



Learning to read!

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Aims of this evening



- To explore the teaching of phonics and early reading (and writing) in primary schools.
- To consider the importance of comprehension in reading.
- To consider how we can support children in their learning.



Why is learning to read so important?



- A growing number of studies show that promoting reading can have a major impact on children and adults and their future.
- Evidence suggests that reading for pleasure leads to increased attainment.

Reading:

- encourages thinking and develops curiosity
- expands vocabulary
- improves writing skills and spelling
- provides pleasure, relaxation and entertainment
- develops general knowledge
- inspires and motivates
- enhances social skills
- improves concentration
- builds self-confidence
- gives a greater insight into human nature and decision-making
- opens doors to the world! and lots more...

Learning to read involves 2 things:

word recognition

+ language comprehension



*decoding /
reading the words on the
page*



*understanding what you
have read*



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp



word recognition

+



language comp

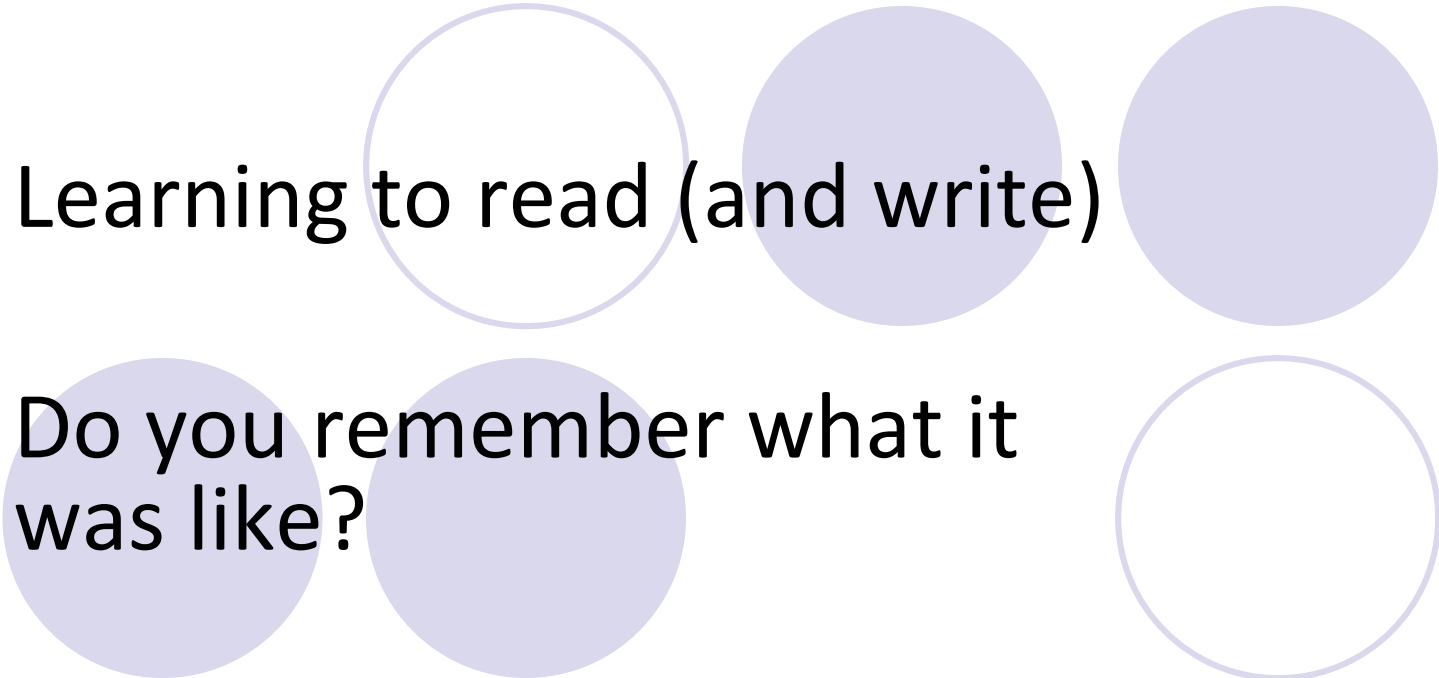


word recognition

+

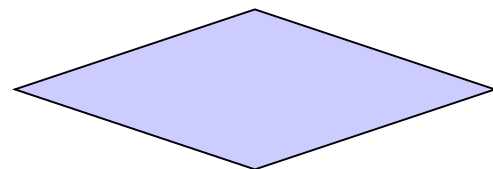
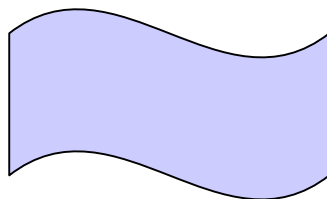
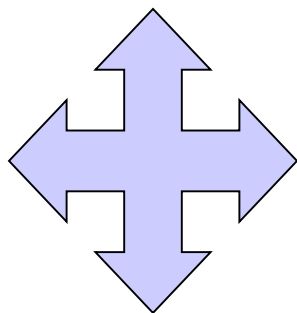
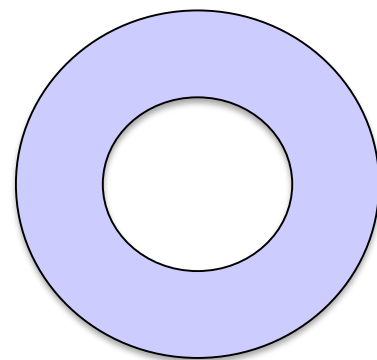
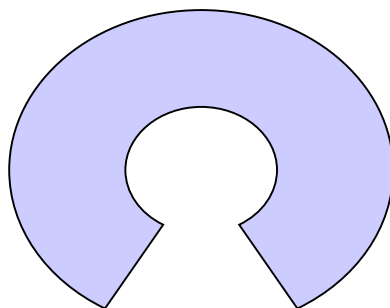
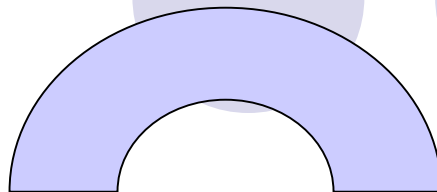
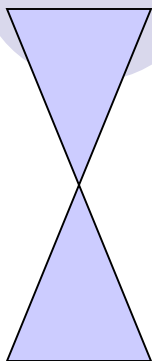
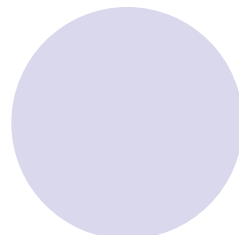
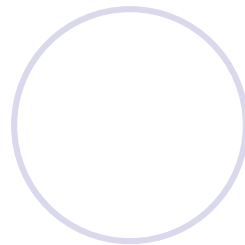
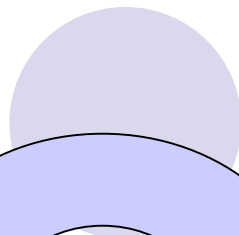
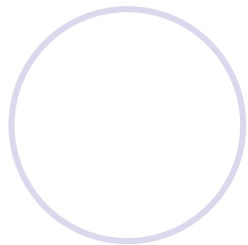
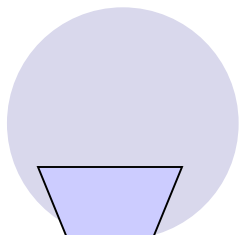


