

# Supporting Reading and Spelling

Supporting and Accelerating Reading and Spelling  
Development - for parents

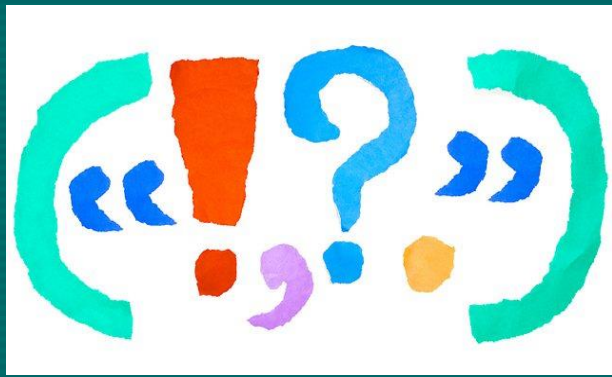
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# Aims of the session

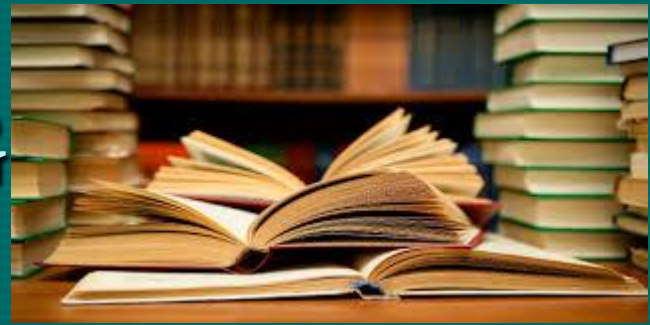
- To develop understanding of how children learn to read.
- To develop knowledge and understanding of synthetic phonics
- To enable enjoyable and effective support of home reading
- To contribute to accelerated reading progress
- To develop understanding of the teaching of spellings

# Why Reading?

Reading is the most important  
skill children learn at school



# READING



- listen to your child read often; reading aloud is a different skill to reading silently
- reading aloud gives your child the opportunity to read new and unknown words-applying phonic and pattern knowledge
- broadens vocabulary
- enables your child to recognise the role of a variety of punctuation and in turn be more successful in using it in their own writing
- provides new experiences, stimulates imagination
- provides ideas for own writing

# Why is reading so difficult?

- English - 26 letters, each with a lower case and upper case representation (52).
- 44 different phonemes.
- Phonemes represented in different ways: i (find), y (cry), igh (light), i-e (bite).
- Same letter (grapheme) used to represent many different phonemes: tough, ought, cough, drought, bough, dough.
- Many irregular words: was, said, they, have, were, there, laugh.

# What's in a name?

Phoebe

Christopher

GUY

Thomas

Lisa

Chloe

Charlotte

Siobhan



# Strategies

- **Sight Vocabulary** of known words (remembered by whole appearance)
- **Phonic Skills** to decode unknown, regular words (donkey, travelling, umbrella)
- **Semantic cues** - using the meaning of the text to help with difficult words
- **Syntactic cues** - using the sentence structure to help decide what sort of word it is (noun, verb, etc.)
- **Intonation** - to help with our understanding as we read
- **Fluency** - which enables us to absorb the text as we read.

# Subskills of Successful Reading

- Word recognition – dog
- Decoding – d-o-g
- Comprehension – extracting author's meaning from the text.





# Phonic Teaching

- j, g, ge, dge \*
- sh, ti, ch, \*
- ghuti ?



# Ghuti

- Gh - cough
- u - busy
- ti - station

F

I

SH

# Fish

# At home

- Show your own love of reading
- Read to your child
- Keep picture books
- Re-read to develop fluency and expression
- Use the pictures and context
- Discuss the story before you even start  
- 'walk through the book'

# Pause, Prompt, Praise



# Glossary of Terms

- Phoneme – pure sound capable of changing meaning in a language, e.g. 'sh'. The smallest unit of sound.
- Phonological Awareness – perception of the word as a series of sounds
- Graphemes – letters used to represent the phonemes
- Phonics – phonological awareness + knowledge of alphabetic code
- Synthetic Phonics – start with letters, convert to sounds and blend to produce words (reading). This supports the development of phonological awareness.
- Digraph – two letters making one phoneme, e.g. 'ch'
- Trigraph – three letters making one phoneme, e.g. 'igh'

# What makes a good reader?



# 60%

I libbled spig in the croopit on a Morfilp hicklepulg. It was the filp after we yambled into Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the volda with yabba Hoost, mirriming about the diggle.



