



Early reading

23rd October 2024

At Lauriston School we follow our own Blossom Phonics scheme which is based on the principles and progression of Letters and Sounds. We use a range of resources and strategies to tailor the phonics provision to meet the needs of our pupils.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.



Daily
phonics
lessons



DSR

Daily Supported
Reading



**Blossom
Federation**



Early Reading: PHONICS

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

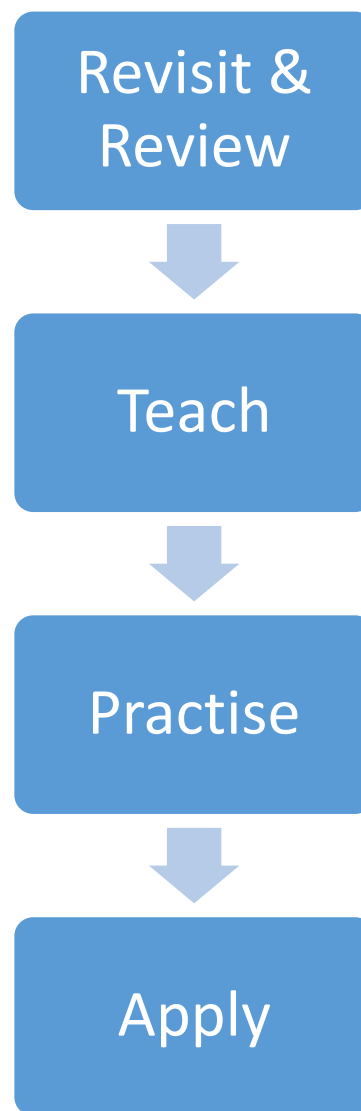
At Blossom Federation we have devised our own phonics programme based upon the principles of Letters and Sounds.

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 that letters and combination of letters make
2. **Phonic Skills** = Blending and Segmenting

Structure of a phonics lesson

- Phonics is taught daily
- Children split into groups across Year 1
- 20 minute lesson
- Each session follows the same structure
- Interventions & revision sessions
- Study start



Key Vocabulary

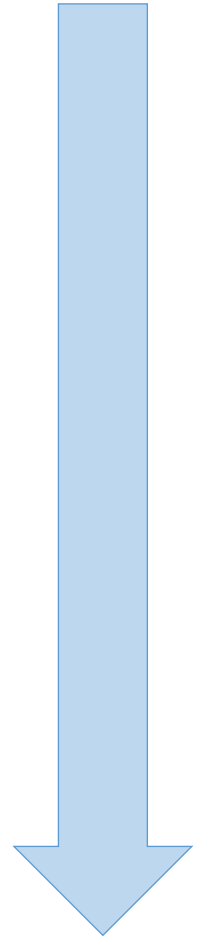


- **Phoneme** – single unit of sound
- **Grapheme** – how the sound is written down
- **Blending** – putting sounds together to make a word - reading
- **Segmenting** – splitting words up into sounds -writing
- **Digraph** – 2 letters that make 1 sound e.g. **sh, ai, or**
- **Trigraph**- 3 letters that make 1 sound e.g. **igh**
- **Split Digraph** – sound is split by another letter
e.g. **a-e** in the word **cake**
- **Tricky word** – words that can not be sounded out e.g. **the,**
l
- **Alien word** – a nonsense word e.g. **pronk**

Phonics Overview



- Phase 1: Nursery onwards
- Phase 2: Reception
- Phase 3: Reception
- Phase 4: Reception/Year 1
- Phase 5: Year 1
- Phase 6: Year 2





Blossom Phonics

Phase 2 & 3

Picture, action and
rhyme for
each sound

s 	a 	t 	p 	i 
n 	m 	d 	g 	o 
c 	k 	e 	u 	r 
h 	b 	f 	l 	j 
v 	w 	x 	y 	z 
qu 	ch 	sh 	th 	ng 

