



Phonics and reading 2025

“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”

“Reading and writing float on a sea of talk...”



Sue Palmer





Our aim today is to:

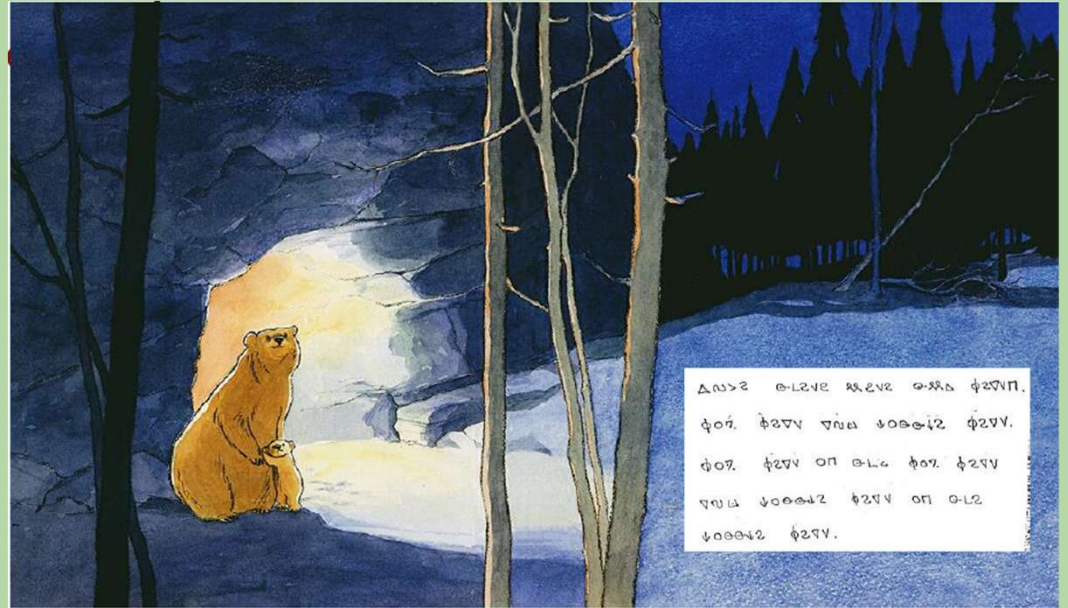


- Explain how we teach phonics and reading at HISN
- Give you ideas on how to support your child at home
- Explain how the reading scheme works
- Explain how we approach the teaching of spellings

Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.



•Phonics is:



**Knowledge of the
alphabetic code**



**Skills of
segmentation and
blending**

**Segmenting: breaking the word down
into the smallest chunks e.g. c-a-t**

**Blending: putting the sounds together to
read the word.**



Vocabulary



This term, we will be continuing with our focus on the children's vocabulary and **'Expanding Our Vocabulary'** every day. This will involve gathering 3 new words each week from our class text and displaying these in each classroom. We will be teaching the spelling and explicit meaning of the words, using them in different contexts, and encouraging children to use these words in their own vocabulary.

Children need oral language skills in order to:

- Learn: children need to understand what you are teaching them and then develop their understanding by speaking to adults and peers.
- Express themselves: oral language helps children to express their emotions and regulate their behaviour.
- Socialise: children communicate to make friends, join in activities, and develop a sense of belonging

Good oral language skills are the foundation for learning how to read and children who use a wide range of vocabulary and grammar early on become better readers in primary school. Those children also progress faster than children with poor early language skills, as they are able to read more complex texts earlier on and further build their skills.



At Hampton Infants we use Soundwrite to teach phonics



- It is a consistent approach across the school with a similar lesson style for each year group.
- Soundwrite focuses on the skills needed to read and write and the conceptual knowledge (explained on the next slide)
- It slows the learning down to really embed knowledge and skills and ensure the learning has been transferred into the long term memory.
- Very clear and precise vocabulary used to teach the sounds and symbols (letters).
- Soundwrite teaches children the code needed to become a confident reader/writer/speller.
- It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.
- It sets out a detailed and systematic programme for teaching phonic skills for children starting at the age of four, with the aim of them becoming fluent readers by age seven.



