



An introduction to early reading

26th November 2019

Introduction

- Starting in Early Years, children are taught phonics; the journey of learning to read, write and spell. These vital skills, are the beginning of a lifelong literacy journey. Phonics, which can also be referred to as Jolly Phonics and Letters and Sounds, are the process of children learning to read.
- The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including home. Exposing children to conversation and books is essential.

Spoken language

- Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing.
- Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

The systematic phonics programme is divided into six phases. During the programme new skills are taught, continually building on previous learning.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Phase 1

- Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension)

Aspect 1: Environmental sounds

- 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: 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: 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.



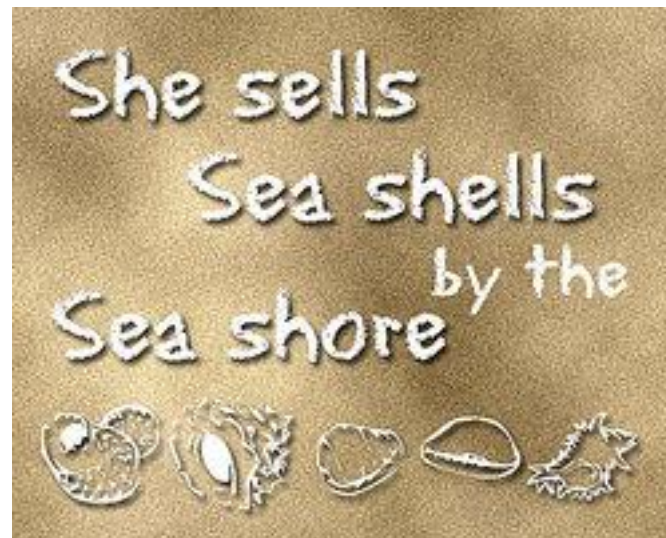
Aspect 4: Rhythm and rhyme

- 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.

Rhythm
& Rhyme

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

- In this aspect, the main aim is to develop oral blending and segmenting skills.
- 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.



s <u>a</u> t	c <u>u</u> p
m <u>a</u> n	p <u>o</u> t

Phase 1

Ways You Can Support Your Child at Home

Share a range of rhymes.

Practise oral blending in and around the home. You can do this by talking in the following way:

c-a-t, cat

Can you put on your s-o-ck?

Initially, the children will just listen and then with time, they will be able to join in, hearing the words the sounds create.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. They are taught in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children are encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

During Phase 3 twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, e

Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 5

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

ai	oi	ee	ow	er	air	igh	or	ar
rain	coins	teeth	clown	corner	fair	flight	torn	alarm
say	boys	meal	pound	burn	bear	lies	walk	father
lame		monkey		firm	care	slide	four	calf
they		these		flour	where	fly	caught	
eight		chief		earned		hi	floor	
		happy					core	
							lawn	
oa	oo	ch	sh	s	n	m	j	
boat	book	church	shout	sorry	noodle	man	jelly	
grow	flew	picture	chef	scissors	knee	lamb	fudge	
goes	tune	hutch	caption	cease	gnome		gadget	
bone	value		mission					
go	you		facial					
			sure					

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My Spelling Patterns Mat

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

Year 1 Common Exception Words

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Ofsted

Reading books should closely match the phonics knowledge that pupils are being taught and you should offer them plenty of opportunities to practise reading and re-reading the grapheme-phoneme correspondences that they have learned – both at school and at home. They should be hearing a wide range of texts read aloud in the classroom, including stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and love of reading.

Reading books

- Fully decodable
- Links with children's phonic ability
- Fiction
- Non fiction



Reading for Understanding

What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



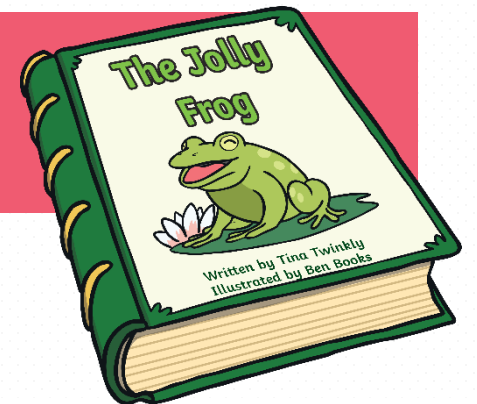
Discuss the setting of the story. Have you read another book with the same setting?



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Use a dictionary together to get your child used to exploring words for themselves.



Reading for Understanding

Make predictions. What do you think will happen next? What makes you think that? If their prediction is off the mark, model your own and give your reasons.



Discuss alternative words, e.g. 'Which word could the author have used that's a bit more exciting than **big**?' Use a thesaurus together.



Have you learnt anything while reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.



Helping Your Child at Home

Read with
and to your
child **every**
day.

Look for and
encourage
opportunities to
read, such as by
reading signs,
menus or
shopping lists.

Talk lots about the books
you share.
Asking questions will
help to develop your
child's understanding.

Play games with
sounds and words.



Reading Every Day

Reading to your child every day is just as important as hearing your child read to you.

Reading to your child will help your child to develop their understanding of what they hear. It can also inspire them to want to read for themselves.

Try to read to your child at a higher level than they can read by themselves.

Remember to talk about new words you come across together.



Reading Every Day

Talking about books is important for all children.

While reading each night, try to ask these questions:

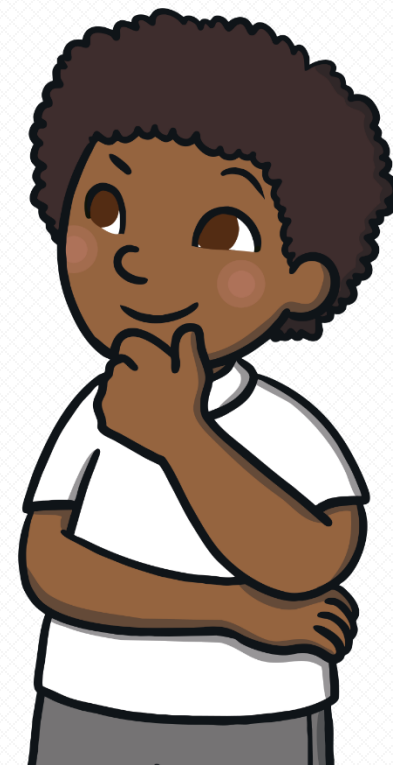
Look at the front cover. Can you guess what this book will be about?

Did you like the book?
Why/why not?

What was the book about?
Was your prediction correct?

Does this book remind you of any other book we've read?

What do you think that the word
_____ means?



Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

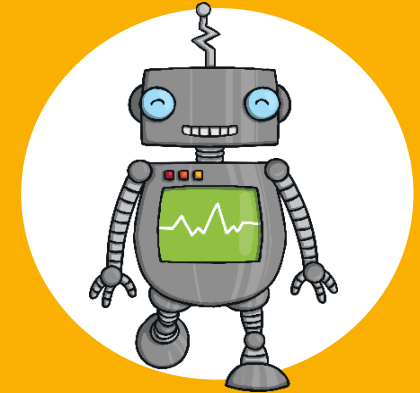


Ask your child to read out and tick off the items on your shopping list as you shop.



Split up words into sounds using a robot voice to help your child to learn how to blend.

Add a robot word into a sentence or question.
Can you get your c-oa-t?



Reading Game Ideas



Hide notes with words or sentences on around the house. Encourage your child to hunt for them and to read the notes that they find.



Encourage your child to read signs, menus or notices when you are out and about.

