Welcome to our Phonics Information Session

5pm on 18th September 2025

Mrs Gunn
Phonics Lead
&
Year 2 Teacher

Safety Announcement

If the fire alarm goes off:

- Go through either of the fire exit doors.
- Assemble on the KS2 playground.

Aims for the session

- To explain what phonics is.
- To introduce you to our phonics and reading scheme.
- To enable you to look at the resources.
- To give you the opportunity to meet the staff and ask question.

Why are early literacy skills important?

'Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.'

The Reading Framework: teaching the foundations of literacy
DFE, January 2022

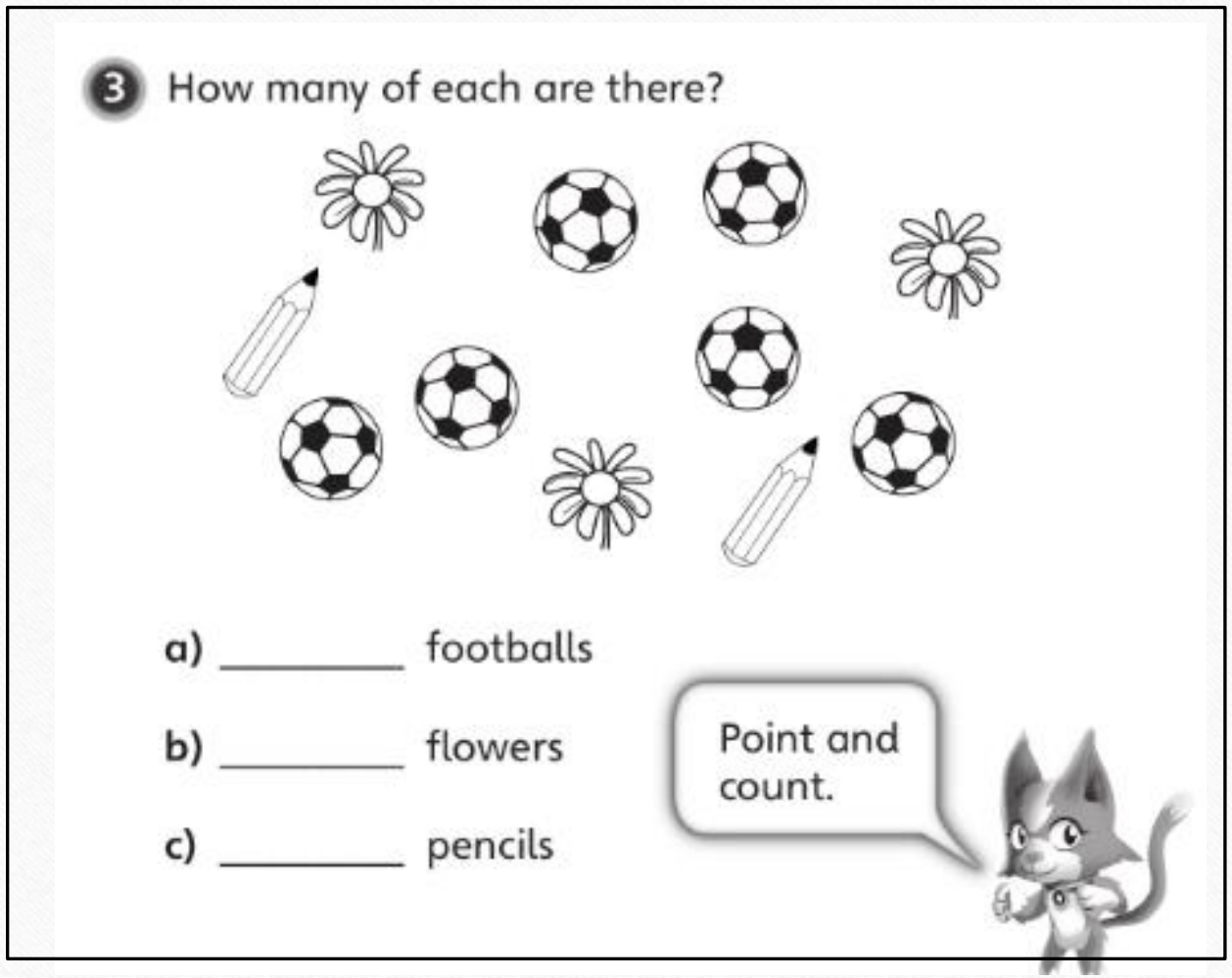
The knock-on effect

GCSEs in Secondary School

- Nationally, **71%** of children who were working below age-related expectation in Reading and Writing when they were in Year 2 (in 2009), were awarded **grade 3 or below** in their English GCSE, 9 years later (2018).

Why is being able to read important?

κατέβην χθὲς εἰς Πειραιᾶ μετὰ Γλαύκωνος τοῦ Ἀρίστωνος
προσευξόμενός τε τῇ θεῷ καὶ ἅμα τὴν ἑορτὴν βουλόμενος
θεάσασθαι τίνα τρόπον ποιήσουσιν ἅτε νῦν πρῶτον ἄγοντες.
καλὴ μὲν οὖν μοι καὶ ἡ τῶν ἐπιχωρίων πομπὴ ἔδοξεν εἶναι,
οὐ μέντοι ἧττον ἐφαίνετο πρέπειν ἣν οἱ Θρᾷκες ἔπεμπον.
προσευξάμενοι δὲ καὶ θεωρήσαντες ἀπῇμεν πρὸς τὸ ἄστυ.
κατιδὼν οὖν πόρρωθεν ἡμᾶς οἴκαδε ὡρμημένους Πολέμαρχος
ὁ Κεφάλου ἐκέλευσε δραμόντα τὸν παῖδα περιμεῖναί ἑ κελεῦσαι.
καί μου ὄπισθεν ὁ παῖς λαβόμενος τοῦ ἱματίου, κελεύει ὑμᾶς,
ἔφη, Πολέμαρχος περιμεῖναι. καὶ ἐγὼ μετεστράφην τε καὶ
ἠρόμην ὅπου αὐτὸς εἴη. οὗτος, ἔφη, ὄπισθεν προσέρχεται:
ἀλλὰ περιμένετε. ἀλλὰ περιμενοῦμεν. ἦ δ᾽ ὃς ὁ Γλαύκων.



Being able to read gives children access the wider curriculum.

(Sample question from a Year 1 Power Maths book).

Useful Vocabulary

- **Phoneme** – The smallest unit of sound in a spoken word e.g. c-a-t (3 phonemes) or m-oo-n (3 phonemes). You cannot see a phoneme; you can only hear it.
- **Grapheme** – The written representation of a phoneme e.g. 'ai' in the word 'rain'. It can be made up of 1, 2, 3 or even 4 letters.
- **GCP**: Grapheme Phoneme Correspondence. This means a sound is matched to one or more written letters e.g. acorn (a), rain (ai), tray (ay), snake (a-e), they (ey), sleigh (eigh), vein (ei).
- **Digraph** – A grapheme that is made of 2 letters that make 1 sound e.g. ea
- **Trigraph** - A grapheme that is made of 3 letters that make 1 sound e.g. igh
- **Blending** – Saying the sounds (phonemes) in a words sufficiently quickly to make a word e.g. t-r-ee = tree. We use this skill when we read.
- **Segmenting** – Breaking a spoken word into individual sounds (phonemes e.g. 'card' = c-ar-d and writing down the letters for each sound to make the word. We use this skill when we spell.

Why is phonics important?

- Phonics teaches the skills that help children learn how to **read**, **write** and **spell**.
- These are important skills for life.

What is phonics?

Synthetic phonics

is about building up units of sound into words.

What skills does my child need?

- **Blending:**
  Saying the phonemes (sounds) in a word sufficiently quickly to make a word.
- We use this skill when we **read**.
- m/**ee**/t = meet

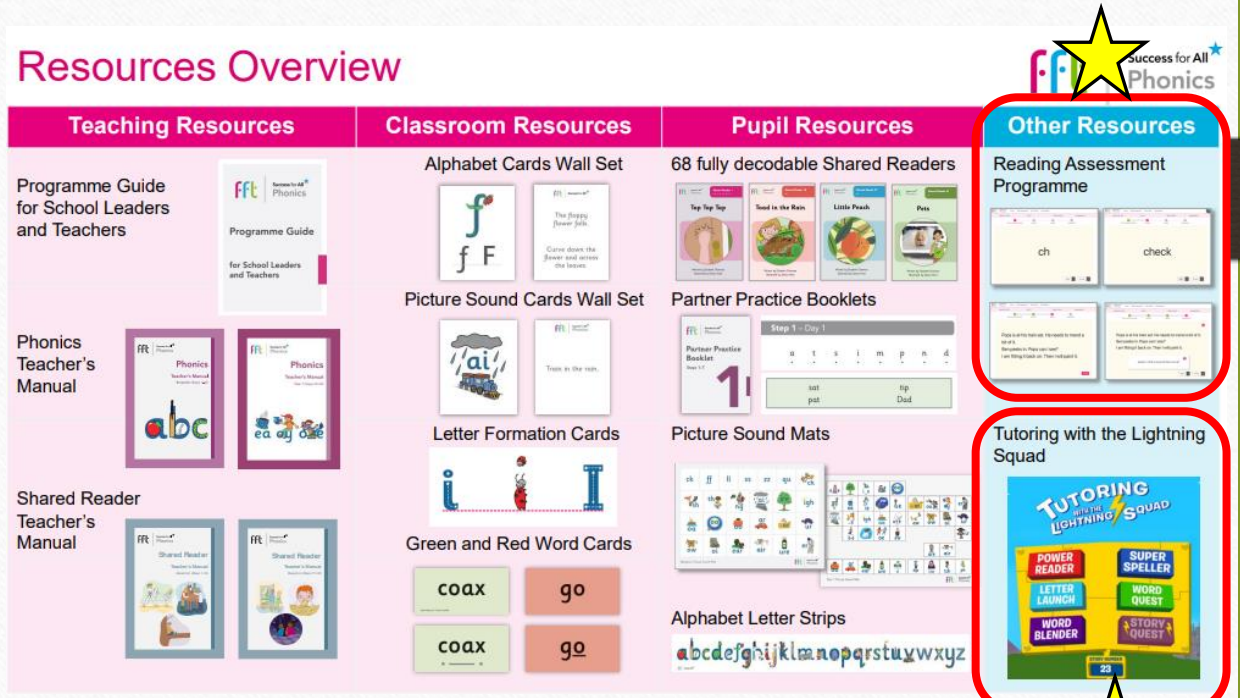
- **Segmenting:**
  Breaking a spoken word into individual phonemes (sounds) and writing down the graphemes (letters that represent each sound).
- We use this skill when we **spell**.
- snail = s-n-ai-l

Pronunciation of GPCs

- Saying **pure sounds** is important – some sounds stretch e.g. /m/ /n/ /r/ and some bounce e.g. /b/ /p/.
- It is always best to say them softly and say a word that begins with the sound to help.
- Try to **avoid a big 'Uh'** sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling **e.g. don't say 'nuh' for 'n'.**
- Use this link to see the images, hear the phonemes the ditties associated with each grapheme(including digraphs and trigraphs) https://vimeo.com/showcase/9340990

What phonics scheme do we use?

- FFT **Success for All** is a complete Systematic Synthetic Phonics (SSP) programme validated by the Department For Education.
- It is supported by an online Reading **Assessment** Programme.
- It provides additional support via a reading **tutoring** programme – (TWL).



