

Learning to Read in Reception at Holy Rosary



This presentation will cover the following...

- ▶ How do we teach reading and phonics at Holy Rosary?
- ▶ Our expectations for your child in Reading
- ▶ How to help you child read at home
- ▶ Why is reading so important?



What is Phonics?









































- ▶ Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- ▶ Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- ▶ Understanding phonics will also help children know which letters to use when they are writing words.

Phoneme	The smallest unit of sound in a language.
Consonant Phoneme	A phoneme made up of 1 or more consonants.
Vowel Phoneme	A phoneme made up of at least one vowel.
Grapheme	A letter/ letters that represent a phoneme.
Digraph	Two letters that make up one phoneme (sound).
Split Digraph	A digraph where the two letters are not adjacent.
Trigraph	Three letters that make up one phoneme (sound).
Blending	Recognising the letter sounds in a written word and merging them <u>in order</u> to pronounce the word.
Segmenting	Identifying the individual sounds in the spoken word.

The Alphabetic Code

The English Language has 44 Phonemes and 250 Graphemes.

Although there are rules, there are lots of exceptions. For example, I before E except after C, but except for in science, weird etc...

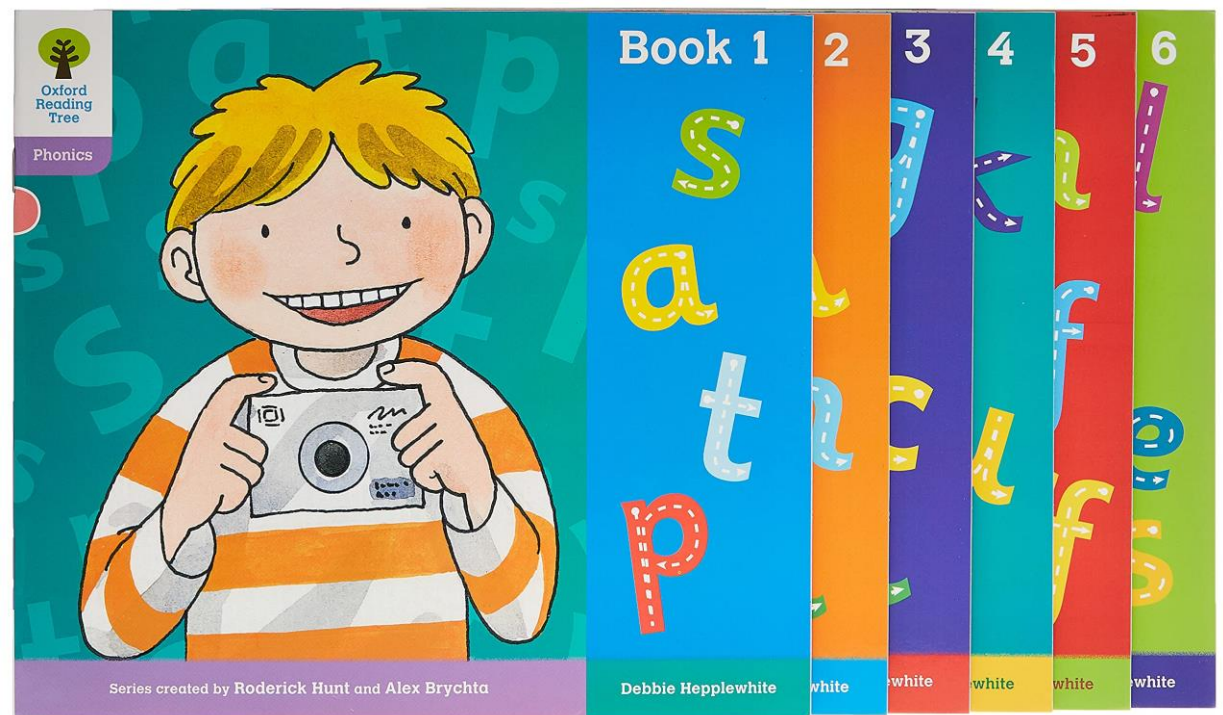
Mini Alphabetic Code Chart		Floppy's Phonics	
Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words
/s/ 	s ss c- ci c- see stress centipede cide cly -ce -se -sc -st dress house school vehicle	/r/ 	r rr wr rh rabbit arrow wheel rhinoceros
/a/ 	a apple	/h/ 	h hat
/t/ 	t tt -ed teeth letter dropped	/b/ 	b bb butter barrel
/p/ 	p pp pop people	/f/ 	f ff ph gh fish half phone rough
/u/ 	l y leaf yellow	/l/ 	l ll lion bell
/n/ 	n nn kn gn nose jump knock green	/ul/ 	-le -el -il -al bottle pencil pencil hospital
/m/ 	m mm mb mn man hammer hand minute	/j/ 	j -dge ge jam judge again g- gl g- garage glass glass
/d/ 	d dd -ed dog puddle ended	/v/ 	v ve van give
/g/ 	g gg gu gh -gue gate judge gutter graphic language	/w/ 	w wh -u wheel wheel purple
/o/ 	o va qua ait orange watch quick odd	/ks/ 	x -cks -ks fox ducks books
/k/ 	c k ck ch qu cat king catch chair queen que	/qz/ 	x quack
/e/ 	e ea egg break	/y/ 	y yacht
/u/ 	u -er o -our understand build over flower -ou -ough -re mouth through centre	/z/ 	z zz -s -se -ze zip buzz glass dress breeze
/kw/ 	qu quack	/ch/ 	ch tch chicken teach
/chu/ 	-ture picture	/sh/ 	sh ch tl -ci ship rough garden mind case ssi -sci assess scientist
/th/ 	th /th/ th thumb thumb thumb	/ng/ 	-ng sing
/ngk/ 	-nk knock	/ai/ 	ai ay a ae -ae kiss say again under head eigh ey ea eight eyes bread
/ee/ 	ee -y ea e -e eel happy eat sea egg ey -le -line monkey child line	/igh/ 	igh y -ie i -e high why pie find sea
/oa/ 	oa ow o oe ough goat now odd new enough ou oe eau about now sea	/oor/ 	-ure goat
/zh/ 	-s -si -ge house sister village	/oo/ 	oo out -u goat about goat

