



South Farnham School

The Continual Pursuit of Excellence

Part of the South Farnham Educational Trust

Learning to Read

Becoming fluent and confident readers

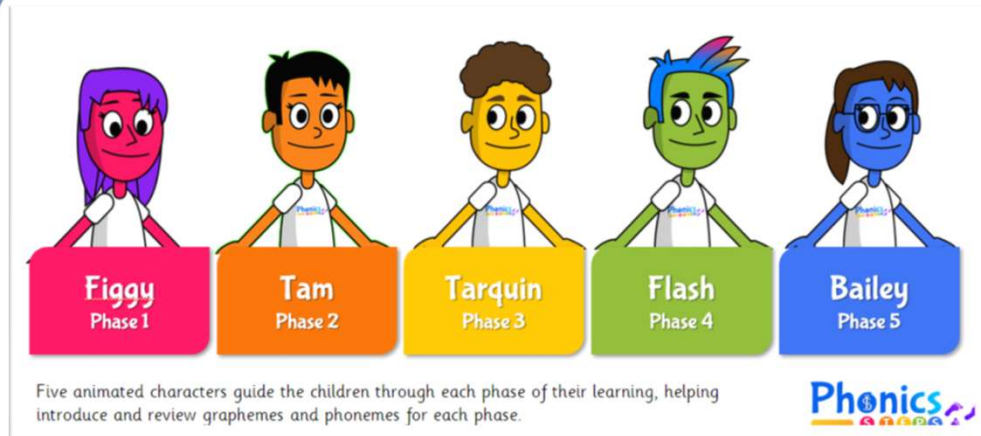
Learning to Read

Aims



- Understanding how reading is taught at South Farnham
- To understand the research behind our approach
- To know what systems are in place to support all children

Phonics Steps



Programme Timeline

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5a	Phase 5b	Phase 5c	Phase 5d
Autumn Term 1		Reception			Year 1			
Autumn Term 2		Reception				Year 1		
Spring Term 1			Reception				Year 1	
Spring Term 2			Reception				Year 1	
Summer Term 1	Nursery			Reception				Year 1
Summer Term 2	Nursery			Reception				Year 1



ghoti

Enough

Women

Nation

Enou**GH**

W**O**men

Na**T**ion

Phonics in Year 1

s	s	ss	se	c	ce	st	sc	ps
a	a							
t	t	tt						
p	p	pp						
i	i	y						
n	n	nn	kn	gn	ne			
m	m	mm	mb	mn				
d	d	dd						
g	g	gg	gu	gh	gue			
o	o	a						
c	c	k	ck	qu	x	ch		
e	e	ea	ai	a	ie			

u	u	ou						
r	r	rr	wr	rh				
h	h	wh						
b	b	bb						
f	f	ph	ff	gh				
l	l	ll						
j	j	g	dge					
v	v	ve	f					
w	w	wh	u					
x	x							
y	y	u						
z	z	zz	se	ze	s			

qu	qu								
ch	ch	tch							
sh	sh	ch	ti	si	ci	ss	s		
th	th								
ng	ng								
ai	ai	ay	a-e	eigh	ey	ei	ai	a	ea
ee	ee	ea	e	ey	y	e-e	ie	i-e	
igh	igh	ie	y	i-e	i	igh	ei		
oa	oa	oe	ow	o-e	o	oa	ough	eau	
oo (hard)	oo	oul							
oo (long)	oo	ew	ue	ough	ou	u-e	ui	o	u
ar	ar	a	al						

or	or	aw	au	a	oar	al	augh	ough	oor	ore	our	ar
er	er	ur	ir	or	ear							
ow	ow	ou	ow	ough								
oi	oi	oy										
ear	ear	eer	ere									
air	air	are	ear	ere								
ure	ure											
zh	s	ge										

