READING
Mrs Stuart & Mrs Williams
January 2025

“The more you read, the more things you will know. The more that you learn, the more places you'll go.”

Dr. Seuss, "I Can Read With My Eyes Shut!"

http://www.scholastic.co.uk/worldofpossible#openvideo

WHY IS IT SO IMPORTANT?

- Su ental to success

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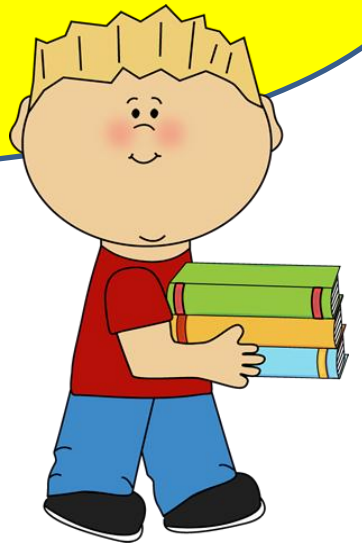
When children have books at home, they do better in school. Having books in the home is more important than parents' education levels as a marker for success in school.

When children read widely and often, they develop higher-order thinking skills called for by the new standards, and also develop a love for reading and learning.

Reading helps them to feel more optimistic, and to see a world in which they can reach higher and achieve their dreams.

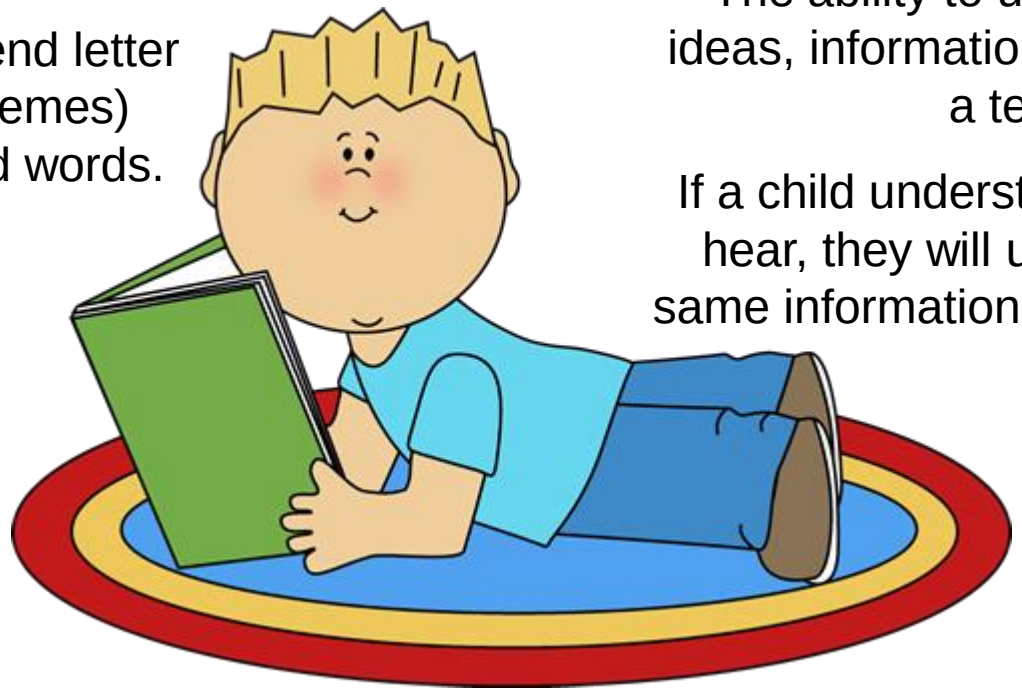


READING REQUIRES TWO SKILLS

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



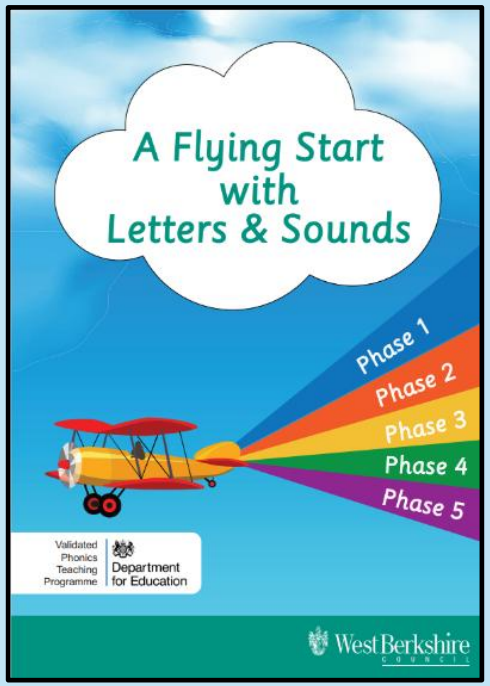
Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

