



# Parent Information – Reading & Phonics



# Reading



# Why is reading so important?

## Reading for pleasure

- 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, increased general knowledge and 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.



“We know that reading for pleasure has a dramatic impact on life outcomes –and this is as much about confidence and wellbeing as it is about educational achievements. Quite simply children who read for pleasure are happier, healthier and so do better in life than those who don’t.”

Diana Gerald CEO Book trust

The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

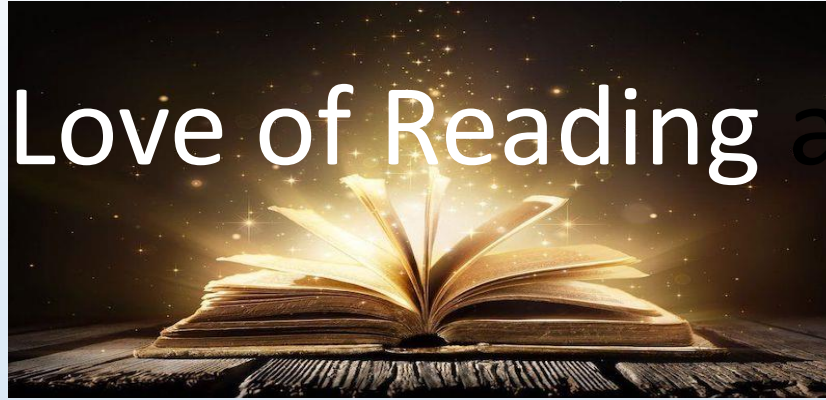
# How can you support reading for pleasure?

- **reading aloud to your child**, talking about the words and pictures, and sharing ideas about the book
- **reading yourself** – children who see adults reading, and enjoying it, are much more likely to want to read themselves
- **surrounding your child with books** – you don't need hundreds of books at home, but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.

Taken from Pearson website



# Developing the Love of Reading at



- daily story time sessions at 3pm
- exciting and engaging books used as part of our curriculum
- inviting book areas in every classroom
- a school library
- the Reading Race from Year 1 –Year 6
- shared reading sessions from Year 1 to Year 6

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

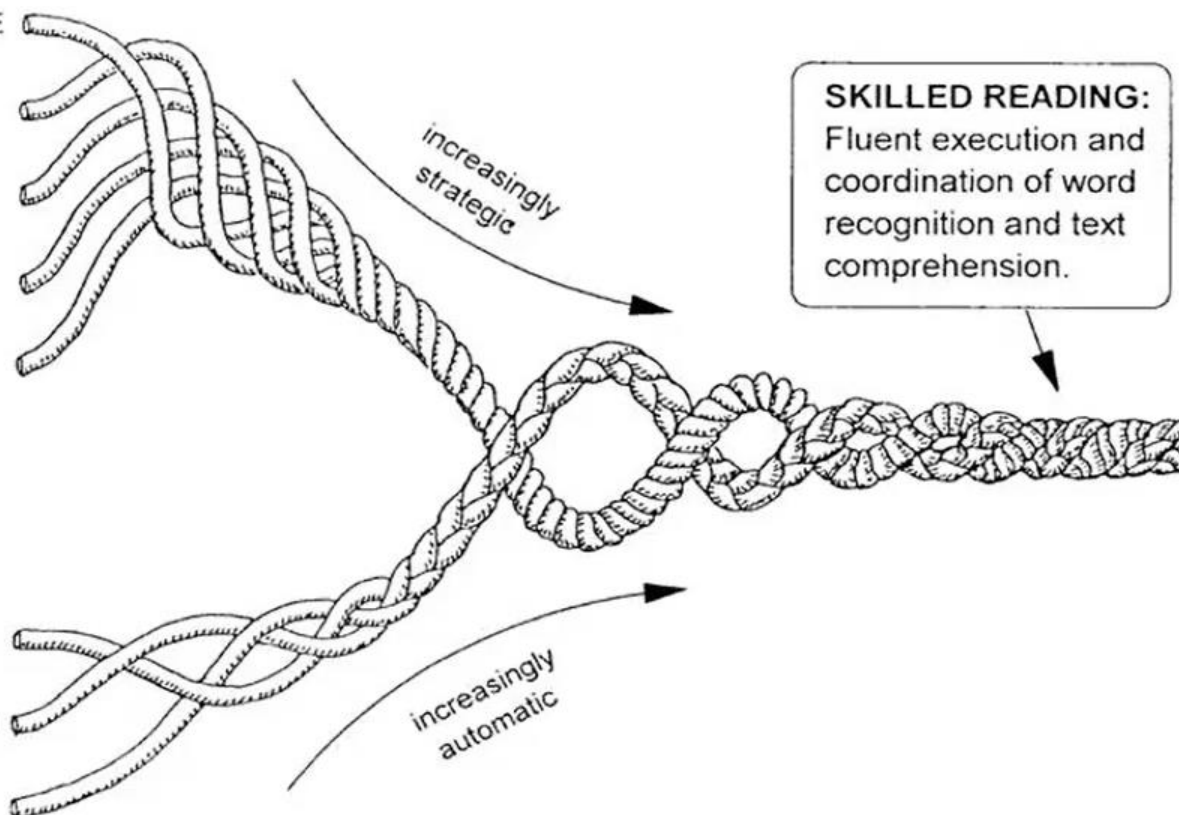
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)





