

SPEAKING AND LISTENING

"It underpins learning: you cannot learn unless you can express and explore what is in front of you."

Sue Palmer

Surveys show that the more young children are talked to the better they express themselves and the greater their

achievements in later life.





"Talk helps children get hold of an idea and understand it. Without that opportunity the information goes straight in one ear and out the other," says literacy author Pie Corbett. "The brain has to have a chance to catch hold of the idea by explaining it to someone else."

WHAT IS PHONICS?

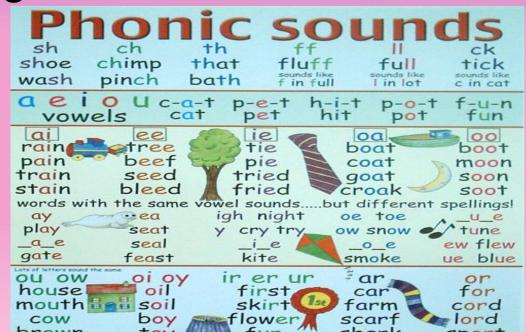
"Phonics is recommended as the first strategy that children should be taught in helping them learn to read."

Phonics Play

"Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words."

"...written language is basically a kind of a code. Teaching phonics is just teaching children to crack that code."

Phonics Play



WHY TEACH PHONICS?

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

"Reading at early age key to success."

Department for Education

WHAT IS TAUGHT IN PHONICS?

Three main things are taught in phonic

- GPC (Grapheme Phoneme Correspondence)
- Segmenting
- Blending



GPC (THE SOUNDS)

"The children are taught all the phonemes in the English language and ways of writing them down.

These sounds are taught in a particular order."

Phonics Play





LETTERS AND SOUNDS

These sounds are taught systemically through different 'phases'. Phases taught in year groups:

Nursery Phases 1 and 2

Reception Phases 2 and 3

Year 1- 2 Phases 3, 4, and 5

Year 2 Phase 5

RECEPTION/ YEAR 1 - PHASE 3

- •To learn new GPCs (sounds) and how to segment and blend these in words.
- Practise blending and segmenting a wider set of words (e.g fizz, chip, sheep, light).
- Learn all letter names and begin to form them correctly.
- •Learn some tricky words and how to read and spell them by memory.
- Read and write words in phrases and sentences.

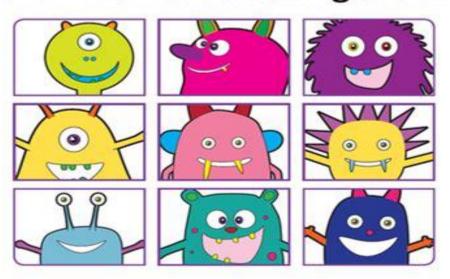
END OF YEAR 1 EXPECTATIONS

- "respond speedily with the correct sound... for all 40+ phonemes..."
- -To spell "common exception words."
- -To pass the Phonic Screening Test.

YEAR 1 PHONICS SCREENING CHECK

- This takes place in June.
- Introduced to assess pupils' ability to read words by blending the phonemes.
- Consists of real and non real words.
- •40 words in total.

2015 Phonics screening check



END OF YEAR 2 EXPECTATIONS

- Read all common graphemes.
- Fluently read unfamiliar words containing known graphemes.
- Spell common exception words

PHONIC LEARNING IS FUN! THE CHILDREN LEARN AND PRACTISE THEIR PHONEMES IN LOTS OF FUN WAYS:

- Sound talking and rhyming.
- Playing games table games or interactive games on the computer.
- Using phoneme frames, "sound buttons" and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme "detectives".
- Reading and writing sentences. Silly sentences are great fun!

PROGRESS IN SENTENCE STRUCTURE

Year 1

One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and had a

great fall.

Humpty Dumpty was sitting on Mr Gill's old, crumbling wall when a gust of wind whipped past. Poor Humpty! What would happen to

him?

Year 2



YEAR 1 A griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have one long tail and four grey legs.



YEAR 2

What do Griffles eat?

