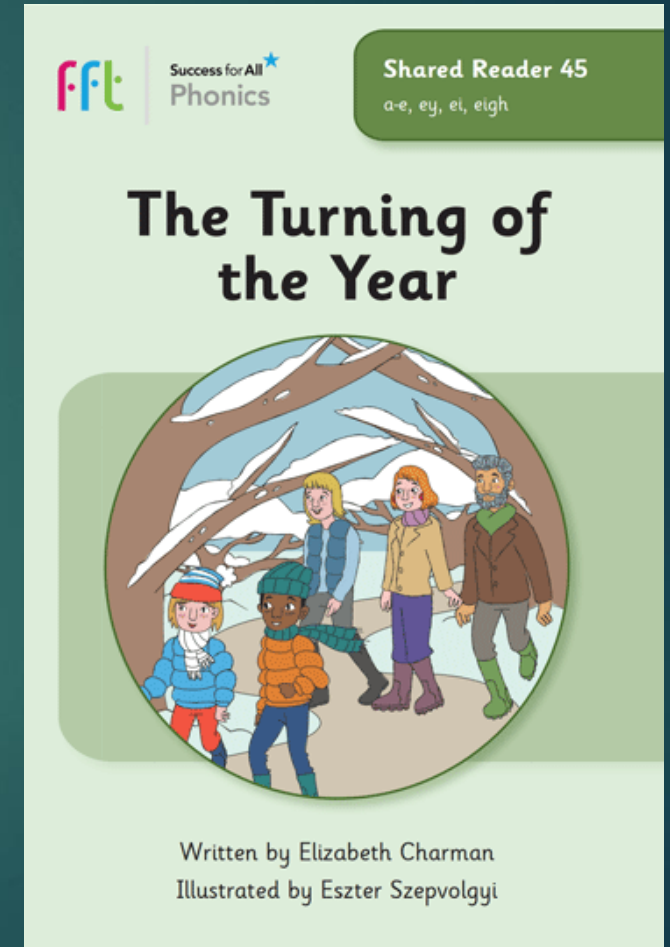


Phonics and Early Reading



Success for All 



Phonics

The children have

- 1 x 20 minute phonics session
- 1 x 25 minute shared reading session

	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	oi ear air ure er ay	slippers until nature stray shower table* poor money	sigh › sore › store › star › stay › stray › spray › sprays	Shout it out.  /ow/	h-ou-se c-l-ay c-l-ou-d p-ou-n-d	l-ou-d f-ou-n-d t-r-ou-t s-p-r-ay	mouse ground about	cow out town frown loud mouth	chair stay cured sister loud found proud round
Day 2	oi ear air ure er ay	stern picture Thursday tremble* squirrel* thought should	perch › perk › park › spark › spook › spool › spoil › spoilt	Review the Key Card for the new GPC.	c-ou-ch p-r-ay-s f-ou-n-d a-b-ou-t	n-ou-n h-ou-n-d a-w-ay p-r-ou-d	wound trout pounding	brown crown cloud scowl found South	The sad clown had a mouth that turned down.

Day 1	Explore (5m) Preview - What is an outing? - What sorts of outings do you like best?  Predict - What do you think Hafsa and her family will do on their outing? Record and retain predictions to revisit at the end of the lesson.	Word Time (5m) Model stretching and reading Green Words. If required, briefly explore new vocabulary such as 'forest bathing', 'husks' and 'ilting'. Select a Green Word with more than one syllable (e.g. 'hazelnuts') and model the Finger Detective strategy. Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together. 	Choral Read (15m) Read the text chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate. Review the use of capital letters for names of people, places, the days of the week and the personal pronoun 'I' by calling attention to examples in the story, e.g. 'Hafsa', 'Erbic', 'Ersheen', etc. 	Discussion Time (5m) Prediction Review - Did Hafsa and her family spend the day as you expected them to? - What sorts of things did they see and hear? Use Think-Alouds to encourage children to elaborate and extend their answers. 
Day 2	Remember (5m) Review - What is the name of the book? - Who are the characters? - How did Hafsa and her mum and dad spend the day? Use Sentence Stems to support children to answer in full sentences. 	Word Time (5m) Review Green Words, using Stretch and Read and Finger Detective where appropriate. Review Red Words by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Partners practise Green Words and Red Words together. 	Partner Read (15m) Children Partner Read the text. If necessary, use these questions to support comprehension. - How did Hafsa know where to go in the woods? - Do you think Hafsa's dad is fun? Why or why not? Review capital letters. 	Discussion Time (5m) Summarise - Where did Hafsa take her mum and dad? - What did they hear in the woods? - Do you think the family had fun together? Use Think-Alouds to encourage children to extend their answers. 

