

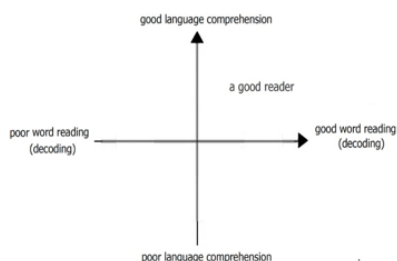
Reading and Phonics

Key vocabulary

Digraph - A grapheme containing two letters that makes just one sound (phoneme).	Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.	Trigraph - A grapheme containing three letters that makes just one sound (phoneme).
Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.	Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
Language Comprehension - defined as the ability to derive meaning from spoken words when they are part of sentences or other discourse.	Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.
Intonation : is the way the pitch of your voice goes up and down as you talk or reciting something by singing it. An example of intonation is the way your voice raises in pitch at the end of a question .	Reading comprehension - In other words, language comprehension becomes reading comprehension when word meaning is derived from print.
Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.	

The Simple View of Reading:

- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words.
- Children need both good language comprehension and good word reading to become good readers.



- Word reading and language comprehension require different sorts of teaching.
- When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.
- However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.

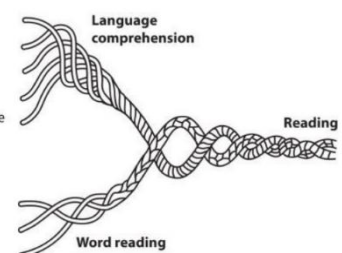


Introduction to comprehension

Skilled reading depends on both word reading and language comprehension, as the 'Reading Rope' diagram by psychologist and literacy expert Hollis Scarborough illustrates:

- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure

- Letter-sound knowledge
- Accurate word decoding
- Automaticity in decoding



The structure of phonics lessons

- *Revisit and Review:* A recap of previously taught sounds and graphemes using a 'flashcard' style approach.
- *Teach:* The introduction of a new phoneme / grapheme with clear examples modelled.
- *Practice:* The opportunity for pupils to practice new and revised phonemes and graphemes as part of an independent or group activity.
- *Apply:* Consolidation and extension of the skill learnt through ensuring an understanding of how it can be transferred to other situations (e.g. a phonics game, writing a sentence).

Frequently asked Questions:

When do I move a child up to the next level?

If a child can read 90% of the book fluently as well as being able to understand what they have read by answering different questions.

How can I support a child with blending?

Modelling how to orally blend to create a spoken word and how to break a word apart is how to start a child's blending and segmenting journey. Once children can blend at an oral level, the blending of words in print becomes a lot easier.

How can I support a child to identify digraphs and trigraphs in words when reading?

When reading words containing digraphs or trigraphs, encourage children to spot the digraph/trigraph in the word first and say it out loud then blend the whole word to read. This will come with practise.

How do I test a child's comprehension when reading?








While listening to a child read ask them a range of questions about the text. Use the bookmark to support making sure you are asking the different skilled questions.

Phonics and Reading

Please refer to school website for further support with phonics and reading.

There is a power point with different games and resources to use at home. Please find it on the school website:

<https://www.hcfs.org.uk/phonics-20/>

<p>Vocabulary Questions with Victor</p> <ul style="list-style-type: none">• What does this word/phrase/sentence tell you about the character/setting/mood?• By writing..., what effect has the author created? Do you think they intended to?• What other words/phrases could the author have used here? Why?• How has the author made you/this character feel by writing...? Why? 	<p>Inference Questions with Iggy</p> <ul style="list-style-type: none">• What do you think... means? Why do you think that? Could it be anything else?• I think...; do you agree? Why/why not?• Why do you think the author decided to...?• Can you explain why...?• What do these words mean and why do you think that the author chose them? 
<p>Retrieval Questions with Rex</p> <ul style="list-style-type: none">• Find the... in this text. Is it anywhere else?• When/where is this story set? Find evidence in the text.• Find the part of the story that best describes the setting.• What do you think is happening here? Why?• Who is telling this story? 	<p>Prediction Questions with Pip</p> <ul style="list-style-type: none">• Can you think of another story with a similar theme? How do their plots differ?• Which stories have openings like this? Do you think that this story will develop the same way?• Why did the author choose this setting? Will that influence the story? 
<p>Summarising Questions with Sheba</p> <ul style="list-style-type: none">• What is the main point in this paragraph? Is it mentioned anywhere else?• Sum up what has happened so far in... words/seconds or less.• Which is the most important point in these paragraphs? Why?• Do any sections/paragraphs deal with the same themes? 	<p>Compare, Contrast and Comment with Cassie</p> <ul style="list-style-type: none">• What is similar/different about two characters? Did the author intend that?• Explain why... did that.• Describe different characters' reactions to the same event.• Does this story have a moral?• Which is better and why? 
<p>Be an Author with Arlo</p> <ul style="list-style-type: none">• What does the word... tell you about...? How?• Find two ways that the author tells you...• What do you think the author meant by...? 	<ul style="list-style-type: none">• Which words do you think are most important? Why?• Which words do you like the most? Why?• How has the author made you feel happy/sad angry/frustrated?