

Stanford Junior and Infant School



Phonics into Reading Workshop



Aims of the session

- To explain why reading is so important.
- To show you how we teach reading at Stanford.
- To give you ideas for supporting at home.

It's all about play!

Learning through play



<http://www.wordsforlife.org.uk/3-5>

- **Playing with language, words, pictures and stories.**

Why is reading important?

Studies show that reading for pleasure makes a big difference to children's educational performance.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also

- develop a broader vocabulary,
- increase their general knowledge,
- have a better understanding of other cultures.

In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

How do we Teach Reading at Stanford?

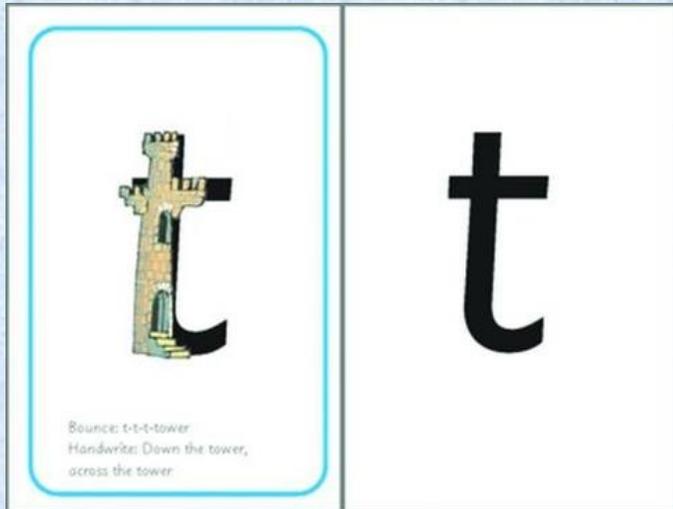
The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ❖ **word reading**
- ❖ **comprehension (both listening and reading).**

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Teaching Word Reading

Individual letter sounds



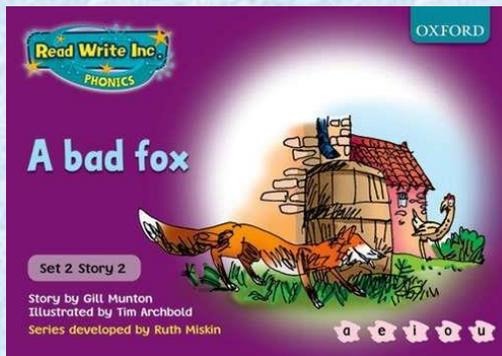
<https://www.uthmiskin.com/en/find-out-more/parents/>

Sound chart

Simple Speed Sounds													
Consonant sounds - strictly													
f	l	m	n	r	s	v	z	sh	th	ng	nk		
Consonant sounds - loosely													
b	c	d	g	h	j	p	qu	t	w	x	y	ch	k
Vowel sounds - strictly						Vowel sounds - strictly							
a	e	i	o	u	ay	ee	igh	ow					
Vowel sounds - strictly													
oo	oo	ar	or	air	ir	ou	oy						



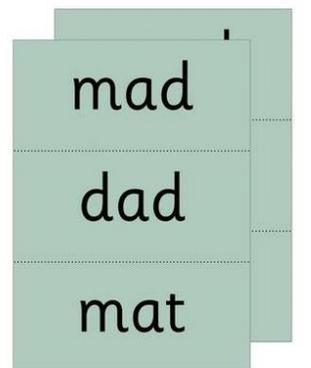
Sounds blend to make words



Eventually the words we can read are in books.



We practice in our play.



