

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 REVISING/ 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.

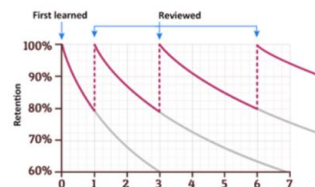
Forgetting



Information can be forgotten at each stage of the process.

Cowan et al., 2008

Retrieval practice



The Ebbinghaus Forgetting Curve, illustrates how spacing retrieval practice addresses this potential for learning to be forgotten over time.

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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