Phonics

Phoneme – sound

Grapheme – written letter

digraph – 2 letters which makes 1 sound

trigraph – 3 letters which makes 1 sound

The sounds covered in reception

s	a	t	p	i	n	m
d	g	o	c	k	e	
u	r	h	b	f	l	
j	v	w	x	y	z	

Reception Picture Sound Mat

fft Success for All Phonics

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

Phonics

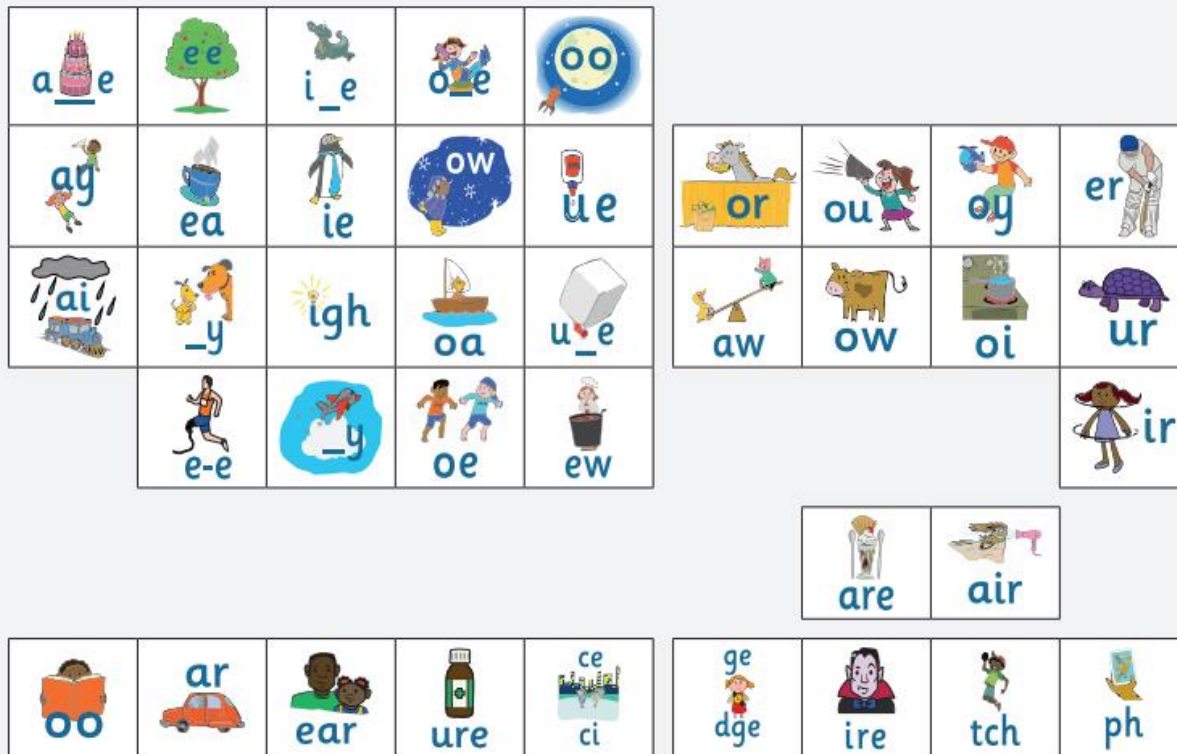
Phoneme - sound

Grapheme - written letter

digraph - 2 letters which makes 1 sound

trigraph - 3 letters which makes 1 sound

The sounds covered in Year 1



Jungle Club

Children in year 2 which have passed the phonics screening check.



