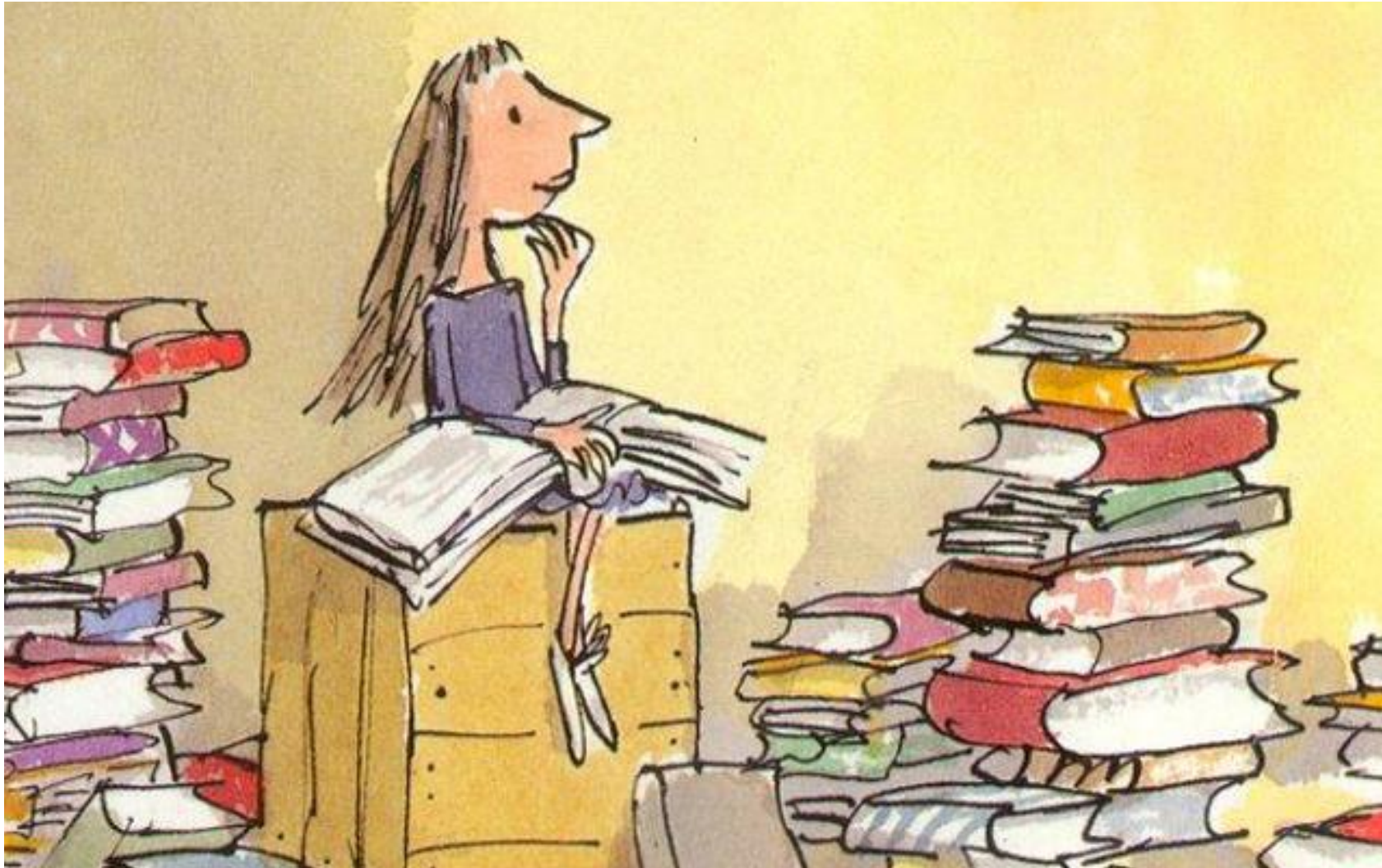


Phonics, Reading and Writing at Embleton Primary School

How does it work??



