

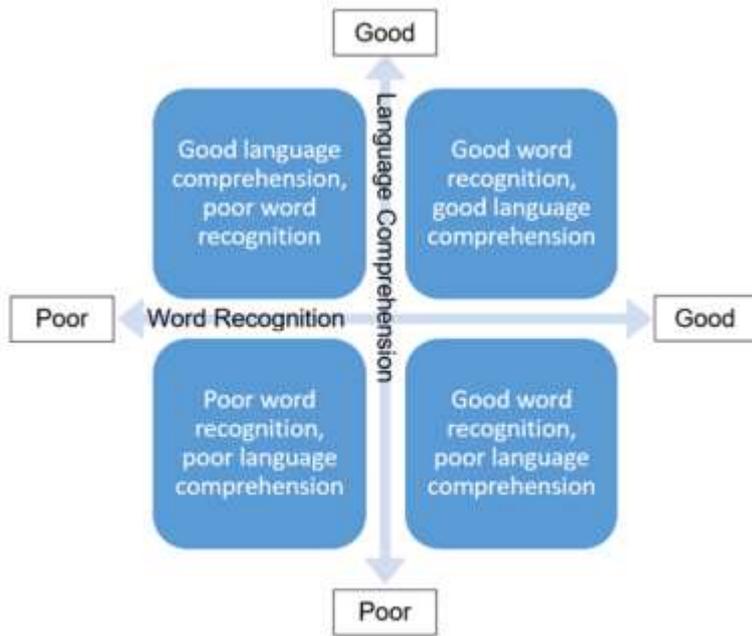
Reading at Kineton Green

Learning to read is one of the most empowering and wonderful things a child will do while at school.

We are passionate about supporting children to become confident, independent readers who read for enjoyment every day.



Whilst reading is a complex process, there are two basic components: recognising words ('decoding') and comprehension. We aim for children to be skilled at both, through high quality teaching and appropriate intervention.



The Simple View of Reading, described by P. Gough & W. Tunmer (1986).

Word Reading - Phonics

Children are taught to read using phonics, which is all about the sounds that make up words. Children start by learning the letters and the sounds which they make, and then how to put them together to make and read simple words. Then they learn how letters combine to make new sounds (such as 'sh'), and move on to longer words and new reading skills.

At Kineton Green, we use 'Floppy's Phonics', which is a government approved scheme, written by experts and published by Oxford University Press. This splits phonics into 6 phases, which starts with 'Phase 1' in Nursery.



Phase 1

This phase begins in Nursery but continues to be revisited throughout all of the other phases due to its importance in building crucial phonics skills. Throughout the phase, the children develop their speaking and listening skills; by the end of which, they should be able to:

- focus their listening and attention on sounds
- say the initial (first) and last sounds in a word (e.g. “dog’ begins with /d/ and ‘sit’ ends with /t/)
- identify [rhyming](#) words
- identify [alliteration](#), i.e. find which words in a set of words begin with the same sound – “bell, bike and boy all have the /b/ at the beginning”
- [blend](#) or combine separate sounds to make a word, e.g. “m-a-p.... map”. [Click here for a video showing how to blend sounds](#)
- [segment](#) a word into its separate sounds, e.g. “cat... c-a-t”

All of Phase 1 activities are oral – the children do not start learning letters until Phase 2. This is because it is great to know letters and sounds they make – but it is useless unless you can blend and segment them to read and write them as words! This is also why the skills developed in Phase 1 keep being revised throughout all other phases.



Listening Walk

Encourage your child to listen to the sounds around them both indoors and outdoors. Encourage them to talk about the sounds they can hear. This can be done at the park, supermarket, on the way to school or at home. Encourage your child to talk about the sounds they do and do not like and why.

Nursery Rhymes

You can help your child by singing lots of nursery rhymes. Add body percussion to songs and nursery rhymes e.g. clapping, stamping feet, patting knees. Encourage your child to keep the beat.

Object Hunt

Hunt for objects beginning with the same sound. You could do this at the supermarket, park, in the home or garden.

‘Sound Talking’

You can sound-talk words in lots of different situations. For example, when getting ready in the morning you could say ‘Go and brush your t-ee-th’ or ‘It’s time to get your c-oa-t’. You could also play a version of I Spy, for example ‘I spy a c-u-p’.

Phase 2

Children beginning Phase 2 will have experienced a huge variety of rich listening activities, and will usually be able to distinguish between speech sounds, blending and segmenting orally. The aim of Phase 2 is to teach children 19 letters and the sounds they make, so that they can move on to blending and segmenting using letters.

At this stage, every letter has one sound, and the letters are introduced in a sequence that means that children can start making and reading lots of words quite quickly. The first six letters are 's', 'a', 't', 'p', 'i', 'n', which can make many two- and three-letter words – have a try!

