



EYFS Phonics

Summer Term



Key learning this term

Consolidate past learning

Read and spell words with adjacent consonants

Read and spell more tricky words

Terminology

Adjacent Consonants: two or more consonants next to each other without a vowel in between

CCVC e.g. frog

CVCC e.g. went

CCVCC e.g. stand

CCCVCC e.g. strap

CCCVCC e.g. scrunch

Oral Blending

Hearing a series of spoken sounds and merging them together to make a spoken word. No text is used.

teacher says “w-e-n-t ”
children say “w-e-n-t went ”

Blending for Reading

clap
● ● ● ●

stair
● ● ●

roast
● ● ● ●

Oral Segmenting

The skill of separating words up into their component sounds.

For example, 'train ' becomes 't-r-ai-n'

It does not matter how the word is written

Segmenting

e.g. splash

- Hold up correct number of fingers for phonemes (i.e. 5 for splash)
- Say the word i.e. splash
- Say the phonemes as you press each phoneme onto five fingers: s-p-l-a-sh
- Write the word as they say the sounds.

s	p	l	a	sh
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Tricky Words

Words that you cannot be blended using current phonic knowledge.

Reading

said, have, come, some, like, so, do, were, there, little, one, when, out, what

Spelling

he, she, we, me, be, you, all, are, her, was, they, my

Partnered Reading

Session 1

Sound, word and vocabulary check

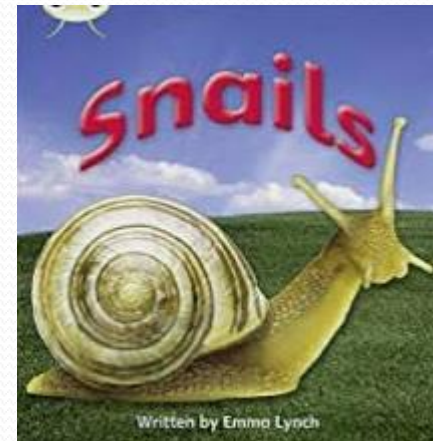
Decode – read

Session 2

Fluency

Session 3

Comprehension



Active Learn :Bug Club




- Books at the appropriate level for your child to read.



Reading at Home

- Sit somewhere comfortable.....snuggle up!
- No distractions
- Try to establish a routinefind a good time for your child
- Allow your child time to sound out and blend.....pause, prompt, praise
- Tell your child a word if need be
- Encourage your child to follow the words with their finger.
- Read a sentence back to your child to ensure meaning is maintained.
- Know your child..... a few pages at this early stage may be enough.
- Talk about the books....likes/dislikes, relate you own experiences
- Explore vocabulary
- ENJOY !
- *Many children go through a period of not wanting to readdon't panic ! Usually it's tiredness. Speak to your class teacher if it is a concern.*

Why read for 20 minutes at home?

Child A	Child B	Child C
❖ Reads for 20 minutes a day	❖ Reads for 5 minutes per day	❖ Reads for 1 minute a day
❖ 3600 minutes per school year	❖ 900 minutes per school year	❖ 180 minutes per school year
		
❖ Scores in the 90th percentile on standardised tests	❖ Scores in the 50th percentile on standardised tests	❖ Scores in the 10th percentile on standardised tests

If they start reading for 20 minutes at home each day in EYFS, by the end of Year 6:

❖ Child A will have read for the equivalent of **60** school days.

❖ Child B will have read the equivalent of **12** school days

❖ Child C will have read for the equivalent of **3** school days

Want to be a better reader? Simply read.

Any questions?

This presentation is on the school website.

We have also sent home:

A leaflet with the video links to demonstrate our approach to the key learning this term.

A bookmark with all the tricky words we will be learning to read