



Early Reading

29th November 2021

Reading Is All Around Us!



Logos



Newspapers



Tickets



Books



Subtitles



Synthetic Phonics Programme



Bug Club
Phonics

Synthetic Phonics Programme

- Bug Club is the product of extensive research on the best way to teach children how to read.
- Bug Club follows an approach of learning to read by blending the sounds associated with the letters a child sees.
- The reading books your child brings home are designed to support them in practising and consolidating the learning they have done at school. They also enable children to experience the pleasure and pride of reading their own books.
- All the books in Bug Club Phonics have been finely-levelled to ensure that all children can read books at exactly the right level for them. What's more, there are online versions for every printed title and your child has their login details in their bag.

Phonics: How to pronounce pure sounds | Oxford Owl

Oxford  **OWL**

**How to pronounce
pure sounds**



[Pure Sounds Video](#)



[Phonics Explained Video](#)

Glossary



Pearson

Phonics glossary

Your child's school may have given you lots of information about helping your child progress on their reading journey at home. Here are some definitions of words your child's teacher may have used.

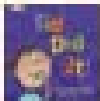
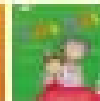







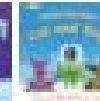

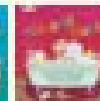
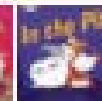
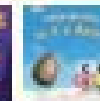




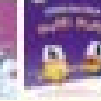
Word	What does it mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top Other similar abbreviations include: - VC words e.g. on, is, it. - CCVC words e.g. trip and flat. - CVCC words e.g. milk and fast.
digraph	Two letters which together make one sound, e.g. ee, oa, ea, ch, ay. There are several different types of digraph: - Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day . - Consonant digraph: two consonants which can go together, for example, shop or thin . - Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word, such as a-e, e-e, i-e, o-e, u-e. For example, cake or line .
grapheme	Written letters or a group of letters which represent one single sound (phoneme), e.g. a, i, sh, air, ck.
Letters and Sounds 2007	A Government document detailing the teaching of phonics. There are 6 phases described: Phase 1: This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds. Phase 2: Learning 19 letters of the alphabet, along with the first 5 tricky words and using them to read and spell simple words and captions. Phase 3: Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of tricky words. Reading and writing captions and sentences.



Pearson

	Phase 4: Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next tricky words, within sentences. Phase 5: Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next tricky words, within sentences. Phase 6: Learning longer words and spelling rules.
phoneme	A single sound that can be made by one or more letters (graphemes), e.g. s, k, z, oo, ph, igh.
pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end, e.g. 'fff' not 'fuh'.
segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
tricky words	Words that are difficult to sound out, e.g. said, the, because.
trigraph	Three letters which go together make one sound, e.g. ear, air, igh, dge, tch.
vowel	The letters a, e, i, o, u.

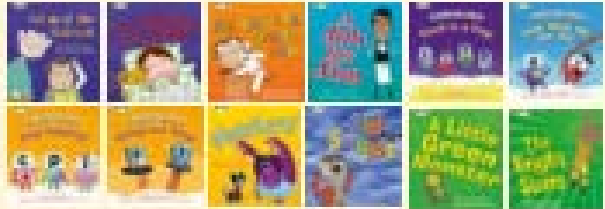
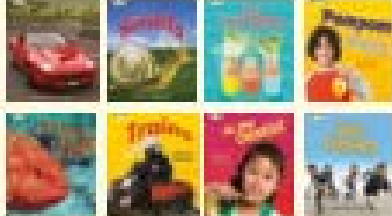
Phase 2 (Reception)

1-2	satpinmd						
3	gock						
4	ckeur						
5	hbf ff ll ss						

Phase 3 (Reception)

6	jvw x	    	  
7	yz zz qu	    	   
8	ch sh th ng	     	  
9	ai ee igh oa oo	    	   
10	ar or ur ow oi	     	  
11	ear air ure er	    	   

Phase 4 (Rec/Y1)

12	Consolidation		
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Phase 5 (Y1)

13	wp ph			
14	ay a-e igh ey ei (long a)			
15	ea e-e ie ey y (long e)			
16	ie i-e y i (long i)			
17	ow o-e o oe (long o)			
18	ew ue u-e (long u) u) u oul (short oo)			
19	aw au al			

