



Askwith CP School

Literacy Support:
Supporting reading in the
Early Years and Key Stage 1

There are a number of different components to being able to read. Although at times one component is used more than others each should be developed in order for children to become strong readers.

1. The first of these is **phonemic awareness**. Children need to be taught to hear sounds in words and that words are made up of small parts of sounds, called **phonemes**.
2. Next children progress to recognising the relationship between written letters and sounds, known as **phonics**. Children who are early readers will use this strategy to read or "decode" new words.
3. Children should then begin to recognise a number of words quickly and accurately, known as the **fluency** component. Children recognise words automatically may begin to read with expression. Children who are weak in fluency may rely on phonics to decode and read slower, word by word. Often fluent readers do not fully comprehend meaning.

- 4) **Vocabulary Development.** Children begin to learn the meaning and pronunciation of words. They expand their knowledge of written and spoken words, what they mean and how they are used, and begin to use these themselves.

- 5) **Reading Comprehension.** Understanding what they have read. Children may have read/decoded the words but do not actually understand. They may need to infer or deduce ideas.

Phase 1

This phase is a crucial element in preparing children for "phonics" and continues even as children move through the remaining 5 phases. It provides opportunities for children to:

- Listen attentively to sounds and build concentration;
- Differentiate between different sounds;
- Develop language and vocabulary;
- Develop speaking and listening skills

How to help at home

Instrumental sounds

Making shakers with different materials, pasta, pebbles, rice.
Playing different types of music
Encourage children to copy a tune on toy drum/tin can

Body Percussion

Using your body to make sounds eg clicking tongue, clapping hands, songs with actions, wheels on the bus, if you're happy and you know it...

Environmental sounds

What can you hear? Vehicles, birds singing, paper rustling, water running

Voice sounds

Speak in whispers, singing, scary voices, high and low voices, making animal noises, play whose voice?

Oral blending and segmenting

"chop up words" eg
p-u-t on your h-a-t, can you j-u-m-p?
Robot talk! Can the children do it too?

Rhythm and rhyme

Nursery rhymes, matching, rhyming stories, guess the missing word, odd one out

Alliteration

Songs/rhymes eg sing a song of sixpence, tongue twisters, jingles, word strings eg six sizzling sausages, pepperoni pizza please!

Phase 2

This phase:

- Introduces children to phonemes (sounds) and graphemes (letters) and how to put these together to read (blend)
- Supports children "chop up" words for spell (segment).
- Children learn to read the "tricky words" (words that cannot be sounded out) to go no the I into
- Children learn ll, ff, ss, ck as one sound
- Read simple CVC words (Consonant Vowel Consonant) eg hat, peg, run
- They will continue to practise the elements from phase 1.

Terminology

phoneme

a sound in a word



grapheme

a letter or sequence of letters that represents a phoneme

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

Sound pronunciation

Ensure you are saying the sounds correctly!

Not to add "uh" on the end (eg m, s, t, f)

See school website, Youtube, Jolly Phonics if unsure

Magnetic letters

Finding letters, making words, reading words.

Ensure these are lower case (Early Learning Centre, Amazon)

The tricky words

No go I the to - Cut up the word sheets, use as flash cards, Cover one and ask which is covered, make duplicate to play snap, pairs etc

Segmenting (chopping up) and blending (merging)

Looking at a new word and saying each sound

Eg c-a-t, cat, get quicker each time if children find this difficult

<http://www.phonicsplay.co.uk/Phase2Menu.htm>

Phase 3

The purpose of this phase is to:

- Teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- Practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- Learn all letter names (ABCDE..) and begin to form them correctly
- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences.

