



# Rosewell Primary School

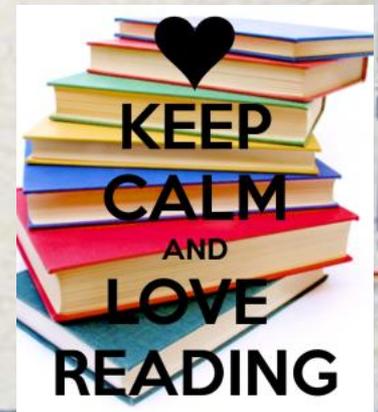
## How to Teach Children To Read



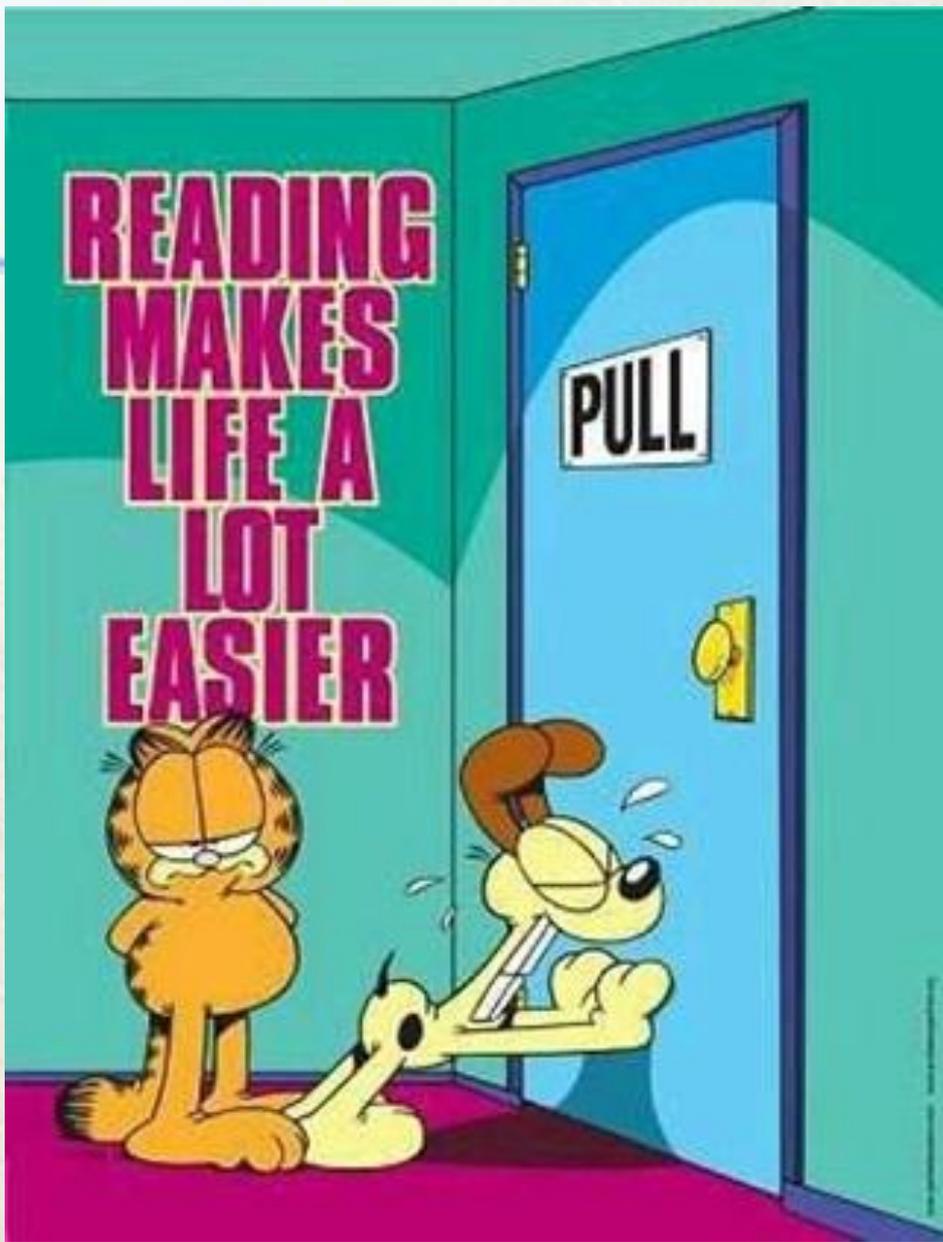
September 2017

# Aims

- To have an understanding of phonics at a practical level
- To understand how phonics is used to develop reading
- To understand our whole school approach to the teaching of phonics and reading



**READING  
MAKES  
LIFE A  
LOT  
EASIER**



# Why Reading is Important

- The research finds that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.

- The Reading Agency



- There is good evidence that parents reading with their children for as little as 10 minutes a day can make a big difference



# **Little and Often...**

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- A little bit of reading every day appears to be better than less frequent, more extended periods: pupils who read on a daily basis, even for a few minutes, may experience more growth in reading ability than students who read for an extended period once or twice a week.

# Before Reading

- Children say their first words about the age of one (although they understand them for some time before this).