(see enlarged on next slide)

Resources Overview

Success for All Phonics

Teaching Resources

Programme Guide for School Leaders and Teachers

Phonics Teacher's Manual

Shared Reader Teacher's Manual

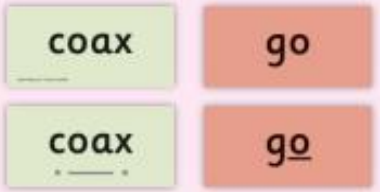
Classroom Resources

Alphabet Cards Wall Set

Picture Sound Cards Wall Set

Letter Formation Cards

Green and Red Word Cards



Pupil Resources

68 fully decodable Shared Readers

Partner Practice Booklets

Picture Sound Mats

Alphabet Letter Strips

Other Resources

Reading Assessment Programme

Tutoring with the Lightning Squad

Year	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
Reception Term 2	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with –s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
Reception Term 3	Phase 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little
Year 1 Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; I, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
Year 1 Term 2	Phase 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Year 1 Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in –tion / -cious	57 to 68	

Success for All Phonics

- ✓ Scope and Sequence based on Letters and Sounds
- ✓ Common Exception Words are taught in phonics and shared reading lessons
- ✓ 68 steps: teach a step each week (on average)
- ✓ Regular Review and Consolidation every few steps in addition to half termly assessments
- ✓ Decodable Shared Reader linked to each step

Success for All Phonics: Summary Scope and Sequence - Nursery & Reception

	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
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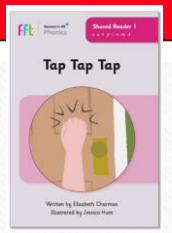

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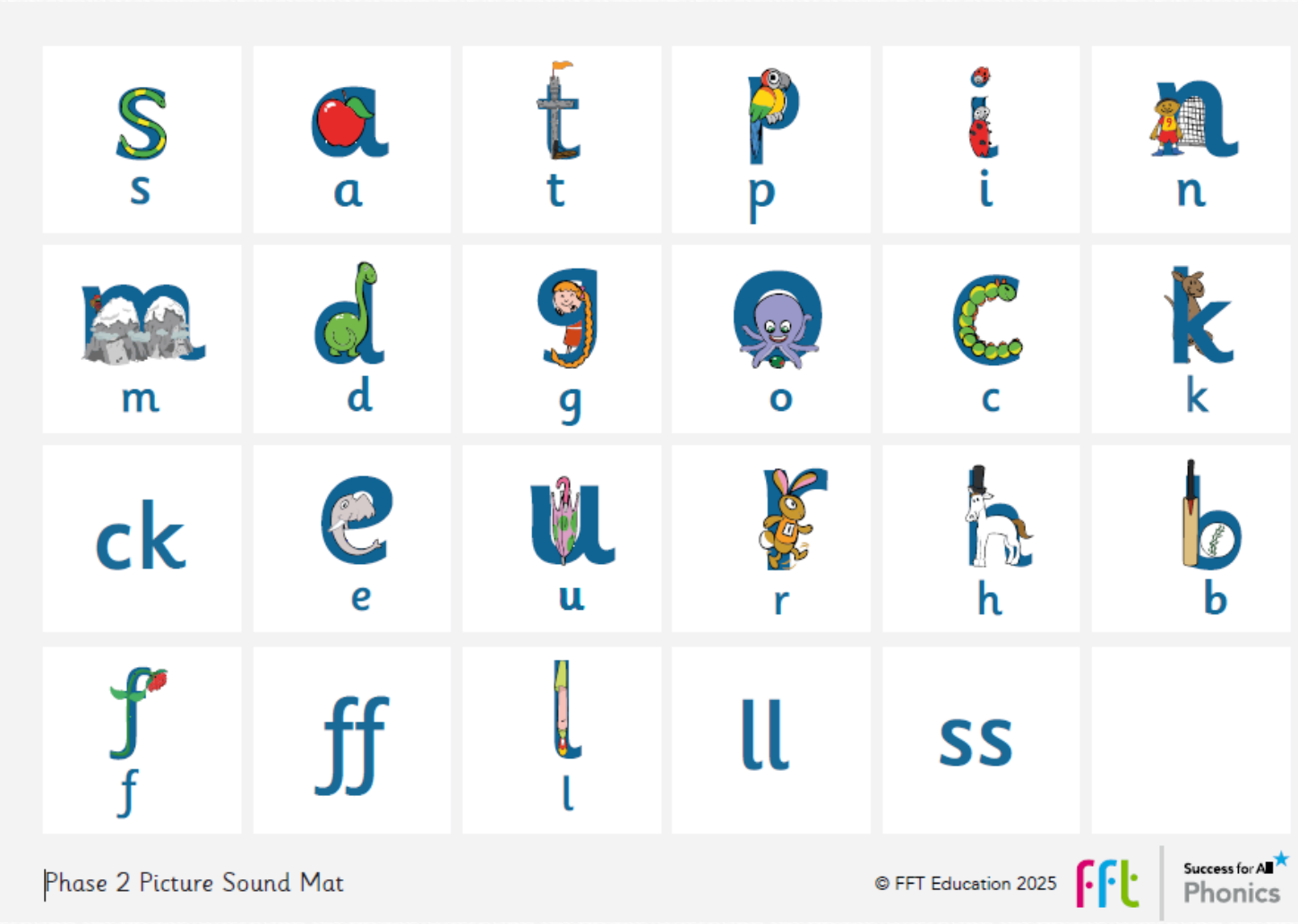
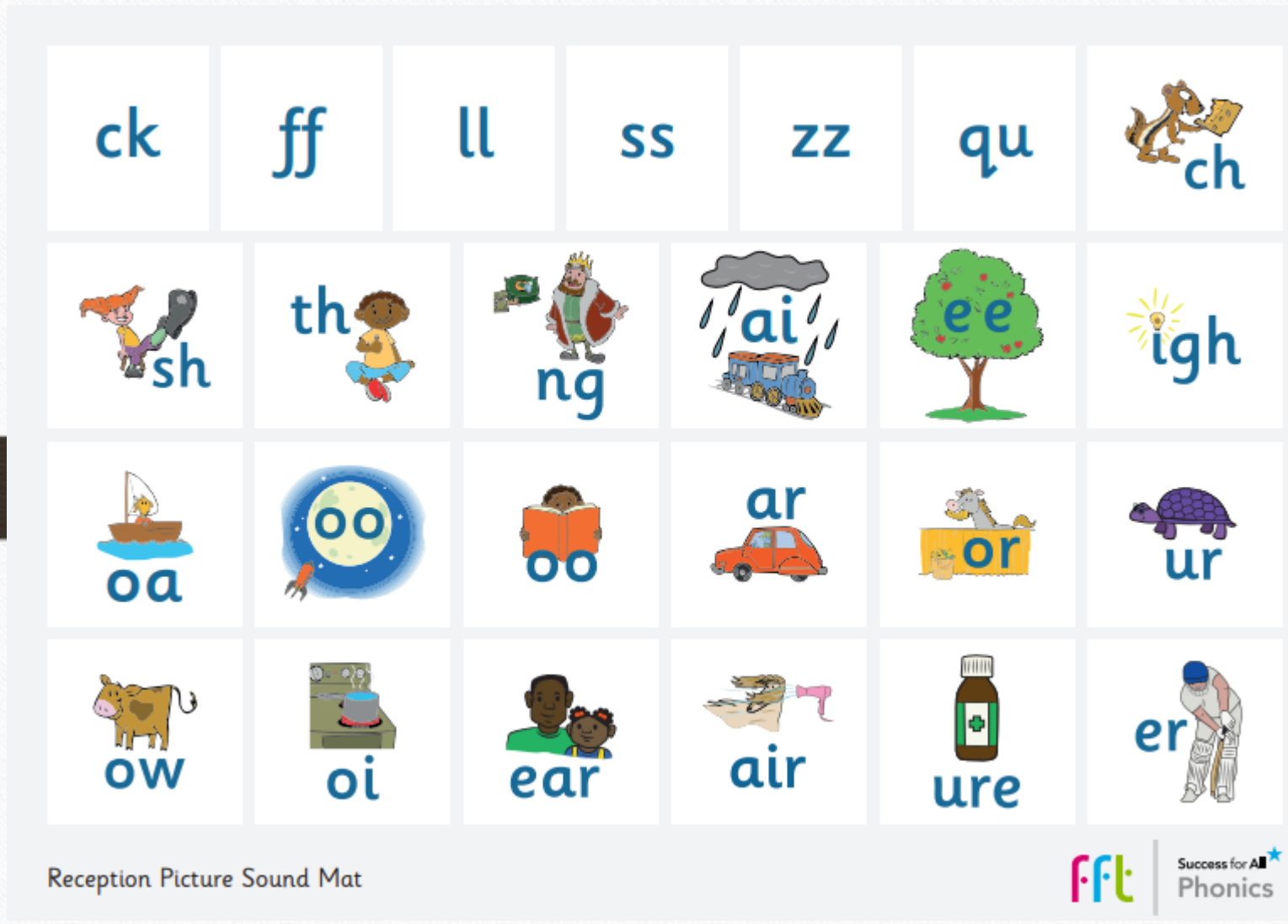


Sound Mat Phase 2 (Nursery & Reception)

s	a	t	p	i	n
m	d	g	o	c	k
ck	e	u	r	h	b
f	ff	l	ll	ss	



Sound Mat Reception Digraphs & Trigraphs

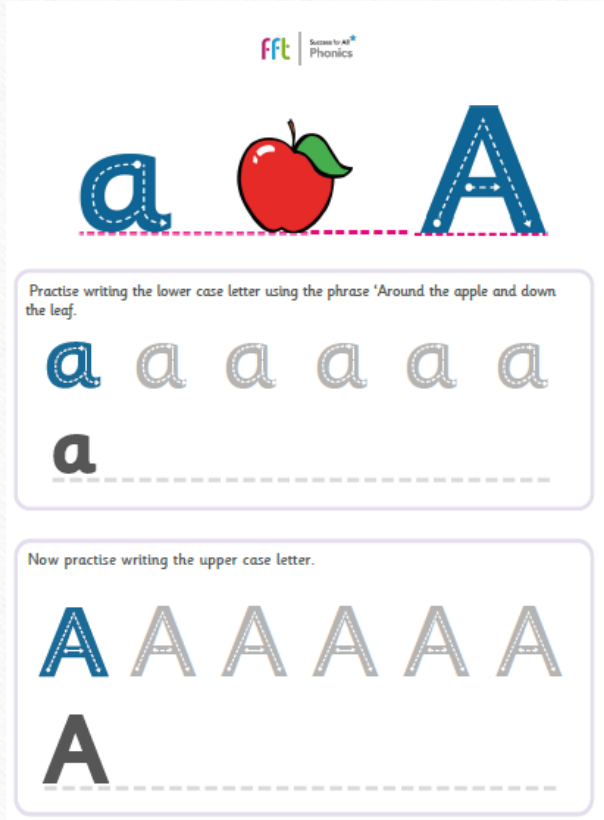
ck	ff	ll	ss	zz	qu	ch
sh	th	ng	ai	ee	igh	
oa	oo	oo	ar	or	ur	
ow	oi	ear	air	ure	er	

Reception Picture Sound Mat

fft Success for All Phonics

Alliterative Phrases and Letter Writing Cues

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'

