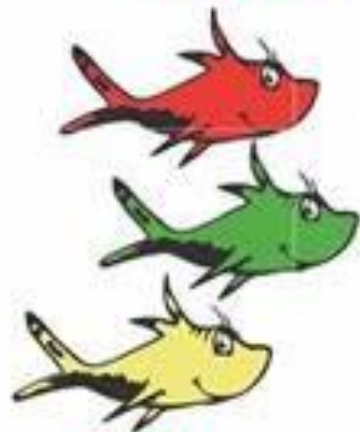




Reading Meeting

Supporting your child to become a confident reader...

“ The more that you read,



the more things

you will know,



The more that you learn,

the more places

you'll go.”



-Dr. Seuss





Overview

- Phonics as part of the reading process
- How we teach phonics in school
- Reading books from school
- Supporting your child in the process
- ...a little bit on handwriting





...but becoming a reader
is not that easy...

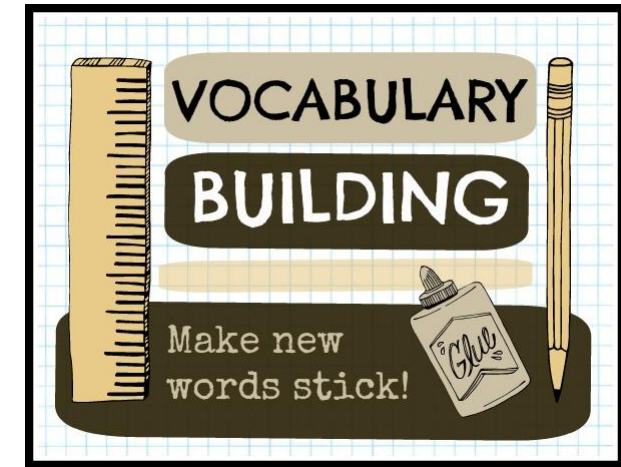
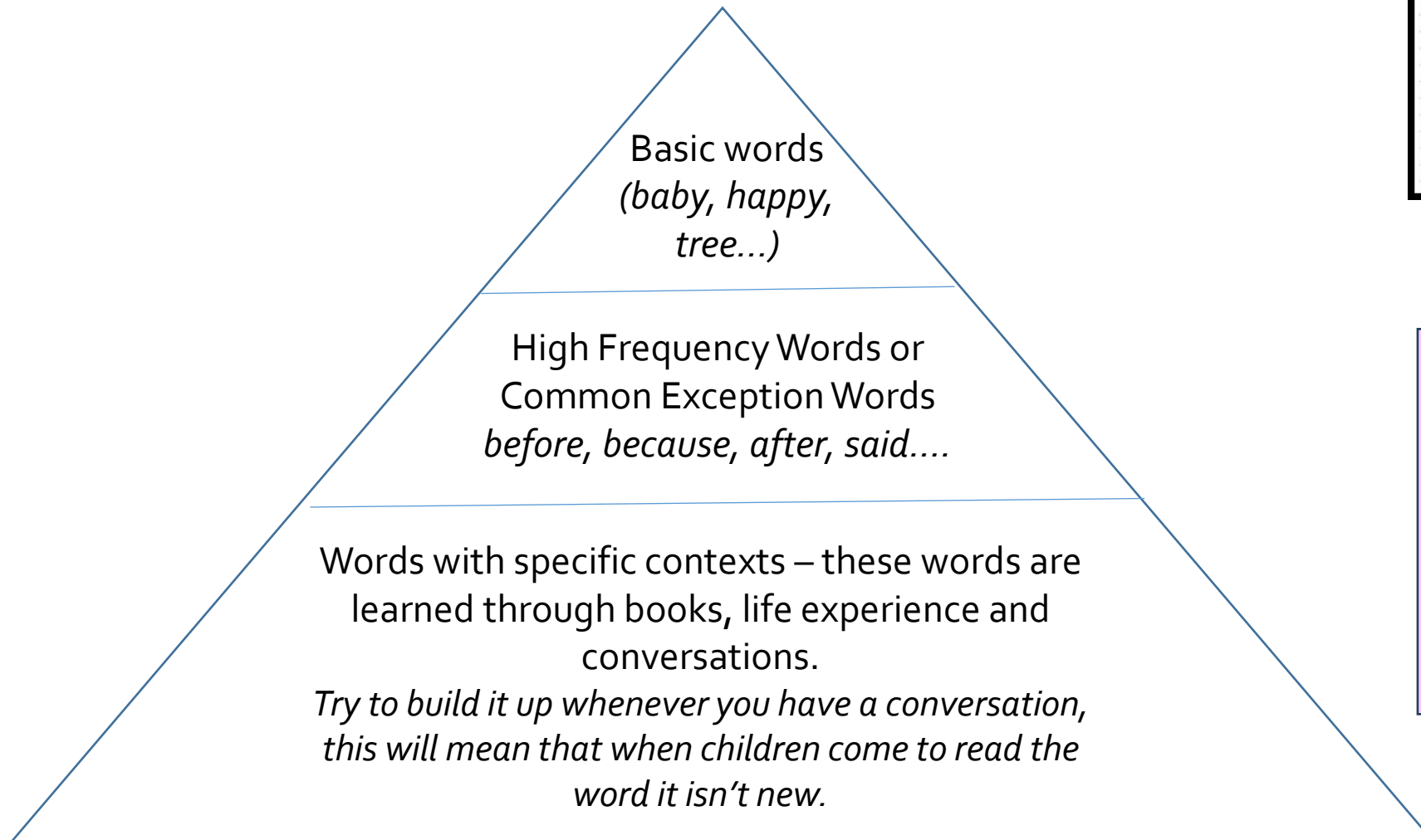
USING PHONICS, there are
many different ways to try to
spell.....

