



READING AT CLARE HOUSE AND AT HOME

Teaching Phonics

Opener



Have a read of this paragraph

The gallimaufry is multitudinously gargantuan, puissantly capacious and ineffably Junoesque and in consequence of such Protean tribulations and in such psychotic contravention of stereotypical consuetudinary hygiene, there exists the infinitesimal exiguity of a satisfactory resolution to this cataclysmic dilemma.

How was it?



- Unless your vocabulary is extraordinary...
- What skills did you use to make sense of the words in this extract?
- These are the skills we teach when we teach Phonics at Clare House

Phonics at Clare House

- Phonics is:
- *a method of teaching people to read and pronounce words by learning the sounds represented by letters, letter groups, and syllables*
- We follow a system called Sounds Write
(it is a synthetic phonics programme)

(Handout attached)



Sounds Write will support the children to learn...

- Symbols (graphemes) are used to represent individual sounds. We read left to right across the page, from top to bottom in English.

- All sounds are represented by 1, 2, 3, or 4 letters

digraphs – 2 letters represent 1 sound i.e. **ay** - day

trigraphs – 3 letters represent 1 sound i.e. **igh** - night

- Some symbols represent more than 1 sound – for example **oo**

moon and book

- The same sound may be written in more than one way

ai – snail **ay** – day **a_e** – make **eigh** – eight

ea - great



Sounds Write

Where we begin:

Single letters representing single sounds

We use the letter sound not the letter name in the Initial Code

Unit 1: a, i, m, s, t

/a/ as in 'cat'

/i/ as in 'pin'

/m/ as in 'map'

/s/ as in 'sip'

/t/ as in 'ten'

Moving onto the **Extended Code** (where sounds are represented by 2, 3 or 4 letters):

ai – snail igh – night

We then introduce the letter names / Alphabet names



Clearly there are a range of skills in reading – including...

- De-coding the words (phonics)
- Increasing sight vocabulary of high frequency words e.g. and, was, the, said
- Reading with understanding
- Reading for pleasure



Early Years Foundation Stage Curriculum 2021

Literacy

◦ **Early Learning Goal (ELG): Comprehension**

Children at the expected level of development will:

- 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.

- **ELG: Word Reading**

Children at the expected level of development will:

- 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.

Precise Pronunciation

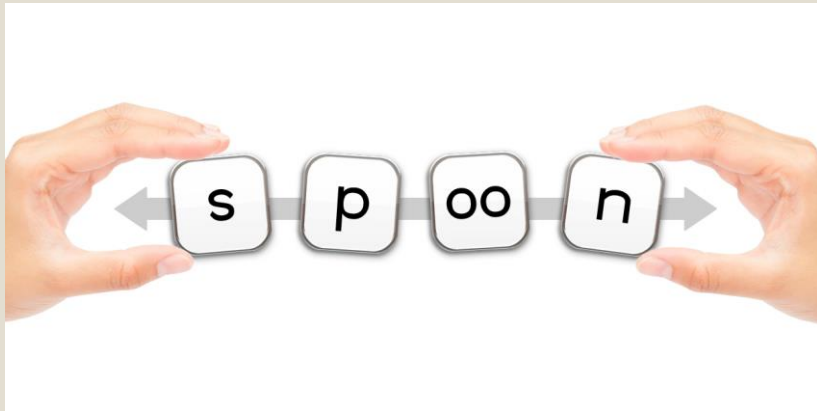
Say the sounds as they appear (model then repeat)

- b
- c
- d
- f
- g
- h
- m
- n

- p
- r
- s
- t
- V
- w
- x
- y
- z

What do children need to be able to do to read?

- Segment words into sounds
- Blend sounds (pushing sounds together to build a word)
- Have a go!



