

St. Edward's Catholic Primary School 2017

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# Reading Workshop



# Aspects of Reading

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There are two aspects to reading:

**Decoding** –phonics and letter sounds

**Comprehension**- understanding-  
story forms, description, word and sound  
patterns

# Two different types of Phonics

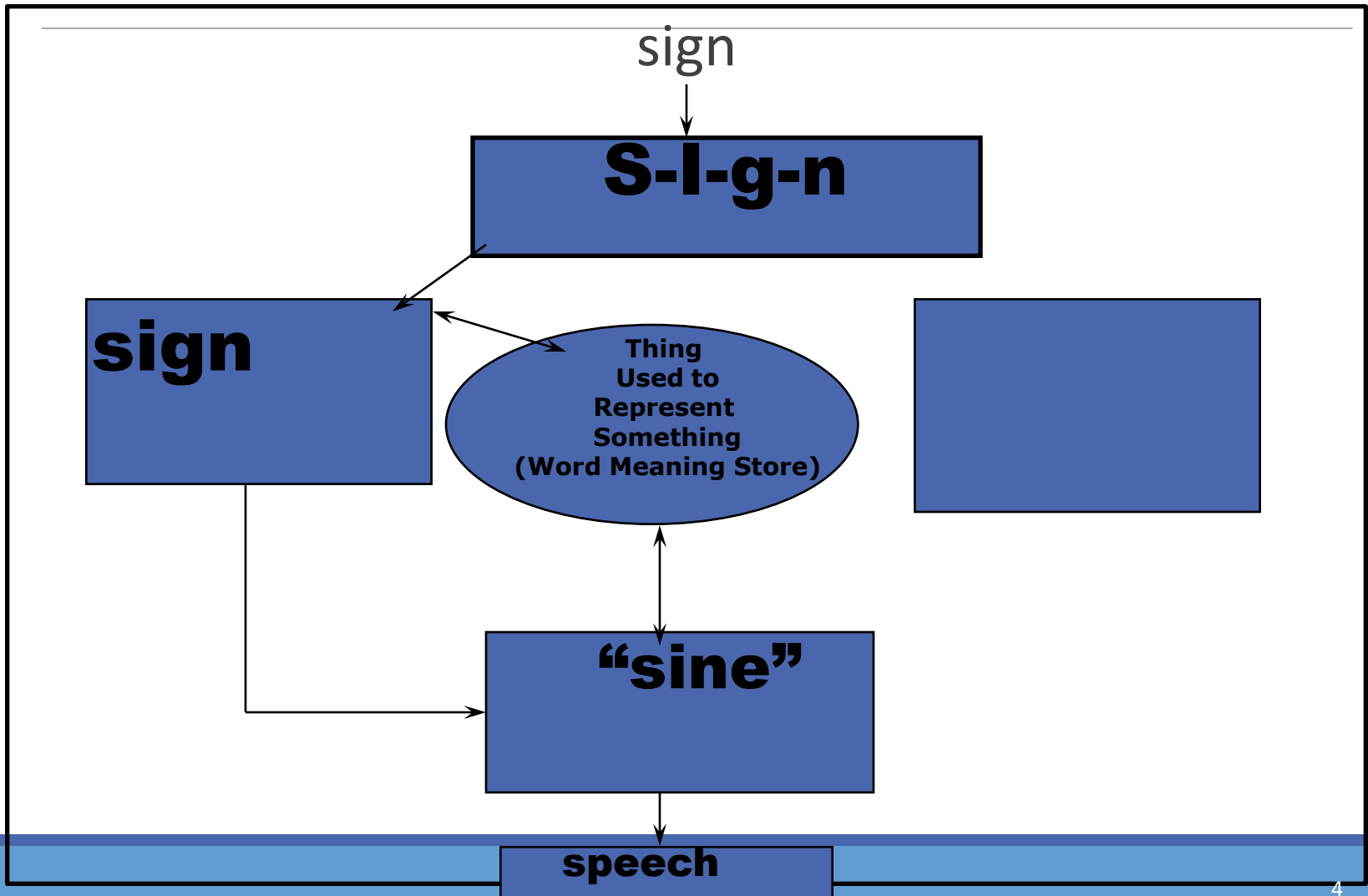
In *analytic* phonics, children are taught whole words and later analyse their constituent parts, such as c-at or str-eet eg: initial onset and rime.