floor / flor / phloor / flore / phlore

witch / which / wich / whitch



Building vocabulary through good speaking and listening...



Oracy and a solid vocabulary base are essential in supporting progress in reading...

statistics about the impact of parents reading with, and to their children: Here's how many words a child would have heard by the time they were **five years old**:

- *Never read to: 4662 words*
- *Read to 1-2 times per week: 63 570 words*
- *Read to 3-5 times per week: 169 520 words*
- *Read to daily: 296 660 words*
- *Five books per day: 1 483 300 words*

What we do in School?

Floppy Phonics

- Approved Systematic Synthetic Phonics (SSP)
- Fully decodable books linked to phonic knowledge
- Fun and interactive classroom activities
- Integrates with the class whiteboard
- Reading with an adult 1:1 – extra reads / interventions
- Independent access to phonics-linked reading and writing activities through continuous provision in class
- Lots of story-time opportunities reading different texts



Cracking the Code

Using synthetic phonics, children become code breakers. As we know, English is tricky code to crack



- Children are taught the link between letters and the sounds they make
- Although there are only 26 letters in the alphabet the children need to learn 44 phonemes
- Over time, they will find out that there are over 400 graphemes!



au

AW

AL

Terminology

- **Phonemes** - the smallest unit of sound in speech
- **Graphemes** - how these sounds are written (ai, ay, a_e)
- **Segmenting** - breaking the spoken word down into sounds
- **Blending** - identifying (or **decoding**) the graphemes from left to write, saying them and blending them together to read the word
- They will also learn about 'Tricky Words', also known as 'Common Exception Words'. These are words that are commonly used but do not always follow the rules of phonics.