20	ir er ear		
21	ou oy		
22	eer ere are ear		
23	c k ck ch		
24	c(i) c(y) sc stl		
25	g(e) g(i) g(y)		
26	le mb kn gn wr		
27	tch ch c(ial) ss(ion) t(ion)		

Phase 6 (Y2)

<u>28</u>	<ul style="list-style-type: none">• <u>Suffix ending: '-ing' (a morpheme)</u>• <u>Suffix ending: '-ed' (a morpheme)</u>• <u>Suffix ending: split digraph silent 'e' + '-ing', '-ed'</u>• <u>Language session</u>
<u>29</u>	<ul style="list-style-type: none">• <u>Suffix ending: '-s' (as plural morpheme)</u>• <u>Suffix ending: '-es' after 'ss', 'x'</u>• <u>Suffix ending: '-es' after 'ch', 'sh', 'tch'</u>• <u>Language session</u>
<u>30</u>	<ul style="list-style-type: none">• <u>Prefix 're-'</u>• <u>Prefix 'un-'</u>• <u>Prefix, root, suffix</u>• <u>Language session</u>



Decision Spellings

Inside the Phonic Books

Before and during reading

1 Say the sounds

s a t p i n m d

2 Blend the sounds

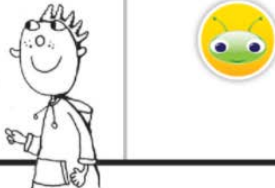
Sid	nits	Sam
Nan	it	nips
dips	is	a
mad	din	pan

Blend?
Say the sounds,
then the word.
e.g. N-a-n → Nan!

Story comprehension
Ask the children to read the title. Do they know what 'nits' are? If necessary, explain what they are. Look at pages 2 and 3 and point out that Sid and Nan are names of characters in the story. Have they read any stories with these characters in before?

Vocabulary check
Check that the children understand the meaning of the following words: nips, din. What kind of a noise is a 'din'?

Reading the story
Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
On page 7, talk about what the children think is going on in the picture. Why is there a 'din'?




Before and during reading

1 Say the sounds

ai ee igh oa
oo(long) oo(short)

2 Blend the sounds

queen	cooks	cook/ing
good	tools	sleep
up/right	light	a/gree
soon	pain/ting	room
nails	poach/ing	
beef	tight	

3 Read the tricky words

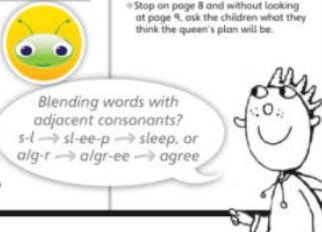
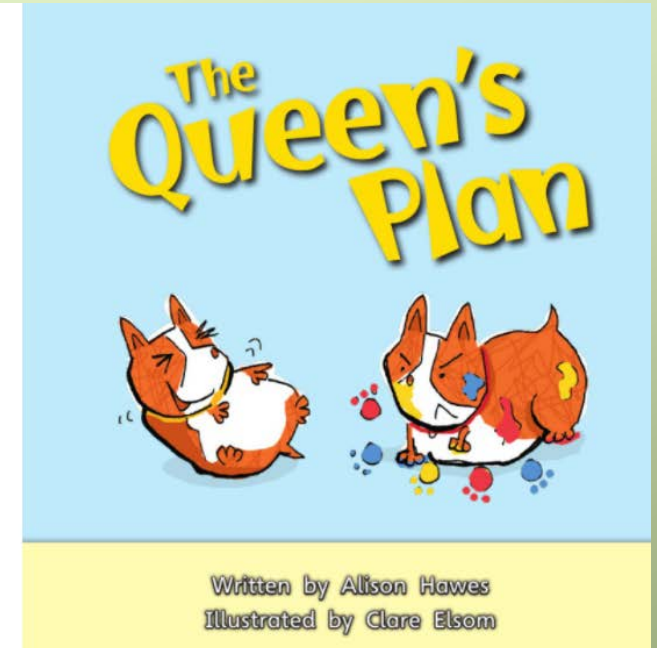
we are

Blending words with adjacent consonants?
s-l → sl-ee-p → sleep, or
aig-r → aig-ee → agree

Story comprehension
Ask the children to read the title. Who is the story going to be about? What do they think the queen's plan might be?