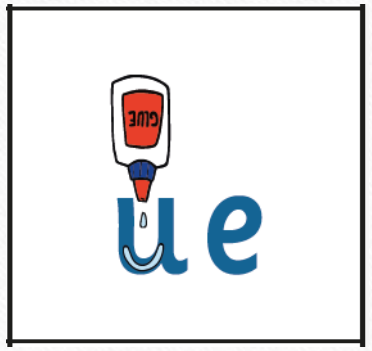


Success for All Phonics

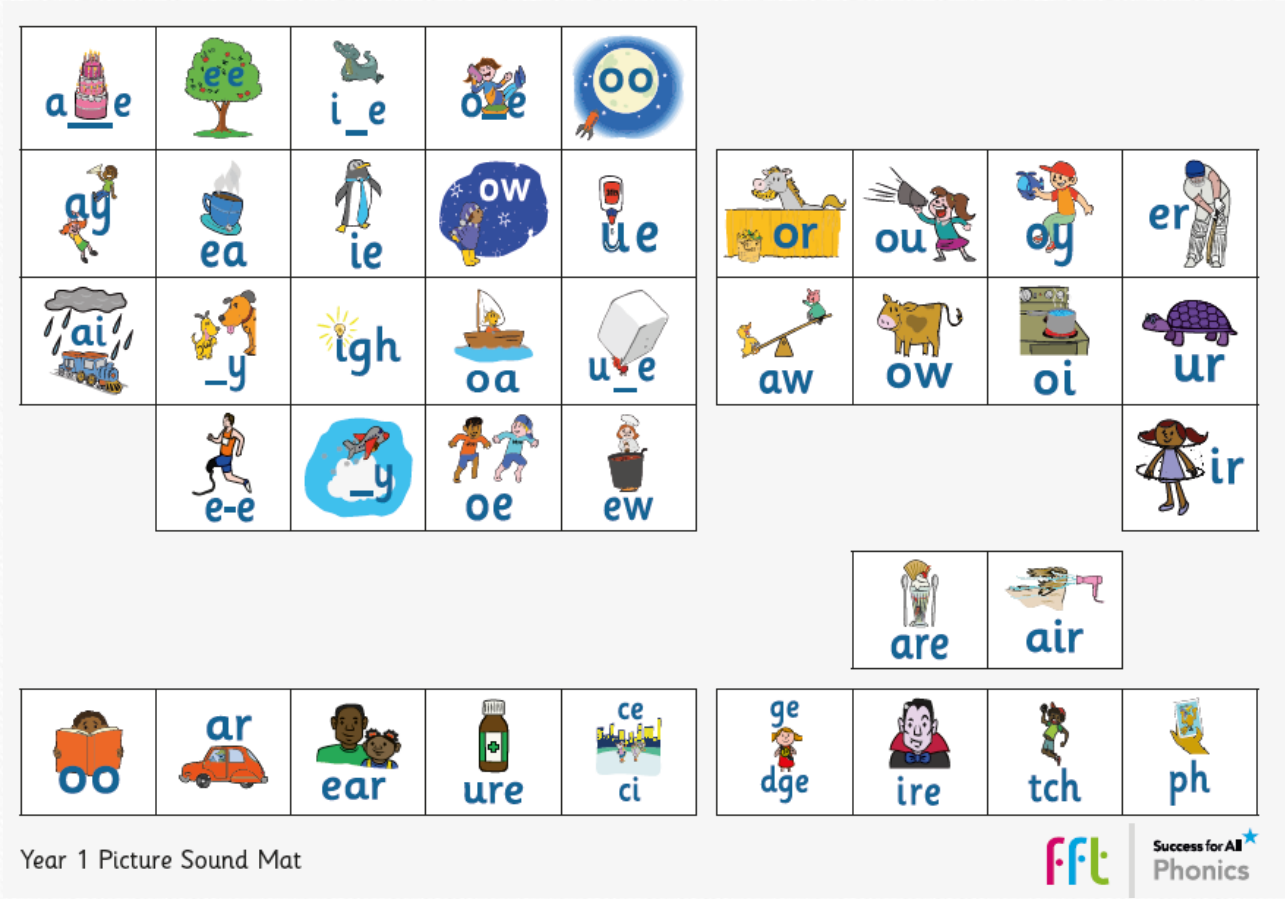
Success for All Phonics: Summary Scope and Sequence - Year 1

Year 1	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
Term 2	Phase 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in –tion / -cious	57 to 68	

/ay/	'May I play?'
/ou/	'Shout it out.'
/ie/	'Tie your tie.'
/ea/	'Time for tea.'
/oy/	'Boy with a toy.'
/ir/	'Girl in a whirl.'
/ue/	'Blue glue.'
/aw/	'I saw a see-saw.'
/ew/	'New stew.'
/a_e/	'Bake a cake.'
/e_e/	'Athlete Pete competes.'
/i_e/	'In a while crocodile.'
/o_e/	'Phone home.'
/u_e/	'Huge cube.'



Year 1 Sound Mat



Where do phonics, spelling and reading fit in the timetable?

Reception

- Daily 25-minute Phonics.

- Daily Shared Reading:-

  Term 1 – 15 mins

  Term 2 – 20 mins

  Term 3 – 25 mins

Year 1

- Daily 25-minute Phonics.

- Daily Shared Reading:-

  All Terms

  30 mins

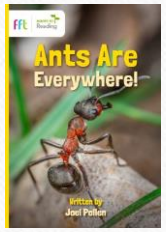
Year 2

- Daily 25-minute SPELLING.

- Daily Shared Reading:-

  All Terms

  30 mins



What will my child do in their daily phonics lessons in Reception?

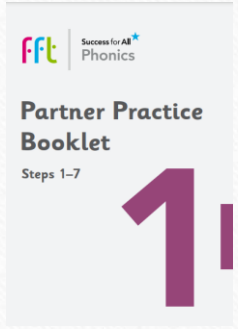
Reception Term 1 – 1 lesson

Review Previously Learnt GPCs (5 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
i n m d	s a t p i n m d	sit dim pip did tap mad	The girl is glad. /g/	Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat I can feel the sound.	t-a-p s-a-g d-i-g g-a-s	g-a-p p-i-g n-a-g t-a-g	gap gas dig	Left around the girl, down her plait and curl.

Reception Term 1 – 1 lesson

Review Previously Learnt GPCs (10 minutes)				Teach › Practise › Apply New GPCs (15 minutes)				
Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Write Words with New Grapheme	Write Familiar Words
ch sh th ng ai ee	week sling snail creeps sweet railing ask*	tail › sail › pail › pain › Spain › spun › stun › stuck	Bright light. /igh/	t-igh-t s-igh-t b-l-ee-p h-igh	l-igh-t th-igh s-t-ee-p f-r-igh-t	sighs bright fighting	high light sight fright	bash ring tree brain

Co-operative Learning in Reception



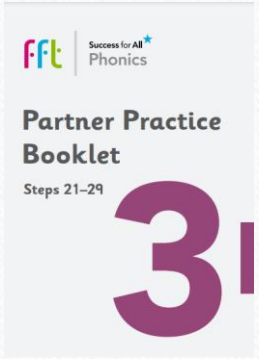
Reception Term 1

Step 1 – Day 1

a	t	s	i
m	p	n	d

sat	tip
pat	Dad

gas	dig
tag	gap



Reception Term 3

Step 29 – Day 3

fur	pair	vulture
years	cured	frowning

I am too full up from that big lunch for a snack now.

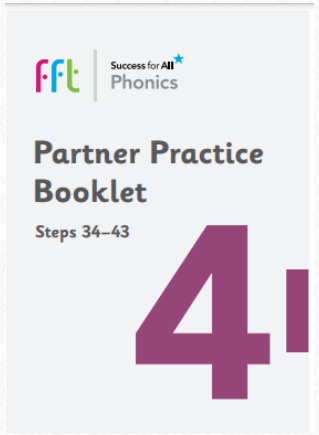
herd	letter	scooter
term	never	dinner
jerk	jumper	harder
stern	cooker	bumper

What will my child do in their daily phonics lessons in Year 1?

	Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences
Day 1	ear air ure er ay ou	listen vulture freezer Saturday counter metal* Mr can't work class**	cloud › loud › laid › paid › pain › paint › point › joint	Tie your tie. /igh/ ie	p-ie l-ie-s d-r-ie-d f-ou-n-d	d-ie l-ou-d s-p-ie-s f-r-ie-d	pie spies supplies	sigh lie high dies tied right	sure pie pound cried staying tries dinner fries
Day 2	ear air ure er ay ou	cured bumper sprayed shouting hospital* April* Mrs	clay › play › lay › lure › lair › chair › hair › hear	Review the Key Card for the new GPC.	t-ie-s d-ie-d t-r-ie-s p-ou-n-d	p-ie s-p-ie-d c-r-ie-s m-ou-th	dried tries fried	might light spies cries pie dried	'I'm frightened of the thunder and lightning,' she cried.

1. Spelling Practice: – Now that they know a range of GCPs, they need to begin to work out when to use them e.g. seem, team, swede, key, we.
2. Write words and sentences - From the start of Year 1 but also introduced in the Summer term in Reception.

Co-operative Learning in Year 1



Year 1
Term 1

Step 34 – Day Three

pair	joint	unpack
hear	paper	hairbrush

Oh dear, it's raining again and I left my coat at Fay's house.

rays	clay	stray
stay	bay	praying
played	stayed	zays
squay	jay	away
hay	tray	Thursday

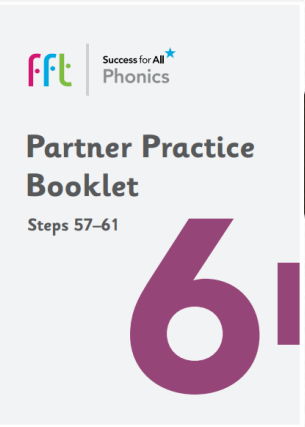
Pseudo words in preparation for Year 1 Phonics Screening Check

Step 61 – Day Three

potatoes	kneeled	treasure
thumb	television	confusing

"It is my pleasure to watch my nephew for a while," smiles Liv as she goes into the living room and switches on the television.

graph	phantom	pheasant
phew	phoned	trophy
phrase	phonics	elephant
phoge	nephew	alphabet
draph	dolphin	headphones



Year 1
Term 3

What is Shared Reading?

- In addition to their **daily phonics** lesson, the children have a **daily shared reading** lesson.
- This provides them with the opportunity to **apply** what they have been learning in their phonics lessons but also work on fluency and expression.
- The children discuss the text to develop their **comprehension skills**. Good oracy is important.

FFT's decodable reading books

- FFT have specially written 68 **decodable** reading books that include a **variety of genres**.
- The Shared Readers are linked to the **scope and sequence.**
- They have produced a series of Further Readers to provide extra support.
- They are used **in class** for the daily shared reading lessons.
- They can also be **sent home** as physical or digital books.
- You can access **videos** to hear the books read to you.

Access to digital reading books

Phase	Reader GPCs	Step	Hyperlink and QR code SHARED READER	Hyperlink and QR code FURHTER READER
	Reception Term 1			
Phase 1				
	No Book	1i - 4i		
	No Book	5i - 8i		
Phase 2	satpinmd	1	Tap, Tap, Tap https://parents.fft.org.uk/S01_Tap_Tap_Tap https://vimeo.com/691867051/244e58a683	Nip, Nip, Nip https://parents.fft.org.uk/FR01_Nip_Nip
	satpinmd	1	No other Shared Reader	Pat, it Mat https://parents.fft.org.uk/FR01_Pat_it_Mat
	satpinmd	1	No other Shared Reader	In a Pan https://parents.fft.org.uk/FR01_In_a_Pan
	gock	2	Kim Cat https://parents.fft.org.uk/S02_Kim_Cat https://vimeo.com/692000925/b35e9ef1d8	Pop in a Pip https://parents.fft.org.uk/FR02_Pop_in_a_Pip

This document has QR codes and individual hyperlinks to each of the Shared Readers.

This resource allows staff to share the decodable readers e.g. by posting them on Class Dojo.

Where the links are Vimeo links, the readers are read out loud; this option might be particularly helpful for parent/carers and pupils who need this support.

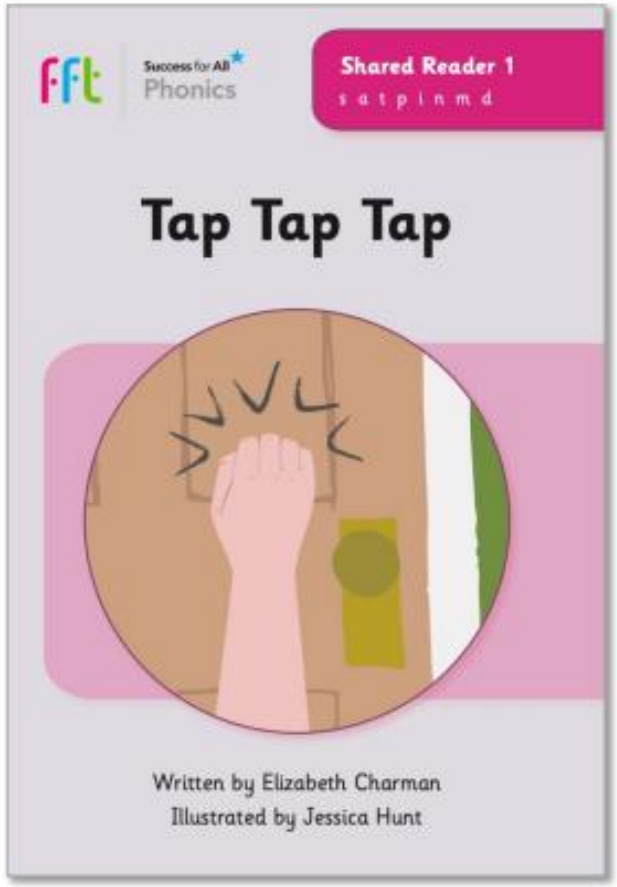
What is a 'decodable' reading book?