In *synthetic* phonics, the key is to teach them sounds of letters and letter combinations first, then combine those to form words: c-a-t or s-t-r-ee-t.

**We use synthetic phonics.**

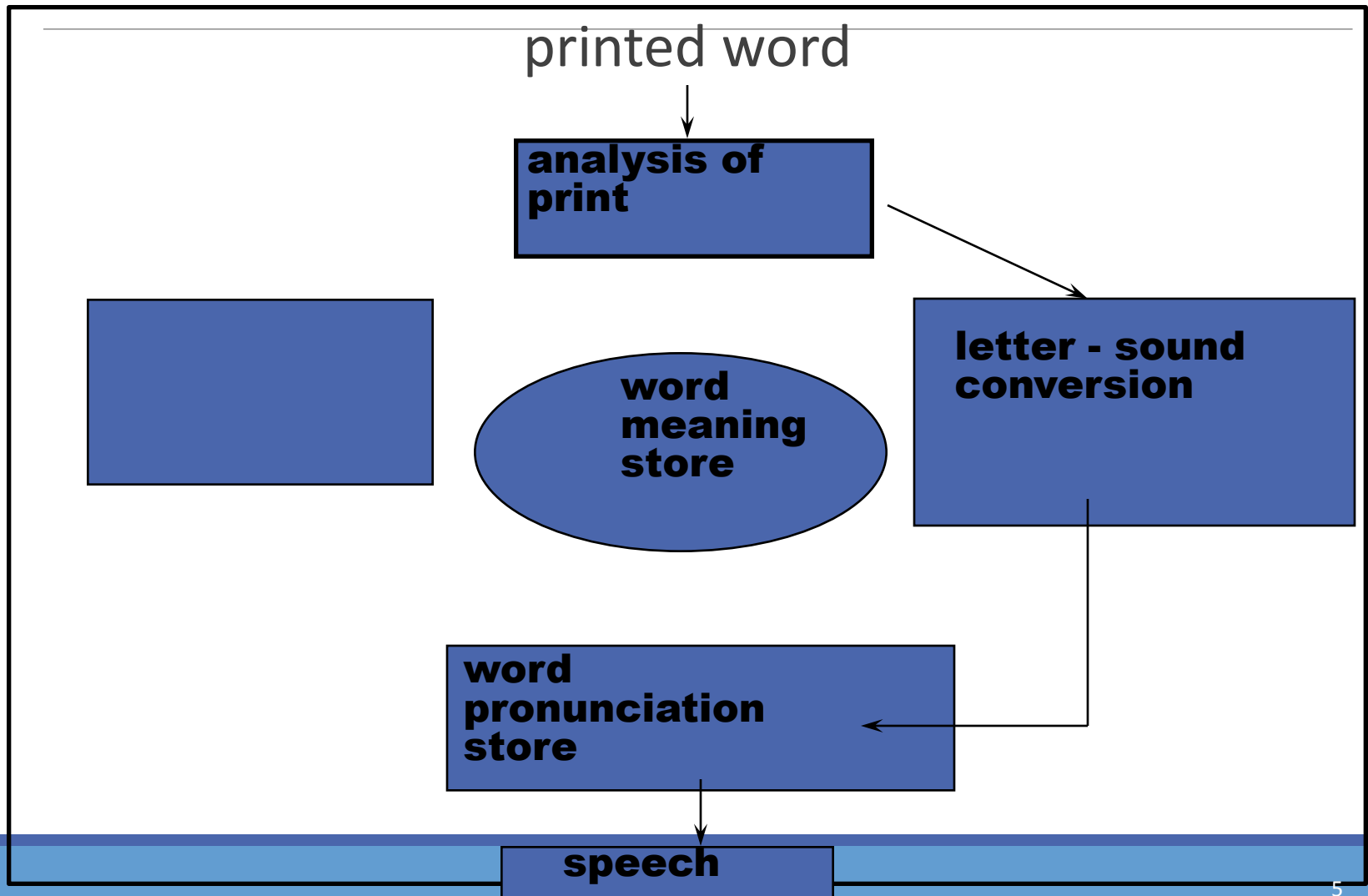
# Dual Route Cascade Model

## *How* skilled readers recognise *known* words by sight



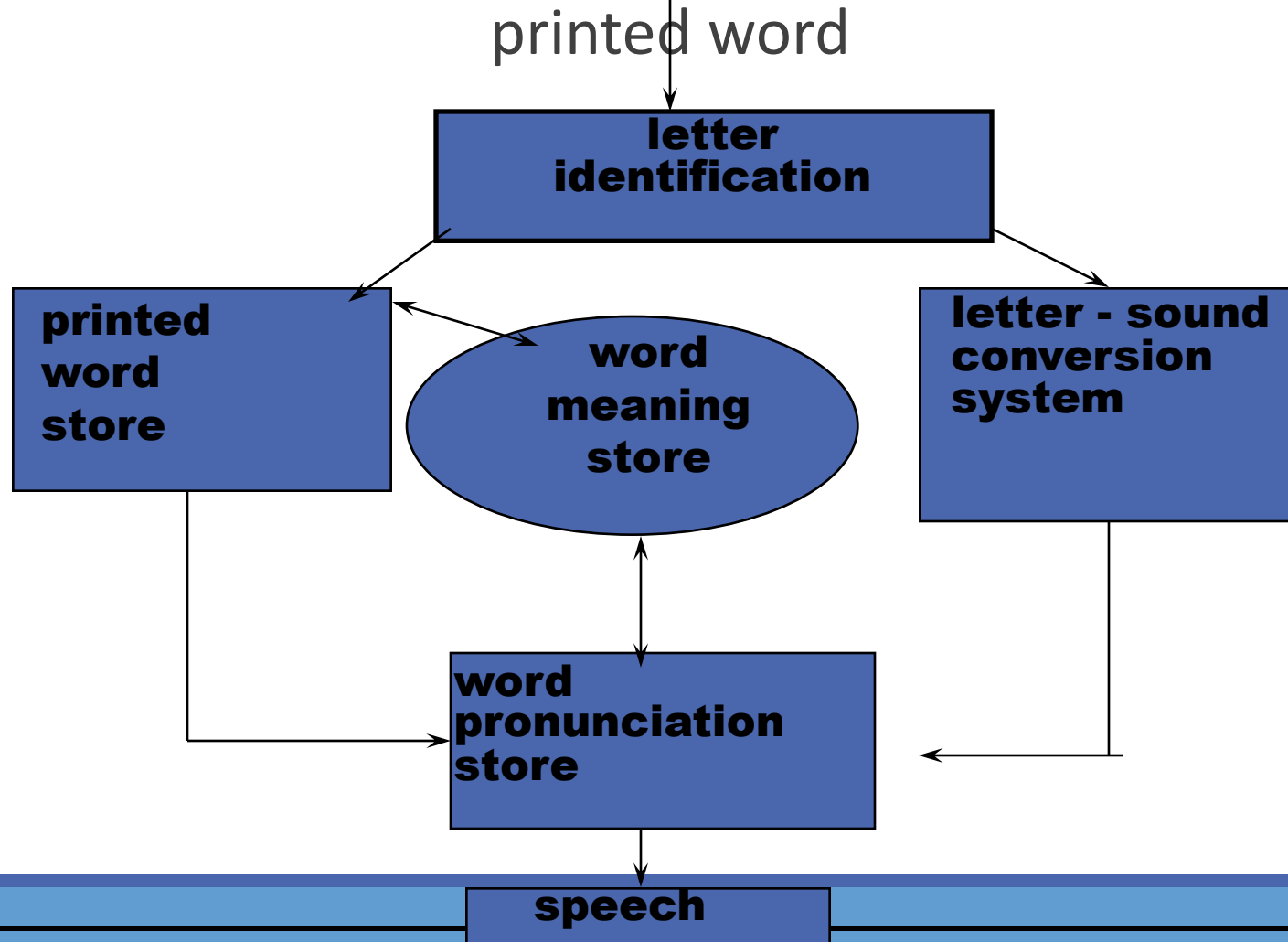
# Dual Route Cascade Model

***How* skilled readers approach *unknown* words whose meaning they may not know**



# Dual Route Cascade Model

**System children need to set up to recognise printed words**



FINISHED FILES ARE THE RE  
SULT OF YEARS OF SCIENTIF-  
IC STUDY COMBINED WITH  
THE EXPERIENCE OF YEARS

Count the 'F's in this sen-  
tence ... overpage for answer

CROSSING THE CHASM [247]