Vocabulary check
Check that the children understand the meaning of the following words: upright, poaching, roasting, swap. Also check that they know what is meant by the phrase 'in pain'.

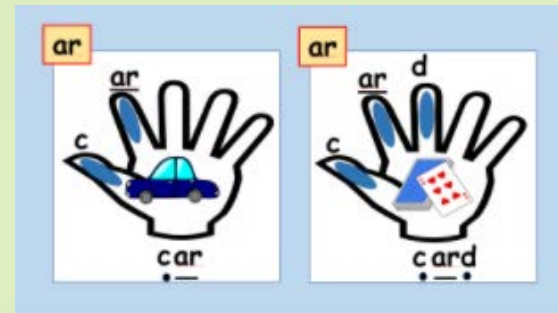
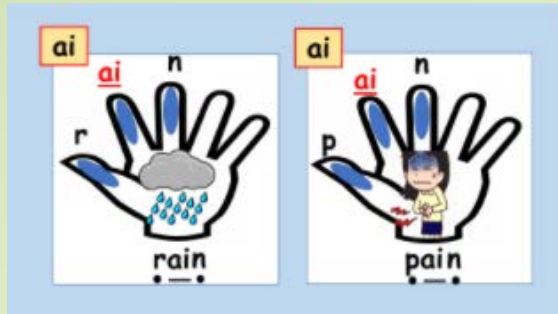
Reading the story
Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
Where there are speech bubbles, point them out. What do they show us? Remind the children to read these words as expressively as they can to show how the character might say them.
Stop on page 8 and without looking at page 9, ask the children what they think the queen's plan will be.

Phoneme Fingers

1 Say the sounds

ai	ee	igh	oa
oo(long)		oo(short)	



2 Blend the sounds

queen	cooks	cook/ing
good	tools	sleep
up/right	light	a/gree
soon	pain/ting	room
nails	poach/ing	
beef	tight	

Segmenting and Blending to Read



The king fixes things.

4



But he is no good with tools.

5

After Reading



Soon, they can sleep again at night.

After reading

Story comprehension

- Ask the children to retell the story to you.
- How do we know that the queen's cooking is bad?
- How do we know that the king isn't good at fixing things?
- Do the children think that the queen's plan is a good idea?

Picture detective

Ask the children to find the object in the picture that contains the:

- /oo/ sound (page 3 – toast)
- long /oo/ sound (pages 10, 11 – broom)

Don't necessarily do all of the activities – just those that your children need.

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.



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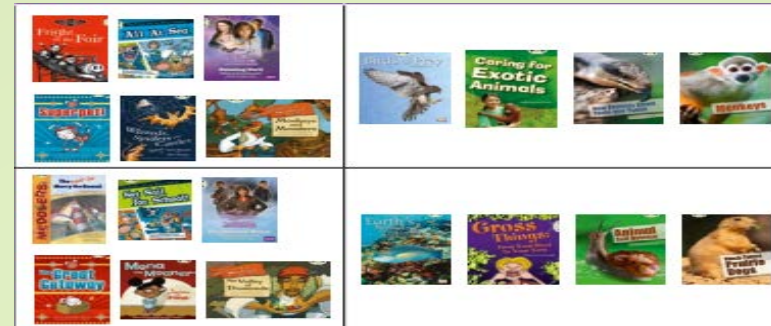
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Follow up

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Bridging Bands



Accelerated Reader

LY (Lower Years) 5-8



What's in the Sky?

Smith, Ian

AR Quiz No. 208195 EN Non-fiction

IL: LY - BL: 3.4 - AR Pts: 0.5

AR Quiz Types: RP

Rating: ★★★★★

The simple text in this book explores our solar system - the sun, moon, stars and planets.

MY (Middle Years) 9-13



In the Sky

Dixon, Dougal

AR Quiz No. 206756 EN Non-fiction

IL: MY - BL: 7.5 - AR Pts: 0.5

AR Quiz Types: RP

Rating: ★★★★★

A look at the flying reptiles and birds that ruled the prehistoric skies, from tiny flyers to monsters with 30-metre wingspans.

Accelerated Reader

- Accelerated Reader is a computer-based program that we use to monitor reading practice and progress.
- It helps us guide children to books that are at their individual reading level.
- Children take short quizzes after reading a book to check if they've understood it.
- The idea behind AR is that children enjoy reading more when they can select their own books.
- Children who read more perform better in all their academic work.