language comp

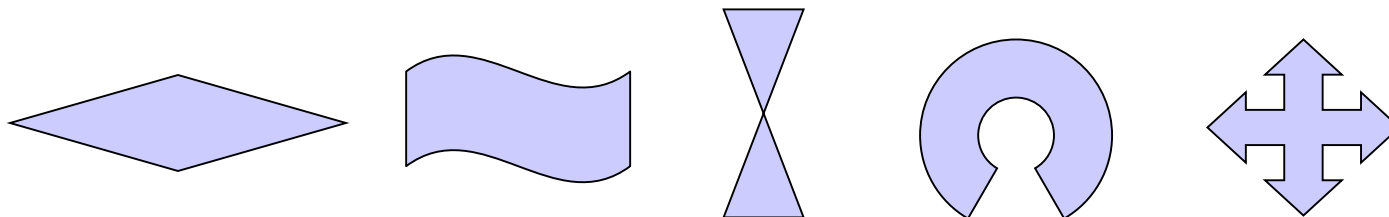
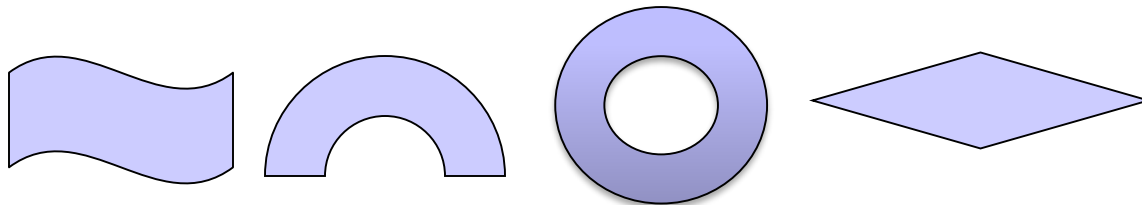
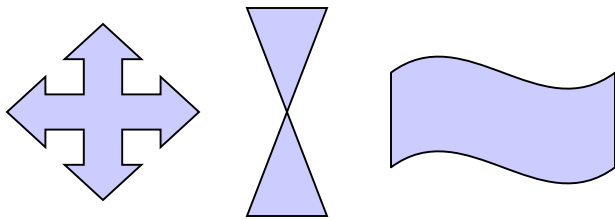
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Learning to read (and write)

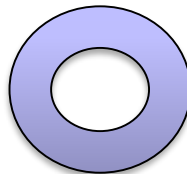
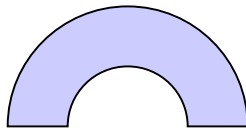
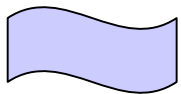
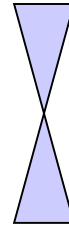
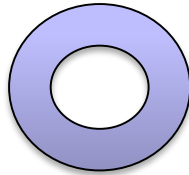
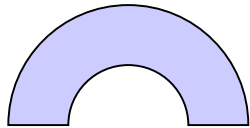
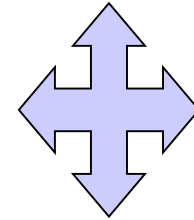
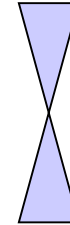
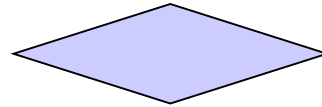
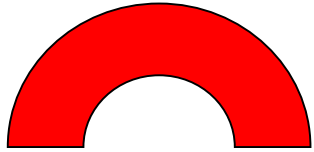
Do you remember what it
was like?



Now you can read whole words



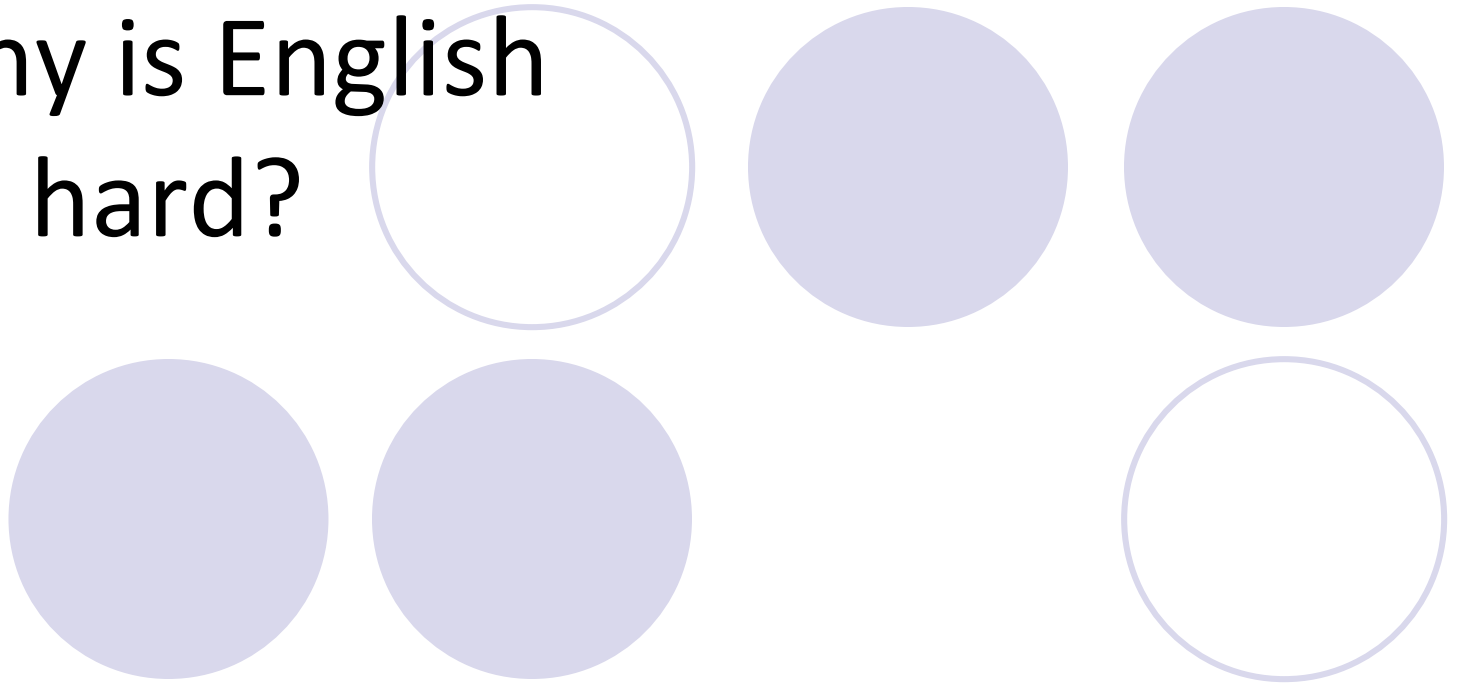
Now you can read whole sentences!



