



# Reading

October 2019

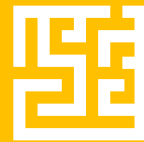
Why do we  
read?



We do it all the time – without thinking about it.

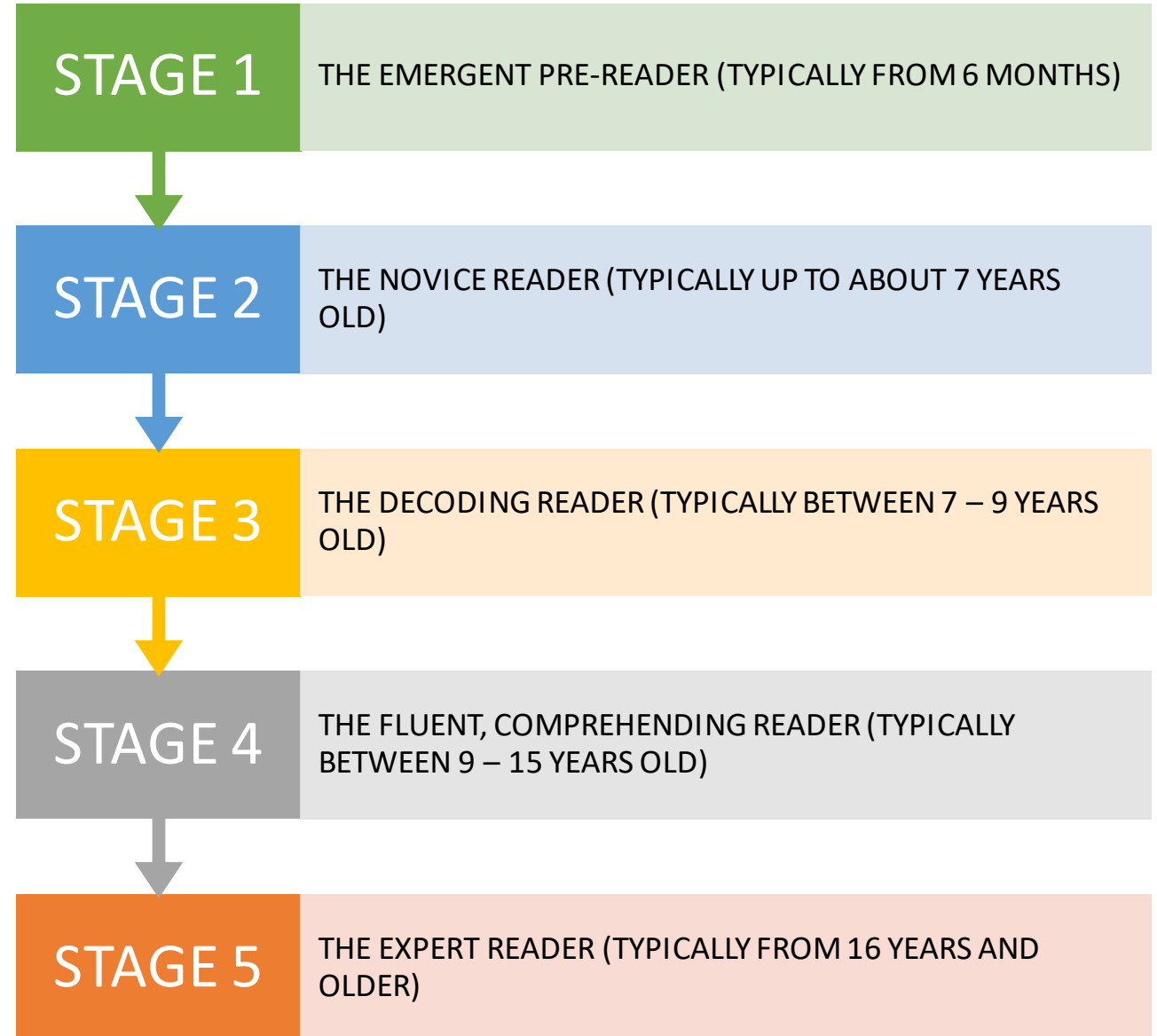


It is THE key to all other aspects of learning.



