

## Phonics

The system of sounds we use to teach children to read.

## Special friends

Special friends are a combination of two or three letters representing one sound (digraph or trigraph) e.g. ay, ee, igh, air.

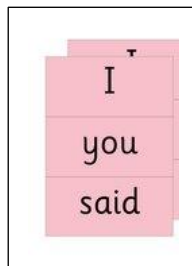


## Fred Talk

Each group has a frog called Fred that helps the children to read and spell. Fred can say the sounds in words but he cannot blend them together to say the whole word, so children have to help him (oral segmenting).

## Fred in your head

Once children can read words using Fred Talk out loud we ask them to 'Fred in their head'. We encourage them to say the sounds silently to themselves in their head before reading a word. We want this to get quicker and quicker so that eventually they can read the word straight away!



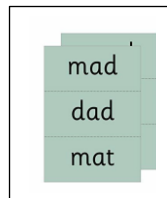
## Red words

Red Words are also known as common exception or tricky words. They occur in stories regularly (e.g. said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e'). We remind children not to use Fred Talk to read Red Words but instead to 'stop and spot the tricky sound first'.

## Green words

Children practise reading words containing the sounds that they have learnt. We ask children to: 1. Spot the special friends 2. Fred talk 3. Read the word.

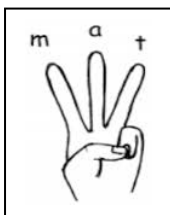
For play children would say: ay, p -l -ay, play



## Nonsense words

Nonsense words, also named Alien words, are used to check that children can read any word. They are introduced to children when they are coming to the end of Set 1 Speed Sounds. Children are able to use their sound recognition skills to read these words that do not make sense. We say they are taken from an 'alien language'.

## Fred Fingers



We use 'Fred Fingers' when spelling words. We ask the children to say the word they want to spell and count how many sounds (phonemes) they hear on their fingers.

Children pinch the sounds onto their fingers to help them before writing the letters.

## Comprehension

As we read with our children we need to also check that they are understanding what they read. We ask them questions about the text to check their understanding. We think out loud about the story to help them think about what is happening in the story. We want our children to love reading and love the stories that they read.

## Fluency

We are aiming for all our children to become fluent readers. We practise reading words using Special Friends, Fred Talk, read the word, then Fred in your head and then speedy. We want to be able to read words quickly. We read the same book more than once to build fluency skills. The more we read the more fluent we become!

## Team Stop Silent Signal

The team stop signal helps us to stop children in a calm manner so they are ready for the next part in their learning. It replaces other techniques such as clapping, clicking, singing rhymes, shouting and shushing. The team stop is used at playtimes, in assembly, in lessons, during transitions, at lunchtime and even on trips. We use the signal to gain attention by holding one hand in the air with a flat palm. Children respond by putting their hand up in the same way and remind each other where



## 1,2,3 Silent Signal

We use this signal in the classroom to move the children quickly and quietly to where they need to be.

Hold up 1 finger: Children stand.  
Hold up 2 fingers: Children walk and stand behind their chairs.  
Hold up 3 fingers: Children sit and down and prepare to work.



## Turn and Talk To Your Partner Signal (TTYP)

This is used when we want the children to participate in partner work.

Teacher: Holds their hands pointing forward as if they are two open gates. They then close the gates as soon as they have finished asking the question they would like the children to discuss.

## My Turn, Your Turn Signal (MTYT)

We use this signal when we want the children to repeat something. My Turn: The teacher gestures towards themselves with one or two hands. Your Turn: The teacher gestures to the children with one or two open palms.

## Silent handwriting signal

Once pupils are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates that pupils sit with: 6 feet on the floor, bottom at the back of the chair, tummy near the table, left/right hand holding page, left/right hand holding a pencil, ready in tripod grip.

## Magnet eyes

When you want to be sure the pupils are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