Year 1 onwards

- ❖ Used in phonics lessons,
- ❖ Used in reading sessions,
- ❖ Used independently,
- ❖ Displayed in books and on tables,
- ❖ Used to help spelling for writing.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

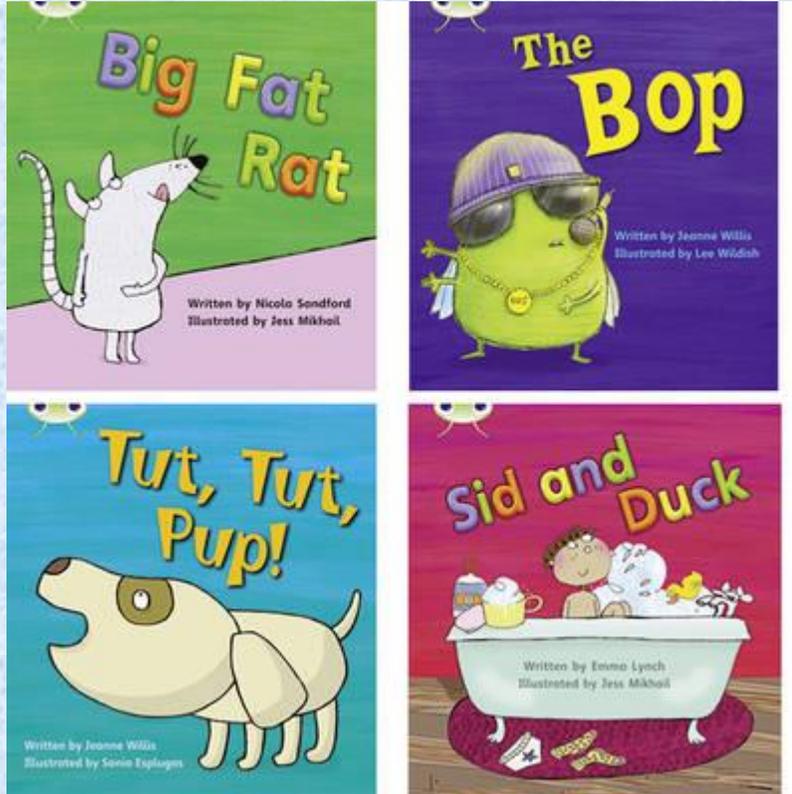
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Home reading books



Sheet 2a Red Reading Books

Phonic Bug RED Phase 3 Set 6	j, v, w, x me, be	Phase 3 Set 9	ai, ee, igh, oa, oo, 'oo' we, are
I Can Fix It!		Go, Boat, Go!	
The Van		On The Moon	
Stan and Vick		Meet Zinzan	
Jack Gets a Pet		The Queen's Plan	
Sid is Sick		Go Fish!	
A Big Win		On the Go	
Max's Box		Rock-pooling	
Go to Bed		Pandas	
		This Floats, That Sinks	
Phase 3 Set 7	y, z, zz, qu He, my	Phase 3 Set 10	ar, or, ur, ow, oi you, her
Zap!		Moo! Cluck! Growl!	
Quick Quiz		Stop That Popcorn!	
A Picnic		Sid-cam	
The Hunt		Brown Fox Tricks Stork	
Quick! Quick! Quick!		Turnips and Beetroots	
Is it Quick?		Up to the Stars	
Sid and Zak		On the Farm	
Slip, Slap, Slop!		In the Dark	
The Fox and The Ducks		A Green Lunch	
Phase 3 Set 8	ch, sh, th, ng they, she	Phase 3 Set 11	ear, air, ure, er all, was
The Thing		Is it a Monster?	
In a Rush		Unfair!	
No Lunch!		Panther and Frog	
Chick Gets Lost		EEK! A Bug	
Sid and Nan Invent		Dex and the Funfair	
Sharon and Flash		Summer Storm	
Sand Champ		Winter	
Mixing Muffins		A Letter from Dorset	
Munching Lunch		Hair	