Reading

- segmenting a word into phoneme-grapheme combinations, decoding phonics, blending phonic sounds, and recognising words by sight

Phonics

- decoding the phoneme-grapheme combination in order to say the sound

s - 'ssss'

l - 'llll'

t - 't'

sh - 'sh'

igh - 'igh'

a_e - 'ay'

p-i-c-t-ure

n-igh-t-i-ng-a-l-e

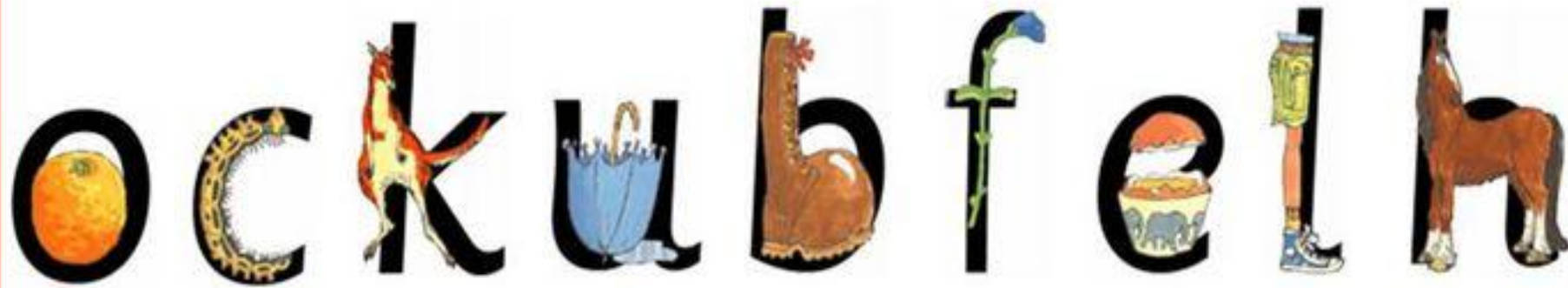
Read Write Inc (RWI)

- Synthetic Phonics System
- Used by many schools (most of Northumberland)
- We do it for 20+ minutes 3 times a week
- Each day we build up a new sound (44 different sounds altogether)
- After first couple of weeks we start adding in segmenting and blending

mad sat pin sad ...

CVC (consonant vowel consonant)

My sound



Digraphs/Trigraphs

- 2 or 3 letters together
 - ai, ee, igh, sh, ure
- 'special friends'
- Some are 'chatty friends'
 - e_e, i_e

Digraphs/Trigraphs



- pictures and ditties are used as a prompt to aide recall.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

/ay/

play
cake
main

/igh/

nice
pie
my
I

/or/

corn
poor
store
paw
pause
(sure)

ow

/ow/ - blow

/ou/ - brown

Fred Talk

- When we learn to read we use 'Fred Talk' to segment the sounds
- We then blend them together to say the word

Can you segment these words?
How many sounds are there?

- Cat C-a-t
- Play P-l-ay
- Church Ch-ur-ch
- Straight S-t-r-aigh-t
- Chocolate Ch-o-c-o-l-a-t-e

Red Words

- Red words (or tricky words) are common exception words that 'we just have to know' eg 'are', 'said', 'have'
- 'You can't Fred a Red'

High Frequency and Common Exception Words

- High frequency words are either decodable, or common exception words, that occur frequently.
 - eg 'said', 'an', 'mum'
- We will be sending out a sheet with the words they need to learn *by sight*.

Reading

- segmenting a word into phoneme-grapheme combinations, decoding phonics, blending phonic sounds, and recognising words by sight

AND

- Inferring meaning

Accurate decoding is crucial but
does not guarantee
comprehension

When the
mood took him,
Jimmy Hendrix
played the
guitar upside
down.



(

Reading is complex...

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

(facts, concepts, etc)

VOCABULARY

(breadth, precision, links, etc)

LANGUAGE STRUCTURES

(syntax, semantics, etc)

VERBAL REASONING

(inference, metaphor, etc)

LITERACY KNOWLEDGE

(print concepts, genres, etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS

(syllables, phonemes, etc)

