



WOODFORD
PRIMARY SCHOOL

Aims of this session:

- To explain how phonics and Early Reading is taught at Woodford Primary School.
- To share information about the Phonics Screening Check.
- To explain how reading is taught in KS2.
- To give insight in how we support reading for pleasure at school.
- Tips on how to support your child with their home reading.



“Reading gives us someplace
to go when we have to stay
where we are.”

– Mason Cooley



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Reading supports children to

Overcome
disadvantage



Develop better
mental wellbeing,
social skills and
strong relationships



Meet speech
and language
milestones and do
better at school



Develop
imagination,
empathy
and creativity



THE MORE THAT YOU
READ,
THE MORE THINGS
YOU WILL **KNOW.**

THE MORE THAT YOU
LEARN,
THE MORE PLACES
YOU'LL **GO.**

- Dr. Seuss -



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What is Phonics?

- Phonics is the way most children are taught to read
- Children are taught to recognise letters and their associated sounds
- Breaking words down into the smallest unit of sounds (segmenting)
- Blending sounds together to read a word

/c/ – /a/ – /t/ → cat



- The **phoneme** is the smallest unit of sound



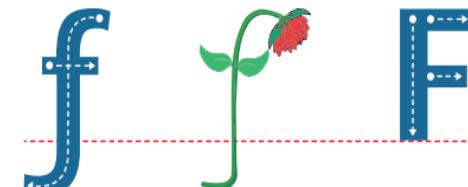
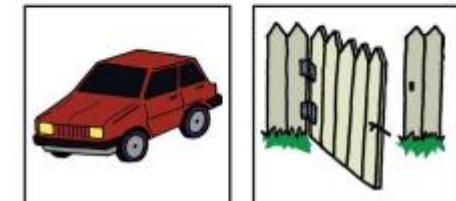
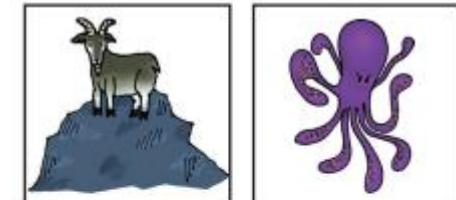
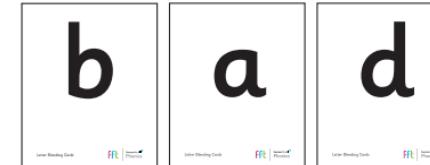
- The **grapheme** is the written format

- **Grapheme Phoneme Correspondence (GPC)** means the relationship between spoken sound and its written form.

First Steps to Phonics

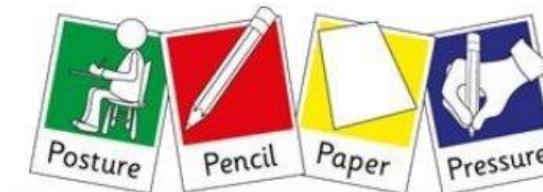
Unit 1 - Phonological Awareness

- Voice Sounds
- Onomatopoeia
- Alliteration
- Rhythm and Rhyme
- Sound Discrimination
- Oral Blending and Segmenting



Unit 2 – Phonics Skills

- Children begin to hear, read and write graphemes.
- 35 Grapheme Phoneme Correspondence (GPCs)





Success for All[®]
Phonics

the

sit

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a A

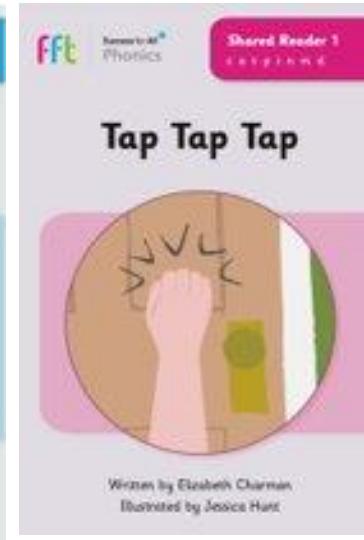
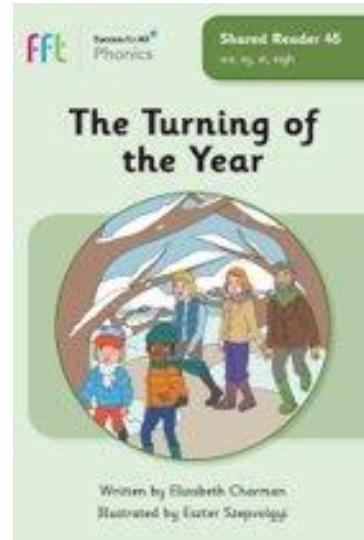
Alphie asks
for apples.

