



Cliftonville

Primary School & Pre-School

Soaring to success. Every child. Every day.

New EYFS & KS1 Reading Scheme: Phonetically decodable books

A Guide For Parents



Why are we changing our system?

Book bands (especially early stages of pink and red) rely on repetitive and predictable text, sight words and looking at pictures:

- can be boring  not develop enthusiastic readers
- children can develop the habit of sight word guessing and looking at pictures  hard habit to break and children can struggle to read more advanced texts with new words and no illustrations

Phonetically decodable books are carefully matched to a child's developing phonic knowledge, moving from simple to complex and illustrations are designed to avoid acting as clues:

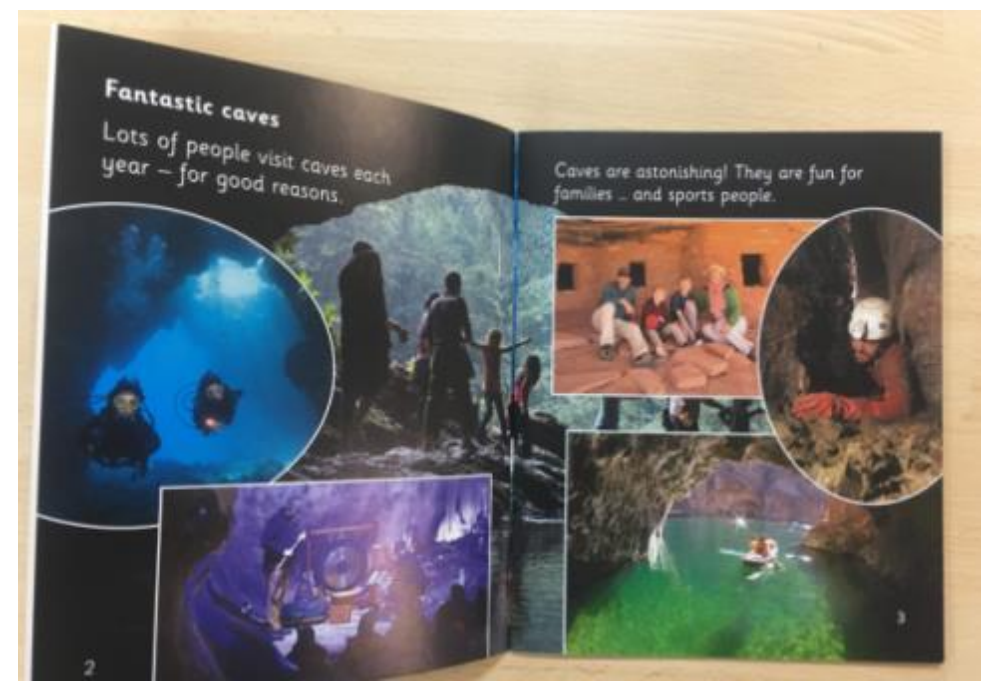
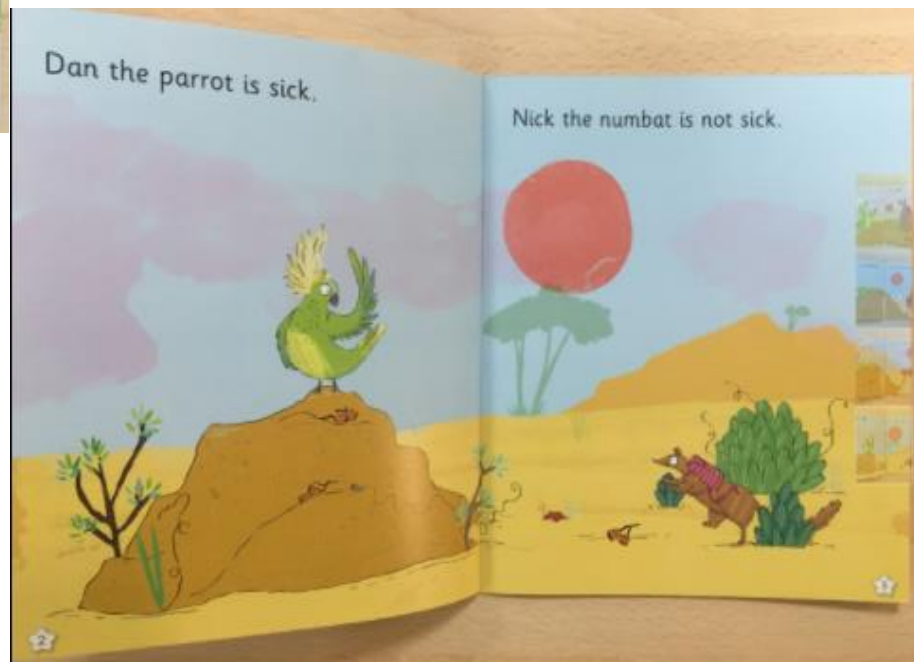
- children can sound out and blend unfamiliar words using phonics knowledge taught so far  children have a secure and confident start
- children can use their phonics to discover unfamiliar words  increases their vocabulary
- books with a phonics focus reinforce the knowledge and skills required for spelling  supports writing