Talk

Teaching
comprehension

Performances



Sharing stories

Author
Visits



discussion



Drama



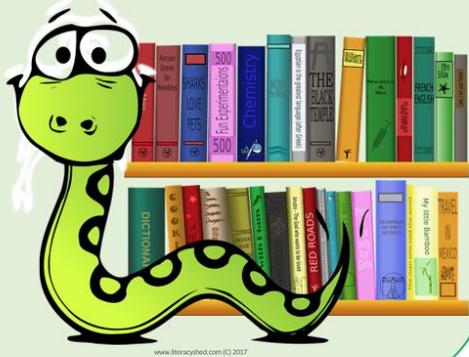
Role Play



Teaching comprehension

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



www.literacyshed.com [C] 2017

Read Question zap Text search Crack it Practice text TEACHER RESOURCES YEAR 1 UNIT 5 CRACKING COMPREHENSION MENU ?

The Sick Dragon



King Kevin was sad. His pet dragon was sick.



Karen the vet said, "Carlos the dragon is too fat. He has too

Listening questions

Why was King Kevin sad?

What did Carlos have to do to get better?

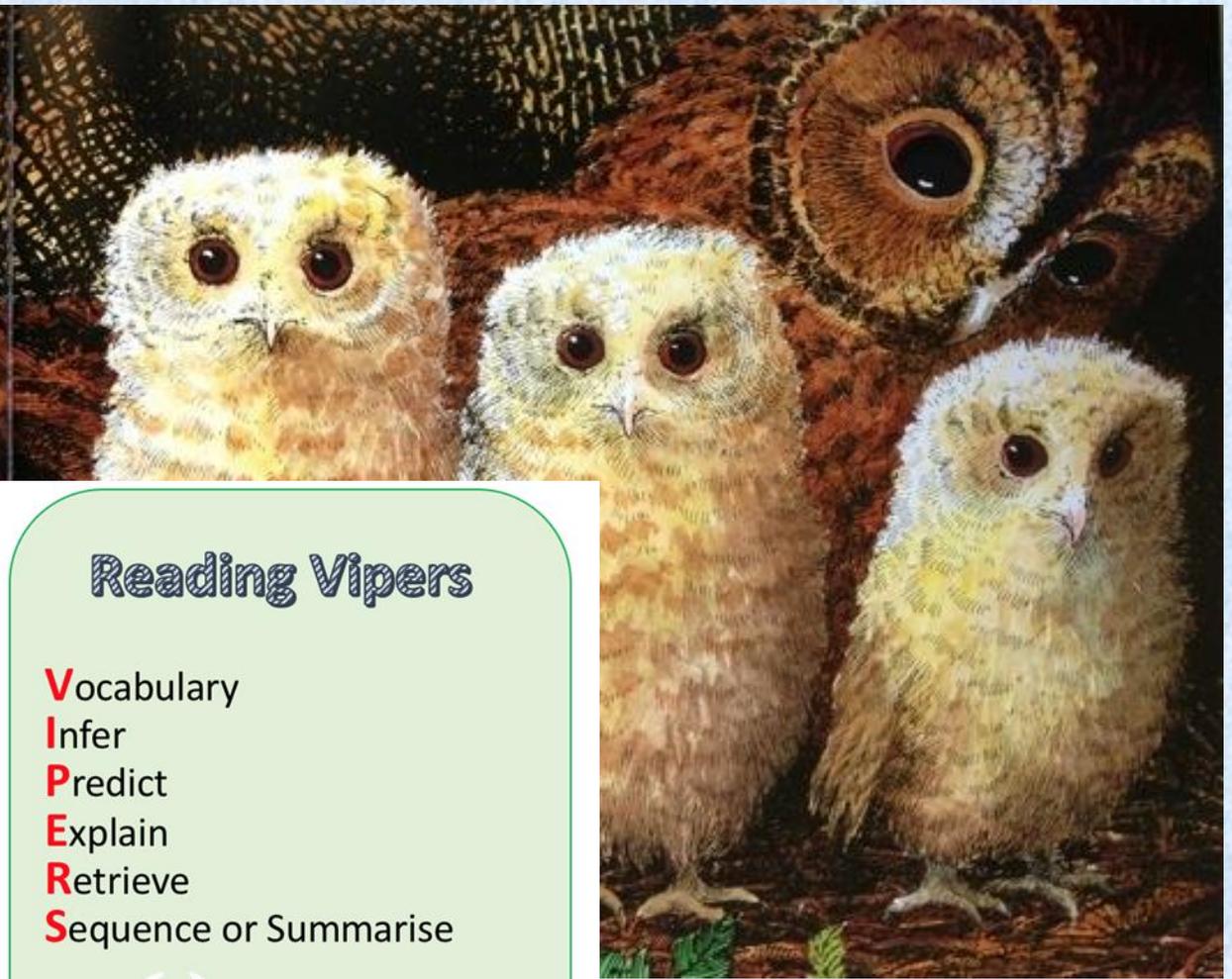
Why did the king give the vet a bag of coins?