Around the apple
and down the leaf.

ck	ff	ll	ss	zz	qu	ch

Reception Picture Sound Mat

Year 1 Picture Sound Mat



Sound Buttons

Phonemes can be represented by single letters, two letters or three letters.

We use sound buttons to show each sound.

c
•

sh

↑
digraph

igh

↑
trigraph

Split digraphs:



Sound buttons are shown as a ____.

We say that the 'e' has a special job which is to turn the short vowel sound into a long vowel sound.



Bake a cake.

Sunday
.....

the

The fish went past a shark.

Know this word off by heart as it's a taught red word.

Sound it out, then blend together

f i s h
● ●

Sound it out, then blend together

p a s t
● ● ●

Sound it out, then blend together

sh ar k
●

Know this off by heart as it's a High Frequency word.



Shared Reading

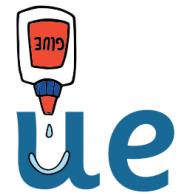
- Daily lessons
- Decoding green and red words
- Reading fluency
- Comprehension activities



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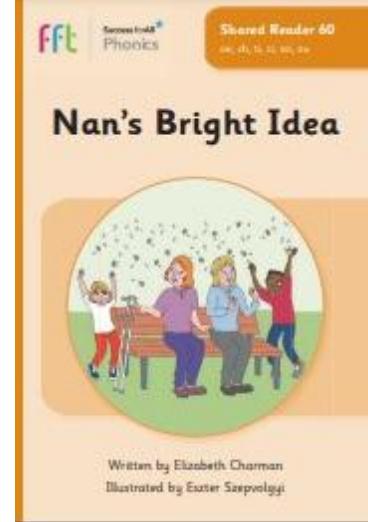
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ue



Written by Elizabeth Charman
Illustrated by Jessica Hunt



Written by Elizabeth Charman
Illustrated by Esmeralda Szepvolgyi

Green words
Practises oe, ch, ti, ci, ssi, ou

tiptoed	parachute	discussion
heroes	relaxation	possession
toes	impatience	nervous
sloes	artificial	precious
potatoes	delicious	country

Red words
Previous red words

plant*	great	after*
again	their	grandfather

New red word
tomatoes



Written by Elizabeth Charman
Illustrated by Jessica Hunt

Green words
Practises oa

toad	foal	throat
toadflax	coat	croak
soaks	road	foams
oak	coax	loaf
goat	bloots	cat

Red words
Previous red words:
the to no
her we she
are he as
by of has
New red words:
saw they

Each book matches
recently taught GPCs



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Example Shared Reader 40: Highland Summer

fft Success for All[®]
Phonics

Shared Reader 40
ir

Highland Summer



Written by Elizabeth Charman
Illustrated by Jessica Hunt

Green words
Practises ir, wh

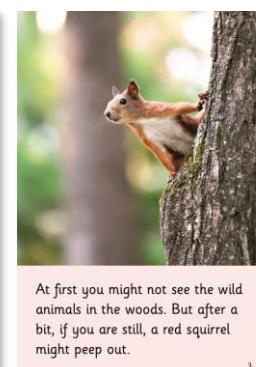
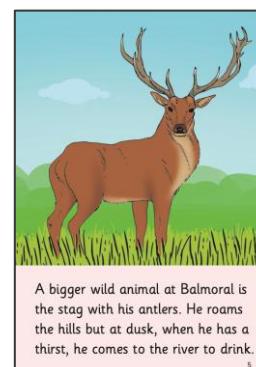
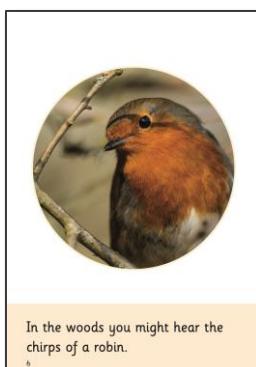
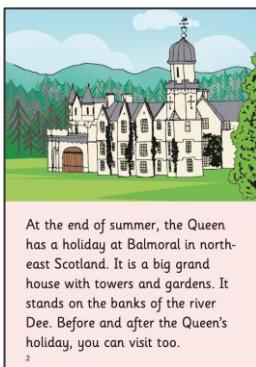
first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words
Previous red word
after*
New red words
any could many
who

*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

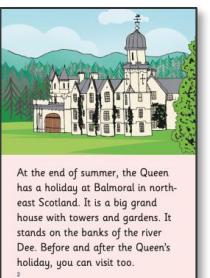
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?





