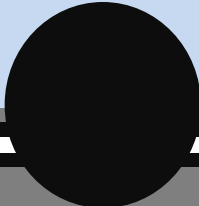
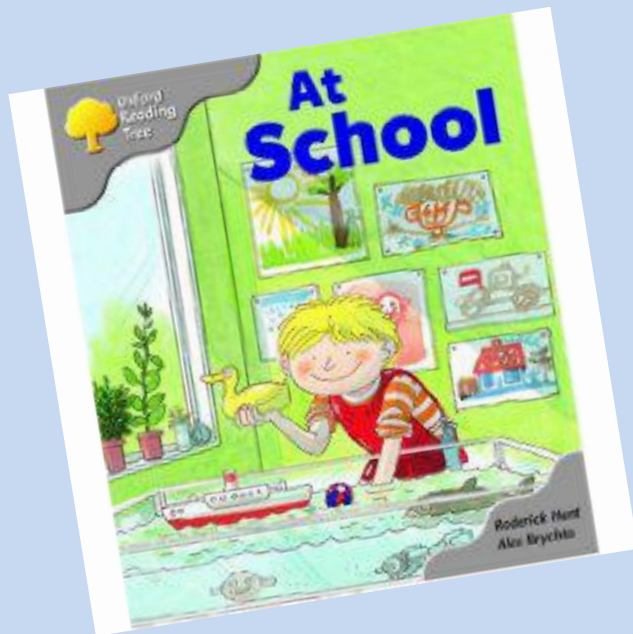


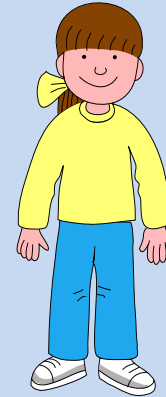
Teaching of Reading & Phonics



Reading scheme



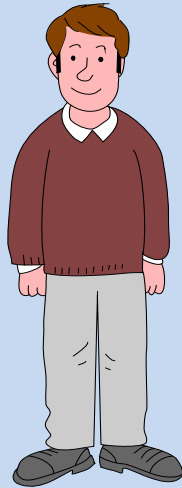
Kipper



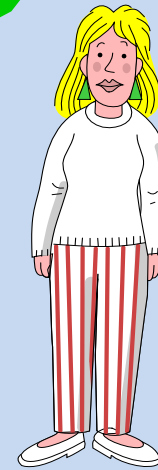
Biff



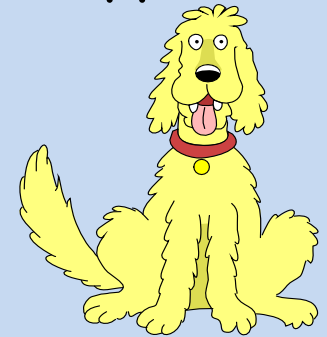
Chip



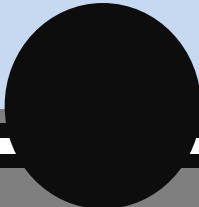
Dad



Mum



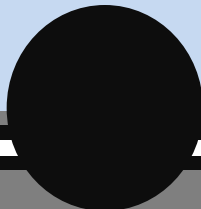
Floppy



Reading



- Shared reading
- Guided reading
- Daily phonic sessions
- Weekly phonic activities and review
- Home reader, Extension books, Library books
- Home-School Diaries

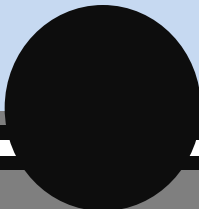
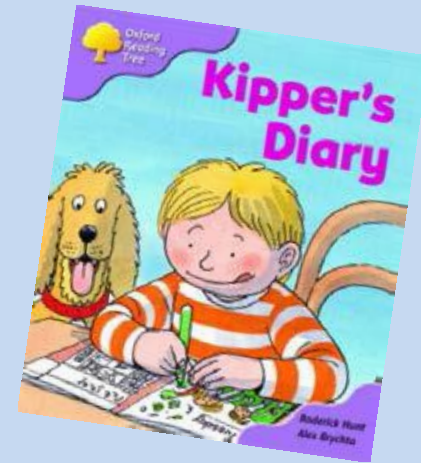


Reading process



Stage I – “Picture books”

- Walking through the book
- Making up a story from the pictures
- Asking questions: Who? What? Where? When? How?