cat



cat



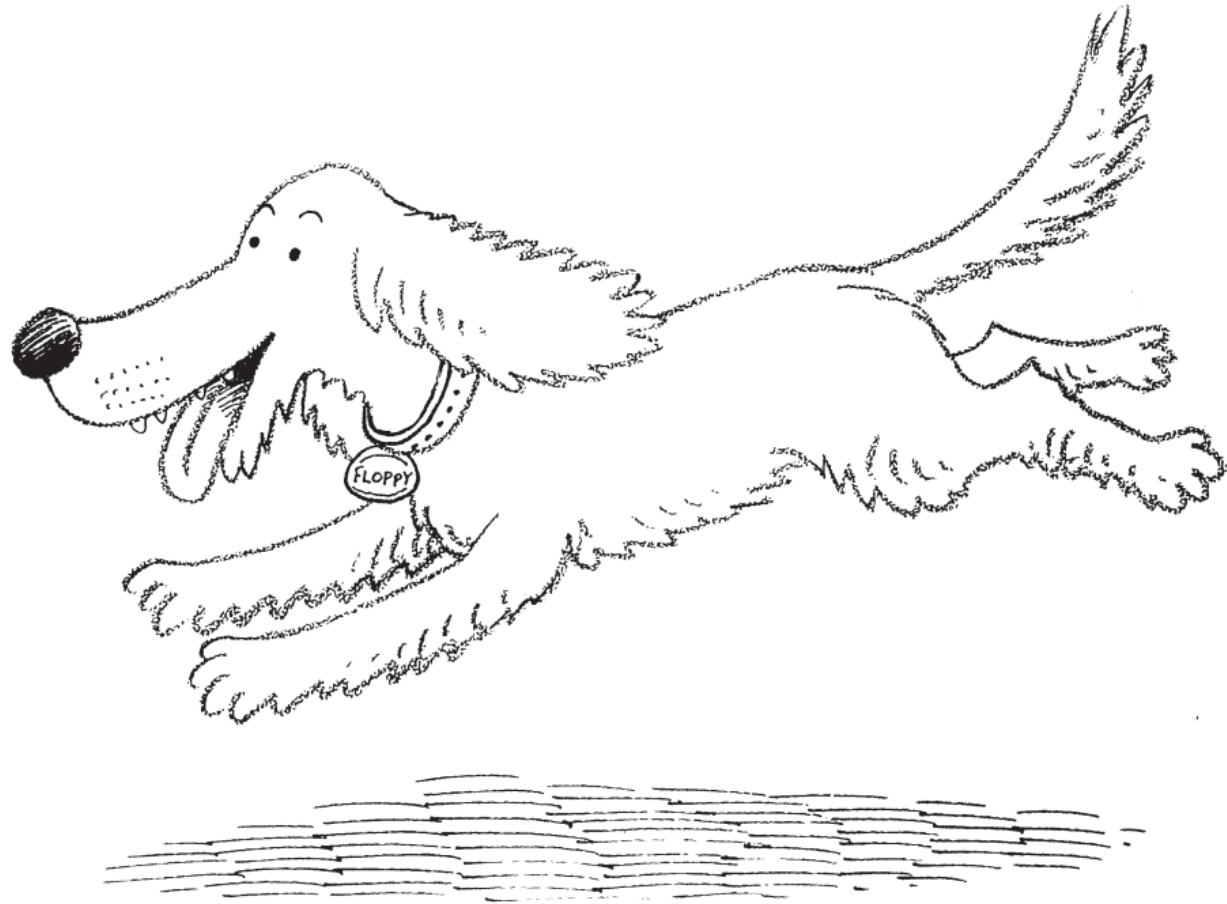
ARE YOU
THE ONE?

The 44 phonemes

(45 when you count the hard and soft 'th' sound)

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

A Typical
Floppy
Phonics
Session



Phonics in Reception

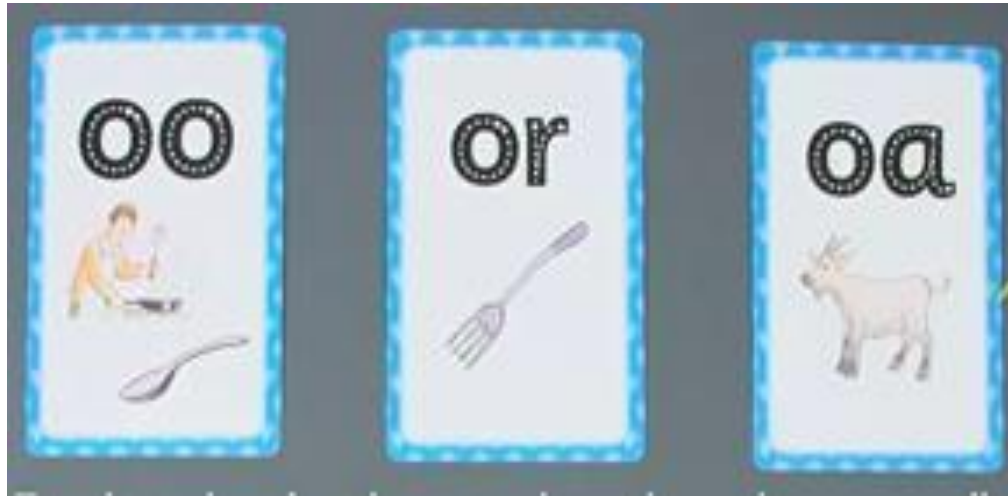
- Children will learn Phase 1 (speaking, listening and attention skills), Phase 2 sounds and Phase 3 sounds throughout the year.
- For a child to reach their early learning goal at the end of Reception they need to know sounds for each letter of the alphabet plus at least 10 digraphs
- In school formal Phonics lessons take place a minimum of 4 times a week, learning 2 sounds a week.
- SeeSaw has videos of our teachers showing how to say each sound if you need further help.

