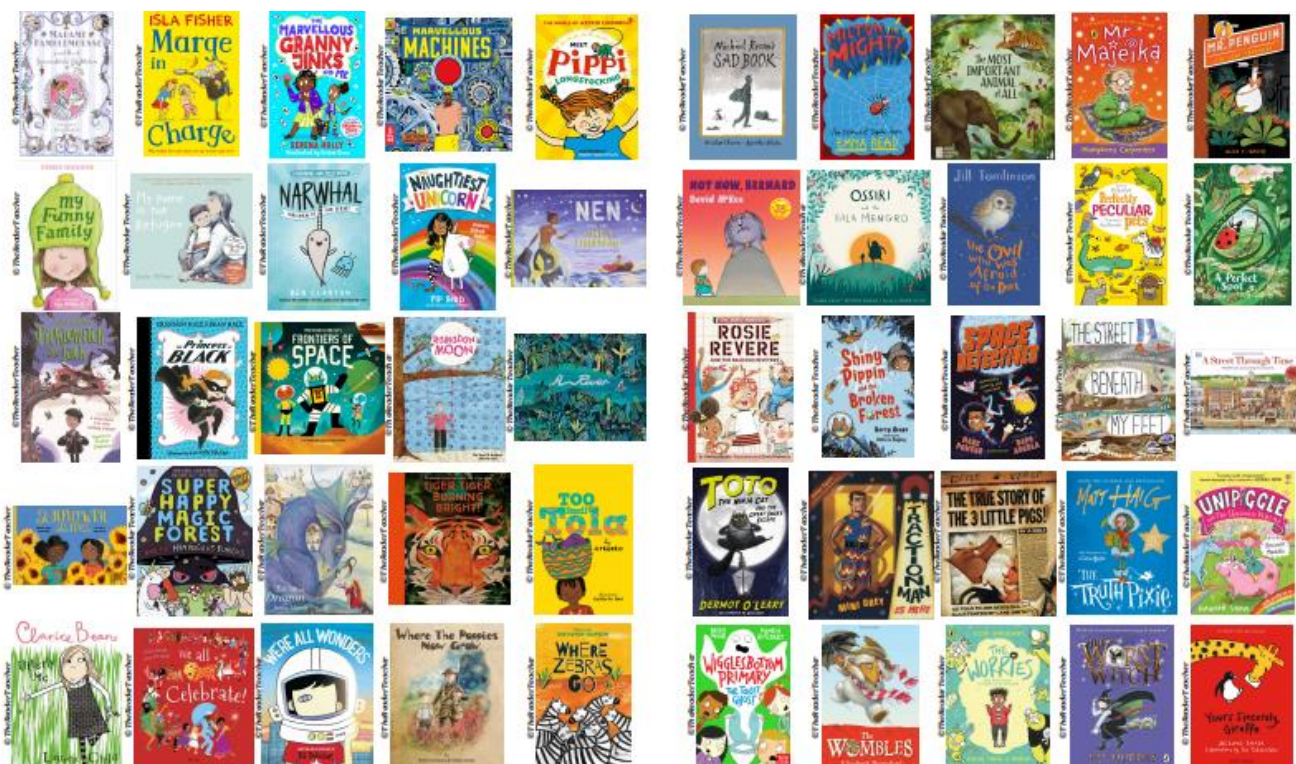
- Ask and answer questions about books read and shared
- Regard reading as a pleasurable activity
- Identify sequences of events in texts and offer simple explanations of how items of information relate to one another
- Demonstrate familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales
- Recognise and understand the different structures of non-fiction books that have been introduced
- Share favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary
- Learn and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
- Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided
- Construct meaning whilst reading independently, self-correcting where the sense of the text is lost

- Make inferences on what has been read
- Ask and answer questions appropriately, including those based on inference of what is said and done
- Make predictions on the basis of what has been read so far
- Participate in discussions, offering opinions and explanations about books, poems and other materials
- Exercise choice in selecting books

Top Tips

- Read to and with your child
- Choose a variety of texts
- Talk about books, stories and words
- Don't be afraid to re-read
- Keep practicing phonics

Recommended Reads for Year 2



Key Stage Two

In Key Stage Two, teachers use the National Curriculum 2014 to help them plan their reading sessions to provide their children with age-related expectations. Reading teaching is integrated into each school day as much as possible. Children are taught reading using a combination of approaches:

Shared reading - whole class in specific reading sessions or embedded within writing teaching sequences.

