

# Early Reading at Sebright School

## Books Are Like Sharks

Neil Gaiman quotes Douglas Adams in 2013

**“a physical book is like a shark.** Sharks are old: there were sharks in the ocean before the dinosaurs. And the reason there are still sharks around is that sharks are better at being sharks than anything else is.”



# Early Reading

Two main areas to Early Reading

**1. Understanding**

**2. Decoding**



# Early Reading

The elements required to become a life long reader!

**Reading is rooted in Communication and Language  
(Understanding)**

These main areas are:

- Listening and attention
- Understanding
- Speaking



**THE IMPORTANCE OF ORACY AND VOCABULARY**

# Early Reading: PHONICS

<https://www.sebright.hackney.sch.uk/curriculum/phonics>

At Blossom Federation we have devised our own phonics programme based upon the principles of Letters and Sounds.

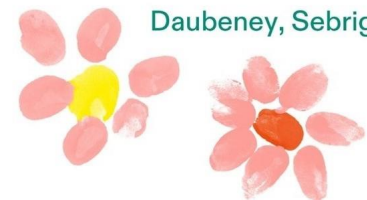
It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

1. Phonic Knowledge = The sounds letters and combination of letters make
2. Phonic Skills = Blending and Segmenting















**Blossom Phonics**

Daubeney, Sebright and Lauriston



# Early Reading: PHONICS

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>

Individual letter sounds and how to write them!


















Blossom Phonics

Daubeney, Sebright and Lauriston






















# Early Reading: PHONICS

ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 
oi 	ear 	er 	air 	ure 



# Early Reading: PHONICS

ay 	ou 	ie 	ea 	oy 
ir 	ue 	aw 	wh 	ph 
ew 	oe 	au 		ck 

a-e 	e-e 	i-e 	o-e 	u-e 
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Blossom Phonics

Daubeney, Sebright and Lauriston



# Early Reading: Yr1 Screening Check

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Skills – Blending  
and segmenting

Knowledge –  
phoneme  
spotting and  
Consonant  
Clusters





# Early Reading: Honing skills!

## Understanding

### Book Talk

What can you see from the cover?

What links to your own experiences?

Book walk – don't even look at the words!

### Structure of narrative

Early stages of *comprehension* – Beginning, Middle, End, Characters / Settings

### Questioning

1. Vocabulary
2. Information Retrieval
3. Sequencing
4. Inference
5. Prediction



# Early Reading: Daily Supported Reading

## Daily Supported Reading

This is where groups of up to 6 children reading at similar levels read alongside an adult.

### Structure of the Session:

- Introduce the book – book talk!
- Adult reads the book to the children (reminding of reading strategies)
  - Adult listens to individual children read
- Activities: Making High Frequency Words / Sentences

*Up to Level 11 – We're learning to read*

*Level 11-18 Transitioning*

*Level 18+ - We are reading to learn*



# Early Reading: Support at home

**Segmenting / Blending**

**Phoneme Knowledge (decoding)**

**High Frequency Words**

**Reading Levelled Books from School**

**(decoding and understanding)**

**Sharing book (understanding)**

<https://www.youtube.com/@blossomphonics/videos>



## Blossom Phonics

Daubeney, Sebright and Lauriston



# Early Reading: Support at home

## Suggested comments EYFS/KS1:

- Read familiar words independently
- Read fluently
- Able to predict what happens next in the text
- Able to summarise what happened in the text
- Was/was not able to answer questions about the text
- Showed good understanding of the text
- Read with good expression
- Worked out new words independently
- Worked out new words by sounding them out
- Discussed the story and characters well
- Enjoyed/did not enjoy reading this book a lot
- Self-corrected own errors independently
- Used the picture cues and the first sound of a word to work out words
- He/she made a number of errors
- Found this book too hard to read
- Able to read this book with lots of help
- Struggled to work out a lot of the vocabulary
- Did not understand what he/she has read
- Needed support to read the text



# Literacy skills in Reception:

## Early Learning Goals

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



# Literacy skills in Year 1:

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

GPC – Grapheme  
Phoneme  
Correspondence



### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.



# Early Reading: Daily Supported Reading

**Y1 have the Learning Support Assistants every day at 9.30am**

**Parents – We need your help for Reception!**

**9am**

**(Every day apart from Tuesday)**

**Sign up TODAY and help whenever you can!**





# Real books

Bench Mark L5

Language rich environment

Phonics Phases 3 - 6

Listening to and retelling stories. Reciting poems and nursery rhymes. Using Colourful Semantics to develop grammatical speech. Exposure to more complex language. Able to answer literal and simple inferential questions about the text. Beginning to build fluency and stamina for reading. Developing a sight vocabulary of at least 100 words. Phonics – recognising rhyming words, alliteration and phonics phases 3, 4, 5 & 6. Daily Supported Reading Level 16 (rapid progress between levels).

Bench Mark L16

Listening to stories, joining in stories and rhymes. Showing curiosity and comprehension discussions. Exposure to language, speaking and listening (Launchpad for Language). Phonics – recognising rhyming words, phonics phases 2 & 3. Letters go together to make words. Ascribing meaning to words and reading simple sentence independently. Developing a vocabulary of at least 50 words. Daily Supported Reading. Understand how books work (mechanics of reading).

Phonics Phases 2 & 3

Phonics Phases 7

Bench Mark L18

Listening to stories, poems & non-fiction text. Reading a variety of text. Using Colourful Semantics to develop understanding of grammar and Word Aware for developing language. Increase sight vocabulary and review phonics and phonics phase 7. Guided reading & Daily Supported Reading focus on using phonics, meaning, sight vocabulary for decoding. Develop stamina and fluency in reading. Comprehension – written and verbal answers to inferential and literal questions. Developing confidence and ability to speak about reading.

Listening to stories, joining in stories and rhymes. Showing curiosity and initial comprehension discussions. Exposure to language, speaking and listening (Launchpad for Language). Phonics – identifying sounds in the environment, recognising rhyming words, identifying initial letter sounds. Ascribing meaning to signs and drawings. Exposure to how books work (mechanics of reading).

Phonics Phase 1

# Real books

Language rich environment

Build on EYFS & KS1 skills and understanding of reading. Class readers, Word Aware for language, Colourful Semantics for grammar and Sebright Loves Reading for developing the 7 key skills for reading. Continue to develop fluency, stamina and confidence. Focus on using all decoding skills and written comprehension – literal and inferential. Language stems to help discuss reading.

Bench Mark L20



Variety of genre, linking reading to other areas of the curriculum. Developing a love of reading, independent reading using the 7 key skills for reading. Language stems to help discuss reading. Class readers, guided reading and independent reading.

Bench Mark L24

Variety of genre, linking reading to other areas of the curriculum. Developing a love of reading, independent reading using the 7 key skills for reading. Language stems to help discuss reading. Class readers, guided reading and independent reading. Developing higher level thinking skills. Speak confidently about what they are reading and preferences for genre.

Bench Mark L27

Language rich environment

# Real books

Developing a love of reading!



# Early Reading: Daily Supported Reading

