

# Parent Workshop - Year 1 - 2023



# Phonic screening check - 2024

- Week commencing 10th June 2024
- 40 decodable words - 2 sections.
- Not seen by teachers before the day
- Mixture of alien words ( designed to check phonic knowledge as children will not have had any exposure to them)and real words.
- The check conducted 1 child at a time with a member of staff in a familiar setting.

Pass mark can change but has been 32/40 for the past few years.

Those who do not reach the expected level given extra support.

2017

Phonics

## Screening check: answer sheet

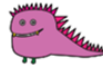
|            |  |
|------------|--|
| First name |  |
| Last name  |  |

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

| Section 1 |         |           |         | Section 2 |         |           |         |
|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment | Word      | Correct | Incorrect | Comment |
| dat       |         |           |         | tay       |         |           |         |
| cag       |         |           |         | sloam     |         |           |         |
| rin       |         |           |         | zuod      |         |           |         |
| ept       |         |           |         | meve      |         |           |         |
| jash      |         |           |         | cland     |         |           |         |
| quib      |         |           |         | braits    |         |           |         |
| coid      |         |           |         | scrug     |         |           |         |
| quass     |         |           |         | splue     |         |           |         |
| glog      |         |           |         | high      |         |           |         |
| bland     |         |           |         | feast     |         |           |         |
| disp      |         |           |         | goal      |         |           |         |
| murbs     |         |           |         | shape     |         |           |         |
| dhum      |         |           |         | trunk     |         |           |         |
| kick      |         |           |         | groups    |         |           |         |
| reef      |         |           |         | strow     |         |           |         |
| short     |         |           |         | scribe    |         |           |         |
| blot      |         |           |         | modal     |         |           |         |
| greet     |         |           |         | parson    |         |           |         |
| dust      |         |           |         | chapter   |         |           |         |
| parks     |         |           |         | reptiles  |         |           |         |

Total correct

## Section 1

| Section 1                                                                               | Section 1 |
|-----------------------------------------------------------------------------------------|-----------|
| lig  | chin      |
| mep  | deck      |
| gax  | horn      |
| emp  | queen     |

## Section 2

| Section 2                                                                                   | Section 2 |
|---------------------------------------------------------------------------------------------|-----------|
| jigh     | drank     |
| woats    | treats    |
| rird    | scram     |
| phope  | stroke    |

# Jolly Phonic order of sounds

|                    |           |            |                   |            |            |
|--------------------|-----------|------------|-------------------|------------|------------|
| s<br>sun           | a<br>ant  | t<br>tap   | i<br>ink          | p<br>pet   | n<br>nut   |
| c k<br>cup<br>kick | e<br>egg  | h<br>hot   | r<br>run          | m<br>man   | d<br>dog   |
| g<br>goat          | o<br>on   | u<br>up    | l<br>leg          | f<br>fun   | b<br>bat   |
| ai<br>aim          | j<br>jet  | oa<br>oak  | ie<br>tie         | ee<br>tree | or<br>born |
| z<br>zoo           | w<br>wind | ng<br>ring | v<br>van          | oo<br>book | oo<br>moon |
| y<br>yap           | x<br>fox  | ch<br>chop | sh<br>ship        | th<br>with | th<br>thin |
| qu<br>queen        | ou<br>out | oi<br>oil  | ue<br>cue<br>blue | er<br>herb | ar<br>farm |

|             |                                     |                                             |              |              |                      |
|-------------|-------------------------------------|---------------------------------------------|--------------|--------------|----------------------|
| y<br>sunny  | a_e<br>late                         | e_e<br>theme                                | i_e<br>time  | o_e<br>bone  | u_e<br>cube<br>flute |
| ay<br>day   | oy<br>toy                           | y<br>pyramid<br>dry                         | ea<br>eat    | igh<br>night | ow<br>snow<br>cow    |
| ir<br>fir   | ur<br>burn                          | ew<br>ewe<br>flew                           | au<br>haunt  | aw<br>saw    | al<br>talk           |
| ph<br>photo | c (-e/i/y)<br>cunt<br>city<br>cycle | g (-e/i/y)<br>gentle<br>giant<br>gymnastics | air<br>chair | are<br>stare | ear<br>bear          |

IN READING RECORDS

# Grow the code

## English Alphabetical Code:

English Alphabetical Code – frequently to rarely and letter-sound correspondences

|     |           |               |               |                 |               |              |              |             |  |  |
|-----|-----------|---------------|---------------|-----------------|---------------|--------------|--------------|-------------|--|--|
| /s/ | ss<br>sun | sc<br>scum    | sc<br>science | sc<br>cycle     | ss<br>bounce  | ss<br>house  | ss<br>castle | ss<br>psalm |  |  |
| /a/ | at<br>ant |               |               |                 |               |              |              |             |  |  |
| /t/ | at<br>tom | ed<br>heated  | ed<br>debt    | ed<br>wrist     | ed<br>castle  | ed<br>thyme  |              |             |  |  |
| /l/ | at<br>ink | ed<br>gymnast | ed<br>laurel  | ed<br>minute    | ed<br>savage  |              |              |             |  |  |
| /p/ | at<br>pet |               |               |                 |               |              |              |             |  |  |
| /n/ | at<br>ant | ed<br>knew    | ed<br>gnat    | ed<br>annoyance | ed<br>gnaw    |              |              |             |  |  |
| /k/ | at<br>cat | ed<br>kitten  | ed<br>duck    | ed<br>chemist   | ed<br>conquer | ed<br>cheque |              |             |  |  |
| /e/ | at<br>egg | ed<br>head    | ed<br>leisure | ed<br>leopard   |               |              |              |             |  |  |
| /h/ | at<br>hat | ed<br>who     |               |                 |               |              |              |             |  |  |
| /r/ | at<br>rat | ed<br>water   | ed<br>blind   |                 |               |              |              |             |  |  |

