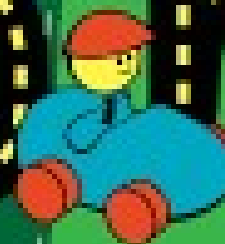


on The ROAD TO

Reading





What do we want for our children?

Reading Early Learning Goal for F2

Read and understand simple sentences.

Use their phonic knowledge to decode regular words and read them aloud accurately,

Read some common irregular words

Demonstrate understanding when talking to others about what they have read.



Short term-
Be able to look at words and read.



Read with skills
such as skimming.
Read questions for
other subjects.



Study

love books and language







We're already on the road

- Listen for different sounds outside/ inside
 - Share books – talk about the pictures, where you are getting the story from, what might happen, can you find the ... etc.
- Having favourite stories and joining in with repeated bits and known parts of the story
- Singing and saying rhymes
- Play games (rhyming, matching)
- Encourage telling a story using the pictures
- Point out signs and labels in the supermarket, on the street.

Letters and Sounds



Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Phase 2 - introduce the letters



Letters sounds are taught in groups starting with ones made by single sounds. There is a progression that we follow set out in Unlocking Letters and Sounds. The actions are not the same as Jolly Phonics. (see Evidence Me/website)

It is very important that the sounds are clean without an 'uh' on the end. Suh/ nuh etc.

We need to be able to recognise the letters quickly to be able to blend sounds

At home support by running through the sounds daily. Hide sounds around the house to find, play matching games. You could ask them to find something that begins with the sound etc.

Blending and segmenting

Children need to hear the **blend** of the letters to be able to read words

We can blend orally with no letters in front of us to 'tune our ears'

Children need to be able to split words into the component sounds (**segment**) to write. We call this chopping

At home: Play the box game as in the video on Evidence Me


When they are hearing the blend there is another game called mix it/ make it that will help with reading and writing



We have a daily phonic lesson following the
progression from Unlocking Letters and Sounds
Each lesson follows the same format daily
We sing an alphabet song
We recap letters previously introduced
We practise oral blending
We blend using my turn/ your turn
Learn common exception words like 'the
We write the letter

We will be..

Writing words
Writing phrases



Home learning will reflect what your child has been learning and what would support them next.

It might not be the same as their friend.

Do not stress!!




Books are linked to the scheme to support the research done by the experts

Children need to master blending and phonic readers are matched to their phonic learning

The phonic reading book will be changed once per week

The aim is to read these with fluency. A fluent reader reads as quickly as they speak.



Sentences need to be blended but then it will be important to go back and read back the sentence so that your child becomes fluent. Otherwise they might as well read a list of words.

Re-reading books also helps build fluency. The expectation is to read the book 5 times through the week.

Digraphs and trigraphs

Sounds that are made by two letters sitting together

sh
ch
th
oo
ee

.. And ones made by three

igh
air

..so words like ch-o-p have three sound buttons
l-igh-t

Decoding journey

Learning sounds

Blending sounds

Learning sight words

Reading simple sentences

Understanding simple sentences



Regular practise at home is invaluable.

Reader journey

Favourite rhymes

Favourite books

Books with rich language

Visiting the library

Modelling reading and a love of language

Discussing words

Expecting speaking in sentences

Asking what they think about characters,
what might happen next

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



How to support with reading a book at home

Try to have a regular time that suits your child when they aren't hungry, thirsty or tired.

Make it a time to look forward to.

Let your child hold the book as they need to be able to hold it so that they can see the words and their eyes can track across the page.

Look at the front cover. Talk about what the book might be about.

Look for the title of the book.

Find the start. Let your child say the sounds and blend the words. When they have blended individual words through the sentence, ask them to read the whole sentence back. This will help them to become fluent readers.

If they get stuck support them by modelling the blend. Next time they read the book they can learn from that.

What about writing?



Developing young writers has several interwoven parts
Phonic skills and knowledge of letters which links to reading, of course

Speaking and listening – the linguistic skills
If you aren't speaking in sentences then how will you write them?

Focus and attention

Physical skills – the secretarial aspect
Having core strength to sit and hold your frame
Arms that have full movement to allow your hands to work efficiently and comfortably
Cross body patterning is needed to be able to form letters and move across the page
Making letter shapes

PHSE

Self-belief and willingness to 'have a go'
Stick-ability (resilience)

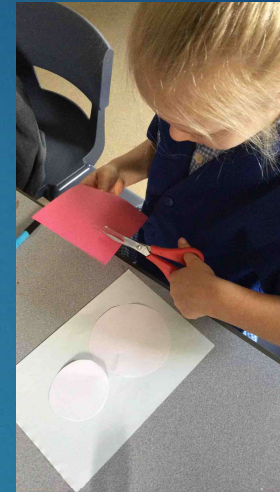
Physical skills

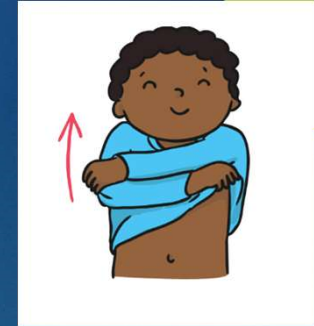
Dr Rebecca Duncombe, "A child's physical development level impacts their ability to complete simple tasks such as sitting still, holding a pencil, putting on their shoes, and especially reading – all skills essential for school,"