Practise With
Perry Panther

It will be if both of you can come with my family to the
in June. See if you can for a few days or for the whole
week. We can play with buckets and and climb in the shallow
rock pools or take sailing boat out on the , blue
. I hope your parents no because it will be

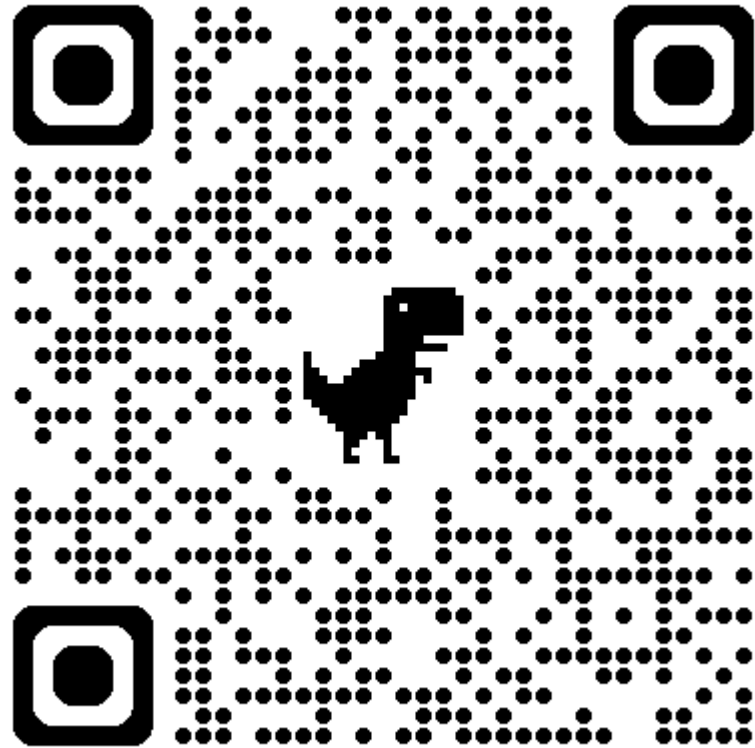
grayt

grate

great

Focus on spelling

Information about reading



Parent Portal with lots of useful information for parents -

- Videos on how to pronounce all of the sounds and how these are taught at school.
- Videos on specific phonetic vocabulary.
- Information on how to support fluency.

Reading at home - reception

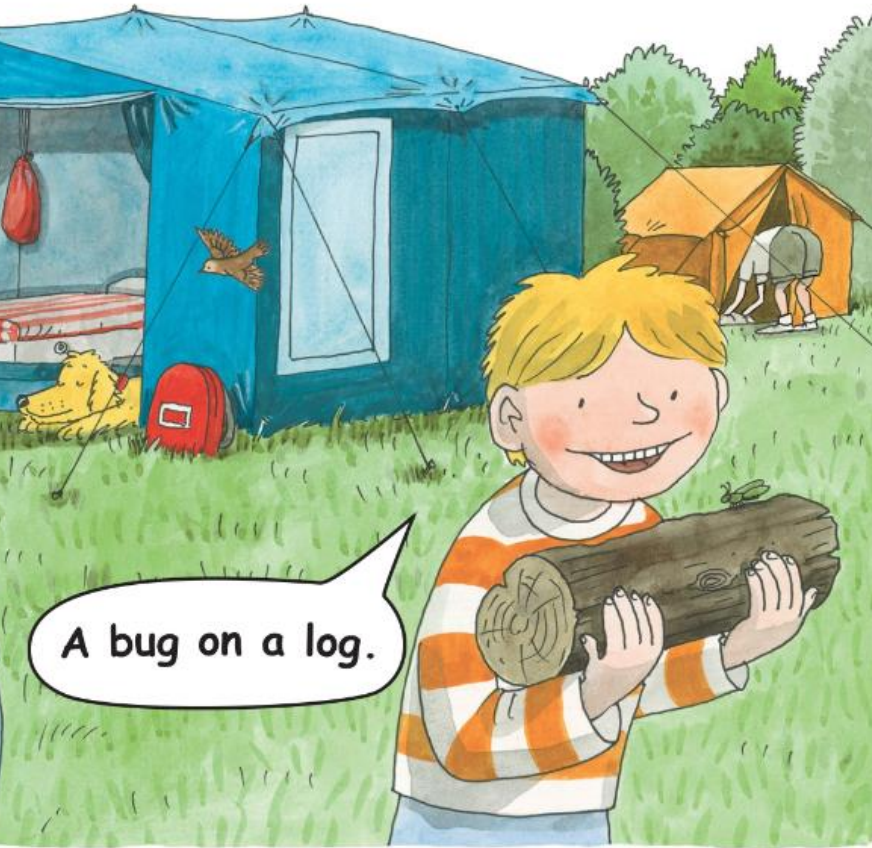
Biff had a bug.