# Reading in School



- Foundation Stage – daily whole class phonic sessions, individual reading, whole class shared reading from Spring term
- Year 1 - daily whole class phonic sessions, individual reading, whole class shared reading
- Year 2 - daily whole class phonic sessions for the Autumn term, individual reading, whole class shared reading including using VIPERS from the Spring term
- Key Stage 2 – Whole class shared reading using VIPERS, individual reading

**Decodable reading books match the phonic phases that are taught**

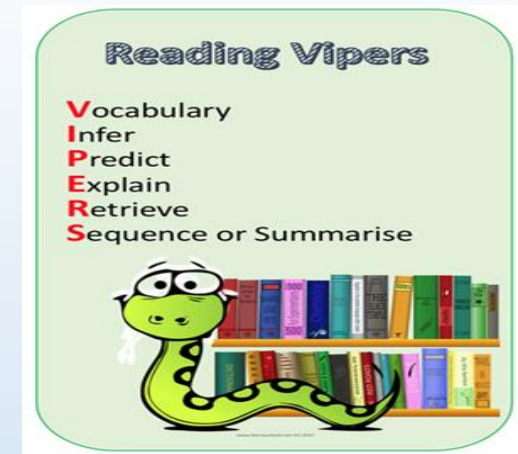
Shared Reading in School  
Year 1 & Year 2 in the Autumn term (& Foundation  
Stage from the Spring term)



These sessions are where we explicitly teach the children to apply their phonic knowledge to read phonetically decodable books. The emphasis of these sessions is to encourage children to use their skills in a more fluent manner to read more accurately.

# Shared Reading in School

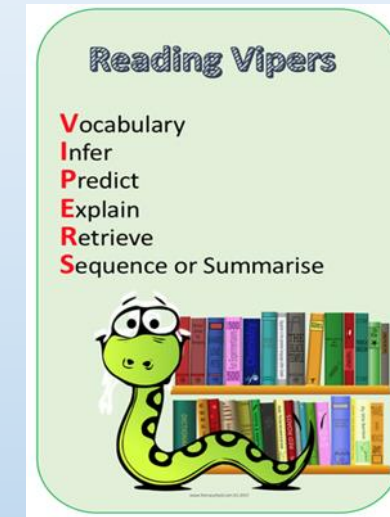
## Year 2 from the Spring term



Children are taught the skills of reading through the use of VIPERS. VIPERS is an anagram to help aid the recall of the six reading domains as part of the reading curriculum. These key areas we feel children need to know and understand in order to improve their comprehension of texts.



# Yr2 VIPERS Progression Grid



	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>
Year 2 Inference	<ul style="list-style-type: none"> <li>make inferences about characters' feelings using what they say and do.</li> <li>infer basic points and begin, with support, to pick up on subtler references.</li> <li>answering and asking questions and modifying answers as the story progresses</li> <li>use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.... means?</li> <li>Why do you think that?</li> <li>Why do you think...?</li> <li>How do you think....?</li> <li>When do you think...?</li> <li>Where do you think...?</li> <li>How has the author made us think that...?</li> </ul>
Year 2 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>Where do you think.... will go next?</li> <li>What do you think.... will say/do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end? What makes you say that?</li> <li>Who do you think has done it?</li> <li>What might.... say about that?</li> <li>How does the choice of character affect what will happen next?</li> </ul>
Year 2 Explaining	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>express my own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that..</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Does the picture help us? How?</li> <li>What would you do if you were...?</li> <li>Would you like to live in this setting? Why?</li> <li>Is there anything you would change about this story?</li> <li>Do you agree with the author's...? Why?</li> </ul>

