

A decorative border of various colored pencils is arranged along the top and left edges of the slide. The pencils are sharpened and point towards the center of the page. The colors include green, yellow, orange, red, blue, purple, grey, and black.

# Phonics and Home Reading

Word building in class (and how does this progress)

Book bands

Phonic words vs high frequency words

Comprehension

Reading phonic books together

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# Word building in class

Words are made up of sounds.

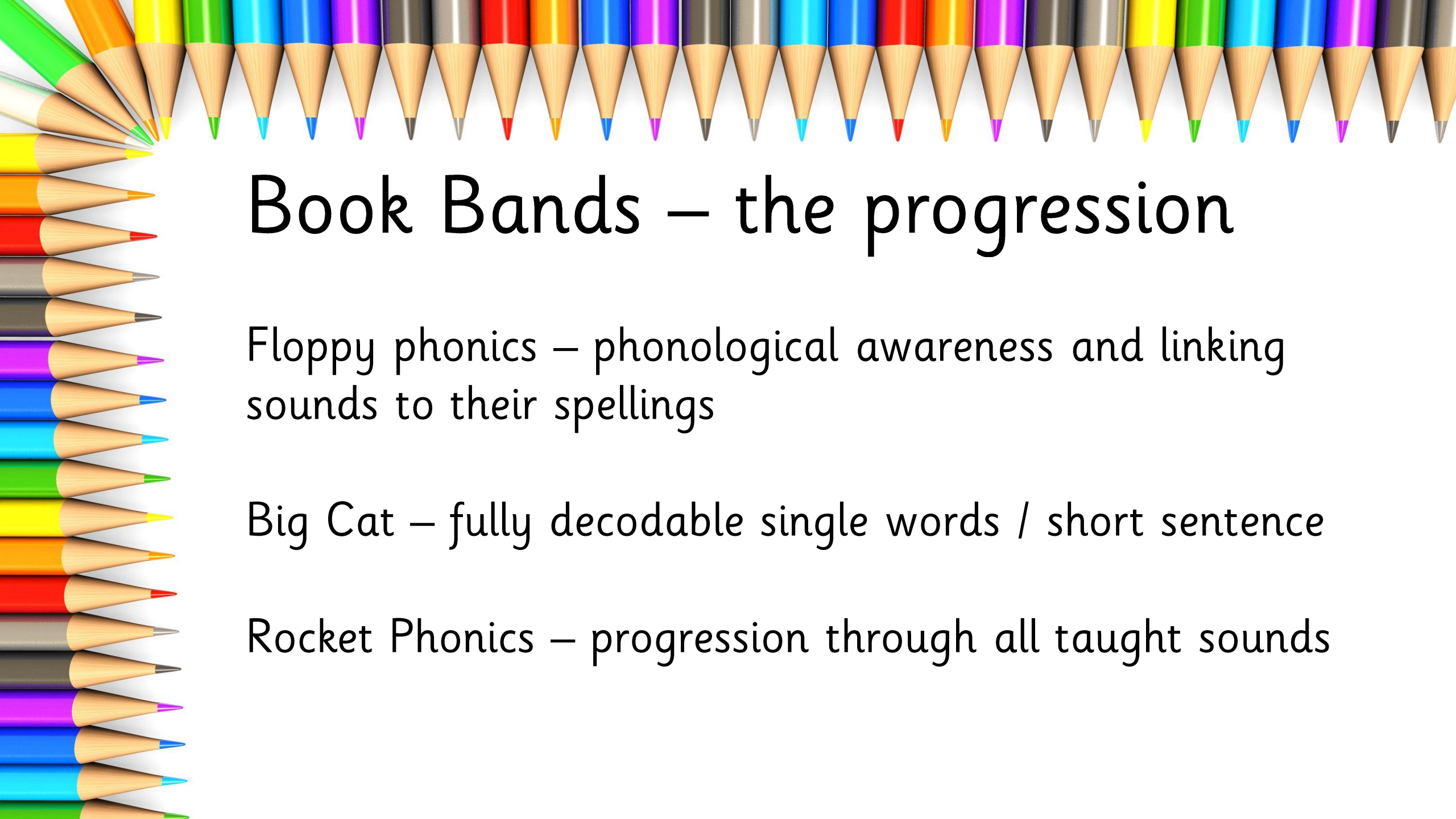
Sounds can be made of 1, 2 or 3 letters.

Blending

Segmenting

Progress through the year...

had > slab > drink > strap > chip


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# Book Bands – the progression

Floppy phonics – phonological awareness and linking sounds to their spellings

Big Cat – fully decodable single words / short sentence

Rocket Phonics – progression through all taught sounds

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# Book Bands – the progression