Conceptual knowledge

- Children are taught that letters are symbols (spellings) that represent sounds.
- Children are taught that a sound may be spelled by 1,2 ,3 or 4 letters. E.g d**o**g, stre**e**t, n**i**ght, do**u**gh
- Children are taught that a sound can be spelled in more than one way. E.g. r**a**in, br**e**ak, g**a**te, st**a**y
- Children are taught that many spellings can represent more than one sound. E.g. h**e**ad, s**e**at, br**e**ak



Key skills

1. Children are taught the skill of blending which is the ability to push sounds together to build words.

Example: c – a – t cat

2. Children are taught the skill of segmenting which is the ability to pull apart the individual sounds in words.

Example: pig p / i / g

3. Children are taught the skills of phoneme manipulation. This is the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

Example: spelling <o>

Is it /o/ as in h○t or /oe/ as in n○



We need to use precise language when teaching our phonics lessons

- We use the pure sound (e.g. no 'uh' on the end of sounds).
Please click on the link for examples of pure sounds:

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

- 2 letters one sound e.g. sh, ch, th



How do we teach reading at HISN?

EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Phonics• Daily story• Daily singing/rhyme• Class reading buddy• Helicopter stories• Role play area/small world• Mystery reader• Reading scheme books• Story books sent home – open library• Audio books• Focus text/author• Talk scaffolds• Classroom reading areas• Workshops and curriculum evenings• Inprint• Colourful Semantics• Choral speaking• Vocabulary focus in all curriculum areas• EOV	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Class reading buddy• Focus text for literacy• Reading scheme books• Talk scaffolds• Oxford reading buddy• Teaching through a theme• Classroom reading areas• Drama• Inprint• Colourful Semantics• Choral speaking• Vocabulary focus in all curriculum areas• EOV	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Class reading buddy• Focus text for literacy• Reading scheme books• Talk scaffolds• Oxford reading buddy• Teaching through a theme• Classroom reading areas• Guided reading – 3 times a week• Reading comprehension lessons• Inprint• Colourful Semantics• Choral speaking• EOV• Vocabulary focus in all curriculum areas



Phonics in Nursery

- Environmental sounds
- Instrumental sounds
- Rhythm and rhyme
- Alliteration
- Body percussion
- Voice sounds
- Singing songs
- Explores and learns how sounds can be changed





Phonics in Reception



- Daily phonics happens everyday at 9am as a whole class.
- This focuses on initial sound recognition through reading words and building words together.
- We also teach letter formation and letter recognition and model for the children how each letter is formed.
- Adults support the children to pick up on any misconceptions and correct them in the moment.
- Our reading books are fully decodable and match the sounds that the children are learning in class.
- We teach high frequency words through our daily phonics lessons. We introduce them as everyday words and look at them as a whole word. For example: was, said, he, she.

Initial code - taught in Reception



Skills : to segment, blend and manipulate sounds in words with the structure:	Sounds/spellings to be covered	Conceptual knowledge/notes
CVC, unit 1	a, i, m, s, t	Sounds can be represented by spellings with one letter
CVC, unit 2	n, o, p	
CVC, unit 3	b, c, g, h	
CVC, unit 4	d, e, f, v	
CVC, unit 5	k, l, r, u	
CVC, unit 6	j, w, z, x, y	
CVC, unit 7	ff, ll, ss, zz	Some spellings are written with a double consonant
VCC and CVCC, unit 8		
CCVC, unit 9		
Polysyllabic words, taught in parallel with initial code and extended code.		Once children are secure at 4 and 5 sounds then polysyllabic words can be introduced.
CCVCC, CVCCC and CCCVC, unit 10		
Two letters to make one sound, unit 11	sh, ch, th, ck, ng, qu	Some spellings are written with two different letters



