

# Kensington Primary School



## Reading at home

*Useful definitions, explanations, examples and questions*

**This booklet contains the following:**

1. Phonics
2. Phonics Activities
3. Reading Skills:
  - Decoding
  - Skimming
  - Scanning
  - Inference
  - Deduction
  - Analysing structure
  - Author's purpose
  - Language
4. Glossary
5. Appendices

## Phonics
















































### What are phonics and why should we do them?

Phonics is the teaching of sounds that make up 'talk'. These sounds form words. Phonics involves breaking words into separate phonemes that can be blended together to read a word. It teaches children how to pronounce all 44 phonemes, how to segment words into phonemes to spell a word, and blend phonemes together to read a word.

To really help our children, we need to:

1. Understand what is going on in their learning to read and write;
2. Have a good 'bank' of activities and resources to help;
3. Develop ways of working together to help them acquire these important skills.

There are **44 sounds** in the English Language and they are taught in the following order:

s	t	p	n	m	a	e	i	o
								
g	d	ck	r	h	u	ai	ee	igh
								
b	f	l	j	v	oa	oo	oo	ar
								
w	x	y	z	qu	or	ur	ow	oi
								
ch	sh	th	th	ng	ear	air	ure	er
								

At Kensington, phonics is taught for up to 45 minutes every day, Nursery, reception, Y1 and a few children in Y2, usually at the start of each day. Phonics is divided into sets. We follow the Ruth Miskin (Read Write Inc.) phonics programme.

Speed Sounds Set 1, blending and segmenting	Steady pace Fast pace	
Children are taught the letter-sound correspondences for 'm' with the help of a mnemonic and how to write the grapheme 'm'	Day 1	Day 1
Children are taught more letter-sound correspondences from Speed Sounds Set 1: e.g. n, s, t, d, and f. Mnemonics are dropped once they know them well.	Week 1	Day 2
In Word Time! children are taught to blend words for reading and segment them for spelling, using the sounds they have learnt: m, s, t, d and f: e.g. mad, sad, mat.	Week 2	Days 3, 4, 5
Children are taught more Speed Sounds from Set 1 and how to blend and segment words made up of them, until they know them all at speed and can write them: m s t d f i n g g o c k u b f e l k s R r j y w th z ch qu x ng nk	Weeks 2-6	Weeks 2, 3
Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to reading the Ditties: an important bridge between reading single words and stories.	Weeks 7-12	Weeks 4, 5, 6
<b>Speed Sounds Set 2</b>		
Once children can read Ditties using sound-blending, they begin to be taught the Speed Sounds Set 2 (ay, ee, igh, ow, oo, or, ur, ar, ir, ou, oy) and apply their phonic knowledge to reading the books at Green and Purple levels and developing their writing and spelling skills through activities in the accompanying Set Writing! books.	Weeks 13-20	Weeks 7-20 Miss out Purple books
Children are taught more Speed Sounds Set 2 and apply their phonic knowledge to reading the Pink and Orange level books and the accompanying Set Writing! books. Letter names are taught in preparation for teaching Speed Sounds Set 3 for spelling.	Weeks 21-33	Weeks 10-15 Miss out Orange books 1-5
<b>Speed Sounds Set 3</b>		
Children are taught to read Speed Sounds Set 3 first. They are then re-taught Set 3, this time with the spelling element of the lesson too. They apply their phonic knowledge to reading the books at Yellow, Blue and Grey levels and developing their writing and spelling skills through activities in the accompanying Set Writing! books.	Weeks Approx. 30	Weeks Approx. 15-20 Miss out Yellow books 1-3

Any child who falls behind the rest of the class should be supported through one-to-one tutoring as outlined on page 57 until they are back up to speed.

New Speed Sounds to learn	Speed Sounds to review	Ditties, Storybooks and Set Writing! Books
Set 1 + blending		
	Set 1 + blending	Ditties
Set 2	Set 1 + blending	Green and Purple Storybooks and Set Writing! Books
Teach letter names.	Set 1 and 2	Pink Storybooks and Set Writing! Books
Teach Set 3 reading only.	Set 1 and 2	Orange Storybooks and Set Writing! Books
Teach Set 3 reading and spelling	Set 1 and 2	Yellow, Blue and Grey Storybooks and Set Writing! Books.

## RWI Phonics programme

Please refer to **Appendix 1** for an overview of set sounds and words you can practice with your children at home. **Appendix 2** contains a list of red and green words that cover all the sounds and help children begin to apply their knowledge of sounds in to words, aiding them to read and decode. Please refer to **Appendix 3** for a List of Standard English phonemes and examples of words. **Appendix 4** contains a glossary of terms in phonics.