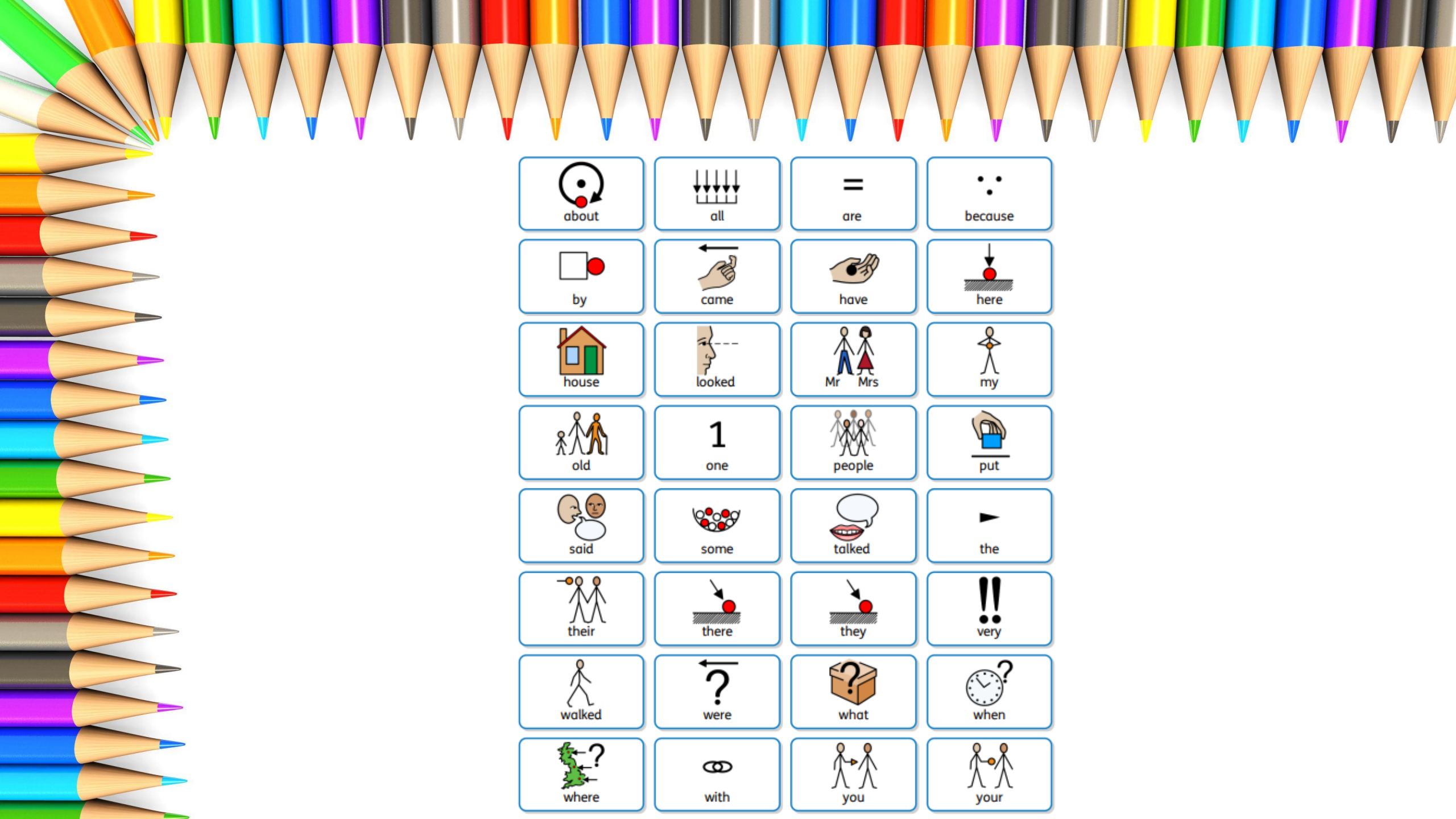
<b>Pink</b>	4 – 5	Reception / Primary 1
<b>Red</b>	4 – 5	Reception / Primary 1
<b>Yellow</b>	5 – 6	Year 1 / Primary 2
<b>Blue</b>	5 – 6	Year 1 / Primary 2
<b>Green</b>	5 – 6	Year 1 / Primary 2
<b>Orange</b>	6 – 7	Year 2 / Primary 3
<b>Turquoise</b>	6 – 7	Year 2 / Primary 3
<b>Purple</b>	6 – 7	Year 2 / Primary 3
<b>Gold</b>	6 – 7	Year 2 / Primary 3
<b>White</b>	6 – 7	Year 2 / Primary 3
<b>Lime</b>	6 – 7	Year 2 / Primary 3


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# Phonic words vs high frequency words

When giving children words and sentences to read and write, we want as many as possible of them to only use the sounds and spellings they confidently know.

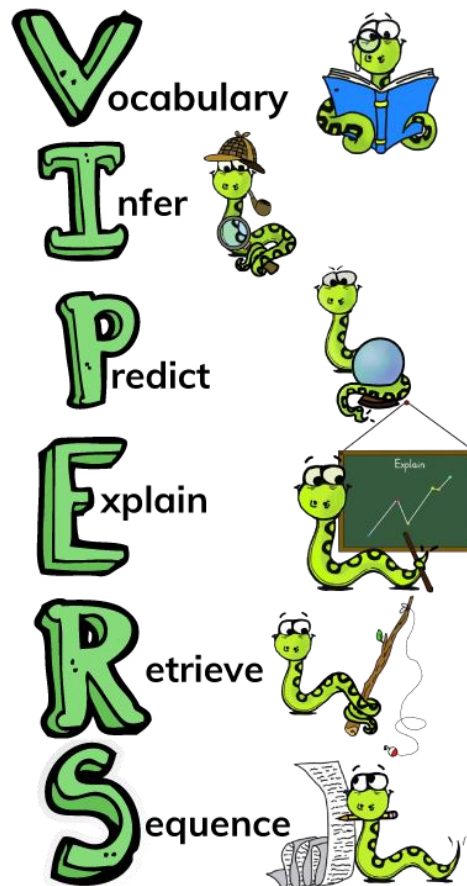
Unfortunately some of the most frequently used words have spellings that we do not teach yet.



 about	 all	 are	 because
 by	 came	 have	 here
 house	 looked	 Mr Mrs	 my
 old	 one	 people	 put
 said	 some	 talked	 the
 their	 there	 they	 very
 walked	 were	 what	 when
 where	 with	 you	 your