Knowing the terminology of phonics!

- phoneme - sound
- grapheme - written form
- digraph - 2 letters = 1 sound e.g. ee
- split digraph - two letters – split up (magic e!)
- trigraph - 3 letters = 1 sound e.g. igh
- segmenting - splitting up into phonemes (to spell)
- blending - running phonemes together (to read)
- cvc words - consonant/vowel/consonant e.g. c-a-t
- syllables - chunks of a word e.g. yes-ter-day
- tricky words – words that you DON'T sound out, e.g. to

Why is English
so hard?



The main problems

- There are only 26 letters in our alphabet

BUT

- We need to make 44 sounds (or ‘phonemes’)
in the English language
 - we haven’t got enough letters!

SO

- We have to use pairs or groups of letters
together to represent the other sounds.
- There are lots of rules – but most of them can
be broken!
- English is not a phonetic language.



Also...

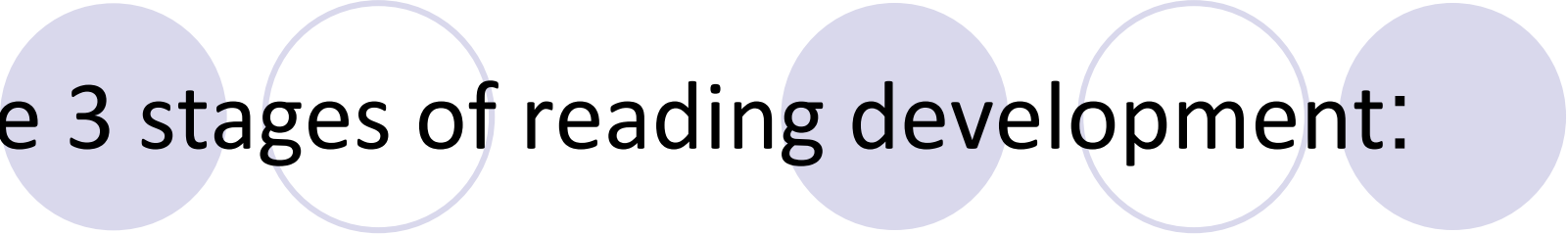
- Some phonemes can be written in many different ways
e.g. ee (tree) ea (read) e (he) e_e (here) ...
- Some letters can be used to make different sounds
e.g. c (cat, mice) g (go, giant)
- Some combinations of letters can make different sounds
e.g. ough (though, through, tough, thought)
- Sometimes knowledge of phonics isn't enough.

Reading Test!

- broasted
- phostiggle
- steelornation
- enough

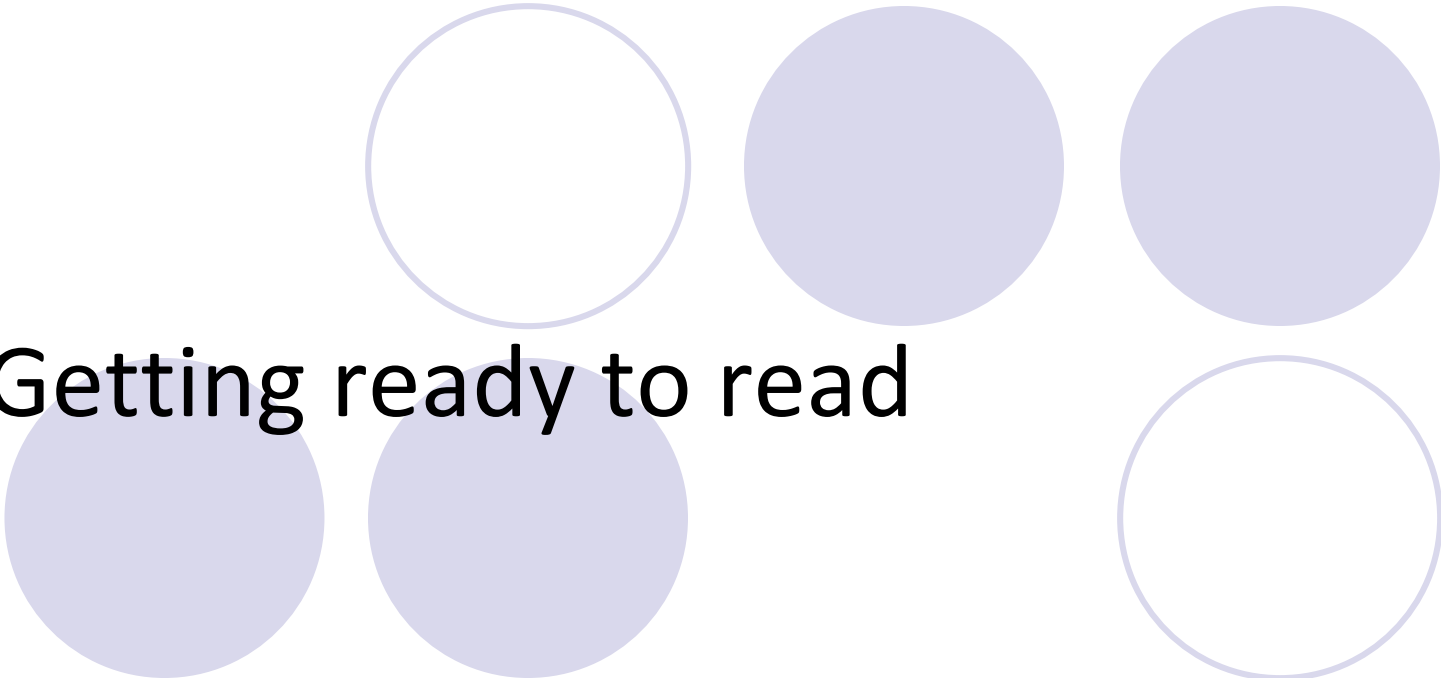


The Reading Journey



The 3 stages of reading development:

1. Getting ready to read – play, experience, talk
2. Learning to read - phonics and early reading skills
3. Developing comprehension, confidence and enjoyment

The slide features a decorative arrangement of six circles. In the top row, there is one empty circle with a light purple outline on the left, followed by two solid light purple circles. In the bottom row, there are two solid light purple circles on the left and one empty circle with a light purple outline on the right. The text '1. Getting ready to read' is centered horizontally between the two rows of circles.