A Flying Start with Letters & Sounds



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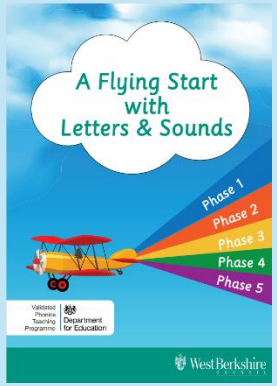
A Flying Start with Letters & Sounds

Is built upon 4 ambitions:

- Pupils will develop good language skills and a wide vocabulary
- Pupils will foster a love of reading
- Pupils will acquire the skills to read independently as indicated by the phonics check
- To secure the physical skills to write in order to successfully record the graphemes they have learnt and write creatively



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Technical Terminology:

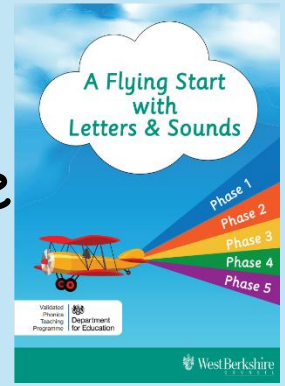
- **Phoneme** -is the smallest unit of sound in a word. It may be represented by 1, 2, 3 or 4 letters, e.g. **t, ai, igh, eigh**

t (tin) **ai** (rain) **igh** (high) **eigh** (eight)

- **Grapheme** -Letter(s) representing a phoneme. Written representation of a sound which may consist of 1 or more letters.

- **Grapheme-Phoneme Correspondence (GPC's)-** This is the ability to identify a phoneme and link it to the grapheme and vice versa.

- **Tricky words / Common exception words** – Words that do not follow the phonic or spelling rules taught. They are words that are spelt differently to how they sound e.g. to, do.



Technical Terminology:

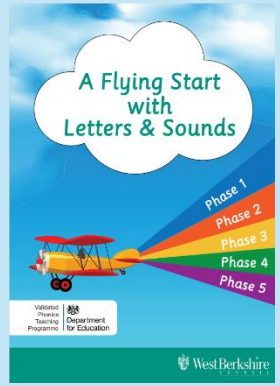
- **Digraph** - two letters, which make one sound:
  - A consonant digraph contains two consonants

    sh ck th ll
  - A vowel digraph contains at least one vowel

    ai ee ar oy

- **Trigraph** - three letters, which make one sound e.g. **igh**

- **Split digraph** - digraph in which the two letters are not adjacent (e.g. **m**a**k**e)



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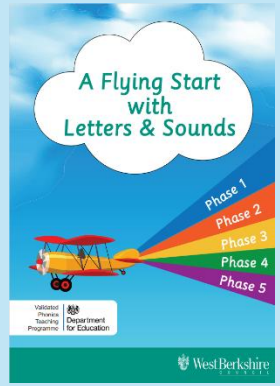
Technical Terminology:

- **Oral blending** - is hearing a series of spoken sounds and merging them together to make a spoken word

- **Blending** – is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word "cup"

- **Segmenting** - is identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'

- See Appendix for full list of technical terminology in the manual



Phase 1

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Phase 1:

Phase 1 progression

This phase is the only phase that is divided in to aspects. There are 7 aspects:

Aspect 1	Tuning in to sounds (Environmental & Instrumental)
Aspect 2	Keeping to the beat! (Rhyme, Rhythm and Body Percussion)
Aspect 3	Experimenting with sounds and words (Voice sounds and Alliteration)
Aspect 4	The Art of Conversation
Aspect 5	Building a Love of Books
Aspect 6	Physical Development for Writing
Aspect 7	Oral Blending & Segmenting

Phase 2

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Phase 2 – Skills & knowledge:

- Children will use their knowledge of the phonemes to blend simple CVC words, moving from left to right, (e.g. 'pat' and 'tap').

- They will be able to recognise an increasing number of grapheme-phoneme correspondences and practice blending for reading and segmenting for spelling.

- Children will be able to apply this knowledge when reading and writing new and unfamiliar words.

