



HIGHFIELD LITTLEPORT ACADEMY

An Active Learning Trust School

Teaching Reading

Guidance for Teachers

Highfield Littleport

Academy

Developing Speaking and Listening Skills

(taken from Letters and Sounds <http://www.letters-and-sounds>)

This part concentrates on developing students speaking and listening skills and aims to get the students attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Speaking and Listening skills are divided into 7 aspects. Each aspect contains 3 strands

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Aspect 1 – General sound discrimination – environmental

Aim: to develop students' listening skills and awareness of sounds in the environment.

Activities: going on a listening walk, sounds lotto game, making shakers drumming on different objects outside/comparing sounds.



Explore with students the sounds different animals make including imaginary ones.

Environmental sounds
I can listen to and identify outdoor sounds
I can listen to and identify indoor sounds
I can use drumsticks (stroke, beat, tap) to make different sounds
I can use my voice to sing at different volumes
I can identify the sounds on a sounds lotto game
I can identify sounds make behind a screen (keys, bells etc.)
I can make the correct animal noise from a set of clues
I can give others a set of clues to guess an animal
I can guess what is inside the container by the sound it makes



Using a more unusual role play area inspires students to use language for a range of purposes

Aspect 2 – General sound discrimination – instrumental sounds

Aim: to experience and develop awareness of sounds made with instruments and noise makers.

Activities: comparing and matching sound makers, playing instruments alongside a story, making loud and quiet sounds.



Instrumental sounds
I can identify and name the instruments being played
I can remember and repeat a rhythm
I can discriminate and copy loud and quiet sounds
I can stop and start playing my instrument at the signal
I can play my instrument to describe an action (fairy footsteps)
I can perform a short instrumental piece for others
I can play an instrument to match the sound an animal might make

Observe how well the students listen to each other as they play in the band.



Playing with musical instruments outdoors encourages students to experiment with the sounds they can hear.

Aspect 3 – General sound discrimination – body percussion

Aim: to develop awareness of sounds and rhythms.

Activities: singing songs and action rhymes, listening to music, developing a sounds vocabulary.



Body percussion
I can perform a song with actions
I can perform an action to match a musical instrument
I can perform actions increasing and decreasing my speed as necessary
I can copy a body sound
I can copy a sequence of body sounds
I can identify a body sound (snoring, eating etc.)
I can suggest times when I can be noisy or quiet
I can use my voice to make slow, fast / quiet, loud / long, short sounds
I can move my body in response to an instrument sound

Talk with students as they paint and comment on the shapes and movements they are making.



Stress simple sound patterns to accompany students' mark making.

Aspect 4 – General sound discrimination – rhythm and rhyme

Aim: to experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

Activities: rhyming stories, rhyming bingo, clapping out the syllables in words, odd one out.



Enjoying and sharing books leads to students seeing them as a source of pleasure and interest.

Rhythm and Rhyme
I can join in with repetitive story phrases
I can perform actions to nursery rhymes
I can move in time to the beat: fast, slow, skipping, marching
I can put rhyming objects in the soup
I can play rhyming bingo
I can continue a rhyming string



Remind students of rhymes they know when you join them in the role play area 'Miss Polly had a Dolly ...'

Aspect 5 – General sound discrimination – alliteration

Aim: to develop understanding of alliteration.

Activities: I-spy type games, matching object that begin with the same sound.

Alliteration
I can suggest a person who has a name beginning with a given letter
I can suggest an object that begins with the same sound as a name
I can suggest non-words that begin with the same sound
I can sort objects that begin with the same sound
I can suggest animals that begin with the same sound
I can join in with an alliterative story and make suggestions
I can look at an object and recognise the initial sound
I can think of an alliterative sentence for the names of children in my group
I can make the right movements with my mouth to say some sounds
I can select a set of objects for alliterative 'silly soup'



Play alongside students in a café and place an order: 'Please may I have some 'chunky chips' or 'juicy jelly'.

Aspect 6 – General sound discrimination – voice sounds

Aim: to distinguish between the differences in vocal sounds, including oral blending and segmenting

Activities: Metal Mike – students feed pictures into a toy robot's mouth and teacher sounds out name of the object in robot voice, /c/-/u/-/p/ cup

Voice sounds
I can make sounds with my voice, for example – be a clock – tick-tock
I can share my favourite sound with a group
I can talk like a robot (c-a-t) 'Metal Mike'
I can continue a sound pattern with my voice and vary the pitch
I can add a target sound to a story when I hear a buzz word or character
I can listen to a recorded voice and identify the speaker
I can record sounds for a lotto game and then match my sounds to pictures
I can describe a voice sound using words like 'long', 'short', 'loud', 'high', 'low'
I can use my voice to add sounds to a story by whispering, growling etc.
I can use a megaphone to make sounds with my voice
I can listen to and sing a variety of songs



When students act familiar stories, encourage them to use sound effects, like swish swash through the grass.