Floppy's Phonics

- ▶ Children have a Phonics lesson every day
- ▶ Sometimes children are grouped according to their sound knowledge
- ▶ Children learn the sounds in a progressive order
- ▶ Children are taught to apply these sounds...
 - Segment and blend to read
 - Segment and write to spell



Alphabetic Code Flashcards



In every Phonics Lesson



- 1) Revise sounds children know well - Flash Cards
- 2) Read words containing sounds they know - starting to try to use 'Fred in your head'
- 3) We read 'tricky'/ common exception words (words that do not follow the usual pattern) no, go, we
- 4) Introduce a new sound every other day
- 5) We apply new sounds in words and then in captions/ sentences.

Reading Routines

- ▶ We segment/ sound talk words using robot arms, children may have to do this several times before they can blend/hear the word
- ▶ A palm glide is used to help them to remember to blend the sounds together to make the word
- ▶ Once children can orally segment and blend, we build on this by encouraging them to read in their head (Fred in their head). This helps to build fluency so they can read many words 'at a glance'.
- ▶ When a word contains a digraph/ trigraph children are taught to spot these first, then segment and blend.
























Spelling routines

- ▶ We say the word, if the word has two syllables (polysyllabic) the children will be encouraged to clap the syllables (play - ing).
- ▶ If children are still gaining confidence with segmenting, they will use their robot arms to segment the word. (p-a- t)
- ▶ Then children will 'pinch their fingers' to help them count the number of sounds they need to write. (3 sounds)
- ▶ As they write each sound they will put down a finger to help them remember where they are up to.

Grapheme Phoneme Correspondence


Level 1+

Floppy's Phonics

s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress













Level 2

Floppy's Phonics

j  jug	v  van	w  web	-x  fox
y  yo-yo	z  zip	-zz  buzz	qu  queen
ch  chick	sh  ship	th  this thumb	-ng  ring
-dge  bridge	-ve  glove	wh  wheel	-cks  ducks
-tch  hatch	-nk  ink		

Level 3

Floppy's Phonics

ai  aim	ee  eel	-igh  knight	oa  goat
-oo  cook	oo  spoon	ar  arm	or  fork
ur  purse	ow  owl	oi  oil can	ear  ear
air  hair	-er  builder	er  herbs	-ue  rescue
-ue  glue	-ure  pure	-ture  picture	

Floppy's Phonics Online

Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

Level 2: Book 7



J j



jug

jet
jam
jacket
just



k -ck e u r h b f -ff l -ll -le -ss j



Our Expectations



Literacy Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



By the end of Reception most children will be able to....

