Phonics and Daily Supported Reading Workshop.

By Jessica Tough

Reading Daily with Children











5 Basic Skills

1. Learning the letter sounds
2. Letter formation
3. Blending
4. Identifying sounds in words
5. Tricky words

Letter Sounds

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Jolly Phonics

Digraphs

(two letters making one sound)

ai	oa	ie	ee	or
ng	oo	oo	ch	sh
th	th	qu	ou	oi
	ue	er	ar	

Jolly Phonics

Alternative Vowel Sounds

Introduced as:		Alternatives taught later:			
ai	(rain)	ay	(play)	a-e	(flame)
ee	(feet)	ea	(leaf)	e-e	(these)
oa	(boat)	ow	(snow)	o-e	(bone)

Jolly Phonics

Reading in phonics

- Jolly Phonics Readers are a part of the program.
- They will begin with single words and progress through to full books.
- These readers are all fully decodable (can be sounded out).
- They are used alongside our phonics lessons to revise and practice blending.
- Children will finish a set of sounds and then have 3 days reading a book.

Jolly Phonics Readers

Progression Chart	Books per pack	Pages per book	Tricky words per book	Alt. spellings per book	Sentences per page
Read & See	24	8	0	0	1 word
Orange Readers	21	12	7*	0	1
Level 1	18	8	11	0	1
Level 2	18	12	20	1	2
Level 3	18	16	40	5	4
Level 4	18	16	61	18	4

*Tricky words only in set 7 of the Orange Readers

Jolly Phonics

How to read a Jolly phonics book

- Read the title and discuss the picture.
  - What characters do you see on the cover?
  - What might the front cover tell you about the book?
- On the inside cover are a set of sounds/ words
  - Point to each sound and have your child say the sound.
  - Do the same with the High Frequency words.
- Encourage your child to begin reading the book.
- When they get stuck on a word start by sounding it out.
- Help only if they are really stuck by saying the sounds first.

What can I do to help my child?

- Your child will take part in phonics sessions 5 times a week.
- At home you can encourage your child to practice their newly taught sounds.
- You can find phonics cards online- some can be downloaded for free, you can buy them in places like Waterstones.
- Encourage them to write words using their new sounds.
- Use Bug club phonics books to read as often as your child enjoys.

More at home suggestions

- There are many double and split sounds your child will learn/ practice over the course of the year.
- When reading these sounds it would help children to scan the word and identify the sounds first then blend them together.
- Example:

Sh- ship	a-e take
Ch- chin	i-e like
Nk- think	ai nail
Ng- thing	th that

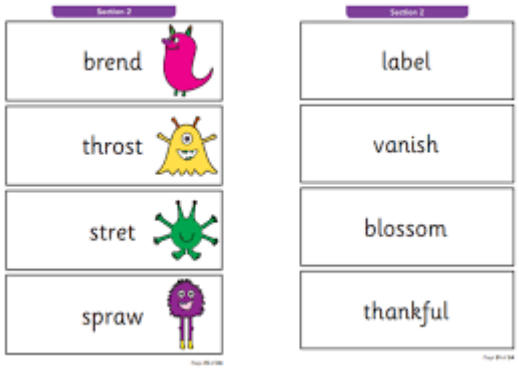
Websites

- Bug Club
- Starfall
- ICT games
- Phonics play
- Jolly Phonics website
- Youtube has all the songs for the sounds

Phonics Screening

- The phonics screening takes place during the week beginning June 10th.
- The sheets are sorted into 40 words.
  - 20 are real words and 20 are Alien/Nonsense words.

- There are 4 words per sheet and the children are able to sit and spend time sounding it out then reading the word.
- This screening is done 1 child at a time and has no time limit.
- We complete all the screenings within a week.
- After the screening is complete and all data submitted to the borough, the pass mark is then released from the Dfe (end of June/ beginning of July).
- After that point you will receive a letter from us with your child's score and what happens next.



Screening Preparation

- Each term or half term the children do a phonics assessment in class (which is just them reading the sounds and blending a set of words)
- At 3 points throughout the year we do mock screenings for the children. (They do not know what these are and generally see them as another assessment).
  - This also allows the screening to feel like a regular activity and helps familiarise them with the screening and how to complete it.
- We do not tell the children they are sitting a screening so that they can feel relaxed and like it is another normal class activity.
- A familiar adult will run the screening so that children are comfortable with them.

What is Daily Supported Reading?