Phonics
STEPS

KS1 / 2
Phase 5
Phase 4
Phase 3
Phase 2

Alternate Spellings

Continued
development

Time for
consolidation

Phonics
STEPS

KS1 / 2
Phase 5
Phase 4
Phase 3
Phase 2

Alternate Spellings



Phonics

STEPS

Little Leaps



To review the digraphs ay, ie, ou, ea

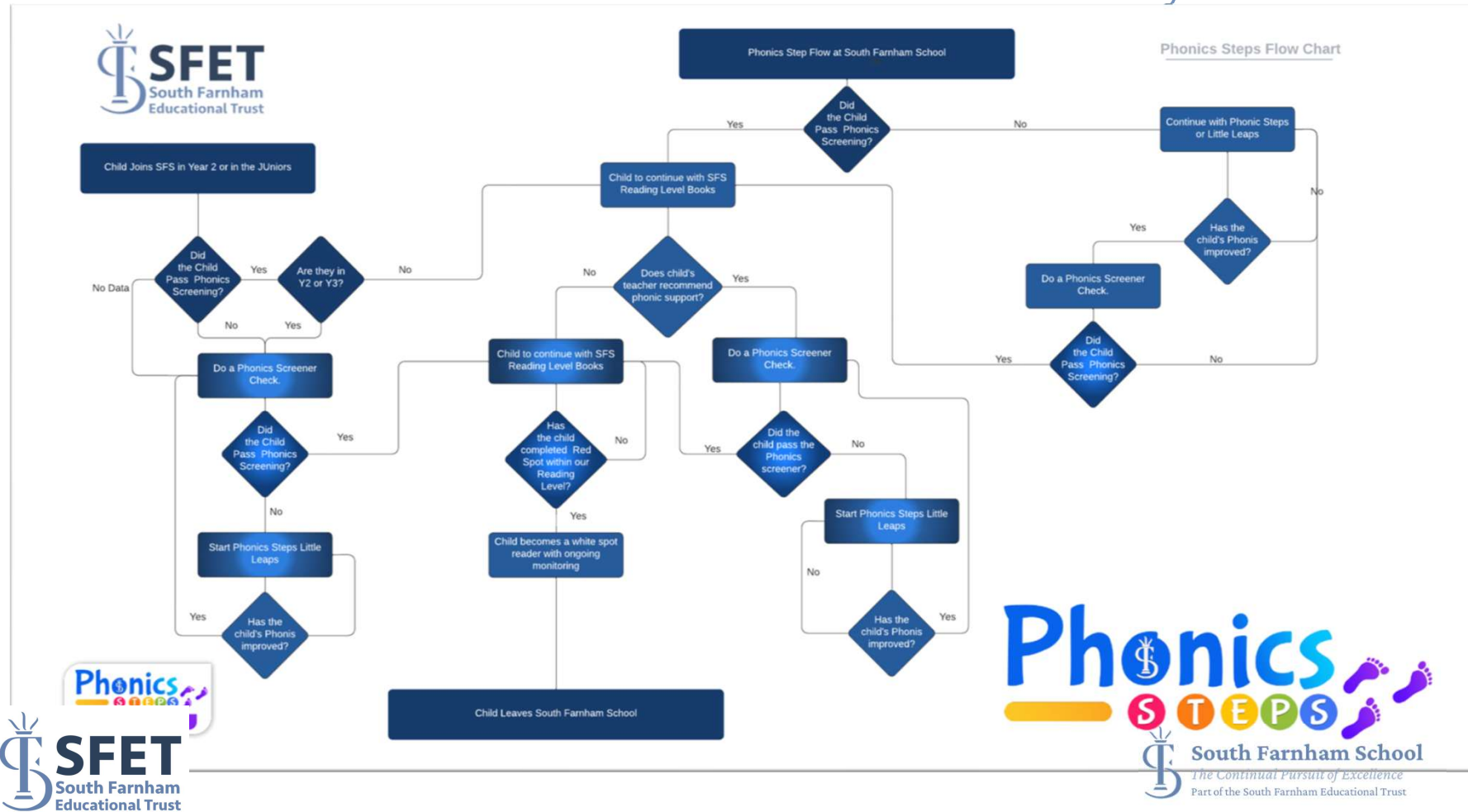
Phase 5a - Week 1 – Ready to Progress

Phase 5a - Week 1 – Ready to Progress

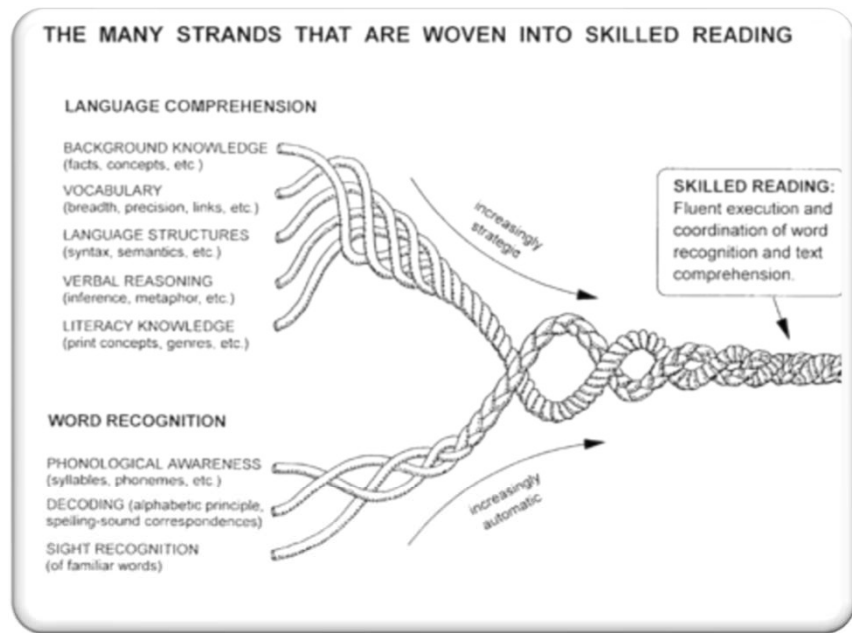
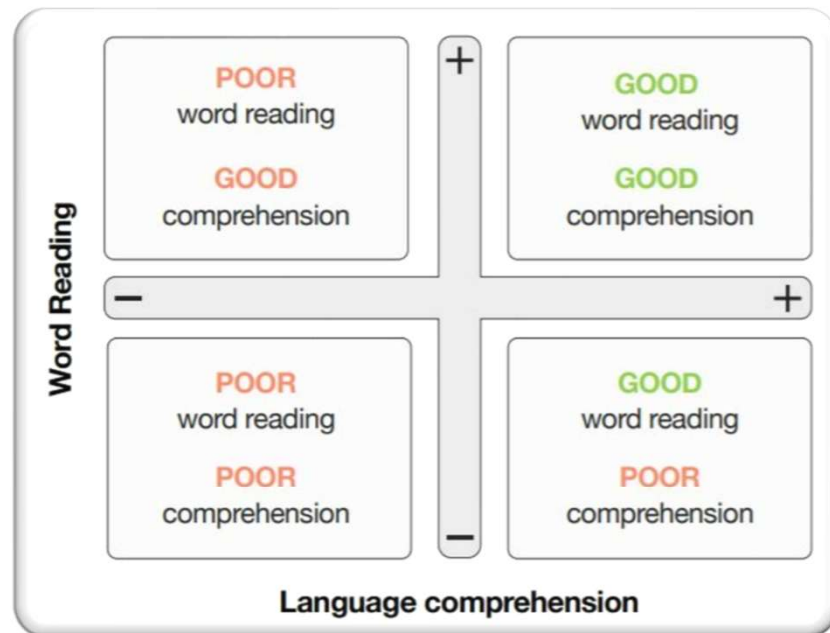
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The Reading Flow

