

Highbury Primary School and Nursery

'Valued as Individuals, Inspired and Nurtured as Learners'



Headteacher: Mr A J W Howard BA (Hons) NPQH
Deputy Headteacher: Mrs S. Boulton, B.Sc. (Hons)
Business Manager: Mrs S. Tindall



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Updated Reading System Information

Dear parents and carers

As part of the school's priority to raise the profile of reading and therefore improve reading provision, we have changed our reading book system.

The reason for this change is so that the reading book your child is given is appropriate to the phonics they are learning in school. In addition to this, your child will bring home a book of their choice.

The previous system linked books to a colour. The books your child will now be receiving will be based on a number system. This number links to the phase of phonics they are working in.

There are 6 phases of phonics. It starts from phase 1 and goes up to phase 6. On the back of this letter is a brief table to give an overview of what you may expect in each phase.

We will also be purchasing new books so that we have a wider selection across each of the phases.

We look forward to continuing to improve our reading provision throughout the school so that your children will continue to become fluent readers.

If you have any further questions, please do not hesitate to speak to your child's class teacher.

Thank you for your continued support.

Yours Sincerely

Mr Howard

Dovercourt Road, Cosham, Portsmouth, Hampshire, PO6 2RZ

Telephone: (023) 9237 5404 Facsimile: (023) 9238 0462

Email: admin@highbury-prim.portsmouth.sch.uk Website: www.highburyprimary.org



Phases of phonics – Letters and Sounds

| Phase | What your child will be working on: |
|-------|---|
| 6 | Your child will be reading accelerated reading books and free reader books. They will be recognising phonic irregularities and becoming more secure with phase 5. |
| 5 | Your child will be reading phonically decodable two-syllable and three-syllable words. They will also be using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. (For example o, oa, o_e, oe, ow and e, ee, ea, e_e, ie) |
| 4 | Your child will be working on: Segmenting adjacent consonants (For example, st, bl) in words and apply this in spelling. They will also be working on blending adjacent consonants (For example, sl, pr) in words and applying this skill when reading unfamiliar texts. |
| 3 | Your child will be working on: Reading and spelling a wide range of consonant-vowel-consonant (CVC) words using all letters and less frequent consonant digraphs (2 letters which make one sound) and some long vowel sounds (phonemes). Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Your child will also be working on: Reading and spelling consonant-vowel-consonant (CVC) words using a wider range of letters, short vowels, some consonant digraphs (2 letters that make one sound) and double letters. Consonant digraphs ch, sh, th, ng Your child will be working on: Reading and spelling consonant-vowel-consonant (CVC) words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x |
| 2 | Your child will be working on using common consonants and vowels. Blending for reading and segmenting for spelling simple consonant-vowel-consonant (CVC) words. Knowing that words are constructed from sounds (phonemes) and that phonemes are represented by how the letter/s are written (graphemes). Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p |
| 1 | Picture books. Your child will be working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and sounds (phonemes), exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment sounds (phonemes). |