



Phonics and Reading

Ditty Stage - reading a few words together
Green Stage
Purple Stage
Pink Stage
Orange Stage
Yellow Stage
Blue Stage
Grey Stage



What are we aiming at for the end of Y2?

Working at the Expected Standard

Ditty Stage - reading a few words together

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

- I can read accurately most words of two or more syllables.
- I can read most words containing common suffixes.
- I can read most common exception words.
- I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
- I can sound out most unfamiliar words accurately, without undue hesitation.
- I can check that what I read makes sense.
- I can answer questions and make some inferences on the basis of what is being said and done.

Comprehension books



How we work to support your child at school with reading skills

Phonics = using a sound system to read

44 speech sounds with a variety of different grapheme patterns= 150

THRASS® PICTURECHART WORD INDEX

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a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
bird	rabbit	cat	kitten	duck	school	queen	chair	watch	dog	ladder	fish	coffee	dolphin	gate	egg										
b bb *		c k ck ch q *					ch tch *		d dd *		f ff ph *		g gg *												
hand	jam	giant	cage	bridge	leg	bell	mouse	hammer	lamb	net	dinner	knee	king	ink											
h *	j g ge dge *		l ll *		m mm mb *		n nn kn *		ng n *																
panda	hippo	rain	cherry	wrist	sun	dress	horse	city	ice	treasure	shark	station	chef	tap	letter										
p pp *		r rr wr *			s ss se c ce *		s *	sh ti ch *		t tt *															
thumb	feather	voice	sleeve	water	wheel	quilt	yawn	zip	fizz	sneeze	laser	cheese													
th *	th *	v ve *		w wh u *		y *		z zz ze s se *																	

THRASS® PICTURECHART WORD INDEX

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ant	baby	tape	snail	tray	hair	square	car	banana	bed	bread	me	beach	tree	key	pony
a *	a a-e ai ay *		air are *		ar a *	e ea *	e ea ee ey y *								
ear	deer	teacher	collar	doctor	measure	zebra	garden	fossil	lion	circus	fern	shirt	worm	fur	
ear eer *		er ar or ure	a e i o u *		er ir or ur *										
tin	rocket	tiger	kite	light	fly	frog	swan	nose	boat	note	snow	coin	toy		
i e *	i i-e igh y *		o a *		o oa o-e ow *		oi oy *								
book	bull	moon	screw	glue	moor	fork	ball	sauce	saw	door	cow	house	bus	glove	
oo u *	oo ew ue *	oor *	or a ou ow oor *		ow ou *		u o *								



Daily phonics lesson at assessed level for your child.

What is in a phonics lesson?

Speed sounds

E.g. m-a-t = mat

h _{en}	h _{it}	h _{ad}
f _{an}	f _{at}	l _{og}



Ditty 4: in the pan

Speed Sounds - read the sounds (not the letter name)

s n p u a m g t b i

Green Words - read these words by blending the sounds together

sit pan mug sip big in

Red Words - read these words but tell your child the word if they get stuck

the I

in the pan

in the big mug

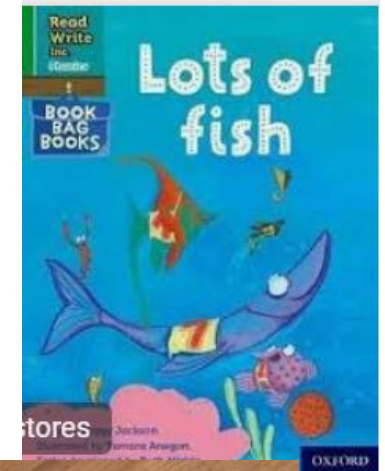
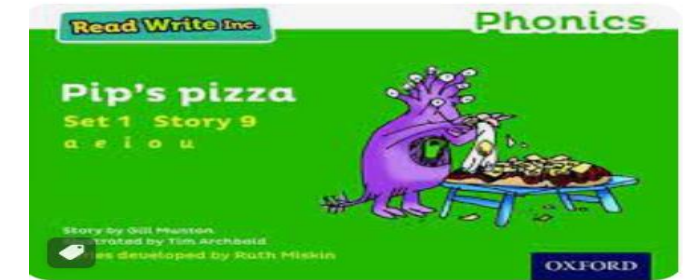
I sit

I sip

Pure sounds, not capital letter names

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

2 letters 1 sound - digraphs



ZZ

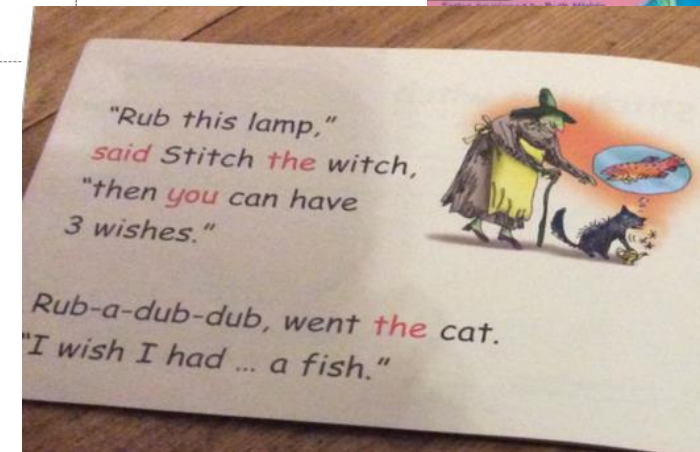
ff

ck

SS

qu













w <u>in</u> g	ch <u>in</u>	th <u>ick</u>
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>in</u> g
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n



Re-reading to gain fluency v over
reliance on sounding every word.