|      |             |               |               |               |            |             |                |             |             |             |
|------|-------------|---------------|---------------|---------------|------------|-------------|----------------|-------------|-------------|-------------|
| /m/  | at<br>man   | ed<br>lamb    | ed<br>hymn    | ed<br>coma    |            |             |                |             |             |             |
| /d/  | at<br>dog   | ed<br>dressed |               |               |            |             |                |             |             |             |
| /g/  | at<br>gap   | ed<br>ghost   | ed<br>guide   | ed<br>vague   |            |             |                |             |             |             |
| /o/  | at<br>odd   | ed<br>was     | ed<br>savage  | ed<br>sausage |            |             |                |             |             |             |
| /u/  | at<br>under | ed<br>love    | ed<br>country | ed<br>blood   |            |             |                |             |             |             |
| /l/  | at<br>leg   | ed<br>gentle  |               |               |            |             |                |             |             |             |
| /t/  | at<br>tun   | ed<br>ghost   | ed<br>tough   |               |            |             |                |             |             |             |
| /b/  | at<br>bat   |               |               |               |            |             |                |             |             |             |
| /ai/ | at<br>aim   | ed<br>lake    | ed<br>play    | ed<br>win     | ed<br>high | ed<br>grey  | ed<br>april    | ed<br>buddy | ed<br>great | ed<br>sandy |
| /i/  | at<br>jam   | ed<br>jam     | ed<br>jam     | ed<br>jam     | ed<br>jam  | ed<br>jam   |                |             |             |             |
| /oi/ | at<br>oak   | ed<br>hope    | ed<br>sloe    | ed<br>go      | ed<br>ice  | ed<br>rough | ed<br>pleasure | ed<br>soul  |             |             |

Initial 42 letter words – Jolly Phonics

Alternative spellings – Jolly Phonics

Phonetic alternative spellings – Jolly Phonics

|       |             |               |                |               |              |              |             |               |               |             |
|-------|-------------|---------------|----------------|---------------|--------------|--------------|-------------|---------------|---------------|-------------|
| /ie/  | at<br>pie   | ed<br>time    | ed<br>night    | ed<br>sky     | ed<br>find   | ed<br>sister | ed<br>apple | ed<br>bye     | ed<br>bay     |             |
| /ee/  | at<br>see   | ed<br>sunny   | ed<br>theme    | ed<br>dream   | ed<br>chief  | ed<br>key    | ed<br>see   | ed<br>receive | ed<br>radio   | ed<br>saw   |
| /or/  | at<br>odor  | ed<br>talk    | ed<br>autumn   | ed<br>raw     | ed<br>short  | ed<br>bought | ed<br>wage  | ed<br>soar    | ed<br>soar    | ed<br>mop   |
| /z/   | at<br>zebra | ed<br>is      | ed<br>kiss     | ed<br>sweep   |              |              |             |               |               |             |
| /w/   | at<br>wet   | ed<br>white   | ed<br>penguin  |               |              |              |             |               |               |             |
| /ng/  | at<br>sing  | ed<br>sing    |                |               |              |              |             |               |               |             |
| /v/   | at<br>van   | ed<br>vine    |                |               |              |              |             |               |               |             |
| /oo/  | at<br>book  | ed<br>pouch   | ed<br>wound    |               |              |              |             |               |               |             |
| /oo/  | at<br>moon  | ed<br>blue    | ed<br>look     | ed<br>shop    | ed<br>fly    | ed<br>dog    | ed<br>fuel  | ed<br>soup    | ed<br>through | ed<br>death |
| /y/   | at<br>yes   |               |                |               |              |              |             |               |               |             |
| /x/   | at<br>fox   |               |                |               |              |              |             |               |               |             |
| /ch/  | at<br>chip  | ed<br>hatch   | ed<br>nature   |               |              |              |             |               |               |             |
| /sh/  | at<br>ship  | ed<br>machine | ed<br>mushroom | ed<br>station | ed<br>hendon | ed<br>house  | ed<br>sugar | ed<br>mocha   |               |             |
| /th/  | at<br>the   | ed<br>the     |                |               |              |              |             |               |               |             |
| /th/  | at<br>the   | ed<br>the     |                |               |              |              |             |               |               |             |
| /qu/  | at<br>quack | ed<br>quack   | ed<br>quack    | ed<br>quack   |              |              |             |               |               |             |
| /ou/  | at<br>out   | ed<br>out     | ed<br>punch    |               |              |              |             |               |               |             |
| /oi/  | at<br>oil   | ed<br>oil     | ed<br>oil      | ed<br>oil     |              |              |             |               |               |             |
| /ue/  | at<br>rue   | ed<br>rue     | ed<br>rue      | ed<br>rue     | ed<br>rue    | ed<br>rue    | ed<br>rue   | ed<br>rue     | ed<br>rue     | ed<br>rue   |
| /et/  | at<br>et    | ed<br>et      | ed<br>et       | ed<br>et      | ed<br>et     | ed<br>et     | ed<br>et    | ed<br>et      | ed<br>et      | ed<br>et    |
| /ar/  | at<br>arm   | ed<br>arm     | ed<br>arm      | ed<br>arm     | ed<br>arm    | ed<br>arm    | ed<br>arm   | ed<br>arm     | ed<br>arm     | ed<br>arm   |
| /air/ | at<br>air   | ed<br>air     | ed<br>air      | ed<br>air     | ed<br>air    | ed<br>air    | ed<br>air   | ed<br>air     | ed<br>air     | ed<br>air   |
| /sh/  | at<br>ship  | ed<br>ship    | ed<br>ship     | ed<br>ship    | ed<br>ship   | ed<br>ship   | ed<br>ship  | ed<br>ship    | ed<br>ship    | ed<br>ship  |
| /ool/ | at<br>ool   | ed<br>ool     | ed<br>ool      | ed<br>ool     | ed<br>ool    | ed<br>ool    | ed<br>ool   | ed<br>ool     | ed<br>ool     | ed<br>ool   |

ON WEBSITE

# Reading Record Activities

**PHONIC GAMES** - Play our online games see the Westbourne Website.



a little  AND often



**RECORD ANY READING OR PHONIC WORK IN THE READING RECORD.**



**WORD LISTS** - sound out & blend the words. Check for understanding of the word meaning. Can they put it into a sentence (doesn't have to be written)  
Unusual words - replicate alien words .