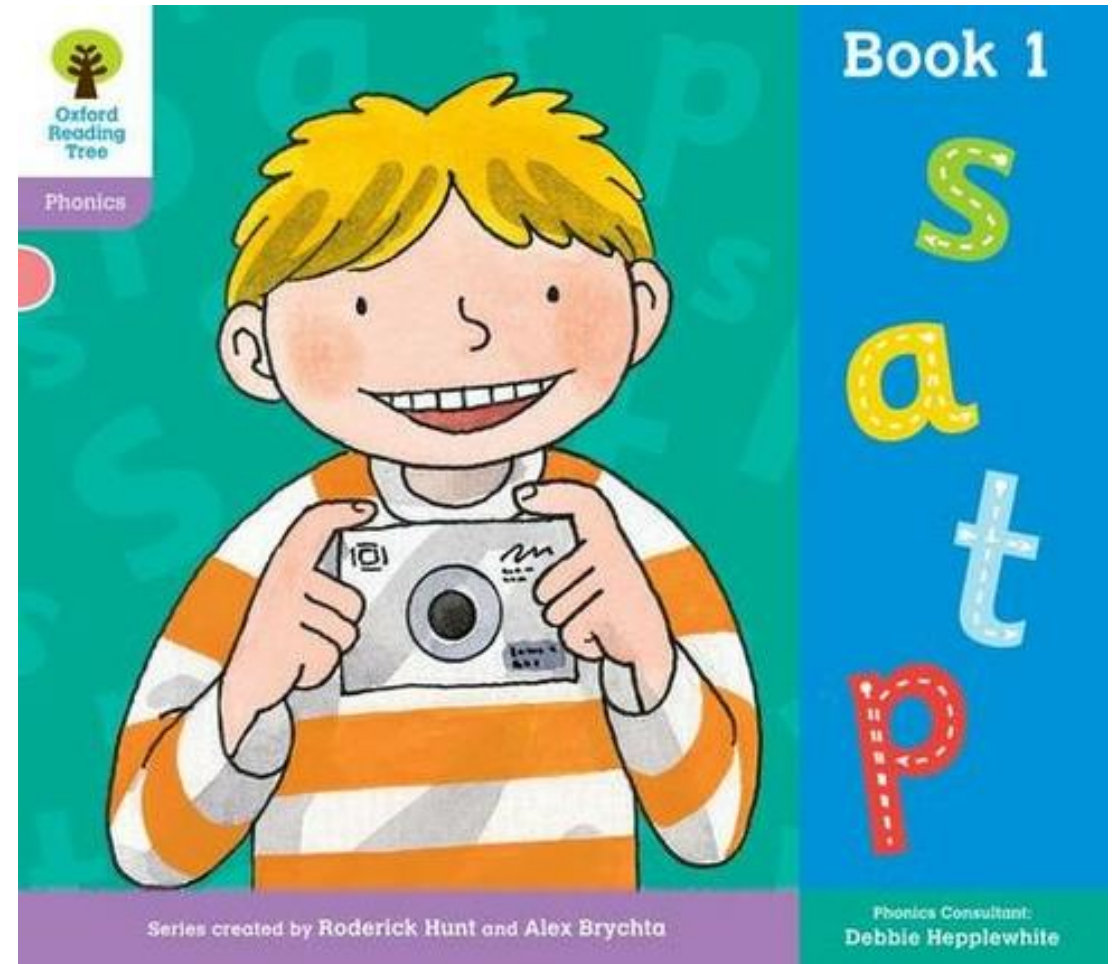
A decorative border of various colored pencils (green, orange, yellow, green, blue, purple, grey, red, orange, blue, purple, grey, blue, red, orange, purple, grey, grey, yellow, green, blue, blue, purple, grey, grey) is positioned at the top and left sides of the slide.

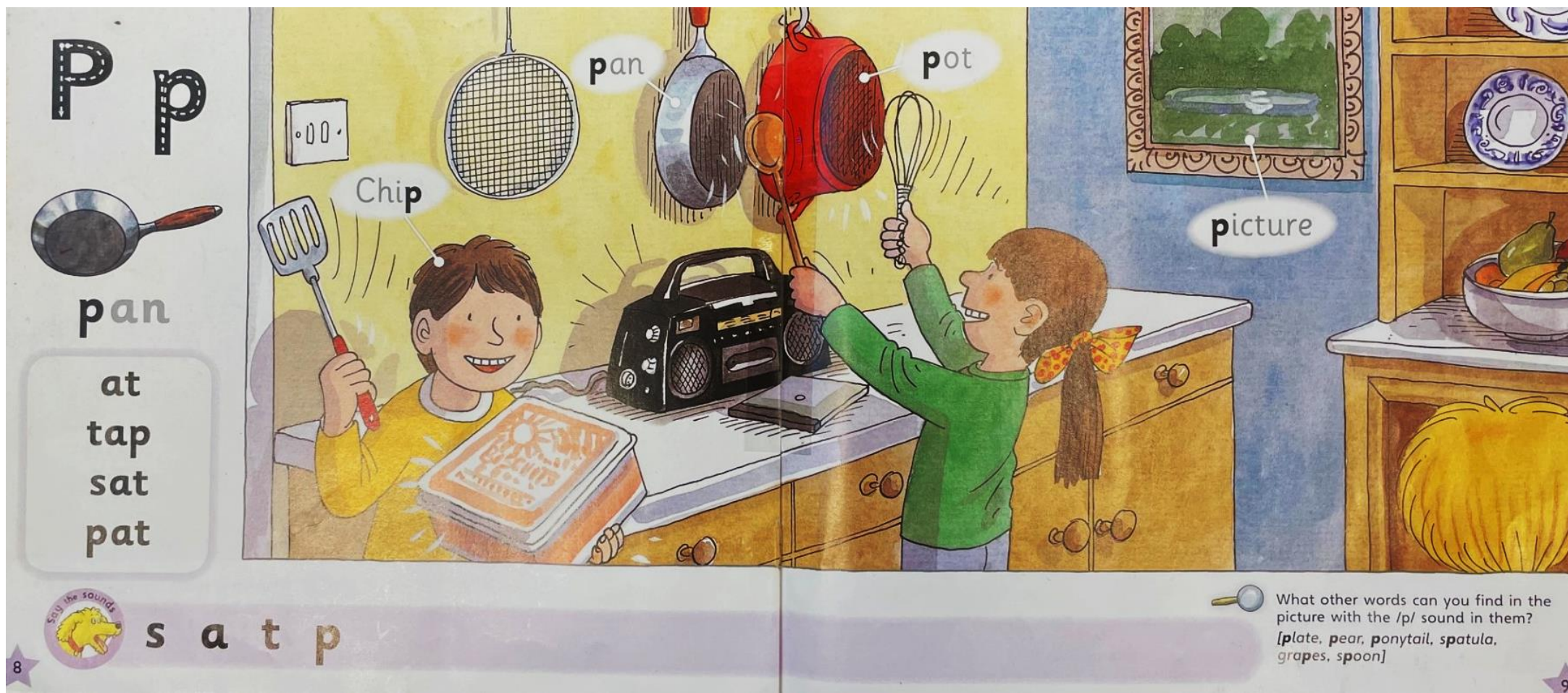
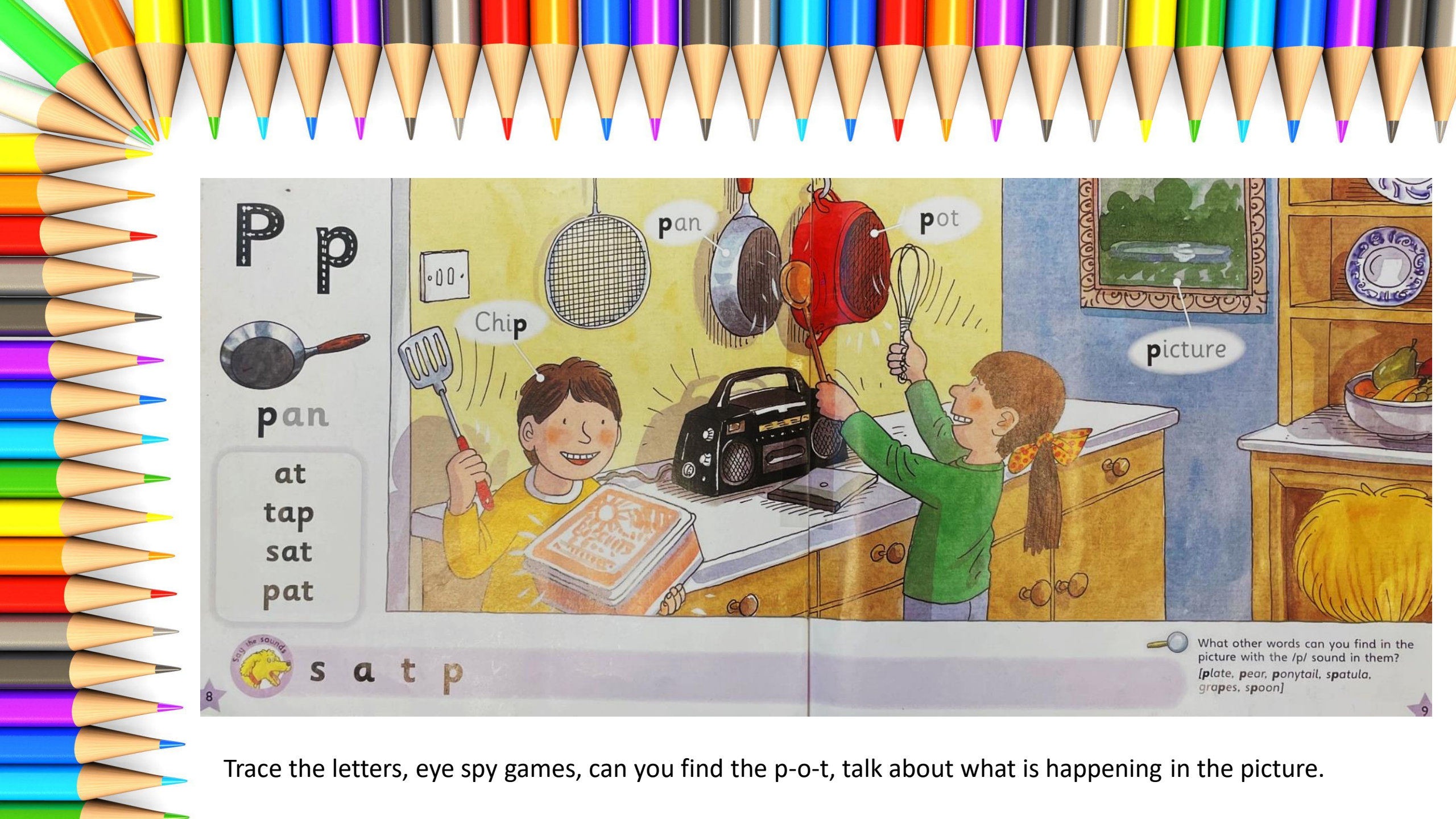
# Comprehension and Book Talk