Did you spot six 'Fs'?

Probably not. Most people see only three – they skip the 'fs' in 'of' because the brain processes short familiar words as a single, whole symbol rather than breaking them down into smaller units as they do with longer or less familiar words. The two types of words are thus probably processed in different brain areas.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

distinctions between sounds is thought to be the root cause of specific language impairment (SLI) – a condition in which otherwise bright, attentive children fail to pick up language in the normal way.<sup>15</sup> Neurologists have found a tiny area of tissue – about 1 centimetre square – near to Wernicke's area that lights up only when consonants are heard. When this area is deactivated by electromagnetic inhibition, patients have difficulty understanding words that depend on consonants for identification, whereas they can still make out words in which the crucial distinguishing sounds are vowels. Lack of normal activity in this area may account for SLI.

The cortical area that imposes structure on incoming speech – assuming there is one – has yet to be identified. The eminent linguist Noam Chomsky and his disciple Steven Pinker have



# You might not realize it, but your brain is a code-cracking machine!

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For example, it doesn't matter in what order the letters in a word appear, the only important thing is that the first and last letter are in the right place. The rest can be a total mess and you can still read it without problem.

S1M1L4RLY, YOUR M1ND 15 R34D1NG 7H15  
4U70M471C4LLY W17H0U7 3V3N  
7H1NK1NG 4B0U7 17.

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# sight vocabulary & a phonic rules

# What makes reading hard?

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**Most of the words** young readers come across are **unfamiliar** to them.

It is **Important** to develop **printed word spotting skills** from the start.

We look for sounds in our names and in the classroom.

# How do we start reading at Foundation Stage- what we do in School



Listen to and making own stories, poems, songs\*, rhymes

Replying to and responding to what they have heard

Encouraging talk as they take part in activities

Role play

Talk with adults and other children

Vocabulary: explore meanings and sounds of new words

\*curiously, songs only; music might be helpful, but music with words has an impact on their speaking and listening skills.

# Skills at Foundation stage



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We want children to enjoy listening and using spoken and written language in play and learning.

The adults in Nursery are modelling language for children all the time (as we all are).

They have a special role in clarifying and helping children to refine how they pronounce words, understand new meanings and understand grammar.

# What can we do as parents to help our child to read?

## 5 Years

Can your child tell you about what they did during the day?

Can they understand an instruction while they are doing something else?

Are they beginning to understand time? 'Mummy will be here after lunch.'

Does your child enjoy listening to stories, rhymes and songs?

<https://www.youtube.com/watch?v=azRDND>

Quick



## Home Languages

- Bilingualism helps children's learning because they can think about their ideas in both languages.
- There is no evidence that bilingual children learn to speak later. Some children, whether bilingual or monolingual, learn to speak later than others.
- If children know their first language well, it will help them learn English. When they understand an idea in their first language (such as numbers or colours), they easily pick up the English word that means the same thing. They also know how to use grammar and vocabulary in their first language.

# Phonemes and Graphemes

English has 44 phonemes

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Phonemes = Smallest units of spoken language

A few words have only one phoneme 'a', 'oh'

Graphemes = units of written language that represent phonemes in the spelling of words

Graphemes may consist of a single letter 'P', 'T' or multiple letters 'CH', 'SH', '-CK', '-IGH-' ... Digraphs which may be vowel or consonant.