### Correct pronunciation

It is essential that phonemes are correctly pronounced in order for children to blend words successfully. An “uh” sound should not be added to the end of a phoneme, e.g. sss not suh, mmm, not muh, and sh, not shuh.

### Year 1 Phonics screening check

The Phonics Screening Check is set out by the Department for Education. This check is a short assessment carried out on an individual basis by the class teacher. It assesses your child’s knowledge of sounds using 40 words some of which will be made up words, and will only take a few minutes to complete. The results of the check will be included with your child’s end of year report.

### To be successful:

1. Initial sounds – The easiest sound to identify in a word is the first sound, e.g. the /sh/ sound at the start of ‘ship’ or ‘shark’ or the /d/ sound at the start of ‘dog’. Help children to spot words that begin with the same sound as their name.
2. Sound actions – It helps children to identify and distinguish different sounds if they have an action to associate with it. Thus /sh/ and /ch/ can often be identified by putting a finger on our lips for /sh/ and making steam train piston arm movements for /ch/ /ch/ /ch/ etc.
3. Rhyming games – To help children listen out for middle and end sounds in words, encourage them to spot and create rhymes. Best, guest, west, VEST ... can be part of a game where you take turns to say a rhyming word. The words do not have to be ‘real’ – ants, lants, fants, PANTS... can cause great giggles!

### Distinguishing letters and sounds

As your child gets older, it really helps if they make a distinction between letters and sounds. Letters allow us to write sounds down. Even if your child's name starts with a sound written in a common way, e.g. Timmy, where the letter 'T' is used to write the sound /t/, it is still important that they realise that this might not always be the case. When Timmy meets the word 'this', he sees that 'his letter' does not make the /t/ sound here – it is part of a grapheme, 'the' which makes a different sound, /th/.

### Sounding out to read and write

As they progress in reading, children need to develop the skills of sounding out simple words. 'This', 'that', 'thing', 'then' are best read by sounding each phoneme: /th/ - /a/ - /t/. This process is especially useful in helping children to recognise and read the small common words such as 'in', 'an', 'on', 'at', 'it', 'is', 'up', 'us', 'we', etc.

### What can you do to help?

1. Listen to them read, little and often, even 5 minutes is better than nothing!
2. Provide a quiet, distraction free environment.
3. Share favourite books.
4. Let them see you read.
5. Talk about the importance of reading.
6. Read at different times of the day.
7. Join the library.
8. Encourage reading in the environment, e.g. road signs.

### Activities to try at home:

1. Eye spy with phonemes as well as letter names.
2. Make up stories together.
3. Re-tell and act out stories.
4. Recite nursery rhymes.
5. Make up silly rhyming strings.
6. Treasure hunt or scavenger hunt for things beginning with different phonemes.
7. Use actions to learn sounds:

Table of sound actions	Matching actions
c	Pretend coughing with hand over mouth – <b>cough</b>
a	Wide mouth as if eating an <b>a</b> pple
t	Bend arm at elbow and turn into a ticking hand – <b>tick-tock</b>
d	Make digging action with hand – <b>d</b> igging dirt
s	Make <b>s</b> nake movement with hand and arm
i	Make hand crawl up arm like an <b>i</b> nsect
n	Rub nose as if it tickles – <b>n</b> osey nose
g	Make index and middle finger 'walk' along so they are <b>g</b> oing
o	Put hands together with thumbs folded in and make an <b>o</b> ctopus

m	Rub tummy saying <b>mmmm</b>
r	Put hands at side of face to indicate a <b>roaring</b> animal
l	Licking a <b>lolly</b>
h	Pant as though you are out of breath – <b>huh, huh</b>
f	Wrap arms around yourself as if you are <b>freezing</b> – <b>f f f</b>
e	Form arm into trunk and wave it like an <b>elephant</b>
p	Point with your index finger – <b>point</b>
b	Bounce a <b>ball</b>
sh	Put finger on lips as if ' <b>shushing</b> '
u	Put up an imaginary <b>umbrella</b>
w	Wave your fist in the air – I'm a <b>winner!</b>
tthh	I'm <b>cheeky</b> , I'll stick my tongue out - <b>tthh</b>
th	Make a pretend thumb-print – I'm using my <b>thumb</b>
ng	Make the <b>ng</b> noise, lift your head and stroke your throat
ch	Make arms into pistons and be a train – <b>ch ch ch</b>

8. Phonic Baskets - Pick three or four different letters and make letter cards. Find some objects beginning with the four different sounds. Ask the children to sort the objects by beginning sound.