Benefits of phonetically decodable books

- ✓ Progress is rapid as children can practise and apply the specific knowledge and skills as they are taught in class
- ✓ Children are able to read independently and successfully with confidence and can understand what they read
- ✓ Children develop long term enthusiasm for reading





How will it work?

- Children will be given a book matched to the group of sounds they are currently learning and practising in school

e.g. /s/ /a/ /t/ /p/
/ay/ /a-e/

- They will be able to sound out and read all the words in the book
- Books will be changed twice a week (Monday and Friday) as children will be expected to re-read the book twice to develop fluency (ensures more practice at decoding and blending, helps them to learn words, better understand the book)





Book for pleasure

- Whilst we strongly believe in the benefits of phonetically decodable books, we also feel children should have access to a rich variety of other books
- Therefore children will also get to choose a “book for pleasure” to take home to read with an adult

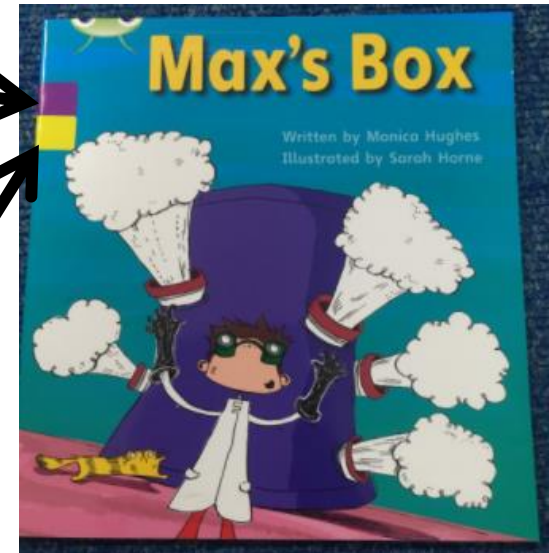


How will I know which book is which?

- Phonics books will have 2 stickers on the top of the spine

Orange, purple, green or pink sticker shows what phase of Letters and Sounds the child is learning

Second colour is the group of sounds within that phase that they are currently practising



- The “book for pleasure” may be a school library book or previously book banded books (these may have a sticker or some sort of label on but will not look like the phonics book)





How can I help my child?

- Hear them read their phonics book daily
- When they bring home a new book, before you hear them read it for the first time, take a few minutes to talk about the book – what they think it might be about from the title and from looking at the pictures then read the book to them and discuss what it was about before they read it to you
- Most books have a page at the front showing what the sounds are so you can remind your child and some have words to practise decoding and blending which is also another good activity to do before asking your child to start reading the book aloud
- The books also list any “tricky” words in the text (e.g. the, saw, are, said) so help your child to read these first – you could even flick through the book and get your child to “spot them” before they start reading



Before reading

Practising phonics: Phase 5

- Your child is learning that phonemes (letter sounds) can be written in different ways.
- Point and say each phoneme (letter sound) together.

/igh/ y	/f/ ph
/ai/ a	/w/ wh
/ee/ e-e ey y e	/v/ ve
/oo/ u	/z/ se
/l/ le	

- Read the words together.

trying paper even trolley sorry Lulu
terrible elephant what above noise

Common exception words:

of to the are said Mr Mrs friend were

Check understanding

- Ask your child what these words mean.

racket assembling gooey practising

Talk about it

- Look at the cover and the title. Ask your child:
 - Can you think of some ways that Neesha might be noisy?
 - Does anyone in your family play a musical instrument? What noise does it make?
 - Do you like to hear them practise their instrument?
 - What sort of hobbies do you like doing? Are they loud or quiet?
- Now read the book. Enjoy looking at the pictures and talking about them.