Phonics in KS1

- Daily phonics happens everyday at 9am as a whole class.
- Similar structure in Year 1 and Year 2 to help support cognitive load.
- Year 1 introduce the children to the extended code and Year 2 builds on this.
- This focuses on teaching the extended code through reading words and building words together.
- Adults support the children to pick up on any misconceptions and correct them in the moment.
- Our reading books are fully decodable and match the sounds that the children are learning in class.
- We teach high frequency words through our daily phonics lessons. We introduce them as everyday words and look at them as a whole word. For example: was, said, he, she.



Extended code - taught in Year 1 & 2

EXTENDED CODE	
1	First spellings of sound /ae/ - ai ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> representing /o/ & /oe/
6	First spellings of sound /er/ - er ir or ur
7	First spellings of sound /e/ - e ea ai
8	First spellings of sound /ow/ - ou ow
9	Spelling <ow> representing /oe/ & /ow/
10	First spellings of sound _m /oo/ _n - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound _b /oo/ _k by spellings oo u owl
13	Spelling <oo> representing _m /oo/ _n & _b /oo/ _k
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ _m /oo/ _n
16	Sound /s/ by spellings s sc se ss c ce
17	Spelling <s> representing /s/ & /z/
18	Sound /l/ by spellings l le ll el al il
19	First spellings of sound /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear eir ere (<ayer > as in 'prayer' and <ayor > as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing _m /oo/ _n & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

- | | |
|----|--|
| 26 | Spelling <a> representing /a/ /o/ /ae/ & /ar/ |
| 27 | More spellings of sound /ae/ - a ei ey eigh |
| 28 | Sound /d/ by spellings d dd ed |
| 29 | More spellings of sound /ee/ - ey ie i |
| 30 | Sound /i/ by spellings i ui e y |
| 31 | Spelling <y> representing /y/ /i/ /ie/ & /ee/ |
| 32 | More spellings of sound /oe/ - ou ough |
| 33 | Sound /n/ by spellings n nn gn kn |
| 34 | More spellings of sound /er/ - ar ear our |
| 35 | Sound /v/ by spellings v ve vv |
| 36 | Sound _m /oo/ _n by spellings ui ou ough u u-e |
| 37 | Sound /j/ by spellings j g ge gg dge |
| 38 | Sound /g/ by spellings g gg gh gu |
| 39 | Spellings <g> and <gg> representing /j/ & /g/ |
| 40 | Sound /f/ by spellings f ff gh ph |
| 41 | Spelling <gh> representing /f/ & /g/ |
| 42 | Sound /m/ by spellings m mm mb mn |
| 43 | More spellings of sound /or/ - ore oar our augh ough |
| 44 | Sound /h/ by spellings h wh |
| 45 | Sound /k/ by spellings c k ck ch cc |
| 46 | Sound /r/ by spellings r rr wr rh |
| 47 | Sound /t/ by spellings t tt te bt |
| 48 | Sound /z/ by spellings z zz ze s ss se |
| 49 | Sound /eer/ by spellings eer ere ear |



When do we move on to teach the extended code?

- This is taught once children are confident blending, segmenting, sound swapping and building/reading words of the following length:
 - CVC e.g. Cat
 - VC e.g. at
 - CVCC e.g. Bash
 - CCVC e.g. skin
 - CCVCC e.g. Sting
 - CCCVCC e.g. Sprints



Extended code teaches:

- Sounds can be spelt with more than one letter
- Sounds can be spelt with more than one spelling
- One spelling, different sounds e.g. “ea” can be /ee/ like the word beat and it can also be /ay/ like the word great
- Teaching through errors is a large part of our phonics teaching. Most of our teaching takes place when a pupil makes an error. This provides a learning opportunity. When a child makes an error when reading or writing at home: point precisely to the place in the word where the error was made and discuss it.
- E.g. Child reads steam instead of stream. “If this were steam /r/ wouldn’t be here. Say all the sounds when you read the word. /s/t/r/ea/m
- It can help to write the word out on a whiteboard or piece of paper