A bug on a bud.



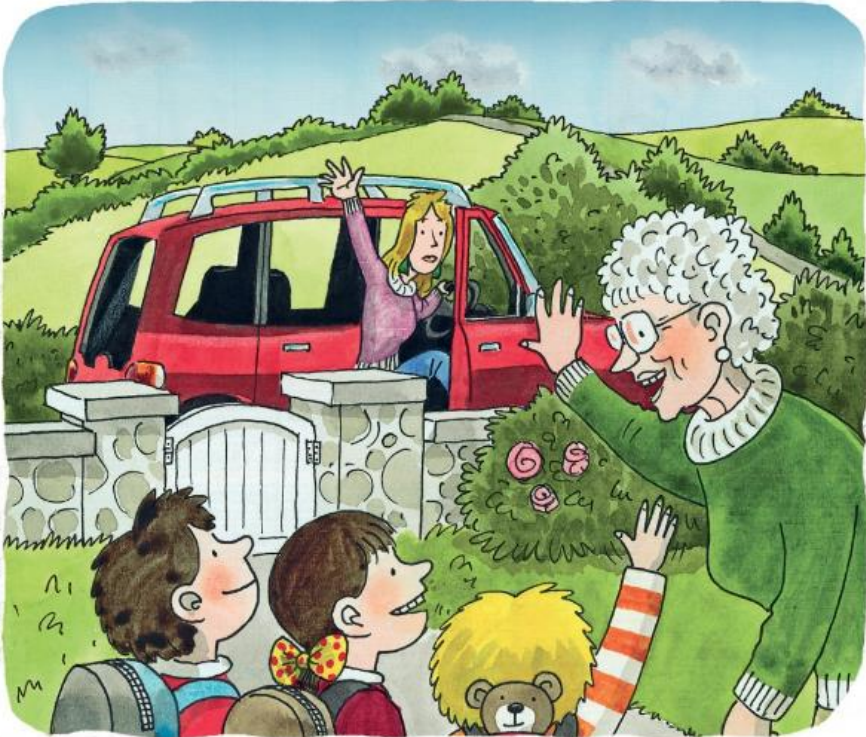
Kipper had a bug.

A bug on a log.



Reading at home - Year 1

"We can have some fun!" said Gran.
"Well, be good," said Mum.



"I have a loft in the roof," said Gran.
"You can have it as a den."



Reading at home - Year 2

Sumatran Tigers

The tiger we're adopting lives on an island called Sumatra (say soo-mar-tra). That's in a country called Indonesia (say In-don-ee-zia).

Even though we don't live there, we can still help the Sumatran tigers.



At weekends and after school, we do lots of jobs to earn money. Then each month, we send the money to **WWF** (the World Wide Fund for Nature). The money is used to look after our tiger.