# Floppy Phonics

- Phonological awareness – hearing and blending sounds together
- Introduce new sounds and spellings
- May be sent home with other books
- The children are not expected to read the words inside them
- Trace the letter shapes with fingers to build familiarity of the formation



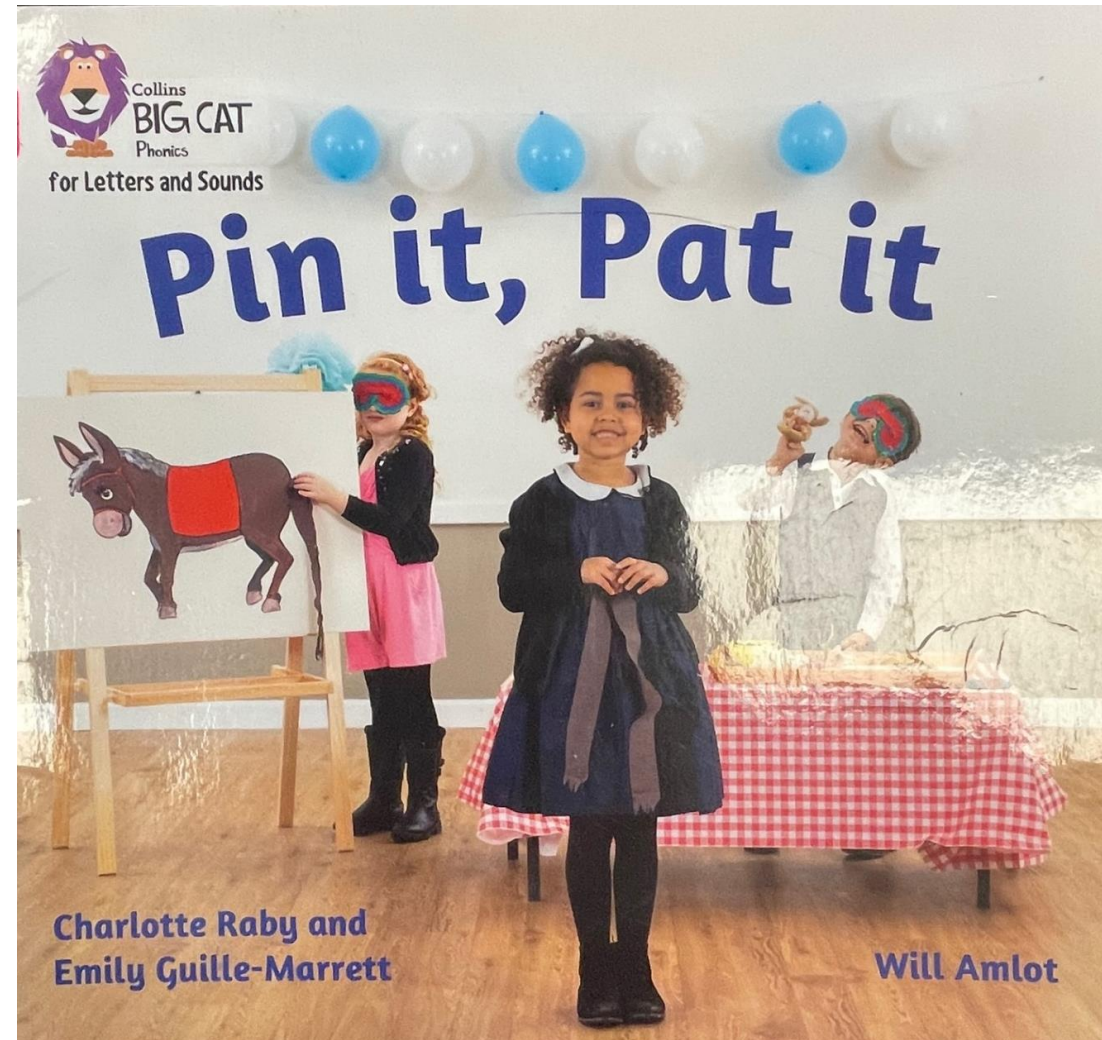


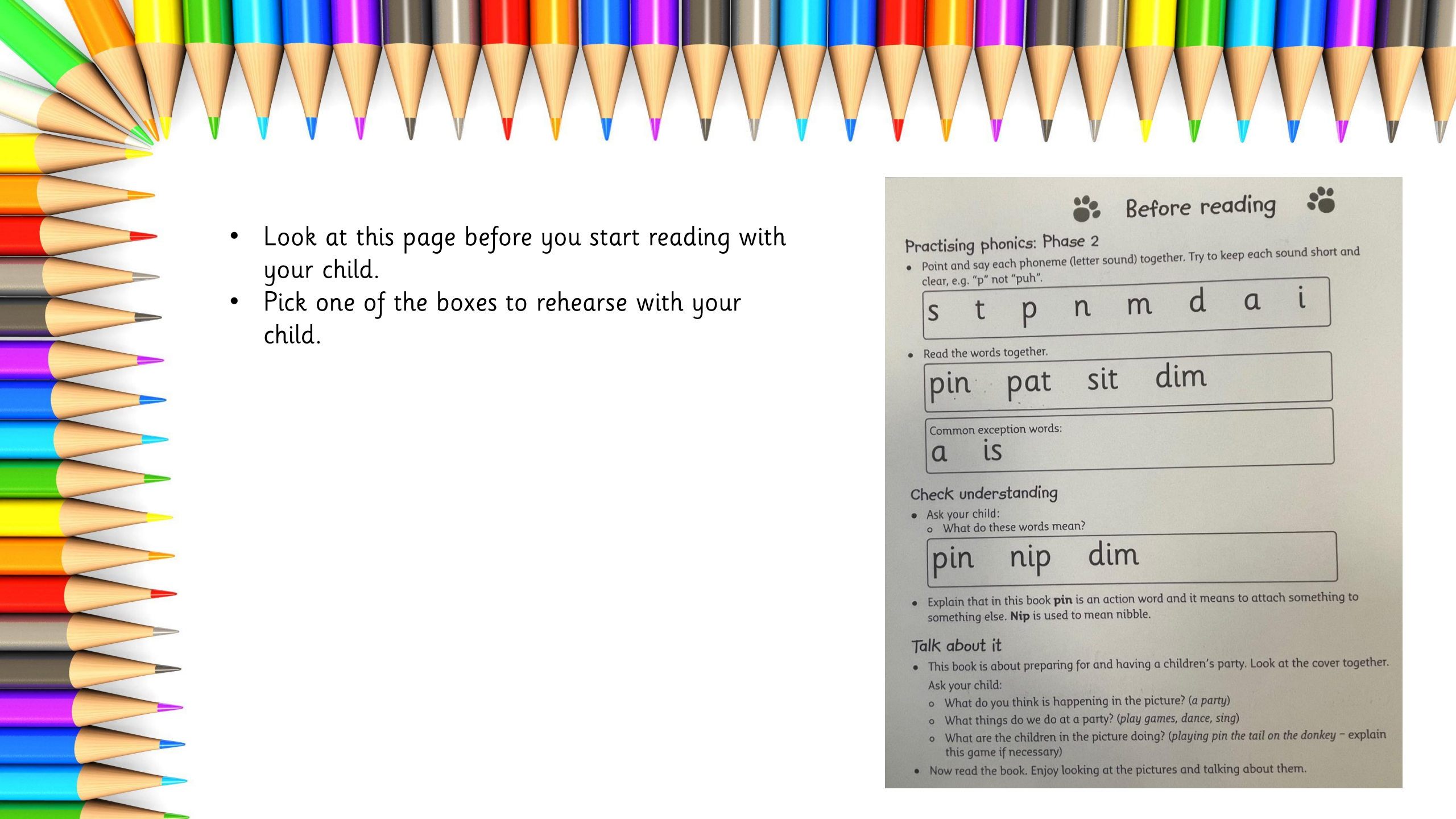
Trace the letters, eye spy games, can you find the p-o-t, talk about what is happening in the picture.



# Big Cat Books

- Fully decodable books.
- Short repeated words and phrases.
- With support children will be able to read these books to you.
- We send home books for a week so children can build their confidence and understanding when reading back.



- 
- Look at this page before you start reading with your child.
  - Pick one of the boxes to rehearse with your child.

 Before reading 

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "p" not "puh".

s t p n m d a i

- Read the words together.

pin pat sit dim

Common exception words:

a is

Check understanding

- Ask your child:
  - What do these words mean?

pin nip dim

- Explain that in this book **pin** is an action word and it means to attach something to something else. **Nip** is used to mean nibble.