My Phase 2 Sound Mat



My Phase 3 Sound Mat



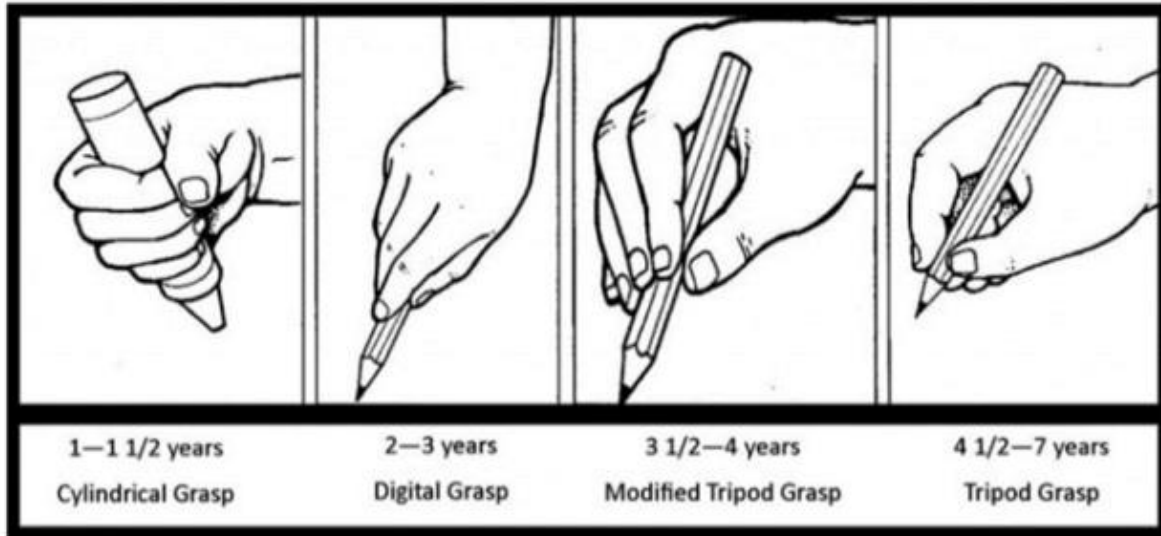
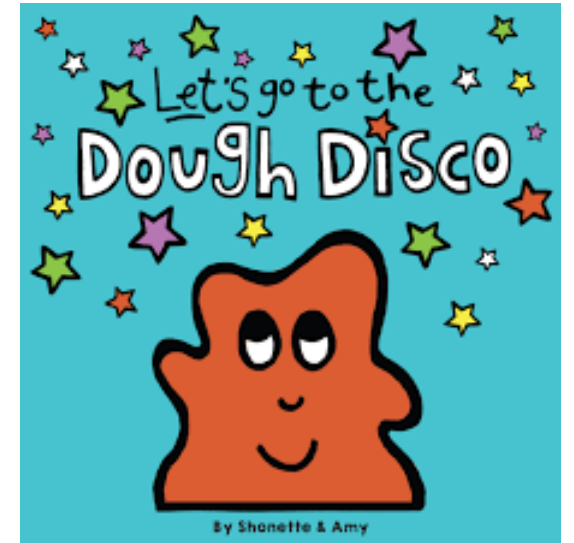


- Learn to say each sound – using flashcards during every lesson.
- Learn to form each letter using the Read, Write Inc. letter formation rhymes. This supports letter formation.

Down Maisie,
mountain
mountain.

m





Physical strength for writing

- The skill of holding and controlling a pencil is hard.
- Developing gross motor skills – big movements! P.E. and outdoor learning.
- Developing fine motor skills – smaller movements! Dough disco (playdough, using small beads etc...)

- By the end of Reception we would like children to be able to form most of their lower case and capital letters correctly and to write their first name correctly



At home you can help your child with:

- fine and gross motor skill practise
- letter formation Aa-Zz
- number formation 0-9

Capital Letter at the start only!

Sam



Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

tools

J j



jug

jet

jam

jacket

just



k -ck e u r h b f -ff l -ll -le -ss j



quit



save



load



print



sound



menu



back



next





Listen to the sounds and match them to the graphemes.

tools



k -ck e u r h b f

-ff l -ll -le -ss j



play



restart



quit



save



load



print



sound



close



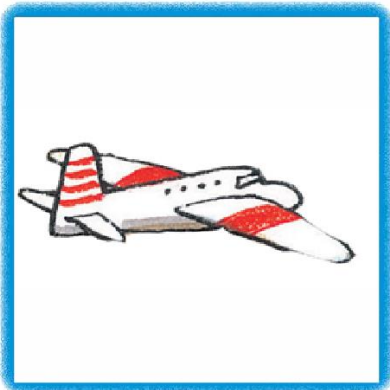
back



next



Select the graphemes to listen to the sounds.
Select 'blend' to blend the sounds and listen to the word.