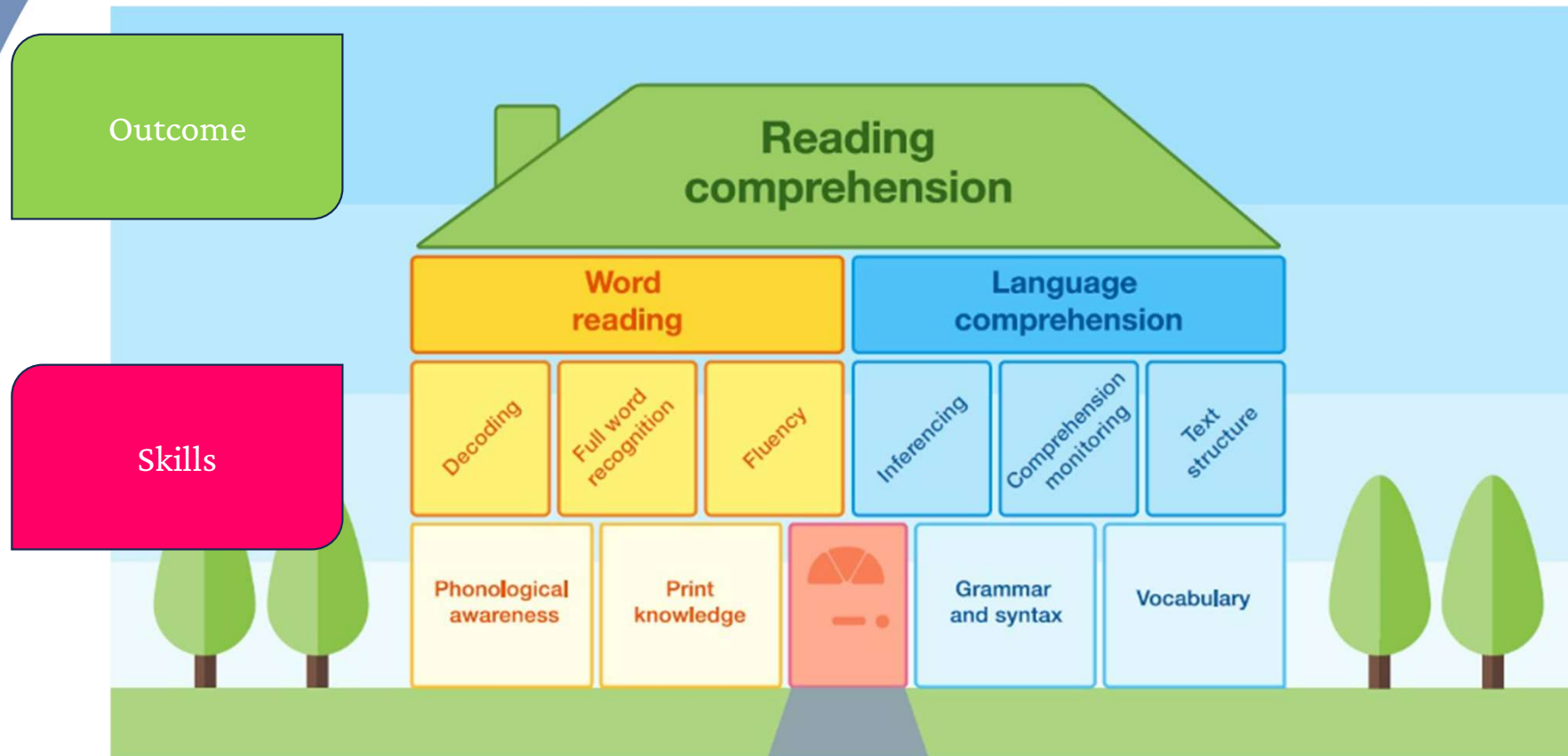
From fluency to confidence



Reading Theory



The Reading House



Fluent Reading

“Given the origins of the word ‘fluency’ is the Latin word *fluere* meaning ‘flowing’, one can imagine the idea of reading fluency as suggesting a natural, continuous stream of words”

(Such, 2021 p.39)