Whole Class Reading -, this focuses on specific skills needed for comprehension.

Individual reading – all children will bring a book home daily and it is expected that all children will read at home. Reading will be recorded in the child's Home Reading Diary.

Children will develop their comprehension skills using 8 key areas: understanding words in context; retrieving and recording information from a text; summarising the main ideas of a text; making inferences from details within a text; predicting what may happen next; identifying how information is related; explaining how meaning is created through choices of vocabulary and making comparisons between different texts.

Top Tips for supporting reading in Key Stage 2

- Listen to your child read
- Encourage reading for pleasure
- Listen to audio books
- Talk about books and stories
- Read for a purpose
- Read aloud to and with your child
- Most importantly **Don't give up**

Year Three

**It's no use to
go back to
yesterday
because I was
a different
person then.**

- Lewis Carroll

By the end of Year 3 children are expected to:

Word Reading

- Read a range of texts with fluency, understanding and expression
- Talk about different strategies that can be used to help make sense of reading
- Begin to select the most effective strategy
- Self-correct without prompting when necessary

Comprehension

- Read silently for longer periods of time
- Read for a range of purposes
- Check reading makes sense
- Talk about their understanding and tries to explain the meaning of words in context
- Read and discusses a variety of text types
- Talk about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons
- Ask questions to improve understanding of the text
- Infer reasons for action and events
- Identify words and phrases used to create mood and tension
- Offer reasons for authors' choice of vocabulary
- Begin to summarise what has been read
- Pick out key points when sequencing fiction
- Offer explanation for layout or organisational features used within a text
- Make comparisons between stories and between non-fiction texts comparing like with like
- Identify some different forms of poetry
- Prepare poetry to be read aloud

Recommended Reads for Year 3

The Reader Teacher

www.TheReaderTeacher.com/Year3

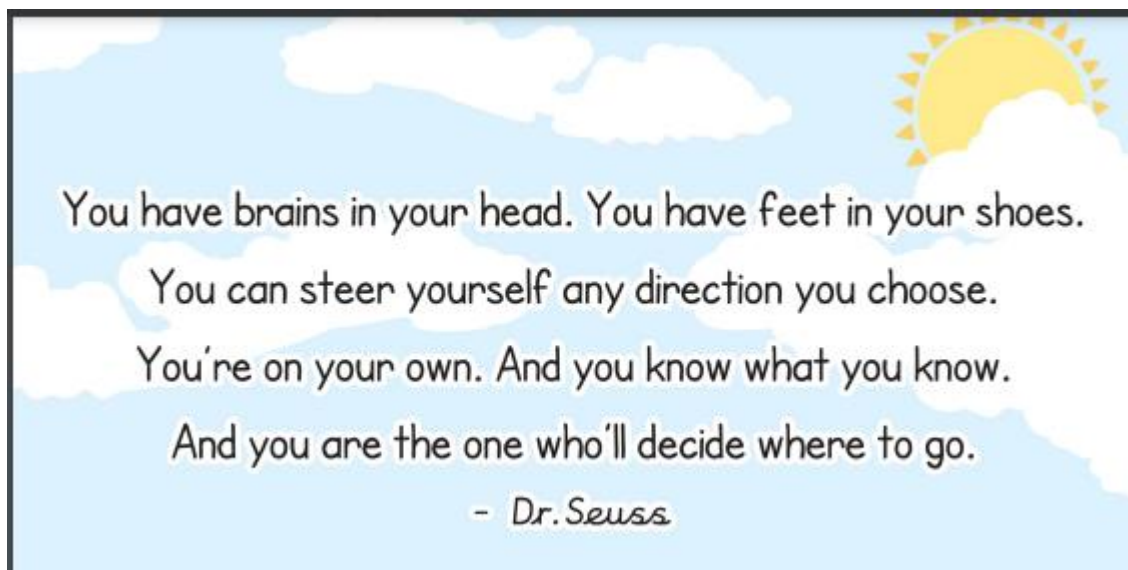
Top 100 Recommended Reads for Year 3

for ages 7-8+

Poster



Year Four



By the end of Year 4 children are expected to:

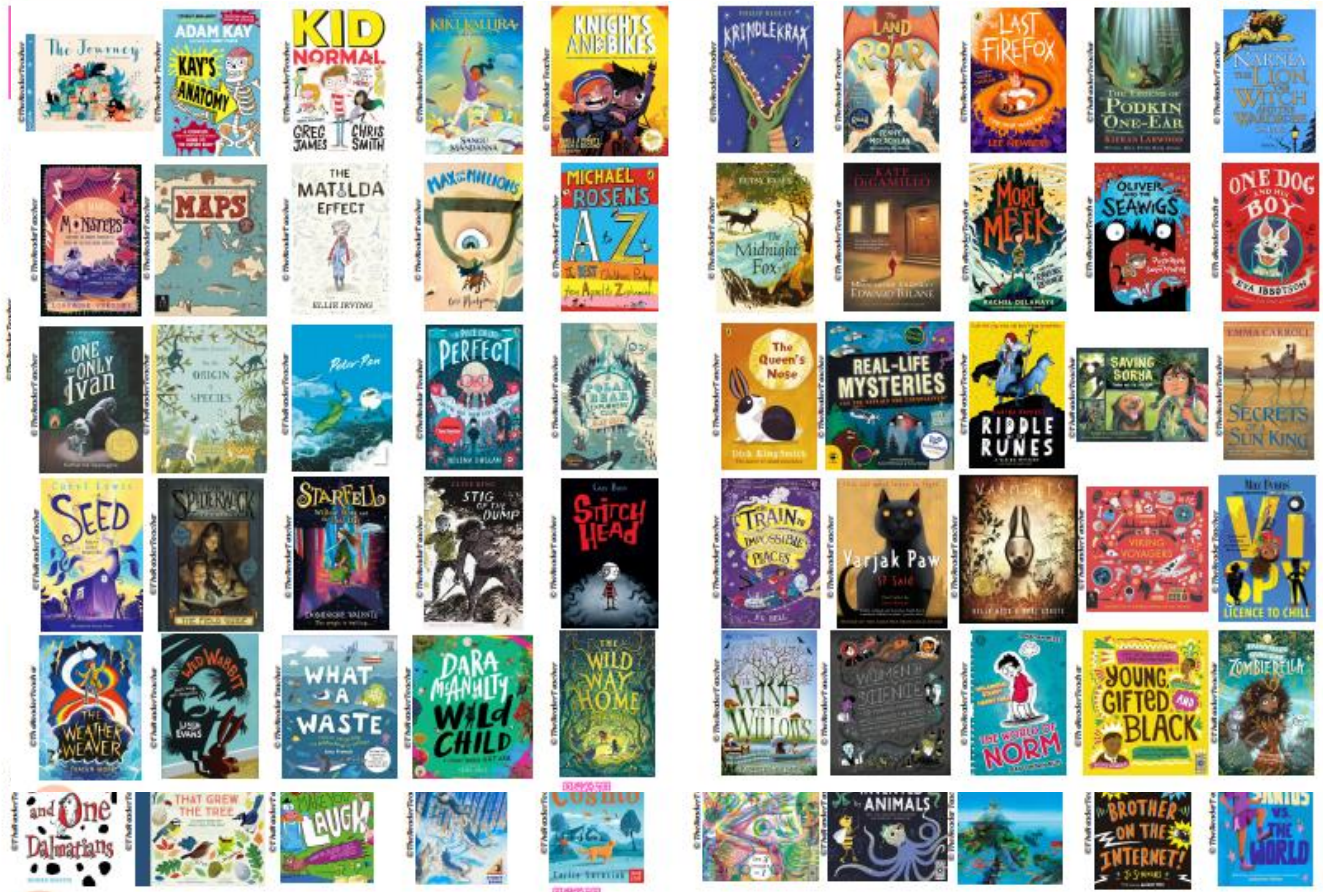
Word Reading

- Read most words effortlessly at a speaking pace
- Use knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words
- Read further common exception words noting unusual correspondences between spelling and sound and where these occur in words.
- Read aloud with appropriate volume

Comprehension

- Read a wide range of fiction and no- fiction, including poetry.
- Talk confidently about a wide range of books read, retelling narratives, summarising information and offering opinions
- Talk about themes and conventions when discussing books
- Understand the different reasons for reading – for pleasure / to find information, for example
- Use the structure of books to navigate around texts
- Select books based on own reading experiences and preferences
- Talk about known authors
- Read independently with sustained concentration
- Offer inferences and predictions and explains rationale behind these, referring to the text as appropriate
- Identify how language, structure and presentation contributes to meaning
- Recognise different forms of poetry
- Prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume
- Talk about their own reading and reading choices

Recommended Reads for Year 4



Year Five

Above all, watch with
glittering eyes the whole
world around you because
the greatest secrets are
always hidden in the most
unlikely places. Those
who don't believe in
magic will never
find it.

-Roald Dahl



By the end of Year 5 children are expected to:

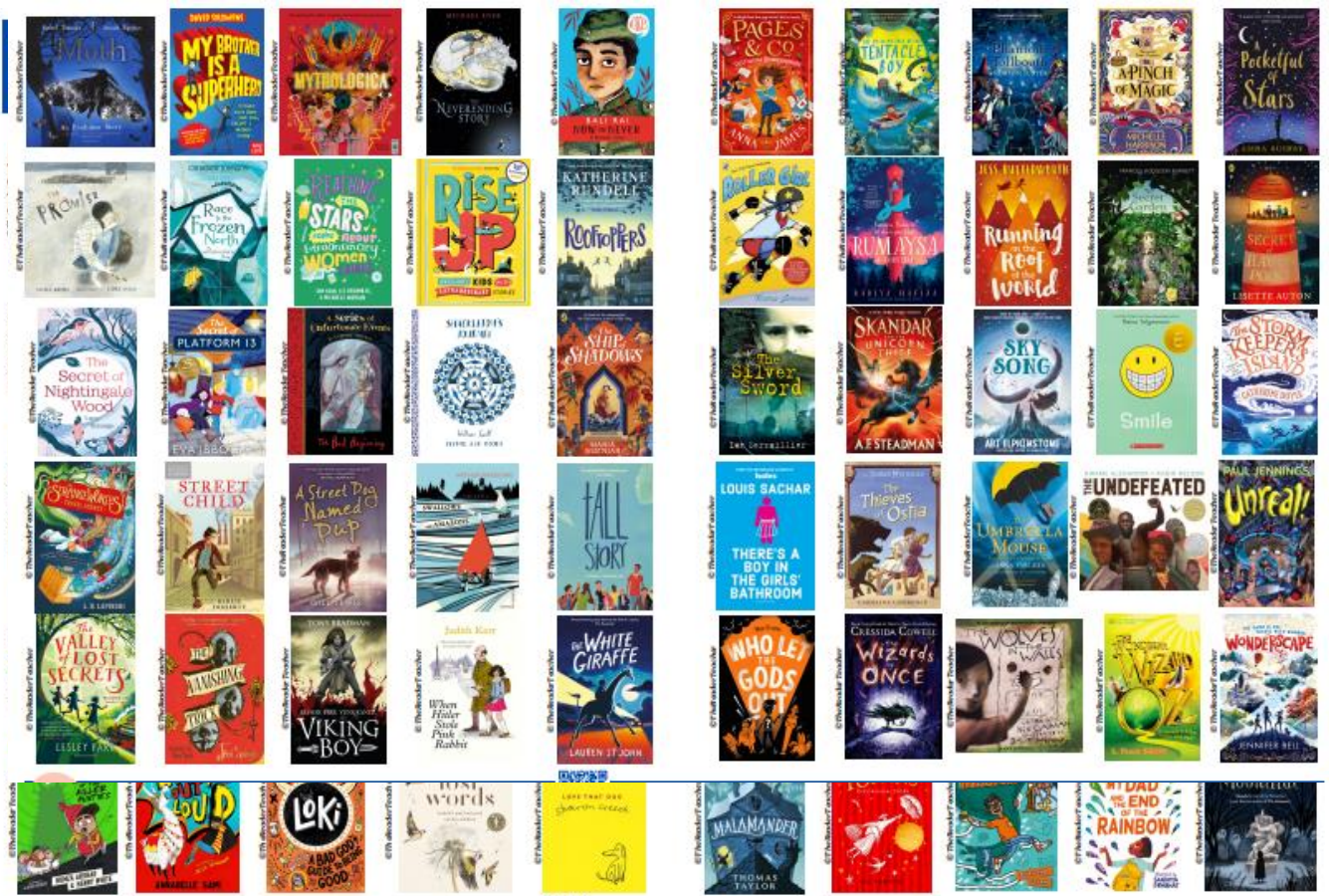
Word Reading

- read aloud with appropriate volume and expression to make meaning clear to the audience

Comprehension

- Read an increasingly wide range of books
- Select books based on reading experiences and knowledge of books
- Distinguish between fact and opinion in non-fiction reading
- Explain the effect and impact of author viewpoint
- Discuss author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)
- Begin to make comparisons across and between books
- Begin to show the influence of reading in writing
- Build up a repertoire of poems that are known by heart
- Prepare poems and plays to read aloud

Recommended Reads for Year 5



Year Six

**"A person's
a person
no matter how
small."**



-Dr. Seuss

By the end of Year 6 children are expected to:

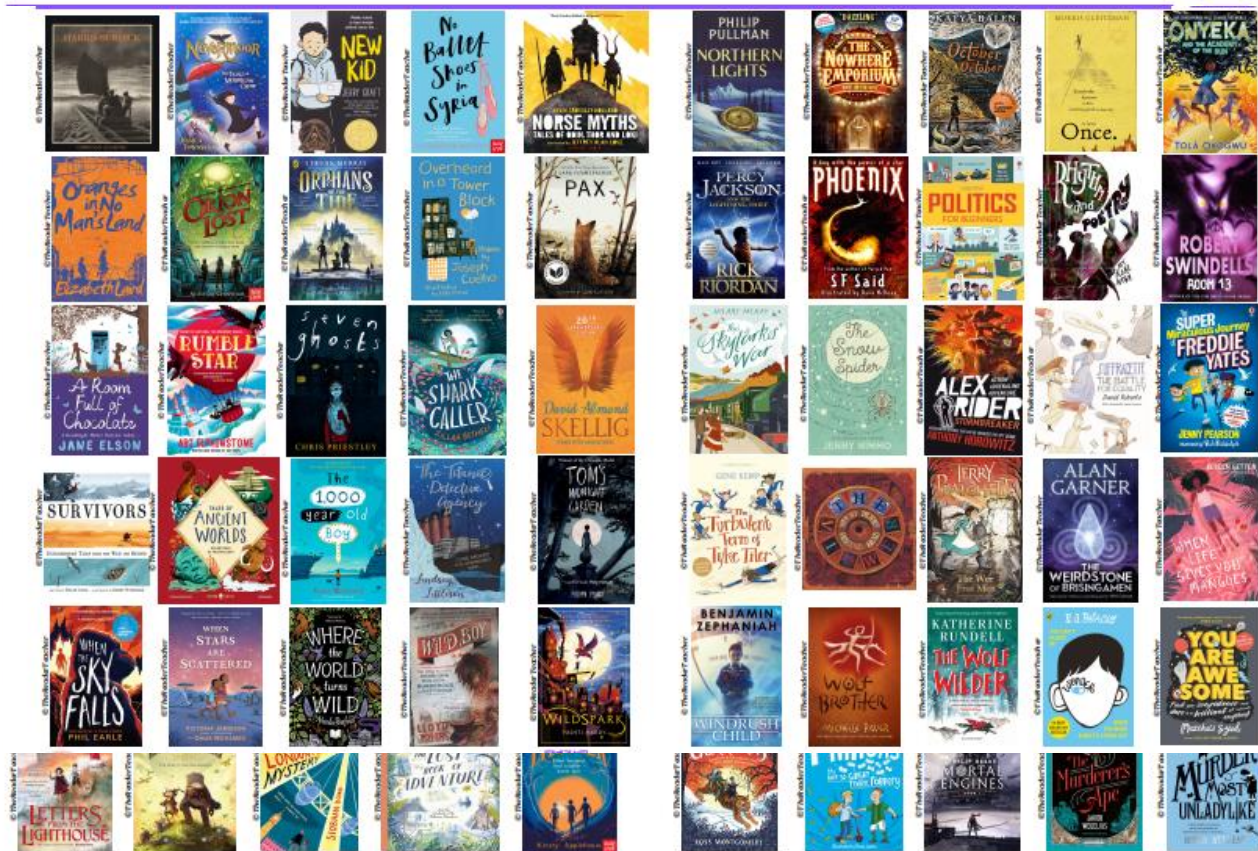
Word Reading

- Read confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books.
- Determine meaning of new words by applying knowledge of root words, suffixes and prefixes.
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience.

Comprehension

- Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.
- Read and demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).
- Recommend books to others based on own reading preferences, giving reasons for choice.
- Know a wide range of poetry by heart.
- Explain how language, structure, and presentation, can contribute to the meaning of a text.
- Identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.
- Draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings.
- Comment on how language, including figurative language, is used to contribute to meaning.
- Makes comparisons within and across different texts.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Make predictions based on details stated and implied.
- Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph.

Recommended Reds for Year 6

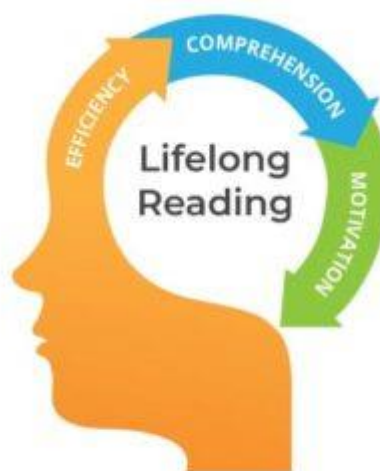


Additional Resources

Reading Plus

Reading Plus is an adaptive reading solution that integrates comprehension, vocabulary, motivation and reading efficiency into one programme. Reading Plus is used across KS2 to engage and support children with their reading it assesses efficiency, but also measures and increases motivation and comprehension.

Lexia[®]



Reading Plus develops reading efficiency in order to free up mental energy for comprehension, and make reading more enjoyable and rewarding.

Lexia

Lexia helps more learners read, write, and speak with confidence. We provide science of reading-based literacy solutions that support every student and educator. With a comprehensive suite of professional learning, curriculum, and embedded assessment solutions, Lexia helps schools connect educator knowledge with practical classroom instruction to accelerate literacy gains.

Terminology

Blending

This involves hearing sounds and being able to merge them together to make a word.

Segmenting

This involves hearing a word and splitting it up into the separate units *of* sound. This is sometimes called sound talking.

Consonant

The letters: b, c, d, *f*, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, ' z are known as consonants.

Vowel

The letters: a, e, i, o, u are known as vowels.

CVCC

Words made up *of* consonant, vowel, consonant and consonant are known as CVCC words. For example: cart/ sand/ milk. These words may also include digraphs. For example 'shells' is a CVCC word. CCVC Words made up *of* consonant, consonant, vowel and consonant are known as CCVC words. For example: stop/ trim/ flick.

Split spelling

A split spelling is where another letter comes in between the two vowel letters *of* the grapheme. For example: a_e as in the word sale/ o_e as in the word role/ i_e as in the word pile.

Homophone

Two different words are homophones if they sound exactly the same when pronounced.

Figurative language

Figurative language uses words and ideas to suggest meaning

Guided reading

Guided reading is a regular, time-tabled session in which teachers work with a small number of children in the classroom to analyse a text in detail, making sure each child can read each word and discussing meaning of the text with them.

Inference

A conclusion reached on the basis of evidence and reasoning.

Prediction

Prediction is using evidence from a text to say what may happen next, what events may unfold or how a character may behave

Summarising

Telling the most important parts of a text, in your own words, in a much shorter way