How can you support your child at home?

- Establish a reading **routine** at the time of day that suits you and your child
- Read **little and often**, to and with your child
- Read a variety of texts
- Pre-read (walk through the book, look at pictures, make predictions, discuss characters and settings)
- Green words/ red words
- Identify letters, digraphs, red words you have spotted in the text
- Write in reading diary and address next steps (stickers).

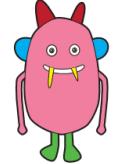


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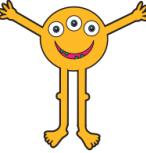
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Phonics Screening Check (PSC)

waib



zome

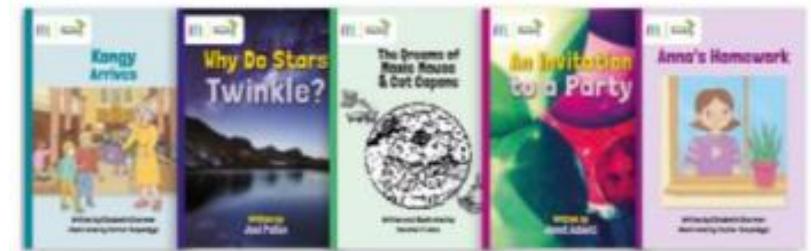


- National, statutory assessment which takes place in June
- The check consists of 20 real words and 20 pseudo-words (alien words) that a pupil reads aloud to a familiar adult. Pseudo-words have a picture of an alien next to them
- The children are unaware of the assessment
- The children take the test in Year 1.
- If children do not pass the PSC at this stage, they will retake it at the end of Year 2
- Results are used to inform phonics teaching and extra support needed for the rest of Year 1 and moving up to Year 2.



Year 2 Routes to Reading

- Routes to reading is designed to enable pupils to master their skills, knowledge and understanding for reading fluency and comprehension.
- Daily lessons – experiencing a range of genres and text types.
- The programme builds on pupil's phonemic knowledge, decoding, fluency and comprehension skills from year 1.



Choral Reading



- Reading together at a pace that allows them to decode unfamiliar words quickly.

Echo Reading



- Children repeat after the teacher, chorally, to practice reading fluently.

Partner Read

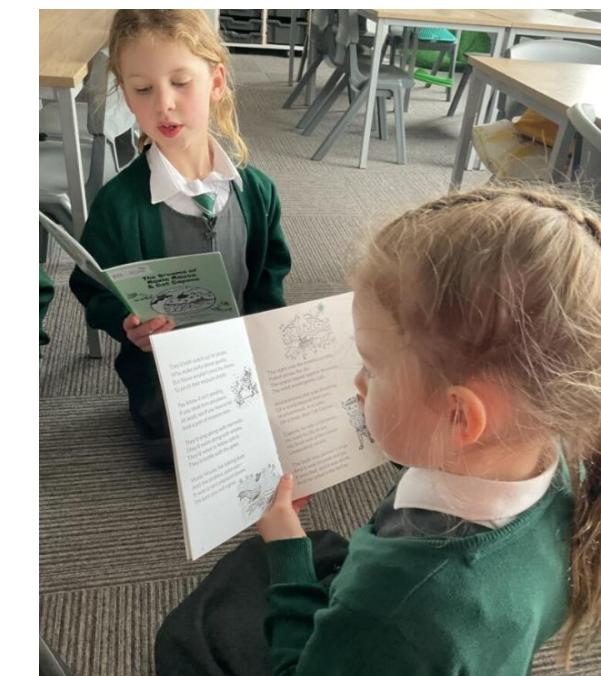


- Children read sections of the text with/ to their partner.

Independent Read



- Children read sections of the text independently.



Reading Comprehension Strategies and Question Types



Build Background

- Activate prior knowledge. Understand the text by drawing on what you already know or on background information and vocabulary.



Predict

- Use evidence from the text to say what may happen next, what events may unfold or how a character may behave.



Clarify

- Understand what has been read.
- Check for understanding. If unsure, go back and read sections, use context and word knowledge to understand.



Question

- Ask and answer questions about part of the text.



Summarise

- Give the main points of the story or the text.