The graphemes taught in Phase 2 are:

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

[Please click here for a link of the letters being pronounced correctly](#)

During this phase, children link the sounds they have been hearing in words ([phonemes](#)) to letters ([graphemes](#)). They use this knowledge to say each letter sound and then blend them together to read the word (often called 'sounding out'). We use lots of '[VC](#)' (vowel-consonant) and '[CVC](#)' (consonant-vowel-consonant) words, for example:

VC words: at, in, if, it

CVC words: sat, pin, dog, huff, miss

Children may still be in the very emergent stage of writing development, so the use of magnetic letters will be very helpful at this point.

The children will be taught to read the below common words. The decodable words can be sounded out, but the children need to be able to read these 'on sight' to read with more pace and fluency. The tricky words do not follow the phonics rules they have learnt so far, so they are called 'tricky' and the children simply need to be able to read them 'on sight'.

Decodable Words			Tricky words
a	dad	it	go
an	get	mum	l
and	got	not	into
as	had	of	no
at	him	off	the
back	his	on	to
big	if	put	
but	in	up	

[Please click here for some top tips on how to help at home!](#)



Magnetic/Flashcard Letters

Magnetic boards and letters are very effective in helping children to identify letter shapes and develop the skills of blending and segmenting. Using either magnetic letters, or their flashcards, have fun finding the letters with your child, e.g. who can find the 'a' first, can you find the letter for the sound /sss/.

Making Words

Using magnetic letters or flashcards, you can make words together. For example: it, up, am, top, dig, and, met, pick. As you select the letter, say the sound aloud and then model blending them together 'a-m... am'.

Breaking Words

Now do it the other way around; say the word, break the word up and move the letters away, saying 'met – m-e-t'. This will help with spelling.

I Spy

Find some objects from around your home that have two or three phonemes e.g. *h-a-t*, *c-u-p* and *s-oa-p*. Play *I spy with my little eye a c-u-p*. Ask your child to hold up the correct object.

Motor Skills

All sorts of different activities help develop handwriting, from gross motor skills (whole body) to fine motor skills (fingers). You can help by playing games that include using balls, balancing and climbing. Also, pouring jugs and cups of different sizes, sweeping with brooms, mopping, cutting, sticking, threading, construction, puzzles, pegging washing up, painting, using pencils.... It all helps!

Phase 3

When children begin Phase 3, they will know about 19 letters and will be able to blend them to read words. The purpose of this phase is to teach the remaining letters of the alphabet and then more graphemes, which are made by combinations of letters, such as 'oa' in **coach**.

The graphemes taught in Phase 3 are:

j	v	w	x	y	z
zz	qu	ch	sh	th	ng
dge	ve	wh	cks	tch	nk
ai	ee	igh	oa	oo	ar
or	ur	ow	oi	ear	air
er	-er	ue	ue	ture	ure

By the end of the phase, the children will know the graphemes (letters) needed for 42 phonemes (sounds), enabling them to read and write many words. At Kineton Green, we teach children to use sound buttons and bars to support their blending and segmenting. This means that they put a dot under any letter making a sound on its own, and a bar under any letters working together; for example:



'Alphablocks', the Cbeebies show, is great at demonstrating how this works!

In this phase, we teach the children to spell all the common words from phase 2. We also teach them some new words which they will learn to read on sight. They are:

Decodable Words		Tricky words		
down	them	all	my	my
for	then	are	she	she
look	this	be	they	they
now	too	he	was	was
see	will	her	we	we
that	with	me	you	you



I Spy

Play using letter names as well as sounds.

Magnetic/Flashcard Letters

Continue to play with magnetic letters, but making words with 2-letter graphemes, for example: r-ai-n = rain, b-oa-t = boat, h-ur-t = hurt.

Pairs

Use flashcards to play pairs or snap to help children learn the graphemes and tricky words.

www.phonicsplay.co.uk

This is a great website that we use a great deal in school. Many of the games are free but there is a subscription for some of the games.

www.ictgames.co.uk

This website also has many free phonics games.

