

Early Year's Reading Event

READING

is to the

MIND

what

exercise

is to the **BODY.**

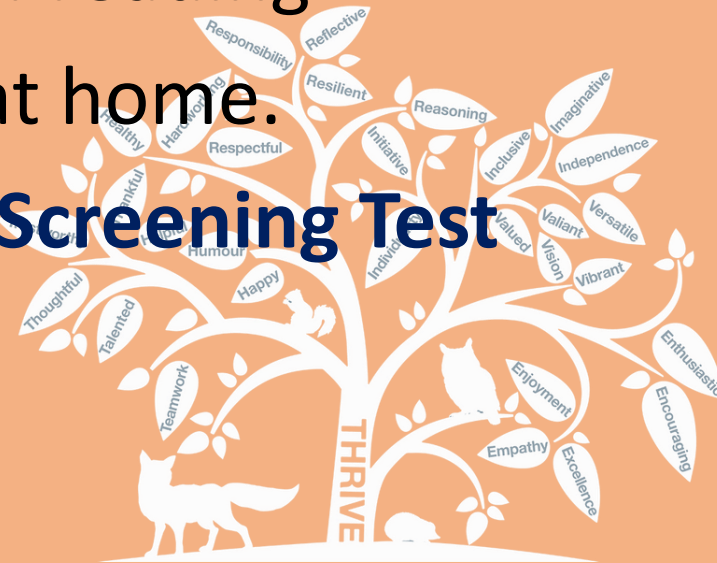
Sir Richard Steele



September 2022

Objectives

- Share **expectations** with you regarding how we expect children to progress through EYFS and through KS1
- The **stages of Reading/Phonics** and the **vocabulary** we use
- Model the **support you can give** at each stage of reading
- Suggest **activities you can take away** to follow at home.
- Share what happens in **Year 1** and the **Phonics Screening Test**
- Any Questions answered.



Learning to read
and write in
English is tricky,
here's why...