Blossom Phonics

Phase 3 – Digraphs & Trigraphs



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

Blossom Phonics



Phase 4

- Consolidate Phase 3 sounds
- CVCC/CCVC words
- Clusters and blends
- Words with more than 1 syllable

frog clap thump spoilt

lunchbox

Blossom Phonics

Phase 5



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

Blossom Phonics



Phase 5 continued

a-e	e-e	i-e	o-e	u-e
				

Make a
cake

Steve and
Pete

Nice
Smile

Phone
Home

Huge
Brute

Blossom Phonics

Phonics videos



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

 **The Sounds
of the
Alphabet** 
Blossom Phonics
Doubney, Selignt and Lounston

 **Phase 3** 
**Digraphs and
Trigraphs**
Blossom Phonics
Doubney, Selignt and Lounston

 **Phase 5** 
**Digraphs and
Split Digraphs**
Blossom Phonics
Doubney, Selignt and Lounston

Blending



Building words from phonemes to read.

ch ee p

l igh t

Sound buttons



ship

book

night

ring

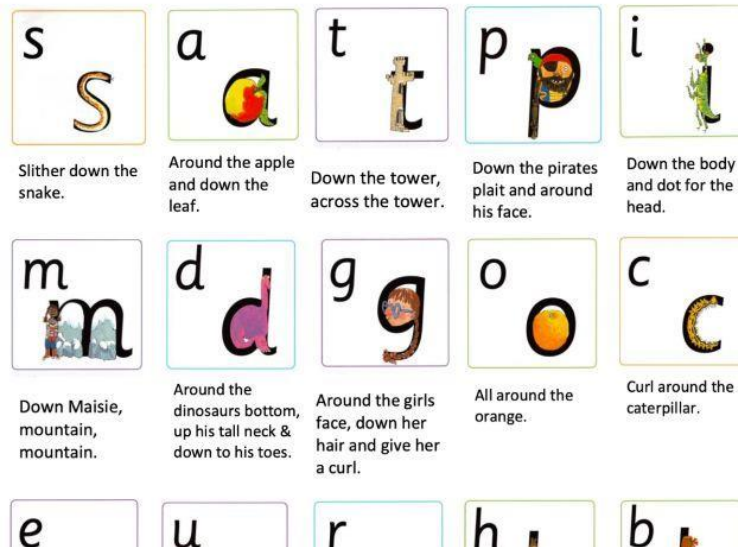
wait

fair

Segmenting



- Segmenting sounds in words for writing
- Phonic fingers
- Letter formation rhymes

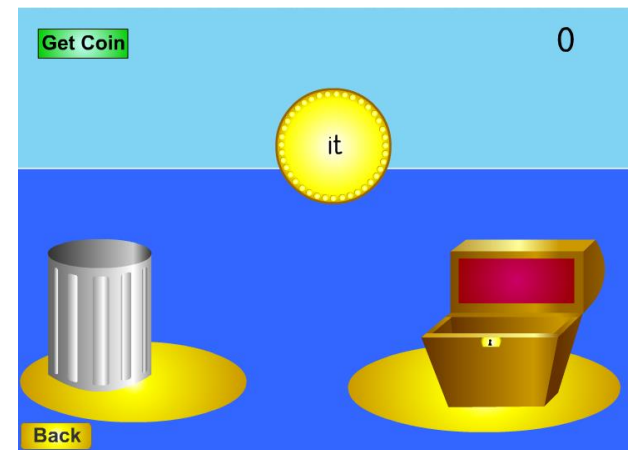
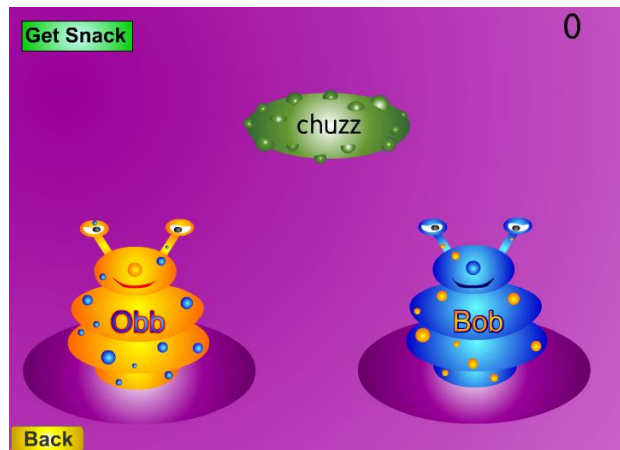