**LEARN THE SOUNDS** - Practise recognising and saying the sounds - the quicker they are at this the easier they will find blending to read.



**READ LOTS** - Share books as much as possible - enjoy stories together. Read lots of different things - recipes, magazines, leaflets - it's all reading !

**HAVE FUN** - turn the learning into a game. Look at the non screen time games ideas on the website.

# Practical games for phonics

|                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Tricky word / sound fishing</b></p>  <p>Use a game you have at home to help with learning. Stick the sounds or words on the pieces. Games make learning fun !</p> | <p><b>Sound sticker book</b></p>  <p>Write the sounds you are learning in a book – find pictures/ stickers that have that sound in them. You could write the words too by sounding them out. The word bank will help with ideas.</p> | <p><b>Paint strip words</b></p>  <p>Use the sections on the paint strips to sound out the words.</p>                                                                            |
| <p><b>Paint strip jumble</b></p>  <p>Cut up the sections and jumble them – can your child put them in the right order ?</p>                                            | <p><b>Silly soup</b></p>  <p>Make a soup with a given sound – only add the object that contains the chosen sound.</p>                                                                                                              | <p><b>Tricky word / sound hunt</b></p>  <p>Choose a tricky word / sound you are learning. Look for it in a book or piece of writing – use coins or counters to cover them.</p> |

## GAMES YOU CAN MAKE & PLAY AT HOME

Full set available on

*School website - Parents page - phonics*

# b and d

Learning b and d is so important.

There were 11 words containing b/d in 2019 screening check.

These would be wrong if b/d are confused.

| Section 1 |         |           |         |
|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment |
| sut       |         |           |         |
| yad       |         |           |         |
| dop       |         |           |         |
| uct       |         |           |         |
| meck      |         |           |         |
| shig      |         |           |         |
| joil      |         |           |         |
| chort     |         |           |         |
| blem      |         |           |         |
| drell     |         |           |         |
| fusp      |         |           |         |
| quisk     |         |           |         |
| shop      |         |           |         |
| yell      |         |           |         |
| peel      |         |           |         |
| check     |         |           |         |
| plug      |         |           |         |
| sweep     |         |           |         |
| soft      |         |           |         |
| yards     |         |           |         |

| Section 2 |         |           |         |
|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment |
| vaw       |         |           |         |
| meast     |         |           |         |
| waib      |         |           |         |
| zome      |         |           |         |
| brend     |         |           |         |
| throst    |         |           |         |
| stret     |         |           |         |
| spraw     |         |           |         |
| few       |         |           |         |
| fried     |         |           |         |
| beak      |         |           |         |
| cute      |         |           |         |
| crust     |         |           |         |
| trails    |         |           |         |
| strip     |         |           |         |
| scraps    |         |           |         |
| label     |         |           |         |
| vanish    |         |           |         |
| blossom   |         |           |         |
| thankful  |         |           |         |

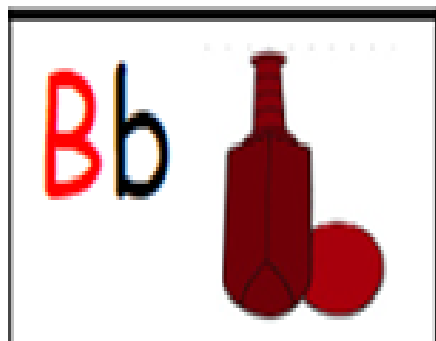
b and d

Play the games on our school website to help with this -  
children - phonic games

b bat then the ball



d hit the drum with the stick

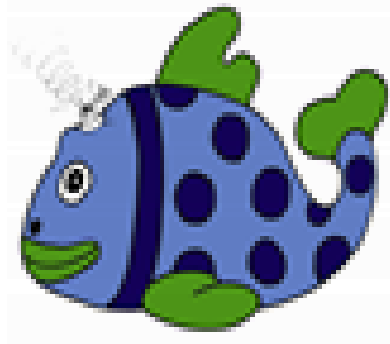


## Pure pronunciation

### Pure Sound

What is pure phonics sound? Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

The actions will help !



## Pure pronunciation

Cuh -a - tuh

cuatu



c - a - t

Adding an uh sound to 'c' and 't' makes the word sound like cuatu when blended.

# Splitting longer words

napkin

magnet

trespass

We get the children to split longer words into 2 parts sound out and blend each part before rejoin the 2 part words.

m-a-g mag  
n-e-t net  
mag - net  
magnet

# Recognising digraphs in words

Say the **digraph** then sound out the word.

Eventually they won't need to do this as they will do it automatically.

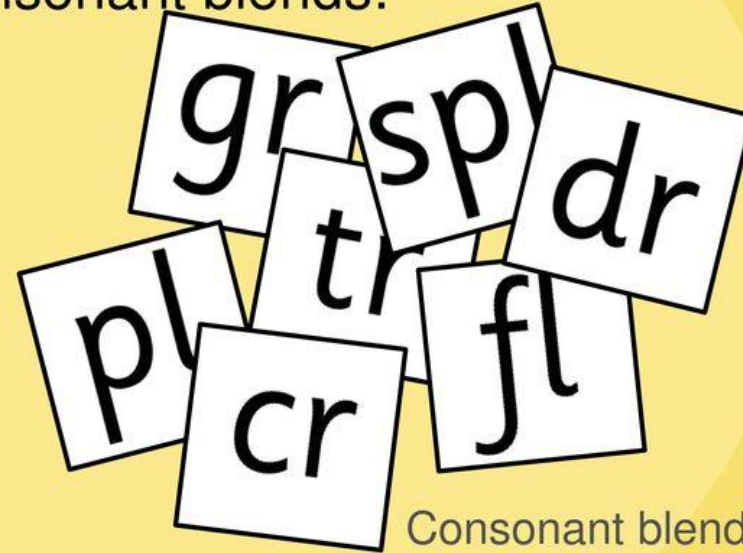
## Blending Harder Words

Regular practice is the key to blending words with digraphs and consonant blends:

rain

Digraphs

Children need to practise spotting them together in words. Not r-a-i-n



Consonant blends

Say them quickly

# Activities at Home

See the parents page - phonics for information and resources to support your child.