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Letter Sounds

j	v	w	x	y	z	zz	qu
sh	th	ng	ai	ee	igh	oa	oi
ow	ar	air	ear	er	ur	or	ure

Tricky Words

the

to

Point and
say the
tricky word

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Teachers

These readers have been written using a strictly controlled vocabulary. Text uses only **decodable regular words** (according to the week by week progression of Letters and Sounds) along with 'tricky words'. Tricky words are frequently used words that are not decodable at this phase.

Before and during reading

1 Say the sounds

j	v	w	x
---	---	---	---

2 Blend the sounds

Max	box	Jan
twigs	wax	mix/es
cob/webs	six	jets
will	revs	swells
twin		

3 Read the tricky words

me be

Point out the tricky bit of the word
e.g. the 'e' in 'me' and 'be' sounds
like 'ee' and then blend the rest.

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Story comprehension

Ask the children to read the story and
underline the main character. Max. Read
page 2. 'Max is read' - and talk about what
read or say things Max might do.

Vocabulary check

Check that the children understand what
we mean by 'mix up'. Also, check their
understanding of the following words: mix
up, mix, test.

Reading the story

- Listen to the children reading the story.
Ask them to say the sounds and blend
them in order to read words they do not
recognise immediately.
- Point out that there are speech bubbles
on pages 4 and 5. Who is speaking
here? How might Max say these words?
- Stop on page 12 and ask the children to
predict what they think might happen in
the box next.
- On page 16, point out the wipers (1, 2).
This shows us to people and leads us on
to what will happen next.
- Share the children's predictions correctly.

Blending words with
adjacent consonants?
t-w → tw-i-g-s → twigs, or
s-w → sw-e-l-l-s → swells



How can I help my child?

- Then ask your child to read the book to you. They will only sound out and blend words they are “stuck” on and should be able to read some of the book without doing this
- Some of the later books as your child progresses are quite long so they may need to read it over a few days – always take your lead from the child and stop if they have had enough (we don’t want reading to be a chore but something that they enjoy and want to do!)



How can I help my child?

- Many books have another page at the back with ideas of questions you can ask your child to help develop their understanding
- Remember: the books are matched to your child's phonic knowledge so they are able to read them. If they are stuck please remind them to break the word down into its sounds and blend them like they do at school as well as taking clues from the picture and sentence



After reading

Letters and Sounds: Phase 5

Word count: 300

Twelve phonemes: /t/, /h/, /a/, /i/, /e/, /o/, /u/, /r/, /l/, /m/, /n/, /g/, /k/, /p/, /b/

Common exception words: if, to, the, are, and, Mr, Mrs, from, were

Curriculum links: PSHE

National Curriculum learning objectives Spoken language, attention and jointly answers, arguments and opinions, reading / word reading, early phonic knowledge and skills as the reader is able to read words, read accurately to sounding words in unfamiliar words containing GPCs that have been taught, read other words of more than one syllable that contain taught GPCs, read aloud accurately words that are consistent with their developing phonic knowledge. Reading / Comprehension: understand both the books they can already read accurately and fluently ... by making inferences on the basis of what is being said and done

Developing fluency

- Your child may enjoy hearing you read the book. Model reading with lots of expression.
- You could read the text out on each page and ask your child to read the sound effect words.

Phonic practice

- Look at pages 12-13. Ask your child:
 - Can you find any words that end with the letters **ey** (trailing vowel)?
 - What sound does **ey** make in these words? (ee)
- Practice sounding out the words and then blending the sounds together:
 - tr/ee/ey tr/ee/ey
 - g/ee/ey g/ee/ey
- Now explore different ways to write the /ee/ phoneme.
- Look at page 18. Ask your child:
 - Can you find a word that ends with the /ee/ phoneme? (party)
 - How is the /ee/ phoneme split in this word? (ai)
- Look at page 18. Ask your child:
 - Can you find a word that contains the /ee/ phoneme? (weir)
 - How is the /ee/ phoneme split in this word? (ee)

Extending vocabulary

- Ask your child to open the dictionary below. Which is the odd one out?
 - swirl mistle racket (point)
 - loud mistle huge (point)

Comprehension

- Look at pages 12 and 13 and discuss the most activities he has done and the loudest activities he has done.
- How did he feel when he was trying to read but he was making lots of noise upstairs?
- How did he feel when he was told when he found out he was throwing him a party?
- How do you think he was left about the noise when he was at the party?
- How do you think he was left about the noise when he was at the party?
- How do you think he was left about the noise when he was at the party?