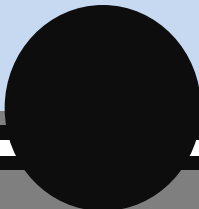


Reading process



Stage 2 – “Books with words”.

- Walk through the book
- Point out difficult words, key words e.g. *and*, *mum*, *dad*, *the*
- Discuss title, author
- Strategy check e.g. phonics – blending sounds, looking at the pictures
- Develop comprehension skills.



Reading at home



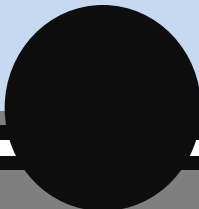
- Quality quiet time
- Walk through the book/first few pages, discussing what they think book might be about.
- Ask them what they would do when trying to read an unfamiliar word.
- Read together, encourage them to point to words as they read.
- Return to text to: embed reading, e.g. “*show me the word*” and discuss comprehension, e.g. “*how did he feel?*”
- Record any comments you have in the Home/School Diary

Phonics:



- Knowledge of the alphabetic code
 - 26 letters
 - 44 phonemes
 - 144 combinations

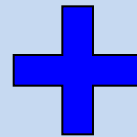
- Skills of blending and segmenting



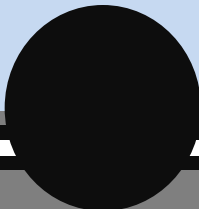


Phonics at a glance

**Knowledge of
the alphabetic
code.**



**Skills of
segmentation and
blending**

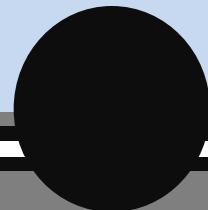


Terminology



- **Phoneme** = the smallest unit of sound in a word
- **Grapheme** = the written representation of a sound (phoneme)

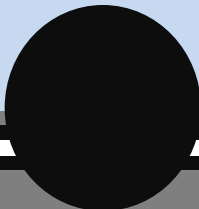
t ai igh



Terminology



- **Blending**= merging the individual phonemes together to pronounce a word.
- **Segmenting**= Hear and say the individual phonemes within words.

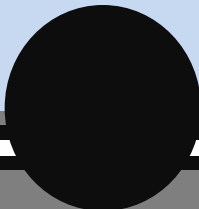




Phonics consists of:

- Blending phonemes into words for reading.
(e.g. pig)

- Segmenting words into phonemes
(e.g. p-i-g)

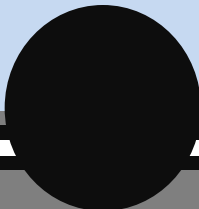




Phonics consists of:

- Identifying sounds in spoken words.
(e.g. sat s-a-t)

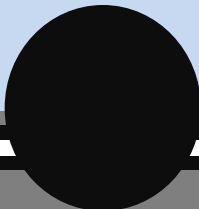
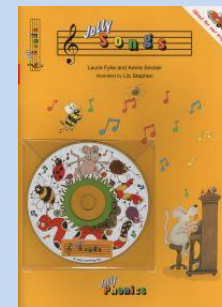
- Recognising the common spellings of each phoneme
(e.g. sh, ai, oa, igh)





Enunciation

- Teaching phonics requires a technical skill in enunciation
- Phonemes should be articulated clearly and precisely (see phonics video on website)



Phoneme Count



Q: How many phonemes does each of these words have?

- cat
- bird
- fish
- knight

A: They all have 3 phonemes (separate sounds). Each of these phonemes is represented by a grapheme.

- ✓ c - a - t
- ✓ b - ir - d
- ✓ f - i - sh
- ✓ kn - igh - t

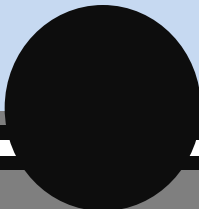


Phases in Phonics

Nursery:

▪ **Phase 1** - “Tuning into Sounds”

- ✓ Speaking and listening
- ✓ Phonological awareness
- ✓ Oral blending and segmenting



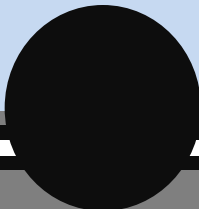


Phases in phonics

Reception:

▪ **Phase 2** - 19 phonemes are taught

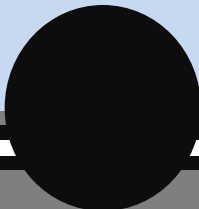
s	a	t	p
i	n	m	d
g	o	c	k
e	u	r	h
b	f	l	ck
ss	ff	ll	