Speed Sounds Set 2

Speed Sounds Set 2

<p>ay</p>  <p>may I play?</p>	<p>ee</p>  <p>what can you see?</p>	<p>igh</p>  <p>fly high</p>	<p>ow</p>  <p>blow the snow</p>	<p>oo</p>  <p>poo at the zoo</p>
<p>oo</p>  <p>look at a book</p>	<p>ar</p>  <p>start the car</p>	<p>or</p>  <p>shut the door</p>	<p>air</p>  <p>that's not fair</p>	<p>ir</p>  <p>whirl and twirl</p>
			<p>ou</p>  <p>shout it out</p>	<p>oy</p>  <p>toy for a boy</p>

f <u>ai</u> r	h <u>ai</u> r	ch <u>ai</u> r
st <u>ai</u> r	<u>ai</u> r	l <u>ai</u> r

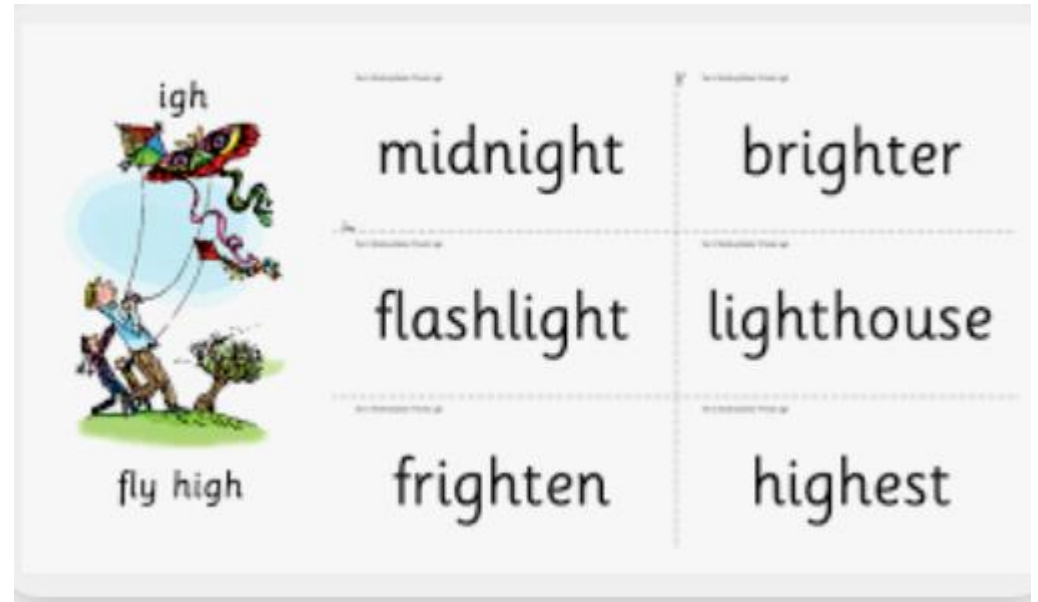
2.10

g <u>ir</u> l	b <u>ir</u> d	th <u>ir</u> d
wh <u>ir</u> l	tw <u>ir</u> l	d <u>ir</u> t

2.11

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

Multisyllabic words



Words with suffixes

shiny		
patting		
patted		

careful		
playful		
hopeless		

Phonics supports this – looking for sounds known – root words –
building to read

Speed Sounds Set 3

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds. These are shaded in the chart.

They are alternative graphemes (spelling of a sound) for the Set 1 and Set 2 sounds the children already know.

For example, they know 'ay' and now learn a-e and ai as other spellings for the same sound.

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Alien words



Y1 Phonics Screening Test



Application of phonics to unfamiliar words

Tricky red words - you cannot use
phonics for = sight words

I	the _.
you ._	your ._
said ._.	was ...

Reading with phonics and fluency

Pink Group

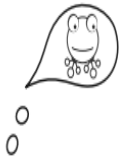
ay ee igh ow oo oo



tray creep sight blow



skay spoom smoll fleep



lots black long this

them went that stop

Reading with accuracy 80-90+ words per minute



Once upon a time, there was a merchant who had three daughters. He loved all three but kept a special place in his heart for Beauty, the youngest daughter.

Beauty was always sweet-natured and cheerful, unlike the other daughters, who were often grumpy and jealous.

A day came when the merchant had to go away on important business. As he would be gone for some time, he said to his daughters, "What gifts would you like me to bring you?"