One sound different spellings

- SoundsWrite teaches children from Reception that there can be different spellings for the same sound
- Phoneme manipulation (sound swap) supports this
- In EYFS we start with the sound /k/ and the different ways to spell this sound

Focus sounds: one sound, different spellings. 🎉

oy

oi



boy



coin



How you can help at home

- Look for words in books that use the different spellings and make a list
- When you come across a word practise sounding it out
- Keep your lists somewhere safe so they can be added to when you come across a new word to add
- Play 'sound swap' - this can be a quick 5 minute game and you can use made up words to make it fun

oi	oy
coin	oyster
boil	toy



One spelling different sounds

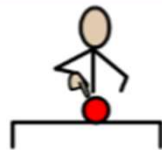
- SoundsWrite also teaches children that we can have words that contain the same spelling but in these words the spelling has a different sound. E.g. Hot and no.

Focus sounds: one spelling, different sound 🎉

a



ant



what



able



ask



How you can support at home:

- Look for words in books that use the same spelling but a different sound and make a list
- When you come across a word practise sounding it out
- Keep your lists somewhere safe so they can be added to when you come across a new word to add
- Play 'sound swap' - this can be a quick 5 minute game and you can use made up words to make it fun

d

h

k

v

er

b



How to help your child read a word

- Which letter sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is it a word you know? What is the first sound?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- Always go back and read the sentence again!
- Resist the urge to tell your child the word instantly. Helping them to work it out for themselves enables them to develop the skills to work it out for themselves independently next time and become a fluent and confident reader.



Teaching 'everyday words' EYFS

- Reception: Every week we will stick our focus everyday words into your child's home school communication book. We practise 'everyday words' in every phonics lesson.

21/10/24 This week we are learning to read the following words:

was, has,
of

Please help me to learn to read these words. You could stick them on paper and hide them around the house or make a matching game.





Teaching 'everyday words' Year 1

- Year 1: Please check the home support site for updated everyday words to practice. We practise 'everyday words' in every phonics lesson.



This week's every day words are...

to

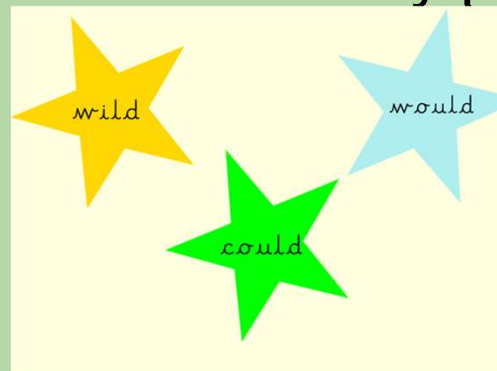
today

of



Teaching 'everyday words' Year 2

- Year 2: Please check the home support site for updated everyday words to practice. We practise 'everyday words' in every phonics lesson.



Home Support Home Early Years Year 1 Home Year 2 Home Numbots Arts Week 2024

Year 2 Home Learning

Autumn Term 2024



This week's everyday words are:

Help your child to learn these at home. Can you put them into a sentence or story?



wild

would

could



Ideas to help your child learn to read and write the 'everyday words' for their Year group

- Play guess the word –write a tricky word on child's back with your finger
- Play pairs or snap with the weekly everyday words.
- Count the words in the everyday words book.

Method 1: **pyramid spelling**

t
th
thin
thin
think

Method 2: **rainbow writing**

your
your
your
your

Method 3: **write the word in three colours**

your
your
your



Polysyllabic words

Segment into syllables

Croc / o / dile or Cro / co / dile

Hel / ic / op / ter or He / lic / opt / er

Sound and write each syllable

before moving on to the next one

In other words, treat a polysyllabic word as a group of single-syllable words (often nonsense words or 'alien names'!)