1. Getting ready to read

- 
- Playing
 - Experiencing the world
 - Developing imagination
 - Engaging in discussion
 - Building vocabulary
 - Enjoying books, songs and rhymes
 - Reading the pictures
 - Role play

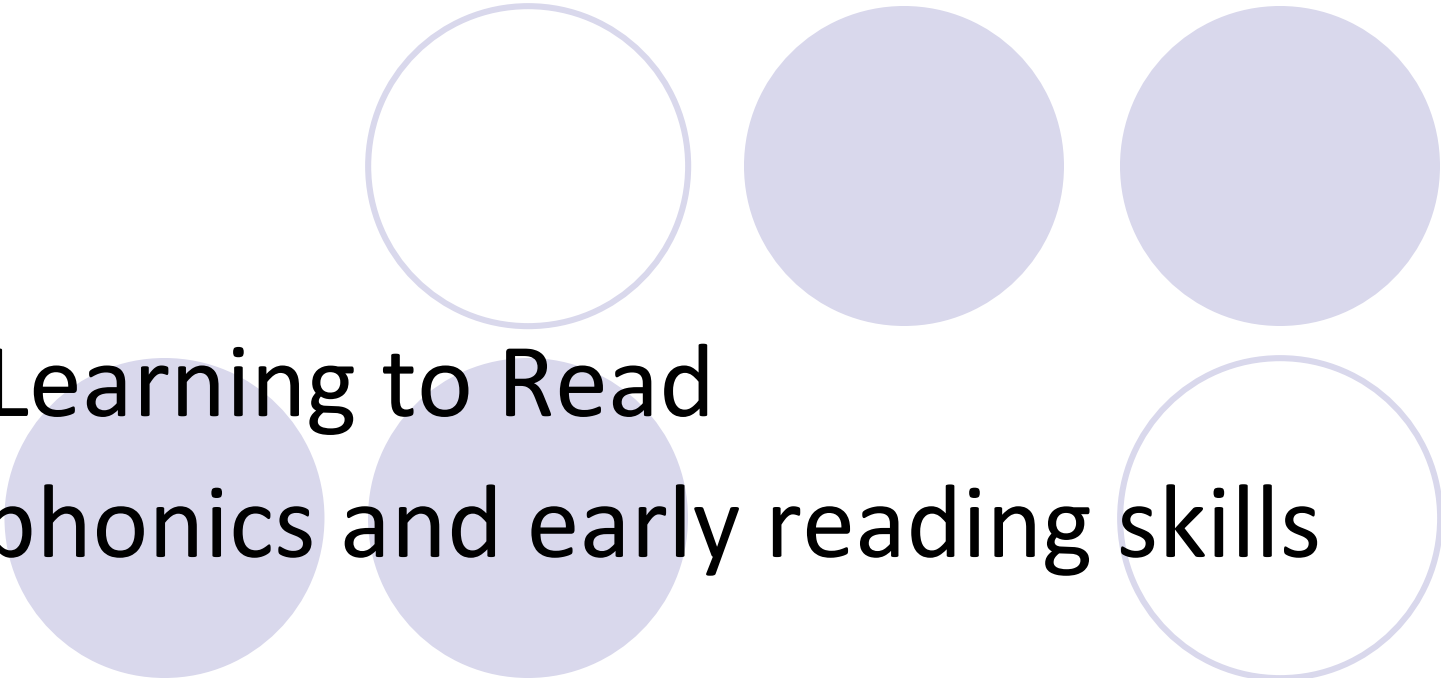


Dens



What colour is the tractor?





2. Learning to Read

- phonics and early reading skills

Learning Styles - VAK

visual



auditory



kinaesthetic



Letters and Sounds

- Structured phonic programme
- 6 phases

Phase 1

Lots of play, and practical activities to help children to:

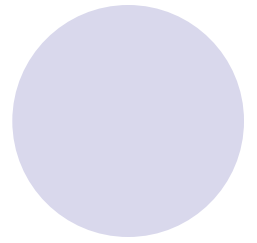
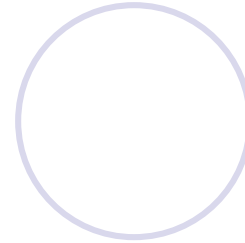
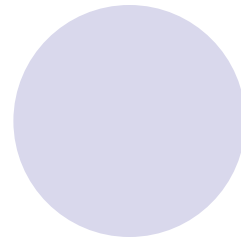
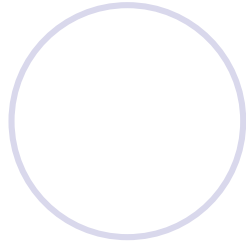
- listen attentively
- speak confidently to adults and other children
- expand their vocabulary
- hear and discriminate between phonemes
- reproduce the phonemes they hear
- orally segment words into phonemes

Phase 1

Activities that encourage children to :

- 1: listen to sounds around them – in the environment
- 2: listen to sounds around them – made by instruments
- 3: listen to sounds around them – body percussion
- 4: listen to, and join in with, rhythm and rhyme
- 5: hear alliteration – big brown bear
- 6: experiment with voice sounds – humming, whispering
- 7: oral blending and segmenting – ‘robot talk’ - c-a-t cat

Phase 2



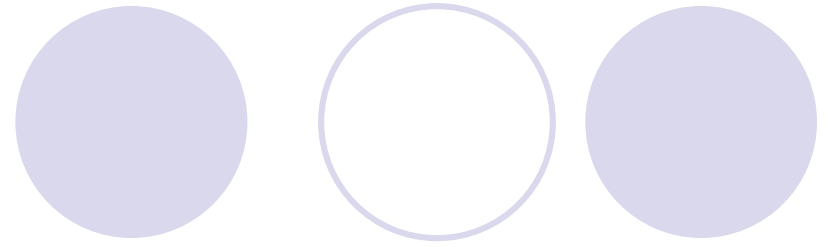
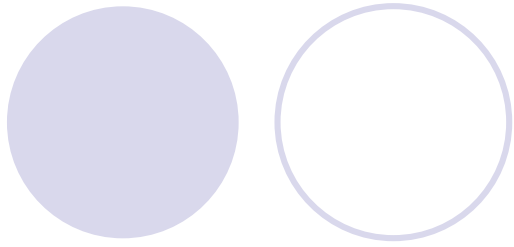
19 letters of alphabet – one sound for each

Segmenting and blending of simple words of one or two syllables

eg. s-a-t s-i-t s-u-n sunset

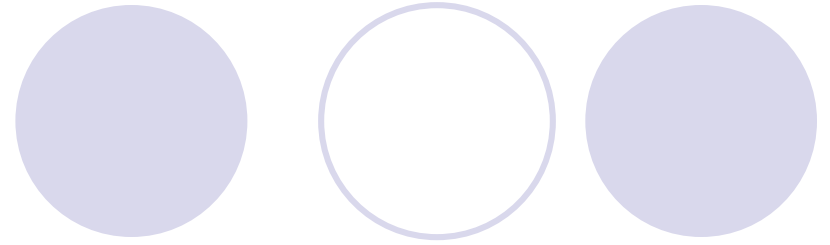
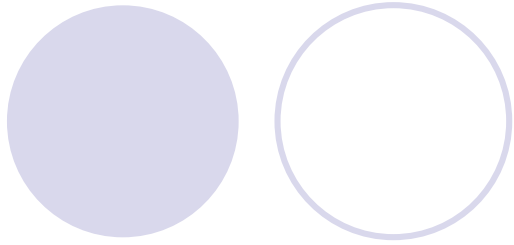
Simple 'tricky' words

e.g. the to no go I into



s a t p i n

In 20 seconds, how many words can you
make?



