

# *Learning to Read*

## *Layston First School*



# Reading is complex...

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1. Recognise letters and sounds - phonics.
2. Blending the words to read them.
3. Understanding what they are reading - comprehension.

You need **all of this** to be able to read well.



# What is phonics?

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Phonics is teaching the children the correspondence between the grapheme (letter shape) and the sound.

We use a scheme called 'Read Write Inc.'

The scheme groups sounds and sets out exactly when and how to teach each one.

# Speed Sounds Set 1

## Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

## Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

## Vowel sounds – bouncy

a	e	i	o	u
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## Vowel sounds – stretchy

ay	ee	igh	ow
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## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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# Speed Sounds Set 2

## Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

## Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

## Vowel sounds – bouncy

a	e	i	o	u
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## Vowel sounds – stretchy

ay	ee	igh	ow
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## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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# Speed Sounds Set 3

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# The importance of pure sounds

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It is important we teach children pure sounds so that they can blend easily.

e.g.

Muh - uh - muh

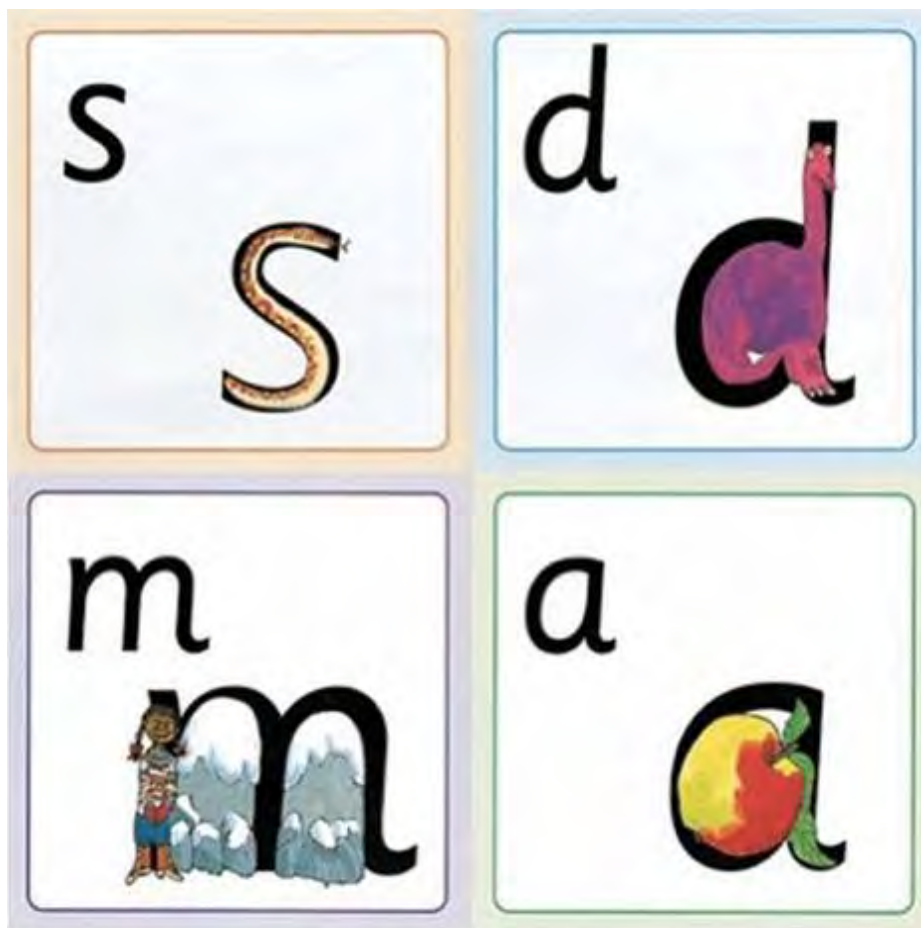
Mmm - u - mmm

<https://www.youtube.com/watch?v=yln6PpV1G1I>



# Name the pictures

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# Teaching letter formation

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- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- i down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl



# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

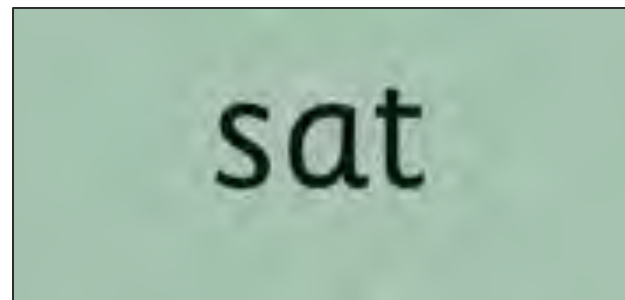


# Sounds + blending = reading a word

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+



# Reading with Fred Talk

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m

a

t

mat



'Special Friends', 'Fred Talk', read the word

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spray

crawl

Fred games and Fred talk throughout the day

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Shall we have some **l-u-n-ch** ?