Aspect 7 – General sound discrimination – oral blending and segmenting

Aim: to develop oral blending and segmenting of sounds in words

Activities: teacher to say /c/-/u/-/p/ and encourage children to pick out a cup from a group of objects. Teacher to hold up object such as a sock and ask students which sounds they can hear in the word sock.



As students play with the balls, play alongside them making the sound b, b, b.

Oral blending and segmenting
I can understand 'sound talk' words that are segmented like c-oa-t
I can sound out and clap cvc words from the set of letters s, a, t, p, i, n
I can identify objects with three phonemes from 'sound talk' like f-i-sh
I can blend two or three phonemes from 'sound talk' to make a word
I can play eye-spy by blending sounds. For example I spy a z-i-p, zip
I can copy 'sound talk'
I can speak in 'sound talk'
I can say how many phonemes I can hear. For example p-i-g one, two, three

Read Write Inc

Read Write Inc (RWI) is a complete literacy programme which helps students learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Students will:

- Learn **44 sounds** and the corresponding letter/letter groups using simple picture prompts
- Learn to read words using '**Fred talk**' (toy puppet that only can 'speak' in sounds) and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Develop comprehension skills in stories

Five key principles underpin the teaching in all Read Write Inc sessions

Purpose - know the purpose of every activity and share it with the students, so they know the one thing they should be thinking about.

Participation - ensure every student participates throughout the lesson.

Praise - ensure students are praised for effort and learning, not ability.

Pace - teach at an effective pace and devote every moment to teaching and learning.

Passion - be passionate about teaching so students can be engaged emotionally.

Read Write Inc explained

Speed sounds

The individual sounds are called **speed sounds** because we want students to be able to read sounds speedily. Speed sounds are grouped into 3 sets.

Stretchy and bouncy sounds

m, s, n are examples of stretchy sounds.

b, d, t are examples of bouncy sounds.

Fred talk

Fred the frog can only talk in sounds. We use **pure sounds** ('m' not 'muh') so that our students will be able to blend the sounds into words more easily.

You can have fun with Fred Talk.

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

Green and Red words

Green words are words that can be decoded. Red words can't be decoded, those are tricky words and students are taught those by sight.

Teaching order of speed sounds, green and red words

Set 1 Sounds are taught in the following order.

Sound Set 1	Speed Sound Rhyme
m	Maisie mountain mountain
a	Round the apple, down the leaf.
s	Slither down the snake
d	Round his bottom, up his tall neck, down to his feet.
t	Down the tower, across the tower,
i	Down the body, dot for the head.

n	Down Nobby, over his net.
p	Down the plait and over the pirate's face.
g	Round her face, down her hair and give her a curl
o	All around the orange

c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under, up to the top and draw the puddle
b	Down the laces to the heel, round the toe
f	Down the stem and draw the leaves
e	Lift off the top, go over the top, and scoop out the egg
l	Down the long leg
h	Down the head to the hooves and over his back
sh	Slither down the snake, then down the head to the hooves and over his back
r	Down his back, then curl over his arm
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under his head
w	Down, up, down, up
th	Down the tower, across the tower, then down the head to the hooves and over his back
z	Zig-zag-zig
ch	Curl around the caterpillar, then down the head to the hooves and over his back
qu	Round her head, up past her earrings and down her hair
x	Down the arm and leg and repeat the other side
ng	A thing on a string
nk	I think I stink

Red words to be taught in Set 1 (in columns)

1 to HF	1 go HF	1 he HF	1 me HF	1 you HF
1 the HF	1 I HF	1 she HF	1 be HF	1 they HF
1 no HF	1 into HF	1 we HF	1 was HF	1 all HF

Set 2 sounds are taught in the following order.