# 90%

I libbled him in the garage on a Sunday hicklepulg. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in shrud for the spring. Troosey else was there. Just me. The others were inside the house with Yabba Death, worrying about the baby.

## 90% accuracy for guided reading

(Understanding of vocabulary necessary to comprehend text.)

# Facilitating Book Talk



# Reading is a creative process

It involves children in:

- generating imaginative ideas
- discovering and making connections
- exploring and experimenting
- asking questions
- trying alternative or different approaches
- looking at things from other points of view
- making connections and seeing relationships
- reflecting critically on ideas, actions and outcomes



How ?

Book Talk

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



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**V-** Can you think of one word that will best describe how the girl's father is feeling?

**I-** How is the girl feeling at this point? Use evidence from the previous pages to explain why she may be feeling like this.

**P-** What do you think will happen now her father has arrived?

**E-** Explain the difference between her father in this scene and when we see him in the first two pages of the book.

**R-** Where are the characters when the girl's father finds them?

**S-** The father will want to know what has been happening.

Imagine you are the girl, summarise the events in the story so far to tell her father.



# Encourage a wide range of reading by different authors

- Read to your own children to model good reading, fluency, expression and dramatic effect
- Discuss what your child is reading, question and encourage child to explain the plot, characters and make predictions
- Encourage your child to read books by different authors
- Introduce your child to your favourite children's book
- Join the local library and take advantage of the huge variety of free books!

# Spelling

Spelling is  
~~diffecolt~~  
~~challageng~~  
hard.



# Spelling

- In Key stage 2 children learn spelling patterns alongside phonics.
- After the first 300 high frequency (HFW) words are learned, children are taught how to add suffix strings, which can change the tense and word type. Children also learn how to use the correct prefixes, which help us understand the meaning of a word.

# Spelling in context

- Each week, children are given 8 words to learn.
- By writing them in sentences, children learn to use the words in context showing an understanding of its meaning - ready for a dictation task on Friday.
- Increasing the use of synonyms, multisyllabic words and extending vocabulary choices
- Alongside these words are the statutory word lists for Year 3 and 4, Year 5 and 6.

## Word List Years 3 and 4

accident, actual, address, although, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, suspense, therefore, though, thought, through, various, weight, woman, women.

## Word List Years 5 and 6

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

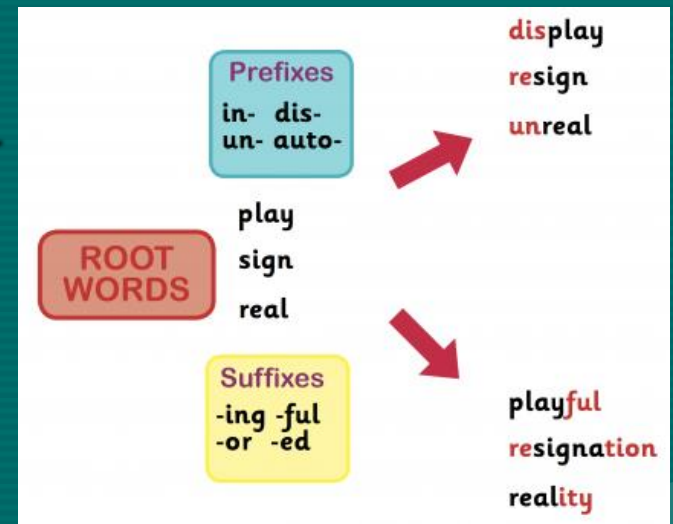
We need to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual.

Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known (DfE).





# Vocabulary and Spellings



- Create crosswords
- Use different colours
- Create word families
- Play Boggle and Scrabble
- Complete word searches
- Play word ladders



## Age appropriate Book Lists

There are recommended books for Years 5/6 in the Year 6 curriculum area of the school website.

- The Guardian
- LoveBooks
- The School Reading List
- Book Trust
- Waterstones
- The Library
- Opening chapters for the Kindle



A stylized, teal-toned illustration of two hands holding an open book, positioned in the lower half of the frame. The background is a solid teal color with a subtle, darker teal wave-like pattern on the right side.

Make reading  
a fun time!

# Thank You