**i-n** contains 2 phonemes and 2 graphemes

**c-a-t** contains 3 phonemes and 3 graphemes

**ch-a-t** contains 3 phonemes and 3 graphemes

**l-igh-t** contains 3 phonemes and 3 graphemes

**c-r-a-sh** contains 4 phonemes and 4 graphemes

# How many phonemes and how many graphemes?

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head arm leg coat jump

dish bring think need made loaf

Look loose

flooring feed cheese brought  
sighting inchoate



## Complex Speed Sounds



### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Phonemic Awareness and Phonics Instruction

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Phonemic Awareness = Ability to focus on and manipulate phonemes in spoken words

- Helps children to learn to read because English is an alphabetic writing system

Phonics Instruction = teaching pupils how to use grapheme-phoneme correspondences to decode or spell words

Children below the age of three don't have this-consequence?



# Modelling the Sounds

As adults we have to model the sounds exactly. The sounds must be pure so that children are able to sound blend.

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So, the phoneme 'd' is a short plosive sound of one syllable; it must not have a vowel sound added so that it sounds like 'd-uh'.

The sounds can be stretchy or bouncy.

A puppet or robot voice can be used as a prop. To remind children and the teacher to keep on track.

Fred Puppet

Speed Sound Training Sheet

## Stretch consonant sounds

<b>ffff</b>	<b>llll</b>	<b>mmm</b> <b>n</b>	<b>rrrr</b>	<b>ssss</b>	<b>vvvv</b>	<b>zzzz</b>	<b>ssshhh</b>	<b>ttthhh</b>	<b>nnng</b> <b>(thing)</b>
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Now say the shortest sound you can without an 'uh'.

<b>f</b>	<b>l</b>	<b>m</b>	<b>r</b>	<b>s</b>	<b>v</b>	<b>z</b>	<b>sh</b>	<b>th</b>	<b>ng</b>
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Practise 'bouncing' the sound. (Avoid 'cuh', 'puh', 'chuh' etc.)

<b>c-c-c-c-c</b> <b>k-k-k-k-k</b>	<b>h-h-h-h</b>	<b>p-p-p-p</b>	<b>t-t-t-t</b>	<b>ch-ch-ch-ch</b>
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Now say the shortest sound you can without an 'uh'.

<b>c</b>	<b>h</b>	<b>p</b>	<b>t</b>	<b>ch</b>
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# Are you phonologically aware?

Awareness of larger spoken units such as syllables and rhyming words

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'Jill' rhymes with 'hill'. Can you tell me other words that rhyme with 'Jill'?

How many words are there in this sentence:

John plays with his dog.

If it is raining, I might wear a raincoat

# Are you phonemically aware?

1. Phoneme isolation requires recognising individual sounds in words

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## What is the first sound in:

- Paste?
- Shop?
- Stop?



# Are you phonemically aware?

2. Phoneme identity requires recognizing the common sound in different words

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What sound is the same in:

- Bike boy bell?
- Hen bread said?

# Are you phonemically aware?

3. Phoneme categorisation requires recognizing the word with the odd sound

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## What word does not belong:

- Bus bun rug?
- Hen bread said maid?



# Are you phonemically aware?

4. Phoneme blending requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word

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## What word is:

- /s/ /k/ /u/ /l/?
- /th/ /r/ /oo/?

# Are you phonemically aware?

5. Phoneme segmentation requires breaking word into sounds by tapping or marking

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How many phonemes are there in:

flag

clump

rust

straight

change

hiccup

chemist

instrument

scone

thought

# Are you phonemically aware?

6. Phoneme deletion requires recognition of what word remains when a specified phoneme is removed

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- What is:
  - 'Hat' without the /h/
  - 'Smile' without the /s/
  - 'Split' without the /p/
  - 'Fixed' without the /k/

## Segmentation and blending - 3 years +

Fred-speak /Robot games.

What is the robot saying: /m/ /ae/ /t/?

How would the robot say “mat”?

In the nursery do it with rhymes: cat -  
mat - rat

# Letter names and letter sounds

Teach sounds before names

Teach upper before lower case

Why teach names? So we can talk about letters

*Caveat:*

c = /s/; f = /E/; m = /E/; h = /eI/; n = /e/; w = /d/;  
u = /y/; y = /w/

*This happens when the child knows the letter names and can segment. Must teach letter sounds.*