Vowel Sound Set 2	Speed Sound Rhyme	Green Words / Word time
ay	may I play?	spray, play, day, way, may, say
ee	what can you see?	see, three, been, green, seen, sleep
igh	fly high	high, night, light, fright, bright, might
ow	blow the snow	blow, snow, low, show, know, slow
oo	poo at the zoo	too, zoo, food, pool, moon, spoon

oo	look at the book	took, look, book, shook, cook, foot
ar	start the car	car, start, part, star, hard, sharp
or	shut the door	sort, short, horse, sport, fork, snort
air	that's not fair	fair, stair, hair, air, chair, lair
ir	whirl and twirl	girl, bird, third, whirl, twirl, dirt
ou	shout it out	out, shout, loud, mouth, round, found
oy	toy for a boy	toy, boy, enjoy

Red words to be taught in Set 2

2 are HF	2 have HF	2 come HF	2 one HF	2 their HF
2 my HF	2 so HF	2 were HF	2 when HF	2 people HF
2 her HF	2 do HF	2 there HF	2 what HF	
2 said HF	2 some HF	2 little HF	2 oh HF	

Set 3 Sounds

Vowel Sound Set 3	Speed Sound Rhyme	Green Words / Word time
ea	cup of tea	clean, dream, seat, scream, real, please
oi	spoil the boy	join, voice, coin
a-e	make a cake	make, cake, name, same, late, date
i-e	nice smile	smile, white, nice, like, time, hide
o-e	phone home	home, hope, spoke, note, broke, phone

u-e	huge brute	tune, rude, huge, brute, use, June
aw	yawn at dawn	saw, law, dawn, crawl, paw, yawn
are	care and share	share, dare, scare, square, bare, care
ur	nurse with a purse	burn, turn, spurt, nurse, purse, hurt
er	a better letter	never, better, weather, after, proper, corner
ow	brown cow	how, down, brown, cow, town, now
ai	snail in the rain	snail, paid, tail, train, paint, rain
oa	goat in a boat	goat, boat, road, throat, toast, coat
ew	chew the stew	chew, new, blew, flew, drew, grew
ire	fire, fire	fire, hire, wire, bonfire, inspire, conspire
ear	hear with your ear	hear, dear, fear, near, year, ear
ure	sure it's pure	picture, mixture, creature, future, adventure, temperature
tion	pay attention: it's a celebration	conversation, celebration, exploration, tradition, congratulation, attention
tious/cious	scrumptious, delicious	delicious, suspicious, vicious, precious, ferocious, scrumptious

Red words to be taught in Set 3

3 Mr HF	3 asked HF	3 very HF	3 put HF	3 here HF
3 Mrs HF	3 could HF	3 don't HF	3 house HF	3 old HF
3 looked HF	3 of HF	3 from HF	3 by HF	3
3 called HF	3 it's HF	3 your HF	3 I'm HF	3

Green Words / Word time - Set 1.1 - 1.7

Set 1.1

1.1 HF	a		
1.1	mat	1.1 HF	at
1.1	sad	1.1 HF	dad
		1.1	mad
		1.1	sat

Set 1.2

1.2 HF	in	1.2 HF	on	1.2 HF	it
1.2 HF	an	1.2 HF	and	1.2	pin
1.2	pat	1.2 HF	got	1.2	dog
1.2	sit	1.2	tip	1.2	pan
1.2	gap	1.2	dig	1.2	top
1.2 HF	is	1.2 HF	as	1.2 HF	not

Set 1.3

1.3	bin	1.3	cat	1.3	cot
1.3 HF	can	1.3	kit	1.3	mud
1.3 HF	up	1.3	cup	1.3	bad
1.3 HF	but	1.3 HF	mum	1.3	

Set 1.4

1.4	bed	1.4	met	1.4	get HF
1.4	fan	1.4	fun	1.4	fat
1.4	lip	1.4	log	1.4	let
1.4	had HF	1.4	hit	1.4	hen
1.4	him HF	1.4	if HF	1.4	big HF
1.4	his HF				

Set 1.5

1.5	red	1.5	run	1.5	rat
1.5	jog	1.5	jet	1.5	jam
1.5	vet	1.5	van	1.5	yes
1.5	yet	1.5	yum	1.5	yap
1.5	win	1.5	web	1.5	wet

Set 1.6

1.6	ship	1.6	shop	1.6	fish
1.6	wish	1.6	thin	1.6	this HF
1.6	with HF	1.6	that HF	1.6	them HF
1.6	zag	1.6	zip	1.6	chin
1.6	chop	1.6	chat	1.6	quiz
1.6	quit	1.6	fox	1.6	box
1.6	fix	1.6	six	1.6	sing
1.6	bang	1.6	wing	1.6	wink
1.6	then HF	1.6	went HF	1.6	children HF