Question Types:



Copy Cat - Retrieval Questions



Text Detective - Inferential Questions

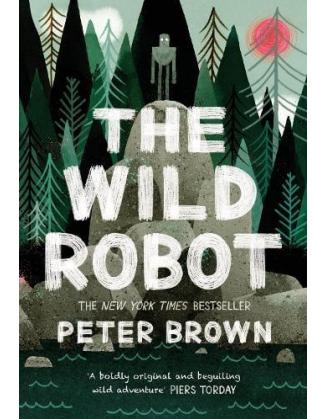
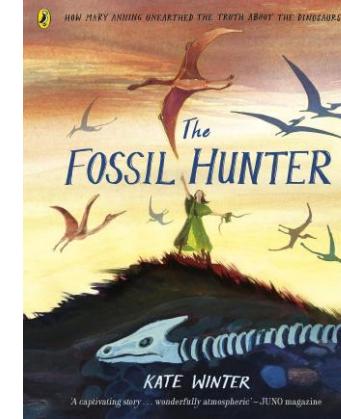
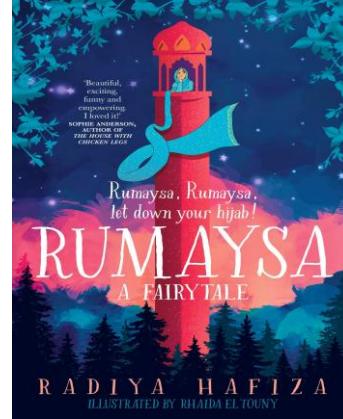


Have your say - Evaluative Questions



Year 3 Reading

- Guided reading in key stage two develops deeper reading comprehension skills texts to build confidence with more complex reading material.
- It moves beyond basic decoding to foster analytical skills, challenging all learners with high-quality texts and collaborative learning.
- Oracy - sharing opinions and answering questions about what we are reading.



Choral Reading



- Reading together at a pace that allows them to decode unfamiliar words quickly.

Echo Reading



- Children repeat after the teacher, chorally, to practice reading fluently.

Partner Read



- Children read sections of the text with/ to their partner.

Independent Read



- Children read sections of the text independently.

WHAT IS PROSODY IN READING?

Prosody in reading is the ability to read and understand the text while sounding like natural speech.

Prosody includes stress, phrasing, intonation, expression, and pauses.

Prosody is one part of reading fluency:

1. accuracy
2. rate
3. expression (prosody)



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Content Domains

- The specific reading skills assessed in national tests, focusing on areas like vocabulary, retrieval, inference, linking information, and author's word choice/language.
- Taught using quality texts and questioning to build the following skills: comprehension, summarising, and critical analysis for deeper understanding and confidence.

Prediction

Using evidence from a text to say what may happen next, what events may unfold or how a character may behave



 **To help me, I can...**

- Think about what I have already read, and what I already know
- Think about what I already know about the characters and how they behave
- Think about what has happened in similar books I have read
- Stick to the facts—make sure my imagination doesn't run wild!

 **Sentence stems I can use...**

- A similar book I have read is _____
- From the front cover, I would predict that _____
- Based on what I know about them, I think the character will _____
- If I were in the same situation, I would _____ because _____

Inference

An idea or opinion drawn from clues or evidence



 **To help me, I can...**

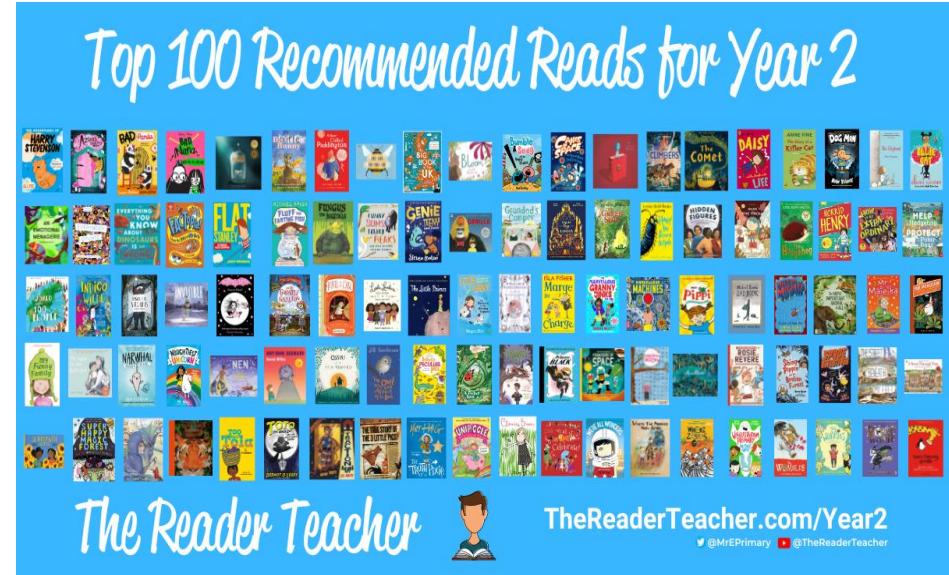
- Put myself in the author's shoes
- Think about how a character might be thinking or feeling. What clues tell me that?
- Use my own background knowledge to help me
- Use evidence to support my thoughts