Pronunciation of
phonemes

Bouncy sounds



a b c d e g h i

j k o p q t u w

x

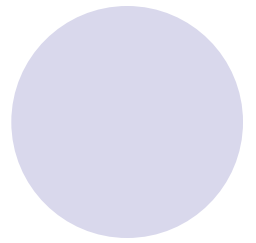
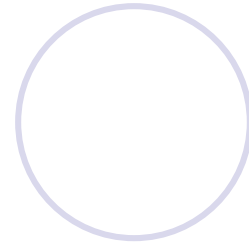
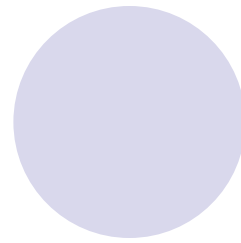


Blending

b u t

t a p

c o t



Stretchy sounds



ffffffffffff

||||||||||||

mmmmm

nnnnnn

rrrrrrrrrr

ssssssssss

vvvvvvvvvv

zzzzzzzzzz

(yyyyyy)

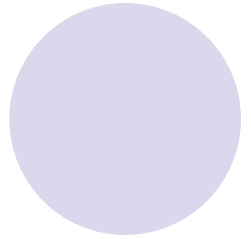
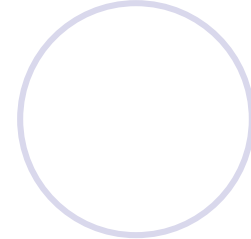
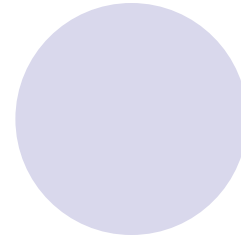


Blending

l a p

r a n

m a t



Phonics audio guide: how to say the sounds

There are 26 letters of the alphabet but they make 44 sounds. Which sounds would you like to hear spoken aloud and in example words?

Sounds
A - E

Sounds
F - N

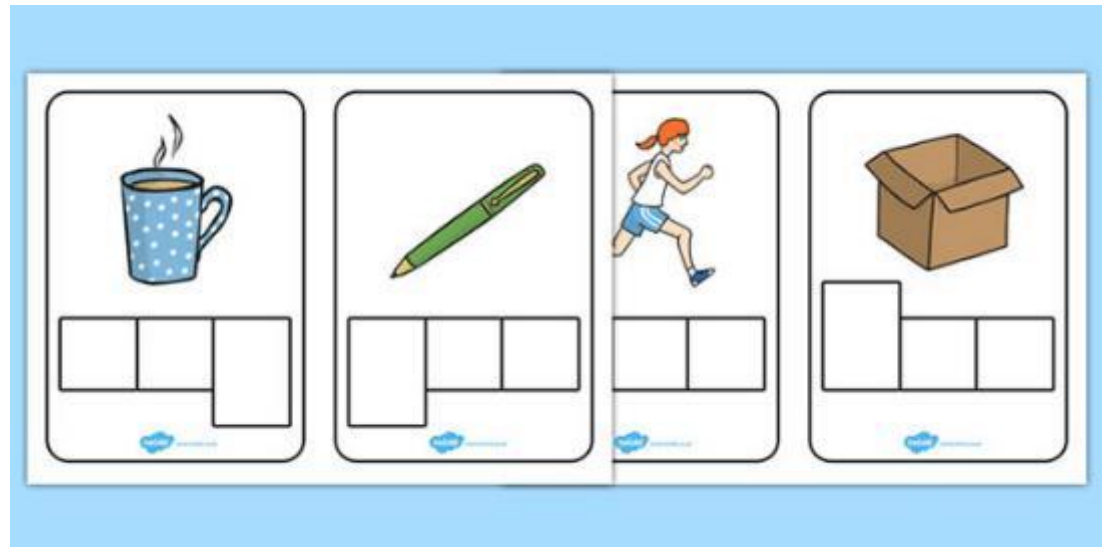
Sounds
O - S

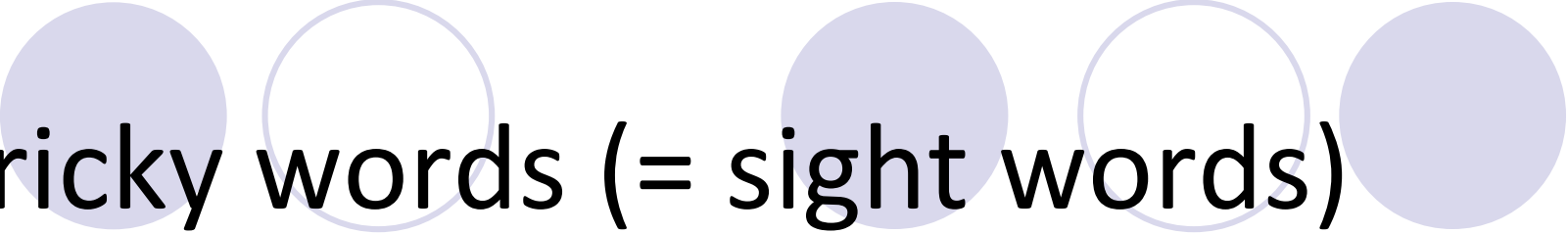
Sounds
T - Z

Making sounds
into words

How many phonemes?

- cat
- c-a-t = 3
- stop
- s-t-o-p = 4
- ship
- sh-i-p = 3





Tricky words (= sight words)

the

to

no

go

into

Phase 3

- 7 more letters
- Some digraphs (phonemes with two letters)
e.g. sh ch oo ck
- Blending and segmenting words with digraphs
e.g. chip moon
- More high frequency words
e.g. he she me be was

Phase 4

- No new phonemes
- Blend and segment words with adjacent consonants

e.g. w-e-**n-t** **s-t**-a-**n-d** sh-r-i-**n-k**

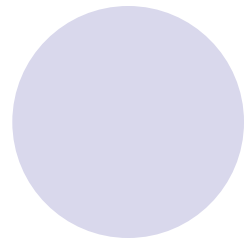
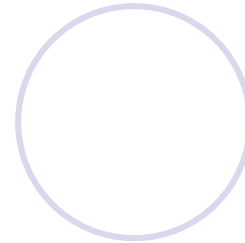
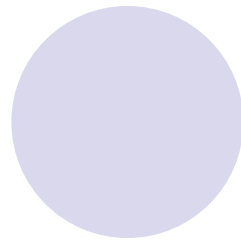
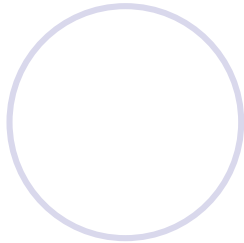
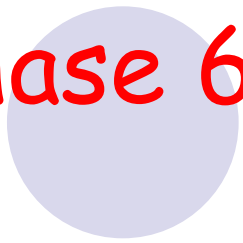
- More tricky/ high frequency words

e.g. **said** **have** **like** **some**

Phase 5

- More alternative graphemes for the phonemes taught in phases 2 and 3
e.g. long 'a' = ai, ay, a-e
- More ways of pronouncing graphemes taught in phases 2 and 3 e.g. ow cow throw
- Blend and segment all sounds taught
- More high frequency words,
e.g. their where who though