Set 1.7 – 2 / 3 sounds

1.7	bell	1.7	well	1.7	fell
1.7	will HF	1.7	huff	1.7	mess

1.7	sock	1.7 HF	back	1.7	think
1.7	quick	1.7	thing	1.7 HF	off

Set 1.7 - 4 sounds

1.7	blob	1.7	blip	1.7	drop
1.7	drip	1.7	clip	1.7	from
1.7	frog	1.7	flag	1.7	flop
1.7	grin	1.7	gran	1.7	pram
1.7	prop	1.7	slip	1.7	slid
1.7	skip	1.7	skin	1.7	spit

1.7	spot	1.7	trap	1.7	trip
1.7	best	1.7	test	1.7	bend
1.7	jump	1.7	hand	1.7	send
1.7	dress	1.7	fluff	1.7	black
1.7	stink	1.7 HF	just	1.7 HF	help

Set 1.7 - 5 sounds (to be printed from the online file)

1.7	strop	1.7	stamp	1.7	stand
1.7	pocket	1.7	packet	1.7	ticket
1.7	rocket	1.7	puppet	1.7	carrot
1.7	rabbit	1.7	cannot	1.7	kitten
1.7	kitchen	1.7	comic	1.7	seven
1.7	given	1.7	robin	1.7	lemon
1.7	ribbon	1.7	button	1.7	jacket

Green Words - Set 2

Set 2 - ay

2	spray	2	play	2 HF	day
2	way	2	may	2	say

Set 2 - ee

2 HF	see	2	three	2	been
2	green	2	seen	2	keep
2	need	2	sleep	2	feel

Set 2 - igh

2	high	2	night	2	light
2	fright	2	bright	2	sight
2	might				

Set 2 - ow

2	blow	2	snow	2	slow
2	show	2	know	2	flow
2	glow				

Set 2 - oo

2 HF	too	2	zoo	2	mood
2	fool	2	pool	2	stool
2	moon	2	spoon		

Set 2 - oo

2	took	2 HF	look	2	book
2	shook	2	cook	2	foot

Set 2 - ar

2	car	2	bar	2	star
2	park	2	smart	2	start
2	sharp	2	spark		

Set 2 - or

2	sort	2	short	2	worn
2	horse	2	sport	2	snort
2	fork	2 HF	for		

Set 2 - ai

2	fair	2	stair	2	hair
2	air	2	lair	2	chair

Set 2 - ir

2	girl	2	bird	2	third
2	whirl	2	twirl	2	dirt

Set 2 - ou

2	out	2	shout	2	loud
HF					
2	mouth	2	round	2	found
2	about				
HF					

Set 2 - oy

2	toy	2	boy	2	enjoy
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Green Words - Set 3

Set 3 - ea

3	clean	3	dream	3	seat
3	scream	3	read	3	please

Set 3 - oi

3	join	3	coin	3	voice
3	choice	3	noise		

Set 3 - a-e

3	make	3	cake	3	name
HF					
3	same	3	late	3	date
3	came	3	made		
HF		HF			

Set 3 - i-e

3	shine	3	white	3	fine
3	hide	3	smile	3	nice

3 wide	3 like HF	3 mine
3 time HF		

Set 3 - o-e

3 home	3 hope	3 rose
3 spoke	3 note	3 broke
3 stole	3 rope	3 those

Set 3 - u-e

3 tune	3 rude	3 huge
3 mule	3 brute	3 use
3 June	3 dude	3 accuse
3 excuse		

Set 3 - aw

3 saw HF	3 raw	3 law
3 straw	3 dawn	3 paw
3 crawl	3 jaw	3 claw
3 yawn		

Set 3 - are

3 care	3 share	3 dare
3 bare	3 spare	3 scare
3 flare	3 square	3 Clare
3 software		

Set 3 - ur

3 burn	3 turn	3 lurk
3 hurl	3 burn	3 burp
3 slurp	3 nurse	3 purse
3 hurt		

Set 3 - er

3 over	3 never	3 better
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3	weather	3	after	3	hamster
3	litter	3	proper	3	corner
3	supper				

Set 3 - ow 26

3	howl	3	now	3	down HF
3	brown	3	cow	3	town
3	crowd	3	drown	3	now HF
3	gown				

Set 3 - ai

3	paid	3	snail	3	tail
3	drain	3	paint	3	Spain
3	chain	3	train	3	rain
3	stain				

Set 3 - oa

3	toad	3	oak	3	road
3	cloak	3	throat	3	roast
3	toast	3	loaf	3	coat
3	coal	3	coach		