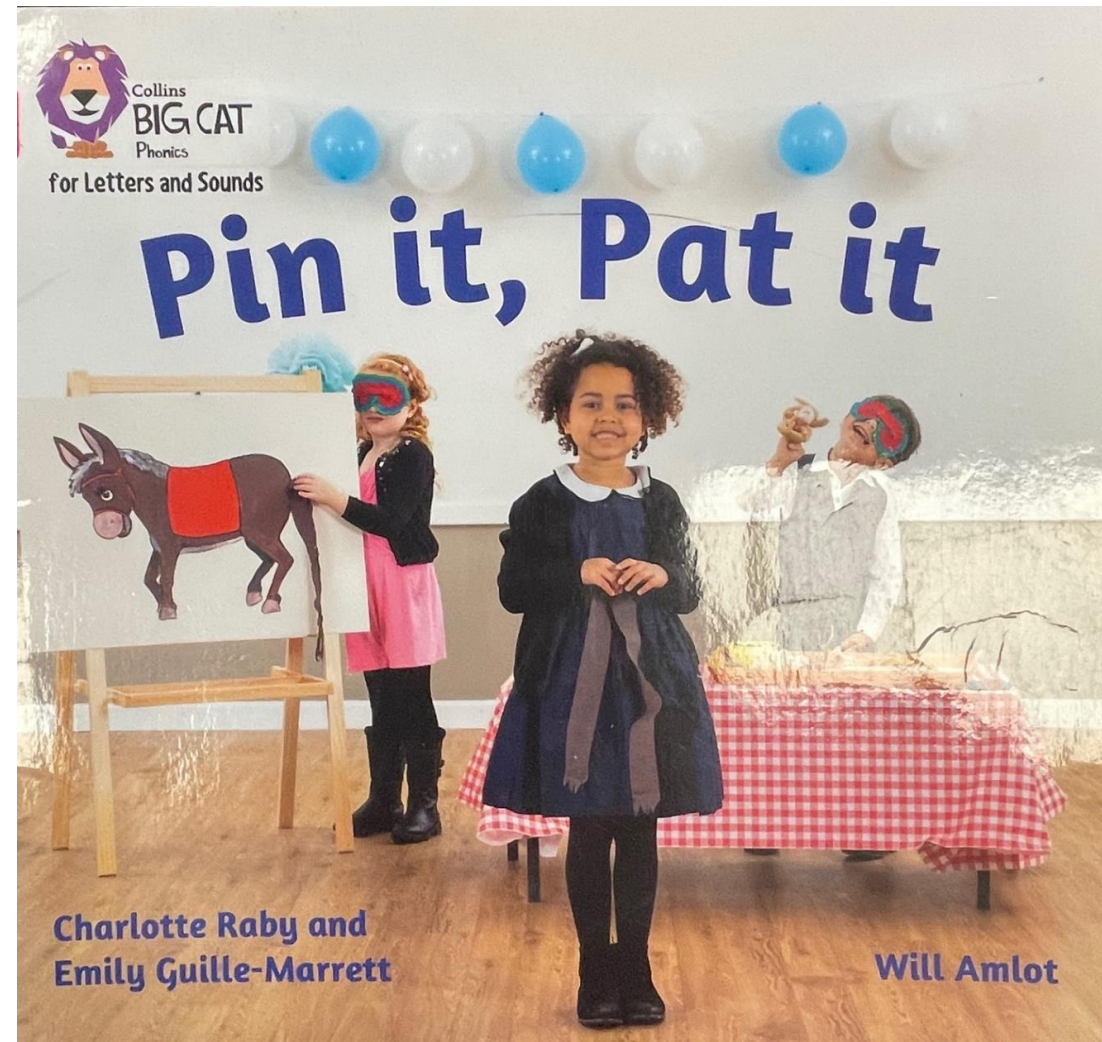
Talk about it


- This book is about preparing for and having a children's party. Look at the cover together.  
Ask your child:
  - What do you think is happening in the picture? (*a party*)
  - What things do we do at a party? (*play games, dance, sing*)
  - What are the children in the picture doing? (*playing pin the tail on the donkey* – explain this game if necessary)
- Now read the book. Enjoy looking at the pictures and talking about them.



# Big Cat Books

- Look at the cover. What might this book be about?
- Encourage your child to point to each word and “say the sounds and read the word”.
- If needed point to each sound then draw a line underneath when reading the whole word.
- Read it back to them.
- Draw their attention to the authors and illustrators / photographers.





Dip it. Dip it.



Tip it in.

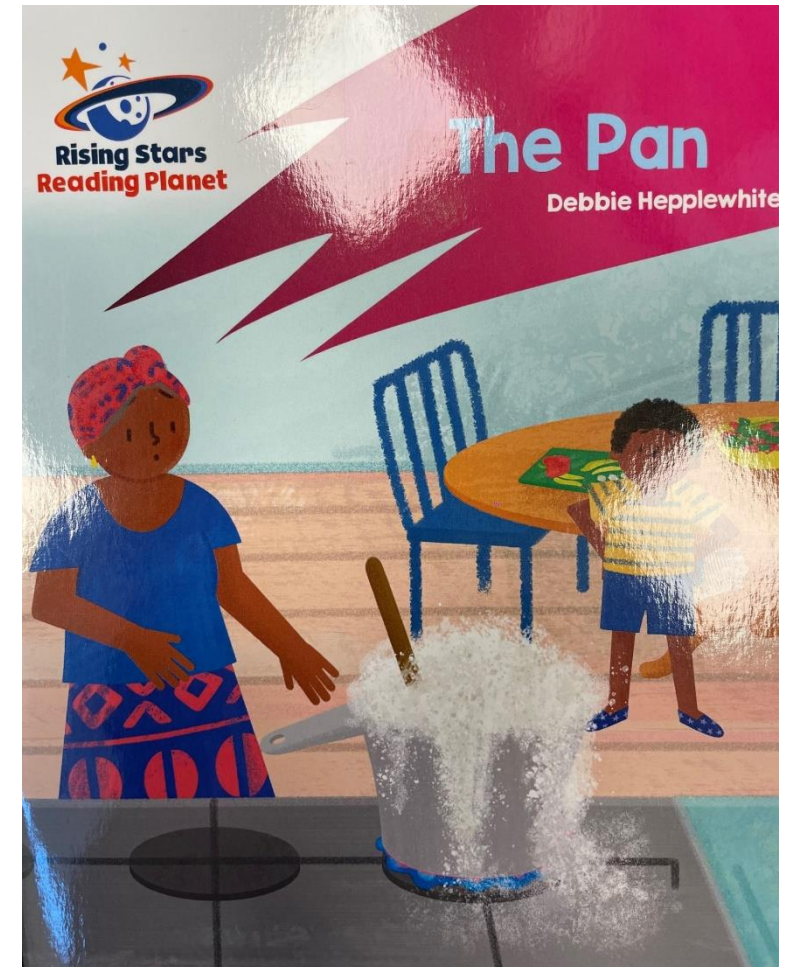


Left to right. Multiple phrases. Capital letters, "Say the sounds and read the word." Read it back to them. VIPERS