Sound	Examples	Sound	Example
ch	chip, chick	sh	Ship, fish
th (long)	then, this	th (short)	with, path
ai	rain, pain,	oi	coin, boil
ee	See, meet,	oo (short and long)	cook,book, food, moon
igh	night, high,	ow	Town, down,
oa	boat, goat	ur	hurt, burn,
ar	Car, park	or	Fork, sort,
er	letter, winter		
air	hair, pair	ear	hear, near

Reading

Continue to encourage actions for graphemes

Look for words with these and draw attention eg "these letters are good friends and make a new sound"

Continue to blend and segment CVC words

<http://www.phonicsplay.co.uk/Phase3Menu.htm>

The tricky words

Continue to practise the tricky words (that cannot be sounded out)

he, she, we, me, be, was, my, you, they, her, all

Letter Names

Singing Alphabet song

Play I Spy with letter names (rather than sounds)

Spelling simple words with letter names

Phase 4

During this phase children:

- Do not learn any new graphemes but instead continue to practise previously learned graphemes and phonemes
- They move on from *CVC* words to *CVCC* words eg **tent, damp, toast, chimp** eg in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**
- **CCVC** words: **swim, plum, sport, cream, spoon** eg in the word 'sleep', **s = consonant, l = consonant, ee = vowel, p = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- They learn polysyllabic words (eg lunchbox, sandpit, shampoo)

Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. "

Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read

<http://www.phonicsplay.co.uk/Phase4Menu.htm>

The tricky words

Continue to practise the tricky words (that cannot be sounded out)

Said, so, have, like, some, come, were, there, little, one, do, when, out, what

Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.

Phase 5

The purpose of this phase is for:

- Children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.
- Learn alternative graphemes e.g ee and ea
- Learn alternative pronunciations for graphemes they already know e.g. mint and mind.
- Read more tricky words and high frequency words and begin to spell them.
- Learn to read and spell two and three syllable words e.g. helicopter hel-i-cop-ter.
- Practise writing sentences.

Sound	Examples	Sound	Example
ay	day, hay,	ph	phone, graph,
ou	out, mouth	ew	new, grew
ie	tie, pie,	oe	toe, oboe
ea	eat, meat	au	Paul, haunt
oy	boy, enjoy	a-e	make, awake
ir	girl, whirl	e-e	these, Pete
ue	blue, argue	i-e	like, spike
aw	saw, claw	o-e	home, choke
wh	when, where	u-e	Rule, flute

Practise reading and spelling words with alternative graphemes and pronunciations. Learn the rules of where they are found in a word. E.g. **ai** is more commonly found at the beginning and the middle of a word and **ay** at the end of words.

Practise spelling two and three syllable words. Say a word and tap or clap each syllable. This can be done throughout the day e.g. please can you pass me the tom-a-to sauce.

<http://www.phonicsplay.co.uk/Phase5Menu.htm>

The tricky words

Practise reading all tricky words and begin to spell previous learnt words.
(See next slide for Phase 5 tricky words)

Look out for new words in the environment, such as on road signs with alternative graphemes and pronunciations.
e.g. Cracoe, bridge, Beamsley, Fewston.

Phase 5 tricky words

oh, their, people, Mr, Mrs, looked,
called, asked, water, where, who,
again, through, work, mouse, many,
laughed, because, different, any,
eyes, friends, once, please

Year 1 Phonics Test

- ❑ Every Year 1 child in the country will be taking the phonics screening check in the same week.
- ❑ The check is very similar to tasks the children already complete during phonics lessons.
- ❑ The focus of the check is to provide evidence of children's decoding and blending skills.

About the test

- ❑ The children will be asked to 'sound out' a word and blend the sounds together. e.g. d-o-g - dog
- ❑ The check will consist of 40 words and non-words;
- ❑ Children will be told if the word is a real or 'alien' word, with a corresponding alien image.
- ❑ Children who fail the test will get to take it again the following year.

