



# Key Stage 1

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EARLY READING AND PHONICS INFORMATION  
EVENING

# Worrying facts about reading...

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The percentage of Year 1 children passing the 2022 Phonics check fell from 82% to 75% (Nationally).

Only 32% of British children are read to daily by an adult.

Most parents stop reading to their children by the age of 8.

Only 1 in 2 (52.4%) children aged 5 - 8 said that they read daily, while 1 in 13 (7.7%) say they never read at all.

Pupils who fail to learn to read early on start to dislike reading. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice.

## But on a positive note...

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Research tells us that children who read for 10 minutes a day can make up to a year's additional progress.

Listening to and talking about stories develops children's vocabulary because they meet words that they would rarely hear or use in every day speech.

This inevitably develops their writing and their understanding of vocabulary across the curriculum, making it easier to access.

## Six keys to success:

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1. Fidelity and consistency to the programme
2. Reading is highly valued
3. Staff have quality CPD and funding
4. Expert staff delivering the scheme
5. Strong leadership
6. Daily story time

# Overview of Phonics in EYFS/Key Stage 1

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We begin teaching Phonics in the second week in Reception.

The children will have Phonics and Group Reading every day until the end of Year 6! The only difference is, when the children go into Year 3, they have Spellings rather than Phonics. The structure of this lesson, however, is the same throughout the school.

They make rapid progress in their reading journey.

The children begin to learn the main sounds and how they can be represented, as well as learning 'Common Exception Words'.

# What's in your child's book bag?

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Unlocking Letters and Sounds recommends that schools use a two-book system.

Every child should have one fully decodable book and one sharing book.

The fully decodable book should be matched to the child's phonological awareness and therefore should be reading at 95% fluency.

The sharing book should go home for families to explore vocabulary with your children.

# Overview of Phonics in EYFS/Key Stage 1

EYFS	Year 1	Year 2
Phase 2 Phase 3 Phase 4	Phase 4 revision Phase 5a Phase 5b Phase 5c	Phase 5 Mastery

**Pace and Progression**

Pre-school					
Phase 1					
Reception Term 1	Reception Term 2	Reception Term 3	Reception Term 4	Reception Term 5	Reception Term 6
Phase 2	Phase 3	Continue Phase 3 & Phase 3 Mastery	Continue Phase 3 Mastery	Phase 4	Phase 4 Mastery plus NC requirements
Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 5	Year 1 Term 6
Phase 4 Revision plus NC requirements	Phase 5a	Phase 5a Mastery	Phase 5b	Phase 5c	Continue Phase 5c
Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 4	Year 2 Term 5	Year 2 Term 6
Phase 5a and 5b Mastery	Phase 5c Mastery	Phase 5b and 5c Mastery as part of spelling lessons		Continue teaching discrete Year 2 spelling lessons. Provide regular intervention and robust assessment for children who need support to master phonics skills.	

# Autumn Term 1 in Year 1

Year 1 Autumn Term 1	1	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns Teach adding <b>-s</b> and <b>-es</b> as a third person singular marker for verbs Revisit blending of words where <b>-s</b> and <b>-es</b> are added
Year 1 Autumn Term 1	2	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ing</b> to verbs
Year 1 Autumn Term 1	3	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ed</b> to verbs Teach adding the suffix <b>-er</b> to verbs to change them to a noun Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs
Year 1 Autumn Term 1	4	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-er</b> to adjectives Teach adding the suffix <b>-est</b>
Year 1 Autumn Term 1	5	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the prefix <b>un-</b> to verbs Teach adding the prefix <b>un-</b> to adjectives
Year 1 Autumn Term 1	6	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach reading words with contractions