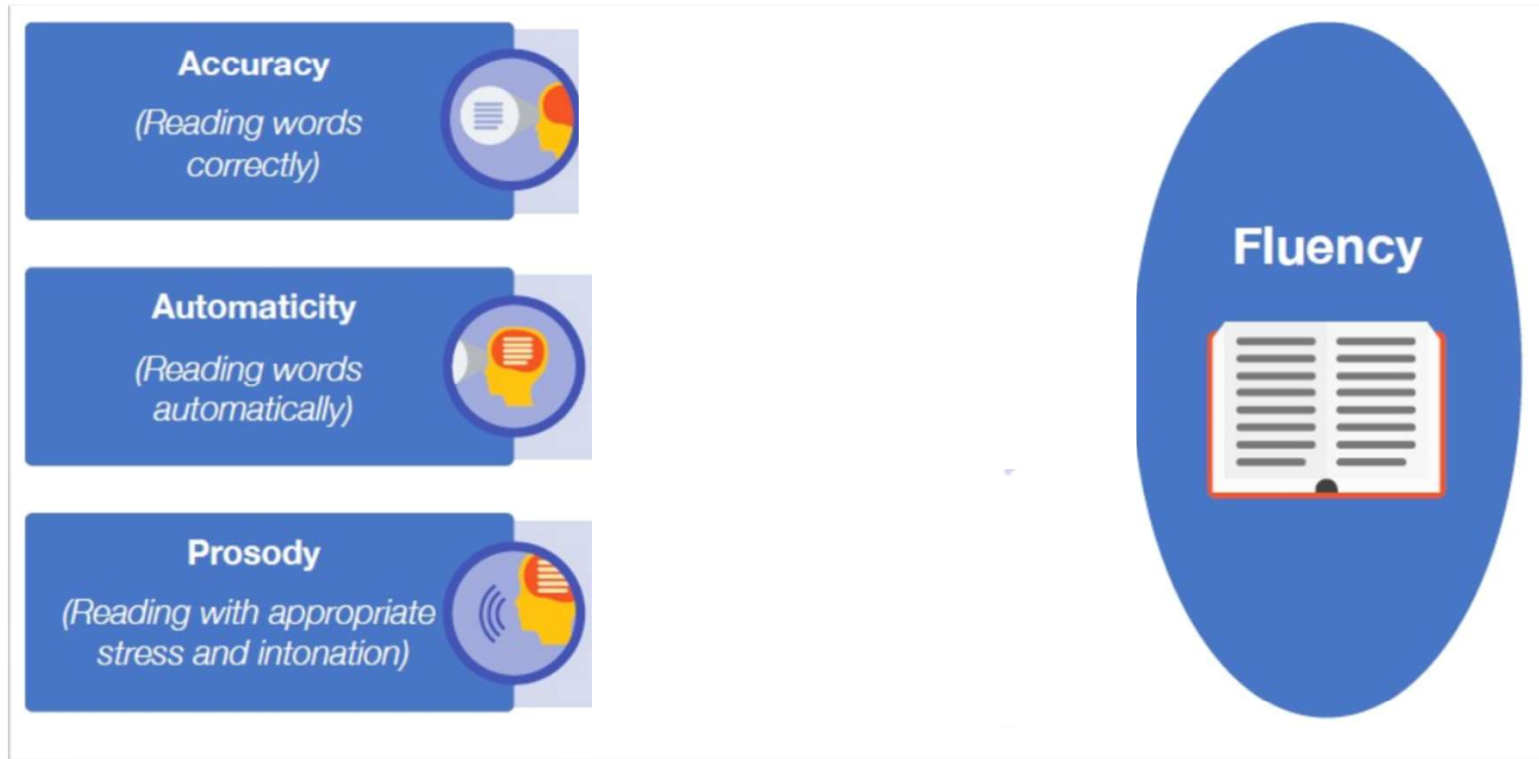
Fluency is split into

Accuracy

Automaticity

Prosody

Fluent Reading

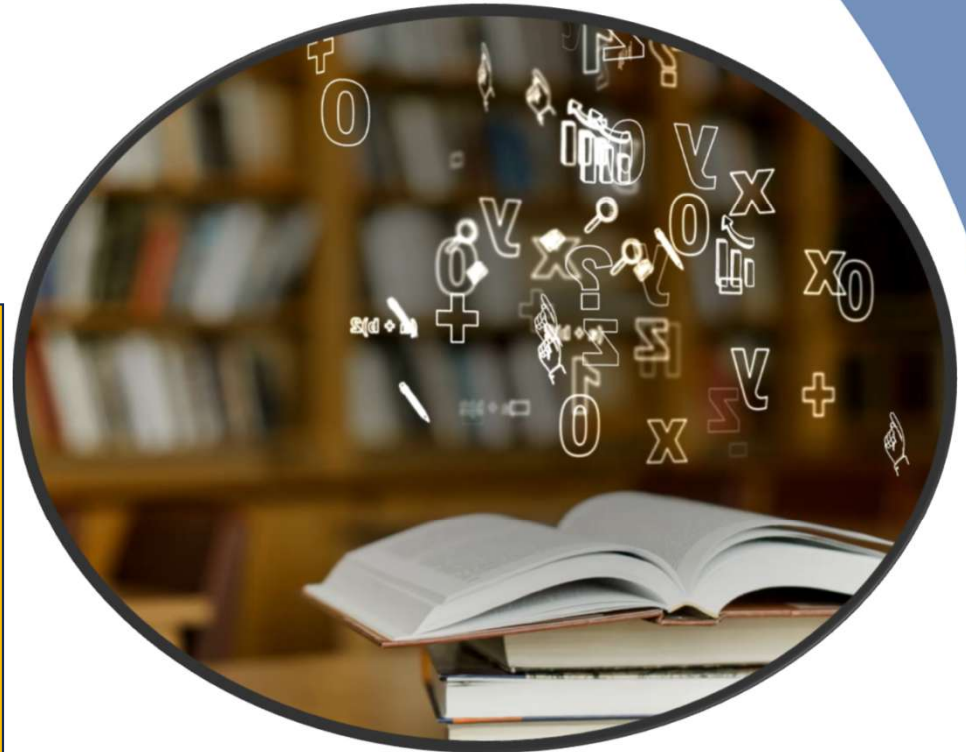


“they also work as interdependent building blocks. If one building block isn’t secure, then reading fluency is difficult to achieve.”

Reading in Year 1

Alongside this knowledge of GPCs (Grapheme-Phoneme Correspondence) pupils need to **develop the skill of blending** the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in **reading books consistent** with their developing phonic knowledge and skill and their **knowledge of common exception words**. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words **without overt sounding and blending** after a few encounters.



What Reading skills in Year 1 look like

Nurturing the love of reading.



Promoting the ability to read to learn rather than learning to read (applying skills, independence).

Developing fluency to be able to comprehend.

What reading books in Year 1 looks like



- Applying new digraphs – Phase 5
- Fluency – Phase 4
- Tricky words
- Changing weekly to allow for multiple reads (familiarity)
- Flashcard sound practise

Reading Records



Learning to Read Book

This is a book with the sounds and words that I know.

The purpose of this book is to become familiar with the new sounds and words being learnt and to continue to revisit known sounds and words.

- Match the sounds to your sound cards.
- Use your finger to add sound buttons.
- Sound, blend and read.
- After sounding and blending, re-read the sentence or words.
- Re-read the book to become familiar with the text.
- Discuss the story.

- ✓ Matched to current phonetic decoding ability.
- ✓ Assigned by the teacher based on progression guide.
- ✓ Our progression is directly mapped to the books from our publishing partner OUP.

Reading for Pleasure Book

This is a book to be read to me by an adult.

The purpose of this book is to hear and enjoy the story.

- Choose a book freely.
- Discuss the reason for your choice.
- Help to turn the pages.
- Enjoy listening to the story.
- Engage in the story, asking questions and predicting what might happen next.
- Enjoy matching the spoken word to the printed word.
- Identify the main events or key points in the story.
- Discuss the images.
- Discuss the characters.
- Enjoy fiction and non-fiction texts.

- ✓ Chosen by the child.
- ✓ Could be physical books or an e-book.
- ✓ Developing children's comprehension skills through conversation with an adult.

