

How do we teach reading in the Early Years?

Phonics

Read, Write, Inc. is the initial phonics resource used at Portmoak to teach your child how to say, read and write sounds.

Speed sounds: Children are taught the letter-sound correspondence with the help of a visual picture and a mnemonic to help write the letter, i.e. m, mmmm, Maisie, mountain, mountain.



The children are taught the sounds in an order that will generate the most sounds to read and spell.

Blending and segmenting: Once the children have learned their first 5 sounds (m, a, s, d and t), they are taught to blend words for reading and segment them for spelling.



Ditties: Once the children know their initial Speed Sounds and can sound-blend, they can apply their phonic knowledge to Ditty Reading. The Ditties are short, simple texts with 10-20 words made up of the initial Speed Sounds. They are an important bridge between reading the Speed Sounds and blending and moving on to Guided Reading.

Guided Reading

Children need to have both good word recognition and good oral language comprehension in order to read.

Oxford Reading Tree is the main reading resource used in the Early Years at Portmoak Primary. We also use the Read Write Inc and Folens Storybooks. Children learn in different ways and at a different pace. We continually assess the child's reading progress and use the resource which best meets the child's needs.

We have outlined below the process of introducing a new book in class.

Key vocabulary and sight words: Time is taken by the teacher to introduce the children to key vocabulary and sight words. Some of these words can be decoded by blending, e.g. g-o-t, got. Others, which we call sight words, need to be visualised and learned, e.g. was, said. As recalling key words quickly helps to develop reading fluency and understanding, these are sent home every night for you to practice with your child.

Book cover:

To introduce a new book we look at and discuss;

- the front cover, e.g. What can you see? Does it give us any clues about what the book might be about?
- the title, e.g. How many words are there? Discuss the words in the title.
- the blurb, e.g. Does this give us any more clues about the book?

Pictures: We talk through the story with the children by looking at the pictures. This helps us to understand the context and to think about what might take place in the story.

Reading aloud: The children are then asked to read the words on each page, pointing to each word as they read.

Word attack strategies: If a child meets a tricky word, there are a range of strategies which they are encouraged to try, including: looking for individual sounds, breaking the word into parts (chunking), looking at the shape of the word, looking at the picture and thinking about the story and missing out the word and reading on and then reading again.

Reading at home

- Choose a comfy corner and a quiet time to share the story.
- Look at the front cover, talk about what the story is about.
- Discuss the blurb on the back of the book.
- If the book comes with one, read the extended story while your child looks at the story book.
- Look at the pictures, talk about them and tell the story together.
- Use the guided response questions at the end of the extended story to help your child to read the sentences and to develop understanding.
- Let your child read the story on his/her own!

The most important thing to remember is that reading should be fun and you don't have to follow every step every time. Remember to read a variety of books to and with your child. Reading for enjoyment is an important part of learning. The more a child is read to, the more likely it is that he/she will read to themselves. The more a child reads, the better they are at reading!

Where can I find out more information?

www.ruthmiskin.com/en/parents

www.oup.com/oxed/primary/oxfordreadingtree/parents

This information leaflet is one of a series of leaflets produced in Session 2016-17 on topics parents asked for more information about. It is intended to be an overview of the topic and won't contain every detail possible. If you do not find what you were looking for, please ask.

Information for Parents



Early Reading