Sounds
s a t p i n m d
g o c k -ck e u r
h b f -ff l -ll -le -ss
j v w -x y z -zz qu
ch sh th -ng -dge -ve
wh -cks -tch -nk

Say the sounds	Shorter words	Medium length words	Longer words
j	jug	jest	juggle
v	vet	vent	velvet
w	wag	west	cobweb
-x	fix	oxen	mixes
y	yet	yaps	yells
z	zap	zest	zigzags
-zz	buzz	dazzle	grizzle
qu	quip	quilt	liquid
ch	chat	pinch	drench
sh	hush	shells	blushes
th	them	broth	thick
-ng	bang	pongs	strength
-dge	ledge	smudge	splodge
-ve	have	gives	shelves
wh	when	whizz	whisks

By the end of Reception some children
will be able to...

ch sh th -ng -dge -ve

wh -cks -tch -nk ai ee

-igh oa -oo oo ar or ur

ow oi ear air er -er -ue

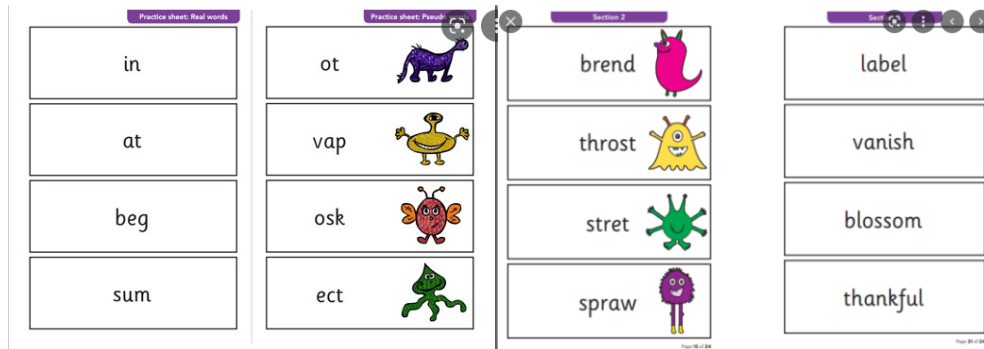
-ue -ure -ture

Say the sounds	Shorter words	Medium length words	Longer words
ai	pain	trail	afraid
ee	weep	green	indeed
-y	poppy	handy	grumpy
-igh	sigh	bright	lightning
-y	fry	nylon	drying
oa	coat	groan	roasting
-oo	wood	brook	mistook
oo	cool	blooms	foolish
ar	mark	start	charming
or	cord	shorts	hornet
ur	turn	curls	churns
ow	now	brown	crowds
oi	soil	avoid	joints
ear	fear	smears	appearing
air	hair	stairs	chairs
-er	summer	wicker	sisters

Progression in Phonics

Expectations:

- In Nursery children should be confident with Phase one (lilac).
- By the end of reception children should be able to read and write words containing sounds they know
- By the end of year 1 children should have gained fluency when reading and writing with all taught sounds.
- At the end of year 1 the children take the Phonics Screening Check.