- Link with home and school
- Focus on three skills:
 - **Decoding** (blending and segmenting)
 - **Fluency**
 - **Prosody** (Comprehension)

Reading Between the Lines



Learning to Read Book

This is a book with the sounds and words that I know.

The purpose of this book is to become familiar with the new sounds and words being learnt and to continue to revisit known sounds and words.

- Match the sounds to your sound cards.
- Use your finger to add sound buttons.
- Sound, blend and read.
- After sounding and blending, re-read the sentence or words.
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- ✓ Chosen by the child.
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- Positive comment focused on a skill
- 'Focus on....' (linked to the skills mentioned early)
- Tricky word practise



Reading for Pleasure

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Research reports a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

Spellings in Year 1



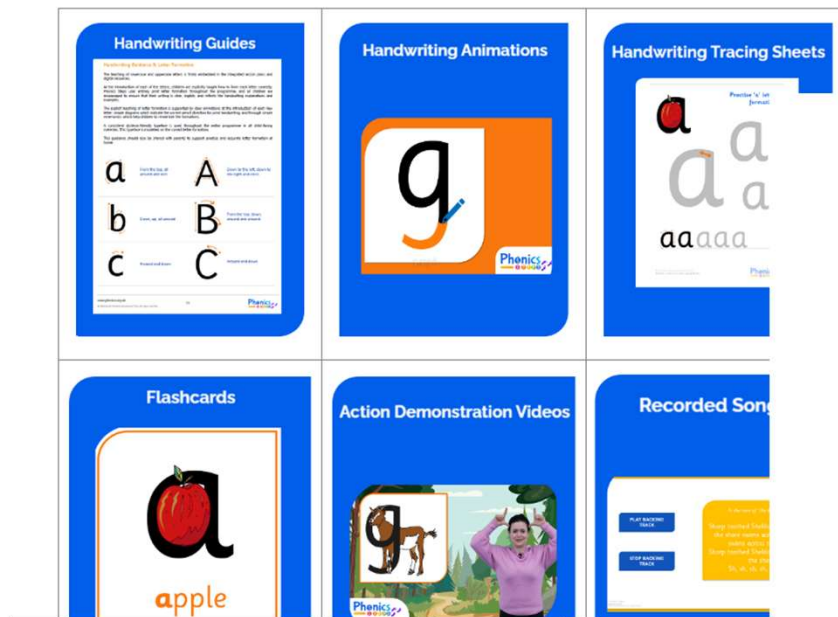
To know how to spell words containing the 'ur' and 'oi' sounds	burger	burger
	surf	burn
	boil	church
	soil	surf
	you	point
	all	foil
		boil
		soil
		you
		all

- Revisiting sounds the children should already know
- Spellings containing the same patterns or digraphs
- Exposure to Year 1 Common Exception Words.

Parent Portal for Phonics Steps

Using the Parent Portal

Use the links below to access a wide bank of resources to support phonics and reading at home. These include handwriting guides, flashcards, pronunciation videos, action demonstrations for each sound and recorded songs to accompany each sound. As these resources will also be used during the children's phonics lessons, they will already be familiar with them and how to use them and therefore provide the children with consistency across home and school.



[HOME](#) → [LOGIN / CONTACT US](#) →

Parent Portal

Welcome to Phonics Steps



Phonics Steps serves as a metaphor for the child's journey through their learning. Each step they take moves them closer to mastering the fundamentals of the English language. In order to progress, children learning through our programme take small steps from sound to word, moving from phase to phase until they reach the top of their learning staircase and achieve big results! 'Little steps to big results' underpins our teaching and learning ethos, with learners accompanied on their journey by a range of relatable characters who understand, and experience with them, the wonder of learning to read and write. In each phase, learners walk in the footsteps of the children who've come before them and the characters they meet along the way. With pride and joy at

Thank you

If you have any further questions, please do not hesitate to contact us or your child's class teacher via:

info.southfarnham@sfet.org.uk

Any Questions?