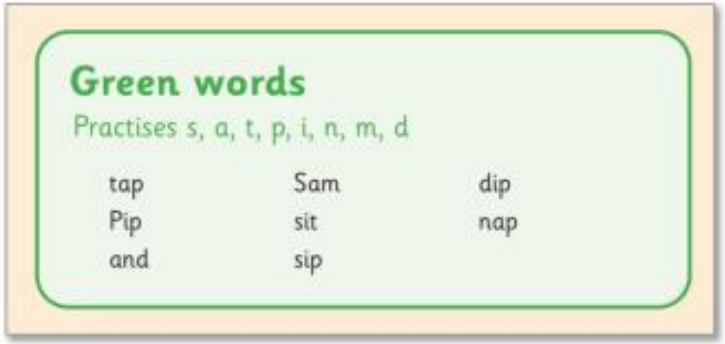
If you get tagged, you stop.
You stick your arms out and stand
with your feet apart until you are
freed.

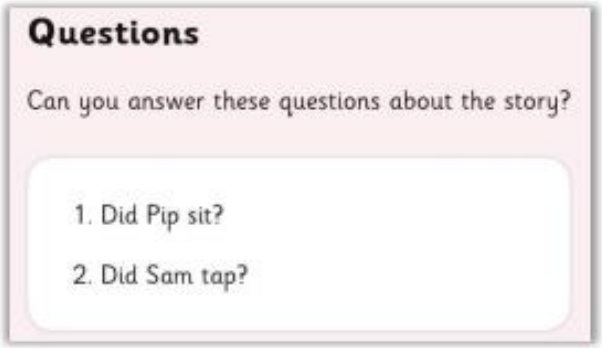
- The books the children use have been designed to be decodable.
- A decodable reading book contains GPCs and common exception words (the red tricky words) that your child has been learning in school.

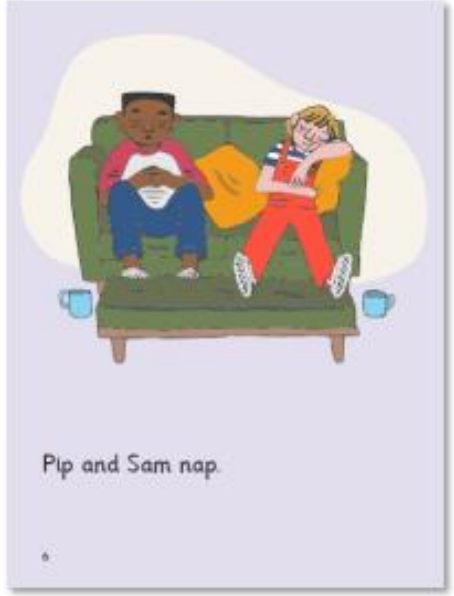
Shared Reader 1: Tap Tap Tap

Reception Term 1



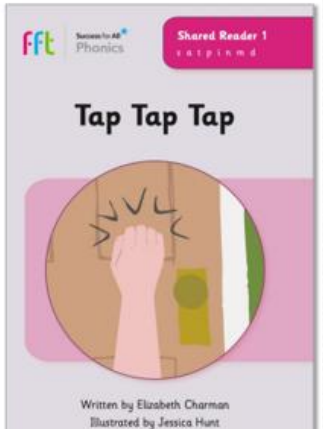


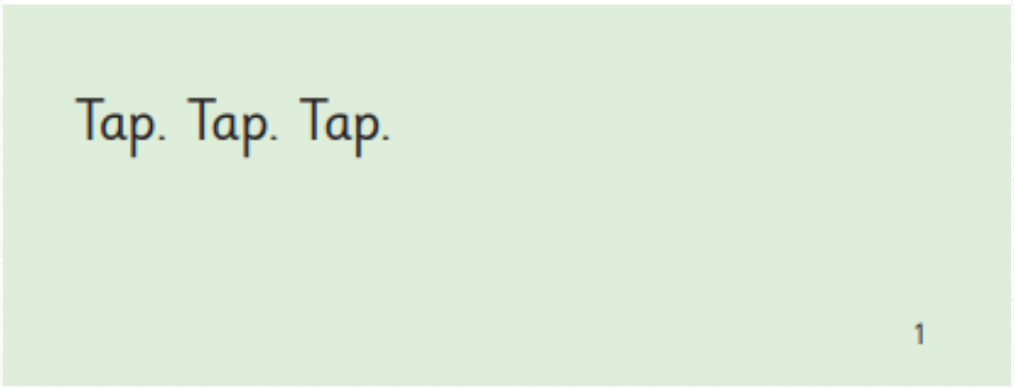




Reception Term 1

Click here to hear the book read aloud:
https://vimeo.com/691867051/244e58a683

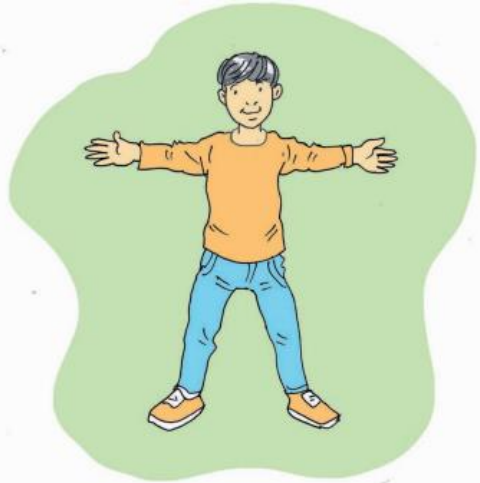


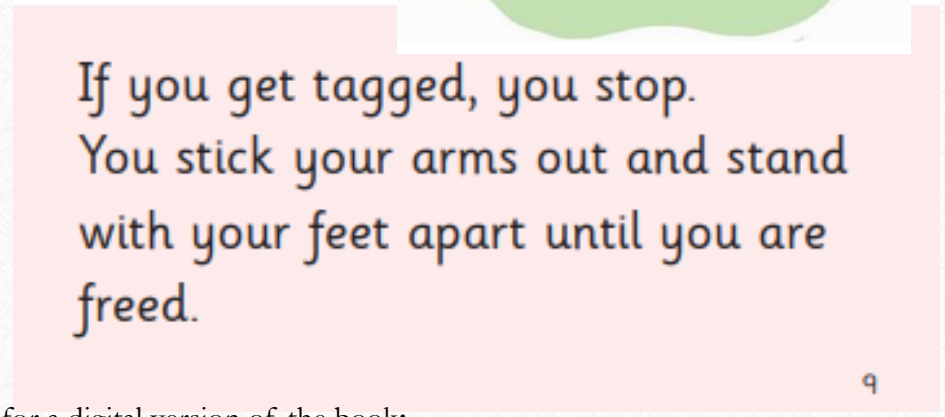


Click here for a digital version of the book:
https://parents.fft.org.uk/viewer/?pdf=S01_Tap_Tap_Tap&d=Tap%20Tap%20Tap

Reception Term 3

Click here to hear the book read aloud:
https://vimeo.com/692013009/d9c0bd596b





Click here for a digital version of the book:
https://parents.fft.org.uk/viewer/?pdf=S32_What_Can_I_Do_in_the_Summer&d=What%20Can%20I%20Do%20in%20the%20Summer?

Year 1 Term 1

Shared Reader 40: Highland Summer

Success for All Phonics

Green words

Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words

Previous red word

after*

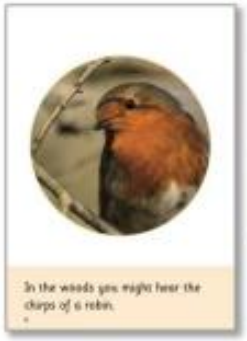
New red words

any	could	many
who		

*This word may be tricky depending on regional accent

Can you answer these questions about the book?

1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



Year 1 Term 1

At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland.

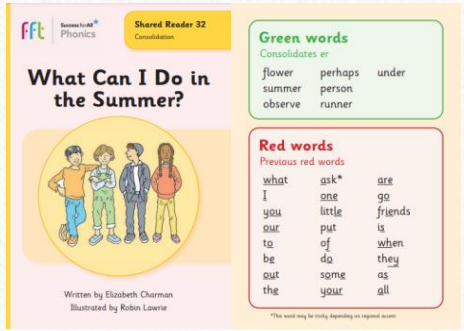
Click here to hear the book read aloud:
https://vimeo.com/731075997/f80fb78a4b

Click here for a digital version of the book:
https://parents.fft.org.uk/viewer/?pdf=S40_Highland_Summer&d=Highland%20Summer

Soon, the Queen travels back south to do her public jobs.
In Balmoral, the flowers still bloom. Birds whirr by looking for food. The birch and fir trees sigh in the wind.

Reading at home

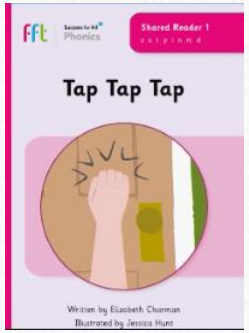
- In response to **feedback** from parents, we send the **physical books** home rather than digital copies.
- Books will be **changed every Friday**. Your child will receive a copy of the book they have been using during shared reading lessons that week. They will be familiar with the book so it will give them the opportunity to work on their reading fluency at home.
- These reading books are used by teachers and children in reading lessons at school, so we need the books to be **well looked after** and **returned to school** at the start of each week.
- We will be charging a small **fee** for reading books that are **lost**.



How to get the most out of your reading book when reading at home

- Ask your child to read the Green Words at the start of the book.
- These words are **decodable** which means your child can sound them out and blend them using the GPCs they have been learning in school.

- Ask your child to read the Red Words at the start of the book. Red Words are '**tricky words**' which means they have parts that are not decodable and need to be memorised. The 'tricky' parts are underlined.



Modelling Fluent Reading

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	Hyperlink and QR code
	Reception Term 1			
Phase 1	1			
	2			
Phase 2	3	s a t p	1i - 4i	
	4	i n m d	5i - 8i	
	5	g o c k	1	https://parents.fft.org.uk/S01_Tap_Tap_Tap https://vimeo.com/691867051/244e58a683
	6	c k e u r	2	https://parents.fft.org.uk/S02_Kim_Cat https://vimeo.com/692000925/b35e9ef1d8
	7	Consolidation Week	3	https://parents.fft.org.uk/S03_Sam_and_Ted https://vimeo.com/692001345/f7ebd06900
	8	h b f ff	4	https://parents.fft.org.uk/S04_Pip_Can_Kick https://vimeo.com/692001365/b95212fa00
	9	l ll ss	5	https://parents.fft.org.uk/S05_Big_Red_Bus https://vimeo.com/692001895/2583af3f3e

- Reading the book **to your child** is important because it provides an opportunity for you to **model** fluent reading.
- If you need support, your child's teacher can post a Vimeo link on Class Dojo that will enable you to hear the books read aloud.
- Your child can follow the text in their book and point to the words as they hear them read.
- Below is the link to the book 'Tap Tap Tap' read aloud https://vimeo.com/691867051/244e58a683

The Importance of Comprehension

- It is important **not to rush on** with reading books that contain unknown GPCs. Instead, focus on **fluency** and **comprehension**.
- Take time to discuss new **vocabulary.**
- Does your child **understand** what they are reading?
- Ask your child **questions** about the book to check that they understand the text.

