

An Introduction to Phonics and Reading at Brabourne School

*A Workshop
for Parents and Carers*



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- An Overview of the Twinkl Phonics Programme at Brabourne.
- Phonics Progression in Reception and KS1.
- Reading in KS1.
- Phonics Support and Reading in LKS2.
- Reading in UKS2.

Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee ea e_e e y ie ey	igh igh i ie y i_e	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture			



Let's look at an example.

ghoti

F i sh

Take the 'gh' as in the word cough = F

► Take the 'o' as in the word women = i

► Take the 'ti' as in the word nation = sh



What Is Synthetic Phonics?

- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.

Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound



What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

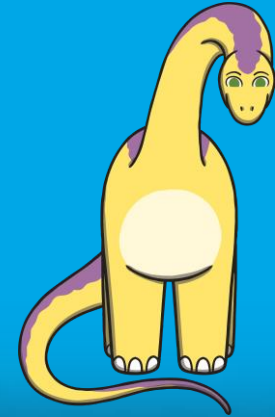
Level 1



Level 1 is taught in Nursery/Preschool.

By the end of Level 1, children will have had the opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through 7 Aspects.



What Are the 7 Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Aspect 1 -
Environmental Sounds



Aspect 2 -
Instrumental Sounds



Aspect 3 -
Body Percussion



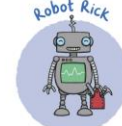
Aspect 4 -
Rhythm and Rhyme



Aspect 5 -
Alliteration



Aspect 6 -
Voice Sounds



Aspect 7 -
Oral Blending and
Segmenting

Level 2



Level 2 is taught in Reception.

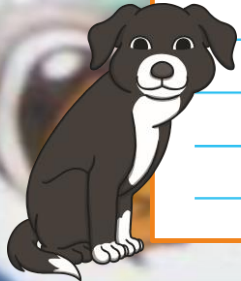
By the end of Level 2, children will have had the opportunities to:

Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



Level 2



m saying /m/

Approved by

Department
for Education

Endorsed by Schools,
Recommended by You

Level 2 Actions and Mnemonics

s   Make a snake's head with your hands and wiggle your body like a snake!	a   Pretend to bite into a crunchy apple.	t   Pretend to stir a teaspoon around a teacup.	p   Make one hand into a puppy's head and pat it with your other hand.	i   Flap your hands like an insect's wings.	n   Make your fist into a nut and tap it.
m   Yummy! Rub your tummy.	d   Pretend to play your drum kit.	g   Pretend to wrap your scarf like Gabi.	o   Pretend to squeeze a juicy orange.	c   Wiggle your finger like a caterpillar.	k   Pretend to spread your hand like a kite and fly it in the air.
ck   Make a duck's beak with your hands and pretend to pick up sticks.	e   Make an egg with one hand and tap it with the other.	u   Make one hand into an umbrella and sprinkle rain on it.	r   Move your arms like a robot.	h   Pretend to open the door of the house.	b   Pretend to throw and catch a ball.
f   Pretend to wave a magic wand.	l   Pretend to lick an ice lolly.	ff   Pretend to switch off the light.	ll   Pretend to ring a bell.	ss   Blow a kiss.	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, I
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, I

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.



Level 3 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yoyo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

Forming the Letters



Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



Criss, cross.



Swing the yoyo up, drop it all the way down and underneath.



Zig, zag, path.

Level 4



Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

No new sounds are taught in Level 4.



Level 5



Level 5 is taught in Year 1.

By the end of Level 5, children will have had the opportunities to:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words such as 'dolphin' and 'parachute';
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.



Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

The new sound is displayed within a word linked to the mnemonic for Level 5.



Level 5 Overview

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'l_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure



Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)



If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.



Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.

How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



Read to and with your child **every day**.

Level 6



Level 6 is taught in Year 2.

By the end of Level 6, children will have had the opportunities to:

At this stage, the idea is that children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.



- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

Level 6 Overview

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings



Level 6 Mnemonics

<p>y</p>  <p>fly</p>	<p>dge</p>  <p>bridge</p>	<p>ge</p>  <p>fringe</p>	<p>gn</p>  <p>gnome</p>	<p>kn</p>  <p>knife</p>
<p>wr</p>  <p>wrist</p>	<p>le</p>  <p>table</p>	<p>eer</p>  <p>deer</p>	<p>ture</p>  <p>picture</p>	<p>mb</p>  <p>thumb</p>
<p>al</p>  <p>walk</p>	<p>a</p>  <p>walnut</p>	<p>o</p>  <p>glove</p>	<p>ey</p>  <p>monkey</p>	<p>war</p>  <p>warm</p>
<p>wor</p>  <p>world</p>	<p>s</p>  <p>treasure</p>	<p>wa</p>  <p>watch</p>	<p>qua</p>  <p>squash</p>	<p>tion</p>  <p>station</p>



Reading in KS1



Books to Support the Reading Journey!