Language Development

Spanish



24 speech sounds

26 letters to make up those
sounds

29 graphemes

English



44

speech sounds

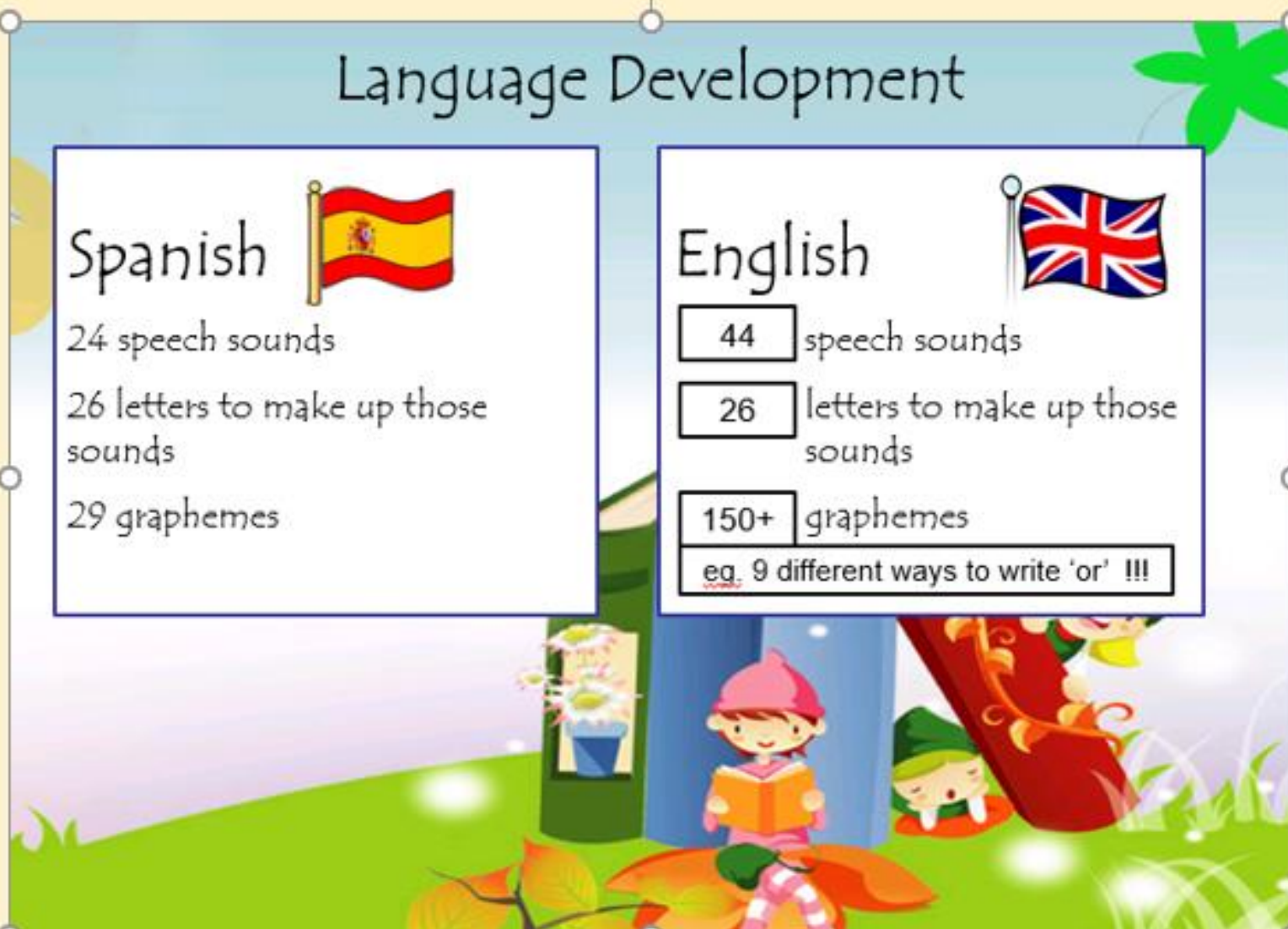
26

letters to make up those
sounds

150+

graphemes

eg. 9 different ways to write 'or' !!!



...spelling and reading would be much easier!