Phase 4

When children begin Phase 4, usually in Reception or the very beginning of Year 1, the children will be able to blend CVC words for reading and segment them for spelling. The purpose of this phase is to revise their knowledge of the graphemes (letter/s) learnt so far and to learn to read and write longer words

CVCC words: *tent*, *damp*, *toast*, *chimp*

CCVC words: *plum*, *swim*, *sport*, *cream*, *spoon*

CCVCC words: *clump*, *plant*,

By the end of Phase 4, children will be expected to spell all of the common words from Phase 2 and 3. They will then be taught to read the following words on sight:

Decodable Words	Tricky words	
children	come	said
from	do	some
help	have	so
it's	like	there
just	little	were
went	one	what
	out	when

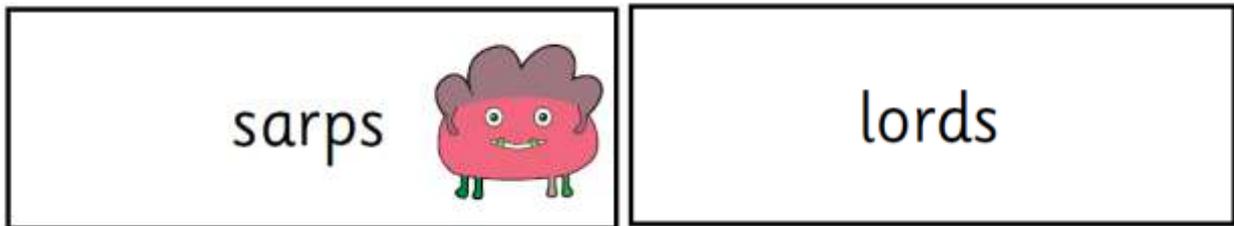
Phase 5

Phase 5 takes up most of Year 1, during which they will learn new graphemes and... this is where it gets complicated... alternative ways to pronounce graphemes and spell phonemes! For example, they learnt the 'ee' grapheme in Phase 3 (as in sheep) and now learn that 'ea' makes the same sound (as in treat)! Furthermore, they learnt the 'ow' sound (as in 'cow') in Phase 3 and now learn that it can also be an /oa/ sound, as in 'know'.

[Please click here for a phonics dictionary.](#)

In the summer of Year 1, the children all take part in a 'phonics screening check'. This is a statutory check to ensure that children can use what they have learnt in phonics to be able to read words. A familiar adult will sit with the children on an individual basis and ask them to read 40 words aloud, half of which are real words and half are nonsense, which are identified by having an alien on them. The use of non-words is to show that the children can use purely phonics to read words, rather than their memory. The 'check' normally takes a few minutes and we do many practice checks with the children throughout the year, so it is just a normal part of school for the children.

An example nonsense and real word used in the phonics screening check:



Captions and Phrases

Encourage children to write, e.g. shopping lists, cards to family/friends, or labelling their pictures. Could they write an email to a family member with you?

Books, books, books!

Keep reading books to the children for pleasure. Also, encourage children to read to you – this could be their reading book from school, books in their own collection, or books from the local library. If the book contains lots of text, you could take it in turns. Also, let them see you reading – be a reading role model! There are also some great audiobooks out there.

www.phonicsplay.co.uk

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www.ictgames.co.uk

This website also has many free phonics games.

Phase 6

By Phase 6, children will be able to spell and read hundreds of words through:

- reading the words from memory
- blending them quickly and silently
- blending/segmenting them aloud

Their spelling should be phonetically plausible, even if it is not always 'correct', e.g. writing 'pursun' for 'person'. Children will become fluent readers and increasingly accurate in their spellings.

Comprehension

Reading comprehension, at its simplest, is the ability to read something and understand what it means. You might be able to use your phonics knowledge to read the following (jibberish), but it won't mean a thing!

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quis non odit sordidos, vanos, leves, futiles? Sed tamen intellego quid velit. Sed quid sentiat, non videtis. Miserum hominem! Si dolor summum malum est, dici aliter non potest. Sed in rebus apertissimis nimium longi sumus.

This skill begins very early with wonderful picture books. For example, we might spend time asking questions about a picture, like the one to the right. What is going on? What has just happened? What might happen next? What can you infer about the characters by looking at their expressions and how they are moving? Can you make up a story about the picture?



At Kineton Green, each class in Reception, Year 1 and Year 2 have three guided reading sessions a week. These sessions are invaluable as each class is split into 5 groups, with approximately 6 children in each group, who all have a teacher or teaching assistant to lead their group.

During these sessions, we build on the children's early comprehension skills to teach different aspects of reading comprehension:

- Vocabulary: Explore the language used in the text.
- Inference: Be a detective and look for clues in the text, e.g. how a character might be feeling?
- Predict: Make predictions about what might happen next.
- Explain: Talk about their thoughts and opinions of the text and the author's choices.
- Retrieve: Recall and find information from the text.

There is a huge amount of information about comprehension on the [Oxford Owl](#) website, part of the Oxford University Press – who publish Floppy's Phonics and many of the books we use in school.

From Reception, children will also be given one book a week to read at home. This book will be appropriately matched to their phonics and comprehension level.

Finally, reading for pleasure is hugely important to everyone at Kineton Green. We believe that it is an entitlement for every child and so enrich our timetable and curriculum with a love of books – through high quality texts in English, daily story time, World Book Day, book weeks, sponsored reading.... and so the list goes on!

I WOULD RATHER



BEE READING