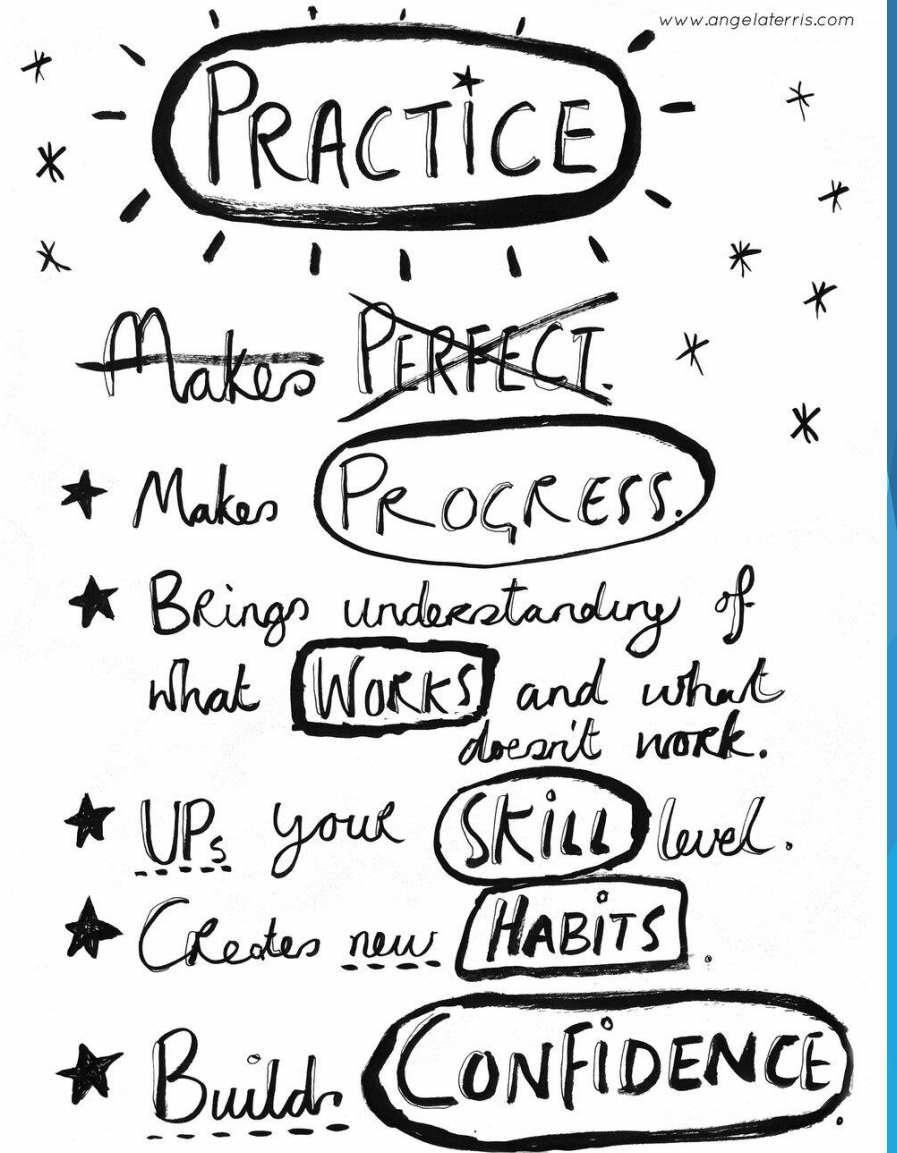


Progress Through word Reading—Assessment Steps


Sounds	Accuracy
Can hear and make sounds with their voices and with things in their environment.	I can orally blend sounds
I can recognise rhyme and alliteration and say the phoneme a word begins with.	I can blend using my sound cards from books 1, 2, & 3
Can orally blend and segment sounds to make words and words into sounds.	I can read CVC words containing sounds I know - Books 1-6
Knows sounds from books 1, 2 & 3	I can read longer words containing sounds I know—Books 1-6
Reads sounds from books 1, 2, & 3 at speed	I can read CVC words containing 'special friends' - Books 7-12 eg <i>ck ff ll ss qu sh th ng</i>
Knows sounds from books 4, 5, & 6	I can read longer words containing sounds I know and read these in a sentence.
Reads sounds from books 4, 5 & 6 at speed	I can read words with sounds I know from Books 13-18. I can read them in a sentence.
Knows sounds from books 7-12	I can read nonsense words containing sounds I know from books 13-18
Reads sounds from books 7-12 at speed	I can read words with sounds I know from books 19-24. I can read them in a sentence.
Knows sounds from books 13 - 18	I can read nonsense words with sounds I know from books 19-24
Reads sounds from books 13 - 18 at speed	I can read words containing Alternative spellings from Book 25-30 and can read these in a sentence.
Knows sounds from books 19-24 and can read these at speed and has good knowledge of alternative spellings	I can read words containing Alternative Spellings from books 31-36 and can read these in a sentence.
Has good knowledge of Alternative Spellings in Books 25-30	I can read a range of nonsense words containing all the sounds I know.

How can you help at home....

- ▶ Practice makes perfect...
- ▶ Reading Books - at least 3 times per week
- children should be able to read most words 'at a glance' by the end of the week.
- ▶ Floppy Phonics Online - help to consolidate sounds learnt in class
- ▶ Sound Cards
- ▶ Sound mats
- ▶ Spelling practice



Reading Books



Series created by Andrew Hunt and Alex Brychman
Phonics Consultant: Debbie Hepplewhite

Once children have learnt all of the sounds in stage 1+ they can then go on to read the stage 1+ Floppy's Phonics Fiction and Non-Fiction.

USING THIS BOOK TOGETHER:

- 1. Say the letter sound together, e.g. say "g".
- 2. Ask your child to trace the letter shapes with their finger and say the sound as they trace.
- 3. Ask your child to point to the picture and say the word, e.g. "g. gate".
- 4. Ask your child to sound out and blend the list of words.
- 5. Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6. Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- 7. Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end - letter tracing, matching and reading!

THIS BOOK INTRODUCES:

g as in gate. Say "g. gate".
o as in octopus. Say "o. octopus".
c as in cat. Say "c. cat".
k as in key. Say "k. key".

More fun sounds on our website www.rigbyreading.co.uk

TEACHING:
For reading (decoding) try the sounds from left to right of the word and blend the sounds to hear the whole word.

How to Blend:
Point under each letter as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. c-a-t cat

Debbie Hepplewhite's Top Tips


Tips for spelling (encoding):
Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.