- By about 18 months children should use about 20 words, but they'll understand more

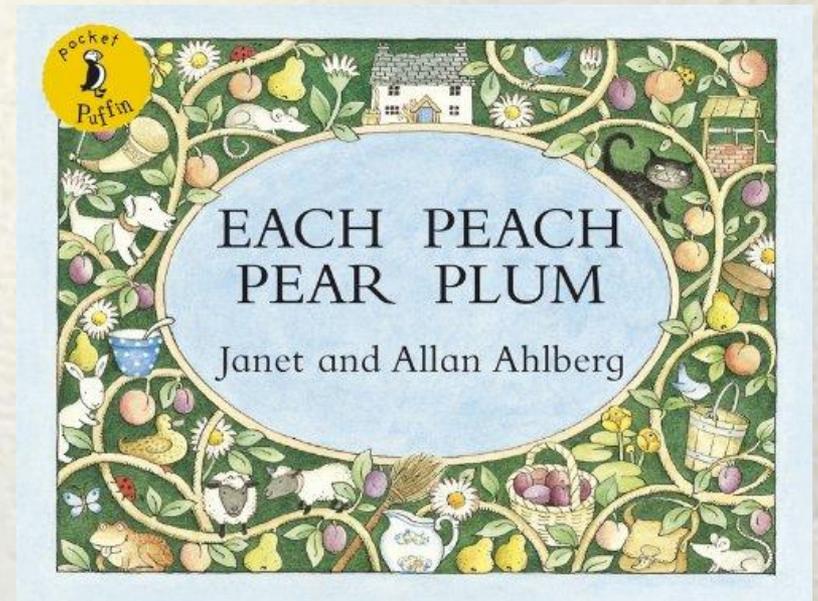


- By two years old, we expect children to say 50 words and understand between 200 and 500.
- By three years old they'll be able to use about 300 words.
- By the time a child reaches five years old they'll know and use as many as 2,500 words.



# Early Years

- Rhyming
- Alliteration
- Letter sounds
- Direction
- Concepts of print
- Language skills



# Reading Requires Two Skills

## Phonics and Word Recognition

- The ability to recognise words presented in and out of context
- The ability to blend letter sounds (phonemes) together to read words

b – a – t = bat

s – i – ng = sing



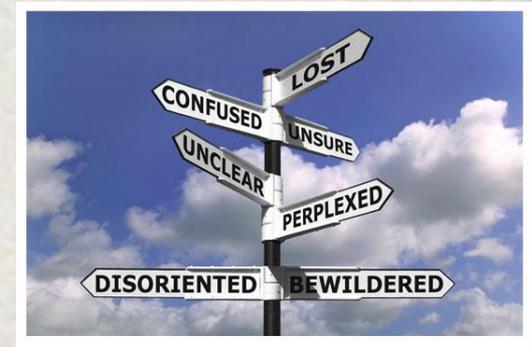


# Understanding

- The ability to understand the meaning of the words and sentences in a text
- The ability to understand the ideas, information and themes in a text
- If a child understands what they hear, they will understand the same information when they read

# For Example

- According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.