How can you help at home



- Reading your child's phonics books with them
- Blossom phonics videos
- Google classroom phonics activities
- Blending practice

<https://www.youtube.com/@blossomphonics>
www.phonicsplay.co.uk



Daily Support Reading

DSR Unscripted Lesson Sequence

BEFORE INDEPENDENT READING

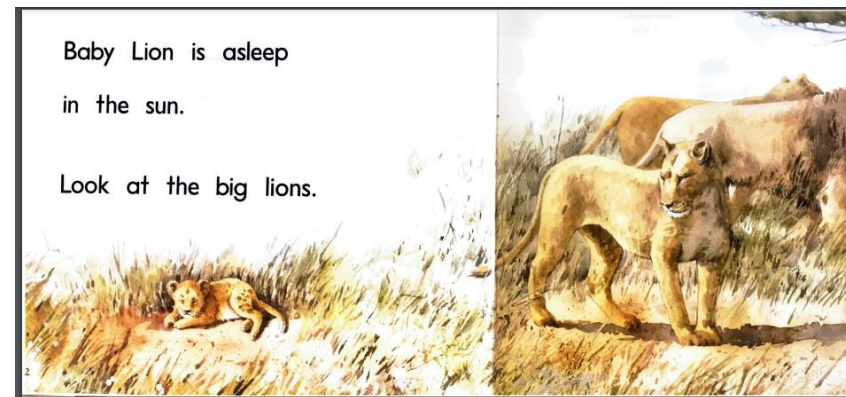
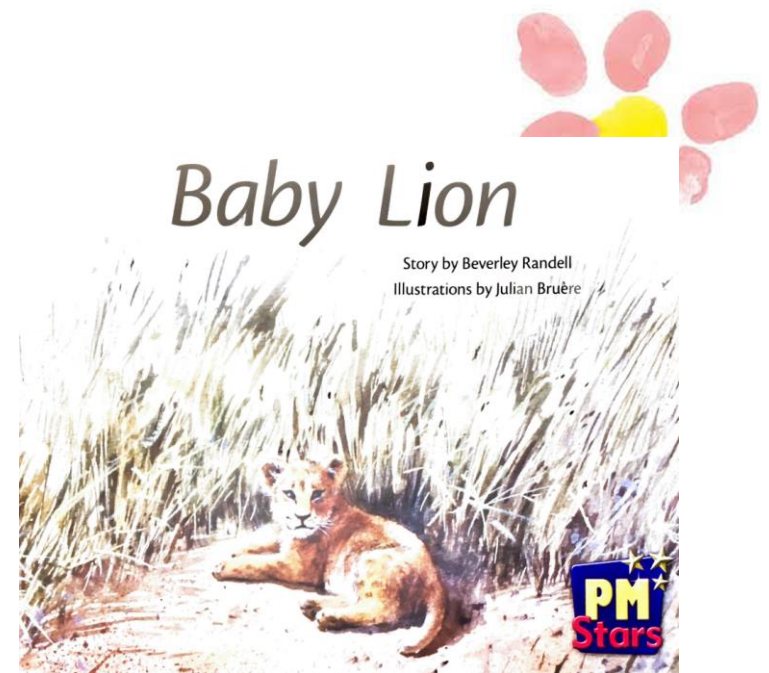
1. **Predict** how the text will go. Use the front cover (or text read the day before.)
Foster Engagement
2. **Read** half the text, a section of text, four or five pages. *Hear the language.*
3. **Choose** a key phrase or sentence to learn. Say it out loud. *Extend vocabulary and language control*
4. **Describe** strategies that help if you get stuck. *(Decide which are most helpful)*

