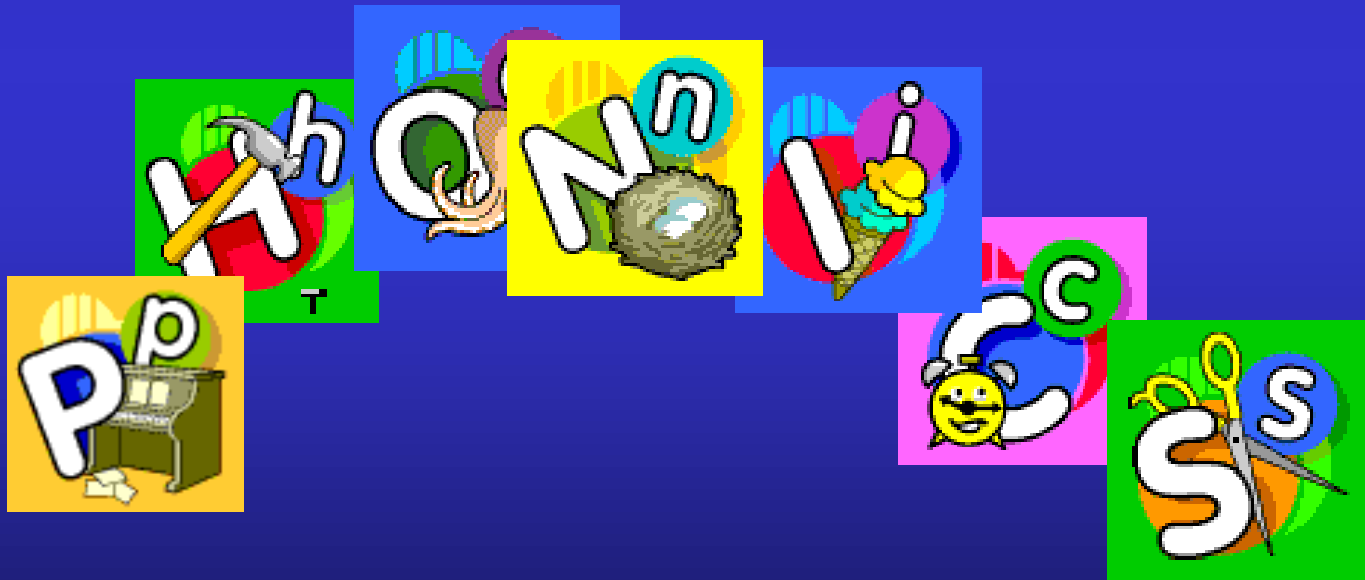
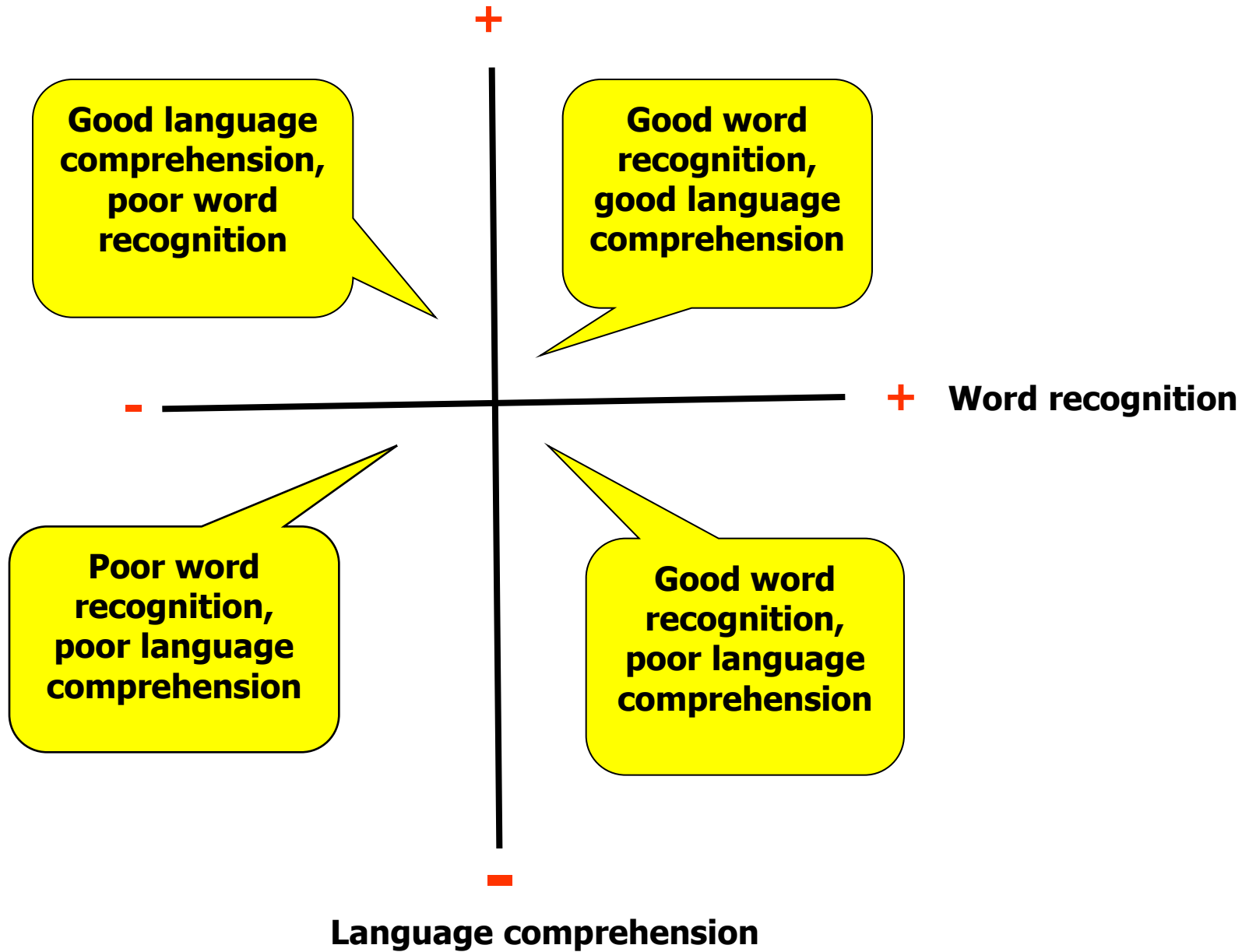


