

How we teach reading at Upton Infant School

“Teaching Reading *IS* Rocket Science.”

For many children, reading must be taught explicitly and systematically, one small step at a time. That's why good teaching is so important. In Upton Infant School there are a number of approaches we use to teach reading.

- **Print Awareness**



We teach children the purpose of print and why we need it. Children are reading in school all day everyday, but this is not just sat with the teacher looking at a book. We encourage children to recognise and read the print all around us. This is our starting point for teaching the skills that children need to begin to decode and read simple texts and phrases.

- **Vocabulary**

Speaking and listening is very important in the development of reading. Talk helps a child understand how printed text should be structured and teaches them new words that they can recognise and use. Our classrooms and shared area are set up to provide the children with time to talk and interact with others.

- **Book Knowledge**

Reading a book is much more than just reading the words within it. The children are taught to use the front cover, title, pictures and repetition to help them. They need to gain an understanding of different book genres, from comics, story books, non fiction texts, rhyming stories and poems.

Phonics Glossary

Abbreviations

These include: VC, CVC, CCVC and CVCC. In these abbreviations, the V stands for a vowel and C for a consonant. For example: VC - *it*, CVC - *cat*, CCVC - *stop*, CVCC - *lamp*

Blending

Blending is the process of forming a word by combining the constituent phonemes of words. When you blend the sounds /b/ /a/ /t/ , they become the word *bat*.

Decoding

The process of decoding a word has two stages. Firstly the individual grapheme-phoneme correspondence is recognised and then the phonemes are blended into the word as it is read. Reading (blending) and spelling (segmenting) are reversible processes that are taught simultaneously in synthetic phonics.

Digraph

A digraph is a two-letter grapheme that makes one sound. For example /sh/ makes one sound in 'shop' and the vowel digraph /oa/ makes one sound in 'boat'.

Phoneme

A phoneme is the smallest unit of sound in a word. It can be represented by one letter; later on it may be represented by two or three letters.

Segmenting

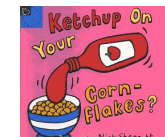
This involves the breaking down of words into their constituent phonemes in order to spell them. It is the reverse phonic skill to blending.

Tricky words

These are words which children may find difficult to read and spell when the phonic knowledge and skills are not yet learnt. These are words which cannot be easily decoded. The child must look at the word and see if he or she knows any of the phonemes and then go on to remember the tricky, irregular part.

Trigraph

Three letters coming together to make one sound is a trigraph. The /igh/ in *night* is a trigraph.



How you can help at home...

- Hear them read in a quiet place each day
- Walk through the book first
- Ask them to predict what they think will happen
- Model reading
- Encourage them to blend sounds together
- Use the pictures
- Practise word recognition
- Ask questions during and after
- Praise them
- Make it fun!

Tricky words

the	to	I	no	go
into	and	he	she	we
he	she / her	we	me	be
was	you	they	my	are
said	have	like	some	come
there	little	when	what	were
asked	called	could	looked	Mr / Mrs
oh	people	put	saw	would

High frequency words

that	will	then	down	them
with	this	see	for	now
went	it's	from	children	just
help	out	so	do	one
about	by	came	day	don't
here	made	make	very	your

Phonics

In Year One and Two, we teach the children to recognise alternative graphemes. These are different ways of writing the same sound. We use the sound card to help the children recognise and read alternative graphemes.



Tricky Words

Some words cannot be segmented and blended. These are known as tricky words. These words have to be automatically recognised.

Using clues

We encourage the children to use clues in the text to help them read unknown words. Pictures offer excellent clues. We also encourage children to notice and correct their mistakes, rereading a sentence if it does not make sense.

Text comprehension

When reading, we ask the children to use inference and opinion. We encourage the children to think about what happens in the text and why, using evidence from the text to support their answers.

Our books

We have a range of reading schemes which are sent home and used in school. This exposes children to a range of text types, characters and plots.

In your child's book bag you should have a:

- Reading diary
- Guided Reading book
- Free choice books

Please write in your child's reading diary every time you read. ☺

Book Bands

Our books are organised into coloured book bands. These range from pink to black. They are organised by word type.

Your child's individual, guided reading and free choice book will be book banded. There is a selection of books at each colour level for the children to select individually.

School library books are free choice and not banded.

Segmenting and blending

We sound out phonemes and blend them together to read new words.

Children are encouraged to recognise and segment letters or groups of letters that represent a phoneme (sound) and then blend them together to read the word.

t - i - n says tin

sh - o - p says shop

t - r - ai - n says train

We put sound buttons under phonemes to help children identify sounds and blend them together. Dots are used for short sounds and lines for longer sounds.

trick

sheep



How we do it...



- Shared Reading
- Individual Reading
- Guided Reading
- Independent Reading

Shared reading

Shared Reading is an interactive reading experience that occurs when pupils join in or share the reading of a big book or other enlarged text while guided and supported by a teacher. They observe an expert reading the text with fluency and expression, learn reading strategies and practise reading.

Individual reading

Children read one to one with an adult.

Independent reading

Children read independently, without support.

Guided reading

For guided reading, a group of about six children, who are reading at about the same level, are grouped together. The teacher chooses a book that the children are able to read without too much difficulty. There is a clear teaching focus. This focus is shared with the children so that they know what they are learning. The children read independently and individually with the teacher - not in turn. There is a balance of teacher and child talk - with the teacher prompting, and facilitating discussion rather than dominating.

The guided reading sequence:

- Book introduction, recap or overview of text;
 - Phonics and reading strategies
 - Independent reading with a focus;
- Returning to the text after the session (comprehension questions)