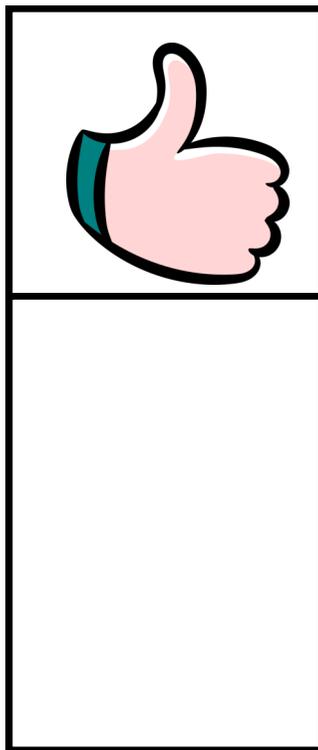
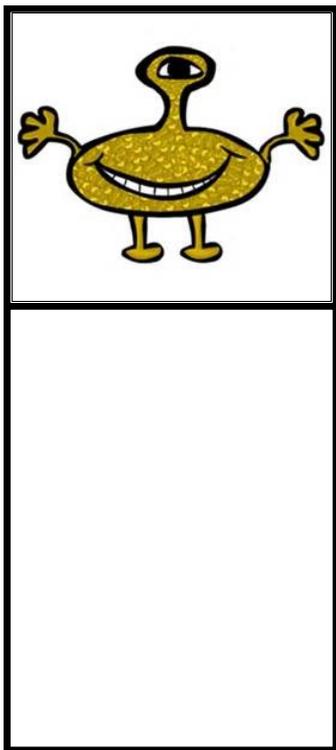


Alien word or real word?



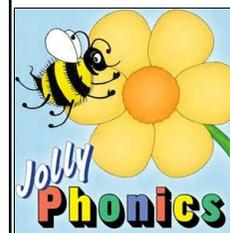
	blang		rice
froin	yair	blies	
night	goat	river	
keam	thrant		
wink	fresh	crab	glued
soil	chart		
strike	melp	plap	
snail	diving	beehive	



Caversham Primary School

Phonics

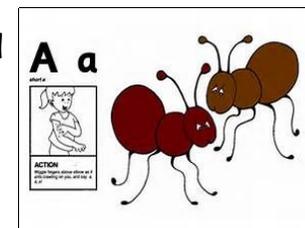
Information for Parents



We aim to ensure that children at Caversham Primary School become enthusiastic and confident readers.

It is very important that early reading experiences are happy and positive. The aim of teaching phonics should be for children to learn to read confidently, apply their knowledge and understanding to written work and enjoy themselves in the process!

Our phonics programme is used to equip our pupils with all the tools required to tackle learning to read. We encourage our pupils to use their knowledge of high-frequency words, use picture clues, 'sound words out' using their phonic knowledge and to check that what they have read makes sense.



How do we teach phonics at Caversham Primary School?

We use the Government's Letters and Sounds document to plan our phonics alongside the Jolly Phonics scheme to teach.

The Letters and Sounds document organises the sounds, words and strategies to be taught into phases.

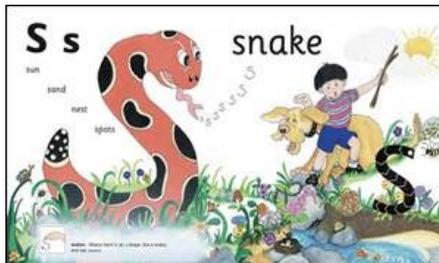
We teach Phase 2 and 3 in Reception, Phase 4 and 5 in Year 1 and Phase 6 in Year 2 (Phase 6 is more spellings based).

Pupils are taught:

- to read and spell high frequency words
- to identify the sounds and names of each letter
- to blend and decode words
- to read 'real words' and 'alien words'
- to apply spelling rules

The Jolly Phonics scheme focuses on the sounds that letters make, how to blend sounds together and how to write them. Each letter sound is accompanied by an action, song and story. This makes phonics interactive and fun. We have a wonderful interactive whiteboard resource which follows through from the first sounds learnt in Reception all the way through to spelling rules in Year 2.

Phonics is taught daily in Reception, Year 1 and Year 2 (although this is known as spelling in Year 2).



Phonics sessions are practical, varied, fast paced and lots of fun!

This chart will help you to see which letter groups (graphemes) make the same sound.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
		ck			ge							
		ch			dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Alien words to practise at home....

 bip	 veen
 mav	 drap
 ind	 frem
 teg	 quorg
 poth	 cloist

_noaddeddsugar

 ect	 shog
 jat	 stip
 yod	 bulm
 keb	 quock
 toin	 voisk

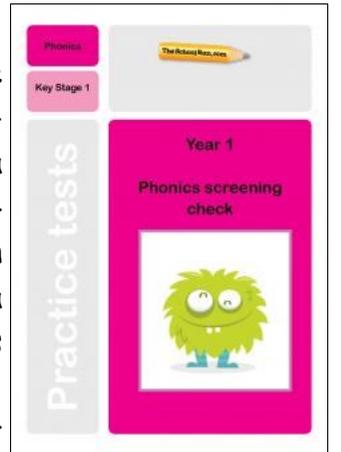
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The Year 1 Phonics Screening

Every pupil in Year 1 will take part in the Phonics Screening to check their progress. The screening is made up of a combination of real words and pseudo-words (also known as nonsense and alien words). The alien words will always have a picture next to them and the real words will not.

The screening contains 40 words that each child is expected to read. The pass mark is 32/40. If a child does not pass, they will retake the screening in Year 2. The class teacher will record whether your child has passed the screening on the end of year report.

It would be really helpful if you could support your child at home. We have provided some examples and useful information within this leaflet.



geck 

chom 

tord 

thazz 

Practice sheet: Real words

shin

gang

week

chill

Here is an example of the sorts of words your child may be asked to read during the Phonics Screening.

Real and Alien Words from Year 1 Phonics Test 2012

 pib	 sarps
 vus	 thend
 yop	chip
 elt	jazz
 desh	farm
 chab	thorn
 poil	stop
 queep	truck
 stin	jump
 proom	lords

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How can you support your child at home?

- It is important for children to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
- When you talk about letters to your child, remember to use the letter sounds not the alphabet names. The reason for this is that sounding out words is practically impossible if you use the alphabet names: **cat, would sound like: see ay tee**
- When saying the sounds, it is extremely important to use the pure sound instead of adding an 'uh' to the end ('buh', 'duh'). Instead try to emphasise the main letter sound, otherwise cat would sound like cuh a tuh rather than c a t.
- Help your child to sound out and blend words. This means break each word down into the smallest units of sound and then blending them back together to read the word.
b-r-a-n-ch branch
ch-ur-ch church
sh-ee-p sheep
m-i-d-n-igh-t midnight