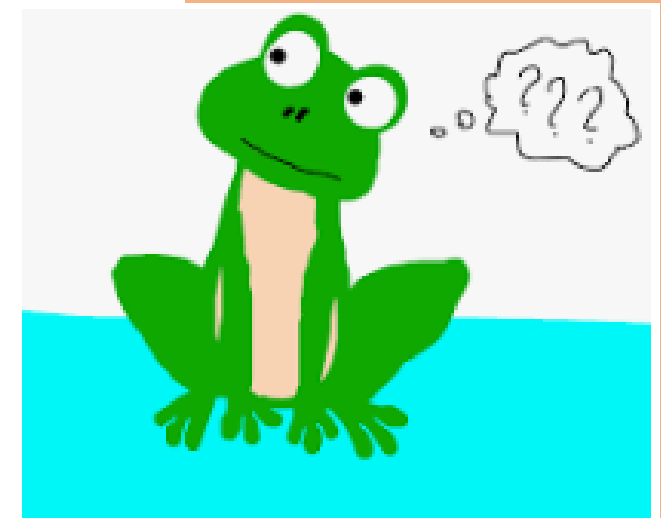
play mayk trayn cafay strayt wayt brayk

green dreem kee hee happee

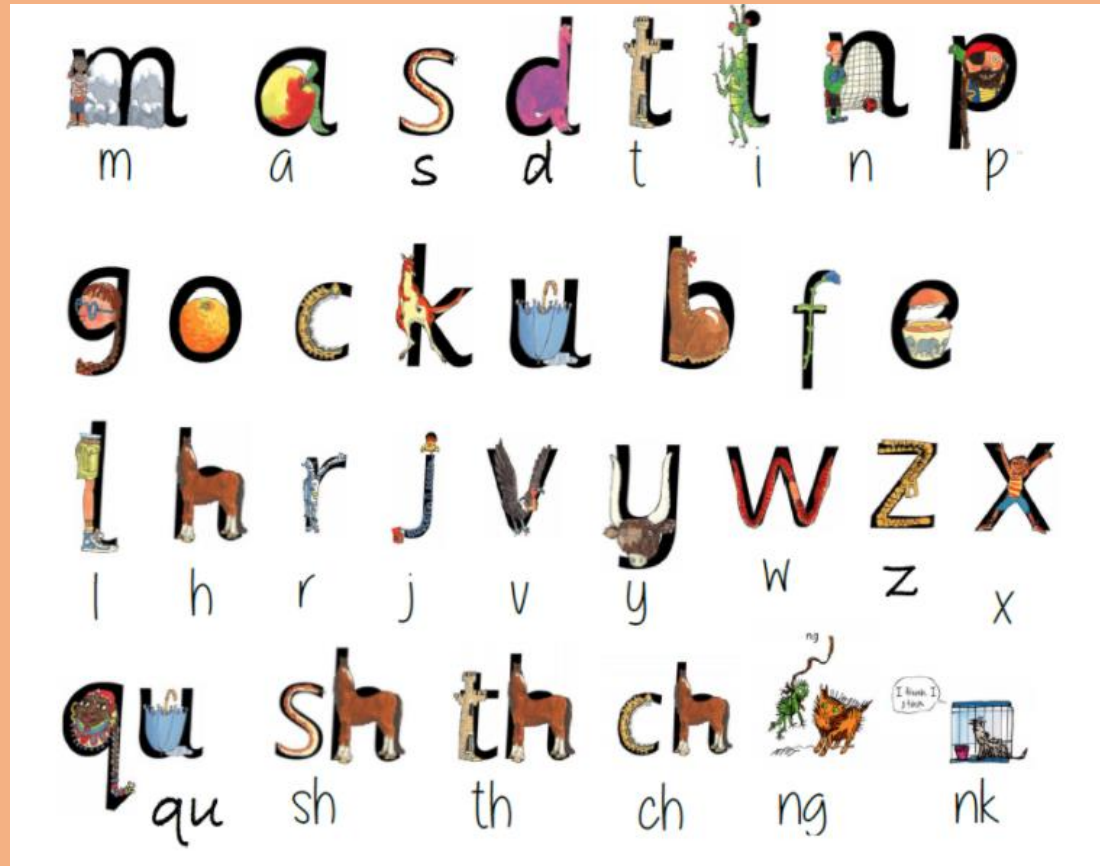
light kight fligh lgh igh tigh

blow smowk flowt gow mowst

moon broot bloo groo



Scheme and Vocabulary



<https://www.youtube.com/watch?v=sjIPILhk7bQ>

Speed Sounds Set 2



Speed Sounds Set 3



Scheme and Vocabulary

Using the sounds

Your child will use taught sounds to FRED talk and blend together the sounds in a word.

For example in 'cat' your child would say the individual letter sounds (**Phonemes**) and then **blend** the sounds to pronounce the word.

c – a – t -----> cat **Phonemes**- sounds

sh-o-p ----> shop **Digraphs**- double letter sounds- we call these 'special friends'.

L- igh- t -----> light **Trigraphs**- triple letter sounds

A **Phoneme** is the sound a letter or letter group makes.

A **grapheme** is the way it is recorded.

Whenever we are
teaching phonics
We need to make sure we are using
'pure sounds'.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>



[Click here to watch a video](#)

The programme begins with Set 1 sounds. These cover the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'.

The Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u
---	---	---	---	---


Vowels: stretchy

ay	ee	igh	ow
----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Special friends...2 letters that make 1 sound



At Swanwick Primary School, your child will complete daily phonics in EYFS, Year 1 and sometimes in Year 2.

This usually happens for 25 minutes prior to lunch.

The children in EYFS will begin in whole class lessons. This is to embed the early sounds, introduce Fred Frog and to build the routines and expectations.

By December, EYFS children will have been assessed and split into smaller phonics groups. They will have a perfect partner to work with daily and will work together to read Ditty books. This continues in to Year 1. Lessons usually follow the pattern- Flash card sounds, Introduce a new sound, Read word cards and read Ditties or books.



Set 1 sounds



m a s d t



i n p g o



c k u b f



e l h s h r



j v y w t h



z c h q u x n g n k





Set 2 sounds



ay ee igh ow oo oo

or ar air ir ou oy





Set 3 sounds

ea oi a-e i-e ai



o-a o-e ue



aw are ur er



ow ew ire ear ure

Scheme and Vocabulary

Red Words and Green Words

Red words are words that cannot be 'sounded out'. They are what the Early Learning Goal refers to as- common irregular words. They are 'sight words' e.g. the, to, I, go, no.