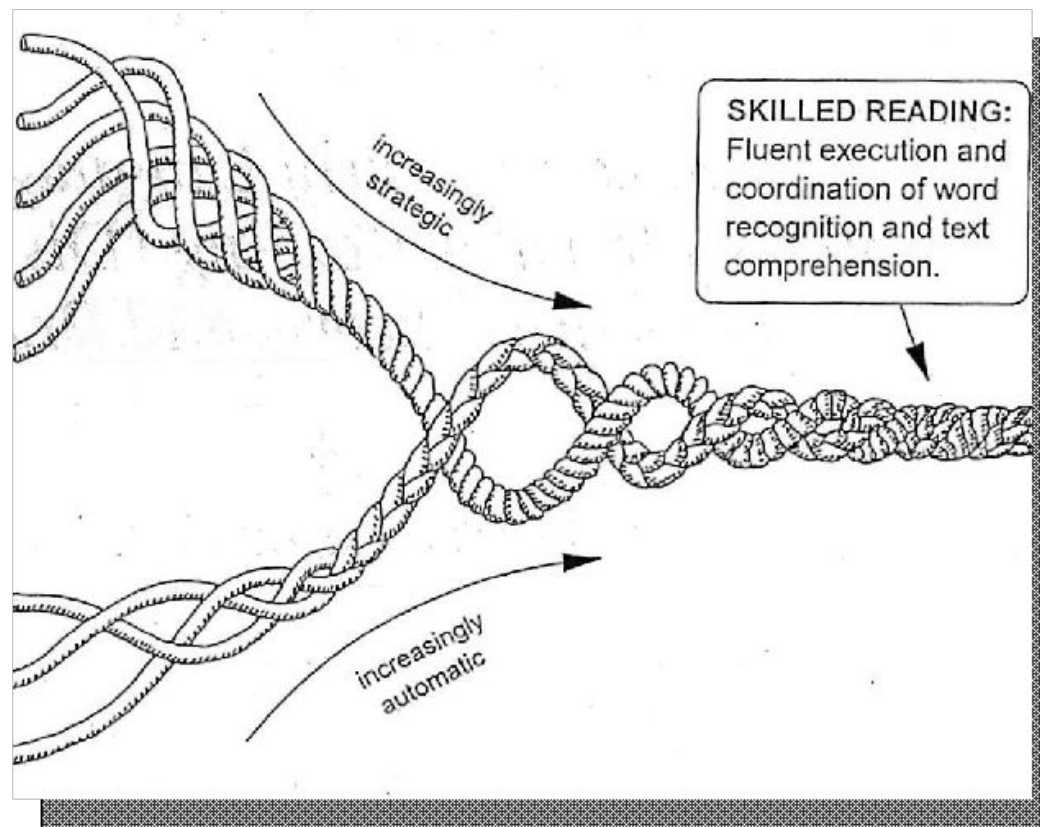
DECODING *(alphabetic principle,
spelling-sound correspondences)*

SIGHT RECOGNITION

(of familiar words)

READING BEHAVIOURS

*(application of phonics in texts,
detecting errors, repeating to
check/problem solve, self correcting,
reading in phrases)*



Adapted from Scarborough 2001

Correct answers and real understanding?

Corandic is an emurient grof with many fribs; it granks with corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped strobs.

- 1) *What is corandic?*
- 2) *What does corandic grank with?*
- 3) *How do garkers excarp the tarances?*

Reading

- First books that come home are wordless books to support inference and become familiar with the characters
- Worded books come home once a child is starting to blend and segment
- It is not a race to get through the book bands. Even if your child is decoding well, we may keep them on the same band for a while to increase vocabulary, increase opportunities to deal with irregular words, support inference, or because the stories are in a sequence. The schemes are carefully designed to expose children to a wide range of common words as well as specific vocabulary.

Reading

- First read through
 - Focus on decoding
- Second read through
 - First see how much was recalled
 - Think about flow and intonation
 - Ask some inference questions
 - How many more words are recognised rather than sounded out?
- Third read through
 - Think about flow and intonation
 - Look at structure and grammar
 - How many more words are recognised rather than sounded out?

Reading - Fact Retrieval and Summary

- What happened at the start of the story?
- What happened next?
- What happened at the end?
- What surprised you about the story?
- Who was your favourite character? Why?
- Which was your favourite part? Why?

Reading - Fact Retrieval

- Look at the paragraph which starts 'Demi and Jack glanced...'
Who did Demi and Jack expect to win the competition?
- Why did Nathan, Tia and Umar want to visit the museum?
- What reason did Jackson's dad give for wanting to tidy the garage?
- How did Jackson's mother react when she first saw the juggling clubs?

Reading - Summary

- Read from 'Umar's eyes were bright...' to '... abandoned on the shelves.' Which phrase would you use to summarise these paragraphs?
- What is the main message of the story?
- Put these summaries of paragraphs in the order they happen in the text.