Listen

Hide text

0:00 1:15

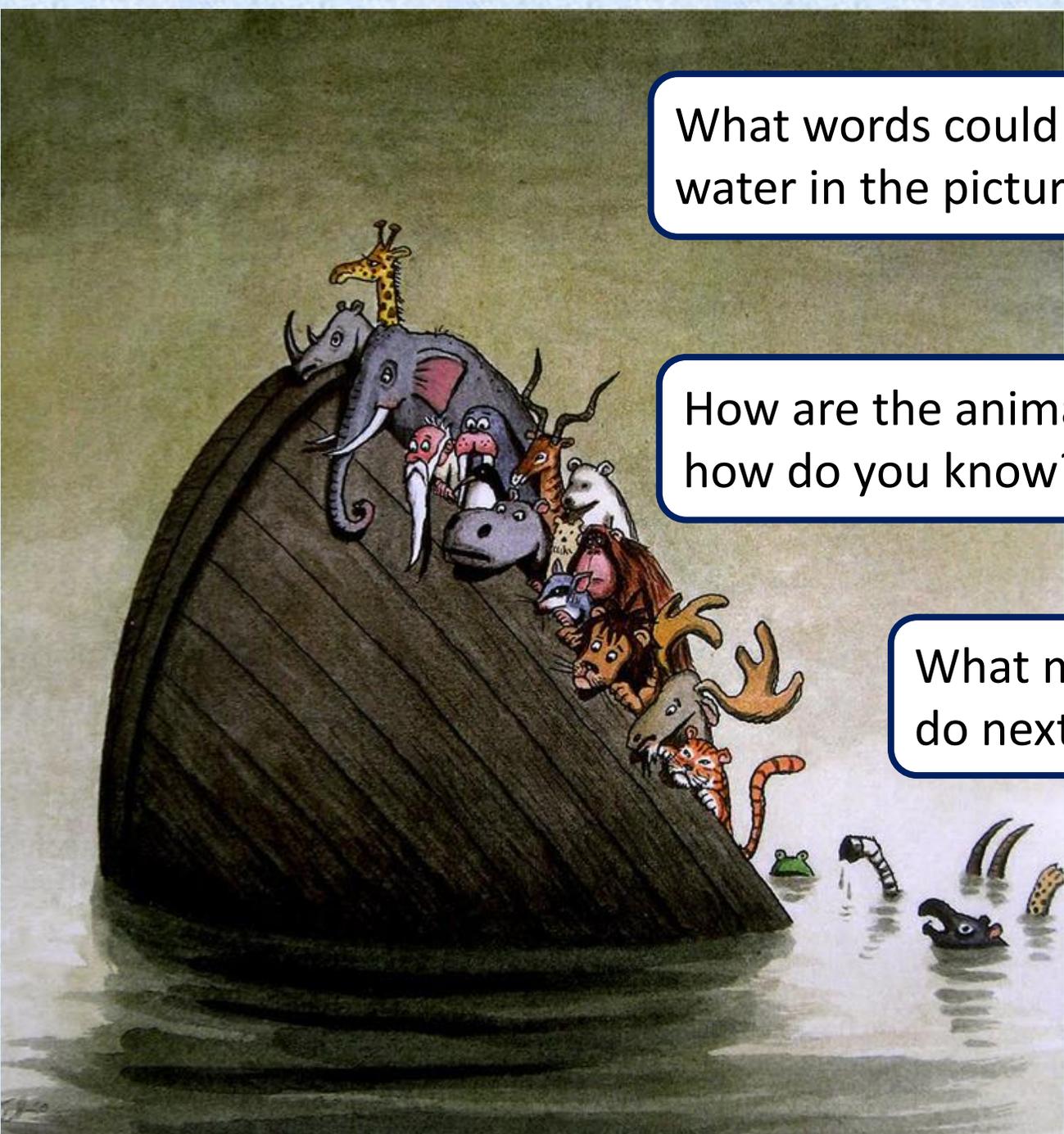
Once there were three baby owls:
Sarah and Percy and Bill.
They lived in a hole
in the trunk of a tree
with their Owl Mother.
The hole had twigs and
leaves and owl feathers in it.
It was their house.



Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise





What words could describe the water in the picture?

How are the animals feeling and how do you know?

What might the animals do next?

What is happening to the boat?

Reading Vipers

Vocabulary

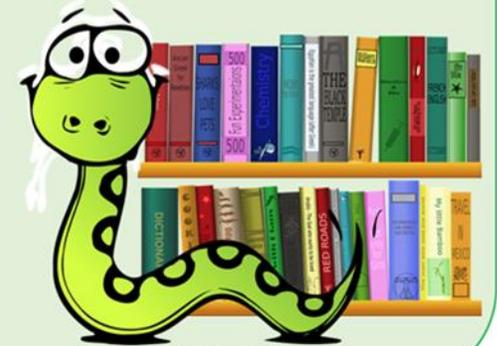
Infer

Predict

Explain

Retrieve

Sequence or Summarise



Helping at home



<http://www.wordsforlife.org.uk/5-7/tips>

How can you help at home?

- ☺ Share stories, picture books and other texts with your child.
- 😊 Read many different books to your child.
- 😊 Show your child that you read in everyday life, and love it.

... more helping at home?

- ☺ Create situations where books and reading are associated with happy times.
- 😊 Read the books your child loves.
- 😊 Bring stories to life with lots of expression and silly voices.

... more helping at home?

😊 Talk about the stories and pictures and play: ***What happens next?***

😊 If your child struggles:
PAUSE - PROMPT - PRAISE.

😊 Be positive ...



In the early reading stages...

Avoid saying:

- No!
- That's an easy word!
- That was wrong!
- You should know that!
- Try and remember
- You've already had it
- Think!
- You know this word!
- What do you mean you're tired?
- Come on you're not concentrating!
- We did that yesterday!

Try to say:

- I liked the way you worked that out!
- Get your mouth ready to say the word.
- What can you hear at the beginning/end?
- Does that make sense?
- Does it look right?
- Try that again.
- Do you know a word like that?
- Look at the picture and see if that helps.



Reading is everywhere ...

- Listen and understand the radio
- Read back of cereal packet
- Check sell by date on milk
- Put on washing machine - checking cycle
- Follow instructions on SATNAV
- Talking to your family – instructions for the day
- Reading road signs on the way to work
- Read any letters from school
- Check the calendar for things to do today
- Read the post
- Travel to work – drive or use public transport



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Useful links

<http://www.wordsforlife.org.uk/>

National Literacy Trust; Parent Portal

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/how-to-read-with-your-child/>

Book Trust website

<https://www.phonicsbloom.com/>

Phonics games to play

<https://schoolreadinglist.co.uk/>

Current and updated recommendations for specific age groups. Ideas for reading with children. Questions to ask.