

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss





"Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be."



The Importance of Reading



Why Read?

- **The research from The Book Trust reveals that almost two-thirds of parents of primary school children worry about a lack of shared family time.**
- This is mainly down to the distractions of social media, technology and school homework, causing families to feel like they live separate lives under the same roof.
- In fact, **nine out of ten** parents want their family to have more quality time together - and finding time to read could be the answer.
- <https://www.youtube.com/watch?v=oQN-blu9-Jw>



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile



- Here's a great thing about reading aloud: It doesn't take special skills or equipment, just you, your child, and some books. Read aloud for a few minutes at a time, but do it often. Don't worry about finishing entire books — focus on pages that you and your child enjoy.
- www.salford.gov.uk/libraries
- But don't just let us tell you about this – Neill Griffiths, children's author has some fantastic tips for developing your child's love of reading.
- <https://www.youtube.com/watch?v=9TC8c2se0xs&list=PLDuD KKBaUvIMptkmjl32wGLFzfgswaSM0&index=1>



Your child – the reader.

- Through sharing books with you, your child will have developed a love of reading and sharing stories, so how does this progress into them reading for themselves?





Environmental Print

- **Environmental print** is the **print** of everyday life. It's the name given to the **print** that appears in signs, labels, and logos.
- Street signs, sweet wrappers, labels on food jars and the M in McDonalds are examples of **environmental print**.





Phonics

a b c d e f
g h i j k l m
n o p q r s t
u v w x y z



Phonics Curriculum

Letters and Sounds



- UK Phonics Programme
 - Principles and Practice of High Quality Phonics
- A systematic way of teaching phonics in the school: From Nursery – Year 2+



Letters and Sounds

Phase 1

Nursery: 3- 4 years

Your child will be learning to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds



Phase 1 is made up of 7 different areas:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration (words that begin with the same sound)
- Voice sounds
- Oral blending and segmenting

Letters and Sounds: Phase 2 and Phase 3

Reception: 4 - 5 years

In Reception, children begin to formally learn the letters to sound correspondence in the English language.

Phonics sessions are fun daily sessions involving lots of speaking, listening and games.

The letter sounds are not introduced in alphabetical order.



The sounds are delivered in the sequenced order of the Letters and Sounds.

Phase 2 (6 weeks)	Phase 3 (12 weeks)
Set 1: s, a, t, p	Set 6: j, v, w, x
Set 2: i, n, m, d	Set 7: y, z, zz, qu
Set 3: g, o, c, k	Consonant digraphs: ch, sh, th, ng
Set 4: ck, e, u, r	Vowel digraphs: ai, ee, igh, oa, oo,
Set 5: h, b, f, ff, l, ll, ss	ar, or, ur, ow, oi, ear, air, ure, er

Letters and Sounds

Phase 4 – 6



Phase 4 Year 1/2	Phase 5 Year 1/2	Phase 6 Year 2/3+												
<p>This phase consolidates all the children have learnt in the previous phases.</p>	<p>Children will be taught new graphemes and alternative pronunciations for these graphemes.</p> <p>Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au</p> <p>Split digraphs: a_e, e_e, i_e, o_e, u_e</p>	<p>The focus is on learning spelling rules for suffixes.</p> <table border="0"> <tr> <td>-s</td> <td>-es</td> <td>-ing</td> </tr> <tr> <td>-ed</td> <td>-er</td> <td>-est</td> </tr> <tr> <td>-y</td> <td>-en</td> <td>-ful</td> </tr> <tr> <td>-ly</td> <td>-ment</td> <td>-ness</td> </tr> </table>	-s	-es	-ing	-ed	-er	-est	-y	-en	-ful	-ly	-ment	-ness
-s	-es	-ing												
-ed	-er	-est												
-y	-en	-ful												
-ly	-ment	-ness												



Letters and Sounds

Phonics terminology

Terminology	Description	example
phoneme	a single unit of sound	44 phonemes in the English language
grapheme	written form of a phoneme	
digraph	a single sound/phoneme represented by two letters	ch, th, sh, ai, ee
tri-graph	a single sound/phoneme represented by three letters	lgh, air, ear, ure
Split digraph	when a vowel sounds is split by a consonant	a_e, e_e, i_e, o_e, u_e wrote – the o-e here make oe sound split by the t lake – the a-e here make ae sound split by the k Complete – the e-e here make ee split by the t
segmenting	how you spell a word	c-a-t / d-o-g / m-a-t / p-i-g /
blending	how you read a word	cat / dog / mat / pig



What does a phonic lesson look like :

Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme.
Practice	Practice reading, spelling and writing words with new letter.
Apply	Read word and captions – segment and blend. Eg: a cat in the hat the dog on the log Dad and Sam

What are the key skills for reading and writing?