The word bank can be found here and contains useful words ordered by the phonic sounds they contain.

The screenshot shows a web browser window with multiple tabs open. The active tab is 'Phonics' and the address bar shows 'westbourne.sutton.sch.uk/phonics/'. The page content includes a 'Word Bank' section with a PDF link and a 'Resources for Parents' section with several PDF links. A line from the text on the left points to the 'Word Bank.pdf' link. The footer contains a sitemap, cookie information, website policy, visitor count, login link, copyright notice, and a Windows taskbar at the bottom.

**Word Bank:**  
-Please see the PDF below which contains a word bank providing a list of suitable words that can be made using the sounds learnt – great for practising phonic skills at a level suited to your child's stage of learning!

**Resources for Parents**

- Word Bank.pdf
- Phonic games.pdf
- Phonics and Reading Workshop Presentation.pdf
- Phonics and Reading Workshop Booklet.pdf
- Parent Teacher Guide.pdf
- Phonics Screening Check Information for Parents.pdf

Translate Search

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Type here to search 18°C Mostly cloudy 13:16 28/09/2023

# Reading words - blending

1

**cat**

Can I read this word? No? Step 2.

2

**cat**  
• • •

Identify the sounds.

3

**cat**  
→

Blend the sounds together.

4

**cat**

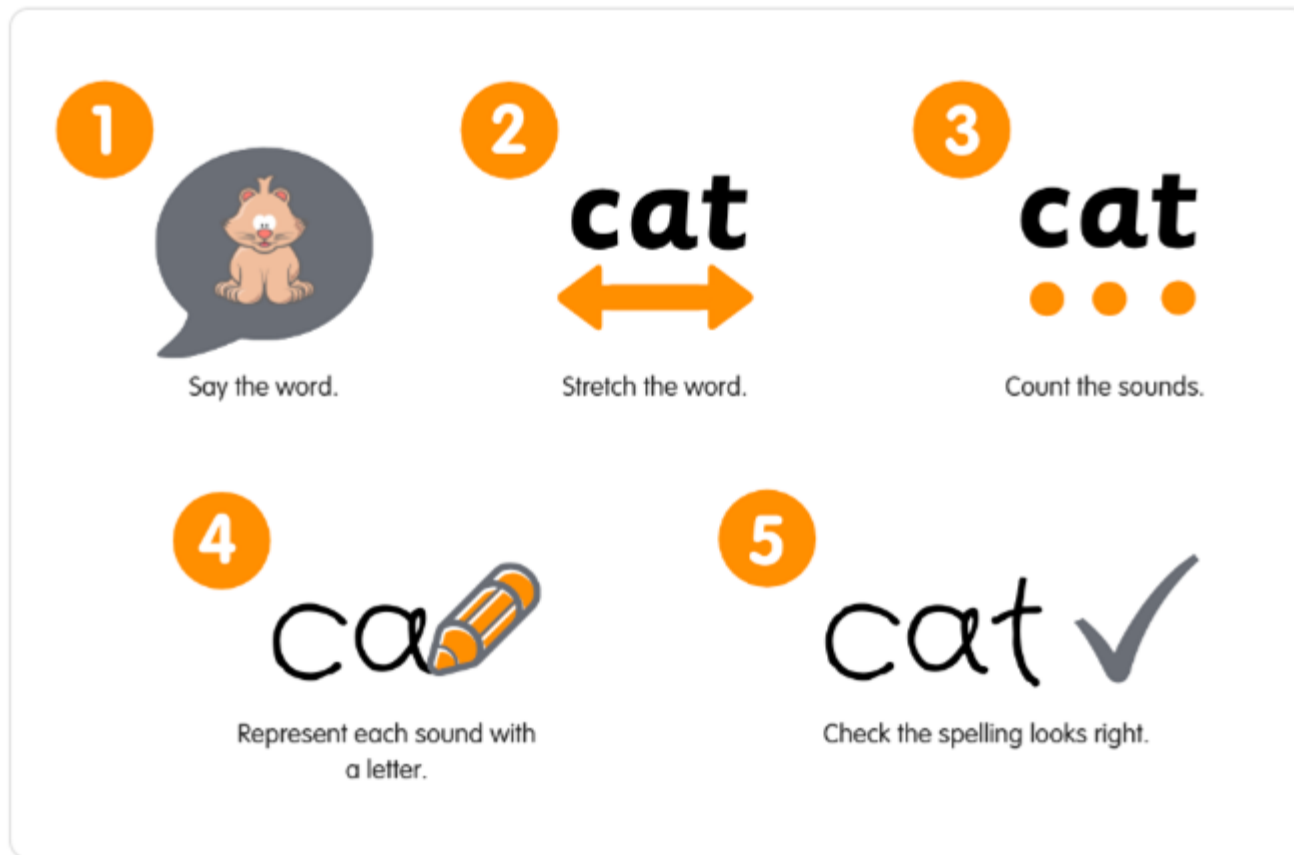


Say the word and identify its meaning.

haunt  
launch  
August  
astronaut

# Segmenting – for writing

The process of spelling is the reverse to reading. It requires children to identify the sounds in a word and then to match a letter (or letters) with that sound to essentially 'make' the word. This takes a five step process:



....



.....



....

# Reading Boost



All of the children will be in Reading Boost groups throughout the year - we will assess them and use the boost groups to reinforce any sounds they are unsure of.