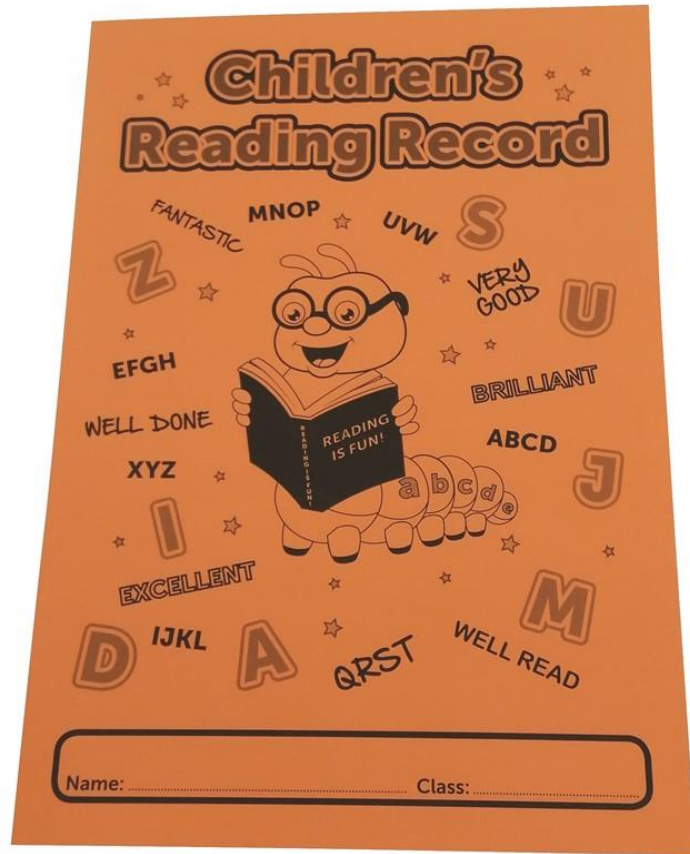
**ADOPT
A TIGER!**



Tigers are endangered because they are hunted for their skins, meat and body parts. This is illegal.



Reading at home



Please read with your child at home every day.

This could be for 10-15 minutes.

Please record this in their reading record –

“Read beautifully at home to page 11”

“Read the whole book with great expression”