# Early reading and



# Aim:

To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home.



# Task one

**Good language  
comprehension,  
poor word  
recognition**

**He can tell me all about the  
story using the pictures, and  
tell me which character he  
likes, but if I just point to a  
word at random, he can't  
read it.**

**Good word recognition, poor  
language comprehension**

**I keep telling his teacher  
his home reading books  
are too easy – he can  
read every word. He  
doesn't like to talk about  
the story, though.**

# Watch out!

- The way you question your child when reading together is vital in helping them understand what they read. They can use their knowledge of language to trick you into thinking they understand something they don't!

- `Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

- What were the toves like?
- What were they doing?
- What did the mome raths do?



- `Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.
- Can you tell me another word that means the same as slithy?
- Can you show me how to gyre and gimble?
- Draw a picture of the wabe.
- How big is a mome rath?

- What about “Synthetic Phonics?”

# **Put simply, synthetic phonics...**

**Speaking and listening is vital, and is the first step to reading and writing.**

**Sounds and letters are taught in a particular order.**

**Fast, fun, first**

**Left to right**

# Phonic terminology: some definitions

# Some definitions

A *phoneme* is the smallest unit of sound in a word

# Some definitions

## *Grapheme*

Letter(s) representing a phoneme

t

ai

igh

# Some definitions

## *Blending*

Recognising the letter sounds in a word and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

# Some definitions

## *Oral blending*

Hearing a series of spoken sounds and

- merging them together to make a spoken word – no text is used

*For example, when a teacher calls out 'b-u-s', the children say 'bus'*

- This skill is usually taught before blending and reading printed words



# Some definitions

## *Segmenting*

Identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'

# Some definitions

## *Digraph*

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

# Some definitions

## *Trigraph*

Three letters, which make one sound

igh      dge

# Some definitions

## *Split digraph*

A digraph in which the two letters are not adjacent (e.g. make)

**CVC words -  
some points to note**

# Words sometimes wrongly identified as CVC

bow

few

saw

her

- CVC sort

# Consonant digraphs

ll ss ff zz

hill miss puff fizz

sh ch th wh

ship chat thin when

ng qu ck

sing quick



# Examples of CCVC, CVCC, CCCVC and CCVCC

black

ccvc

strong

cccvc

felt

cvcc

blank

ccvcc

# A segmenting activity

--	--	--	--

# A segmenting activity

S			
---	--	--	--

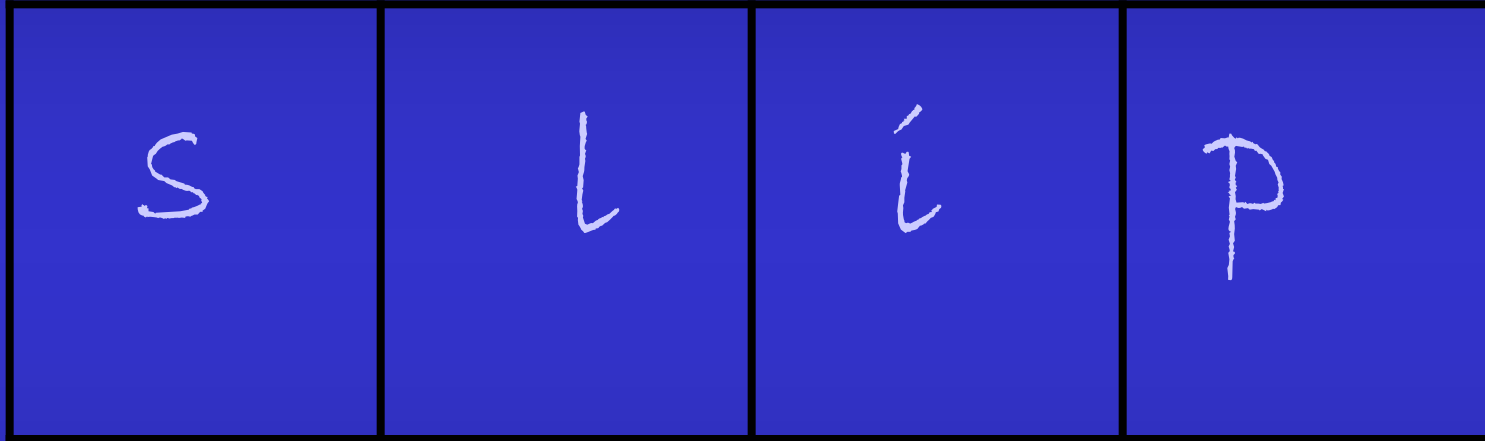
# A segmenting activity

S	L		
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# A segmenting activity

S	L	É	
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# A segmenting activity



# A segmenting activity

Segment these words into their constituent phonemes:

shelf

dress

think

stretch

sprint

flick

# Segmenting

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
stretch	s	t	r	e	t	ch
sprint	s	p	r	i	n	t
flick	f	l	i	ck		



# Letters and Sounds:

Six-phase Teaching Programme

# Phase One: Aspects

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral Blending and Segmenting



# How can you support Phase One at home?

- Nursery rhymes
- Storytelling
- Listening tapes
- Robot talk
- Be aware of your own enunciation – practise together in the mirror!
- Skipping/clapping rhymes
- Don't skip this bit!

# Enunciation

- **Stretchy sounds** - e.g. ssssss, mmmmmmm, llllllll, nnnnnn, shhhhhh, rrrrrrr, zzzzzzzz, vvvvvvv
- **Bouncy sounds** - e.g. /c/ /t/ /p/ /b/ /d/ /g/
- **Unvoiced** - /c/, /t/, /h/ and /p/
- **No schwa-ing!** c not 'cuh'

# Phase Two

To introduce grapheme-phoneme (letter-sound) correspondences.

(about 6 weeks, from about 5 years of age)

Only a few letters.

We start with s a t p i n m d, then secure blending /segmenting if needed.

Don't be tempted to learn too many letters too soon!

**Where do key words fit  
into all this?**

Practising the 'tricky bit'

go on a bus

# Phase Three

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

(about 12 weeks)



# Teaching letter names

- Letter names are introduced through alphabet songs in Phase 3
- ELGs expect letter names to be known by the end of the Foundation Stage
- Children should be able to recognise letters by name on an alphabet frieze including lower and upper case letters

# Phase 4

To teach children to read and spell words containing adjacent consonants

(about 6 weeks)

# Phase Five

To teach children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

Eg: rain, play, make,  
bead, head,

(Y1)

# Phase 6

The shift from phonics to reading to meaning, as children become more fluent. The aim is to develop “automaticity”.

(Y2)



# Phase Six

- Reading
- Spelling
  - Teaching spelling
  - Learning and practising spellings
  - Application of spelling in writing
  - Knowledge of the spelling system

# Questions and Close