## Phonics | Markeaton Primary School

Year 2 Retrieval	<ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> <li>remember significant event and key information about the text that they have read</li> <li>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>Who is/are the main character(s)?</li> <li>When/where is this story set? How do you know?</li> <li>Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>Tell me three facts you have learned from the text.</li> <li>Find the part where...</li> <li>What type of text is this?</li> <li>What happened to ... in the end of the story?</li> </ul>
Year 2 Sequence	<ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> <li>begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>What happens in the story's opening?</li> <li>How/where does the story start?</li> <li>What happened at the end of the...? •</li> <li>What is the dilemma in this story?</li> <li>How is it resolved?</li> <li>Can you retell the story to me in 20 words or less?</li> <li>Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>

# Reading at Home FS2 & Year 1



- children will bring home a phonetically decodable book and a shared library book
- phonetically decodable books are matched to the children's phonic knowledge and should be able to be read with 95% accuracy
- practise is key - phonetically decodable books will be read three times before it is changed. This helps to develop fluency and comprehension
- rereading sentences helps to build fluency
- read along with your child for the first read, if needed
- reading at home is a celebration of the child's reading
- please try and listen to your child 5 -10 minutes every day,
- the shared library book should be read by the adult to the child. This helps widen their vocabulary and gain insight into appropriate use of prosody when reading. Adults can model how to use tone, timing, phrasing, expression and emphasis effectively. Book talk is important when reading the shared text.

# Reading at Home

## Year 2

- Once children progress beyond decodable texts (after Phase 5), they move onto our banded book scheme and a shared library book. Using the banded book scheme, they can continue to progress in their fluency, inference and comprehension skills to become avid, expert readers.
- Children that did not reach the required standard in the Year 1 Phonic Screening Check will continue to bring home a phonetically decodable book and a shared library book.



# Book Talk question prompts to use when reading with your child



<https://www.youtube.com/watch?v=g8Rr5dnImzw>

## BOOK TALK

Question prompts when reading with your child (choose one or two!)

### Before reading:

Look at the title, cover and illustrations/pictures, what do you think will happen in this book?  
What makes you think that?  
What characters do you think might be in the book?  
What is the setting?  
Do you think there will be problem in the story? Why?  
What do you already know about the topic of this book?  
Does the topic or story relate to you or your family? How?  
Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

### During reading:

What has happened so far in the story? Can you tell me using time words? (first, then, next, after, finally, etc.)  
What do you predict will happen next?  
How do you think the story will end?  
Why do you think the character did \_\_\_\_\_?  
What would you have done if you were the character?  
How would you have felt if you were the character?  
What does that word mean?  
Why has the author used that word?  
I wonder why the writer decided to .....  
Can you explain why ...?

### After reading:

Is the title a good title for the book/story?  
If you had to give it a different title, what would be another good title for it?  
How did the character try to solve the problem?  
What happened because of the problem?  
Did any of the characters change through the story? Who changed, and how did they change?  
Why do you think the author wrote this?  
What was your favourite part? Why?  
If you could change one part, what would you change?  
If you could ask the author a question, what would you ask?  
Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)  
Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?  
Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?  
Would you like to read another book by this author?

# Phonics



# Phonics

Teaches children to listen to and identify the sounds that make up words. This helps them read and write.



letters



sound

s



Over 100 ways  
to spell these  
sounds



# Terminology

- **Phoneme** - A phoneme is the smallest unit of sound e.g. the word 'cat' contains three phonemes; c - a - t.
- **Grapheme** - A grapheme is a visual representation of a sound (how it is written) e.g. a letter or a group of letters. Some sounds are represented by a single letter whilst others are represented by more than one letter.
- **Digraph** - A digraph is a sound that is represented by two letters e.g. the sound 'a' in rain is represented by the digraph 'ai'.
- **Trigraph** – A trigraph is a sound represented by three letters e.g. the 'air' in hair is represented by the trigraph 'air'

- **Blending** - Blending is the skill of joining sounds together to read words. Children are taught to say the separate sounds in a word and to then blend them together to decode the word.
- **Segmenting** - Segmenting is the opposite of blending. Children are taught to segment a word into its separate sounds in order to spell it.
- **Common Exception Words** – Words that cannot be easily decoded e.g. the, said, have



# Phases

- **There are 5 phases**
- **The phonic phases are taught in different year groups and children are supported to keep up through interventions. 'Keep up, not catch up'**
- **It is taught as a whole class approach**



# Children are taught to say the sounds correctly.



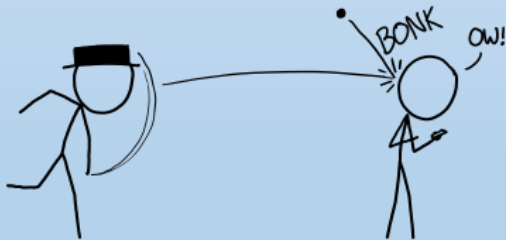
## Stretchy sounds

mmmmmm not muh



- /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/, /sh/, /th/, /ng/

## Bouncy sounds



These are clipped and pure. Helps to repeat the sound e.g  
bbbbbb

- /b/, /k/, /d/, /g/, /h/, /j/, /p/, /qu/, /t/, /w/, /x/, /y/, /ch/, /a/, /e/, /i/, /o/, /u/
























Phonemes should be articulated clearly and precisely – watch out for the ‘schwa’!