Green Words can be **decoded** (Sounded out) and then blended together. Such as; cat, shop, might, shark.

Scheme and Vocabulary

Stages of Reading

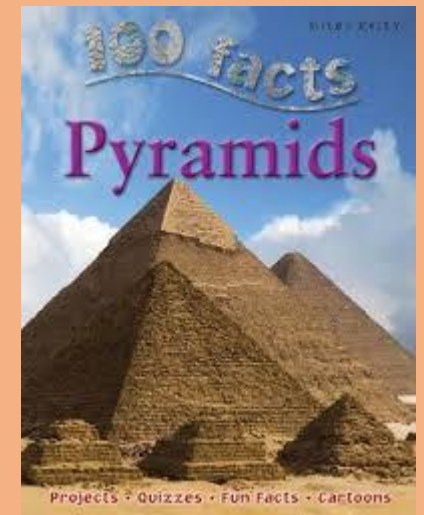
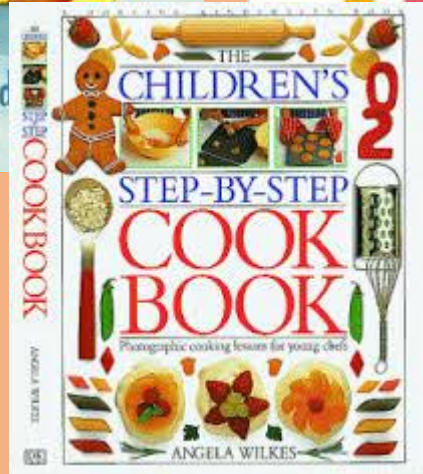
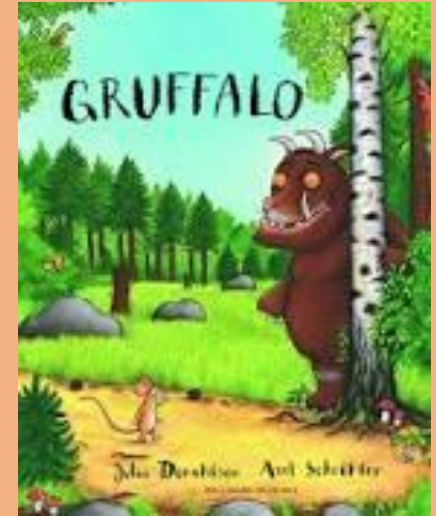
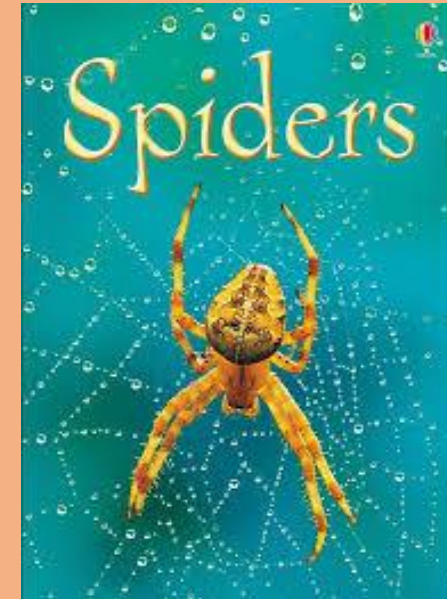
- 1) Enjoy a range of stories
- 2) Use story pictures to tell own narrative, use the language of stories.
- 3) Recognise single phonemes, digraphs and trigraphs.
- 4) Decode simple words- sounding out then blending.
- 5) Recognise a range of Red words.
- 6) Use picture clues to support reading harder words.
- 7) Gain speed and fluency sounding out and blending.
- 8) Become confident with all of the above.

Supporting the stages

Stages of Reading

Enjoy a range of stories- this should continue throughout.