9. Set out a range of different high frequency words and give the children a spoon or spatula. Say a word and the children must splat it and say it. This could be adapted to play splat the sound eg: splat the s sound.



10. Make a word - Write a range of sounds onto square pieces of card. Spread the cards out and say a word—can the children find the cards and sequence to make the word. This could be adapted to find the sound.

11. Hoopla - Write the high frequency words or sounds and stick onto bottles. Ask the children to throw a hoop and say the word. This game can be adapted to play with sounds eg: throw the hoop on the s sound.



12. Write the sound - Place some letter cards on the table. Ask the children can they write a sound etc. This can progress onto simple words like sun, pig, cat etc.

13. I spy with my little eye - Play this game when you are out and about. Use the beginning sounds of objects eg: I spy with my little eye something beginning with b etc.



14. Tracing letters - When the children are really confident with their sounds. Draw a sound on their back and see if they can guess the sound. They can do this on your back too.

## Reading Skills

### **1. Decoding:**

Decoding is a reading skill used by children to break down a word and fluently read. Even fluent readers will find it hard to read an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Strategies include: Using phonics, breaking down words into their root words, using syllables, cross-checking (using pictures), self-correcting, monitoring own reading, reading right to left (sweeping).

***Below is a list of skills your child will implement when decoding:***

<b>Independent strategies to decode text</b>		
<b>I use the pictures or photographs to help me make sense of what I am reading</b>	<b>I recognise high frequency words in my reading</b>	<b>I look at the beginning and end of words to help me read them</b>
<b>I blend phonemes together to read the words I don't know</b>	<b>I look for smaller words inside longer words</b>	<b>I recognise and can read compound words</b>
<b>I count the number of phonemes I can hear in a word</b>	<b>I can sound the word out reading the short or long vowel phoneme</b>	<b>I listen to what I am reading and know if the word sounds right</b>
<b>I listen to what I am reading and know if the word makes sense</b>	<b>I read words starting with 'un' and 'dis' and talk about what they do to a word</b>	<b>I read words which end with 'ly' and 'ful' and talk about how they change the meaning of words</b>
<b>I recognise other words which have a prefix eg 'mis', 'non'</b>	<b>I go back and read a word or a sentence again if I don't understand it</b>	<b>I read on to the end of a sentence to see if it will help me read a word I don't know</b>
<b>I know when I have made a mistake and I go back to see if I can read the word correctly</b>	<b>I pause at a full stop in my reading</b>	<b>I pause at a comma in my reading</b>
<b>I raise my voice to show I am reading a question</b>	<b>I make the words in the speech marks sound like talking</b>	<b>I change my voice when I read words before an exclamation mark</b>

## 2. Skimming:

Skimming refers to looking only for the general or main ideas, mostly with non-fiction texts. You gain a gist for the topic.

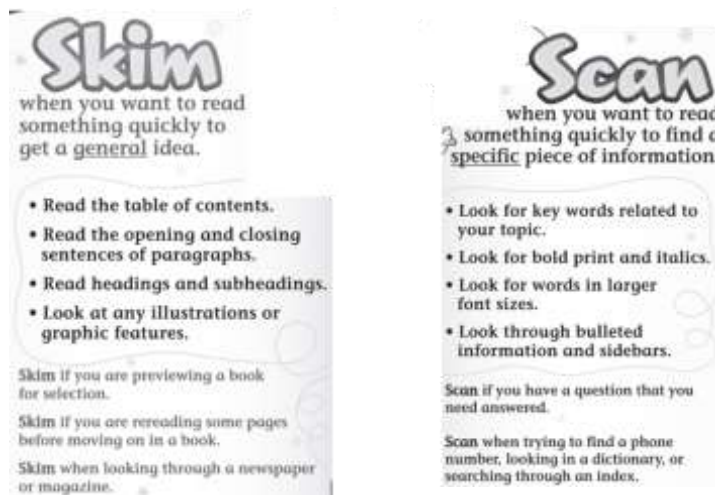
## 3. Scanning:

Scanning refers to when you look only for a specific fact or piece of information without reading everything.

Before sitting down to read something, we need to think about our purpose. In other words, we need to assess whether we are:

- Searching for information about something in particular
- Reading for detailed information about how to do something or how something happened
- Exploring a text to get a general idea of the kind of information it contains
- Reading for enjoyment
- Trying to get a question answered

***Below are some strategies that can be used to help with the above:***



## 4. Inference:

Inference is an interpretation that goes beyond the literal information given. Using the clues from the text to form a judgement or opinions about what may be happening (reading between the lines). The reader will use background knowledge to predict, to empathise, to understand, to adopt a viewpoint etc.