Phase 6

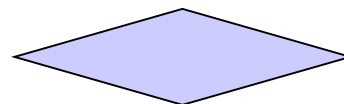
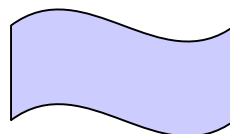
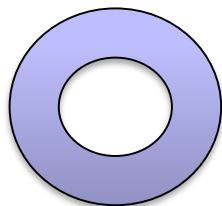
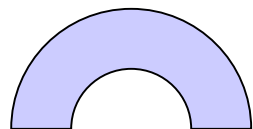
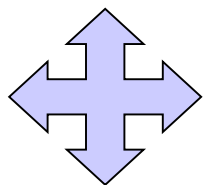
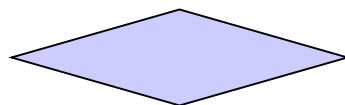
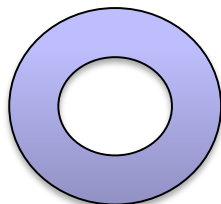
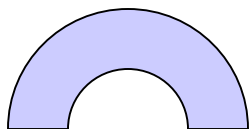
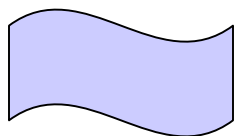
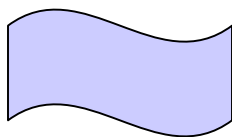
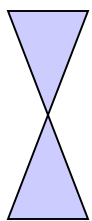
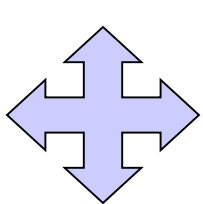


- Increasingly fluent segmenting and blending
- Phonemes that can be spelt in more than one way, e.g. see/sea bed/head/said cloud/clown

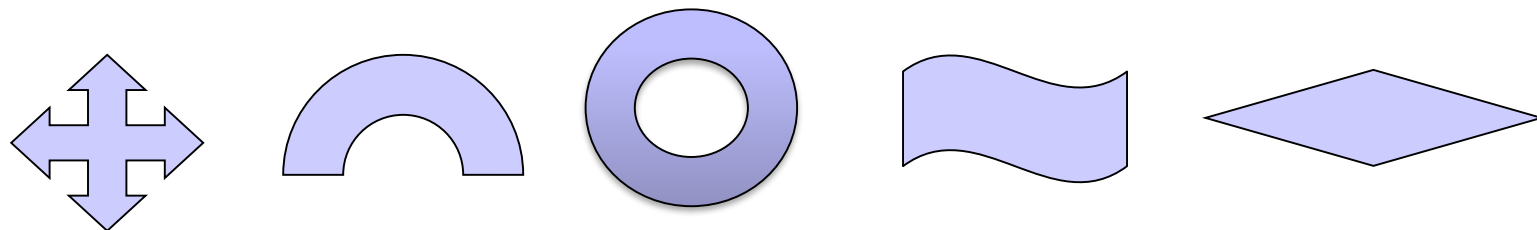
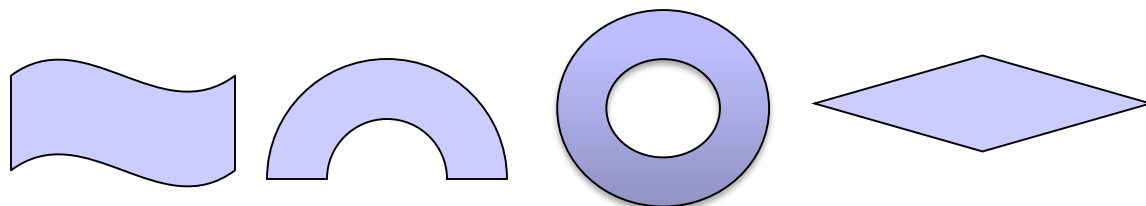
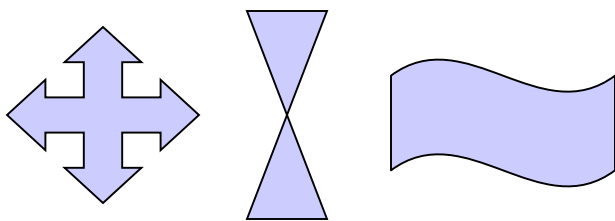
Spelling rules:

- prefixes and suffixes e.g. -ing
- doubling and dropping of letters, e.g. hop/hopping
- spelling of unusual words e.g. laugh, could

Ooooh! Here we go again!



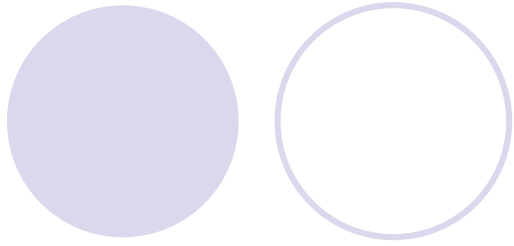
Ooooh! Here we go again!



Be patient!

The text is surrounded by six light purple circles. Three are arranged in a horizontal row at the top, and three are arranged in a horizontal row at the bottom. The text is centered between these two rows of circles.

3. Developing comprehension,
confidence and
enjoyment

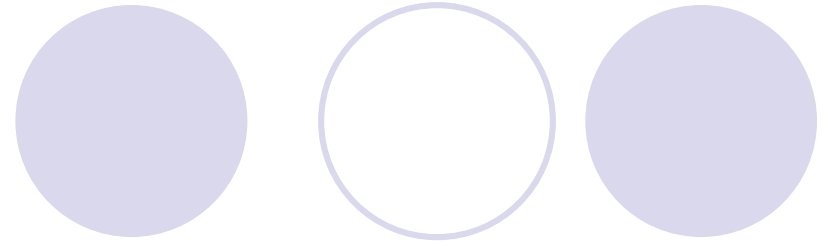
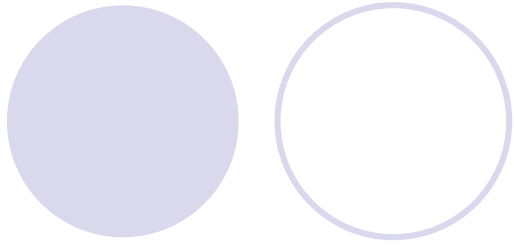


For success,
attitude is as
important as
ability!



‘How can I
help my child
to be a good
reader?’