Set 3 - ew

3	new	3	knew	3	flew
3	blew	3	few	3	crew
3	newt	3	screw	3	drew
3	grew	3	stew		

Set 3 - ire

3	fire	3	hire	3	wire
3	spire	3	bonfire	3	inspire
3	conspire				

Set 3 - ear

3	ear	3	hear	3	dear
3	fear	3	gear	3	near
3	rear	3	tear	3	year
3	spear				

Set 3 - ure

3	future	3	adventure	3	temperature
3	picture	3	mixture	3	creature
3	cure	3	sure	3	pure

Set 3 - tion

3	conversation	3	celebration	3	exploration
3	tradition	3	congratulation	3	attention

Set 3 - tious/cious

3	delicious	3	suspicious	3	vicious
3	precious	3	ferocious	3	scrumptious

Read Write Inc Book Bands



After Grey:

Level 1	Level 2	Level 3	Level 4	Level 5
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Definitions for Read Write Inc

Phoneme - the smallest unit of sound in a word. c-a-t c-oi-n

Grapheme - letter(s) representing a phoneme. t ai igh

Blending - recognising the letter sounds in a written word and merging them in order in which they are written. c-u-p → cup

Oral blending - hearing a series of spoken sounds and merging them to make a spoken word - no text is used. b-u-s → bus

Segmenting - identifying the individual sounds in a spoken word. him → h-i-m

Special friends - a consonant digraph contains two consonants. sh ch th
- a vowel digraph contains at least one vowel. ai ee ar
- a trigraph contains three letters. igh

Fred Talk - talking only in sounds p-i-n (with frog toy)

Pure sounds - say 'm', not 'muh'

C - consonant phoneme

V - vowel phoneme. a, e, i, o, u

Whole Word Recognition

Background

Research involving reading and Down Syndrome has shown (Buckley, SJ, Bird G, 1993) that approximately 70% of children with Down Syndrome will end up with significant hearing difficulties at some point in their lives.

As such, these children have stronger visual processing skills and better visual memory than auditory processing and memory skills. If a child cannot depend on hearing the correct

phonetic sounds that correspond with phonemes, it is therefore much more difficult for them to process and remember that information for later recall and use. This is where the importance of introducing whole word comes in.

By establishing a group of “sight” words that are familiar with a child’s world, such as names, foods, actions, colours, animals and belongings, you will be training their brain to understand that a word represents “something”.

Word list for learning to read through whole word recognition

(aiming to use words that are most pertinent/of interest to the needs of our students)

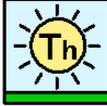
Nouns	Nouns	Descriptives
1. Mummy	24. bath	1. big
2. Daddy	25. phone	2. small
3. teddy	26. bag	3. old
4. doll	27. spoon	4. new
5. ball	28. bricks	5. not
6. car	29. computer	6. good
7. book	30. bird	7. like
8. bus	31. duck	
9. dog	32. pig	
10. cat	33. sheep	
11. fish	34. cow	
12. keys	35. horse	
13. cup	36. eyes	
14. brush	37. mouth	
15. baby	38. hand	
16. apple	39. coat	
17. banana	40. shoes	
18. biscuit	41. hat	
19. bed	42. socks	
20. chair		
21. table		
22. boy		
23. girl		

Actions	Colours/Numbers	Questions
1. eat	1. red	1. what
2. sleep	2. blue	2. why
3. play	3. green	3. when
4. drink	4. yellow	4. where
5. brush	5. one	5. who
6. sit	6. two	6. which
7. said	7. three	7. how
8. went	8. four	
9. see	9. five	
10. make		

11. swim		
12. go		
13. jump		
14. wash		
15. walk		
16. cry		
17. look		

Social Sight Vocabulary

Sign	Skill Achieved	Date
 Monday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 Tuesday	Matches symbol	
	Recognises symbol	

	Recognises symbol in community	
 Wednesday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 Thursday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 Friday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 Saturday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 Sunday	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	

	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	

	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
 LITTER	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	

Date of Birth	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
D.O.B.	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Date	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Name	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Address	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Age	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Sign here	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	
Tel	Matches symbol	
	Recognises symbol	
	Recognises symbol in community	

Websites and resources

Online games

<http://www.phonicsplay.co.uk/>

Resources and information

http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

<https://www.gov.uk/government/publications/getting-them-reading-early>

<http://oxfordowl.co.uk>