What are you doing if you **unclip** something?

Why did Pip need to **unclip** the **pugs**?

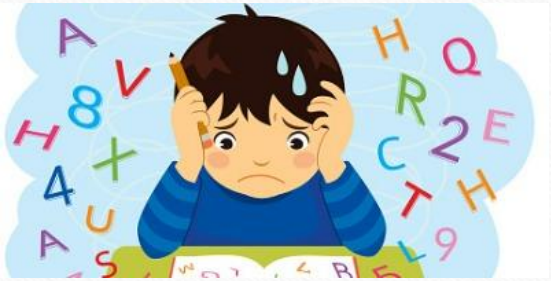
On the green, Pip unclips the pugs.
Snuff, snuff. Huff and Puff mooch
to the next sniff.

2

What is a **pug**?

What does **mooch** mean?

(It describes the way they are moving. To walk slowly without much purpose).



Becoming a fluent reader

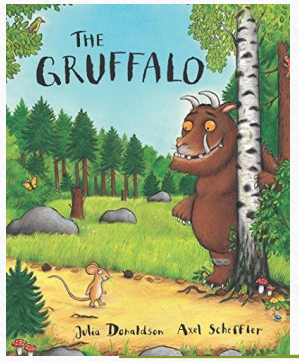
- If a child is not reading **fluently**, it is difficult for them to **understand** what they are reading. Their **comprehension** skills will be weak, and they will get little **enjoyment** from reading.

Words Correct Per Minute Targets for Reception are:

WCPM End of Term 1 Goal: 15
WCPM End of Term 2 Goal: 25
WCPM End of Term 3 Goal: 35

Words Correct Per Minute Targets for Year 1 are:

WCPM End of Term 1 Goal: 45
WCPM End of Term 2 Goal: 55
WCPM End of Term 3 Goal: 65



Reading for pleasure

- Reading for **pleasure** is an important part of childhood learning and your child should hear stories and rhymes read to them.
- However, it is important for children to **master phonics** as their primary decoding strategy so don't try to push your child on too quickly. Ask your child's class teacher if you are unsure.

Developing Vocabulary - Reading to your child

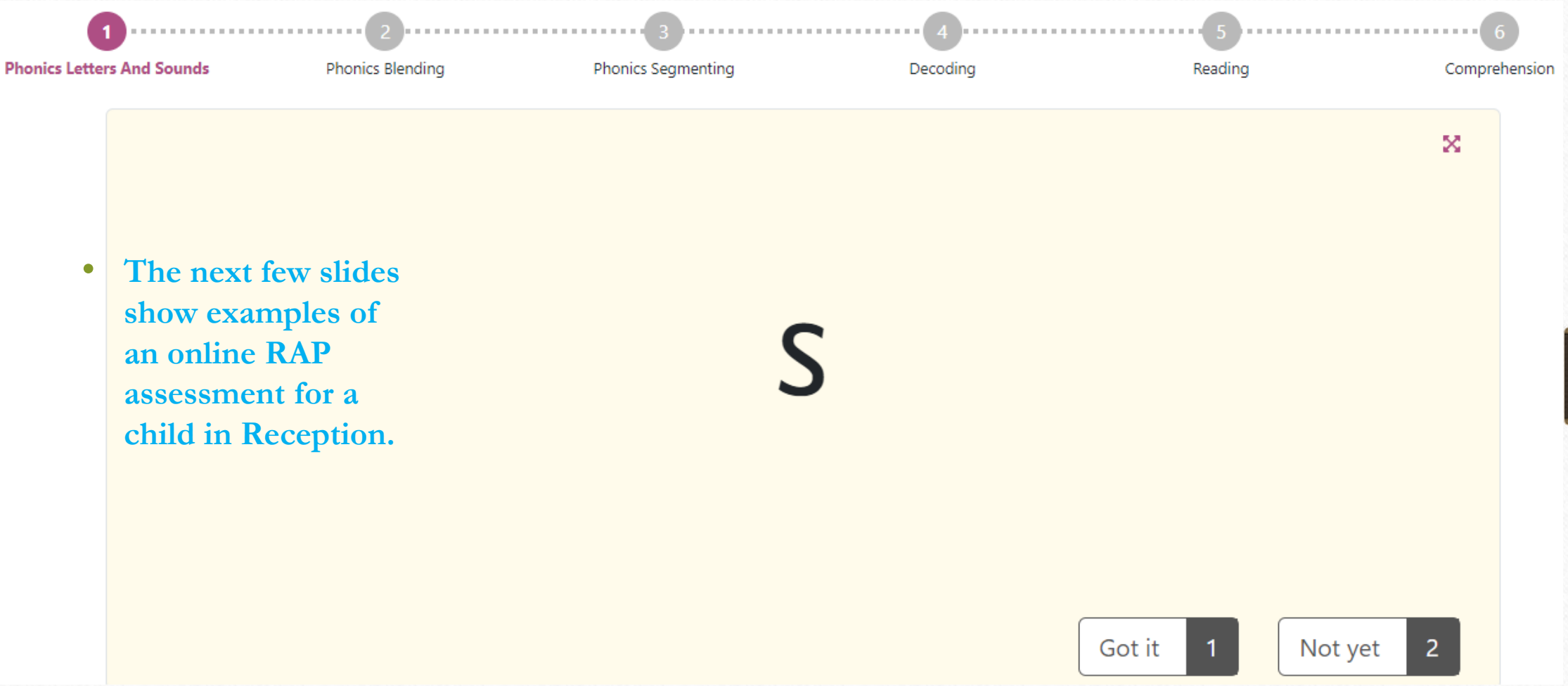
The table shows how many words a child will have heard by the time they are 5 years old:

Never read to	4,662 words (less than 5 thousand words)
Read to 1–2 times per week	63,570 words (over 63 thousand words)
Read to 3–5 times per week	169,520 words (nearly 170 thousand words)
Read to daily	296,660 words (nearly 300 thousand words)

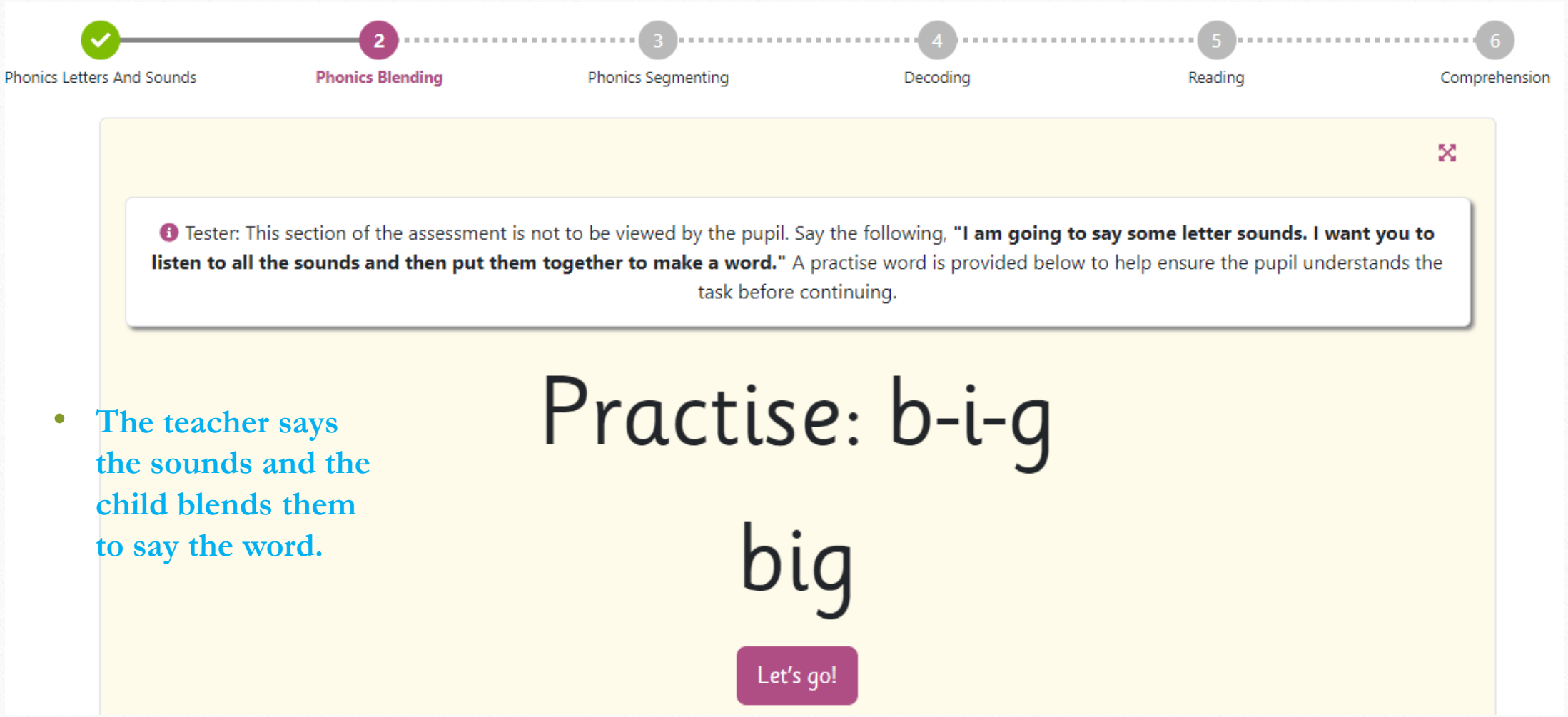
Science Daily, 2019 (in The reading framework, DFE, Jan 2022) https://www.sciencedaily.com/releases/2019/04/190404074947.htm

How do we track progress?

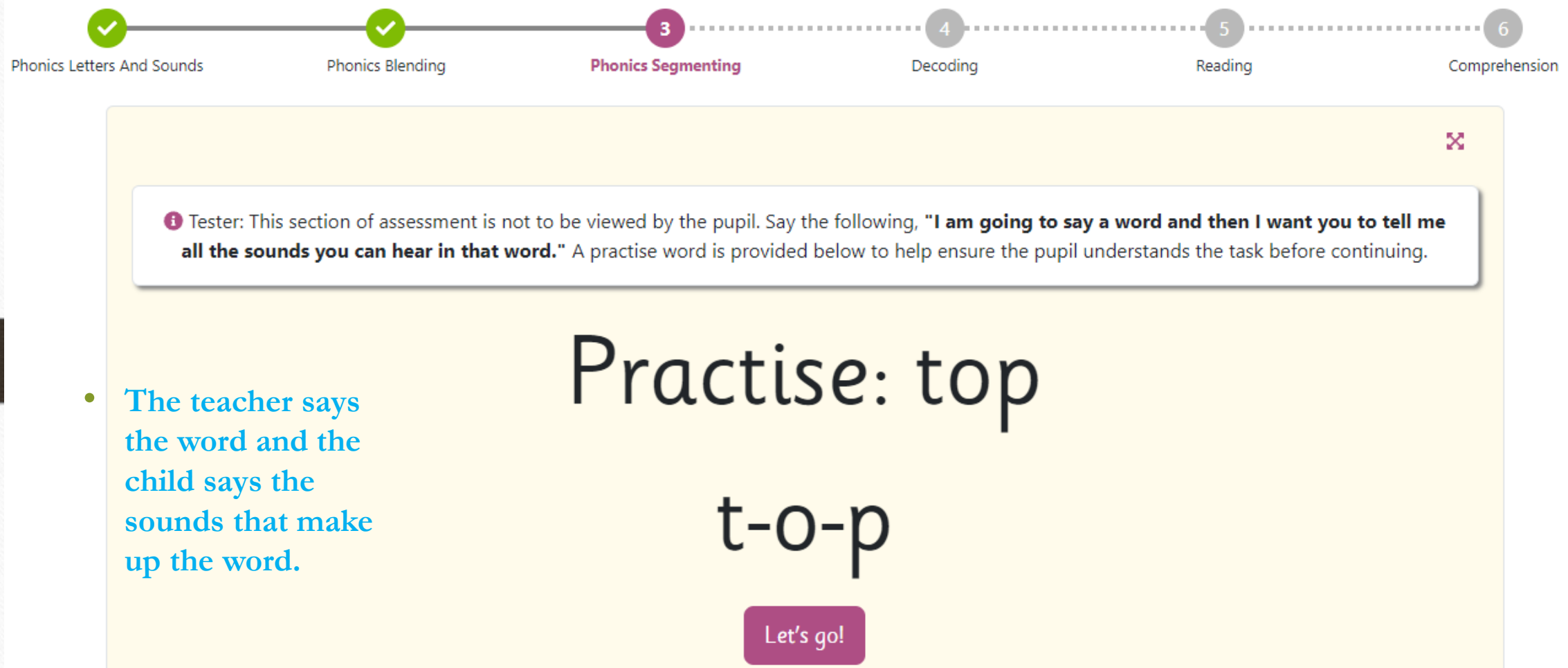
- The scope and sequence in the phonics scheme includes 1-1 pupil assessments **every 6-8 weeks.**
- **Online assessments:** These assess GPC knowledge, decoding ability (reading red and green words), reading fluency (WCPM) and comprehension.
- **Reports**: Provide feedback for teachers on pupils' reading skills and progress. Areas of strength and weakness are identified e.g. a child may know the GPCs but struggle to blend words or can blends word well but lacks fluency when reading because they stop frequently to sound out words or can read fluently but does not understand what they have read.