The eldest asked for jewels. The second asked for fine clothes.

Beauty said, "Dear father, there is nothing I need. Just your safe return."

Her father insisted, so she replied at last, "Then bring me the loveliest rose you can find."

The merchant's business went well and finally he began his long journey home. In his bag were the gifts for his daughters...apart from the rose for Beauty.

11

23

29

37

45

56

66

78

80

89

91

101

104

115

121

130

142

149

Comprehension

- Is the reading understood?

Retell the story
Take turns retelling the story with your child.

Questions to chat about
Read the questions aloud to your child and ask him or her to find the answers on the story page. Do not ask your child to read the questions - the words are harder than he or she can read at the moment.

p. 7 How many dogs are in the class?

p. 8 - 9 What two things does Jones do to Bill?

p. 10 What does Jones fence? What does he do with it?

p. 12 Why do you think the boy says that David is the best dog in the class?

Oxford Owl
Read with your child every day. It's the best way to help them learn to read. Visit www.oxfordowl.co.uk for more ideas and resources.

Text 1: Chicken-Licken

☐ Chicken-Licken was walking through the forest. As he walked, he worried. What if his mother, Hen-Len, was snatched by a fox? What if his father, Cock-Lock, fell off the haystack and broke his neck? What if their friend, Duck-Luck, got stuck in the pondweed and drowned? What if, what if, what if...?

☐ And then he heard:
Bang!

Chicken-Licken was terrified. He flapped his wings and jumped up and down.

"Cheep! Cheep! Help! The sky has fallen down! It hit me on the head! I must run away, as fast as I can!"

Quick check

☐ Chicken-Licken was
a) snatched by a fox.
b) stuck in the pondweed with Duck-Luck.
c) always worrying that bad things might happen.
d) on a haystack.

☐ Chicken-Licken was scared because
a) his wings were flapping.
b) he was jumping.
c) he had to run away.
d) he thought the sky had fallen on his head.

Questions to write about

☐ Circle the word below which best describes Chicken-Licken at the beginning of the story.

sad young scared embarrassed

☐ Why did Chicken-Licken jump up and down?

The 'five Ws'—who, what, where, when, and why

Questions to talk about
Ask children to TYP each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

p. 9 (FF) What was the log cabin actually made out of?

p. 10 (FF) What did the witch look like?

p. 11 (FF) How did the witch help Hansel and Gretel?

p. 12 (HaT) What was the witch's plan all along?

p. 13 (HaT) Why did Hansel stick a twig out of the window?

p. 14 (FF) How did Gretel persuade the witch to get into the oven?

p. 15 (HaT) How do you think Hansel and Gretel were feeling?

Questions to read and answer
(Children complete without your help.)

- The walls were **logs / wood / toffee**.
- Gretel said that the **roof / window / door** was the best bit.
- The witch flung Hansel into a **gloomy hut / a deep pond / a small bedroom**.
- The witch put on a **big black hat / clumpy boots / a red dress**.
- The witch wanted to **help / cook / play** with Hansel.

At School...

* We promote a love of reading of good quality literature – not watching clips on you tube.

- Teach Phonics sessions daily in RWI groups.
- Children read every week with an adult.
- We send home books we have read in RWI to demonstrate confidence and increasing fluency.
- We send home a levelled book that matched RWI level weekly
- Children will select own in Class library book they would like to read for pleasure.



At Home:

*Promote reading e.g. I am reading...

* Bed time stories – routine – quality time - favourites

- Children need to read one of their phonics books daily to an adult to ensure accuracy and support comprehension. Try being their reading partner taking turns with different pages!
- Give the children your full attention – NO TV on at the same time!
- Tell them they are doing a great job.
- Praise! Praise! Praise!



Comprehension ideas

Year 2 Reading

Below is a selection of question openers that you could ask to support children's understanding of the text they are reading. You may want to select a few relevant questions to ask each time you read together and they will support the children with their vocabulary knowledge and understanding of the texts.

Can you retell the story for me? I'm not sure I understood it as well you!	What is this story similar too? Have we seen a character like this before? When? How are these characters similar? How are the characters different?
Why did the author pick this title?	
What features do non-fiction books have? What is the purpose of the contents page/glossary? What facts have you learnt? What part did you find interesting? Why?	Where have we heard this phrase (eg Once Upon a Time) before? What do you notice about the layout of the poem? Can you see any rhyming words? How do you know they are rhyming words?
What does — mean? Can you think of another word for—? Can you use this word in a	When have we heard about this before? Do you remember when...? What happened when we ...?

Year 2 Phonics

<https://www.youtube.com/watch?v=UCI2mu7URBc> - how to say the sounds!

www.phonicsplay.co.uk - we use this frequently at school, some of the games are available without signing up.

<https://www.wictgames.com/mobilePage/literacy.html>
Lots of fun phonics based games

www.oxfordowl.co.uk - free ebooks including Biff, Kipper, Chip ones as long as you register for free

www.phonicsbloom.com - Various games broken down by the different phonic stages.

Do ask class teacher for support!