# What are Phonics ?

- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- Letter sounds vs Letter names
- 



# Word Building

- Only then are children ready for:
  - CVC words – beginning, medial and end sounds

## Using My Turn, Your Turn

- Say the Word
- Stretch the Word
- Tap and Squeeze – how many sounds?
- Make the Word – how many letters?
- Read the Word

# Simple Speed Sounds Chart

Consonant: stretchy

f	l	m	n	r	s	v	z	<u>sh</u>	<u>th</u>	<u>ng</u>		
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Consonant: bouncy

b	c k	d	g	h	j	p	<u>qu</u>	t	w	<u>wh</u>	x	y	<u>ch</u>
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Vowels: bouncy

Vowels: stretchy

a	e	<u>i</u>	o	u	<u>ai</u>	ay	<u>ee</u>	<u>ea</u>
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Vowels: stretchy

<u>igh</u>	y	<u>oa</u>	<u>ow</u>	<u>oo</u>	<u>ew</u>	<u>oi</u>	<u>oy</u>
<u>ou</u>	<u>ow</u>	<u>aw</u>	<u>au</u>				



Sh

—

ee

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p

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# Boards at the Ready!

- Flan
- Shout
- Chair
- Flash
- Hairspray



# Sound Ruler

<p><u>a</u></p> <p><u>ai</u> hair</p> <p><u>ay</u> day</p> <p><u>a-e</u> cake</p>	<p><u>e</u></p> <p><u>ee</u> keep</p> <p><u>ea</u> eat</p> <p><u>e-e</u> eve</p>	<p><u>i</u></p> <p><u>igh</u> night</p> <p><u>y</u> fry</p> <p><u>i-e</u> bite</p>	<p><u>o</u></p> <p><u>oa</u> coat</p> <p><u>ow</u> low</p> <p><u>o-e</u> hope</p>	<p><u>u</u></p> <p><u>oo</u> look</p> <p><u>ew</u> new</p> <p><u>oul</u> could</p> <p><u>u-e</u> tube</p>	<p><u>oi</u> coin</p> <p><u>oy</u> boy</p>	<p><u>ow</u> cow</p> <p><u>ou</u> out</p>	<p><u>o</u></p> <p><u>aw</u> saw</p> <p><u>au</u> saucer</p> <p><u>all</u> wall</p> <p><u>wa</u> was</p>
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EAS

# Developing Sight Vocabulary

## Common Words

- The instant recognition of words – the, and, went, of, it

## Tricky Words

- Words that can't be sounded out *i.e. put, was, saw...*

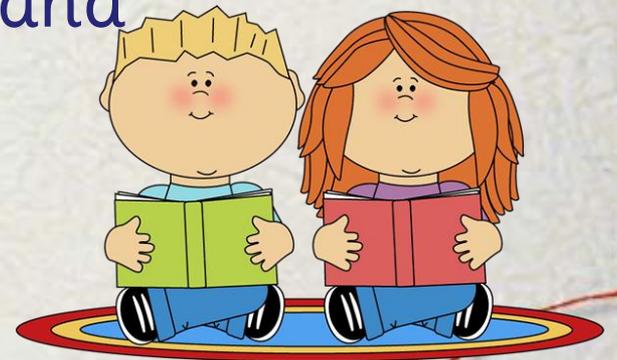


Any questions?



# Reading At Rosewell

- Midlothian Teaching Reading:
- P1-P3 and P3-P7 core reading
- Follow up reading tasks based on the Highland Literacy Programme.
- Reading needs to be taught and not just heard.



# Key Messages

- Reading should be timetabled – not slotted in with all children working on reading tasks.
- A mixture of whole class, group and individual work 4 days a week (P1-2) 3 days a week (P3-7).
- Ensure a variety of genres are covered.