## 179

• • •

au au au



# How can you help ?



This is a great resource - she creates clever games to play at home with recycling designed to make phonics fun.

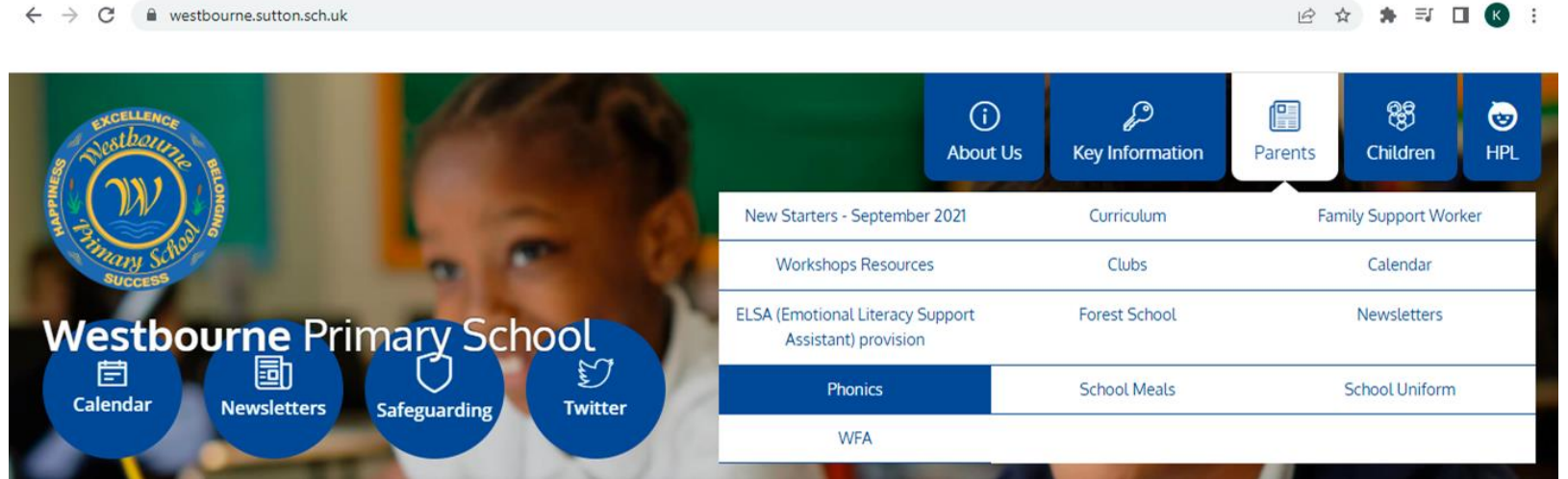
She can be found on facebook/ instagram or through her website.

# School Website – Parents - Phonics

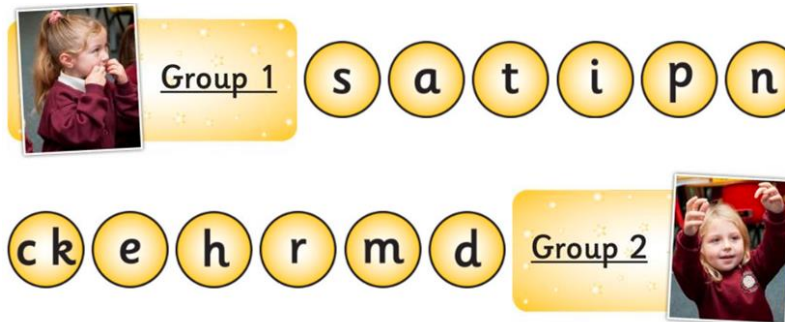
This page is for parents and contains further information about the scheme and you can also hear the sounds pronounced correctly.

## Order of sounds taught in Jolly Phonics – REMEMBER PURE PRONUNCIATION

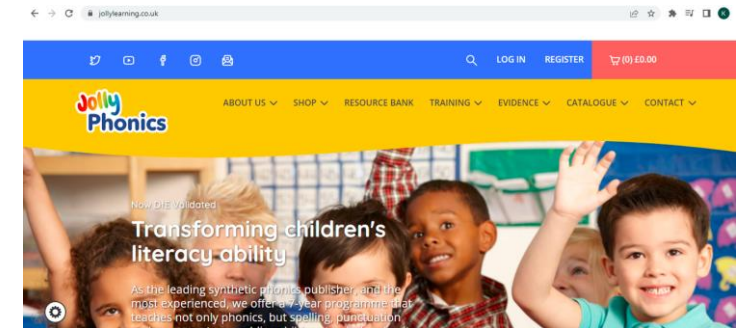
|                                                                                   |            |                                                                                             |
|-----------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------|
|    | <b>s</b>   | Weave hand in an s shape, like a snake, and say <u>ssssss</u>                               |
|    | <b>a</b>   | Wiggle fingers above elbow as if ants crawling on you and say <u>a, a, a.</u>               |
|    | <b>t</b>   | Turn head from side to side as if watching tennis and say <u>t, t, t.</u>                   |
|    | <b>i</b>   | Pretend to be a mouse by wriggling fingers at end of nose, squeak <u>i, i, i.</u>           |
|    | <b>p</b>   | Pretend to puff out candles and say <u>p, p, p.</u>                                         |
|    | <b>n</b>   | Make a noise, as if you are a plane - hold arms out and say <u>nnnnnn.</u>                  |
|    | <b>c k</b> | Raise hands and snap fingers as if playing castanets and say <u>ck, ck, ck.</u>             |
|    | <b>e</b>   | Pretend to tap an egg on the side of a pan and crack it into the pan, saying <u>eh, eh,</u> |
|    | <b>h</b>   | Hold hand in front of mouth panting as if you are out of breath and say <u>h, h, h.</u>     |
|    | <b>r</b>   | Pretend to be a puppy holding a rag, shaking head from side to side, saying <u>rrrrr.</u>   |
|    | <b>m</b>   | Rub tummy as if seeing tasty food and say <u>mmmmm.</u>                                     |
|    | <b>d</b>   | Beat hands up and down as if playing a drum and say <u>d, d, d.</u>                         |
|   | <b>g</b>   | Spiral hand down, as if water going down the drain, and say <u>g, g, g.</u>                 |
|  | <b>o</b>   | Pretend to turn light switch on and off and say <u>o, o, o.</u>                             |
|  | <b>u</b>   | Pretend to be putting up an umbrella and say <u>u, u, u.</u>                                |
|  | <b>l</b>   | Pretend to lick a lollipop and say <u>llllll.</u>                                           |



