



Reading at Metheringham Primary School



"The more that you
read, the more things
you will know. The
more that you learn,
the more places you'll
go." -Dr Seuss



First Steps and Pre Reading

- ▶ From birth children enjoy language, books, poems, pictures, talk, rhymes, songs, rhyming patterns and playing with sounds.



Getting started

- Find somewhere comfortable.
- Find a time when your not hurried.
- Choose a quiet place.
- Put phones on silent and turn off the TV.
- Model and encourage book talk.



Let's get started

- ▶ Share the front cover and ask questions about who's in the story, what it might be about and where the story is going to happen.
- ▶ Let the children use their imagination and give them your ideas too.
- ▶ Read the title and look at the blurb for a clue about the story.
- ▶ Let the child turn the pages and become comfortable in using a book correctly.
- ▶ Open the book. Let your child have a minute to look at the picture so they can take it all in.



Book Talk

- ▶ Book talk is taught throughout school from reception to year six.
- ▶ It is a vital skill in order to understand and interpret stories.
- ▶ It encourages children to build up new words and begin to use picture clues which is a key strategy when your child first gets a word book.



Reading for meaning

- ▶ Ask them questions about the text to check their understanding.

“where was mum?”

“who did she go with?”

“what kind of ball did kipper have?”

“How did they get there?”
ball?”

“Who had the



Reading for meaning

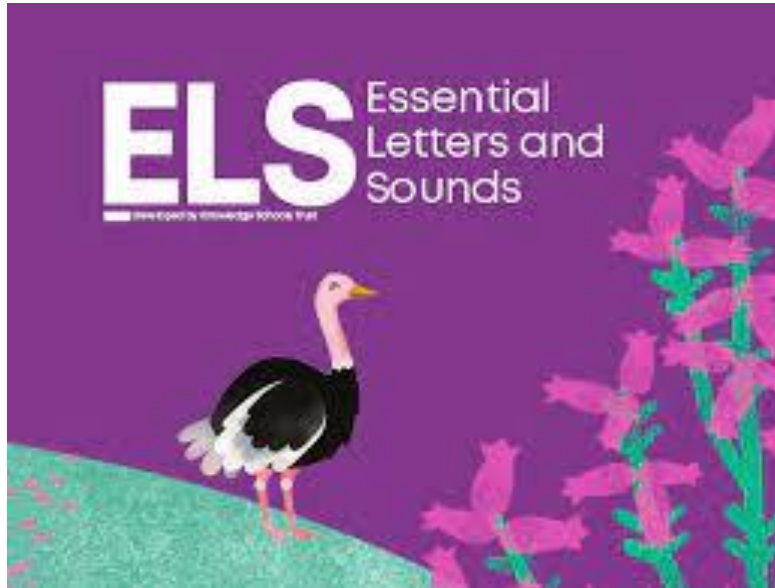
- ▶ Before moving on to the next page ask your child to predict what might happen next. This will show how much they have understood and if they can use those clues to have a guess at what's going to happen.
- ▶ Understanding what they have read is called comprehension. It is very important that children understand what they have read and don't just read the words.
- ▶ When you have finished the book ask your child to re-tell the story, find their favourite part and talk about it or ask more questions to check they have understood.



Reading in school

- ▶ **Shared reading-** Sharing a book as a class or in a group as part of a lesson.
- ▶ **Daily phonics session-** Your child will read daily as part of their phonics lesson. They may have a text in their phonics workbook or read one of our decodable books with a partner.
- ▶ **Individual reading-** Your child will be heard read individually with an adult in school once or twice a week. The adult will sign in your child's diary to say they have read and include positive comments and things to work on.
- ▶ **Whole class reading-** In Year 1 your child will take part in whole class reading to develop fluency and comprehension skills.
- ▶ **Home reading-** Encourage your child to read a little every night. If they're not in the mood then read to them or read a page each etc to encourage them to enjoy sharing a book.

Reading and Phonics at school

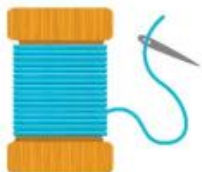


At Metherringham we have chosen to use the ELS phonics and reading scheme.

What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

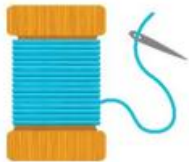
Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.



What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



What is Phonics?

Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

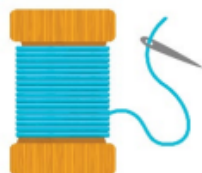
Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

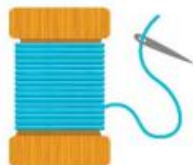
How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.



ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2



ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

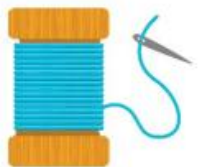


Pronouncing pure sounds

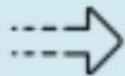
We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



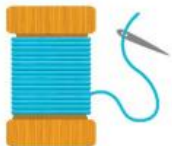
Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!





What can I do at home?

- ▶ Hear your child read every night.
- ▶ Practise their key words to help their reading become more fluent.
- ▶ Sign your child's diary when they have read.
- ▶ Join the library.
- ▶ Read a range of books (information, poems, rhyming books, magazines, comics, fairy tales etc)



What can I do at home?

- ▶ Read to your child and let your child see you reading your favourite books. This will show them how much you value reading.
- ▶ Encourage your child to read to other adults (Gran, mum, dad, brothers and sister etc)
- ▶ Praise your child.
- ▶ Talk about words and word meanings. Extending your child's vocabulary will help them to progress in all areas of the curriculum.



Daily Reading

- ▶ Read every day to build fluency
- ▶ Sign your child's diary every day
- ▶ For every day your child reads they will be awarded a house point!



What is normal?

- ▶ My child is reading backwards or starting to read right to left rather than left to right.
- ▶ My child isn't hearing what they're sounding out.
- ▶ My child is making the story up rather than reading the words.
- ▶ My child is memorising the book not reading it.
- ▶ My child can't tell me what they've read and answers with I don't know.
- ▶ My child was tired and didn't want to read.



Book change is on a Tuesday and Friday

- ▶ Each child will come home with a decodable reading book and a love of reading book.
- ▶ On Tuesdays we will check to see if your child has read and change their book if they have finished it.
- ▶ If they haven't read at home a reminder will be written in their diary.
- ▶ Books will be changed each Tuesday and Friday.



Please remember

- ▶ All children learn in different ways and at different rates.
- ▶ Not all children will learn to read at the same rate and it is not a competition.
- ▶ Let your child use all the strategies before helping them.
- ▶ If your child isn't interested in reading read to them. We don't want them to see reading as a horrible task.
- ▶ Check their understanding using questions.
- ▶ Know when to stop!
- ▶ Enjoy those special moments sharing a book with your child.



We need your support.

*"Children are made
readers on the
laps of their
parents."*

— Emilie Buchwald