Reading - Inference

- Look at the front cover. What do you think is going to happen in the story?
- What is going to happen next?
- Why do you think that happened?
- How would you feel if..?
- What does this story remind you of?
- Have you ever done..?

Reading - Inference

- Read the paragraph beginning 'Finally they emerged...' Find and copy a phrase that suggests the first tunnel the group entered was long.
- Read from 'Suddenly, a voice called out...' to 'I found you so quickly.' How did Amanda feel about the group in this part of the text? Explain your answer using evidence from the text.
- Read the paragraph beginning 'Want to see?..' How does this paragraph make Jackson's parents' juggling seem impressive?

Reading - Prediction and Comparison

- Do you think Nathan would go into the tunnel by himself again? Explain your answer, referring to the text.
- How did Jackson's view of tidying the garage change during the story?

Reading - Structure and Grammar

- Which is the title?
- Why did the author use that word?
- Where is an exclamation/question mark?
- Which is the noun/verb/adjective/adverb?
- Who is the main character?
- What word rhymes with...?
- Can you find another word that starts with...?
- What does that word mean?

Reading - Structure and Grammar

- ‘As she attempted to fish fragments of shell out of the bowl...’ Which word in this sentence tells you that the egg had broken into pieces?
- Find and copy the sentence where Demi and Jack’s attitudes towards each other changed.
- ‘The dog sniffed it cautiously, then snapped it up eagerly.’ Why do you think the writer chose the words ‘snapped’ and ‘eagerly’ here?

Book Bands

For your child to be 'on track' they should be roughly moving up one book band each term - so by the end of the summer in Reception, they should be on Band 3, and by the end of Y1 Band 6.

However, each child is different!!

Just because a child is fluently reading a particular band doesn't mean they will automatically move straight up to the next band - we are also looking at comprehension and vocabulary exposure.

Early Learning Goals

Literacy — Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate — where appropriate — key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Literacy — Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