INDEPENDENT READING

5. **Adult** provides 1-1 support for each group member in turn.
Each **child** in the group reads the whole text, half the text, a section of text, or 4 or 5 pages independently at their own pace.
*When they have completed their first **independent** reading they continue to reread the text repeatedly until the adult signals time to stop.*

AFTER INDEPENDENT READING

6. **Find** the part in the story that ... **Find** the word that tells you that..... **Find** the sentence that show you that *Develop thinking and understanding*
7. Sentence to word (**Learn** a word) *spelling and vocabulary*
8. **Link** language with print. **Write** a phrase or sentence. *Establish reciprocal links*



Top Tips

1. Find a place to sit together that suits you both
2. Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience.
3. Find some time to talk about the book as well as reading it.
4. Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.
5. Enjoy a variety of texts together. Visit the local library, read comics, non-fiction texts, magazines, print off a page from the internet your child is interested in. Any opportunity to read together is valuable.

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

- Did you enjoy that book? Why? Why not?
- Can you summarise what the book is about?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?

Here are some useful websites and online resources to help you choose books for children. You might also like to ask your local library for recommendations, or check your local library websites- many of them list recommended reads.

Bookheads <http://www.booktrust.org.uk/books/children/>

Reading Eggs <https://readingeggs.co.uk/>

Cool Reads www.cool-reads.co.uk

Reading Matters www.readingmatters.co.uk

Love Reading www.lovereadings4kids.co.uk

Oxford Owl <http://www.oxfordowl.co.uk/reading>

Lauriston School

Home-school reading

As a Federation, we believe that reading is an integral skill to support children's learning across the whole curriculum. Research shows that this is the single most important thing parents can do to help their children's education. Reading regularly at home with parents and carers makes a huge difference to children's reading ability and helps develop a love for reading.

Therefore, we would like to take this opportunity to clearly communicate our expectations in regards to home reading so that the school can work together with parents/carers to support our reading curriculum and inspire a love of reading in every child.



Lauriston School

Home-school reading



Early Years and Key Stage 1

Children are expected to:

- Take one phonics book and one levelled book per week
- Bring these two books to school in their book bag **daily** along with their reading record
- Put their reading records and books in the green basket on their home table each morning
- Read daily at home for at least 10 minutes
- Change their books on a Tuesday and Friday

Parents/carers are expected to:

- Listen to their children read daily and discuss the books whilst reading with their child
- Comment in the reading record diary at least once a week, referring to comment guidance found in front page of reading record diary

Teachers will check children's reading record diaries and acknowledge on a weekly basis.

If the above expectations are not met, then a reminder letter will be placed in your child's book bag. If a reminder letter is sent several times a meeting may take place with the class teacher to discuss how we can make sure home reading is being supported.





Start the reading journey
with beautiful wordless
and first words books



Inspire a love of reading
with an action-packed
character series



Build firm foundations in
reading with fresh and
fully-decodable phonics



Enrich the curriculum
with captivating fiction
and non-fiction



Year group	Age	Book band	  Lift-off First Words	 Rocket Phonics NEW books available	 NEW books available	
Nursery	3-4	Lilac	12 books			
		Lilac Plus	12 books			
Reception	4-5	Pink A		12 books	12 books	15 books
		Pink B		12 books	12 books	15 books
		NEW Pink C		6 books		
		Red A		12 books	12 books	15 books
		Red B		12 books	12 books	15 books
		NEW Red C		6 books		
		Yellow		12 books	12 books	15 books
		NEW Yellow Plus		6 books		
Year 1	5-6	Blue		12 books	12 books	15 books
		Green		12 books	12 books	15 books
		Orange		12 books	12 books	15 books
Year 2	6-7	Turquoise			12 books	15 books
		Purple			12 books	15 books
		Gold			12 books	15 books
		White			12 books	15 books

Decodable phonics books



Tarek gets the egg basket.



Hala taps an egg on the rim.