Phase 3

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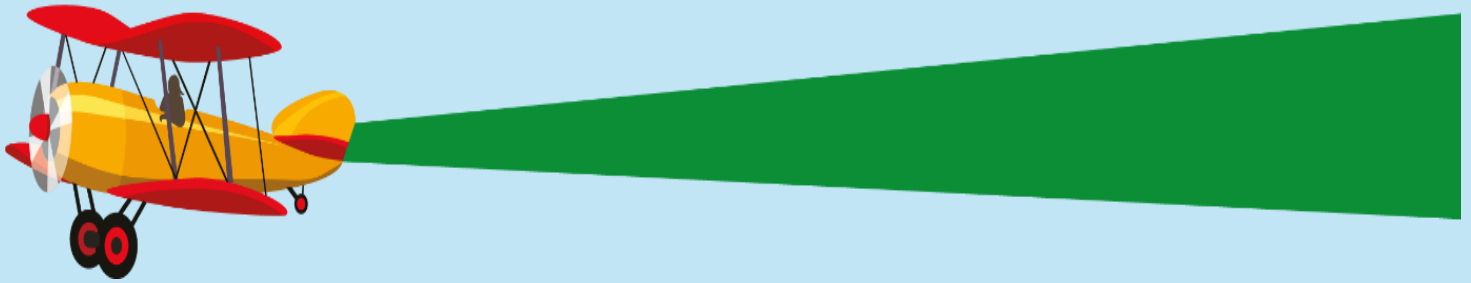
Phase 3 – The purpose / skills:

Children will be able to:

- Recognise letter shapes and say a sound for each.
- Hear and say sounds in the order in which they occur in the word.
- Read simple words by sounding out and blending the phonemes all through the word from left to right.
- Identify common digraphs
- Apply their knowledge of grapheme-phoneme correspondences through reading simple texts.

Phase 4



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Phase 4 – Skills & knowledge:

- Time at the start of the phase has been made for children to further consolidate phase 3. Use your end of ph3 tracker to keep a close focus on those children throughout ph4.

- Children gain confidence in blending and segmenting words. They will begin the journey towards fluency by sounding out in their head and only saying the whole word aloud.

- Sounds are not taught as families and lots of time is needed to rehearse-check articulation carefully.

Phase 5

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Phase 5 – Skills & knowledge:

- Graphemes that can be pronounced in different ways will be explored (e.g. 'c' in 'coat' and 'city')

- Focus on long vowel phonemes and the different grapheme correspondences (such as /oe/ 'o-e', 'o', 'oa', 'ow')

- Apply their knowledge of graphemes to make phonically plausible attempts at some complex words

Phase 5:

- Phase 5 has been divided up into 4 sections:

  - **Phase 5a** – new graphemes for reading
  - **Phase 5b** – alternative pronunciations for graphemes for reading and syllables
  - **Phase 5c** – Alternative spellings for phonemes with consonants
  - **Phase 5d** – Alternative spellings for phonemes with vowels

❑ Some work on syllables, plurals, the prefix "un" and the suffixes "ing", "ed" "er", "est" have been incorporated into phase 5 to align with the National Curriculum spelling requirements.

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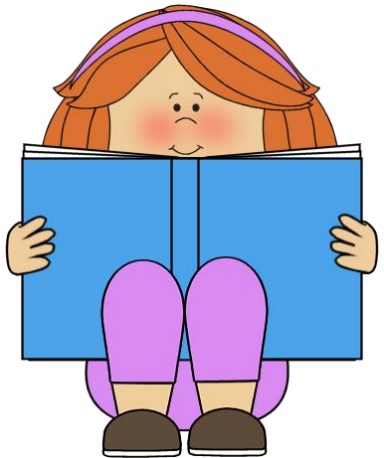
UNDERSTANDING COMPREHENSION

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

An extract taken from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.



READING COMPREHENSION

- Recalling information
- Inference and deduction
- Structure and organisation
- Use of language
- Purpose and viewpoint
- Social, cultural and historical context

TALKING ABOUT BOOKS

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about …… in your book?

What can you tell me about…?

RECALLING INFORMATION

What happened before/ after/ when...?

Which word/ phrase/ paragraph tells us...?

Describe...

How are... same/ different?

Who/ where/ when/ why/ what/ how did...?

Name two important things about...

Decide which statements are true/ false.