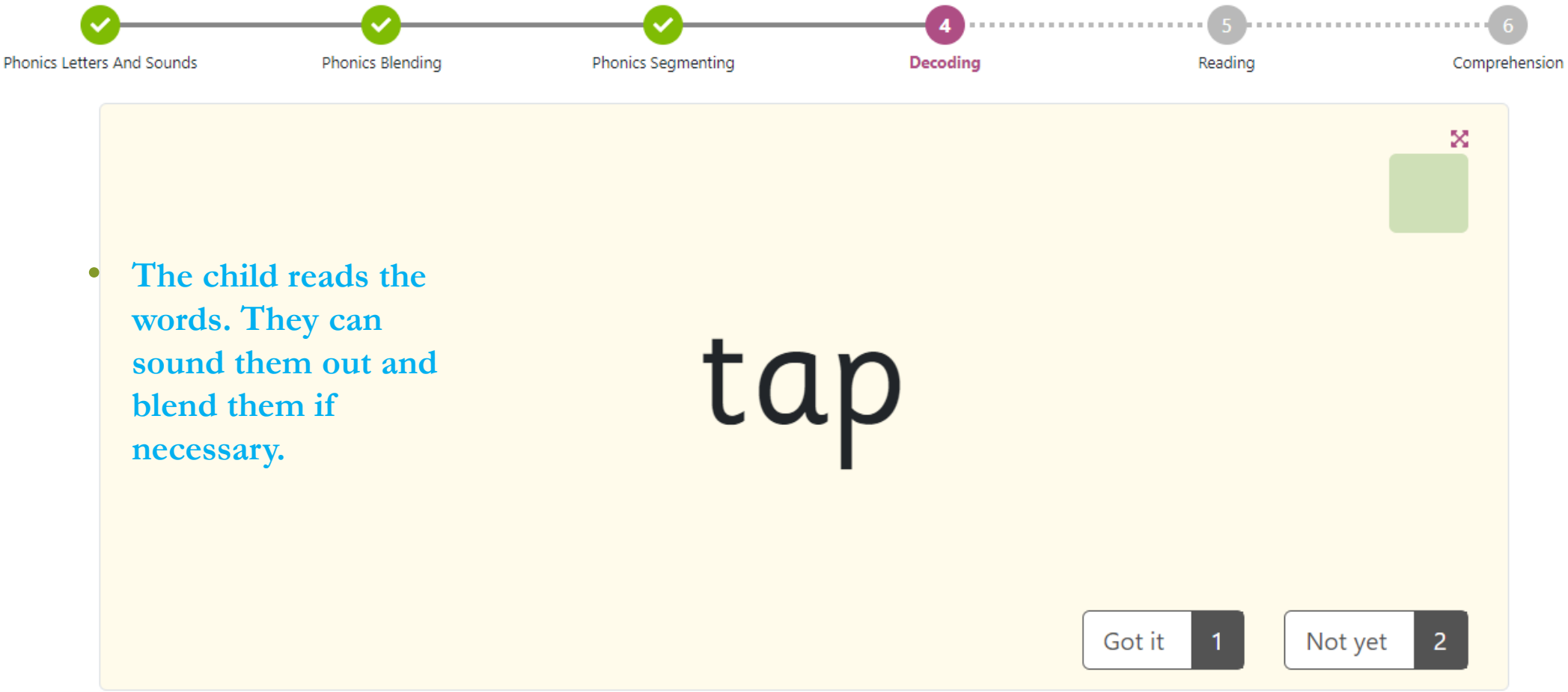
- The next few slides show examples of an online RAP assessment for a child in Reception.

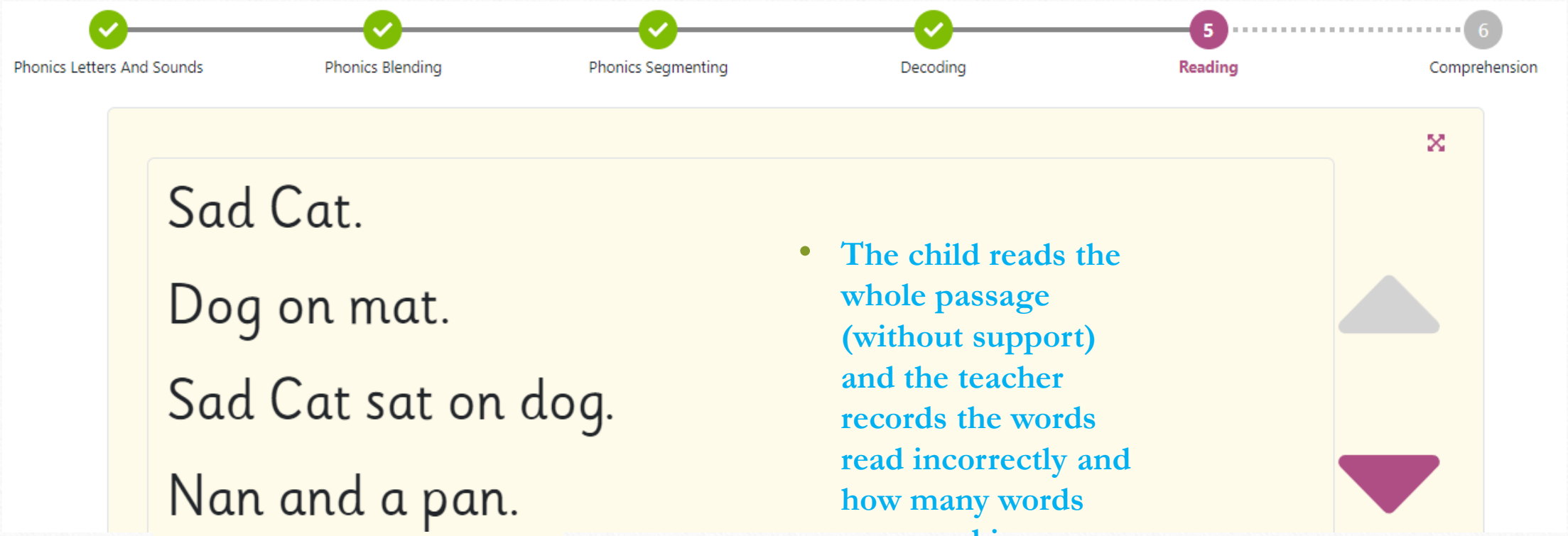


- The teacher says the sounds and the child blends them to say the word.

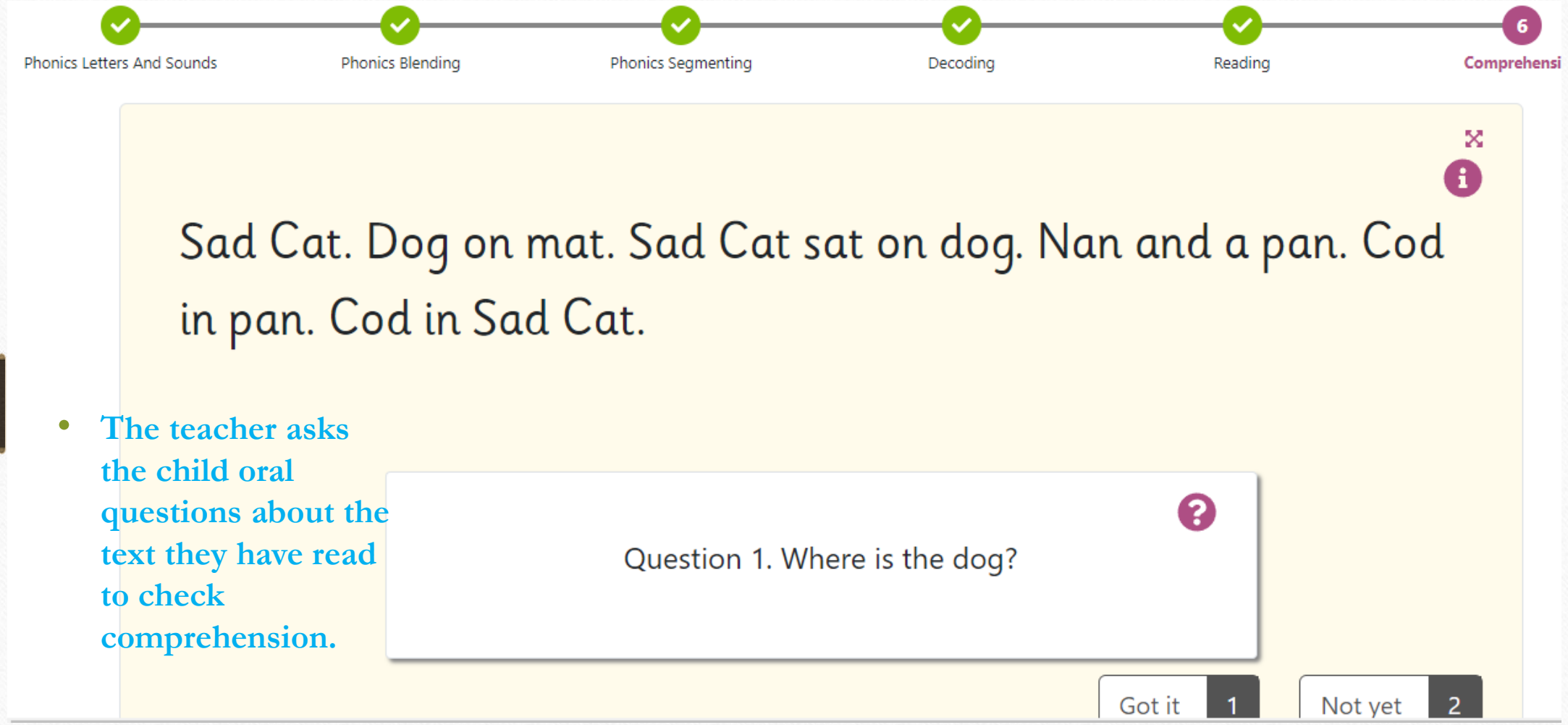


- The teacher says the word and the child says the sounds that make up the word.


Phonics Letters And Sounds
Phonics Blending
Phonics Segmenting
4
Decoding
5
Reading
6
Comprehension
The child reads the words. They can sound them out and blend them if necessary.
tap
Got it 1
Not yet 2



- The child reads the whole passage (without support) and the teacher records the words read incorrectly and how many words were read in a minute.