Towards the secretarial aspect of writing



These sorts of activities all have a place in developing a writer





At home:

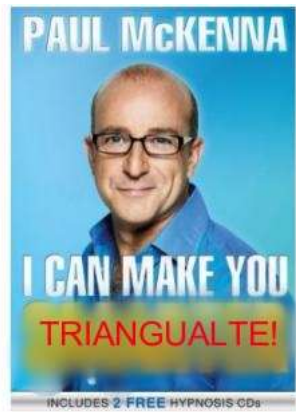
Have different mark-making tools available

Play dough, cooking, painting, chalking, cutting are all good

Drawing and painting

Colouring is good for our fingers but in drawing there is so much more:

- Spatial awareness
- Use of lines and shapes to represent other things
- Sizing
- How can we expect children to write a whole load of letter shapes neatly before this important developmental stage?
- There are lots of how to videos on youtube



Impact of Personal and social



Encouraging and 'I can' attitude and self belief...
.....along with stick-ability, challenge, problem solving,
creativity.



Value this stage

Ask what it says
They need to see themselves as
writers.

**Do not ask them to copy
your writing or model
writing in capital letters**

A typical journey into placing sounds

With writing we talk about chopping words (or segmenting) rather than blending

sun becomes s-u-n

Very often children start by using the first (initial) sound and then lots of other letter shapes they might know

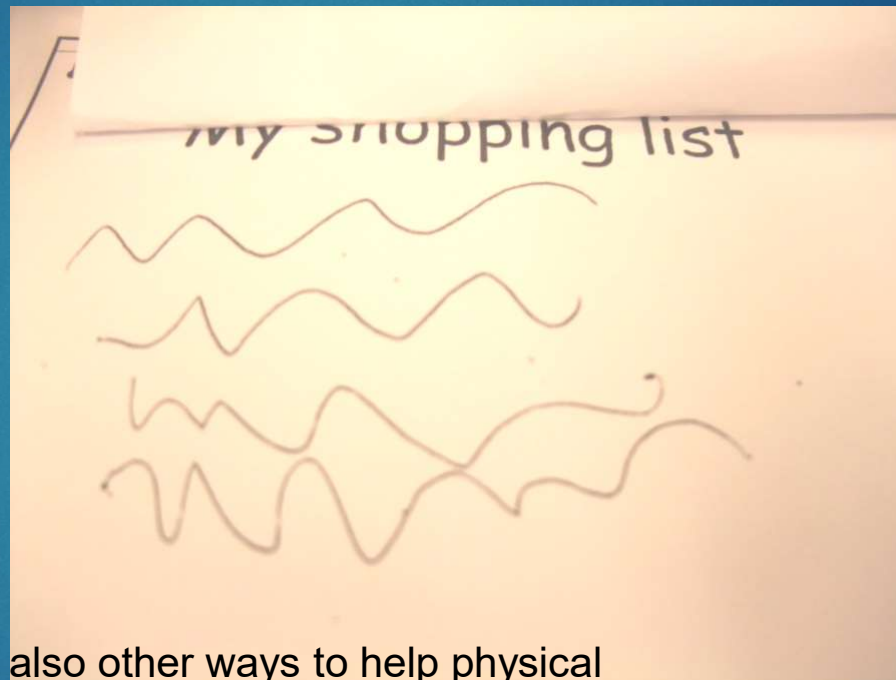
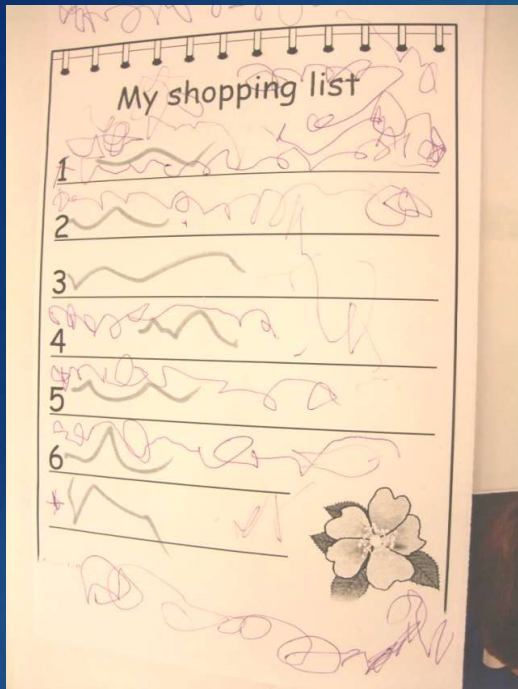
Sandwich might be something like swinsalydmil

They then might hear some sounds through words and use them along with others that are random

In phonic sessions we will teach the segmenting of short (cvc) words

We will encourage writing everywhere!!