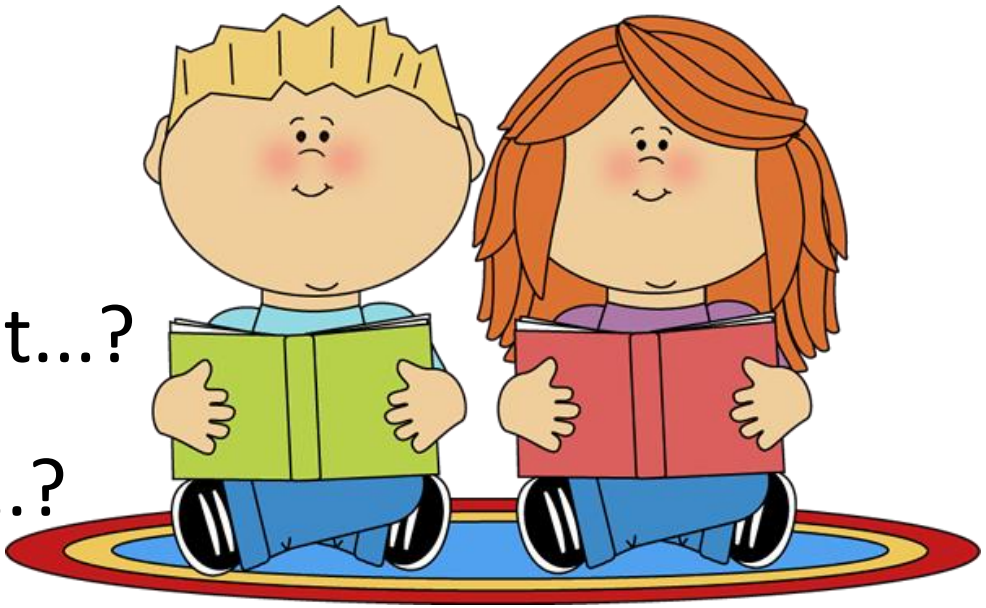
INFERENCE & DEDUCTION

Give one reason why...

Why did...?

What is important about...?

How do you know that...?



What is the writer describing?

Use the information to think of a title/ headings.

What clues are there that...?

STRUCTURE & ORGANISATION

What do the arrows/ lines/ labels show?

Why is the text presented like this?

Why are the captions/ diagrams important?

What is the purpose of the **?**, **!**, **…**?

How does the layout help the reader?

How does the writer use connectives?

Why is a different font used for the...?

USE OF LANGUAGE

Why are the words... used?

What do the words... make you think?

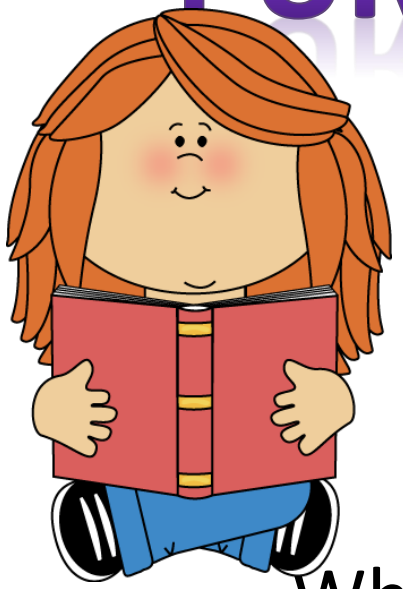
What is the effect of the words...?

What is the effect of putting the words in this order?

How do the words used make us feel when...?

Find two words/ phrases which tell you...?

PURPOSE AND VIEWPOINT



What does the writer think about...?

Which poem/ article do you prefer and why?

Which style of writing do you prefer and why?

The story/ poem/ paragraph is about... do you agree? Explain your reasons?

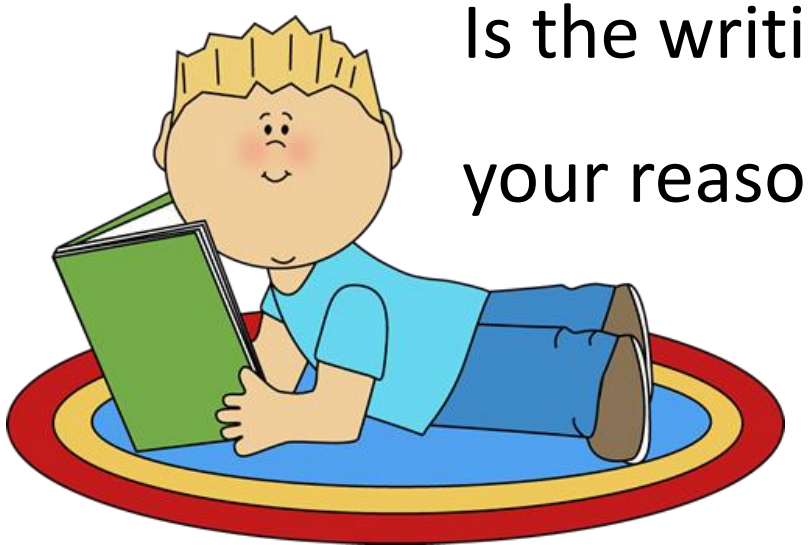
Do you agree with the writer that...?

What is the writer trying to get us to think?

SOCIAL, CULTURAL & HISTORICAL CONTEXT

Which other stories/ poems by this writer have you read? Are there any similarities/ differences?

Which do you prefer and why?



Is the writing true or false to life? Explain your reasons.

How was the film version same/ different to the book?

“I’m probably more pleased with my children’s books than with my adult short stories. Children’s books are harder to write. It’s tougher to keep a child interested because a child doesn’t have the concentration of an adult. The child knows the television is in the next room. It’s tough to hold a child, but it’s a lovely thing to try to do.”

Roald Dahl