# The Definition of 'Text'

novels	short stories	plays	poems	reference texts
spoken word	chart	maps	graphs	timetables
adverts	promotional leaflet	comics	newspapers	magazines
CVs	letters	emails	films	games
labels	signs	posters	recipes	manuals
instructions	reports	reviews	blogs	text messages
web pages	catalogues	directories	social media	TV Shows

# Sessions

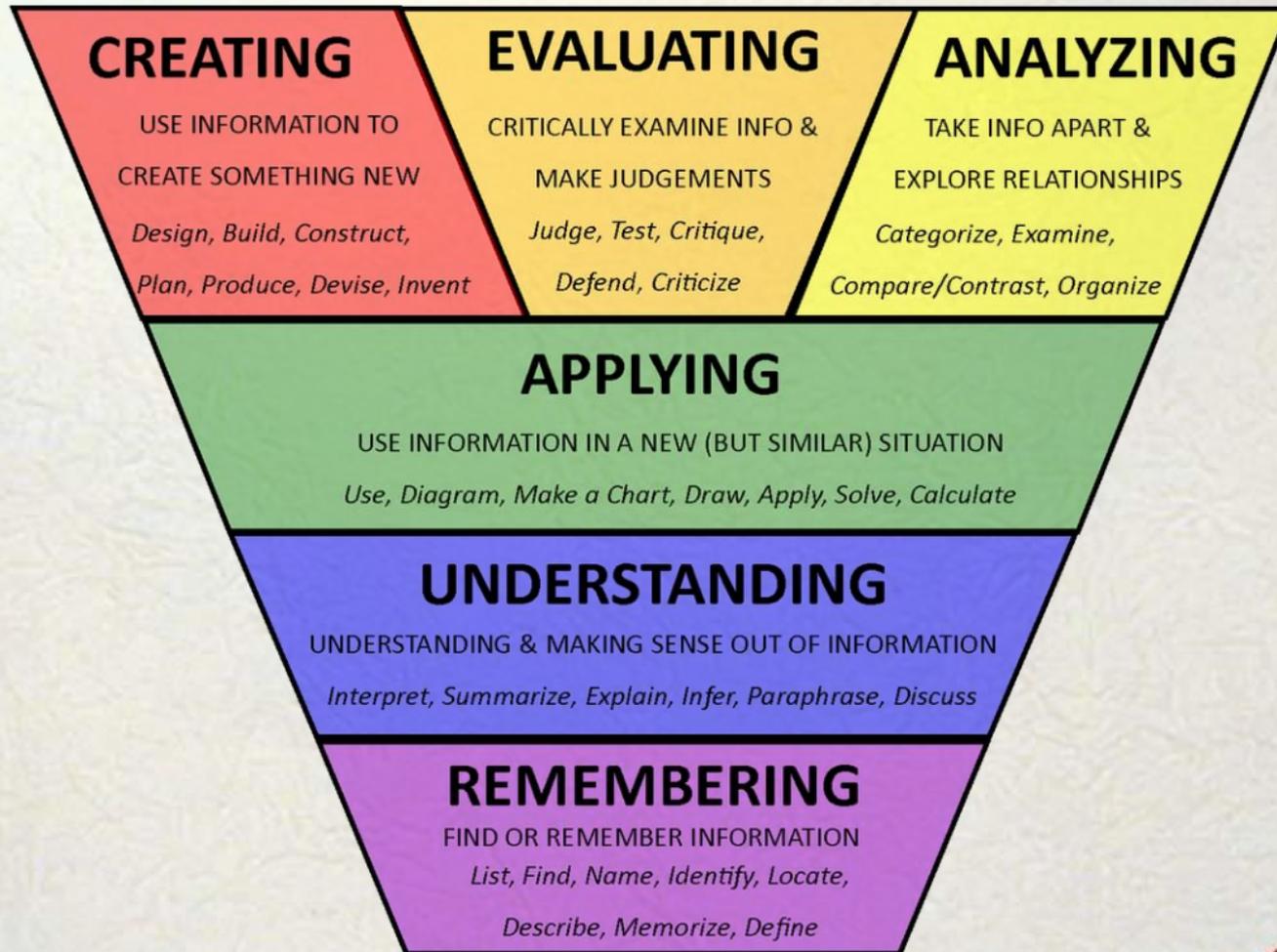
Session	Details
<p><b>Session 1</b> Independent with some Teacher support</p>	<p><b>Before/During Reading</b> –pupils beginning a text, a next chapter, a further part of a book where they might be asked to <b>identify features, predict, question, activate prior knowledge, visualise, infer, find evidence, note main points, etc.</b> The pupils will require prompts for this such as questions, statements and plans to follow.</p>
<p><b>Session 2</b> Teacher Led</p>	<p><b>After Reading</b> – Teacher with group working on <b>fluency</b> and <b>expression</b> or to improve <b>comprehension</b>. The teacher monitors <b>understanding, clarifies</b>, offers opportunities to <b>identify features</b> and <b>patterns, note importance, determine relevance, conclude, use contextual clues by skimming and scanning, offer opinions, justify,</b></p>
<p><b>Final Session</b> Independent/Pairs or small groups</p>	<p><b>Follow up Task</b> - The tasks may use skills of <b>evaluating, summarising, word solving, sequencing, making choices, justifying opinions, developing the text</b> in a different way, <b>making connections</b> to other texts or authors. The pupils should present their learning in a variety of ways.</p>