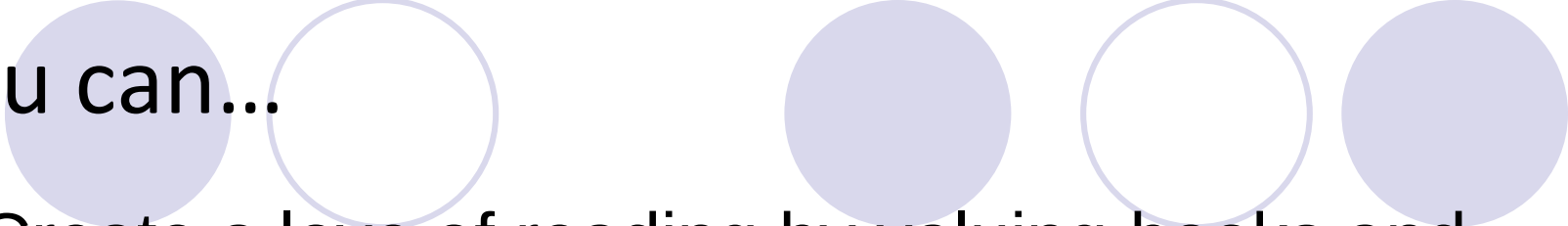


My 10 Top Tips (in no particular order)

You can...

1. Play games and activities that promote reading,
e.g.

- I spy
- word-building games
- board games
- make a collection of things beginning with 's'
- point out signs around you
- notice letters on shops, adverts
- link capital letters on signs and car registrations with the beginning of their own name
- look out for tricky words – your teacher will give you a list

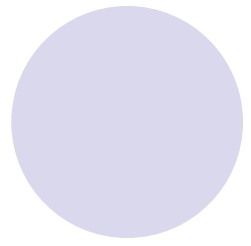
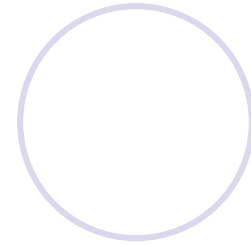
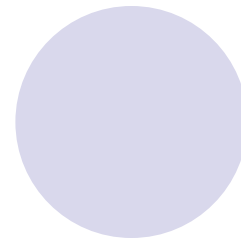
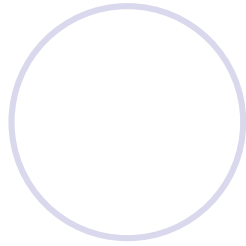
Five circles are arranged horizontally at the top of the slide. The first, third, and fifth circles are solid light purple. The second and fourth circles are white with a light purple outline.

You can...

2. Create a love of reading by valuing books and the time spent reading together – it's not for long!

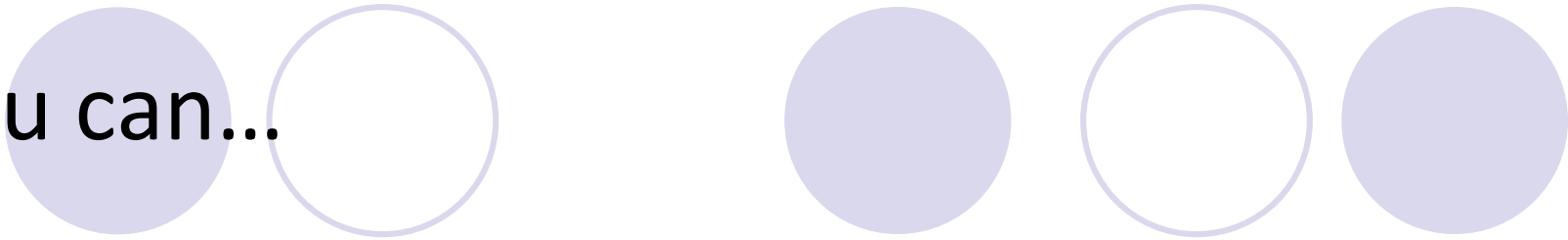
- Be enthusiastic about reading.
- Make time to share a book.
- Get cosy and comfortable.
- Read books 'just for fun'.

You can:



3. Be a good role model:

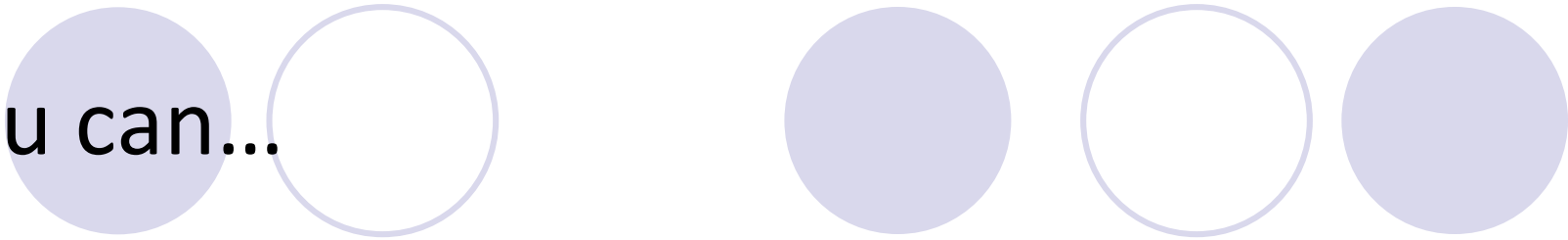
- Let your child see ***you*** reading for pleasure or information.
- When you read to your child, read with expression and pay attention to punctuation. Children will copy!



You can...

4. Talk about the texts, e.g.

- What can you see in the pictures?
- Who do you think that person might be?
- Do you like this character? Why?
- What might happen next? What makes you think that?
- What is your favourite bit of the story? Why?
- Did you like this book? Why?
- Which is your favourite page? Why?
- Test me - think of a question you can ask *me* about the text!



You can...

5. Extend your child's vocabulary by teaching new words (both in texts and in conversation) and explaining what they mean.

- Ask children to put them into a sentence.
- Use them several times at home until they are embedded.

You can...

6. Interact with the text, e.g.

- Make links with your own memories and experiences:

Do you remember when we went to the zoo and saw...?

Does that remind you of anything/ anywhere/ anyone?

- Set challenges

Let's find out about ...

I bet you can't find...

Can you find a word that means ...



You can...

7. Build confidence and a love of books.

- Read 'with' and 'to' your child as much as you can for as long as you can.
- Re-read books – it builds confidence. Invite children to join in.
- Praise, praise, praise – encourage and support – don't pressurise or compare.
- Read a variety of 'texts'

You can...

8. Surround your child with books.

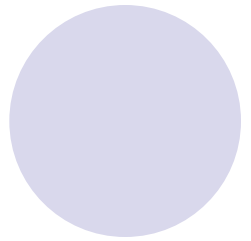
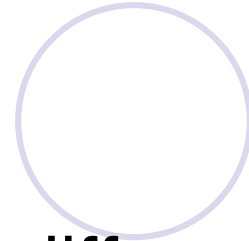
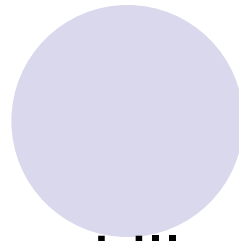
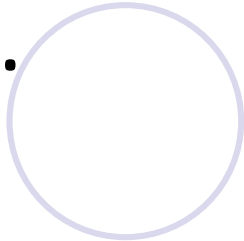
- Visit the library – free access to books!
- Charity shops and jumble sales are a good source of cheap books.
- Swap books with friends.
- Give books as presents and treats.