Assessments

- NTS assessments each term.
- The Key Stage 1 SATs assess your child's maths and English abilities.
- Phonics end of phase / half termly assessments.

Catch Up to Keep Up

Your child may receive some additional support with reading and applying the phonemes learnt to enable them to keep up with their peers.



How Can You Help?

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Go Online

Look online & in app stores for appropriate word & spelling games.

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make Space

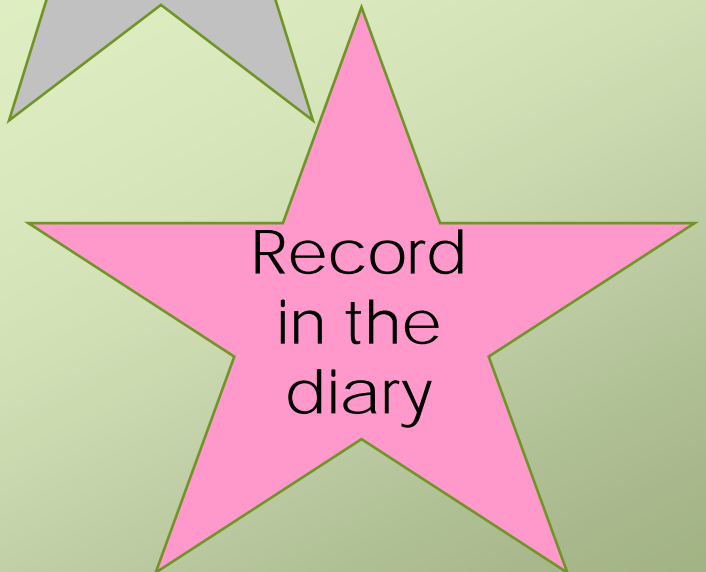
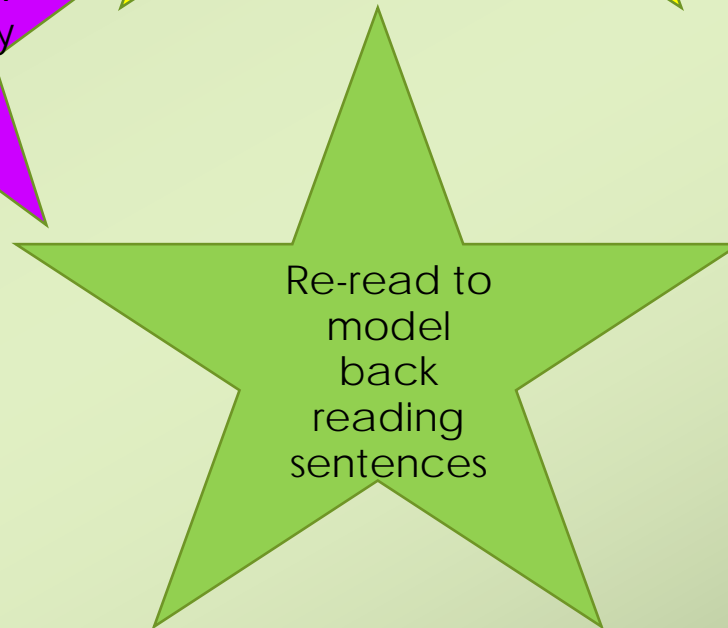
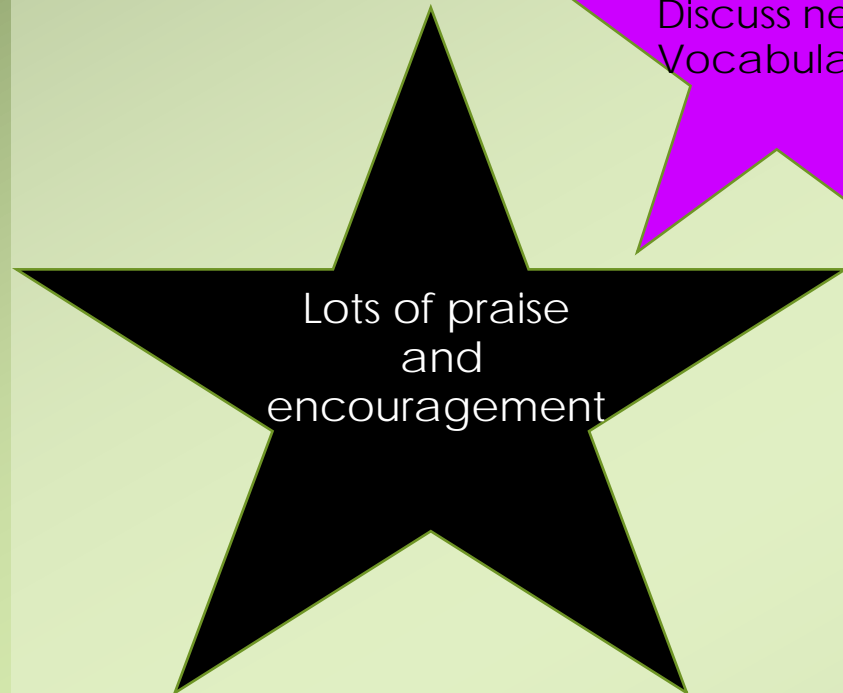
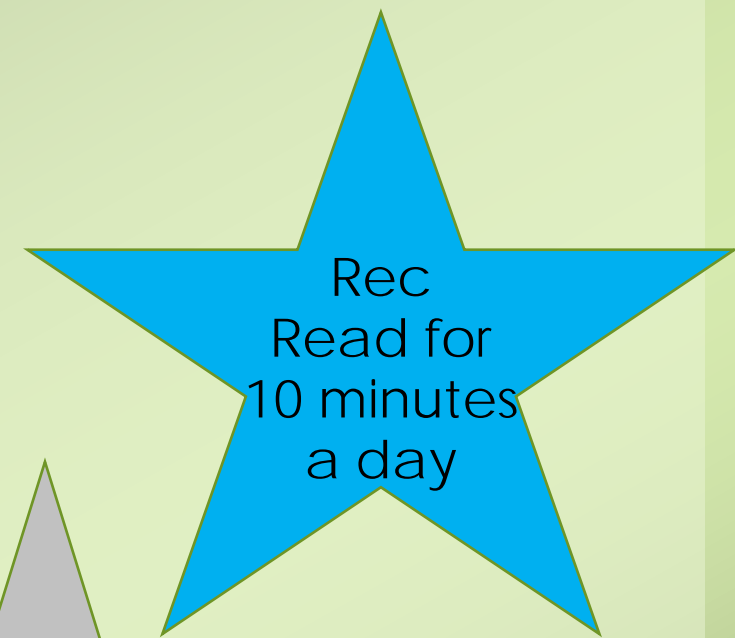
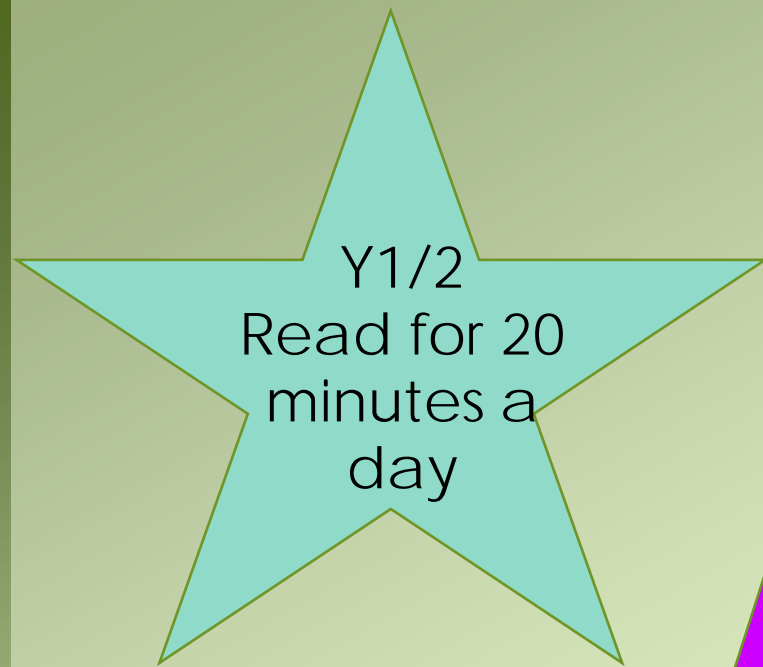
Have a special place or a certain time when you read together.

Create

Use reading to inspire drawings or new stories.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!



Any Questions