Griffles are the greediest animals on the planet. They like most foods but they hate unripe bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Griffle. It might bite you!



YEAR 1 - WRITING COMPOSITION

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be
- heard by their peers and the teacher.

YEAR 1 WRITING: TRANSCRIPTION

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between
- alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker
- using the prefix un–
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example,helping, helped, helper, eating, quicker, quickest]

YEAR 2 WRITING: COMPOSITION

Develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes.

Consider what they are going to write before beginning by:

planning or saying out loud; writing down ideas and/or key words, including new vocabulary.

Make simple additions, revisions and corrections to their own writing by:

re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently; proof-reading to check for errors in spelling, grammar and punctuation; reading aloud what they have written with appropriate intonation to make the meaning clear.

YEAR 2 WRITING: TRANSCRIPTION

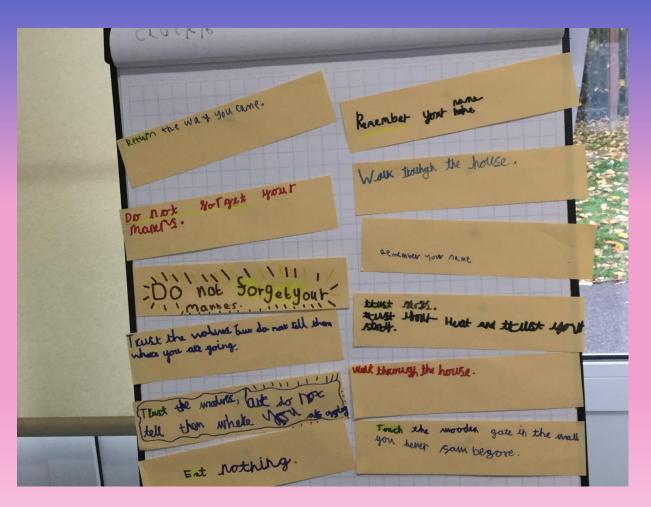
Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Cursive style

HANDWRITING

Joining correctly by the end of year 2



PUNCTUATION YEAR 1

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I.

SENTENCE YEAR 1

- How words can combine to make sentences
- Joining words and joining clauses using and

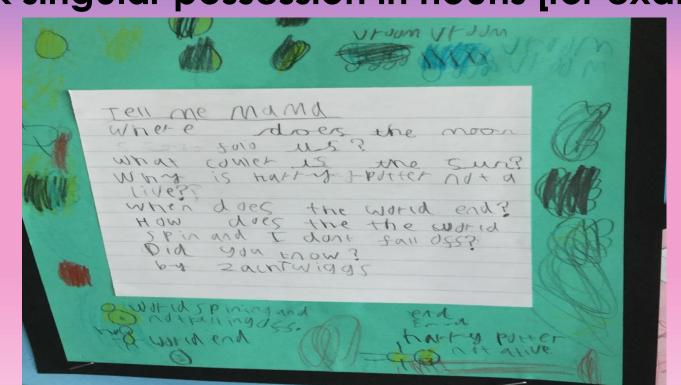
PUNCTUATION YEAR 2

 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

 Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the

girl's name]



SENTENCE YEAR 2

- Subordination (using when, if, that, because) and coordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command



SPELLING AND GRAMMAR TEST – YEAR 2

Reading

Good language comprehension, poor word recognition

Good word recognition, good language comprehension

Poor word recognition, poor language comprehension

Good word recognition, poor language comprehension

Word recognition and Comprehension

Word reading

YEAR 1 READING:

- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

WORD READING YEAR 2

- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.



READING COMPREHENSION

- Listening and discussing poems, stories and non-fiction texts
- Familiarity with key stories
- Learning rhymes and stories by heart
- Discussing the meaning of words
- Discuss the title and the events
- Make inference on what is said and done
- Predicting what might happen next

NATIONAL CURRICULUM TESTS KEY STAGE 1

Reading

Paper 1 – Text and questions on the same page.

Paper 2 – Text booklet and separate question paper.

Thank you for coming this evening.

Any questions?