Fluency

Fluency as the Bridge Between Decoding and Comprehension

Decoding

Pam is next to Ted.
Ted is in a red shirt.
/r/ /e/ /d/

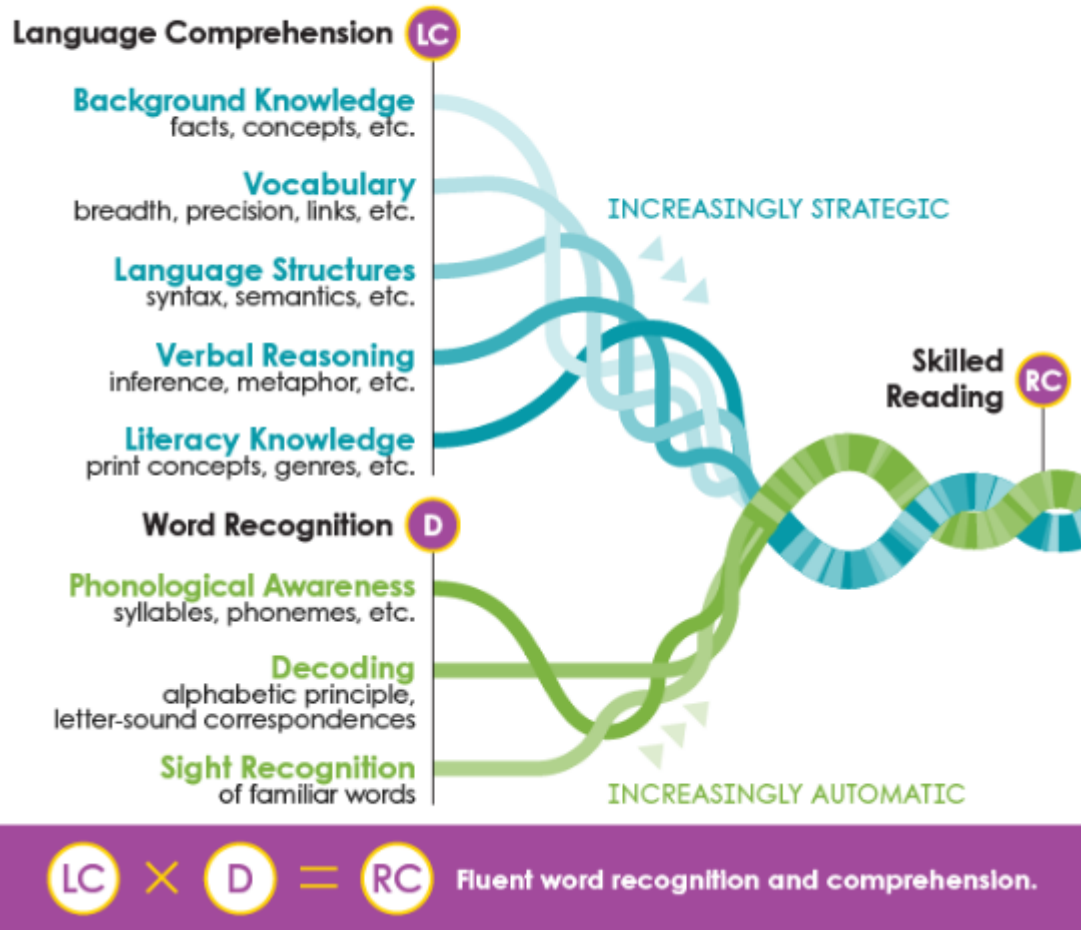
Fluency

Comprehension



Importance of Comprehension

Scarborough's Reading Rope



Things we could be asking at home:

- What was your favourite part of the story and why?
- Why do you think the character did this?
- What does the word 'enormous' mean?
- What do you think will happen next in the story?
- How do you think the character is feeling at this point in the story?
- Is this book a fiction or non-fiction book?
- Where is the story set?

Importance of Comprehension

Top Tips

For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.



Things we could be asking at home:

- What was your favourite part of the story and why?
- Why do you think the character did this?
- What does the word 'enormous' mean?
- What do you think will happen next in the story?
- How do you think the character is feeling at this point in the story?
- Is this book a fiction or non-fiction book?
- Where is the story set?

Accelerated Reader

[Stop Quiz](#)

Alligator Tails and Crocodile Cakes

Eric Beck

Question 1 of 5

Crocodile found Alligator hiding behind the tree because he ---.

A

 smelled the delicious cake

B

 saw Alligator's tail

C

 found the crumbs from Alligator's cake

D

 heard Alligator's tail thumping

Next

Children complete quizzes to assess their knowledge and understanding of the book.

Red Words

		Reception	Year 1	Year 2
Autumn Term	1		Consolidation	great, break, steak
	2		again, oh, their, last	because, again
	3		poor, money, thought, should	even, people
	4		class, Mr, Mrs, work, can't	find, kind, mind, behind, wild, child(ren), climb
	5		pass, fast, climb, path, don't	old, gold, cold, hold, fold, told
	6		people, after, great, break	most, only, clothes, both, hello
	7		Consolidation	who, whole, Mr, Mrs
	8	the, I	any, many, who, could	after, pass, grass, class
	9	he, she, is	because, water, past, bath	hour
	10	to, go, of, as	hour, two, door, different	door, poor, floor, water, beautiful
	11	we, are, you, into	Christmas, would, through, beautiful	sure, sugar, Christmas
	12	Consolidation	Consolidation	Consolidation
Spring Term	13	be, me, his	plant, floor	parents
	14	no, so, has	every, whole	father, past, fast, last
	15	Consolidation	only, move	what, pretty, every, everybody
	16	Consolidation	father, grass	any, many, busy, does
	17	do, her	eye	could, would, should
	18	my, by	Consolidation	Consolidation
	19	ask, our	busy, pretty	plant, bath, path
	20	says, they	half	half, woman, women
	21	said, was	parents, everybody	move, prove, improve
	22	were, put, all	sugar	eye
	23	there, like	prove, improve	-money, monkey, honey
	24	Consolidation	Consolidation	Consolidation
Summer Term	25	here, where	Consolidation	Consolidation
	26	today, when, what	Consolidation	Consolidation
	27	come, some	Consolidation	Consolidation
	28	push, pull	Consolidation	Consolidation
	29	friend, school, out	Consolidation	Consolidation
	30	Consolidation	Consolidation	Consolidation
	31	one, once	Consolidation	Consolidation
	32	your, love	Consolidation	Consolidation
	33	house, full, little	Consolidation	Consolidation
	34	Consolidation	Consolidation	Consolidation
	35	Consolidation	Consolidation	Consolidation
	36	Consolidation	Consolidation	Consolidation