A numbered book will be given to your child to read that includes the recently taught phonics. Many of our books begin with the recapping of focus sounds and tricky/common exception words.

Your child will read several books at this level to practise and consolidate this recently taught phonics. They will also develop fluency and comprehension skills by reading several books at the same level.

The goal is for children to move away from learning to read, to reading to learn by the time they complete KS1.

Example Contents

Warm Up with the Before Reading Page

The Before Reading Page prepares children for reading.

Before Reading

Say the sounds.

If your child needs help, point to the picture and read the word to them.



Read the focus

The dots show one sound one sound made by more



Practise blending the sounds together to read some of the words your child will come across in the book. The dots, dashes and smile lines will help them see the individual sounds making up each word.

Point to each sound card and ask your child what the sound is. If they're not sure, there's a clue in the picture and the word underneath.

Read the tricky word

Parts of these words cannot be sounded out. Read the word to your child if they need.

are they all

Check that your child can recognise the tricky words. These are words that can't be fully decoded yet so if your child needs help, read the whole word to them.

Building Fluency with Rereading

Read 1 - Blending: When your child first tackles a book with phonics that they have recently learned, their main focus will likely be on decoding the words and getting the blending right.

Read 2 - Fluency: If they reread the book they'll be much more familiar with the sounds and will be able to concentrate more on the fluency.

Read 3 - Comprehension: Following on from the fluency comes the understanding. This is a perfect time for discussion and questioning. Many of our books have reflective prompts.

At Brabourne, we encourage these 3 reads before moving on.

Example Contents

Consolidate Learning with the After Reading Page

After Reading

Read these pages to your child and complete the activities together.

The After Reading Page supports with understanding and comprehension.

Look at the pictures and retell the story.

Sequencing questions help children to think about the order of the whole story.



Recall questions ask children to remember and restate something they read.

?

What is blocking the zigzag road?

?

How do you think Dad, Mum, Kit and Sam feel when they arrive at the airport?

?

Have you ever had to wait and wait for something? What were you waiting for? How did you feel?

Inference questions ask children to think 'beyond the text'.

Rhino Challenge!



- Talk to a grown-up about a journey you have been on.
- Where do you think Dad, Mum, Kit and Sam go to on the plane? Create a picture or a model of their destination.

Rhino Challenges help make the story memorable and link it to the child's own experiences.

This activity must be done under adult supervision. The adult is responsible for ensuring that the activity is safe.

Complete Comprehension

Key Stage 1 Skills



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find the events in the text before you put them in order.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

Reading for Pleasure



There are many opportunities for reading for pleasure, from 'Book Buddies', reading book exchanges, book weeks or enjoying books in the class reading corners or in the lodge at breaktimes.