- The teacher asks the child oral questions about the text they have read to check comprehension.

- The RAP assessments give the teachers data for the year group.

First Name	Last Name	Gender	Year Group	Class	Standardised Score	Reading Attainment	Reading Fluency (WCPM)	Decoding Accuracy Red	Decoding Accuracy Green	GPC Accuracy	Comprehension Accuracy	Reading Fluency Age
		M	01	1C	87	Well Below	20	-	28 %	54 %	0 %	4:10
		M	01	1C	89	Below	25	-	52 %	46 %	0 %	4:10
		F	01	1C	91	Below	27	-	55 %	58 %	33 %	4:10
		M	01	1C	98	Expected	51	-	48 %	63 %	33 %	5:11
		F	01	1/2BM	99	Expected	58	-	76 %	88 %	100 %	6:4
		M	01	1/2BM	100	Expected	60	-	76 %	96 %	66 %	6:5
		F	01	1C	102	Expected	54	-	76 %	100 %	66 %	6:1
		M	01	1C	102	Expected	59	-	86 %	100 %	100 %	6:4
		M	01	1/2BM	105	Expected	73	-	90 %	100 %	100 %	7:1
		M	01	1C	106	Above	74	-	55 %	92 %	33 %	7:2

- The RAP assessments can show progress data for individual children.

Assessment	Assessment Date	Standardised Score	Reading Attainment	Reading Fluency (WCPM)	Decoding Accuracy Red	Decoding Accuracy Green	GPC Accuracy	Comprehension Accuracy	Reading Fluency Age	Actions
14	11/07/25	115	Well Above	87	-	97 %	88 %	33 %	7:10 *	
12	03/06/25	108	Above	68	71 %	80 %	100 %	67 %	6:11	
11	03/04/25	106	Above	64	67 %	87 %	90 %	67 %	6:8	
10	27/02/25	101	Expected	46	50 %	80 %	89 %	0 %	5:10	
9	22/01/25	90	Below	15	23 %	53 %	100 %	0 %	4:5	
8	22/11/24	88	Below	2	20 %	40 %	75 %	0 %	4:3 *	
7	14/10/24	71	Well Below	3	-	3 %	78 %	50 %	-	
7	16/07/24	72	Well Below	0	0 %	0 %	64 %	0 %	-	
5	13/05/24	73	Well Below	113	0 %	12 %	45 %	0 %	-	
4	14/03/24	74	Well Below	0	0 %	0 %	36 %	0 %	-	

- **This is a RAP assessment sheet for an individual child. These can be printed and sent home but the data should be explained to parents and carers.**

Name:

DOB: 12/06/19

Age (at time of assessment): 5:7

Year: 01

Class: 1C

Assessment: 9

Date: 22 January 2025

FFT Standardised Score: 90

FFT Reading Attainment: Below

FFT Fluency Reading Age: 4 years, 5 months

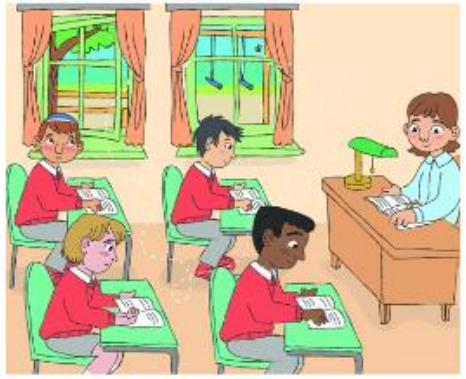
Letters and Sounds	**100 %**
Correct	ir, ue, aw, ew, ay, ou, ie, ea, oy
Incorrect	
Decoding	**39 %**
Correct	thirst, chewed, skirt, fried, true, stay, blay, ploud, their, work, don't
Incorrect	lawn, jewel, issue, crawling, seach, croy, blies, again, oh, poor, money, thought, should, Mr, Mrs, can't, climb
Reading Fluency	
WCPM	15
Reading accuracy	83 %
Expression, pace, fluency	Band 2
Passage length	77
Words read	18
Number of words read correctly	15
Number of words read incorrectly	3
Time	60 seconds
Words read incorrectly	added, water, in
Comprehension	**0 %**

What if a child needs additional support?

- In **Reception**, staff will provide extra support during the school day for those children who are falling behind. Staff can also send home materials that will support parents and carers at home e.g. GPC flashcards, sound mats and copies of the partner practice books.
- FFT provide an **online Tutoring programme** for pupils who need additional catch-up support. This is for children from Year 1 to Year 5.
- Pupils working in **small groups** with a tutor e.g. 4 pupils with a teaching assistant in school.
- They engage in reading activities which improve phonics skills, decoding and reading fluency.
- Pupils can have '**Home Access'**.
- Teachers can do '**Class Play**'.

TUTORING
WITH THE
LIGHTNING SQUAD
POWER READER
SUPER SPELLER
LETTER LAUNCH
WORD QUEST
WORD BLENDER
STORY QUEST
STORY NUMBER
11
THE BUZZING BEE (ee)
CHANGE STORY

POWER READER



Do you see the **buzzing** bee?

Zeb sees the bee.

LAST NEXT

LETTER LAUNCH

ee

CHECK

CLUE

WORD BLENDER

f e e t

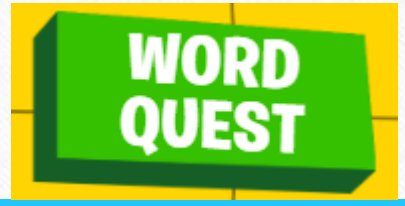
CHECK

CLUE

____ ____ ____ ____

e e f l

CLUE



free

thump

flee

buzzing

sweet

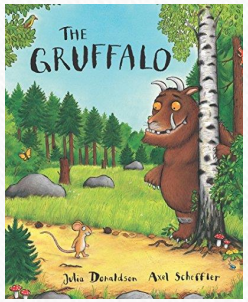
rail

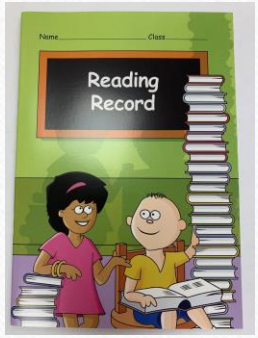
He thinks the bee is _____ .

How can I help my child?

- Be aware of the **GPCs** your child is learning each week. These will be listed on the Reception newsletter or posted on Class Dojo via Class Story.
- Use **pure sounds**. FFT provide a full set of **videos** that contain the proper pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme. https://vimeo.com/showcase/9340990
- Hearing others read is very valuable so **reading to your child** helps to develop their language and is good for modelling good reading behaviours.
- FFT Success for All Phonics have created advice and resources to support. Find them on their Parents Portal: https://parents.fft.org.uk/tips-for-homereading/
- Children have a better chance of being successful readers if they practise reading their **decodable books AND** also share other exciting **books for pleasure.**

AND



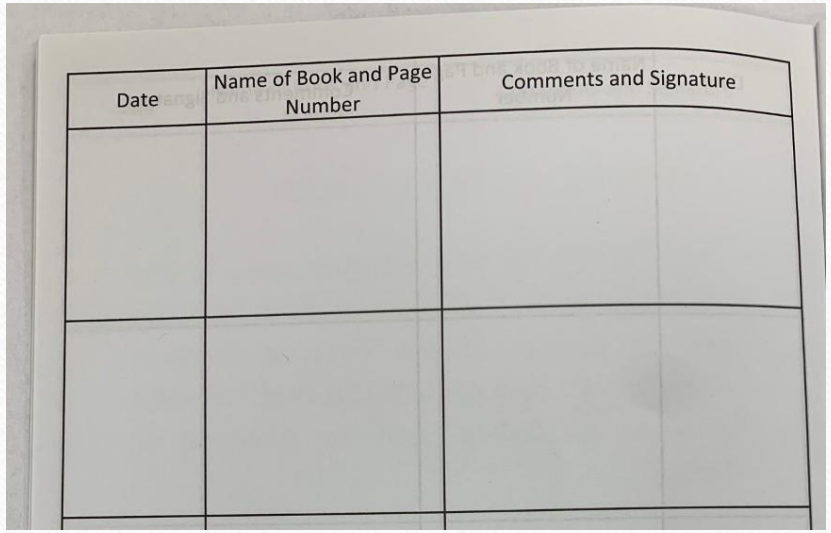


Home-School Links

- The **reading diaries** are to be filled in by staff **and** parents to record and share valuable information.
- You don't have to write a great deal but please record the date your child reads to you, the title of the book, the pages they have read and who they have read to.

This helps us to keep a record of:-

- Which books from the school reading scheme that your child has read.
- How often your child has read.
- Their strengths and weaknesses with regards to reading.



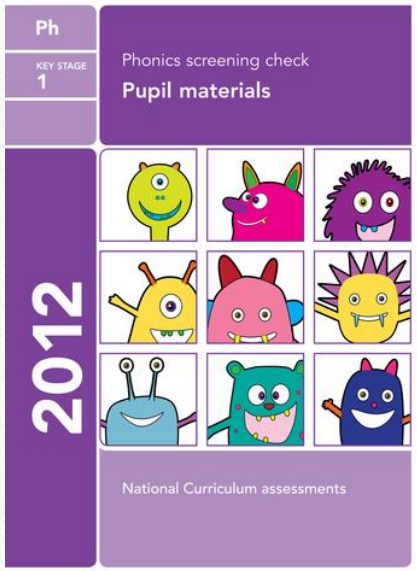
The Year 1 Phonics Screening Check

Who takes it?

- All Year 1 children for whom it is appropriate and any Year 2 children who are retaking the check.

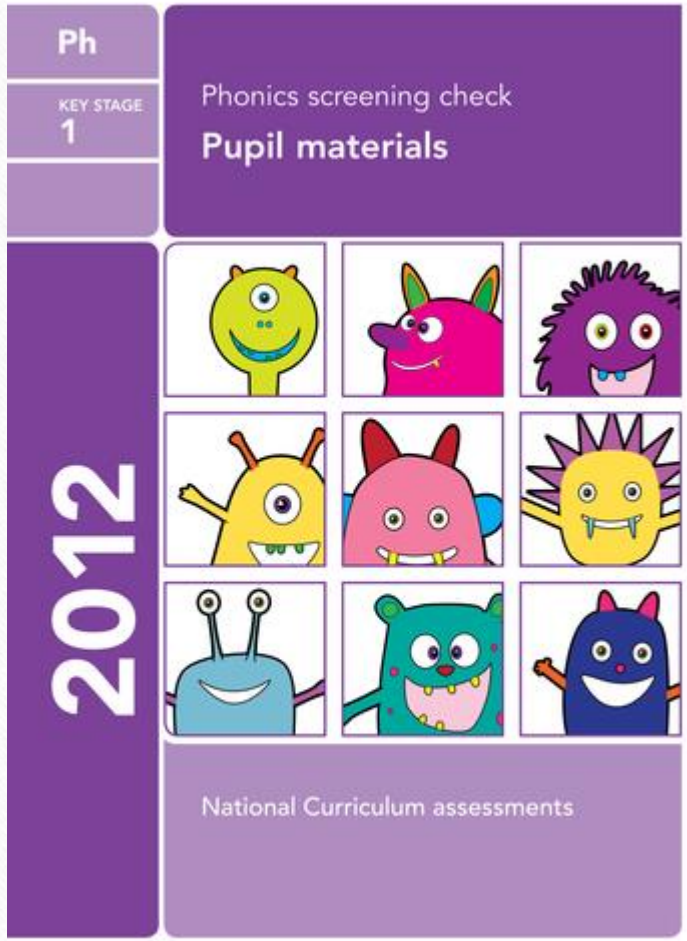
When do they take it?