# Autumn Term 1 in Year 2

Year 2 Autumn Term 1	1	<b>Five a)</b> <b>(Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</b> Revise reading all common exception words
Year 2 Autumn Term 1	2	<b>Five a)</b> <b>(Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: <b>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b> Revise reading all common exception words
Year 2 Autumn Term 1	1	<b>Five b)</b> <b>(Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>a</b> (as in <b>acorn</b> ), <b>a</b> (as in <b>fast</b> ), <b>a</b> (as in <b>was</b> ), <b>e</b> (as in <b>he</b> ), <b>i</b> (as in <b>mind</b> ) Revisit reading the common exception words <b>water, where, who, again</b>
Year 2 Autumn Term 1	2	<b>Five b)</b> <b>(Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>o</b> (as in <b>no</b> ), <b>u</b> (as in <b>unit</b> ), <b>u</b> (as in <b>put</b> ), <b>ow</b> (as in <b>snow</b> ), <b>ie</b> (as in <b>chief</b> ) Revisit reading the common exception words <b>thought, through, mouse, work</b>
Year 2 Autumn Term 1	3	<b>Five b)</b> <b>(Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>ea</b> (as in <b>head</b> ), <b>er</b> (as in <b>her</b> ), <b>ou</b> (as in <b>you</b> ), <b>ou</b> (as in <b>could</b> ), <b>ou</b> (as in <b>mould</b> ) Revisit reading the common exception words <b>different, any, eyes</b>
Year 2 Autumn Term 1	4	<b>Five b)</b> <b>(Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>y</b> (as in <b>by</b> ), <b>y</b> (as in <b>gym</b> ), <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ) Revisit reading the common exception words <b>friends, once, please</b>
Year 2 Autumn Term 1	5	<b>Five b)</b> <b>(Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: <b>c</b> (as in <b>cell</b> ), <b>g</b> (as in <b>gent</b> ), <b>ey</b> (as in <b>they</b> ) Revisit reading all common exception words Practise common misconceptions

# Example lesson plans - Phase 5a (Year 1)

Lesson	1	2	3	4	5
<b>Revisit</b>	Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace.				
	Revisit blending to read I'll didn't it's	Revisit blending to read stay display pray	Revisit blending to read about proud mouth	Revisit blending to read fries untied magpie	Revisit blending to read reach bleat teacher
<b>Teach</b>	Recap the CEW already learned so far, clicking through the CEW slides.				
	Grapheme recall <b>ai</b>	Grapheme recall <b>ow</b>	Grapheme recall <b>igh</b>	Grapheme recall <b>ee</b>	Revisit and read <b>oh their</b>
	Teach new GPC <b>ay</b>	Teach new GPC <b>ou</b>	Teach new GPC <b>ie</b>	Teach new GPC <b>ea</b>	Teach days of the week <b>Saturday Sunday</b>
	Teach new CEW (read) <b>oh their</b>	Teach days of the week <b>Monday</b>	Teach days of the week <b>Tuesday Wednesday</b>	Teach days of the week <b>Thursday Friday</b>	Focus GPCs <b>ay ou ie ea</b>
<b>Practise</b>	Blending for reading <b>sway Sunday</b>	Blending for reading <b>out loud about</b>	Blending for reading <b>lied cries</b>	Blending for reading <b>heap beat least</b>	Blending for reading <b>stray sound</b>
	Segment and write for spelling <b>play crayon staying</b>	Segment and write for spelling <b>shout cloud</b>	Segment and write for spelling <b>pie tie fried</b>	Segment and write for spelling <b>meal cream</b>	Segment and write for spelling <b>ties seat proud</b>
<b>Apply</b>	Read the sentence Oh look! Their crayon can spray paint.	Write the sentence I found some sprouts on the ground.	Read the sentence Oh dear! On Sunday, I tried to lie on their pie.	Write the sentence I like to read a book by the sea for a Friday treat.	Read the sentence Some stray cats count flies near their stream.
<b>Revise</b> Address misconceptions	<b>ay oh their</b>	<b>ou Monday</b>	<b>ie Tuesday Wednesday</b>	<b>ea Thursday Friday</b>	<b>ay ou ie ea oh their Saturday Sunday</b>