jet

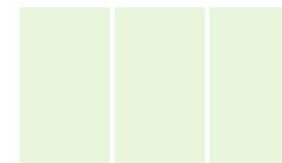
hide

blend



tools

Select the picture to listen to the audio.
Drag the correct graphemes to make the word.



e

j

u

a

ff

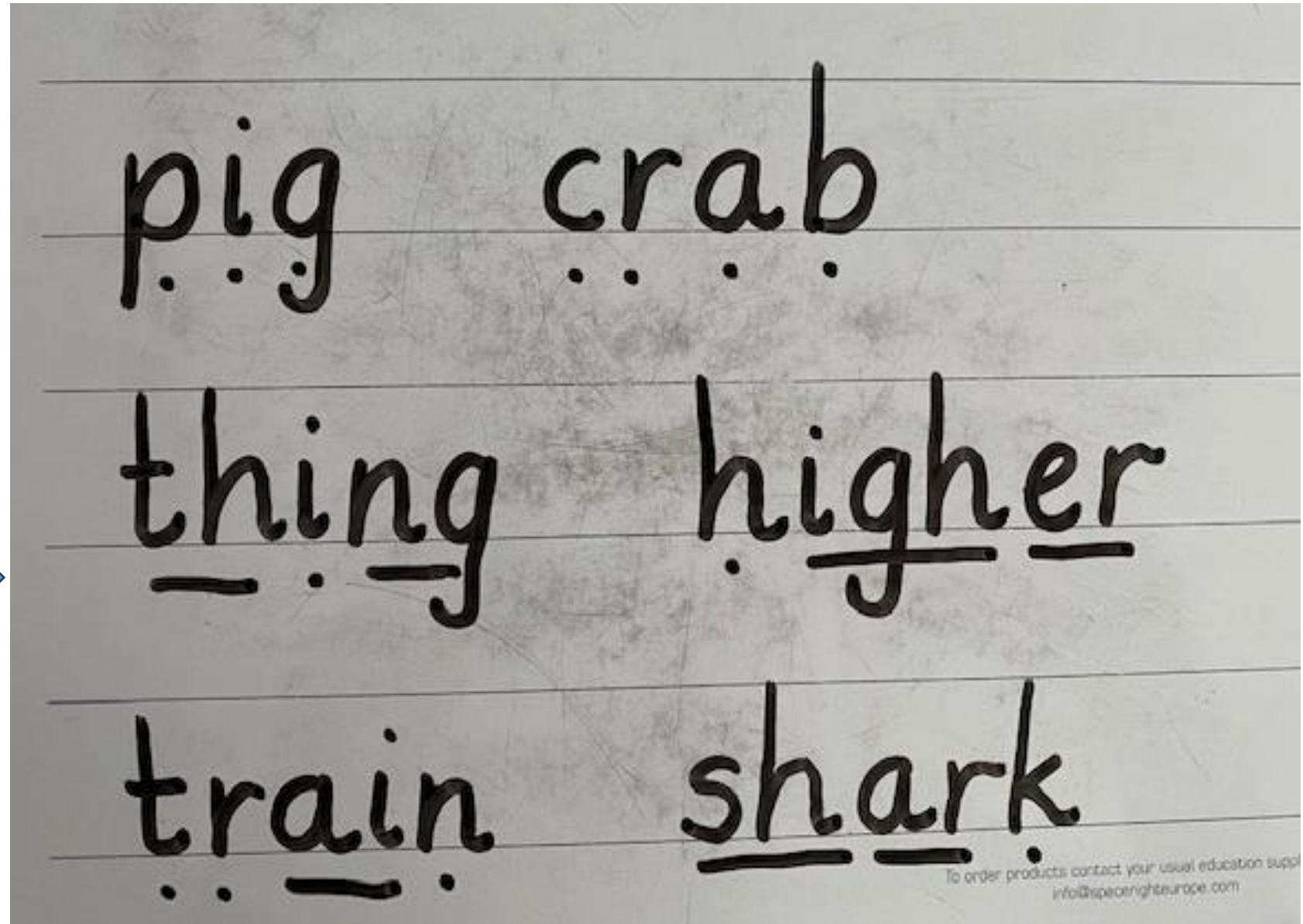
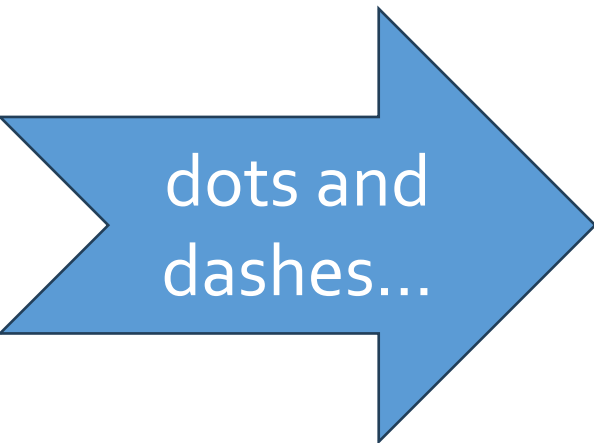
m




tools

- Robot Arms and fingers to help sound out words and count phonemes/sounds in words

When children begin writing they need to be able to segment the word, or break it in to the different sounds.



Worksheets: supporting a growing phonics knowledge

ur 




Say the sound. Trace the letters. Say the word. Listen for the /ur/ sound.

¹ fur ³ turn ³ hurt ² fur ³ turn ³ hurt
¹ curls ³ burn ³ churn ³ burnt
⁵ turnip ³ burst ³ slurp ³ church ✓


Blend to read the words.

ur **ur**


Say the sound. Trace the letters. Write the letters.


  

Say the words. Can you hear the /ur/ sound?

 purse ✓

Draw something with the /ur/ sound (ur) in it. I

 -igh oa -oo oo ar or **ur**

oo 

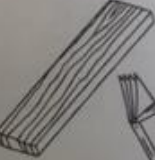



Say the sound. Trace the letters. Say the word. Listen for the short /oo/ sound.

³ book ³ good ³ cook ³ look
³ hood ³ hook ³ shook ³ took
³ wool ³ wood ⁵ wooden

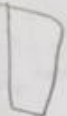
Blend to read the words.

oo **oo** oo oo


Say the sound. Trace the letters. Write the letters.

Say the words. Can you hear the short /oo/ sound?

 wood ✓

Draw something with the short /oo/ sound (oo) in it. I

 -nk ai ee -igh oa -oo I *Suff*

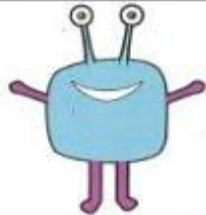
Alien Words – moving in to Year 1

Allows children to confidently segment and blend sounds that they read
(these words will always show an alien by them to show they are not 'real' words)

bluns



skarld



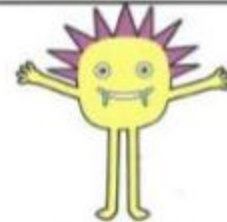
splot



strabe



quigh



herks



jorb



zale



Tricky words – common exception words

- These are words that CANNOT always be sounded out.
- No other way to read/write them other than just memorising or use mnemonics.
- These are in the folders in reading packets.
- Children needs to be able to **read, spell and write** them by the end of Reception.

EY1. Name: _____

Date: _____

I can **read** these words...

I can **find** these words in my reading book...

I can **write** these words (use sand, glitter, pencils, pens, paint, tracing etc)...



the	I	the
I	the	I

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

he

she

we

me

be

you

all

are

her

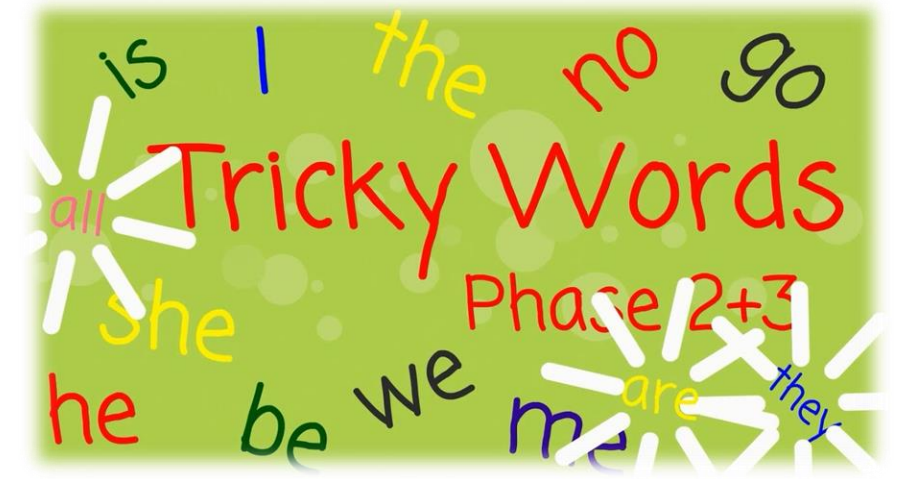
was

they

my

Why are there so many tricky words?

- The faster children learn common exception words, the more fluent they become and the faster they are able to put real meaning to the text.
- As Phonics does not always apply here we have to become more creative in the way we teach them.



Some ideas...

- Flashcards
- Mnemonics (Sally Ann is dancing)
- Snap
- Word Bingo
- Matching games
- Foam letters in the bath
- Magnetic letters on the fridge
- Word searches
- Look Read Copy Cover Write



Writing creatively using:

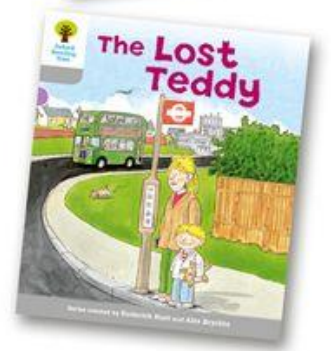
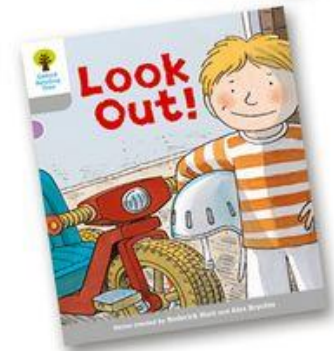
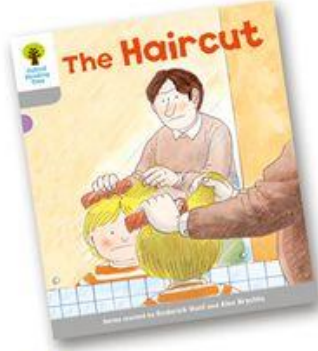
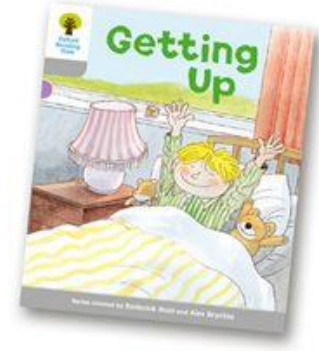
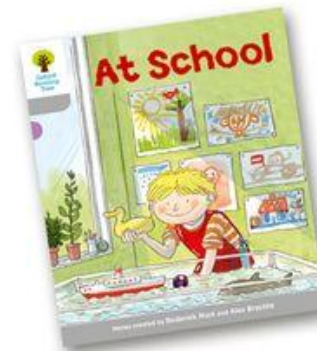
- sand
- glitter
- chalk
- paint
- felt tip pens
- pencils

And now to School Reading books...

The magic of becoming a reader



- Your child will already have a **LILAC** band **wordless** book.
- Spend time with your child 'reading' these wordless books:
 - Read the title
 - Show how to turn the pages
 - Talk about the pictures and what is going on – make up the story
 - Ask questions e.g. how a character is feeling, what is happening in the picture or what might happen next?
- Pictures help give clues to the words in picture books. This is part of the reading process and can help to decode words and understand what is happening in the story (comprehension).



First Words Reading books...

The magic of becoming a reader

- Your child will start **PINK** banded books when they have learnt some more sounds and starting to blend them together.
- Read books at least 3+ times or more and sign the green bookmark.

Why 3+ times?

- The first time a child reads a book they are just sounding out and blending words, focusing on the word reading.
- They need time to develop their fluency and comprehension skills.
- A child should be able to **fluently read** their **PINK** book by the time it is changed at school **and talk** about what the story is about.
- We will change books / reading log bookmarks on a Monday and change books on a Thursday if we can see they have been read.
- Bookmarks signed at least 4 times a week go in to the reading prize box!



This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.

	<u>Oxford Reading Tree</u>	<u>Approximate Year Groups</u>	<u>Book Bands</u>	<u>Big Cats</u>	<u>L & S Phonics</u>
	1	Reception	Lilac	Lilac	Phase 1
	1+	Reception	Pink	Pink	Phase 2
	2	Reception	Red	Red	phase 3
	3	Year 1	Yellow	Yellow	Phases 3-4
	4	Year 1	blue	blue	Phases 4
	5	Year 1	green	green	Phase 5
	6	Year 1	orange	orange	Phases 5-6
	7	Year 2	turquoise	turquoise	Phase 6
	8	Year 2	purple	purple	
	9	Year 2	gold	gold	
	10	Year 2	white	white	
	11	Year 2	lime	lime	
	11	Year 2 /3	lime +	lime+	

All children learn at different rates

It is a skill that takes time, effort and repetition

Level envy - it is not a competition

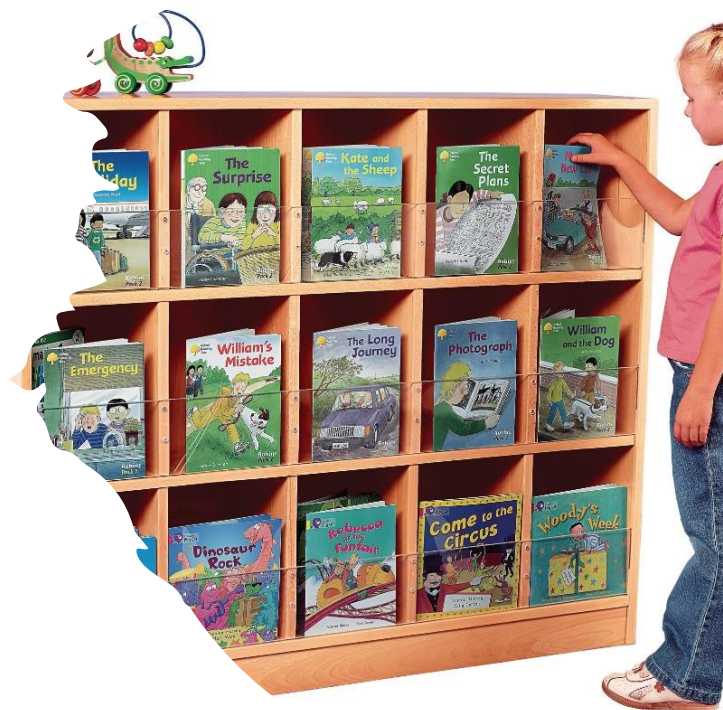
Importance of comprehension

E 'facile leggere una lingua una volta che hai imparato le regole, ma questo non significa che si capisce quello che avete letto.

“It is easy to read a language once you have mastered the rules, but that doesn't mean you understand what you have read.”

- This is why we want the children to read and enjoy their school reading books a number of times before we change it.
- It is not a race to read... practise, understanding and comprehension are all important in becoming a skilled, confident reader.

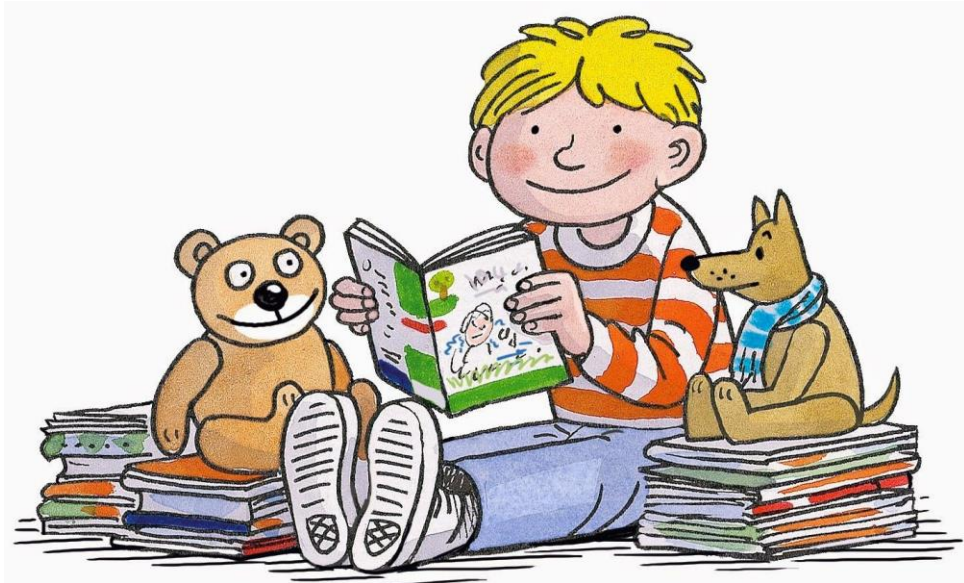




Reading Schemes

VS

Lovely Books



Tips

- Character check/chat – this will help children with understanding the plot more – Biff, Chip, Wilma...
- Don't let a child stress over not reading a word. Look at the first letter and tell them. Try not to let it become stressful (for them and you!)
- One page per year old.
- Routine and expectation.
- Praise, praise and more praise!



Did you know:

"Turning on subtitles while children are watching TV can greatly improve their reading skills. A quick, simple, free way to make TV time, reading time" #turnonthesubtitles



Question Time

Thank you



This QR code will access the handwriting section of the school website