 **Sentence stems I can use...**

- The phrase _____ gives me the impression that _____
- The author makes me think that _____ by _____
- The word _____ implies that _____
- The evidence in the text which makes me think this is _____

Reading at home

- Children either bring home a free reader book from the library or a 2A, 2B or 2C book based on their reading ability and fluency
- All children have a library book
- Reading little and often, sharing interests and taking ownership of their reading
- Record reading at home in their reading diaries



The Reader Teacher



TheReaderTeacher.com/Year2

Twitter: @MrEPrimary YouTube: @TheReaderTeacher



The Reader Teacher



TheReaderTeacher.com/Year3

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How can you support your child at home?

Questions for storybooks

- What do you think will happen in this book?
- What has happened in the story so far?
- What will happen next?
- What do you think a specific character is thinking?
- How do you think a particular character is feeling?
- Why do they feel that way?
- Why did a character act the way they did?
- What was the problem in this story?
- How was the problem solved?
- What happened in the end of the story?
- Did you like the story? Why did you like it?
- Why did you not like it?

Questions for non-fiction books

- What facts did you learn?
- What did you find most interesting?
- Was there anything you didn't understand?
- What would you like to find out more about?



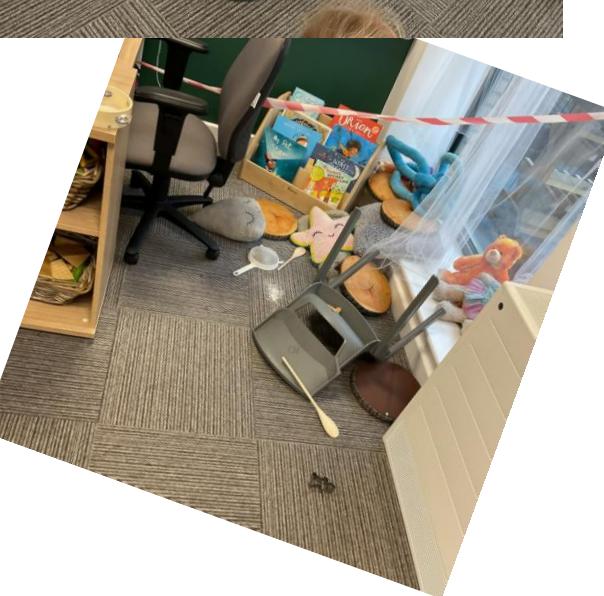
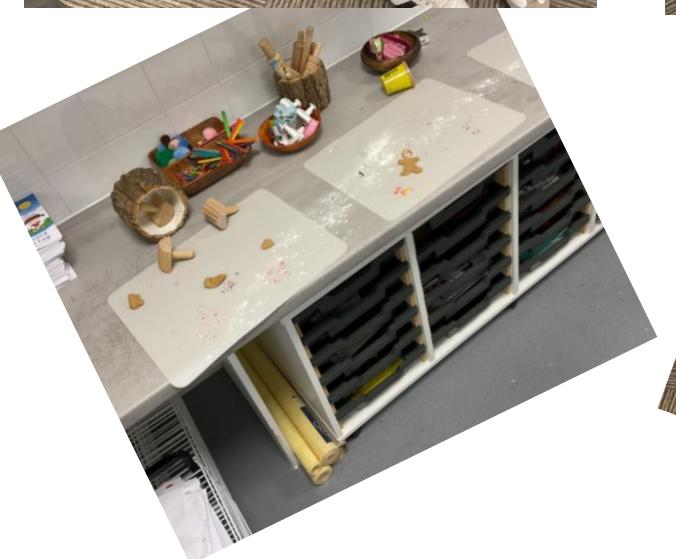
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Reading for Pleasure

- School and classroom library
- Children's input and interests
- Inviting and fresh!
- Accessibility
- Range of genres and text types
- Focus on diversity and inclusivity
- Recommendations (Reader Teacher)
- Link with Simply Books
- Author visits
- Birthday books
- Outdoor library
- World Book day



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Helpful Resources:

Phoneme Pronunciation FFT Success for All
Phonics - Parents Portal on Vimeo

Glossary of terms Tips for Home Reading –
Parent Portal (fft.org.uk)

Phonics Play
PhonicsPlay





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woodfordprimary.org.uk