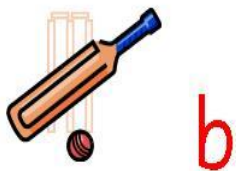




a



b



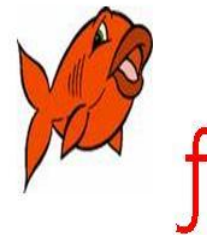
c



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Phonics



n



o



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x



y



z



ch



sh



th

ar

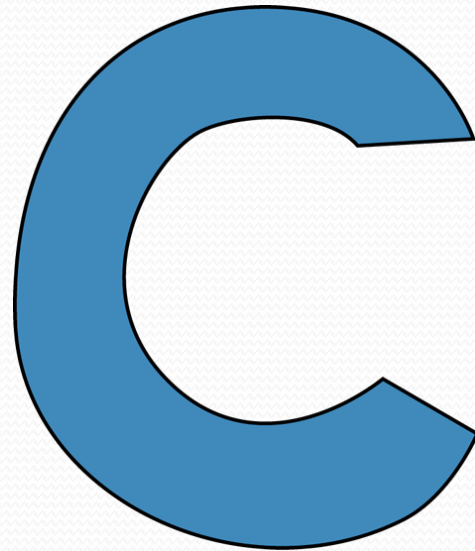
What is Phonics?

- Phonics is taught during the first few years of school to teach children how to read and write.
- The children receive 30 minute of phonics each day and are taught in ability groups.



What do the children learn?

The children are taught to recognise the letters of the alphabet, identifying the letter name and the letter sound.



Each letter also has an action to help the children to remember it.

As the children progress they start to learn the trickier sounds when 2 or 3 letters join together to make 1 sound.

sh – ship, bush

ow – town, now

igh – night, fright

air – hair, pair

Sound talk - blending

This is when the children learn to blend sounds in order to read.

h a t
● ● ●

(3 sounds and 3 letters)

s h i p
● ● ●

(3 sounds and 4 letters)

Sound talk - Segmenting

Segmenting is when the children sound out the words in order to spell.

frog

f-r-o-g
• • • •

mixer

m-i-x-er
• • • •

Tricky words (TW)

These are words that break all the rules and can not be sounded out.

the
to
have
when
asked



The children just have to learn to recognise these words in both their reading and writing.

High frequency words (HFW)

These are words that the children will see a lot in their reading books and also use a lot in their speech and writing.

can

this

went

very

They can be sounded out but it is better for the children to learn them by sight.

Helping at home



Eye spy - helping to reinforce initial sounds

Reading - books, signs, words in the environment.





Letters - foam letters in the bath, magnetic letters on the fridge.

Writing/Mark making - in paint, with water

ICT games - phonics play

Phonics screening check

At the end of Year 1 children are assessed on their phonic knowledge and ability.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Reading requires two skills

- **Phonics and Word Recognition**
- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

Every time you finish a book - do always choose a harder one next time?

By the time children reach KS2 most of them can read, many read fluently.

Our job is to further improve their reading skills by developing higher order reading skills; to increase the range of texts our children read and to foster a love for reading and books.



Successful readers use many strategies to help them to understand the text.



Phonic (sounds and spelling)

- Grammatical knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language

By the time children reach KS2 they use most of these strategies. Our job is to build on these and develop higher order reading skills.



What are Higher order reading skills?

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-

- Inference
- Deduction
- Authorial technique and intent
- Skimming and scanning

Inference—Something that is not explicit in the text but is inferred.

Deduction-Work out something from clues in the text.

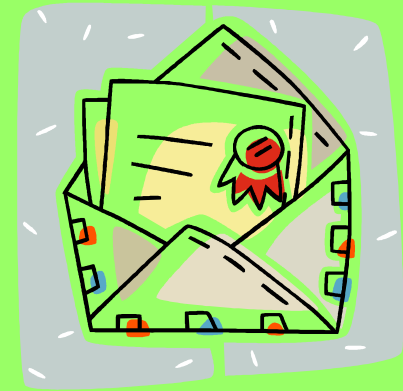
Authorial technique and intent-What the author does to get his intended message across.

Skimming and scanning-to read quickly to get an overview of the story or to look for particular points in the text.



Range of Reading

As children get older they are expected to read a wide range of both fiction and non fiction material.



Fiction

- Adventure
- Historical
- Fantasy
- Science fiction
- Mystery
- Horror
- Myths and legends



Non fiction

- Newspapers and magazines
- Diaries
- Journals
- Biographies and Autobiographies
- Letters
- Leaflets
- Signs and posters



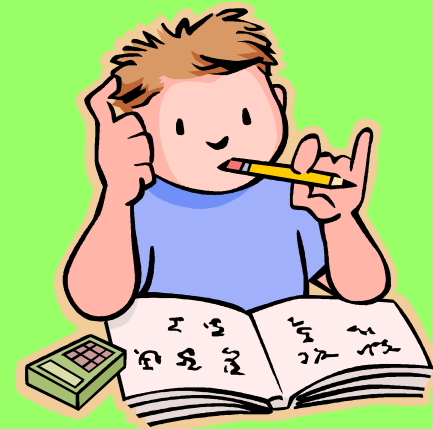
Warming up the Text

- Discuss the title
- Discuss the plot and any interesting characters
- Ask children to point out anything interesting in the pictures and talk about what might be happening at that point in the story
- What do you think is going to happen in the story?
- Has this ever happened to you?
- What do you think the author is trying to do?
- What do you already know about.....?
- Introduce new or difficult vocabulary before you start reading
- NOW the child is ready to read





- Try not to worry as your tensions will pass on to your child.
- Don't force your child to read—encourage.
- Be crafty—ask them to read the recipe for something you're cooking or information from a newspaper.
- Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- Share books with them—you read a page ask your child to read a page.
- Allow your child to read books which are easy then gradually move to more challenging material when your child is ready.
- If your child has a busy social life allow him/her to read for 15 minutes before going to sleep.
- Let your child see you reading.



Keeping Boys in the Game

- Play crossword puzzles and other word games
- Download an entertaining audio book on his iPod
- Clip interesting news stories and discuss together
- Give him a gift certificate to spend at a local book store
- Build on topics of interest; create book sets using books that matter to him
 - Support his reading choices
- Let him see you as a reader and writer