



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 stuck inside your child's record.

Home Readers

- Day 1: First read of book 1. Lots of sounding out and blending
- Day 2: 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.
- Day 3 and Day 4: Same pattern as Day 1 and Day 2, 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

- Utilise the Home Phonics Folder – these are updated weekly with new sounds. Please take the time to practise the sound and practise reading the new sound in the words provided.
- Daily reading at home – even just a little bit. Record in Reading Records.
- Pronunciation – no schwaring! – 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.
- Copycat reading
- Sit somewhere quiet
- Have fun!!

Phase 1

Phase 1 Phonics is the very first stage of learning to read and write. It takes place before children start learning letter sounds (phonemes and graphemes).

The main aim is to help children develop listening, attention, and speaking skills — the foundations they'll need before matching sounds to letters.

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Phase 1

Red Rose Letters and Sounds

Communication, Language and Literacy - Phonological Awareness - Phase 1 Planning Framework

Aspect 1 Environmental Sounds								
Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus: Listen to and identify indoor sounds.	Skill focus: Listen to and identify outdoor sounds.	Skill focus: Create different sounds using objects.	Skill focus: Identify hidden sounds.	Skill focus: Sequence sounds in the order they are heard, e.g. 2 or 3 sounds.	Skill focus: Sequence sounds in the order they are heard, e.g. 3 or 4 sounds.	Skill focus: Describe the sounds heard.	Skill focus: Identify sounds and place them in context, using appropriate environmental sound vocabulary.	Skill focus: Use and apply environmental sound vocabulary when innovating a story, poem or rhyme.

Aspect 2 Instrumental Sounds								
Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus: Identify and explore sounds made by objects.	Skill focus: Identify and explore sounds made by instruments.	Skill focus: Listen and respond whilst an instrument is being played.	Skill focus: Discriminate and copy sounds made by an instrument or sound maker.	Skill focus: Respond to start, stop signals using instruments or sound makers.	Skill focus: Remember and repeat a rhythm.	Skill focus: Select and play an instrument that matches an image, word or prop, and justify.	Skill focus: Select and play an instrument linked to a story and justify.	Skill focus: Select and play an instrument linked to a song, poem or rhyme and justify.

Aspect 3 Body Percussion								
Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus: Join in with words and actions from familiar songs and rhymes.	Skill focus: Perform actions increasing and decreasing the speed and loudness.	Skill focus: Join in with words and actions from new songs and rhymes.	Skill focus: Copy a pattern of body sounds and actions.	Skill focus: Copy a more detailed pattern of body sounds and actions.	Skill focus: Create a new simple sequence of sounds and perform.	Skill focus: Identify and discuss sounds being made by different parts of the body.	Skill focus: Identify sounds using the different criteria of fast, slow, loud and quiet.	Skill focus: Use a wider range of vocabulary to talk about sounds heard, e.g. <i>click, stamp</i> .

Aspect 4 Rhythm and Rhyme								
Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus: Join in with words and phrases in songs and rhymes.	Skill focus: Join in with words and phrases in stories.	Skill focus: Move in time to the beat and/or rhythm.	Skill focus: Identify words that rhyme, focusing on onset and rime.	Skill focus: Identify words that rhyme, focusing on onset and rime.	Skill focus: Identify words that rhyme in pairs.	Skill focus: Recognise syllables in words.	Skill focus: Continue a rhyming string.	Skill focus: Use appropriate rhyming words to complete a sentence or phrase.

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Phase 1

Aspect 5 Alliteration

Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:
Identify initial phonemes in words.	Identify initial phonemes in words.	Enunciate selected initial phonemes clearly.	Recall a number of items beginning with the same phoneme.	Recall a number of items beginning with the same phoneme.	Identify objects/animals which start with the same phoneme.	Join in with an alliterative story and make suggestions.	Articulate a developing amount of speech sounds clearly.	Generate words that start with the same phoneme.

Aspect 6 Voice Sounds

Teaching Block 1			Teaching Block 2			Teaching Block 3		
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:
Use a range of voice sounds.	Explore different mouth movements for a range of voice sounds.	Explore different mouth movements for a range of voice sounds.	Remember and repeat a sequence of voice sounds.	Remember, repeat and continue a sequence of voice sounds.	Remember, repeat and continue a sequence of voice sounds, varying the pitch and volume.	Use voice sounds to add sounds to a story.	Use appropriate vocabulary to describe different voice sounds.	Use appropriate vocabulary in rhymes and poems, to describe different voice sounds.

Aspect 7 Oral Blending and Segmenting

Teaching Block 4								
Strand: Tuning Into Sounds			Strand: Listening and Remembering Sounds			Strand: Talking About Sounds		
Section 1	Section 2	Section 3	Section 1	Section 2	Section 3	Section 1	Section 2	Section 3
Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:	Skill focus:
Listen to an adult orally blending two or three phonemes, using sound talk to blend a word. (Onset different but the rime the same)	Listen to an adult orally segmenting two or three phonemes, using phonic fingers to segment a word.	Listen and respond to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme.	Copy an adult orally blending phonemes in cvc words by listening and remembering.	Copy an adult orally segmenting phonemes in cvc words by listening and remembering.	Listen and respond to an adult orally blending and segmenting two or three phonemes in words.	Talk about phonemes whilst orally segmenting cvc words, with completely contrasting phonemes.	Talk about phonemes whilst orally segmenting cvc words, focusing on the initial, medial and final positioning.	Independently talk about and enunciate clearly the phonemes whilst blending and segmenting cvc words.

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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	Overview
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 I to no go into

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

Grapheme is the written symbol

Phase 2 Blending (merging to sounds to say the word):

cat

dig

sip

Phase 2 segmenting (splitting up the word into sounds):

cat

pig

kid

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
• • • • —

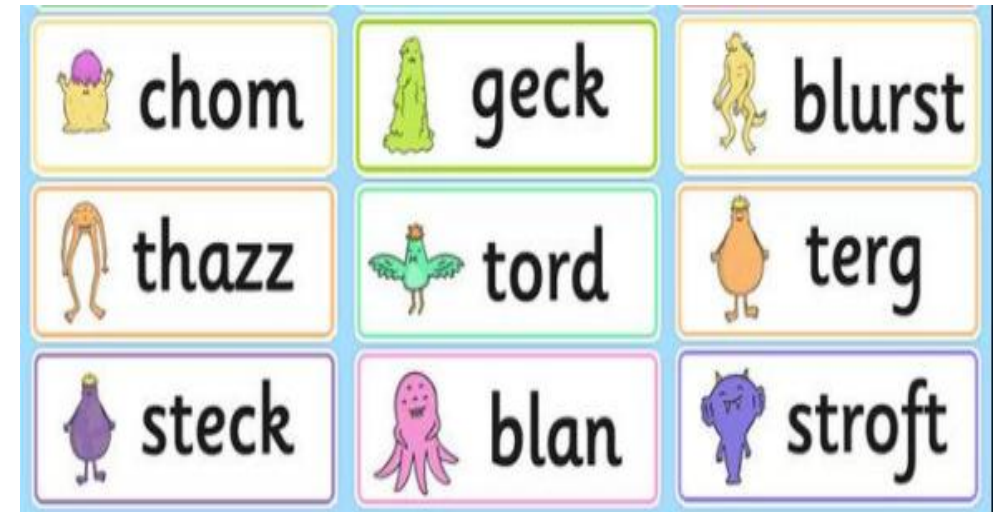
Phase 5

- 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.
- Please utilise your child's Home Phonics Folder to support your child in learning letter formation.

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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?