Reading Words - examples

v e t

s a i l

Now try these yourself

(Remember – the pronunciation is key)

◦mat

◦tip

◦bat

◦swift

◦plump

◦splat

◦paint

◦feet

◦light

◦goat

◦clue

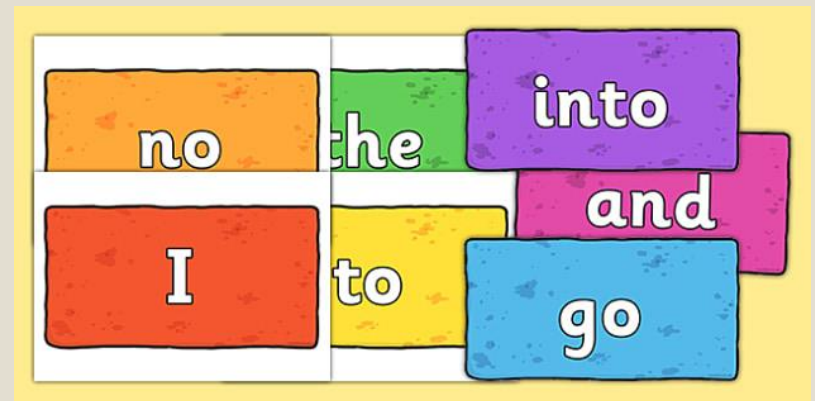
Tricky Words

Some words cannot be read phonetically because they contain unusual letter-sound correspondences or ones that have not yet been taught.

Just tell your child the word and please don't expect them to remember it when they next see it. Have patience - they will remember it eventually!

E.g.

- what
- said
- the
- was



Longer Words

- When faced with a longer word e.g.

◦ sandwich

- Break it into syllables and ask the child to read one syllable at a time and then blend it – you might say “chunk it up”



syl·la·bles

Comprehension: What impact does reading with your child have?

Researchers in the United States looked at the impact of parents reading with their children.

Here's how many words children would have **heard** by the time they were 5 years old:

Never read to, 4,662 words

Read to 1–2 times per week, 63,570 words

3–5 times per week, 169,520 words

Daily, 296,660 words

Five books a day, 1,483,300 words

Science Daily (2019).

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

Reading with your child

- Read as much as you can
- Make reading together feel like a treat.
- Show curiosity about what you're going to read, e.g. *"This book looks funny... the title is ... I wonder what..."*
- Read with enjoyment. As you enjoy the book, so will your child.
- Give time to talk about the story and pictures
- Where relevant, link stories to your family experiences or other stories that your child knows.
- Reread favourite stories with your child – you can encourage them to join in with parts that they know.



Books at home

Reading Record –

Please record school books that your child reads to you.

These will be phonetically decodable books.

Leave Reading records open once the books are read.

We will change books on: **Monday and Thursday**



Please leave Reading Records and books in book bags every day.

Library Visits:

Foundation will visit the school library on **Tuesday** to choose a book to bring home to share.

This is a book for you to read with or to your child.

Please ensure it is in book bags to be changed every Tuesday.

Bill Lucas (top educationalist)

- **Audience member:** Mr Lucas, you've dedicated your life to all things educational. If you had to say the one thing that makes the most difference to a child's success at school, what would it be?
- **Bill Lucas:** ... *(Guess what!)*

reading!

BOOKS
aren't just made of
WORDS...
they're also filled with
PLACES
to visit and
PEOPLE
to meet.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

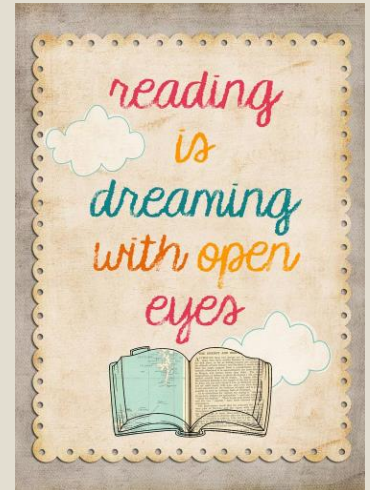
**Thank you for
listening.**

Any questions?

READING



GIVES US
A PLACE TO GO
WHEN WE
HAVE TO
STAY
WHERE WE ARE



Why is reading important?

The whole world opened to me
◊ when I learned to read. ◊
-Mary Mcleod Bethune