Examples

in

at

beg

sum

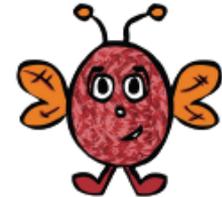
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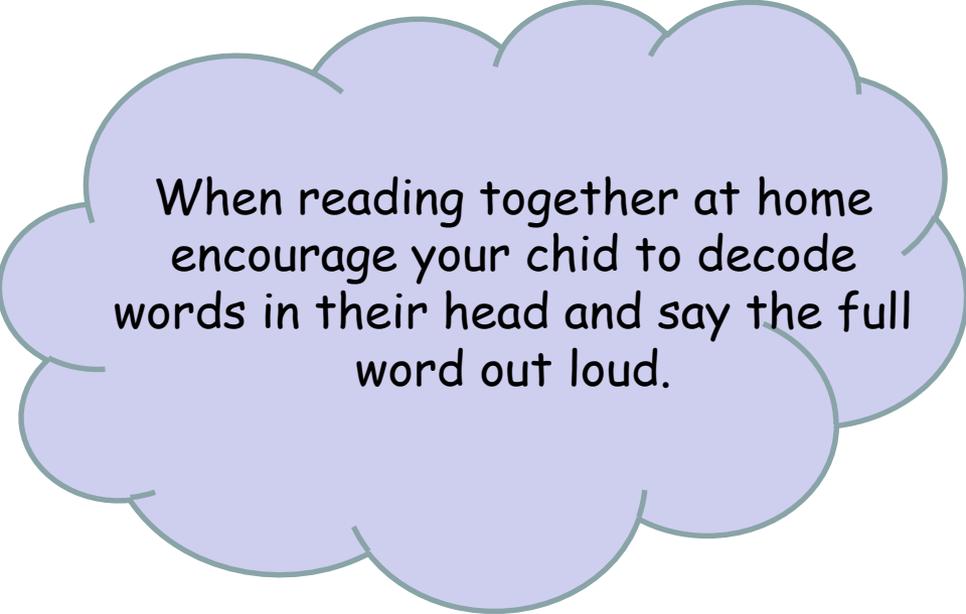
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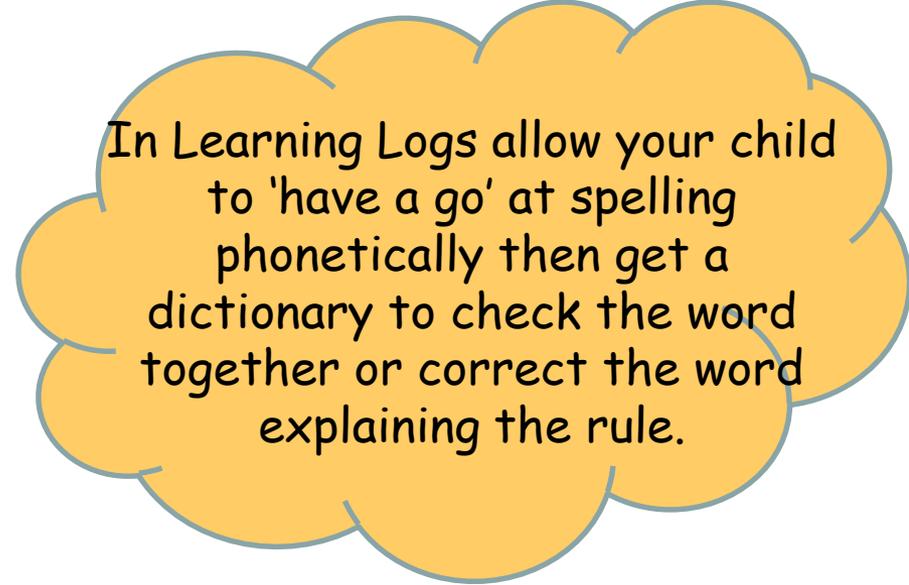
Phase 6

During this phase children:

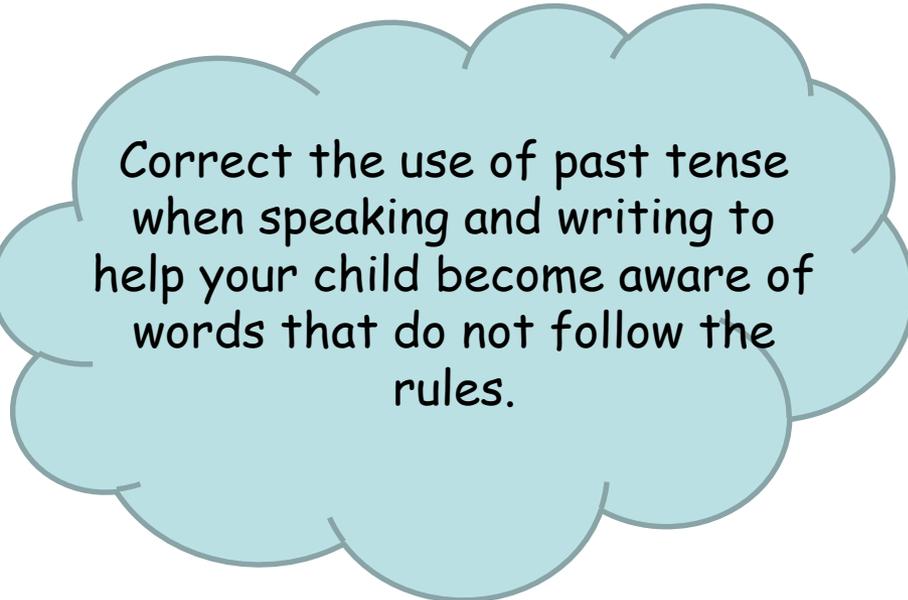
- Learn to read familiar words automatically using flash cards
- Decode words quickly and silently they are encouraged to read silently for parts then read together - developed during guided reading
- Phonetic attempts at spelling.
- Use and understand the past tense and are corrected when necessary
Eg *eated, ate, runned, ran*
- Use and understand suffixes (endings)
Eg *dog- dogs, box- boxes; slow - slowly; play - playful*
- Consistently apply spelling strategies to writing
- Decode words quickly and silently

A purple cloud-shaped graphic with a dark purple outline and a lighter purple fill. It contains text about reading together at home.

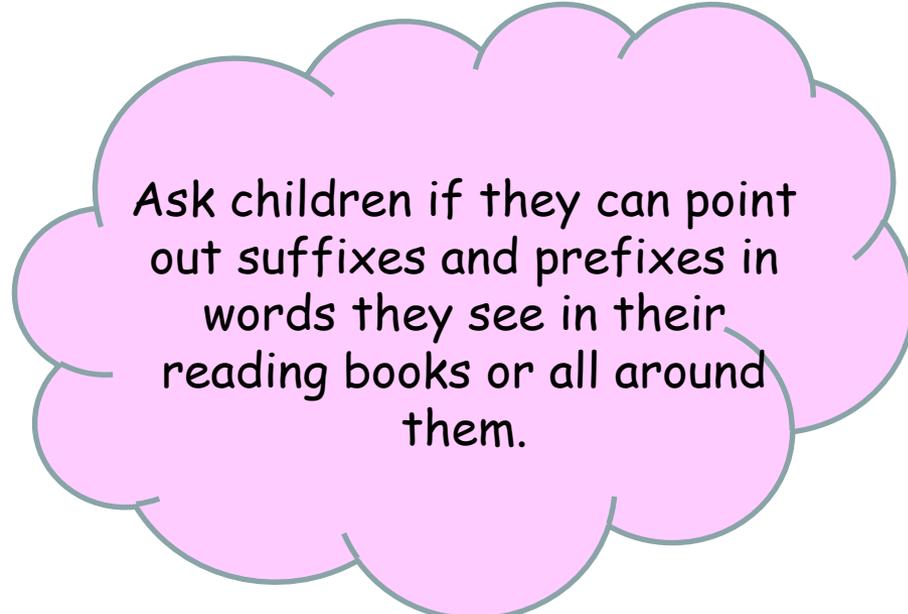
When reading together at home encourage your child to decode words in their head and say the full word out loud.