- Phase 1- taught in Nursey. We will teach this phase to children who need it in FS2 and activities during continuous provision will support this phase too. Children learn to hear and say sounds, play with rhyme, rhythm & alliteration and orally blend and segment.

- Phase 2 – begins in FS2. The children learn





























s a t p i n m d g o c k e u r c k h f b l ss ll ff

Each sound has an action and picture to help the children phoneme. These can be found on the school website.

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

remember the

<https://www.markeaton.derby.sch.uk/our-learning/phonics>

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

- Phase 3 – teaches the children the rest of the phonemes including digraphs and trigraphs-

j v w x y z zz qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi ear air  
ure er

Again, there is an action and picture to help the children remember them. These can be found on the school website.

<https://www.markeaton.derby.sch.uk/our-learning/phonics>

- Phase 4 – teaches the children to use the graphemes they know to blend and segment words with 4 or 5 phonemes, and longer words that can be chunked to read e.g. desktop – desk/top. This phase is revised in the Autumn term of Year 1

- Phase 5 – begins in Year 1 and continues into the Autumn term of Year 2. It teaches the children the alternative grapheme for the 42 phonemes they know. Year 1 NC requirements are taught here too e.g. reading contractions (isn't, doesn't), adding the prefix un- to verbs, adding the suffix –ed to verbs.
- 5a – new graphemes - ay ou ie ea nk oy ir ue ue ph aw ew wh au oe ey tch a-e e-e i-e o-e u-e u-e
- 5b – alternative pronunciations for graphemes – a e i o u ow ea er ou y ch c g ey. For example children know ow as in cow and will learn ow as in snow, children know a as in cat and will learn a as in acorn etc.
- 5c – alternative graphemes for these phonemes – ch j m n r s z u i ear ar air or ur oo ai ee igh oa oo oo sh. For example children will learn the j in fudge is spelt using dge, the m in lamb is spelt using mb etc.

See the school website for the ULS progression grid.

[Unlocking Letters and Sounds Progression](https://www.markeaton.derby.sch.uk/our-learning/phonics)  
[\(markeaton.derby.sch.uk\)](https://www.markeaton.derby.sch.uk/our-learning/phonics)

<https://www.markeaton.derby.sch.uk/our-learning/phonics>





 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou	 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere
 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u	 f ff ph	 l ll le	 m mn mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ci s/ss
 th	 ng	 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch tch t



An  
overview of  
graphemes  
and  
phonemes  
Phases 2 -5

# Blending - sound buttons

- We put sound buttons under the grapheme (the letter or the letters that make that sound) and then tap the buttons to blend the sounds together to read the word e.g.



# Daily Phonic Lessons

- Takes place first session of the morning for 25 minutes
- Lessons consists of:-

Revisit and review – flashcard previous phonemes

For reading and blending, children should use the phonemes (sounds).

Teach – teach new sound

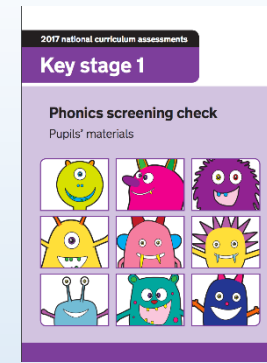
For spelling, children should use letter names.

Practise – practise using the new phoneme, reading words or writing words with the new phoneme in

Apply - apply into a situation either reading or writing sentences

- Common exception words are taught during the daily sessions, either read or spelt

# Year 1 Phonics Screen Check



- Children are assessed in school in September, December and March using previous Year 1 screening checks.
- We introduce monster words e.g. blit, pimms, blarb through our English Fast Four.
- There are 40 words to read- a mixture of monster words and real words. Children are told if the words are real or monster words. The children read one-to-one to the teacher.
- There is no time limit (usually takes between 4 and 9 minutes) and it takes place in a quiet area of school.
- The statutory phonic screening check is in early June. Results are sent home with end of year reports.
- If children do not reach the expected standard in Year 1, they will retake the test in the June of Year 2. They will have phonics interventions daily during Year 2.



Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



And Finally . . .

