February 2022 Moving through the new PHONICS Reading Scheme;

Next week we will be covering the last phonemes in Phase 3. During whole class sessions and focussed group work the children have been, and will continue to be, constantly revisiting ALL of these and applying them to reading and writing.

This differs from the phonics you see in the reading books they bring home. This is deliberate. The books they have been bringing home are there for them to apply their skills INDEPENDENTLY, with just a bit of adult guidance to help them on their way. As such the majority of the children are selecting books from the Pink Band, which allows;

- \star consolidation of the Phase 2 Phoneme Grapheme correspondences
- further allows them to strengthen their blending skills
- build recognition of a small selection of Common Exception Words they have been taught
- begins to develop fluency in their reading.

This is all supported further by them reading each book <u>AT LEAST 3 TIMES</u> at home, on top of the reading they do at school, before changing it for another one; and sometimes going back to revisit one they may have had before. If these foundation skills are not over rehearsed and committed to long term memory then your child will have nothing to build their future reading skill upon.

Band	Phonemes Covered
Set I	🥪 🌬 🍓 🍋 📉 🖊
Set 2	<u>1</u>
Set 3	***
Set 4	5 🙀 🖊
Set 5	
Set 6	
Set 7	🖢 🍓 🖌
Red A	🗄 🙀 📴 😻 🔽 🐑
Red B	
	الله المعالي ا
	Adjacent consonants Short vowels
	Adjacent consonants Long vowels

Book Bands Poster

As you can see from the chart each set of books across the Pink Band incorporates a few more phonemes at a time, in the order in which they were taught. The sequential nature means that the children are always using the phonemes they have had the most time to rehearse and commit to their long term memory.



Jay Blades; Learning to Read at 51

(contains some strong language and incorrect pronunciation of phonemes)

https://www.bbc.co.uk/progra mmes/m0013wcj

If you would like support learning to read please get in touch. Having covered all of the Phase 2 and 3 phonemes we will now spend time on consolidation, applying these in our reading and writing in a supportive environment. As well as practicing blending and segmenting adjacent consonants, terms with which the children are already familiar with but tricky skills to master. By the time they have progressed through to the Red, Yellow and Blue Band Books, that contain these, the children will be confident in the skill of blending; able to draw on knowledge that has been committed to Long Term Memory and be able to really tackle these new books whilst maintaining a high degree of fluency.

Your child may move through some of the sets faster than they do others, this is normal, if confidently applying the phonemes from the set they are in they will not be expected to read every book from this set. We will move them onto the next set as soon as they are ready. If we keep them there it is because we feel they need more practice at that point.

If you wish to discuss your child's book set please get in touch. I am also sending home a list from the publisher that shows all the PINK-TURQUOISE Books we have invested in, this will help you see how the books continue to progress sequentially in line with the phonics scheme.

For those who may wish to know more this is supported by research on FORGETTING and the impact of REGULAR REVISTING/ RETRIEVAL PRACTICE. The diagrams basically model how much is forgotten over time and how with regular revisiting more and more of the information can be moved into Long Term Memories.



Alongside their Phonic Reading Book it is important that children continue to experience a wealth of other books to allow them to develop the wider skills of reading; comprehension, prediction, expression and intonation. Bed time stories, revisiting favourite books (and letting them join in with the repetitive phrases or sound effects), and modelling a love of reading are crucial in developing these other skills and should not be lost.

Many thank for all your ongoing support to help achieve the best future for your child,

Emma Huntley-Hart

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