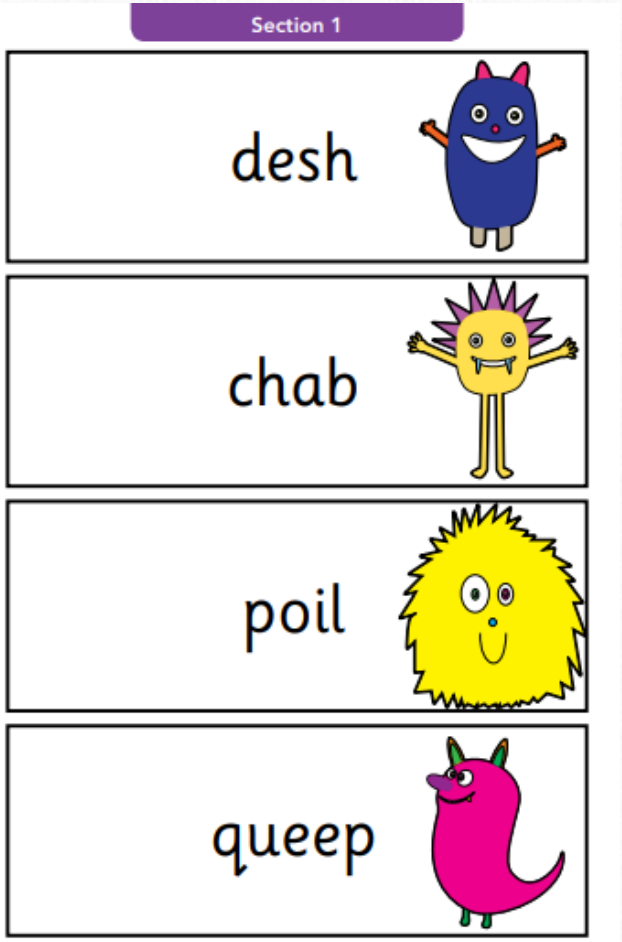
- In June. This academic year it will be the week 8th-12th June 2026.

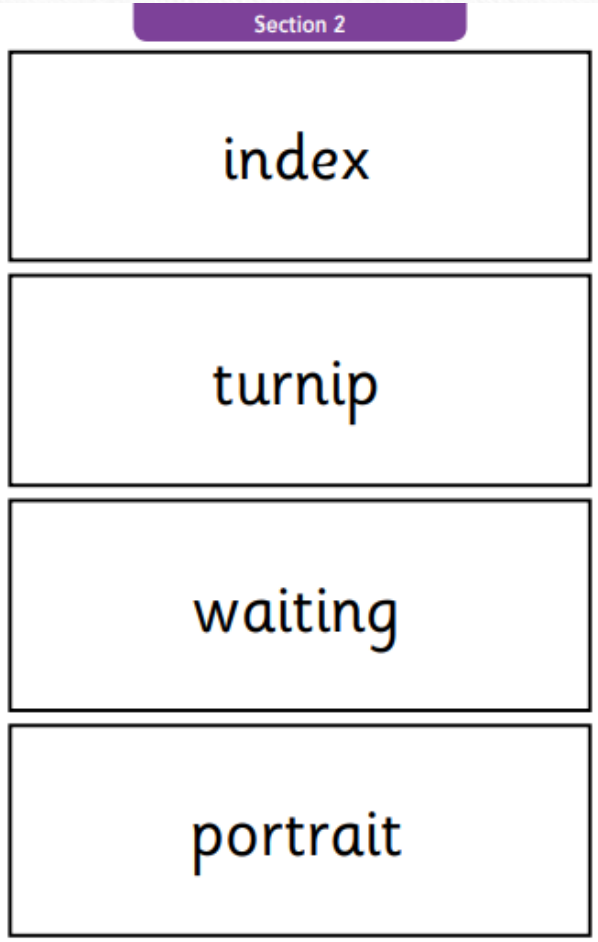


Why do they take it?

- The check assesses the child's ability to recognise sounds and blend them to read words.
- They need to show they understand the phonics rules.
- The children need to apply blending skills to read **real** and **nonsense** words.
- It does **NOT** assess understanding of the words.







There are 20 real and 20 pseudo (nonsense) words. Out of a total of 40 words, the children need to read **32** or more correctly without support to pass.

How can I get in touch if I have any questions?

- Message the class teacher via the Class Dojo messaging system.

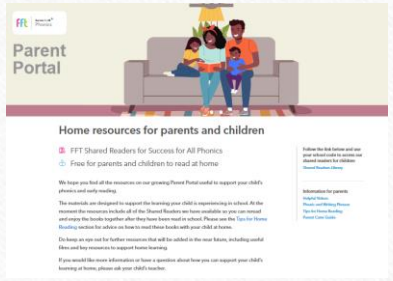
ClassDojo

- Email the class teacher via the relevant email address below.

For Reception:
eyfs@mountnod.coventry.sch.uk

Useful Websites

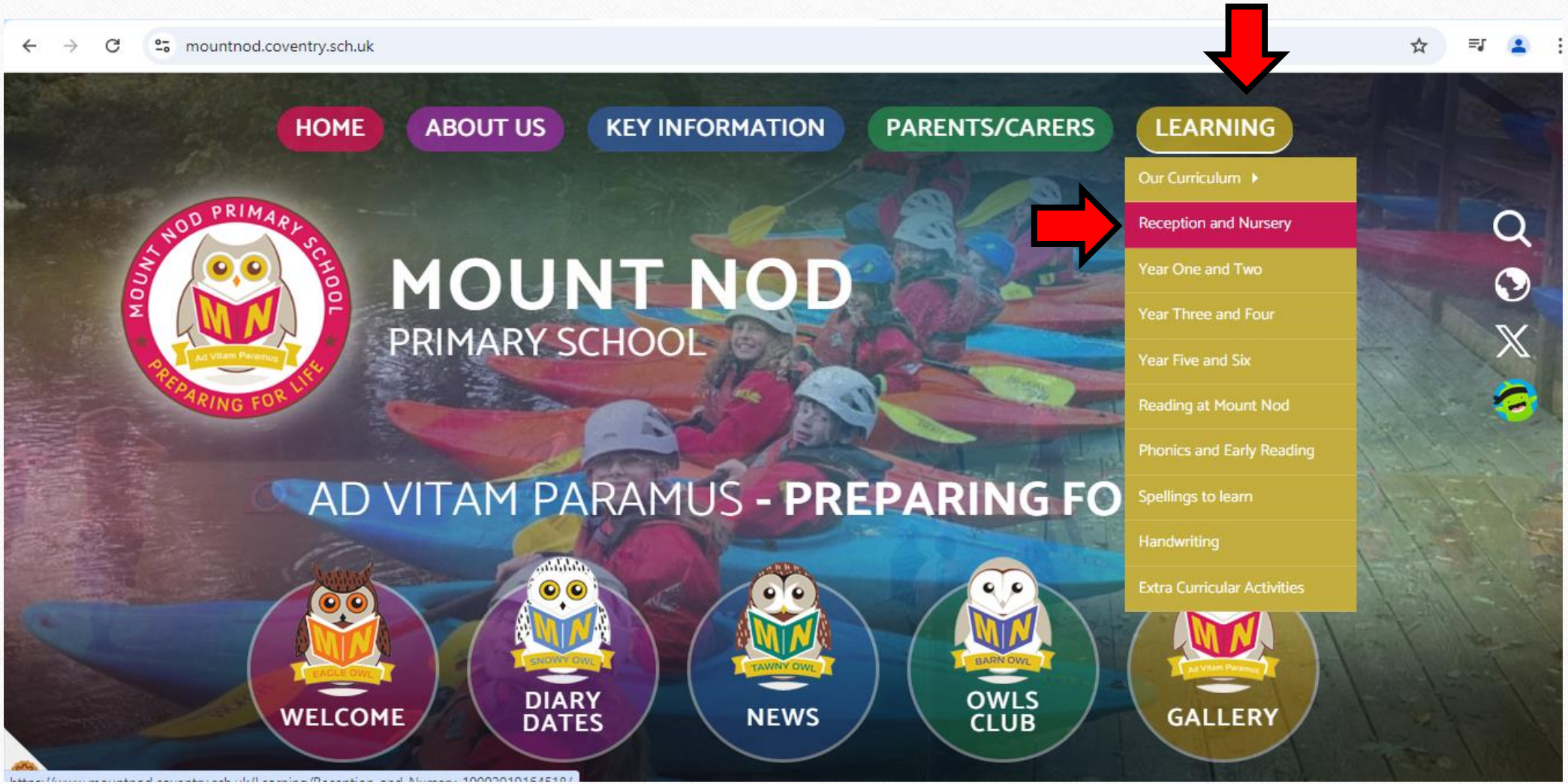
- FFT Parent Portal
  https://parents.fft.org.uk/



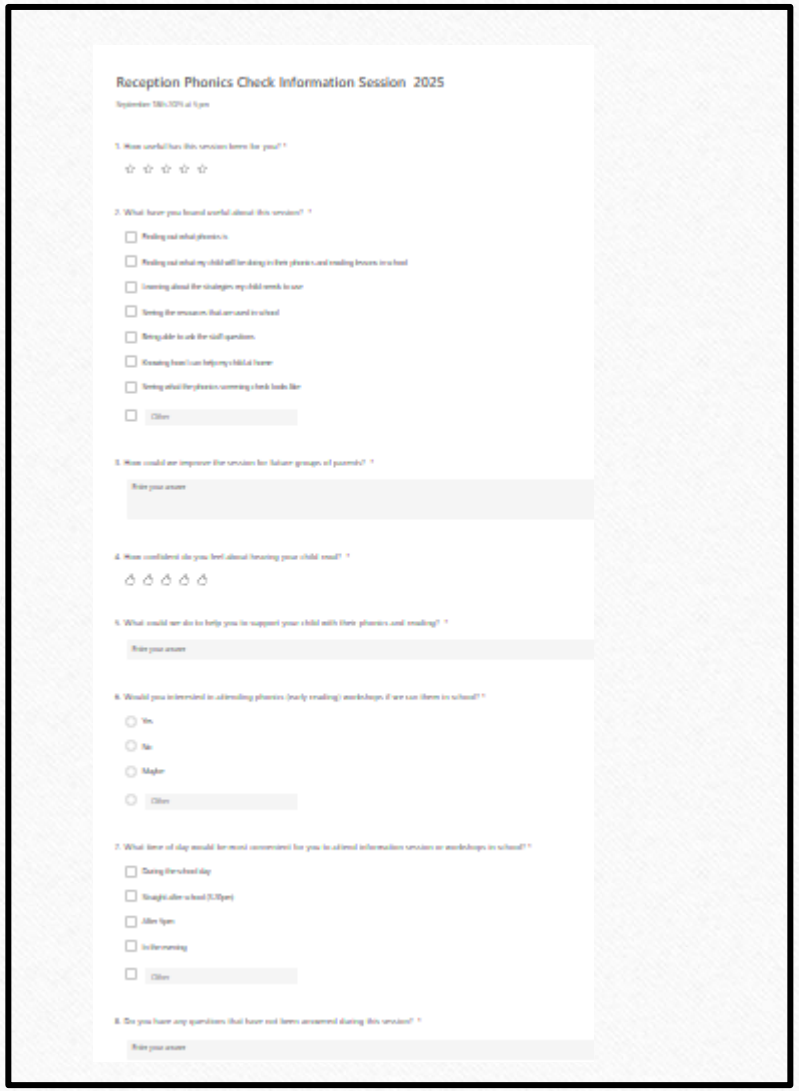
- School Website
  https://www.mountnod.coventry.sch.uk/

- Top Marks Phonics Games
  https://www.topmarks.co.uk/Search.aspx?q=phonics

Today's presentation will be made available on the school website soon.



School + Parents = Student Success



- Our **partnership** with parents is important to us.
- Please help us to improve our sessions by giving us some **feedback**.
- Click on the link below to access the short feedback form.
- The link will be made available on Class Dojo.

https://forms.office.com/e/4A4tfuhRdj?origin=lprLink

Scan the QR or use link to join

https://forms.office.com/e/4A4tfuhRdj

Copy link

0 response submitted

How useful has this session been for you?

0.00

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