Reading

- Children learn to read best when they feel confident and secure and when they are given a meaningful context and the material is relevant.
- Active involvement – handling it, hearing it, saying it and seeing it.
- Sensory motor approach – eg. left to write, visual discrimination of letter shapes
- Auditory discrimination of sounds in speech
- We want children to overlearn





HISN Reading Books...

- Books are matched to the children's secure phonic knowledge, so they can read with 90%+ fluency – enabling them to transfer and apply their phonic knowledge.
- Books support the children's growing phonic knowledge.
- Books are high quality and engaging.
- These books are the first books with which children practise their emerging reading skills.
- Progression is smooth and is not linked to the colour band but to the level of phonic skills.
- At the earliest stages, the text in decodable books might not be full sentences – due to the limited number of graphemes covered.





HISN Reading Books...

- The length and word count in the books increase gradually. We make sure books don't have sudden leaps in complexity and length as this will increase cognitive load and could lead to diminished success.
- Books will contain everyday words. Children need to practise these words in context, so they can become fluent readers. They are introduced incrementally and will have been taught in phonics lesson, before being practised in the book.
- We use a mixture of Soundwrite books, Big Cat Collins, Dandelion readers, chapter books and Phonics books.
- Good quality decodable books will cover a range of fiction and nonfiction and a variety of sentence types and writing styles.





How we assess your child...

Taught:		Unit	Sounds taught	Everyday words
Reception: Autumn 1 and 2		IC Unit 1	a, i, m, s, t	am, it, at, a
		IC Unit 2	n, p, o	is, a, in, and
		IC Unit 3	b, c, g, h	big, the, I, to, was
		IC Unit 4	d, f, v, e	dog, for, of, can, on
		IC Unit 5	k, l, r, u	are, go, no, mum, dad
		IC Unit 6	j, w, z	was, we, me, you, get
		IC Unit 7	<w> for /s/, <y>, <ff>, <ll>, <ss>, <zz>	all, yes, went, up
Year 1: Autumn 1 (Week 1-3)(Recap)	Reception: Spring 1 and 2	IC Unit 8	VCC AND CVCC	come, some, look, my, like, see
		IC Unit 9	CCVC	to, this, they, day
		IC Unit 10	CCVCC, CCCVC	said, away, going, play
	Reception: Summer 1 and 2	IC Unit 11	<sh> for /sh/, <ch> and <tch> for /ch/, <th> for /th/ (voiced and unvoiced), <ck> for /k/, <wh> for /w/, <ng> for /ng/, <q> and <w> for /k/ /w/	she, he, there, their, these, where, what, who, he

Extended code					
Taught:	Unit	Sounds taught	Example words	Everyday words (Taught in Phonics)	CEW words (Taught in soft start/spellings)
Year 1: Autumn 1 Wk 4-5	EC Unit 1	SOUND /ae/ <ai, ay, ea, a-e>	rain stay great make		the, a, do
Year 1: Autumn 1 Wk 6-7	EC Unit 2	SOUND /ee/ <e, ea, ee, y>	be meal three happy	they, came, day, made, make, away, play, take, way, may, say, great	to, today, of
Year 1: Autumn 2 Wk 1	EC Unit 3	SPELLING <ea> /ae/ /ee/	clean steak	We're, he's, please, really, he, she, we, be, me, see, very, people, eat, tree, been, sea, these, began, need, three, keep, even, before, key, sleep, feet, queen, each, green, trees, tea, floppy	said, says, are
Year 1: Autumn 2 Wk 2-3	EC unit 4	SOUND /oe/ <o, oa, ow, oe, o-e>	go boat snow toe stone	No new words as this unit focuses on same spelling/different sound	were, was, is



How we assess your child...