What would you like to **p-l-ay** ?

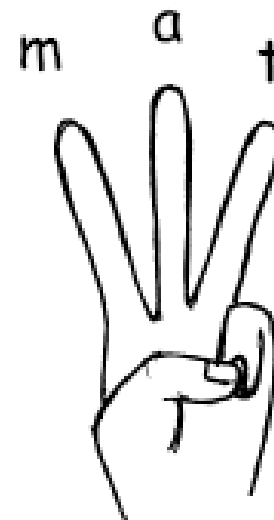
Let's put on your **h-a-t**.



# Splitting a word up into sounds = spelling

The opposite process to word reading.

'Fred fingers.'



# 'Three with me, four at home' - home reading books

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Accuracy

Fluency

Comprehension

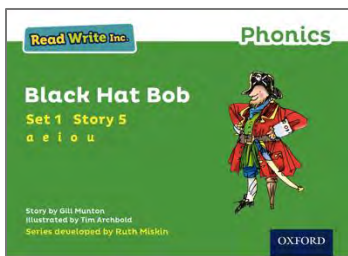
Read and enjoy at home





# After the third read...

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# 'Special Friends', 'Fred Talk', read the word



## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Red Words

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I

said

This is Red Hat Rob.

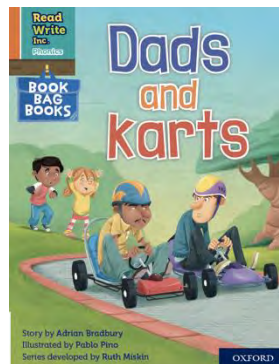


“I will grab that cash box,” he said.



# Book Bag Books

- Extra reading practice at home
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



## What can you do?

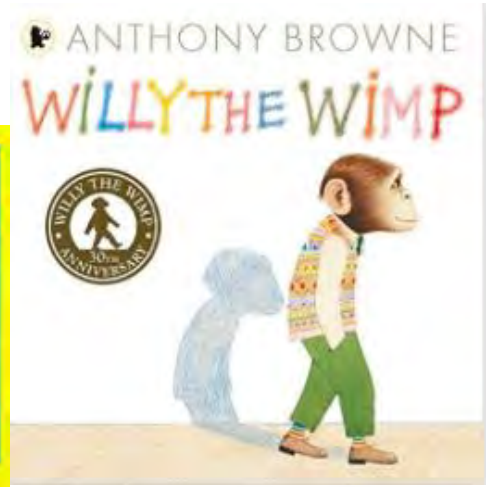
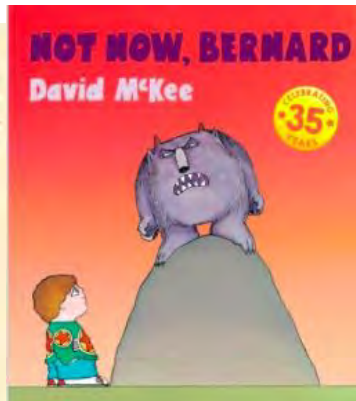
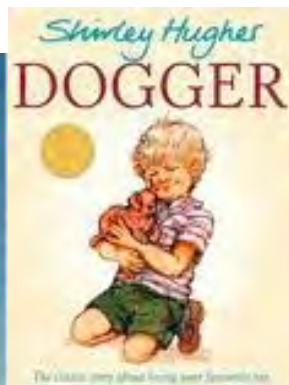
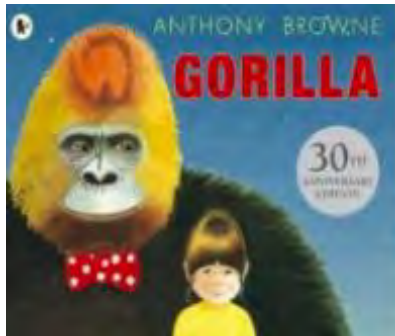
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- Listen to your child read the same Storybook/Ditty sheet again and again.
- Encourage them to use 'Special Friends' (if needed), 'Fred Talk', 'read the word'.
- Discuss the story and encourage their storyteller voice.

# Story books

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Children are wired to thrive on repetition of favourite books.



# 10 things your child learns when you read aloud stories and poems every day

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1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

Dr. Seuss



Any questions?

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Q&A



# THANK YOU!

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# Phonics Terminology

**phonics** - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**phoneme** - Any one of the 44 sounds which make up words in the English language

**grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**digraph** - a combination of two letters representing one phoneme e.g ch in chip , ng in king, oa in boat.

**trigraph** - a combination of three letters representing one phoneme e.g igh in light, air in hair.

**split digraph** - a digraph which is split by a consonant e.g ie in pile

**blending** - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'. We call this 'Fred talk and read the word'.

**segmenting** - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g". We use 'Fred fingers' to help us do this.