# Reading Planet

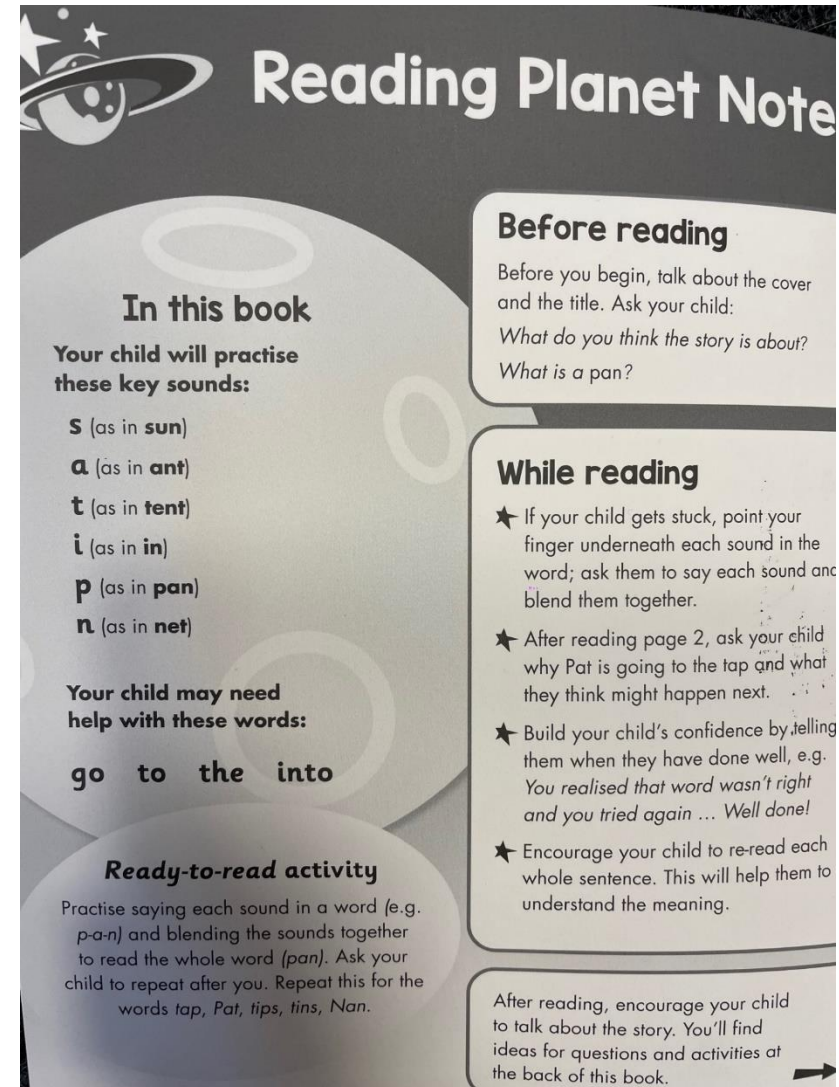
- Highly decodable books with some high frequency words
- Short sentences.
- With support children will be able to read these books to you.
- We send home books for a week so children can build their confidence and understanding when reading back.





# Reading Planet

Pick either the sounds / spelling or the high frequency words to quickly rehearse.



## Reading Planet Note

**Before reading**

Before you begin, talk about the cover and the title. Ask your child:  
*What do you think the story is about?*  
*What is a pan?*

**In this book**

Your child will practise these key sounds:

- s** (as in **sun**)
- a** (as in **ant**)
- t** (as in **tent**)
- i** (as in **in**)
- p** (as in **pan**)
- n** (as in **net**)

Your child may need help with these words:

**go to the into**

**Ready-to-read activity**

Practise saying each sound in a word (e.g. *p-a-n*) and blending the sounds together to read the whole word (*pan*). Ask your child to repeat after you. Repeat this for the words *tap*, *Pat*, *tips*, *tins*, *Nan*.