Red words/common exception words
progression grid- Reading

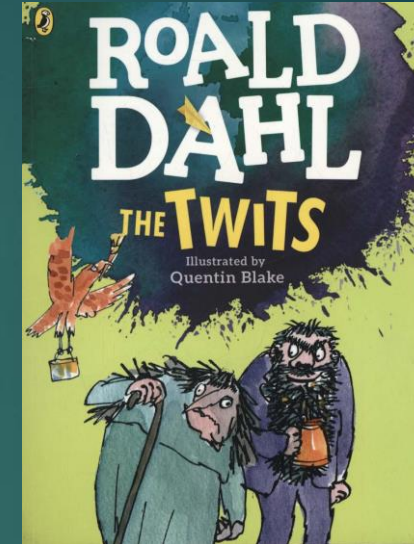
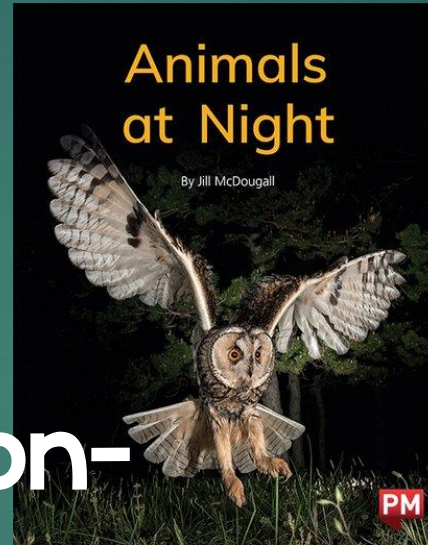
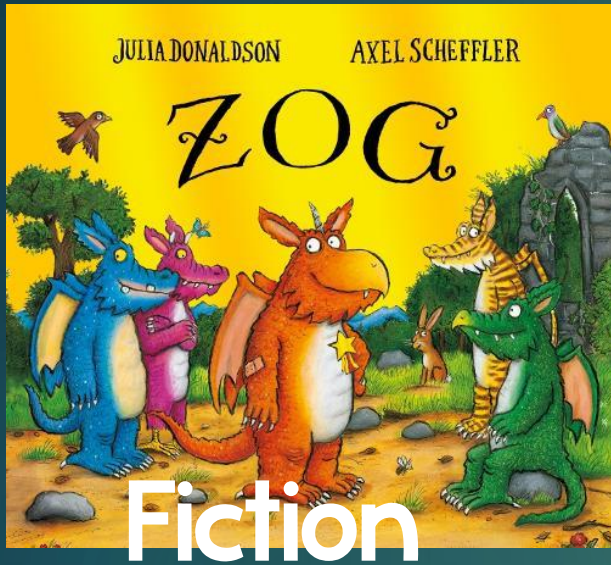
These are statutory words that the children need to learn to read and write.

We break these down during the terms and have a select few we focus on.

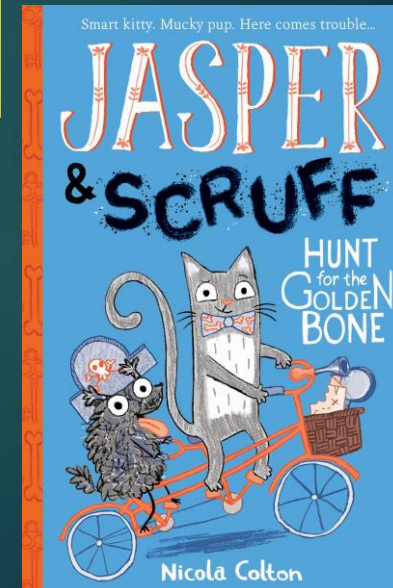
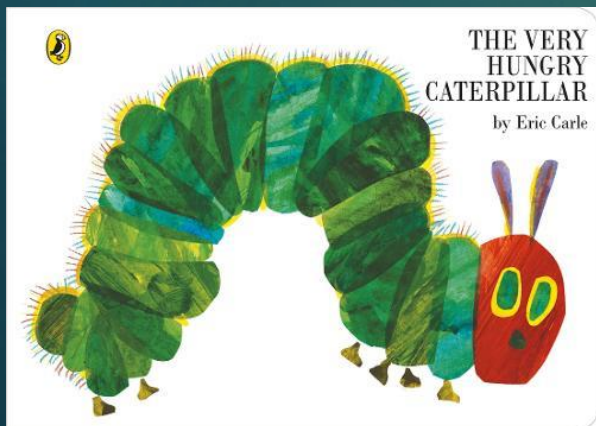
These are incorporated during phonics and shared reading lessons.