Mark-making with the intention of writing



At home:

- Give access to paper/ pens but also other ways to help physical development
- Value their writing
- Don't try to move on too quickly

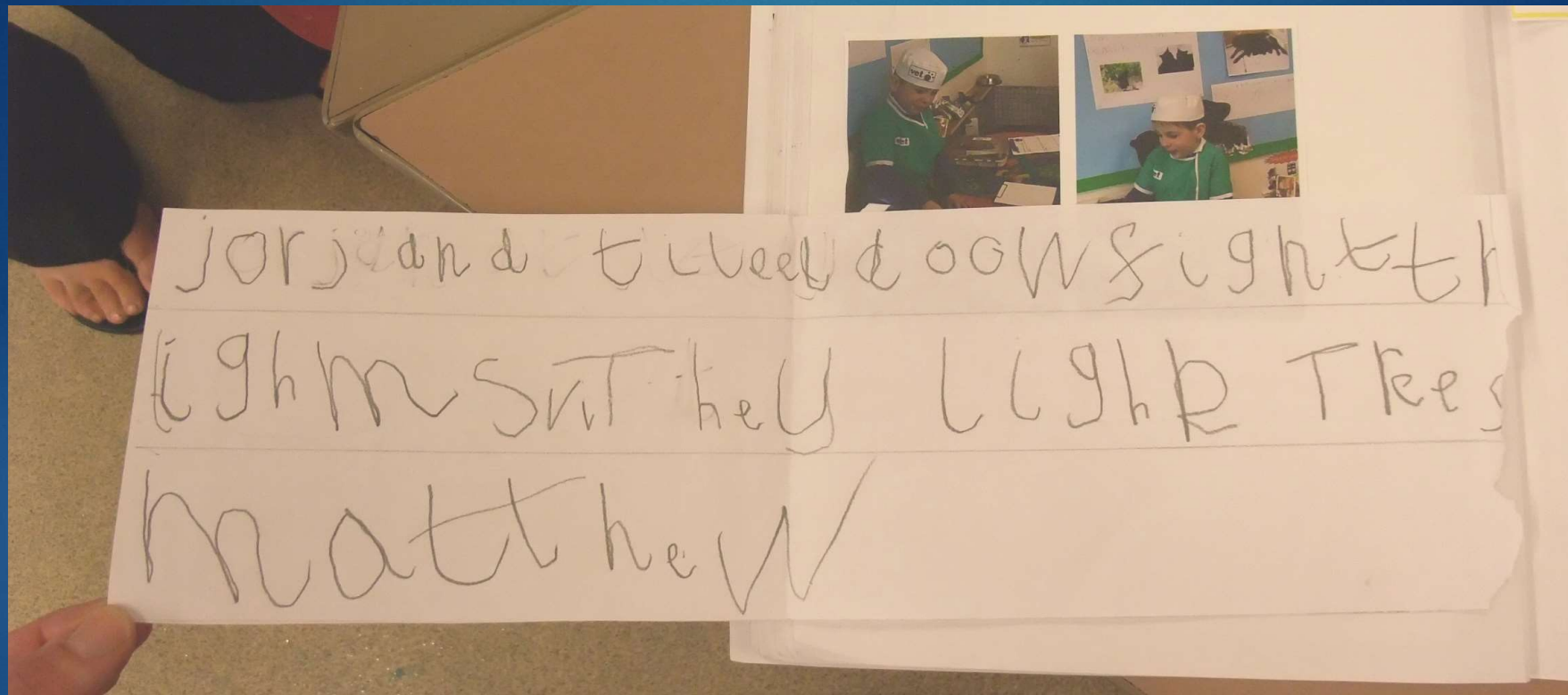
Phases in this from no recognisable letters to use of known letters such as letters in name etc.

Pis
SOP
leannic

Pis

Pis

SOP
lem nlc



Phrases, sentences, finger spaces etc. etc. etc.

moon buggy ✓

blue tooth

stirring
- Wind o' wea

- egg sweeper

- the moon

mat + new B

Box

moon



Supporting writing using sounds at home

Don't push them to this stage too quickly. If they are at a mark-making stage when they can't hear the blend yet then value their development.

When they are ready

Writing words

Get them to say the word

Segment (or chop) the word

Write the sounds they can hear

Use letter sounds rather than letter names

When they get to writing sentences

Get them to say the sentence then segment one word at a time

Their name is different

It is almost more of a handwriting exercise

The progression



To begin with we will be encouraging 'having a go' at writing and building confidence.

As they learn sounds we will work on placing sounds.

There will be a time when we look at spelling of words that just won't work phonetically


As they start to write phrases and sentences we will teach them to 'finger space'

Capital letters and full stops will become part of what we expect as we become more proficient with sentence writing. By this stage we will be really confident writers.

Our reading will start to inform our writing so we might use exclamation marks and question marks.



Becoming a reader and writer is a process not a race. Sit back and enjoy the journey!
It is amazing!!



<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

<https://www.bbc.co.uk/bitesize/articles/zbxbby9q>

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