

# Learning to Read

Helping your child to learn  
at home

# Agenda:

- Introductions
- Phonics
- Reading

# Phonics

The learning of letters and  
sounds

# Why synthetic phonics?

*“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”*

*Sir Jim Rose, Rose Review of Reading 2006*

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

# Letters and Sounds

- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

# Phase 1

- Sound discrimination
- Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage.
- It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language.

# 7 Aspects of Phase 1

- Aspect 1 - General sound discrimination - environmental
- Aspect 2 - General sound discrimination - instrumental sounds
- Aspect 3 - General sound discrimination - body percussion
- Aspect 4 - Rhythm and rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice sounds
- Aspect 7 - Oral blending and segmenting

# Phase 2

- Learning specific letters and sounds
- Reading tricky words:  
I go no to the
- Blending and segmenting vc and cvc words, and reading captions and sentences

# Phase 2 Sounds

- Sounds are introduced in sets
  - ❖ 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

# How does it sound?

- Saying the sounds correctly with your child is extremely important
- We say the shortest form of the sounds
- No -uh unless it's 'u' !
- Think about your mouth
- <http://www.youtube.com/watch?v=lwJx1NSineE&feature=related>

# Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

This is the skill needed in becoming a reader.

# Segmenting

- Recognising which individual graphemes make up individual words

s-a-t

This is the skill needed in becoming a writer

# Phonic Sessions

- These take place daily for twenty minutes
- Recap the sounds
- Teach a new sound
- Read words with that sound in it
- Write words with that sound in it
- Read or write a caption or a sentence
- Reading tricky words

# Reading

# Reading at school

- Phonic Readers
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

# Reading at home

- Phonic Readers
- Quiet place for reading
- Playing reading games
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!

# Reading at home

## DO

- Keep reading time relaxed, comfortable and pleasurable
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10 minutes
- Reward any reading with small treats e.g stickers, choices, affection.
- Talk about books, covers, stories, any written words around the house.
- Encourage use of 'Fred talk' to work out unfamiliar words
- Join your local library together and use it regularly.
- Watch out for storytelling events, summer reads and reviews of new titles.
- Watch story time on CBeebies together

## DON'T

- Don't correct too often or too quickly
- Make reading negative and pressured
- Ignore requests to read any written words
- Get worried or frustrated with slow progress
- Let young children deface or mistreat books.

# Pre Reader Books

- Wordless books often promote more discussion than books with words, which leads to better comprehension.
- They also encourage the introduction of new vocabulary, help develop storytelling skills and present many opportunities to practice writing.

# Star Reader Scheme

- Look out for more information on this. In Reception we start this in January.

# READING ACTIVITIES

# Play with sounds

## I Spy

- As you are walking down the road play I spy using sounds e.g. I spy with my little eye something beginning with b.

## Find Them All

- Find everything beginning with .... Give your child a sound to find as many objects as they can which begin with a certain sound.

# Sound talk

- Give your child instructions but say the last word in Fred Talk

e.g.

Get your c-oa-t

Can you pass me the biscuit t-i-n?

Where is your p-e-n-c-i-l?

- If your child asks what a word says encourage them to use their Fred talk to work it out themselves, encourage and support them.

# Find the word

- Once your child has read the book, choose 5/6 words that your child struggled to read and write them on post it notes a few times. Give your child 5 minutes to find the words hidden around the home, when they bring the words to you get them to read the word.

# Snap/Matching pairs

- Write a few Words on cards. Play snap with your child as you put the word down ask them to say the word out loud. If they match then the first person to say Snap gets all the cards. Who can collect all the cards.
- Write a few of the Words on cards at least twice. Turn over 2 at a time. Read both words if they match then you keep them if not turn them over.

# Word clue

- Have the sound mat out
- Say some words beginning with a sound e.g monster, machine, moon
- Get your child to point to the initial sound they can hear.

Any  
questions  
so far?

Resources to Support you at  
home.

# Talk Together



helps children  
communicate  
REGISTERED CHARITY 103001






















Supported by  
**openreach**  
an BT Group business 

Helping babies and young children  
learn skills for talking



# Sound Mats

## Phase 2

 a	 b	 c	 ck clo_	 d	 e	 f  pu_ ff
 g	 h	 i	 k	 l, ll  be_	 m	 n
 o	 p	 r	 s ki_	 ss	 t	 u

# Feedback