Phonics Support and Reading in LKS2



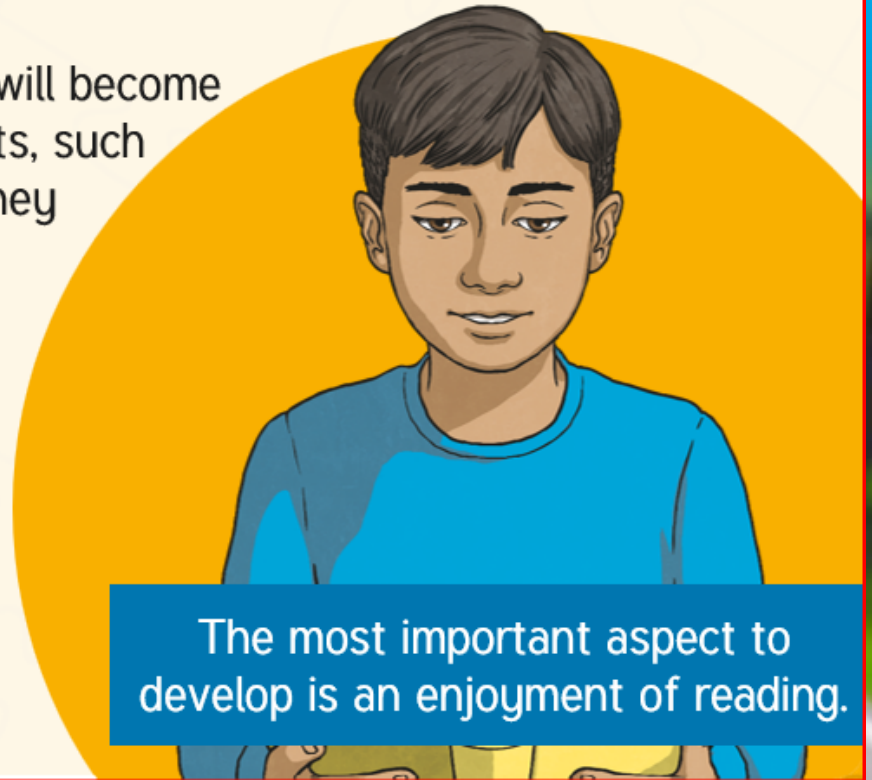
National Curriculum Expectations

By the time children reach year 3, they should be able to apply their knowledge of phonics to new words and they should be reading fluently. They should also be able to discuss books which they have read and be familiar with a range of different stories, including traditional tales.

Throughout year 3 and year 4, children will become more familiar with different types of texts, such as poetry, plays and reference books. They will begin to draw inferences and make predictions about what they think is going to happen next.



It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.



The most important aspect to develop is an enjoyment of reading.

Phonics Support and Reading in LKS2

Children do not all learn at the same speed and at Brabourne we are mindful of ensuring everyone achieves at their own pace.

We continue to support children who did not pass the Phonics screening test by regularly repeating phonics assessment, identifying gaps and then providing an intervention to explicitly teach those with gaps.

Some children who pass the phonics reading test who seem to still find reading a challenge are read with more regularly with and texts (reading books and text in class) are chosen to help support and build confidence in reading.

Phonics Support and Reading in LKS2

How is my child's reading level decided?

In Years 3 and 4, children begin to access formal styles of assessment. This helps to build their confidence and show what they have learnt throughout the term.

Children are also listened to regularly in class (whole class reading/reading with an adult/reading from the board/reading to each other/reading their work to an adult etc) and this helps form an overall teacher judgement.

This data is then used to direct children to the correct colour book band. We no longer have or use the term 'free-reader'.

Phonics Support and Reading in LKS2

Red

Orange

Yellow

Green

Light Blue

Dark Blue

Purple

Black

Grey

Gold

Your teacher will
guide you towards
the most suitable
colour banded book
to read.

The books get trickier
to read as you move
down the colours.



Brabourne
CofE Primary School

Phonics Support and Reading in LKS2

Key Stage 2 Skills



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find and talk about the text's main points.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

How can I help at home?

- Read regularly
- Ask lots of questions
- Link with other areas of interest
- Read for pleasure



Reading in UKS2



National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.

Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.

National Curriculum Expectations

By the time they leave year 6, children are expected to:

- ❑ summarise the main ideas from more than one paragraph
- ❑ increase their familiarity with a wide range of books, including myths, legends and fiction from our literacy heritage;
- ❑ use stated or implied details to make predictions about what may happen next;
- ❑ recommend books to their peers;
- ❑ retrieve, record and present information from a non-fiction text;
- ❑ identify themes across a wide range of texts;
- ❑ distinguish between statements of fact and opinion;
- ❑ make comparisons within and across books;
- ❑ discuss and evaluate the author's choice of language;
- ❑ understand and explain the meaning of words in context;
- ❑ provide reasoned justifications for their views.
- ❑ draw inferences from a text and justify these with evidence;

What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child with understanding what they are reading.

Provide a Choice of Reading Materials

Why not visit the library together or have a look at interesting articles online? Having something that children really want to read can make a huge difference to their motivation.

Ask Lots of Questions

Even if you're not reading together, make sure that you still ask questions about what your child is reading and their opinion on it.

Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy a newspaper, a reference book or even a comic together.

Show That You Read Too

The next time you discover something interesting while reading, share it with your child. It doesn't have to be from a book; just showing that you find reading interesting can provide a real boost for reluctant readers.

Year 6 SATS

Each year in May, year 6 children in England take part in a SATs reading paper. This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:

- **a reading booklet** (typically containing three texts which increase in difficulty throughout the booklet)
- **an answer booklet** (containing a variety of questions about each of the texts, each relating to one of the eight content domains)



2019 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Children have one hour to complete as many questions as they can. Children are expected to read the text themselves and no help can be given.

KS2 Reading Content Domains

Each question in the KS2 SATs relates to one of the eight content domains from the National Curriculum, shown below.

2a: Give/explain the meaning of words in context.