Extended code

<u>Taught:</u>	<u>Unit</u>	<u>Sounds taught</u>	<u>Example words</u>	<u>Everyday words</u> (Taught in Phonics)	<u>CEW words</u> (Taught in soft start/spellings)
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Year 1: Spring 2 <u>Wk 5</u>	EC unit 23	SOUND /oy/ <oi, oy>	boil enjoy	Boy	
Year 1: Spring 2 <u>Wk 6</u>	EC unit 24	SOUND /ar/ <ar, a, al, au>	dart bath calm laugh	Are, asked, can't, after, car, garden, fast(s), laughed, last(s), dark, hard, park	
Year 1: Summer 1 <u>Wk 1</u>	RECAP	SOUND /ear/	Fear Tear		
	RECAP	SOUND /ure/	Pure sure		
Year 1: Summer 1 <u>Wk 2</u>	RECAP	SOUND /ee/ <ey, e-e>	key Pete		
Year 1: Summer 1 <u>Wk 3-6</u>	RECAP WEEKS				
Year 1: Summer 2 <u>Wk 1</u>	Phonics Screener				

Year 2: Spring 2	EC unit 36	SOUND m/oo/n <oo, ew, u, ue, u- e, o, ui, ou, ough>	moon screw super rude to suit route through teach as standalone word Recap	Through	father class grass
	EC unit 37	SOUND /j/ <g, ge, dge>	jam germ large fridge	Magic	pass plant path
	EC unit 38	SOUND /g/ <g, gg, gh, gw>	girl begging ghost guest	CEW focus this week	bath hour eye
	EC unit 39	SPELLING <g> /j/ /g/	age goal	CEW focus this week	move prove improve
	EC unit 40	SOUND /f/ <f, ff, gh, ph>	fact off laugh photo	CEW focus this week	sure sugar busy
	EC unit	SPELLING <gh>	laugh ghost	CEW focus this week	could would



How you can help...

- Speak to your child's class teacher if you need support.
- Read with your child everyday - this can be one or two pages at first.
- Read other books with your child too.
- Visit the library and expose your child to a range of texts e.g. Non-fiction, poetry, magazines
- When reading use the 'I say, we say, you say' strategy if they are struggling



Oxford Reading Buddy

Oxford Reading Level 7

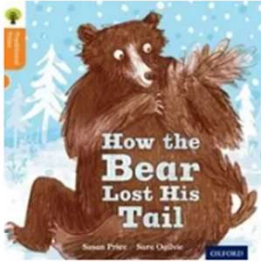
Oxford Reading Level 6

Oxford Reading Level 5

Oxford Reading Level 4

Oxford Reading Level 3

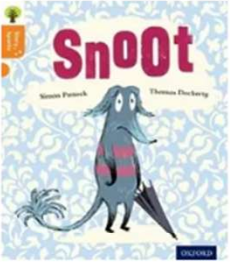
Books I am reading



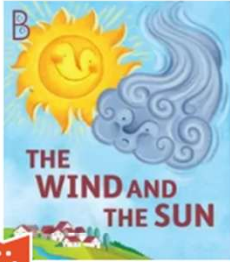
How the Bear Lost His Tail



Suki Goes Skiing



Snoot



The Wind and the Sun



Super Senses

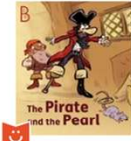
My level - Oxford Reading Level 8



Helen Keller: An Inspiring Life



The Lost Dolphin



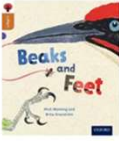
The Pirate and the Pearl



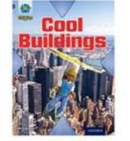
The Water Thief



What's-His-Name



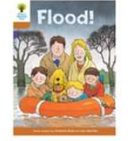
Beaks and Feet



Cool Buildings



Don't Look Down



Flood!



Great Animal Gallery

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Fiction and non-fiction



All series



Start again

Thank you and if you have any questions please
e-mail the class teacher via the office:

office.hisn@hpp.school

