

Phase 1 (Lilac Book Band)	<ul style="list-style-type: none"> • Tuning into sounds • Listening and remembering sounds • Talking about sounds • Orally sounding out words to identify and spell them • Hearing words that start and end with the same sound
Phase 2 (Pink A and B Book Band)	<ul style="list-style-type: none"> • Set 1: s a t p • Set 2: i n m d • Set 3: g o c k • Set 4: ck e u r • Set 5: h b f ff l ll ss
Phase 3 (Red Book Band)	<ul style="list-style-type: none"> • Set 6: j v w x • Set 7: y z zz qu <p>Then: ch sh th ng ai ee igh oa oo oa ar or ur ow oi ear air ure er</p>
Phase 4 (Blue and Yellow Book Band)	<ul style="list-style-type: none"> • No new graphemes. <p>Practising all learnt graphemes and blending them together to make new and longer words.</p>
Phase 5 (Orange, Green, Turquoise Book Bands)	<p>New Graphemes: ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Autumn)</p> <p>Split digraphs (the sound is split by another letter: a_e (make) e_e (these) i_e (like) o_e (home) u_e (tube))</p> <p>New ways of making known letters:</p> <ul style="list-style-type: none"> i (fin, find) c (cat, circle) g (got, goat) ow (cow, blow) ie (tie, field) ea (eat, bread) a (hat, what) y (yes, by, very) ch (chin, chef, school) ou (shoulder, out, could)
Phase 6 (Purple, Gold, White, Lime Book Bands)	<ul style="list-style-type: none"> • Spelling rules

Overthorpe C of E Academy

Reading at Home

EYFS and KS1



This guide provides some information and advice for parents about our current reading strategy and how to help your child to read at home.

We teach children to read in the Early Years and Key Stage One using a phonics scheme called Letters and Sounds.

Phonics

Your children will be taught the following words in their phonics lessons:

Phoneme – the sound of each letter

Grapheme – what the letter looks like

Digraph – two letters to make a sound (e.g. a and i make ai).

Trigraph – three letters to make a sound (e.g. ear)

In Letters and Sounds, phonemes and graphemes are taught in a special order. This order is split into groups called phases. The phases are listed on the back of this leaflet. The phases go from Phase 1 to Phase 6.

Typically, we would expect children to be working at Phase 5 by the end of Year 1 in preparation for the Phonics Screening Check.

Children should be working within Phase 6 and beyond in Year 2.

Pure Sounds

When we teach phonics in school, we use pure sounds in our speaking. You may remember the letter T being taught as a “tuh” sound. Now it has a very short and snappy “t” sound – if you whisper it, it is easier to make the sound.

The two which are particularly tricky to pronounce are “L” and “N”. With the “l” sound pronounce as you would the end of “Hull”, more of an “ull” sound than a “ler” sound.

With “N” don't be tempted to say “nuh”, it should be a n on its own like in “run”.

Another tricky one is “R”, not “rer” as you might think, but more of a growling rrrrrr sound.

With “F”, again we say fffff like “fluff” rather than “fuh”.

Tricky Words

At each phonics phase a number of tricky words are taught. These are key words which cannot be read using phonics. These should be

practised as often as possible. They will appear in the book to read at home.

High Frequency / Common Exception Words

In addition to tricky words, the National Curriculum includes a list of extra words which your child should be able to read and spell by the end of their year. These may also appear in your child's home reading book.

Our Books

Our books are taken from a reading scheme called Big Cat for Letters and Sounds.

In the inside front cover of most of these books, you will find the phonemes and graphemes that will be practised in the book. Your child's teacher will select a book which practices the sounds currently being taught in class.

Reading With Your Child:

1. Give your child the book to look at alone for 5 minutes before you begin reading so that they can explore the pictures and try out some of the words.
2. Look at the front cover and the blurb together. What do you think this book will be about? Is it a story book or a fact book do you think?
3. Look at the inside front cover and read the sounds, key words and the tricky words that will appear in the book.
4. Take each page at a time and help your child to sound out the sounds and blend them together to make words.
5. You might ask questions to check that they understand what is happening, or if they understand the vocabulary.
6. The back cover has suggestions for activities or questions to ask if you wish.
7. If you finish the book before the end of the week, read the same one again. The more practice your child gets with their phonics, the more confident they will be.