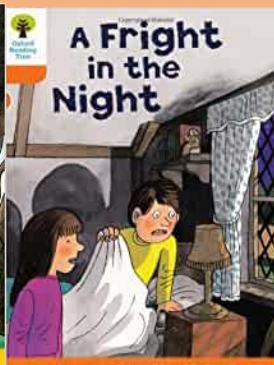
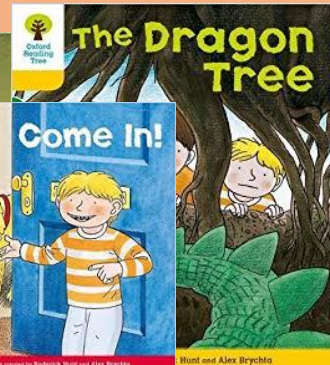
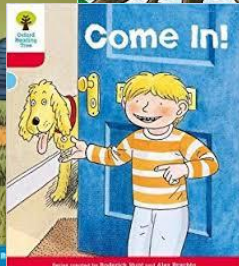
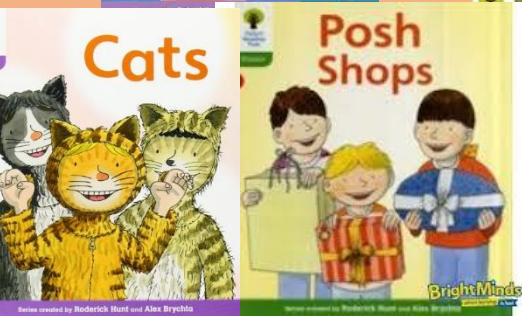
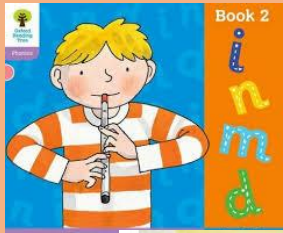
Use story pictures to tell own narrative.



Supporting the stages

Stages of Reading

Enjoy a range of stories- this should continue throughout.



Year Group	Ages 4-5			Ages 5-6			Ages 6-7			Ages 7-8			Ages 8-9	Ages 9-10	Ages 10-11		
Book Band	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Brown			Grey	Blue	Red			
ORT Stage	1	1+	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Supporting the stages

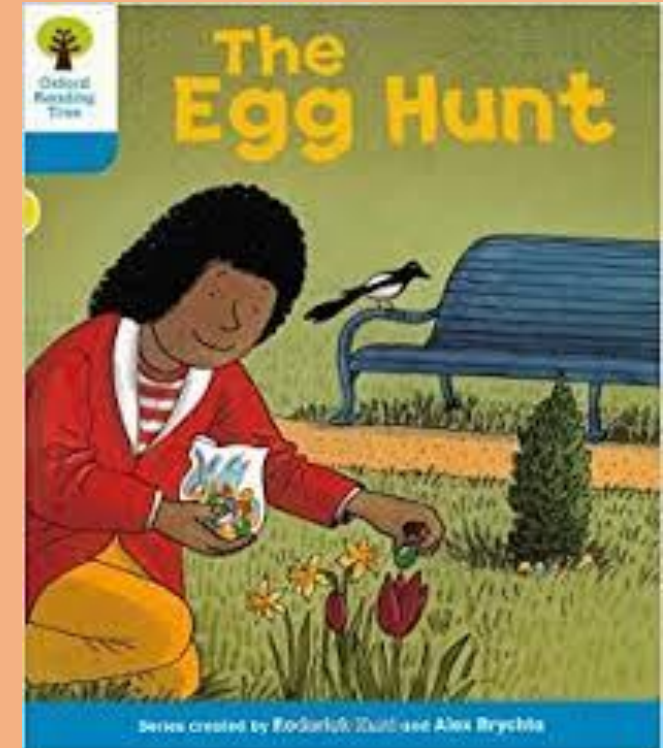
Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

Discuss Settings and characters.