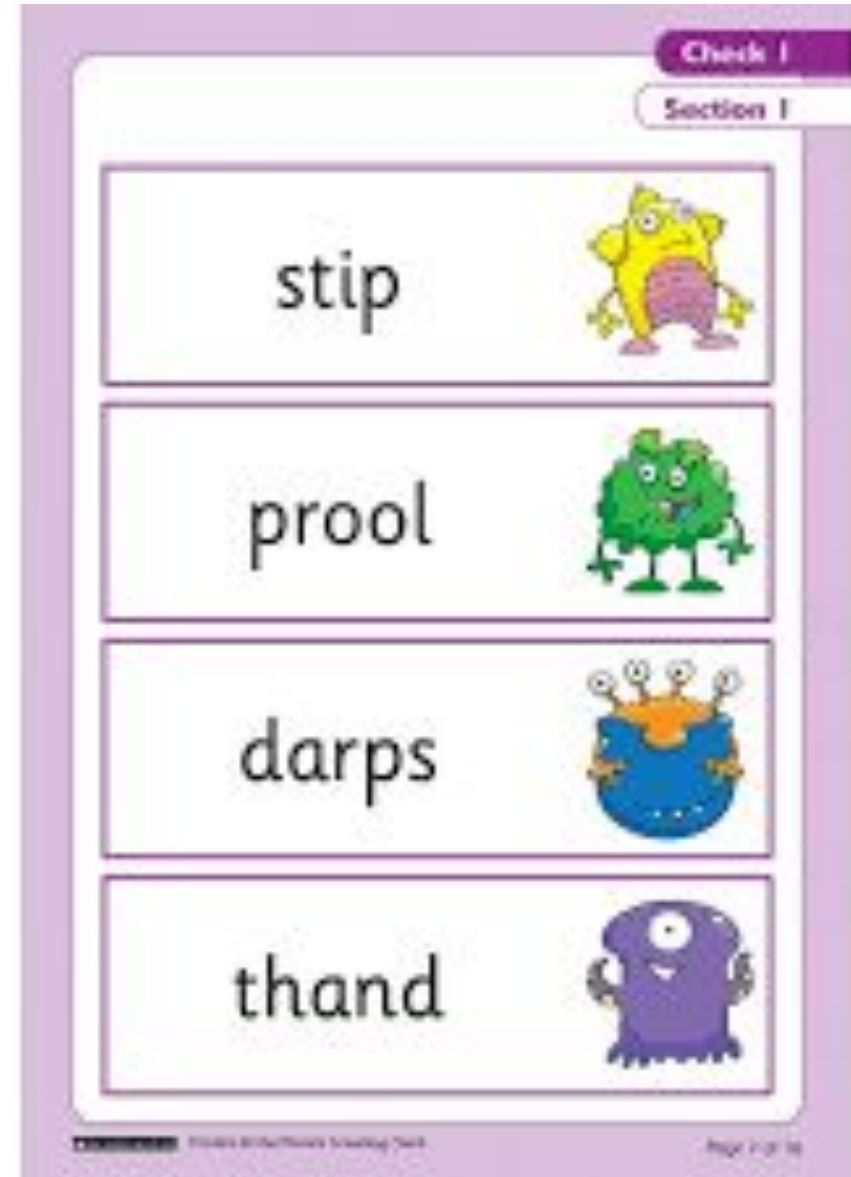
Year One Phonics Check

40 phonetically-decodable words and non-words (alien words).

‘Pass’ mark given after the test has been completed and recorded.

Takes place during a specific week in June.

Those that do not achieve the standard retake it in Year Two.



End of Year 1 Reading

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

re-read these books to build up their fluency and confidence in word reading.

End of Year 1 Reading

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- being encouraged to link what they read or hear read to their own experiences

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

- recognising and joining in with predictable phrases

- learning to appreciate rhymes and poems, and to recite some by heart

- discussing word meanings, linking new meanings to those already known

End of Year 1 Reading

Pupils should be taught to:

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher

- checking that the text makes sense to them as they read and correcting inaccurate reading

- discussing the significance of the title and events

- making inferences on the basis of what is being said and done

- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.

GO READ

As a school we have bought Go Read to have a reading record that can be shared between home and school. As it is app based it is easy to have on your phone, ipad or laptop and allows you to quickly pop on when you have listened to your child read.

You don't have to just put school books on - if your child has read something else then that can go on too. As your child gets older they can put it on themselves (but please make sure that you are still listening to your child read - all the way through primary school!)

Please try and listen to your child read every day



Writing

- segmenting a word into phonemes
 - requires clear annunciation (f, v, th)
- using knowledge of phoneme-grapheme correspondence AND knowledge of irregular words
- knowing letter formation
- having fine motor control to manipulate a pencil
- understanding of sentence structure, semantics, suspense, grammar, etc, etc.

Writing

- We work on letter formation using the RWI ditties

‘down Maisie, over the mountain, over the mountain’

‘all around the apple and down the leaf’

‘down the pirate’s plait, and back up over his head’

‘down the boot, and bounce up over the laces back to the heel’

Writing

- We encourage the children to have a go, using the phonic sounds they already know. We do not correct their spelling unless it is a word they should know (have learnt) or it is phonically incorrect.

Wuns up ona tighm vair woz a prinses hoo sor a scery wich. Shee froo a stown at v wich.

- We focus on finger spaces, capital letters and full stops once children are wanting to write sentences.

Early Learning Goal

Literacy — Writing: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Year 1 writing standard

- spell words using phonics
- spell common exception words (Year 1 and 2 word list)
- spell the days of the week
- name the letters of the alphabet in order
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Year 1 writing standard

- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using common exception words taught so far.
- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
 - discuss what they have written with the teacher or other pupils
 - read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 writing standard

- Pupils should be taught to:
 - leave spaces between words
 - join words and join clauses using 'and'
 - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learn the grammar for year 1
 - use grammatical terminology when discussing their writing.

How can you help?

Reading

Read with your child daily. Read other story books as well as the school reading book – read **to** your child as well as **with** your child

Comment on Go Read when your child has read

Practise word lists

Use pure sounds ‘mmm’ not ‘em’ or ‘muh’

If your child really is not in the mood, do not worry! (If this happens regularly please let us know).

How can you help?

Writing

Encourage your child to write – shopping lists, notes, labels etc.

Use pure sounds ‘mmm’ not ‘em’ or ‘muh’

If your child is choosing to write don’t correct spellings, or dictate the letters – let them have a go. Say to them ‘you sound it out’.

Make sure your child is annunciating their sounds carefully - especially v, f and th

Support correct letter formation.

Any Questions?