Decodable phonics books



Reading Planet Notes

In this book

Your child will practise
these key sounds:

ck (as in **duck**) **b** (as in **bat**)
e (as in **egg**) **ff** (as in **cliff**)
u (as in **umbrella**)
r (as in **rat**)
h (as in **hat**)

Your child may need
help with these words:

the is to go no

Ready-to-read activity

Explore phrases that begin with the same letter sound, e.g. *dippy dogs*, *dizzy dogs*, *dozy dogs*. Try making up some phrases like this for other animals, e.g. *cute cats*, *curious cats*, *clever cats*.

Before reading

Before you begin, talk about the cover and the title. Ask your child:

What do you think the story is about?

What do you think the title Hot Dogs means?

While reading

★ Talk about the illustrations on each page and ask questions to check understanding. For example, on page 6, ask: *how many dogs are on the bus before Pug gets on?*

★ From time to time, ask your child to describe what they have read in their own words. This will help you to check they have understood the meaning of what they are reading.

★ Encourage your child to look out for capital letters and point to each one as they find them.

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. ➡

Hot Dogs



Lauriston Primary School
55 Rutland Road
Hackney E9 7JS

Written by Katie Dale 0208 985 6331

Illustrated by Carol Herring

RISE  **STARS**

Decodable phonics books

Talk about the story

Ask your child these questions:

- 1 Can you name three things that Peg and Pug packed in their bag?
- 2 Why did Peg 'huff' and 'puff'?
- 3 Where did they leave the bag?
- 4 Why were Peg and Pug not too upset about losing the bag in the end?
- 5 What food and drink would you take on a picnic?
- 6 Do you like travelling by bus? Why?



Can your child retell the story using their own words?

AFTER READING

Try these activities with your child:

- ★ Help your child to write a list of the things Peg and Pug packed in the picnic bag.
- ★ Ask your child to tell you about a time when they went on a picnic. Where did they go? Who were they with? How did they get there? What did they eat?

Ready-to-read tip

Ask your child to think of an alternative ending to a familiar story. This will help them to develop their imagination and to engage more with the story.

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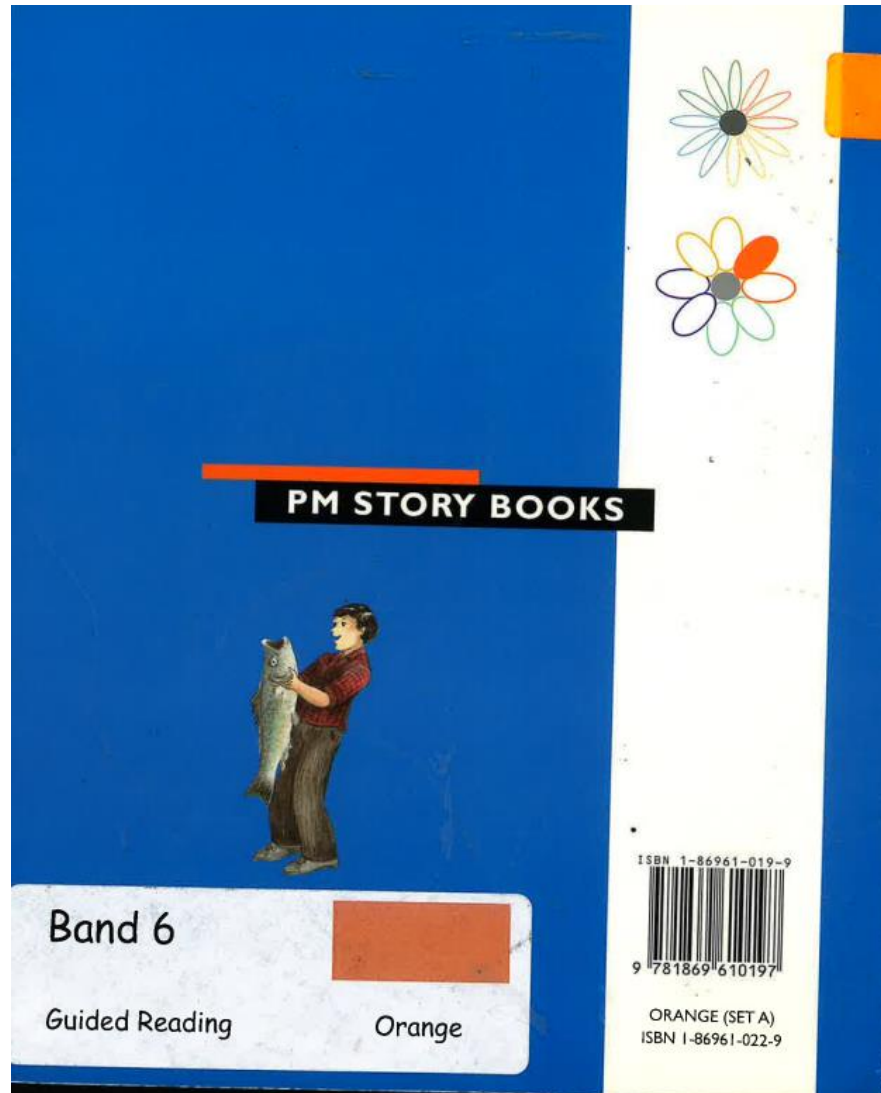
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Activate Wind
Go to Settings to a