# Key Skills of Reading

- Understanding words
- Finding information
- Identifying the main idea
- Sequencing
- Finding similarities and differences
- Predicting
- Concluding
- Fact and Opinion
- Summarising
- Inferencing



# Bloom's Questions



## Read and Understand

List all of the characters that appear in this film.

How did Paddington get his name?



## Infer What's Not There

Why do you think Paddington left Peru? How did he get to London?

Do you think there is a happy ending? What *clues* are there?

## Read and Understand

How does the mum feel about Paddington? (Give evidence for your answer.)

How does the dad feel about Paddington? (Give evidence for your answer.)

## Reflect and Respond

Would you like to go and see this film? Why/Why not?

Would you like to read the original books about Paddington? Why/Why not?



**Text:** Paddington Film Trailer

<http://youtu.be/7bZFr2IAOBo>

**\*Text 2:** Paddington TV Show  
<http://youtu.be/hdVPymvBCm8>

## Connect 4

What do you know about London in your group? Make a quick mind map.

or  
*'The film is always better than the book.'* Discuss.



## Explore Some More

How does this trailer *persuade* us to go and see the film?

What *techniques* are used?

## Explore Some More

Close your eyes and listen to the soundtrack. What instruments do you hear?

Make a note of the words and feelings that come into your mind. Share your answers.

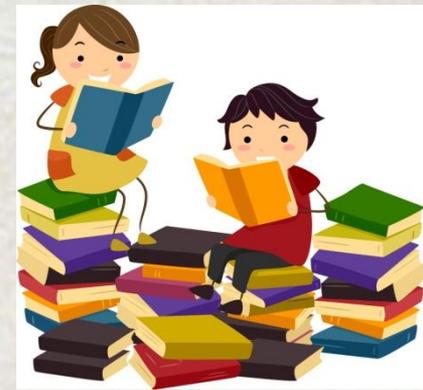
## Create Something Great

Imagine you find a bear in your street. Write the opening paragraphs of a story where you meet for the first time.

Watch the original Paddington TV show\*: <http://youtu.be/hdVPymvBCm8>  
What is the same/different? (MUST SEE!)

# Developing a Reading School

- First Minister's Challenge
- Bedtime Reads
- Reading for Enjoyment
- Literacy Group Working Party
- Pupil Library Group
- Class Library – variety of texts
- Visits to local library
- Buddies
- Oral storytelling
- Story CDs – sound stations



“The more you **read**  
the more **things** you know.

The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss