

Helping Your Child Read at Home



St Mary Magdalene C of E Primary School Parent Workshop
Tuesday 11th October 2016
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Our children as readers

What do we want from our children?

- To read for pleasure
- To be able to sight-read fluently (at appropriate age)
- To be able to summarise what has been read
- To read with understanding
- To read with expression
- To be able to choose what they would like to read for themselves
- To have reasons for preferences in what they read

Reading for Pleasure

Inspire and interest children in wanting to learn how to read and to continue reading.

- **Books**
- **Comics**
- **Magazines**
- **Newspapers**
- **Signs**
- **Labels**
- **Menus**
- **Recipes**

How is reading taught at school?

READING

- **Library**
- **Book corners**
- **Teacher reads to children**
- **Signs and labels**
- **Reading-writing**
- **Book Week**
- **Authors**
- **Fiction and Non-Fiction**

PHONICS

Letter names

Letter Sounds

Tricky words

Talking- reading- writing

Articulation of phonemes



<https://www.youtube.com/watch?v=bSYdCzsoqXA>



Phonics

Starting in reception though to Year 2 the children learn new sounds each day.

Blend — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.

cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site.

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.

All the sounds that children need to recognise, in order to be able to read words in the English language have been separated into different 'phases'.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Phase 2 -6 weeks (Rec)

Topic words

Writing mat

s a t p
i n m d
g o c k
c k e u r
h b f ff, l ll ss

Tricky words

is

it

in

at

and

to

the

no

go

I

Phase 2

- Sound buttons – cat, pig, bell, kick
- Phoneme frames using post it notes
- Rhyming games: three objects or pictures- odd one out, snap pictures and words that rhyme, saying know rhymes

ch sh th ng ai ee igh oa oo ar or ur er ure
ow oi ear air

Topic words

Writing mat

j v w x y z,zz qu

Tricky words

the	all
to	are
be	
he	
me	
she	
we	
was	
no	
go	
so	
my	
you	
they	
her	

Phase 3

Phoneme count using sound buttons and sound fingers

- teeth
- light
- fork
- hair

Phase 4 4-6 weeks

- CVC, CVCC (lost) and CCVC (bring) words
- Tricky words (need to know)
- Compound words: giftbox, windmill
- Nonsense words

Phonic Phases Mat

Phase 3 4 and 5

ch sh th ng ai ee igh oa oo ar or ur er ure
ow oi ear air

Which one to use?

ai = a ay ea a-e eigh
ee = e ea e-e y ie ey
igh = i ie y i-e
oa = o ow oe o-e
oo = o u ue u-e ew
or = aw au our augh
ough
air = ere ear are
er = ur or ir ere ear

ch/tch

j/g/ge/dge

m/mb

n/gn/kn

r/wr

s/ss/se/c/ce

z/ze/se

Writing mat

Tricky words

the	all
to	are
be	said
he	have
me	like
she	some
we	come
was	were
no	there
go	little
so	one
my	do
you	when
they	out
her	what
their	Mr/Mrs
people	c/w/should

Split digraph

a-e e-e i-e o-e u-e

time – **lime** - **slime**

Reading Assessment in Primary Schools

Phonics assessment at end of Year 1

On going reading assessment by teachers

Main areas we are asked to assess children in:

- **Phonics**
- **Word Recognition**
- **Reading for pleasure**
- **Inference**
- **Comprehension**
- **Language for effect**
- **Range of texts- fiction, non-fiction , poetry**

Enjoy reading
Read anything!

- **School-home school reading booklet**
- **Oxford Owl**
- **Peckham Library**
- **Nunhead Library**
- **Rye Books**
- **Tales on Moon Lane book shop**
- **The Book People**

How can you help?

10-15 minutes reading at home each day makes a **big** difference

- Positive encouragement
- **Read to your child –set regular time and place**
- **Read with your child- set regular time and place**
- **Practise sounds on phase sheets**
- **Print rich environment: Library, school, newspapers etc.**
- **Read and learn poems and rhymes with your child**
- **Talk to your child about the books they are reading-see question list**

At home



- Choose a quiet time to read
- Make reading enjoyable
- Maintain the flow
- Be positive
- Regular practice
- Talk about the books
- Make use of the Library
- Variety is important

Thank you.
Any questions?