



HARRIS PRIMARY SCHOOL

Family Phonics Session



Overview

- At Harris, 'Red Rose Letters and Sounds' is the chosen accredited programme used to teach phonics, tricky words, high frequency words and to support early reading development. The 'Red Rose Letters and Sounds' programme is split into 5 Phases, which are taught daily from EYFS to Year 1.
- In EYFS and Year 1, your child will be taught phonics every day. Alongside the teaching of phonics, every child will be provided with daily opportunities to apply their phonic knowledge and skills in reading and spelling in areas of continuous provision.



Home Readers

- The books your children will bring home to read are closely matched to the phonic sounds and tricky words they have been taught. The number on the top of the book is purely for organisational purposes.
- EYFS children will begin to bring 'home-readers' home once they are able to independently blend CVC words containing the sounds they have been taught.
- EYFS children will bring home 2 decodable books each week and a library book.
- Book changing day for '*Home Readers*' will be on Tuesday.



Home Readers

- Tuesday: First read of book 1. Lots of sounding out and blending
- Wednesday: Second read of book 1. Hopefully, this will entail smooth reading and less sounding out. You could begin to ask comprehension questions on the second read.
- Thursday and Friday: Same pattern as Tuesday and Wednesday, using book 2.
- Over the weekend you could read for pleasure.
- It may take your child longer than one sitting to get through the book – that's ok! We want to give both you and your child opportunity to enjoy the book and not race through it.



How to help your child

- Daily reading at home – even just a little bit. Record in Reading Records.
- Pronunciation – no swearing! – a video of the correct pronunciation will be uploaded on the Phonics section of the Reception Class Page.
- Out and about spotting sounds
- Read to them – they don't always have to read to you.
- Sit somewhere quiet.
- Have fun!!

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Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs	Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs	Tricky Words	Overview
ck e u r h b ff l ll ss Consolidate Phase 2	I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs	Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs	Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4	Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required



Phase 2: By the end of Phase 2, the children will have been taught 23 sounds...

s a t p i n m d
g o c k ck e u r
h b f ff l ll ss

and 6 tricky words....

the l to no go into

Phoneme is the sound of a single letter or sequence of letters

Grapheme is the written symbol

Phase 3: By the end of Phase 3, the children will have been taught 28 sounds...

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

and 26 tricky words....

he she we me be was my you they her all are like
said when have one come do so were some there out little what



Phase 4

- Children entering Phase 4 will build on the learning from Phases 2 and 3.
- They should have secured recognition and application of Phase 2 and 3 GPCs and tricky words.

The purpose of Phase 4 is to explicitly teach oral blending and segmenting. Blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words containing Phase 2 and 3 graphemes.

- Throughout Phase 4 in Red Rose Letters and Sounds, children are exposed to pseudo words.



Phase 4:

gust
• • • •

ramp
• • • •

struck
• • • • —



Phase 5

- Children entering Phase 5 will build on the learning from Phases 2, 3 and 4. They should have secured recognition of all GPCs, tricky words and high frequency words from these phases with application into reading of words and sentences, and decodable texts.
- The purpose of Phase 5 is to teach 21 further graphemes for reading, 19 alternative pronunciations for graphemes and 95 alternative spellings for phonemes with application into reading and writing.
- Throughout Red Rose Letters and Sounds Phase 5, children will continue to be exposed to pseudo words.

Pseudo words/Alien words: Why are they taught?

When children can identify sounds in pseudo words, it shows they have a secure phonic knowledge of that GPC and not relying on memory.

At the end of Year 1, they will complete a National Statutory Phonics Screening Check. The Phonics Screening check assesses their phonic knowledge in both real and nonsense words.





Assessments and grouping

We assess the children at the end of every half term.

Pupils may move groups in order to best match their phonic ability.

Pupils who are identified as needing a little extra help with their phonics, are taught in smaller groups and receive daily phonic intervention.



Handwriting

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

- At the start of EYFS, we model the shape of each letter and when we feel children are ready, they are introduced to leading lines.
- Every letter starts on the line when leading lines are introduced.
- Every letter has a rhyme/patter to help children form them correctly.

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This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope.	n	Down the nose and over the nostril.
b	Down the bat and round the ball.	o	Back around the octopus.
c	Curl round the cat.	p	Down the path, up the path and round the pond.
d	Back round the dog's body, up to his ears and down to his tail.	q	Quick! Back round the pond, down and splash.
e	Across the shelf and over the elf.	r	Rain down to the ground and over the rainbow.
f	Follow down the flamingo and fly.	s	Slip down the slide.
g	Go round the gorilla and swing from the vine.	t	Down the tree and across the branch.
h	Down the hill and over the hedge.	u	Down under the sea, up for breath and down again.
i	Down the insect and don't forget his cap.	v	Down the vase and up the vase.
j	Jump off the jetty and don't forget your cap.	w	Down the wave and up the wave. Down the wave and up the wave.
k	Down the koala's body, arm and leg.	x	Cross the box and cross the box.
l	Down the long ladder.	y	Down the yo-yo, up the yo-yo and swing.
m	Down the mound and over the moles.	z	Zip, zap, zoom!



Any Questions?