1. Learning the letter sounds and names
2. Learning letter formation
3. Segmenting and blending
4. The tricky words
5. Identifying sounds in words

These skills are taught alongside one another.



s 	a 	t 	i 	p 	n 	c 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 

Segmenting and blending

Segmenting - breaking down words for spelling.
Blending – building words from phonemes to read

c	a	t
•	•	•

d	o	g
•	•	•



Segmenting and blending

i	t
•	•

o	n
•	•

a	t
•	•

a	n	d
•	•	•

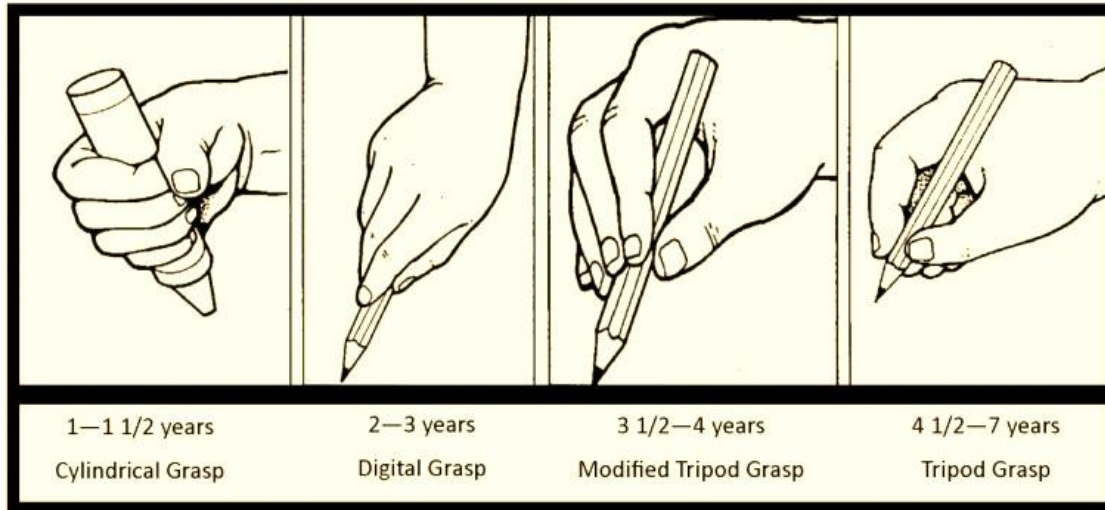
g	o	t
•	•	•

b	a	ck
•	•	-

sh	o	p
-	•	•

Learning letter formation

Pencil grip



It is very important that a child holds their pencil in the correct way.

The pencil should be held in the 'tripod' grip between the thumb and first two fingers.

The children are using triangular pencils to help train their grip.

A child needs to form each letter the correct way.

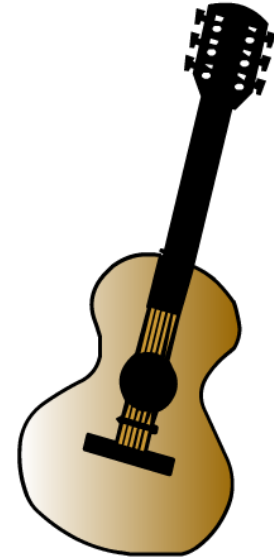
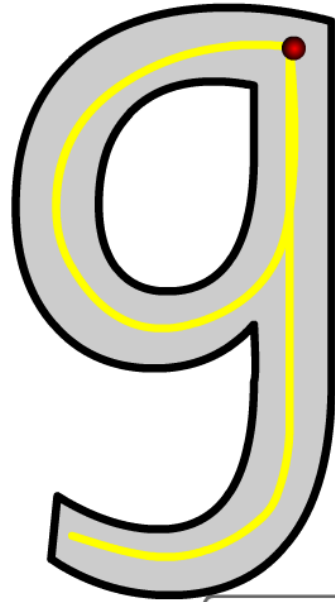
The letter *c* is introduced in the early stages as this forms the basic shape of some other letters, such as *d*, *o*, *g* and *q*.

Particular problems to look for are:

- the *o* (the pencil stroke must be anticlockwise, not clockwise),
- *d* (the pencil starts in the middle, not the top),
- there must be an initial down stroke on letters such as *m* and *n*.

Learning letter formation

a b c d e f g h i j k l m n o p q r s t u v w x y z



guitar



The tricky words



100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her



That doesn't sound right!

the

said

we

all

are



they

was

want

she

you



Tricky Words

- Be patient here! It is not uncommon for children to correctly read a word and then 30 seconds later be unable to read it.
- The average child needs to see a word 20 or more times before they instantly recognise it to read.



Getting meaning for a story.

- The ultimate goal of learning to read is to enable children to understand what they have read.
- Good readers must also have good vocabulary, since it is extremely difficult to understand something you cannot explain.



Reading aims

- Retell stories (traditional and fairy tales).
- Make links between the story and own experiences.
- Discuss events happening in the story.
- Talk about characters.
- Make predictions.
- Know why they are reading what they are reading.
- **And ultimately – to develop a love of reading.**



Share a story

- One night a week
- Reading for pleasure
- Share with us what you have been reading by recording these in your reading record book too!

Useful websites

- www.phonicsplay.co.uk
- www.teachyourmonstertoread.com
- <https://portal.fonics.co.uk/parent>
- www.oxfordowl.co.uk