The screenshot shows the Westbourne Primary School website. The header includes navigation links: About Us, Key Information, Parents (selected), Children, and HPL. A dropdown menu for 'Parents' is open, showing links to New Starters - September 2021, Curriculum, Family Support Worker, Workshops Resources, Clubs, Calendar, ELSA (Emotional Literacy Support Assistant) provision, Forest School, Newsletters, Phonics, School Meals, School Uniform, and WFA. The main banner features the school logo and social media links for Calendar, Newsletters, Safeguarding, and Twitter.



The image shows Jolly Phonics sound cards. Group 1 cards are s, a, t, i, p, n. Group 2 cards are c, k, e, h, r, m, d. Each card features a small photo of a child and the sound letter in a yellow circle.



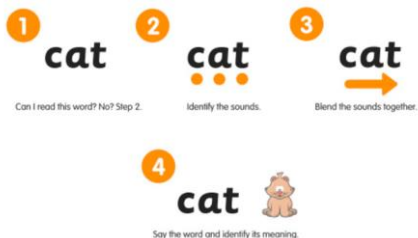
The screenshot shows the Jolly Phonics website homepage. The header includes navigation links: ABOUT US, SHOP, RESOURCE BANK, TRAINING, EVIDENCE, CATALOGUE, and CONTACT. The main banner features the Jolly Phonics logo and the text 'Transforming children's literacy ability'. Below the banner, there is a section titled 'New 2021 updated' and a description of the program.

# 5 basic skills in Jolly Phonics

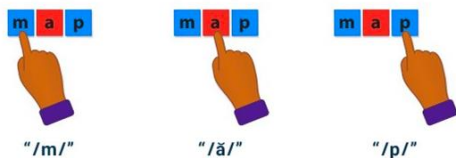


## 5 basic skills

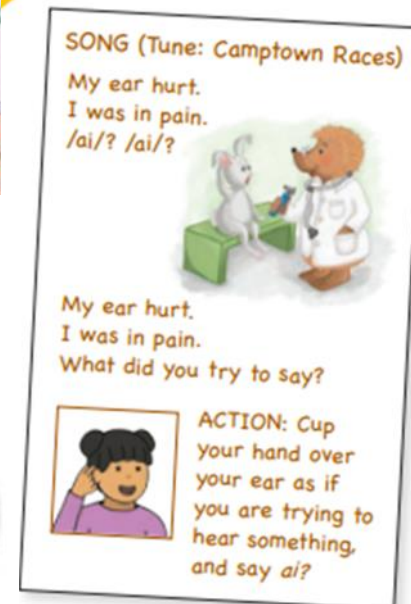
- 1) Learning the letter sounds
- 2) Letter formation
- 3) Blending
- 4) Identifying sounds in words
- 5) Tricky Words



Identify the sounds in words(decoding)



Tell the story, sing  
the song and perform  
the action



## Reading with JP at Westbourne

- The Jolly Phonics Readers are a series of decodable reading books.
- At every stage the words are within reach of the children as they use their letter sound knowledge and the tricky words already taught.
- Each level of the readers builds on knowledge and skills previously learned so that they are able to practise blending until it is the automatic response to working out new words.

# Jolly Phonic readers

Level  
0

Level  
1

Level  
2

Level  
3

Level  
4

Level  
5

2. Each book lists the main alternative letter-sound spellings and a small number of tricky words.

3. Tips for teachers and parents.

4. Reading comprehension questions and discussion topics.

**1**

Teachers and parents

Before tackling these First Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds shown in the leaves below;
- Read (stent) regular words containing these letter sounds;
- Recognise the tricky words shown in the flowers below;
- Use the pronunciation guides to help read the grey non-decodable words.



The leaves contain the following letter sounds: s, sh, c, k, g, ai, z, y, qu, t, er, l, in, h, ur, m, en, d, ot, i, ay, p, en, n, ut, e, and, h, ur, r, un, m, an, d, ab, o, an, l, ay, j, en, b, ug, ai, en, j, ay, v, an, l, e, ce, de, ed, or, er, ed, z, en, w, en, ng, v, en, oo, ce, oo, ce, y, en, a, re, ch, an, sh, an, th, an, th, an, qu, er, ou, er, oi, ed, ue, ce, er, er, ar, en, t, he, to, do, was, of.

**3**

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension. Make reading this book a shared experience between you and the child. Try to spend leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book to do the following:

- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next; it does not matter if the answer is right or wrong, as long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Retell what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and make it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

**4**

What's in the book?

- Apart from drumsticks, what else can you use to play the drums?
- What are drumsticks made from?
- Can drums be electric?

What do you think?

- Have you ever played the drums before?
- Look at pages six and seven, which drum would you most like to play?

# Tricky words

It is important children learn to recognise these by sight - they are colour coded by book colour. The children will not be able to read that coloured book unless they know the sounds and tricky words for that colour.

There are games to play for tricky words on the website.