Further reading

Share David Golder's book is another funny story that also covers phonemes from Phase 5 of letters and sounds.



For Letters and Sounds

www.bigcatphonics.co.uk

020 8996 1000

020 8996 1001

020 8996 1002

020 8996 1003

020 8996 1004

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020 8996 1007

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Talk about the story

Ask your child these questions:

- How did Dan feel?
- What type of animal is Nick?
- What did Nick have in the backpack?
- How did Nick help Dan?
- What can you do if you feel too hot?
- How can you stay safe in the sun?



Can your child retell the story using their own words?

After reading

Comprehension

- Can the children remember the three things everyone should do to keep safe in the sun?
- What kinds of drinks should you have in the sun?
- What does this do to keep the bugs away?



Don't necessarily do all of the activities - just those that your children need.

Follow up

Speedy reading

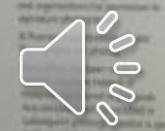
Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practice blending them until they can read them quickly.

Segmenting for spelling

- Practice this spelling routine using the words in section 2.
- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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How can I help my child?

<https://www.youtube.com/watch?v=lwJx1NSineE>

<https://www.youtube.com/watch?v=BPLnfNciLbA>

<https://www.phonicsplay.co.uk>



How can I help my child?

- Share their “book for pleasure”. You could:
 - read it to them
 - read it together
 - take turns to read pages or sentences
- Read aloud to your child regularly and try to pick a range of different types of texts e.g. fiction, non-fiction, poetry
- Talk about and re-tell stories together
- Sing nursery rhymes



When will my child stop reading “phonics” books?

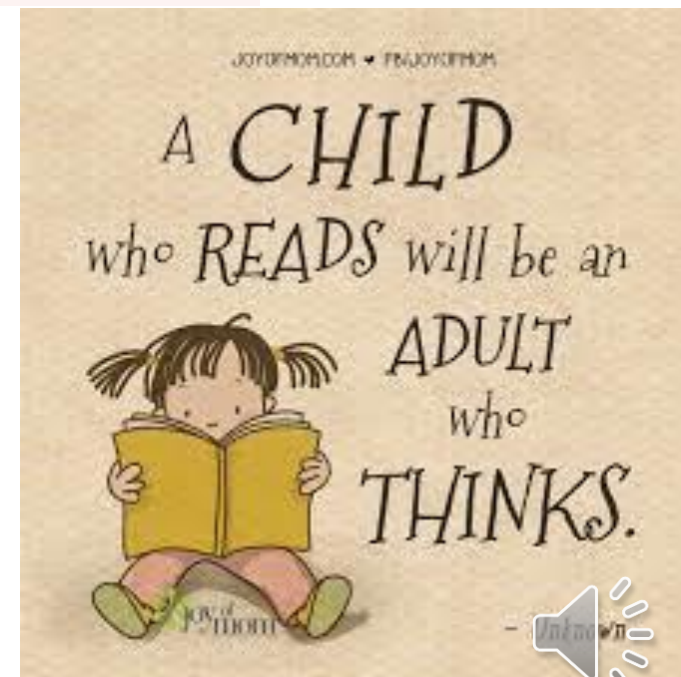
- Depends on their level of phonic knowledge, skill and understanding
- Many children will finish reading phonetically decodable books at the end of Year 1 and move onto the traditional coloured book bands of green, orange, turquoise, purple, gold and white
- Some children in Year 2 will continue to practise with phonetically decodable books for longer



Start dates

- Year 1 start date = Monday 7th December
- Year 2 by the end of the term
- Reception = start of Term 3 (when they begin being taught phonics in sets not classes)





Letters and Sounds

Phase 1	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase 2	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase 3	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase 4	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase 5	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase 6	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



Phase 2

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

Set 6	/j/ /v/ /w/ /x/
Set 7	/y/ /z/ /zz/ /qu/
Set 8	/ch/ /sh/ th/ /ng/
Set 9	/ai/ /ee/ /igh/ /oa/
Set 10	/oo/ /ar/ /or/ /ur/
Set 11	/ow/ /oi/ /ear/ /air/ /ure/ /er/

Phase 4

Adjacent consonants with short and long vowel sounds and CVC, CVCC and CCVC words.

Phase 5

/ay/ /a-e/ /ou/ /oy/ /ea/ /ie/ /i-e/ /ir/ /aw/ /ew/ /ue/ /u-e/ /ph/ /wh/ /e-e/
/oe/ /o-e/