It is a crucial life skill.

# Stages of reading

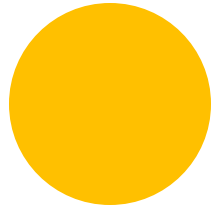
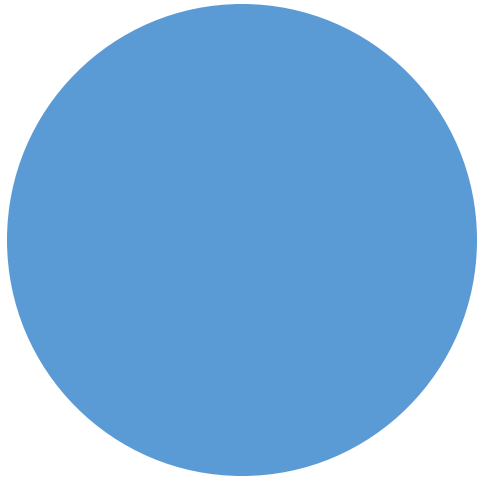


## **STAGE 1: THE EMERGENT PRE-READER**

During the initial phase of the reading development process children sample and learn from a full range of multiple sounds, words, concepts, images, stories, exposure to print, literacy materials, and just plain talk during the first five years of life.

## **STAGE 2: THE NOVICE READER**

During the second phase of the reading development process children are learning the relationships between letters and sounds and amongst printed and spoken words. The child begins to read stories with high-frequency words and phonically regular words and uses emerging skills and insights to “sound out” new one-syllable words.




How do we teach  
children to read?



# VIDEO FOR PARENTS

☰ YouTube<sup>GB</sup> what is phonics

Oxford OWL



WHAT IS ...  
phonics?

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What is phonics? | Oxford Owl

Letters and Sounds	Approximate stage / age	Phonics teaching	Tricky words
Phase 1	Nursery / Reception – ongoing	Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting	
Phase 2	Autumn term of reception	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	Spring and summer term of reception	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’) - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	Summer term of reception (revisited in Autumn 1, Year 1)	The children learn to read and spell words containing adjacent consonants o Children to revise and recall all Phase 2 and 3 phonemes. o Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	Autumn 2, Spring, Summer of Year 1	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. <i>Sounds:</i> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	oh, their, people, Mr, Mrs, looked, called, asked
Phase 6	Throughout Year 2 and	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	

# How does this help children read?

- It helps us set out a clear progression of sounds to learn.
- It helps prevent children from becoming overwhelmed and having too many sounds to try and learn at once.
- Appropriately pitched books will focus (almost exclusively) on the sounds that a child is familiar with – plus common exception words/key words.



What is the  
key to  
learning to  
read?

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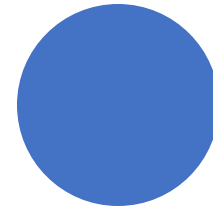
**PRACTICE**  
*makes*  
**PROGRESS**

FRESHLY

- Read EVERY day – depending on the stage that your child is at will depend on how long/how much you should read.

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What can you do?



# What can you do?

Read EVERY day – depending on the stage that your child is at will depend on how long/how much you should read.

Think about when you read

Listen to them read, read with and read to.

Reward for reading

Create opportunities to read little and often

ENJOY

# Reward for reading

- This does NOT have to be big or expensive
- Reward children with your time
- Play games or play with the toys they want to play with
- Reward with other reading materials (magazines/comics)
- If you want to use bigger incentives – use charts and ensure they are well earned

# Leaving messages





# Some other sources

- Libraries
- E-readers
- Podcasts
- Audio-books
- Apps