- Is an early intervention programme that provides opportunity for daily text reading at the correct level and in a meaningful and scaffolded context.
- It aims for accelerated reading progress and reading independence.
- It sets the foundations for continued reading progress through the key stages and highlights those children with additional reading needs requiring wave 3 provision.
- This program then links to the Destination Reader program they begin in Year 2/3.

What does it look like?

- DSR takes place daily for 25 minute.
- Children are in groups of 6, each with an adult.
- They read 2 texts per week.
- Adults work with a different group weekly, so that all children experience a variety of adult support and all adults become very familiar with the children and their reading ability.
- The focus is very much about 'reading low, thinking high' with an emphasis towards meaning and bigger concepts and ideas within the text.
- All adults meet on a weekly basis to discuss their groups, the children within and the text level.

Try reading this:

I cnnoat blveiee I aulaclty uesdnatnrd waht I am rdanieg. Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Good readers show flexibility and attend to and integrate three sources of information :

- Meaning (the ideas/concepts/story)
- Structure (the grammar/language)
- Visual information (the detail/phonics)
- Think of the young child, what's the very first thing s/he attends to when first encountering a book.....?

Our job is create motivated and skilful readers, so……

- alongside phonics/decoding, what is most important is that we teach children to access ideas and concepts within print and to experience reading as a rewarding activity full of exciting other worlds and facts. To read for meaning.
- The DSR programme is designed to create independent and thinking readers, the ideal is to make ourselves redundant to the child!
- We encourage and prompt towards independent problem solving, the child doing the work rather than the adult.

Prompts like:

- Nearly',
- 'I like the way you stopped'
- 'Try that again',
- 'Does that make sense',
- 'Does that sound right',
- 'You made a mistake'….

all direct the child towards self-correction.

- All children are praised and given feedback on their positive reading behaviours.

- These are useful prompts to use at home, giving your child essential thinking time.

Benchmarking:

- Benchmarking provides an individual, 'instructional' text reading level. This is not about comprehension.

- Benchmarking 1/2 termly or termly.

- All children will have home readers.

Reading at home

- You will receive a DSR book for practice at home.
- Please read the book several times over the course of the week.
- Try using our prompts if you child gets stuck instead of giving them the word.
- Talk about the words that repeat and play can you find? Word game.

Bug Club



- Bug club is our newest addition to reading that can be used in class and at home.
- It is an online resource that allows your child to access a variety of books at their reading level and enjoy phonics games and activities.
- Children can log on and read a book to you, there are comprehension questions along the way and they gain points for each book they complete.
- The points get them coins towards different activities and games they can play.
- There is also a read aloud feature to support your children if they get stuck or if the adult they are with is struggling.

Bug club

- You will be given a user name, password and school code in the coming weeks on a bookmark.
- Your child can then log on and read at any stage. They can even start a book now and come back to it at any time.
- This is what it looks like…



This lot's job is to frighten kids! They collect kids' yells and howls to get power for the town.

Sullivan is the best at the job. He gives the biggest frights!





Boggs is good at the job too. He can blend in. He can creep up and shock!

This book practises:

Words
we
are

Sounds
ai (as in **r**ain)
ee (as in **tr**ee)
igh (as in **r**ight)
oa (as in **l**oads)
oo (as in **t**oo)
oo (as in **l**ook)

Word up

Do you know what these words mean? Find out about the words you don't know.

loads
begins

Have a go!

Sound thumbs

Get an adult to read out these words. Give a thumbs up whenever you hear the **ee** sound.

need coat teeth rain
seed tree sight

Look at the front cover. This book is about the rainforest. What do you think it would be like in a rainforest?

Help the Rainforest!



Written by Joanna Layland

Listen to the word. Click on the word that you hear.

torch

tall

turn

Done

What happened in the story?
Drag the pictures into the correct order.



Done

Why do you think Olaf wants a job?
Choose one answer.

- He has to do it.
- His pals are busy.
- His pals are cross.
- He feels upset.



Done

Here are some of the sounds you will hear in this book.
Click the speaker to hear each one.

- er
- oo (woods)
- aw
- ear
- ar
- ur
- ee
- or
- oo (smooth)
- igh

Done


Bug Club Phonics
Assessment Game, Unit 9, Pseudo-words
Play
Guide
slaim
ploot
Score
Chances
loat
OK
Next


Bug Club Phonics
Pupil Game, Unit 9, Language
Play
Guide
This is a green spoon.
Score :
Chances :


Bug Club Phonics
Pupil Game, Unit 8, Spelling
Play
Guide
Score :
Chances :
f
l
a
e
h
OK


Bug Club Phonics
Pupil Game, Unit 9, Sounds
Play
Guide
Score :
Chances :
ee
igh
qu
ch
sh