# Example lesson plans - Phase 5 Mastery (Year 2)

Lesson	1	2	3	4	5
<b>Revisit</b>	Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace.				
	Fluent word reading playing annoy sprout	Fluent word reading acorn bacon baby	Fluent word reading pass fast bath	Fluent word reading squash watch wander	Fluent word reading relax delight beneath
<b>Teach</b>	Grapheme recall igh air ear ure	Grapheme recall ai ay a-e a	Grapheme recall ar a	Grapheme recall o a (was)	Grapheme recall ee ea ey e-e e y ie
	Revisit & read water	Revisit & read where	Revisit & read who	Revisit & read again	Recap all CEW learned so far, clicking through the slides
	Teach spelling a (acom)	Teach spelling a (fast)	Teach spelling a (was)	Teach spelling e (he)	Teach spelling i (mind)
<b>Practise</b>	Blending for reading apron bagel basic baby gravy Segment and write for spelling lady angel bacon	Blending for reading bath blast path after Segment and write for spelling grass father branch afternoon	Blending for reading wallet squad wander wants Segment and write for spelling washing wasps squash watch	Blending for reading she beneath reborn repeat Segment and write for spelling relax between delight delete	Blending for reading kind mind item silent Segment and write for spelling pilot child wild behind
<b>Apply</b>	Write the sentence The lady went to get some bagels and bacon today.	Write the sentence We have a fast bath after my father had his.	Write the sentence He squashed the wasp that was on his watch.	Write the sentence She can relax between the trees.	Write the question Can you ask the child to be silent and kind?
<b>Revise</b> Address misconceptions	a (acom) water	a (fast) where	a (was) who	e (he) again	i (mind)

# 'Keep up, not catch up'


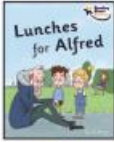












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Within a Phonics session, Class Teachers will assess the children to record who needs to recap a particular sound/common exceptions word/skill.


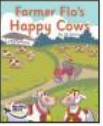










We will look at some of these interventions now.

[Ransom \(unlockinglettersandsounds.co.uk\)](http://unlockinglettersandsounds.co.uk)

# Autumn Term 1 in Year 1 - Group Reading

Year 1 Autumn Term 1	1	1	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns/third person singular marker for verbs		 
Year 1 Autumn Term 1	2	2	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix <b>-ing</b> to verbs		  
Year 1 Autumn Term 1	3	3	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs		 
Year 1 Autumn Term 1	4	4	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the suffix <b>-er</b> to adjectives Teach adding the suffix <b>-est</b>		 
Year 1 Autumn Term 1	5	5	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Teach adding the prefix <b>un-</b> to verbs Teach adding the prefix <b>un-</b> to adjectives		 
Year 1 Autumn Term 1	6	6	<b>Four</b> (Revision plus Y1 NC requirements)	Revise Phase 4. Teach reading words with contractions		  

# Autumn Term 1 in Year 2 - Group Reading

Year 2 Autumn Term 1	1	1	<b>Five a)</b> (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/ a-e</b>	 
Year 2 Autumn Term 1	2	2	<b>Five a)</b> (Spellings recap)	Spellings: choosing from alternative graphemes with the same sound: <b>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b>	 
Year 2 Autumn Term 1	3	1	<b>Five b)</b> (Mastery)	Revisit alternative pronunciations of known graphemes for reading: <b>a</b> (as in <b>acorn</b> ), <b>a</b> (as in <b>fast</b> ), <b>a</b> (as in <b>was</b> ), <b>e</b> (as in <b>he</b> ), <b>i</b> (as in <b>mind</b> ) Revisit reading the common exception words <b>water, where, who, again</b>	 
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Year 2 Autumn Term 1	5	3	<b>Five b)</b> (Mastery)	Revisit alternative pronunciations of known graphemes for reading: <b>ea</b> (as in <b>head</b> ), <b>ou</b> (as in <b>you</b> ), <b>ou</b> (as in <b>could</b> ), <b>ou</b> (as in <b>mould</b> ), <b>y</b> (as in <b>by</b> ), <b>y</b> (as in <b>gym</b> ), <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ); Revisit reading the common exception words <b>different, any, eyes</b>	 
Year 2 Autumn Term 1	6	4	<b>Five b)</b> (Mastery)	Revisit alternative pronunciations of known graphemes for reading: <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ), <b>c</b> (as in <b>cell</b> ), <b>g</b> (as in <b>gent</b> ), <b>ey</b> (as in <b>they</b> ); Revisit reading the common exception words <b>friends, once, please</b>	 

# Parents as Partners

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Focus on using the three day approach for reading (decode, prosody, comprehension)

Modelling how sentences should be read, children to copy.

Playing games - spotting the key words in the books.

Use the reading prompts to question your child throughout the story.

Thank you for listening

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If you have any questions, I will be  
more than happy to help.