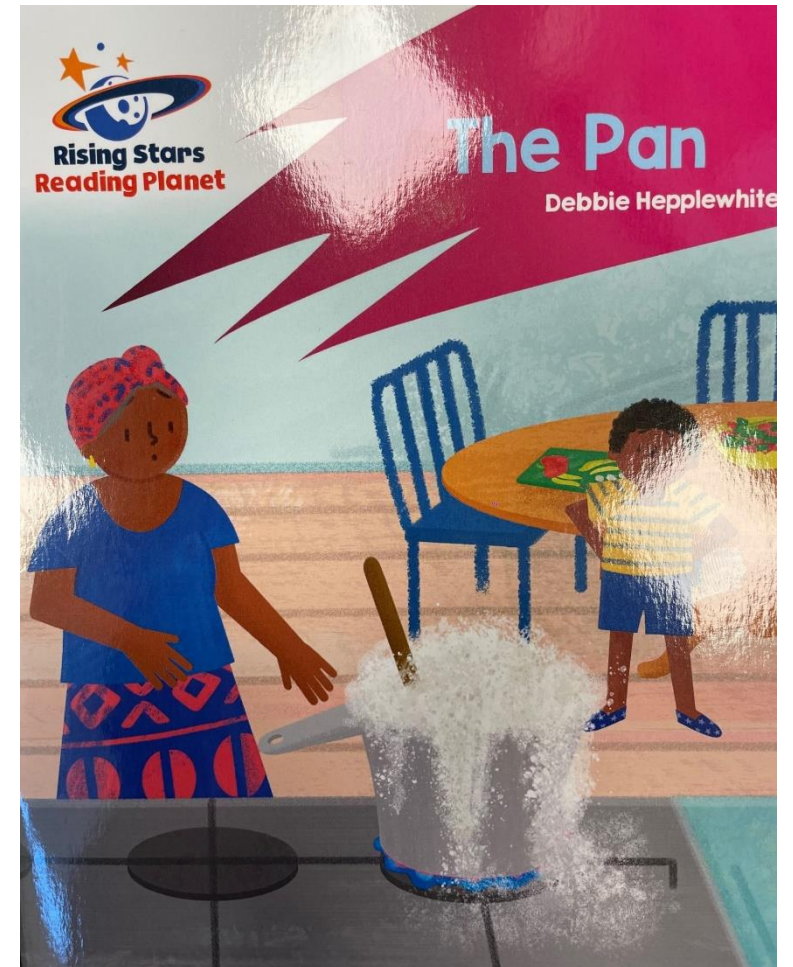
**While reading**

- ★ If your child gets stuck, point your finger underneath each sound in the word; ask them to say each sound and blend them together.
- ★ After reading page 2, ask your child why Pat is going to the tap and what they think might happen next.
- ★ Build your child's confidence by telling them when they have done well, e.g. *You realised that word wasn't right and you tried again ... Well done!*
- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.

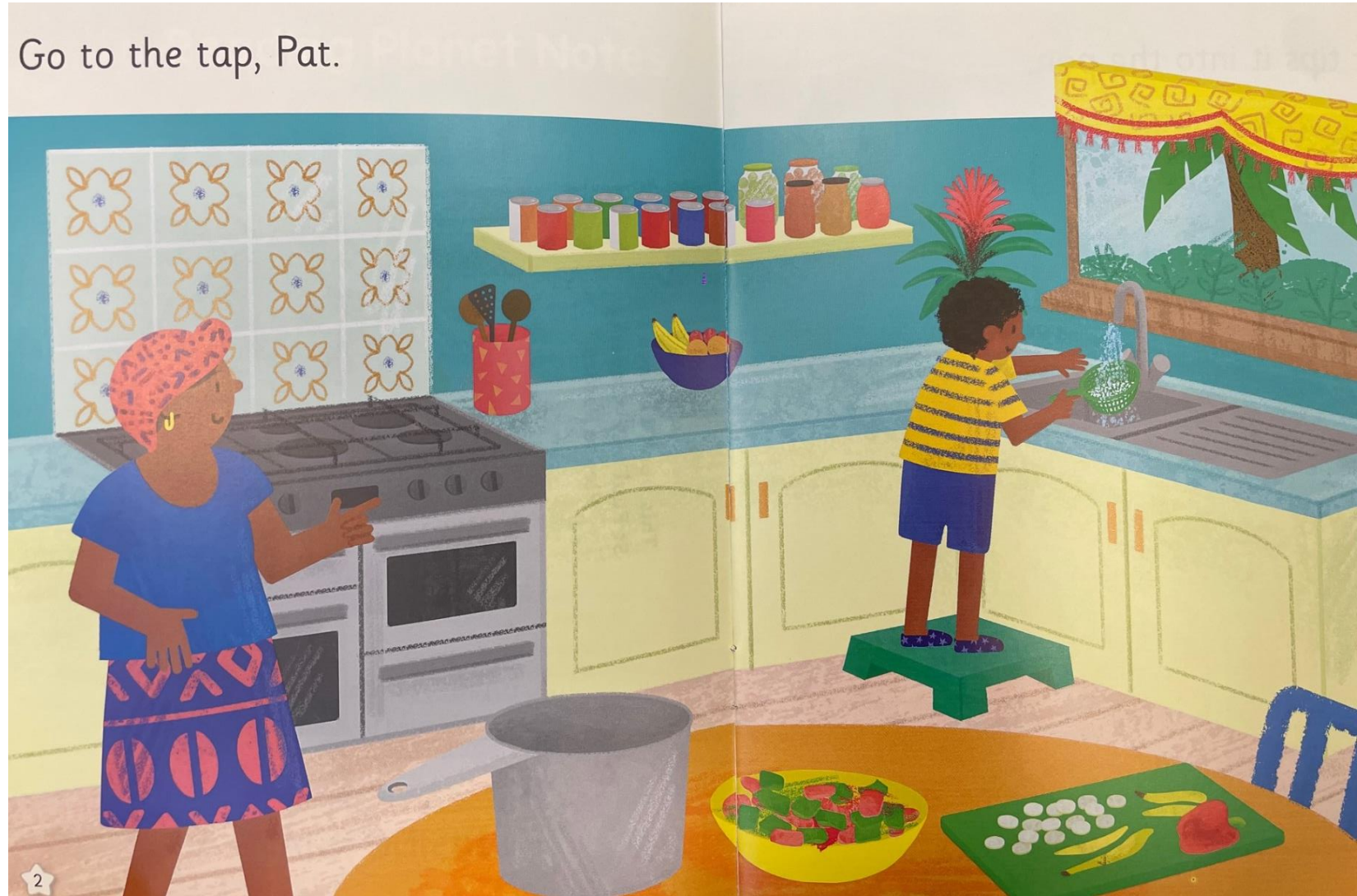
After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. ➔

# Reading Planet

- Look at the cover. What might this book be about?
- Encourage your child to point to each word and “say the sounds and read the word”.
- If needed point to each sound then draw a line underneath when reading the whole word.
- Read it back to them.
- Draw their attention to the authors and illustrators / photographers.



Go to the tap, Pat.



Left to right. Point to each word / sound, “Say the sounds and read the word”, read it back to them afterwards, VIPERS



# Our Phonic Reading Books

Pink B – introduces more sounds and the 2-letter spelling of ck

Red A – continues to introduce more single letter spellings as well as multiple sentences

Red B – introduces a range of 2-letter spellings.

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# Reading phonics books at home

- Find the right place and time
- Make it part of your routine
- Listen to them read and read to them
- “Say the sounds and read the word”
- Little and often
- Be positive about their achievements
- Work together
- Encourage independence
- Talk about the story (VIPERS)
- If they are too tired read them a story



# What's next...

Parent workshops in class - January