### ***Literacy example 1:***

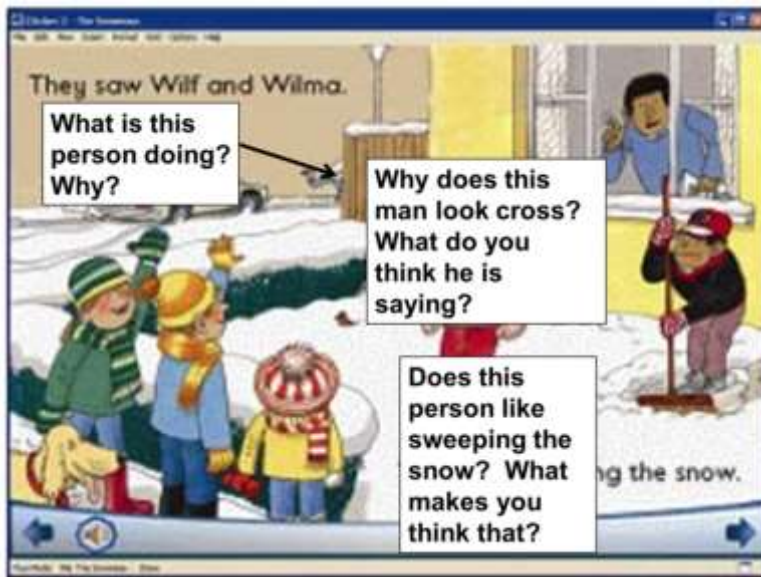
E.g. Near the beginning of a story we find out the main character's wife and child died a few years ago. In the middle of the story at the main character's home another character sits in a chair that is not normally used. The man shouts 'Nobody sits in that chair!'

Question: Why did he shout? (Inferential question)

Answer using inference: The reader could infer that the chair might have belonged to his wife which made him upset bringing back painful memories for the main character.



### **Literacy example 2:**



### **Literacy Example 3:**

Text 1 - Ben slumped down with his head on his knees while his big brother Sam heaved a huge sigh behind him. The grass was damp from the last of the rain but the sun beat down overhead. A warm breeze blew through the grass bringing the sound of a cricket match in a nearby field. There was nothing else on the horizon but fields and trees. Sam looked around and shook his head. The summer holidays were meant to be fun, but they still had another four weeks of this!

Text 2 - The boys were bored. They were visiting their Grandpa's farm and had nothing to do. They sat in the middle of a field wishing something interesting would happen. This was meant to be fun, but they still had another four weeks of this!

**Questioning:** Who are the children in the text? How do you know? What are they doing? How can you tell from the text? How are the boys feeling? How does the author show this in the text? For example, the author has not used the words 'sad' or 'bored' in the text. Invite the children to try and copy the description of the body language and see how they feel. Does the author show us why the boys are feeling this way? How does the author tell us the time of year? What do you think the boys had been doing before this part of the story? What do you think they will do next? What advice would you give them? What is the difference between Text 1 and Text 2? Which text do you think is more interesting? Why? Does the way you feel about the boys change when you read Text 2? Why? How does the author show the way the boys feel in Text 1? What kind of words could the author use to describe the body language of the boys if they were happy and having fun?

### **Suggestions of activities to develop inference:**

1. When your child chooses a book, look at the cover together. Ask your child what they can infer from the front cover – what can you tell about the genre of book and what the characters/plot might be.
2. Encourage your child to relate to the characters. E.g. How do you think the character is feeling at this point? Why might they be feeling this way? How would you feel if you were in their situation?



3. Picture books are suitable for children of all ages and can really help to develop inference and deduction skills.
4. Encourage your child to answer questions about illustrations.
5. Film clips can be a good tool for practising inference skills. You can do this at home simply by pausing films and asking your children questions about them.

### **5. Deduction:**

Deduction is an understanding based on the evidence given in the text. To make a judgement about something based on the information you have. People use subtle clues within the text for meaning making.

Literacy Example:

E.g. A man was standing in the doorway. He looked out and put up an umbrella.

Question: what was the weather like? (Deductive question).

Answer deduced from the actions of the character: He put up his umbrella so it must have been raining.

### **Example questions to help with reading at home - Inference/Deduction:**

What do you think is happening here? (interpret)

What happened in this part of the story? What might this mean? (interpret)

Through whose eyes is the story told? (deduce)

Do you know what might happen next? (deduce)

What do we know about....? (deduce/infer) e.g. Sarah was up the tree in her best frock. What do we know about Sarah? (deduce)

What could this tell us about the character? (infer)

### **6. Structure:**

Children need to be able to identify and comment on the features of different text types and how they are organised.