Make links to other books read with similar themes

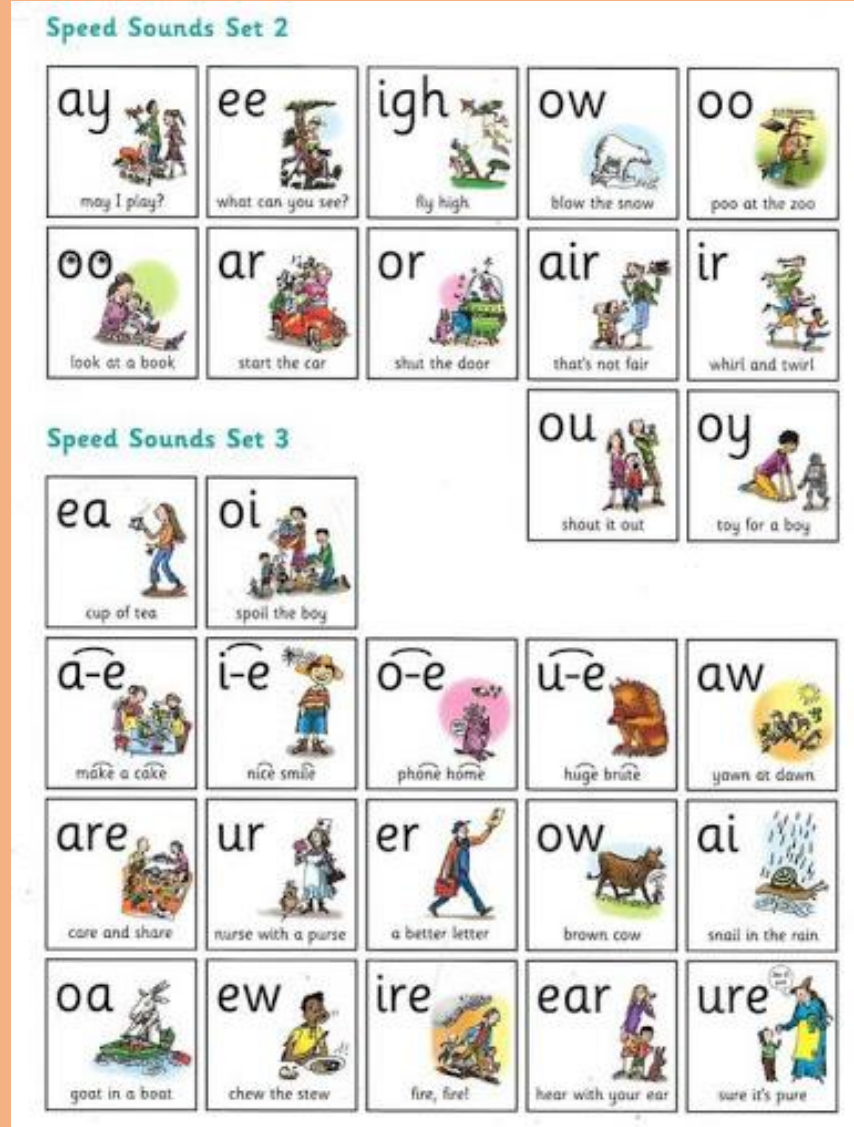
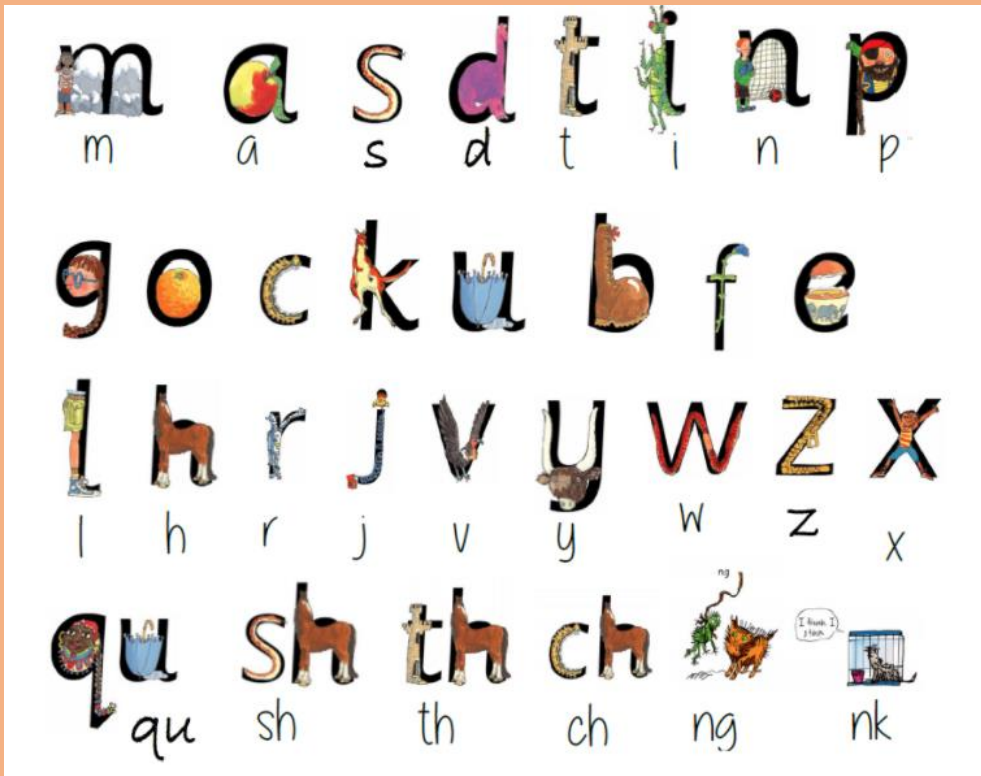
Give them time to flick through the book (do a picture walk).