2b: Retrieve and record information/identify key details from fiction and non-fiction.

2c: Summarise main ideas from more than one paragraph.

2d: Make inferences from the text/explain and justify inferences with evidence from the text.

2e: Predict what might happen from details stated and implied.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Word Meaning

2a: Give/explain the meaning of words in context.

Your child needs to work out the meaning of unknown words and phrases using context clues.

Read around the target word to see how it is being used in the text.

What Types of Questions Could You Ask?

Content domain 2a is all about understanding the meaning of words in context. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ What does this word tell us about the character/setting/atmosphere?
- ☐ What does that imply/suggest/indicate about...?
- ☐ What does this word/phrase mean?
- ☐ The author has used the word _ to describe the main character. Can you think of a different word?
- ☐ Can you find a word in this paragraph which means the same as ____?

Retrieval

2b: Retrieve and record information/identify key details from fiction and non-fiction.

Go into a text and just simply retrieve the facts and key details.

Touch the answer in the text before you fish it out.

What Types of Questions Could You Ask?

Content domain 2b is all about retrieving key details from a text. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ Where is the story set?
- ☐ Where did _____ go?
- ☐ What did _____ do when ___?
- ☐ Which paragraph tells you ____?
- ☐ Who are the key characters in the book?

Summarising

2c: Summarise main ideas from more than one paragraph.

Your child has to summarise the main point(s) or main event(s) of a paragraph or text.

Find and talk about the main points of the text.

What Types of Questions Could You Ask?

Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ What is the main theme/argument in this paragraph?
- ☐ Can you describe what happened in this paragraph/chapter?
- ☐ Using less than 20 words, can you write a new blurb for this book?
- ☐ Can you remind me about ____?
- ☐ What moment do you remember most from ____?

Inference

2d: Make inferences from the text/explain and justify inferences with evidence from the text.

Hunt for clues in a text about how someone might be feeling or why something is happening.

Use clues from the text and your own ideas to work out the answer.

What Types of Questions Could You Ask?

Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ Why did the character behave like that?
- ☐ What do they seem to think about each other?
- ☐ What does _____ think? How do you know?
- ☐ What makes you think _____?
Can you find evidence to support that?
- ☐ What do you think will happen to the main character now? Can you give a reason for your answer?

Prediction

2e: Predict what might happen from details stated and implied.

Try to see the future and work out what might happen next from clues in the text.

Decide what is most likely to happen next in the text.

What Types of Questions Could You Ask?

Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ What do you think is going to happen next?
- ☐ What do you think is likely to happen when _____?
- ☐ Do you think the author has another plan for _____?
- ☐ Based on what you know about the character/event, how do you think the story will develop next?
- ☐ Do you think the character will change their behaviour in the future? What evidence can you find to support your answer?

Relationship/ Comparison

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. 2h: Make comparisons within the text.

Discuss the structure and content of a paragraph/text and compare events and characters.

What Types of Questions Could You Ask?

Content domain 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ How does the layout help you to understand the text?
- ☐ Compare one character to another. How are they different or similar?
- ☐ How has the character changed during the text?
- ☐ What was the most effective/thought-provoking moment of the story?
- ☐ Look at the section titled _____. Why has this been included in this text?

Word Choice

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.

Talk about the effect of words and groups of words used in the text.

What Types of Questions Could You Ask?

Content domain 2g is all about recognizing why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.

- ☐ How has the choice of words created a feeling of _____?
- ☐ Look for an example of a simile in the text. How does this add meaning?
- ☐ Look for an example of a metaphor in the text. How does this add meaning?
- ☐ Look for an example of personification in the text. How does this add meaning?
- ☐ How does the author show that the character/setting/atmosphere is _____?

Reading Every Day

Children should be given the opportunity to read every day. This can either be by themselves or with another person.

It's important to remember that you can still ask questions afterwards even if your child prefers to read on their own. Try asking them to summarise what they've just read or ask them if they've discovered any new words. You can always look up the meaning in a dictionary together.

Recap

- ☐ read with them or let them read independently every day;
- ☐ ask a variety of questions about what they have read, even if they're reading to themselves;
- ☐ set up a special place dedicated to reading;
- ☐ make sure that you have a variety of reading materials available, such as newspapers, fiction texts, non-fiction texts, online articles or reference books;
- ☐ show that you enjoy reading too by sharing things you've discovered;
- ☐ make sure that reading is seen as a fun and enjoyable activity rather than a punishment or a chore.

Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.

**Thank you for coming to our
Phonics and Reading Workshop.**



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