Tricky words (words that have a part that is tricky and can't be sounded out) are taught in this order.

| Tricky words<br>for set 7 Readers in<br><u>Orange</u> | Tricky words 1<br><u>Red</u> | Tricky words 2<br><u>Yellow</u> | Tricky words 3<br><u>Green</u> |        | Tricky words 4<br><u>Blue</u> |        | Tricky words 5<br><u>Purple</u> |
|-------------------------------------------------------|------------------------------|---------------------------------|--------------------------------|--------|-------------------------------|--------|---------------------------------|
| I                                                     | I                            | are                             | go                             | live   | any                           | could  | always                          |
| the                                                   | the                          | all                             | no                             | give   | many                          | should | father                          |
| he                                                    | he                           | you                             | so                             | little | more                          | would  | upon                            |
| she                                                   | she                          | your                            | my                             | down   | before                        | right  | cover                           |
| me                                                    | me                           | come                            | one                            | what   | other                         | two    | eight                           |
| we                                                    | we                           | some                            | by                             | when   | were                          | four   | every                           |
| be                                                    | be                           | said                            | only                           | why    | because                       | goes   | once                            |
|                                                       | was                          | here                            | old                            | where  | want                          | does   | also                            |
|                                                       | to                           | there                           | like                           | who    | saw                           | made   | after                           |
|                                                       | do                           | they                            | have                           | which  | put                           | their  | love                            |
|                                                       | of                           |                                 |                                |        |                               |        | mother                          |

# Books matched to sounds

This chart shows the sounds that need to be known before the children can read that colour book.

|                   |           |            |                   |            |            |
|-------------------|-----------|------------|-------------------|------------|------------|
| s<br>sun          | a<br>ant  | t<br>tap   | i<br>ink          | p<br>pet   | n<br>nut   |
| ck<br>cup<br>kick | e<br>egg  | h<br>hot   | r<br>run          | m<br>man   | d<br>dog   |
| g<br>goat         | o<br>on   | u<br>up    | l<br>leg          | f<br>fun   | b<br>bat   |
| ai<br>aim         | j<br>jet  | oa<br>oak  | ie<br>tie         | ee<br>tree | or<br>born |
| z<br>zoo          | w<br>wind | ng<br>ring | v<br>van          | oo<br>book | oo<br>moon |
| y<br>yap          | x<br>fox  | ch<br>chop | sh<br>ship        | th<br>with | th<br>thin |
| qu<br>queen       | ou<br>out | oi<br>oil  | ue<br>cue<br>blue | er<br>herb | ar<br>farm |

|             |                                     |                                             |              |              |                      |
|-------------|-------------------------------------|---------------------------------------------|--------------|--------------|----------------------|
| y<br>sunny  | a_e<br>late                         | e_e<br>theme                                | i_e<br>time  | o_e<br>bone  | u_e<br>cube<br>flute |
| ay<br>day   | oy<br>toy                           | y<br>pyramid<br>dry                         | ea<br>eat    | igh<br>night | ow<br>snow<br>cow    |
| ir<br>fir   | ur<br>burn                          | ew<br>ewe<br>flew                           | au<br>haunt  | aw<br>saw    | al<br>talk           |
| ph<br>photo | c (-e/i/y)<br>cunt<br>city<br>cycle | g (-e/i/y)<br>gentle<br>giant<br>gymnastics | air<br>chair | are<br>stare | ear<br>bear          |

# Reading books / sharing books



**RECORD ANY  
READING OR  
PHONIC ACTIVITY  
IN THE YELLOW  
READING RECORD.**

Free choice  
Non-decodable  
Changed as often as required  
SHARED with an adult  
Widen their range

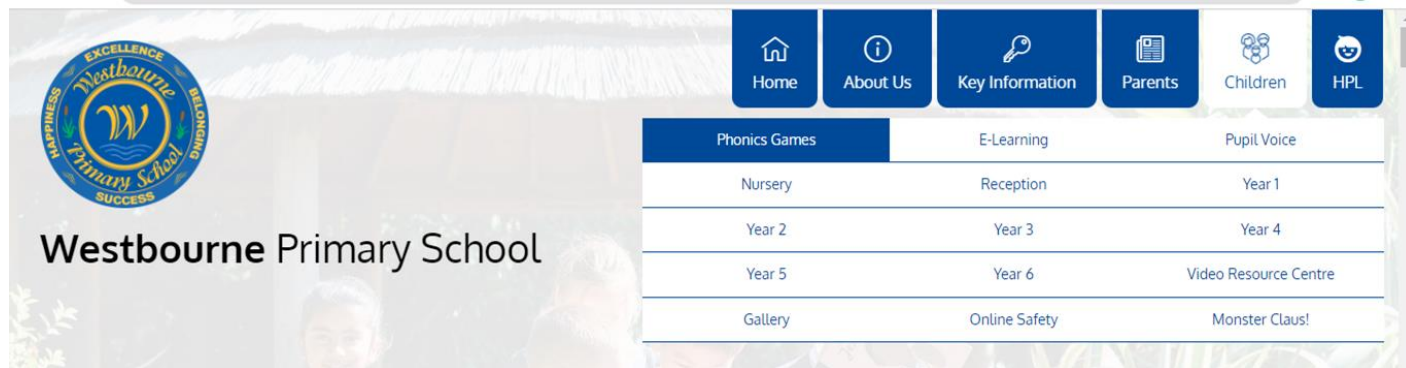


## Decodable Reading Books

Designed to practise & apply phonic knowledge – read more than once for fluency.

Shared books

# How can you help ?



Look at the games we have set up on the website.

Learn the sounds by heart and recognise/ say them quickly.

Read words containing those sounds



# 1 Book – 3 Tasks !

## 1 book - 3 tasks

- Decoding-Applying Phonics to their Reading. Once children have learnt all their sounds and tricky words- They must then practise how to identify them in words and sentences and apply this knowledge to both their reading and writing.
- Comprehension- Answering different questions about the text e.g inference and prediction. This is the understanding and interpretation of what is being read. To be able to accurately understand written material, children need to be able to decode the words first.
- Prosody- reading with expression and intonation, this comes when a child is more confident in their reading.

The aim is that your child reads with 90% - 95% fluency (as the book is fully decodable). This means that the children should not be reading books that include sounds they have not learnt .

Your child should be able to read the book without any significant support.