The children do half termly assessments to monitor progress.

Importance of books

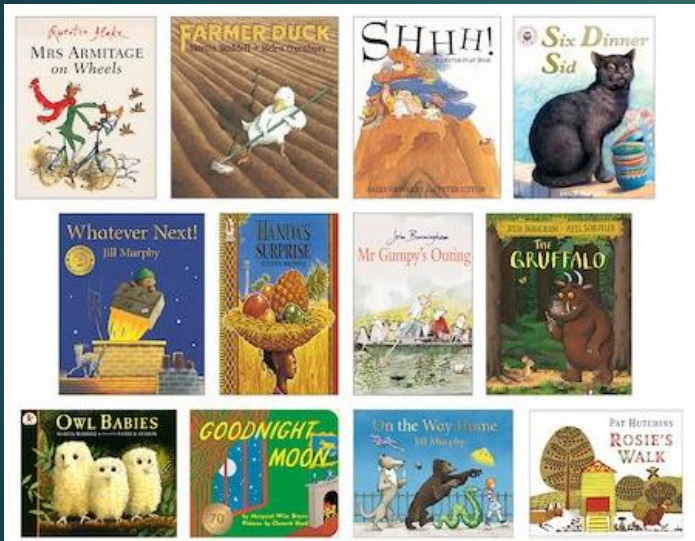


Chapter

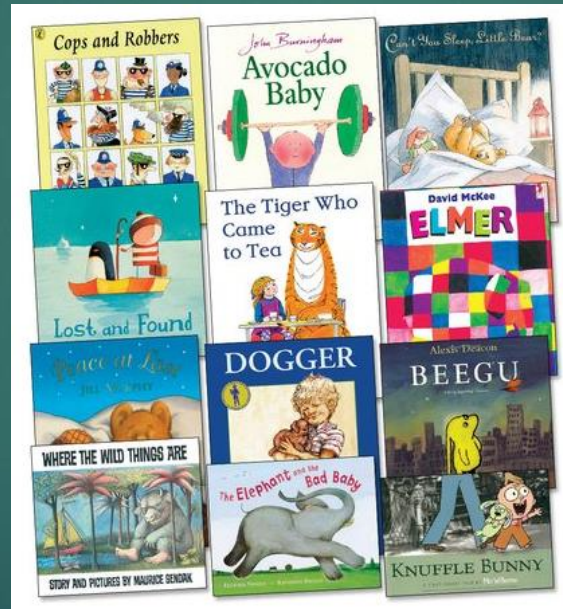


Importance of books

Reception



Year 1



Year 2



Reading café



Reading cafes will begin again on Thursdays from 2.55pm - 3.15pm.

Starting Thursday 7th November

This is a great opportunity to read with your child and speak to teachers and support staff about how best to do this.

Meet at your child's classroom door.



Our local area

Dial lane book shop



- Author events
- Book clubs

Free books!

GET Free Books Ipswich
27 Oct • 🌐

We're looking forward to half term week and welcoming loads of children, who can't normally make it 😊

Monday 1.00-4.30
Tuesday 10.30-1.00
Wednesday 10.30-1.00
Thursday 10.30-4.00
Friday 10.00-12.00

On Thursday we are being joined by Milly from Monkey Time sharing activities and stories in foreign languages from 10.30-1.30

And...we have stickers!!! 😄📄



Get Free Books Ipswich

Bookstore in Ipswich, England 📍



Website



Directions



Save



Share

Address: 16 Upper Brook St, Ipswich IP4 1EE

[Suggest an edit](#) · [Own this business?](#)

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Library

