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# Supporting Your Child with Reading

**Alison Varndell**

Assistant Headteacher and SENDCo



## Outline

1. **Synthetic Phonics**
2. **Exception Words**
3. **Reading for Meaning**
4. **Getting stuck**
5. **Most Important Points**

Throughout: Helping at home – Demonstrations - Try it

# What it is about the English language that makes it so difficult to read?

44 phonemes (sounds) BUT 150+ graphemes (written symbols)

<b>s</b>	<b>J</b>	<b>igh</b>	<b>or</b>
<b>ss</b>	<b>g</b>	<b>i-e</b>	<b>oor</b>
<b>se</b>	<b>ge</b>	<b>ie</b>	<b>ore</b>
<b>c</b>	<b>dge</b>	<b>i</b>	<b>aw</b>
<b>ce</b>		<b>y</b>	<b>au</b>

# 1: Synthetic Phonics

- Forming a link between letters and sounds.
- 6 phases.
- Learning to decode and blend.

**Blending: running separate sounds together.**

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Phonics involves visuals and lots of repetition.  
This helps memory but also encourages automaticity.

# How can I help my child with their phonics?

Practice, practice, practice – 10 minutes a day.

## 1. Reading out loud.

- Encourage your child to practise decoding.
- The more they practise, the quicker they will become, eventually becoming fluent readers.
- You don't need to know the GPCs yourself; you can simply encourage practice. (“Sound it out.” “Use your phonics.”)

Do you want to have a go????

## 2. Speed sound books.

Those children not yet secure in their phonics will be bringing small speed sound books home to practise.

Check that they are practising these.

Do you want to have a go????



### 3. Rapid Readers

Just above their current phonic level.

Read 3 times:

1. decoding, pronunciation
2. Speed and fluency. (Only once get up to 60 wpm begin to understand what they are reading and fluency = 90 wpm).
3. Voice of a storyteller – intonation, characters' feeling, shows understanding, etc.

**Please have a look at the samples.**

## 2. Exception Words

# Yet another complication with English...

Exception words ('Tricky words')

- Every word has to be taught by sight.

Have a look at sample lists.

# How can I help at home?

- Encourage children to read these ‘tricky’ words to you.
- Make sure you have a copy of the common exception words that children need to know.
- Display some of these on post-it notes around the bedroom, etc.
- Test them or get them to test themselves.

### 3. Reading for Meaning

- THE purpose of reading.
- We encourage active reading (making meaning)
- This is what makes reading fun and valuable.

# How can I help at home?

Use Rapid Readers.

Following the demonstration, do you want to try?

# 4 fingers and a thumb:

1. The characters in this story are ....

2. The story takes place .....

3. The story starts

4. The problem is ...

5. The problem is solved because...and it ends.....

The End  
the story ends

1. Characters 2. Setting 3. It starts... 4. The problem is 5. It is solved because...and the story ends



# 5 Ws

Who?

What?

When?

Where?

Why?

# STRIVE

- SUPPORT: Praise reading.
- TELL: Your predictions and encourage your child to do the same.
- RETRIEVE: Can your child find information in the text?
- INFER: Can your child use clues from the text to say how someone is feeling or why something might happen?
- VOCABULARY: Discuss impact of vocabulary.
- EVALUATE: Did they enjoy what they read? Why or why not?

<https://www.carterhatchjunelt.org/attachments/download.asp?file=346&type=pdf>

# Encourage your child to:

- link what they are reading to personal experiences.
- talk about what they have read.
- answer questions (but don't interrogate in a pressurised way).
- research other books by the same author.
- find out more about the same topic.

# What can I do if my child gets stuck on a word?

Remind them of the Breakdown and Repair strategies they are taught and use in school.

- 1. Phonics
- 2. Background knowledge
- 3. Read around
- 4. Root word
- 5. Word substitution
- 6. Grammar
- 7. Recognising words

Have a look at the sheets they use in school.

# General Points

- Try to ensure that your child reads for an average of 20 minutes every day.
- Ensure that they read in different ways:
  - practising decoding (10mins),
  - looking at punctuation and spelling,
  - reading for meaning,
  - reading for PLEASURE.....

# MOST IMPORTANTLY

- Read for enjoyment and broadening horizons
- Read to find out information
- Role-model
- Read anything and everything
- Create positive reading experiences

## And finally...

Limit the amount of time your child watches television or goes on electronic gadgets.

Research has shown that children who watch a lot of TV have a less developed vocabulary and do less well at school.