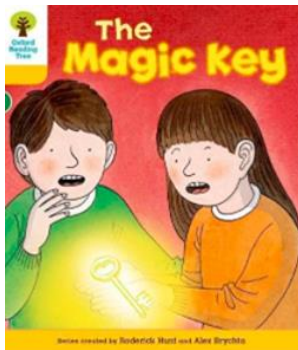
**If they are reading fluently,  
this is the appropriate book and is not too  
easy for them.**

# Book bands / decodable books

Book Bands (like Biff & Chip) were created for an entirely different method of teaching, based on the number of words and the difficulty of these words, many of which are not decodable.

The philosophy of this method was to encourage the children to read books by memorising the words and using picture clues, predictable text and some incidental phonics to support their reading.

Children would often guess words, read what they thought the text would say and then be stuck without a reliable strategy for reading longer, complex or unfamiliar words.



The box was by Chip's bed. Something was glowing inside it.



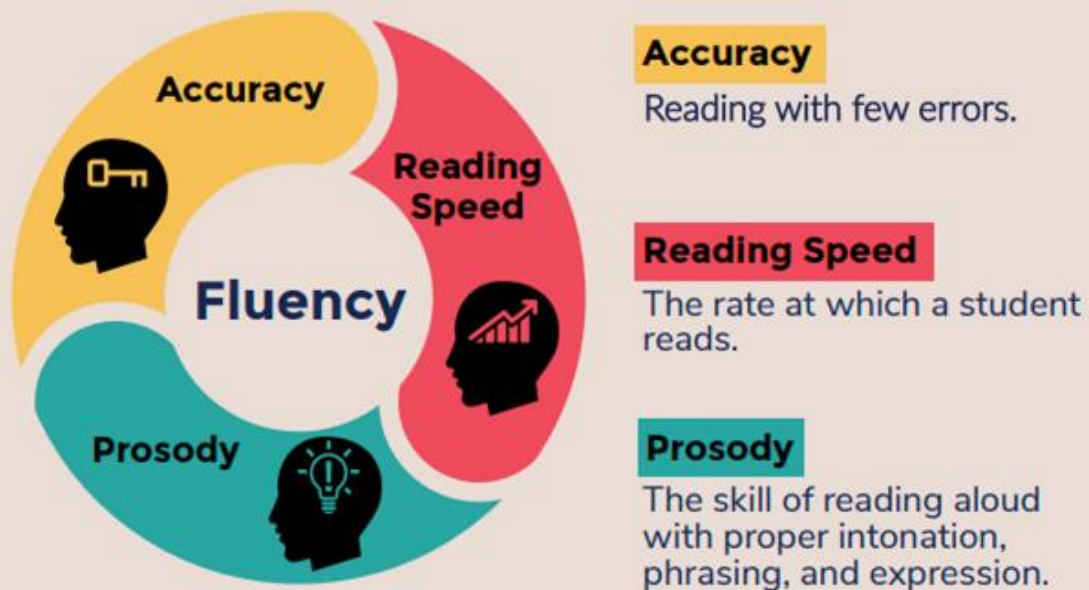
If a child does not have the skills to decode and learns to read by memory they will find reading particularly challenging when trying to decode longer, more complex words and lose confidence.

It is important not to compare levels, numbers, book bands etc as this really is no measure of progress and you will see on the table that the purple phonic books known as level 5 in the JP scheme is much harder than a stage 5 Oxford Reading Tree book.

In phonic books the level only refers to the sounds and tricky words that need to be known **before** reading the books. As well as the font, sentence structure and multi syllabic words used.

# Fluency

## Oral reading fluency includes 3 parts.



Recognising sounds at speed – automaticity

Sounding out – progress to doing in head

Re-reading a book many times

Practising words before / after reading – write on post it notes.

## Fluency



### Accuracy

- the ability to decode single words without making an error



### Automaticity

- the ability to accurately and effortlessly identify words



### Rate

- the speed maintained while reading accurately and automatically



### Prosody

- reading in context at a smooth, even pace with expression

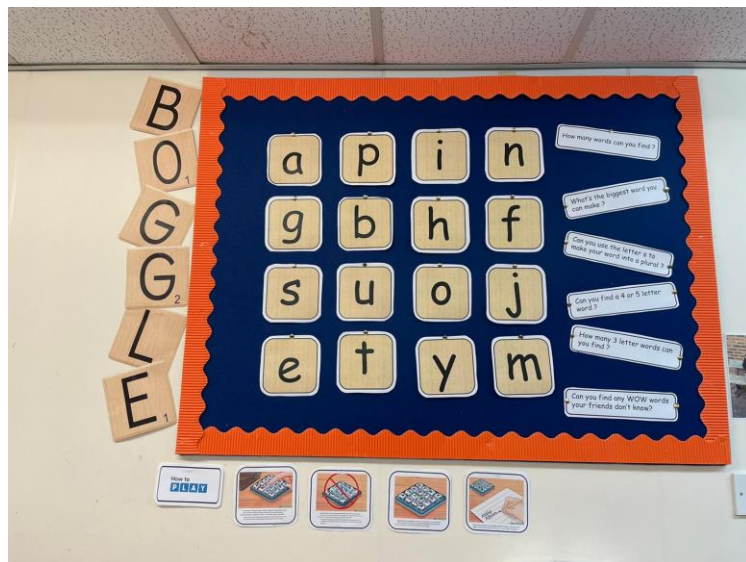
## Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# Reading at home

|                  |                 |
|------------------|-----------------|
| Never read to    | 4662 words      |
| 1-2 times a week | 63,570 words    |
| 3-5 times a week | 169,520 words   |
| Daily            | 296,660 words   |
| 5 books a day    | 1,483,300 words |

# I Spy phonic boards



At Westbourne we try to make phonics fun by turning it into games.

## Contact us

If you have any ideas for games that you would like to see on our website please contact us via our phonics e mail and we will do our best to make them.

Also, if you have any questions or suggestions for further workshops please let us know via e - mail

Thank you for all of your support with reading and phonics.



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