Phase 2 outcomes:



- ✓ Children will know that words are constructed from phonemes and that phonemes are represented by graphemes..
- ✓ They will know around 19 letters
- ✓ They will be able to blend phonemes together to read VC words and segment VC words to spell
- ✓ Many children will be able to read and spell CVC words
- ✓ All children should be able to orally blend and segment CVC words

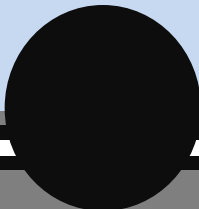


Phase 3



■ Phase 3 - 25 phonemes are taught

j	v	w	x	y
z	zz	qu	ch	sh
th	ng	ai	ee	igh
oa	oo	oi	or	ar
er	ow	ur	air	ear
ure				

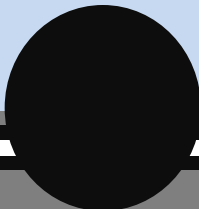




Phase 3 outcomes:

Children will:

- ✓ Be able to represent each of 43 phonemes by a grapheme
- ✓ Blend phonemes to read CVC words and segment CVC words for spelling
- ✓ Will have had experience in reading simple two-syllable words and captions
- ✓ Will know letter names
- ✓ Will be able to read some tricky words



Phase 4



- **Phase 4** - blend & segment words with adjacent consonants

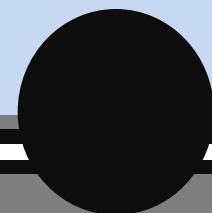
sad

sand

stand

strand

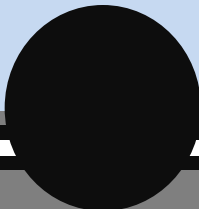
strands



Phase 4 outcomes:



- ✓ Children are able to blend and segment adjacent consonants in words
- ✓ They apply this skill when reading unfamiliar texts and in spelling
- ✓ Read and write polysyllabic words.



Common exception word : “tricky words”

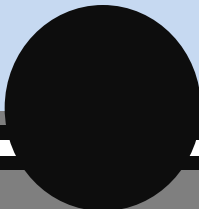


- Words that are not phonically decodable (common exception words)

e.g. *was, the, I*

- Some are ‘tricky’ to start with but will become decodable once they have learned the alternative phonemes (Phase 5).

e.g. *out, there*



Common exception word : “tricky words”

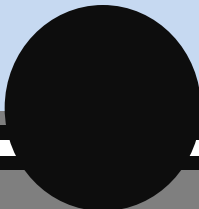


Phase 2

- the, to, I, go, no, into

Phase 3

- he, she, we, me, be, was, you
they, all, are, my



How can I help at home?

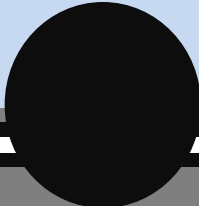
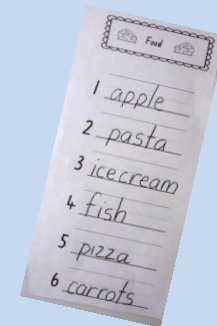


❖ Resource pack

❖ Books

❖ Opportunities

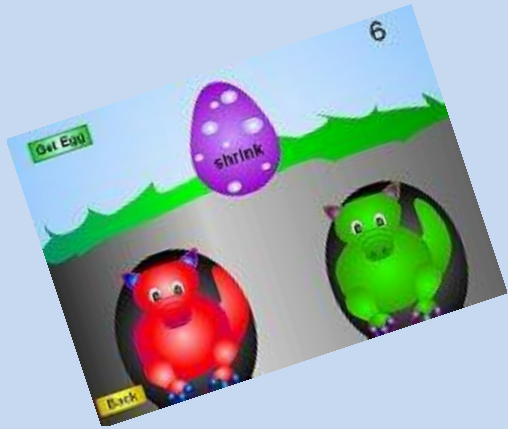
❖ Inspire & encourage



How can I help at home?



Games and activities at home



- <http://www.slideshare.net/flisst/oxford-reading-tree-characters>
- <http://www.oxfordowl.co.uk/FindBook>
 - www.phonicplay.co.uk
 - www.letters-and-sounds.com
- <http://www.bbc.co.uk/cbeebies/alphablocks/>