- a) Visual - The use of subtitles, headings, pictures etc and the author's reason for organising the text in this way.
- b) Structure of language – organisation of paragraphs and ideas.

### **Example questions to help with reading at home - Structure:**

Where could you find out about... in this book? Where in the book would you find...?

Is there another way? What the quickest way?

How many levels of headings and subheadings does this book have? Are they statements or do they ask questions?

Which engage the reader more effectively?

How do headings help you when you scan the text?

What do the headings describe?

## 7. Text types and purpose:

Children need to understand that there are many different text types and genres and that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Is the text trying to Inform/persuade/entertain/ Instruct for example?

### Text types:

1. Narrative	2. Non-fiction	3. Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, Play scripts, film narratives Myths Legends Fairy tales Fables Traditional tales guidance	Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	Free verse Visual poems Structured poems

### Genres:

- \*Science fiction
- \*Drama
- \*Action and Adventure
- \*Romance
- \*Mystery
- \*Horror
- \*Self help
- \*Health
- \*Guide
- \*Travel
- \*Children's
- \*Religion, Spirituality & New Age
- \*Science
- \*History
- \*Math
- \*Anthology
- \*Poetry
- \*Encyclopaedias
- \*Dictionaries
- \*Comics
- \*Art
- \*Cookbooks
- \*Diaries
- \*Journals
- \*Prayer books
- \*Series
- \*Trilogy
- \*Biographies
- \*Autobiographies
- \*Fantasy

### Example questions – Structure and Organisation:

Who is the narrator of this story?

What does the writer of this biography feel about his/her subject?

## 8. Language:

Different types of reading involve different genres of writing. Authors of these texts write in different ways and make different vocabulary choices. These are chosen to have a specific effect on the reader.

### Example questions for Language:

What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.

What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?

How has the author used the text to make the situation or event angry/tense? Comment on the effect.

Think of another more/less emotive word you can substitute here. What different effect would your word have?

As a reader, how do you feel about...? How has the author created this feeling?

Which words and phrases tell you that the author is describing...?

## **Reading Websites**

[www.wiltshire.gov.uk/artsheritageandlibraries](http://www.wiltshire.gov.uk/artsheritageandlibraries)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

[www.bookstart.org.uk](http://www.bookstart.org.uk)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.roythezebra.org](http://www.roythezebra.org)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.bbc.co.uk/cbeebies/grownups](http://www.bbc.co.uk/cbeebies/grownups)

[www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk)

[www.readingzone.com](http://www.readingzone.com)

[www.parentchannel.tv/video/getting-reading](http://www.parentchannel.tv/video/getting-reading)

## **Good Apps**

Mr Thorne does Phonics

Twinkl Phonics

Fridge Letters

Letter Lillie

### Appendix 3

Table of English Phonemes:

Phoneme	Example Words
/i/	pig, myth, pretty, build
/a/	cat
/e/	peg, bread, said, friend, any
/u/	but, touch, some, blood, won, does
/o/	log, want, cough
/oo/	look, put, would, wolf
/ooh/	moon, flew, do, blue, rule, you, fruit, truth, two, shoe
/ar/	park, rather, calm, heart, laugh, aunt
/or/	port, claw, more, door, roar, caught, call, walk, water, four
/ee/	deep, happy, me, meat, chief, money, these, ceiling
/ue/	tune, cue, pupil, pew, view, beauty
/er/	kerb, shirt, fur, learn, were, word, purr
/ay/	day, pain, fame, steak, they, eight, station, table, reign
/ie/	I, kite, pie, wild, night, buy, fly, bye, guide, type, rifle
/oy/	toy, soil
/ou/	house, cow, plough
/oa/	boat, go, grow, note, toe, most, though, sew, noble
/air/	hair, there, square, bear, their
/p/	pet, apple
/t/	tin, kittens, debt, pterodactyl, looked, liked
/c/	cup, kite, duck, Christmas, antique, quay, occur

### Appendix 4

#### Glossary of term in Phonics:

**Phoneme** – the sound made by a single letter or combination of letters.

**Grapheme** – the written representation of a sound

**Blending** – the process of putting sounds together to say a word when reading

**Segmenting** – the process of breaking a word up into sounds

**Caption** – a title or short explanation that accompanies a picture

**High-frequency** – words that occur most commonly in books

**Suffix** - A letter or group of letters added to the end of a word to make a new word.