Supporting the stages

Stages of Reading

Recognise single phonemes,
digraphs and trigraphs.



Supporting the stages

Stages of Reading

Decode simple words- sounding out then blending.

at ..	mad ..
sad ..	dad ..
sat ..	mat ..

h <u>igh</u> .	n <u>igh</u> t .
l <u>igh</u> t .	f <u>igh</u> t .
b <u>igh</u> t .	m <u>igh</u> t .

Supporting the stages

Stages of Reading

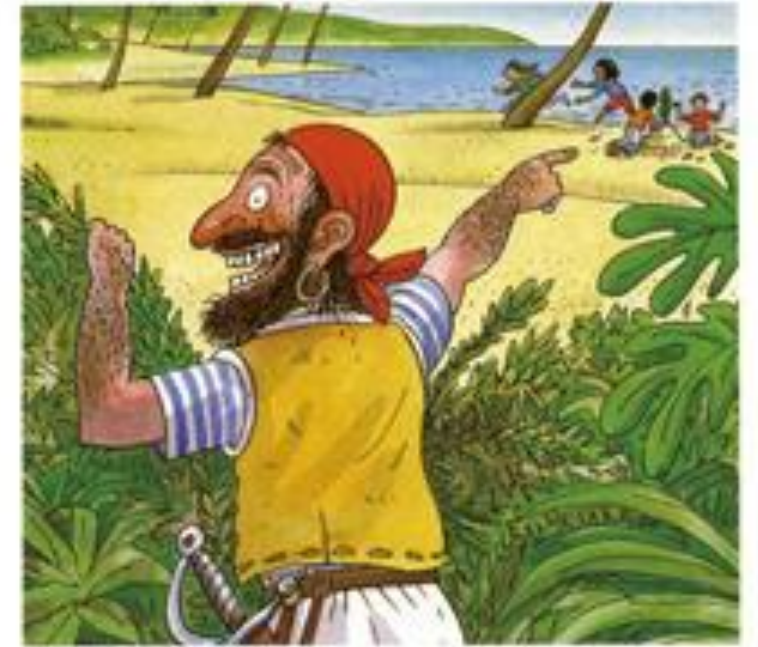
Use picture clues to support reading harder words.



Biff and Kipper went on a bug
hunt in the garden.



They played on the sand. They played
in the sea.
"What an adventure!" said Biff.



A pirate came up. He looked at
the children.
"Children!" said the pirate.

Supporting the stages

Stages of Reading

Recognise a range of Red words.



They played on the sand. They played
in the sea.

"What an adventure!" said Biff.