Write down the letters which are code for each sound you have tallied.

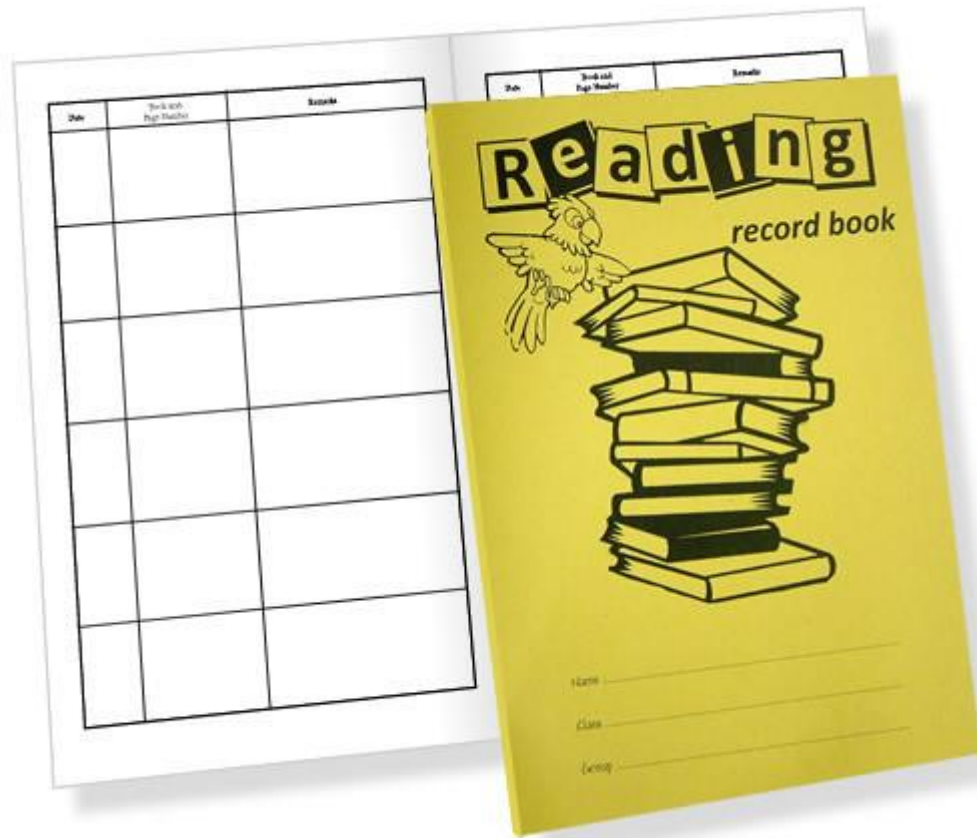
TEACHERS:
For inspirational support plus free resources and eBooks visit www.rigbyreading.co.uk

PARENTS:
Help your child's reading with sound cards, fun activities and free eBooks visit www.rigbyreading.co.uk





READING BOOKS IN BOOK BAGS



Floppy Phonics Online

Login

Please select your user type.



Students

Teachers

Parents

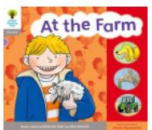
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Level 1: At the Farm



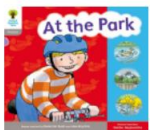
Level 1: At Home



Level 1: Fun at School



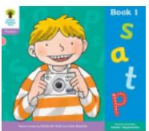
Level 1: Out in Town



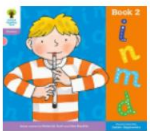
Level 1: At the Park



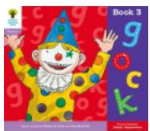
Level 1: At the Match



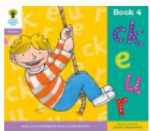
Level 1+: Book 1



Level 1+: Book 2



Level 1+: Book 3



Level 1+: Book 4



Level 1+: Book 5



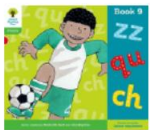
Level 1+: Book 6



Level 2: Book 7



Level 2: Book 8



Level 2: Book 9

Username: holyrosary
Password: holyrosary

Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

Level 2: Book 7

J j



jug

jet

jam

jacket

just



k -ck e u r h b f -ff l -ll -le -ss j



Why is reading so important?



Reading sharpens **MIND**
Reading exercises **BRAIN**
Reading keeps you **ENGAGED**
Reading strengthens **MEMORY**
Reading introduces **EMPATHY**
Reading expands **VOCABULARY**
Reading increases **KNOWLEDGE**
Reading enhances **IMAGINATION**
Reading fosters **CONCENTRATION**
Reading improves **WRITING SKILLS**

