Knowledge Organiser for EYFS/KS1 English-*Reading/Phonics*

Reading and Phonics	
Key Terms	
Systematic, Synthetic Phonics [the main first method our school teaching reading and writing]	'systematic' means the letters and related sounds are taught in a specific sequence. 'Synthetic' means breaking the teaching of written words down into the smallest possible unit of sound. 'Phonics' means teaching reading (and writing) by working with the sounds of the letters in the words to read or write them.
Phoneme	A single unit of sound ie. owl, cat
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word ie. met; shut; bought
Digraph	A type of grapheme (see below) where letters show one phoneme, ie. sheet, night
Consonants	Most of the letters of the alphabet are consonants: the letters *a, e, i, o, u* are vowels
Vowels	The letters *a, e, i, o, u*
CVC words	Words made up of letters that are *consonant, vowel, consonant* ie. b-a-t....*bat*
Segment	Used as an action with a word where we break a word into phonemes, ie. that > *th-a-t*
Blend	Where we put the phonemes back together to say the word, ie. th-a-t > *that*
'Alien' or 'nonsense' word	Not a 'real' word ie. thob, used to check phonic decoding skills without relying on support of written word recognition
Tricky word or 'common exception word' (CEW)	A word which can't be phonetically decoded, ie. *said*
Decoding	Breaking a word down into its different phonemes to help read it
Retrieval	Finding information from a text
Context	Using understanding of what the story/text is about as another way to support us in working out what words may be, ie. use of cover, title, pictures, what's happened so far
Comprehension	Understanding what has been read
Inference	Making assumptions about what else is happening in a text from what you have been given to read, ie. *'he dragged himself up the steps'* - he could be either tired or reluctant to go.
Deduction	Using evidence in a text to support an idea

How to Help	**Useful LInks**
• Try not to 'fix' every error your child may make when they read to	***National Curriculum*** https://www.gov.uk/government/collections/national-curriculum ***Monster Phonics* (the Systematic Synthetic Phonics programme taught at Wickhambreaux CEPS)** https://www.monsterphonics.com ***Development Matters*** https://www.early-education.org.uk/sites/default/files/Developmentmattersintheearlyyearsfoundationstage

you. Maybe go back to one or two main errors that will make the biggest difference • Always try to find something your child did well when reading, ie. they noticed they'd misread a word and fixed it all on their own, and mention this to them at the end - you'll be much more likely to see it happen again! • Read books to your child too	

• Visit and join local libraries • Read comics and magazines together • Let your child see you reading • Make reading enjoyable - not a battle or chore - mostly, let them read what interests them	