You can...

9. Develop Higher Order Reading Skills.

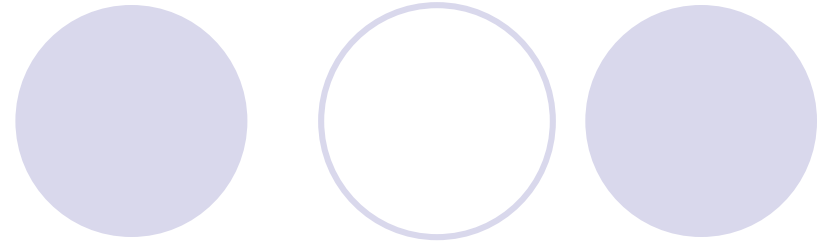
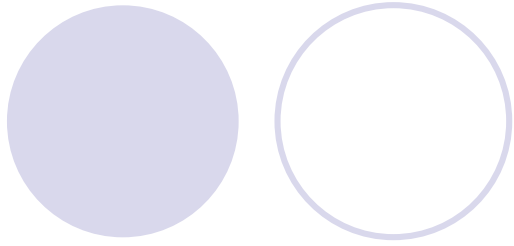
- Location What did Baby Bear say?
 - Re-organisation What sort of a person is Goldilocks?
 - Inference How do you think BB felt?
 - Evaluation Do you think this is a good story?
 - Appreciation How did that story make you feel?
-
- Predicting - What do you think will happen next?
 - Summarising – Can you tell me the story?

You can...

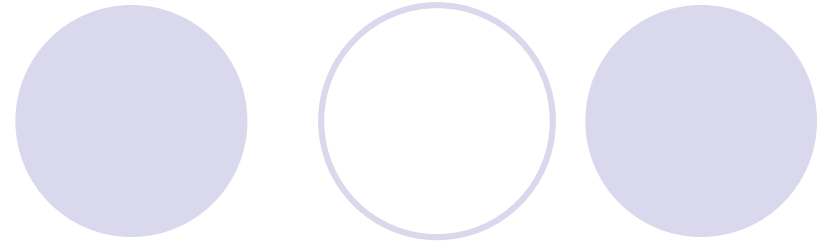
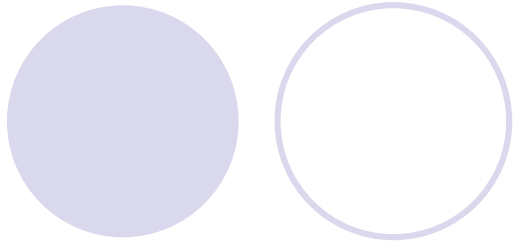


10. Develop comprehension skills in different ways.

- Watch films linked to books and talk about the characters, their actions, the settings, etc.
- Provide first-hand experiences, no matter how simple, and encourage talk, e.g. a walk in the autumn leaves or on the frosty grass. Encourage children to notice the world around them!



Developing fluency



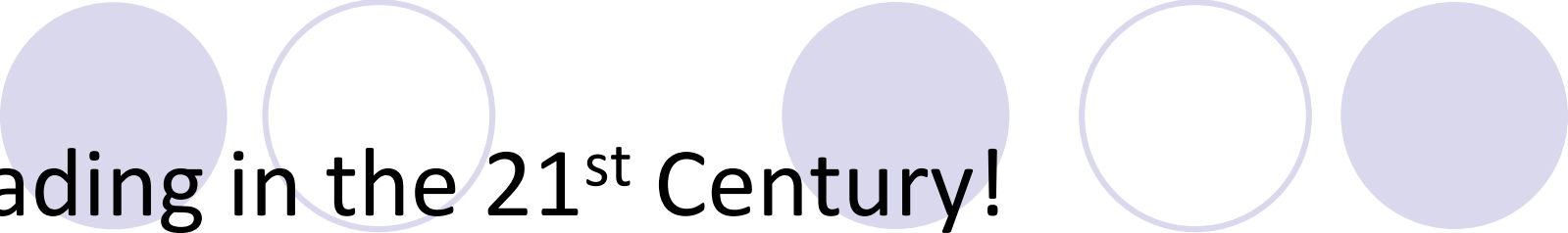
The tin man sat on a pin.

Reread the whole sentence for
fluency and meaning

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“I don’t feel like reading.”

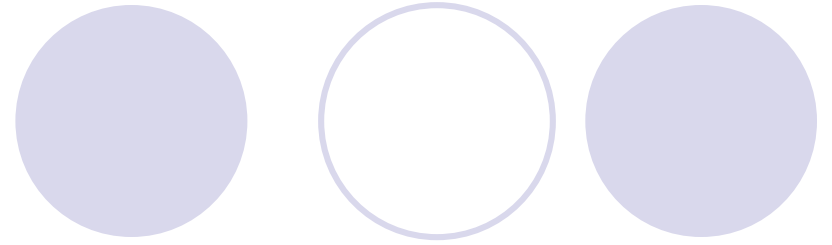
- I’ll read to you today and then we’ll have a chat about it.
- I’ll read a page then you read a page.
- Let’s read in funny voices!
- I’ll read the narrative and you read what the characters say.
- Let’s record our reading and listen to it or send it to grandma.
- Let’s read by torchlight.
- Let’s set up a school and read a story to our ‘class’.



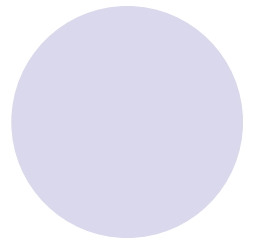
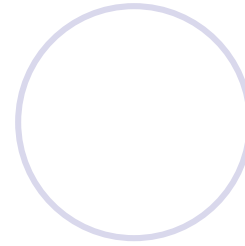
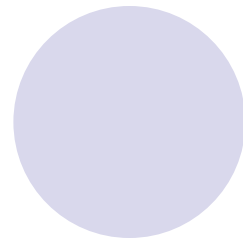
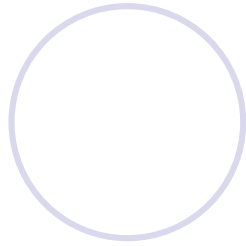
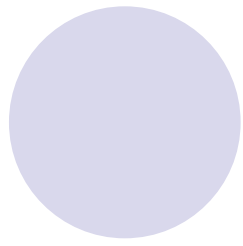
Reading in the 21st Century!

- Books are still important!
- Texts can also be electronic.
- Films, video clips, pictures, photographs and paintings can also be discussed as ‘texts’ – take time to talk about these.

And finally...



A few words of wisdom!



Reading is a journey for life
– not a race to the finishing line!