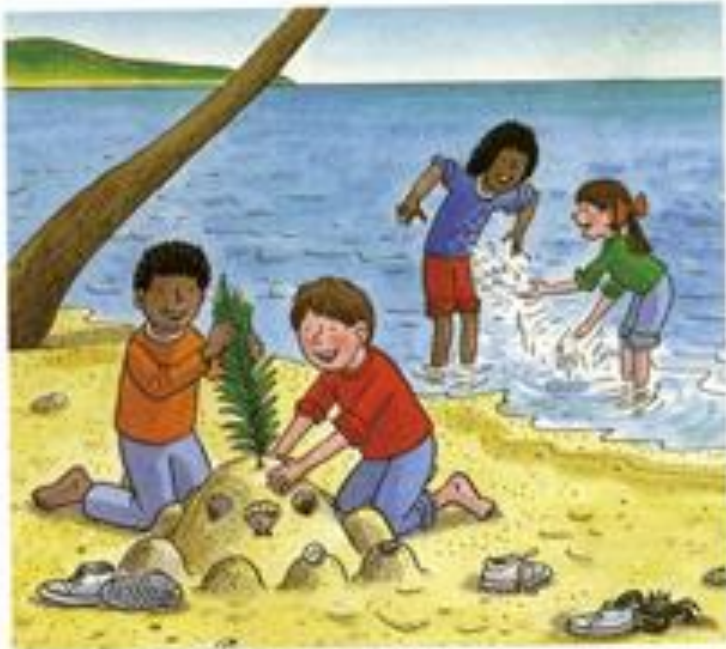
A pirate came up. He looked at
the children.

"Children!" said the pirate.

Supporting the stages

Stages of Reading

Gain speed and fluency, sounding out and blending.



They played on the sand. They played
in the sea.
"What an adventure!" said Biff.



A pirate came up. He looked at
the children.
"Children!" said the pirate.

Phonics Screening Check

Parent and Carer

Information



What is the Phonics Screening Check?

The phonics screen check is a statutory reading check that all year 1 children take during a particular week in June.

The check is designed to assess if each child has reached the age appropriate standard of decoding by the end of year 1.



How is the check administered?

The check is completed by the child on a 1:1 basis with a teacher. It usually takes 5-10 minutes for the child to complete. However, there is no time limit and the child can take as long as they need. The teacher can also allow the child a rest break if it is necessary. The children will have worked on similar activities in their phonics lessons and will be familiar with the format. The only difference will be that the teacher will be unable to help the children on this occasion.

What does the check consist of?

The check contains 40 words – 20 real and 20 pseudo words (nonsense words). The words are presented to the child in the form of a booklet with 4 large words per page.

The words gradually get more difficult from 2 and 3 'sound' words such as 'it' and 'vap', to longer words with more complex 'sounds', such as the a_e sound in the word 'same'.

Below, are examples of how the words are presented to the children:

[Watch a video here](#)

Section 2

brend



throst



stret



spraw



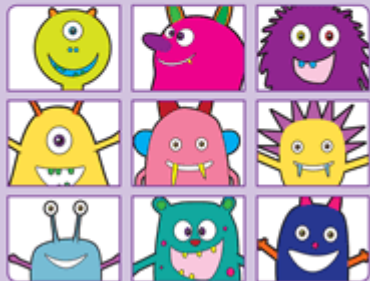
Section 2

label

vanish

blossom

thankful



Do all children complete the check?

It is expected that all year 1 children complete the screening check, unless they have no understanding of grapheme-phoneme correspondence (the way sounds link to letters). However, if a teacher feels a child is really struggling, they may choose to end the check before the end.

What is the expectation?

It is expected that, by the end of year 1, children are able to recognise the grapheme-phoneme correspondences up to the end of phase 5, segment words (split into sounds) and blend them back together to be able to read them.

For the last few years, the expected standard for the screening check has been set at 32 out of 40 words correctly decoded. However, this can change and the Department for Education does not release the 'pass' mark until a few weeks after the children have completed the check.

Why use pseudo words?

The ultimate aim of teaching phonics is that the child progresses from decoding each sound, to automatic recognition of words. However, even as adults, we still need to be able to decode unfamiliar words. The ability to decode unfamiliar words will help your child to read increasingly more difficult texts and will help them to develop their vocabulary. The pseudo words allow the teacher to be sure that the child is able to decode unfamiliar words and is not just reading words from memory.

vap



jigh



zear




example of Phases 2
and 3 pseudo words

Phonics in Year 2




- Children continue to follow the Read Write Inc programme.
- They take part in daily phonics sessions.
- Some children may be placed on a Lexia programme.
- Extra opportunities to read throughout the day.
- Practical activities to support phonics.

Year 1

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

_noaddedsugar

<https://www.youtube.com/watch?v=jxRtSVx8gbM>

baim		rain
thrayd		pray
strabe		cane
vaink		waiting
chayp		delay
whape		cupcake
braig		portrait
envay		spray
splake		graze



Workshop of ideas