A yellow cloud-shaped graphic with a dark yellow outline and a lighter yellow fill. It contains text about Learning Logs and spelling.

In Learning Logs allow your child to 'have a go' at spelling phonetically then get a dictionary to check the word together or correct the word explaining the rule.

A teal cloud-shaped graphic with a dark teal outline and a lighter teal fill. It contains text about correcting the use of past tense.

Correct the use of past tense when speaking and writing to help your child become aware of words that do not follow the rules.

A pink cloud-shaped graphic with a dark pink outline and a lighter pink fill. It contains text about asking children to identify suffixes and prefixes.

Ask children if they can point out suffixes and prefixes in words they see in their reading books or all around them.

ī before e except after C

Generally c is followed by ei

received

ceiling

deceive

receipt

conceited

There are some exceptions to the rule e.g.
science

Adding suffixes to words ending in a single consonant

If the suffix begins with a vowel double the consonant.

hop + ed = hopped

shop + ing = shopping

run + er = runner

If the suffix begins with a consonant just add the suffix.

glad + ly = gladly

Adding **s** and **es** to nouns and verbs

Generally **s** is added to the base word

cat + **s** = cats

flowers + **s** = flowers

If the word ends in a **s(s)**, **ch**, **sh** and **z(z)** add **es**

bus + **es** = buses

catch + **es** = catches

buzz + **es** = buzzes

Decoding

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Understanding these relationships gives children the ability to recognise familiar words quickly and to figure out words they haven't seen before.

Strategies for decoding

- Encourage children to take responsibility for the book...Hold book themselves, read from left to right, top to bottom. Visit the library and get books specific to children's interests.
- Use picture clues (for a specific word and overall meaning).
- Phonics - sounding out/blending unfamiliar words
- Work out a word using the context. A child might say apple instead of orange so encourage sounding out or using a picture clue.

Strategies for decoding

- Work out a word using syntax. A child might have said "was" instead of "were". Again, encourage sounding out.
- Read around a word to see if they can work it out (starting from beginning of a new sentence or a few words before)
- Read a word or sentence again if it doesn't make sense/sound right
- Look for smaller words in a word (eg small, **turnip**)
- Look for rimes eg "ouse" in house, mouse, "at" in hat, bat
- Breaking down into syllables e.g lunchbox lunch/box

Comprehension and meaning

1) Literal retrieval (understand, describe, select information and ideas and use quotation and reference)

eg what does...mean? What did....do? Describe....(eg the giant) Which paragraph tells you...? Where are....? Why do...? Can ... mean something else? (eg 'light'), Which word tells you that...? (eg this is not the first time this has happened)

2) Inference and deduction. (Deduce, infer and interpret information, events or ideas from texts)

Eg What ideas were given about...? What does...think? How did...react? Why is...important? How was...different before?

Comprehension and meaning

3) Identify and comment on structure and organisation, including grammatical and presentational features

eg What is the purpose of...? How does the layout help...? Why are ... used? (eg subheadings) Why has the information been presented in this way? Why does the author use?

4) Writers' use of language

Eg Explain why...is used? Why did the author use...? Why are ... used? How has the choice of words created a feeling of...? Explain why... is used? How does...help you to understand?

Comprehension and meaning

5) Writers' purposes and viewpoints and the overall effect on the reader

eg Does the author like..? How do you know? What can you tell about the viewpoint of the author? Why was this text trying to...? How were the purposes of the texts different?

6) Relate texts to social, cultural and literary traditions

Eg Give two pieces of evidence that (this is a modern story)
What else might make (the boy) sad/angry? What other reason could there be for (the town being quiet on a Sunday)