Levelled books



“Let’s have some of it for dinner,”
said Mum.

“Is Andy staying to eat with us?”

“Yes,” said Dad. “He’s just coming.
I’ll cut up the fish.”



Reading records



Reading Record and Phonics Log

Including a Guide for the Reading Helper

Date, book and page number	Comments

Tricky words, or words with unusual spellings, e.g. <u>sch</u> ool			

Reading records



Date, book and page number	Comments
The Biggest fish. 13.10.22	Layla read fluently. Found 'house' tricky. Could explain how characters felt.
The playground. 15.10.22	Found this more challenging. Needed support blending more words. Understood the story once we re-read it.
The playground. 16.10.22	Re-read story to help practise reading harder words. Found it easier the second time.

Top Tips for reading together at home



- Make it fun and engaging
- Aim to do little but often
- Encourage them to blend new/tricky words. E.g. c-r-a-sh. Use your finger to point to each sound as you blend. Model this if they need encouragement.





Top Tips for reading together at home

- Help them work out words that cant be blended by using pictures and the other words in the sentence.
- Take turns to read. You read the beginning or alternate pages.
- Read a range of books – poetry, non-fiction, graphic novels, newspapers, books from different places/cultures/decades.

Top Tips for reading together at home



- Example questions:

What do you think is going to happen now?

What happened on this page?

Where does the story take place?

What do you think...looks like?

Why did ... do that?

What would you do if...?

Which part of the book did you enjoy?



Top Tips for reading together at home



We cannot stress the importance of revisiting books that they've already read. It helps develop fluency, understanding and word recognition.

REPEATING BOOKS IS KEY





Possible hurdles along the way

Your child is reciting the book rather than actually reading it or making the words up from memory. (Clever little things!)

- Ask your child to slow down and point to each word with their “Magic Reading Finger” as they say it. This is called 1:1 correspondence and is really important for accurate reading in the early years.
- If they are struggling to do this themselves, point to each word one at a time for them.
- Sometimes if a child is really insistent on reciting and just guessing what the words say by using the picture I would suggest covering the picture with a post it/ piece of paper.
- A strip of paper revealing one word at a time really helps as well.



Possible hurdles along the way

Your child is refusing to read / it's like pulling teeth.

- Make reading time part of your routine.
- Earlier rather than before bed.
- Cuddle up and get comfy – make sure your child knows this is their 1:1 time with you.
- Loads and loads of praise! I can't stress this enough.
- Stop after a while. Don't let it become arduous. Short but sweet!
- Help them, agree to read a page for them if they read a page (especially if tired)



● What Do We Want for Our Children?

To read for pleasure

To be able to
choose what
they would like
to read for
themselves

To be able
to
summarise
what has
been read

To read with
understanding

To read
with
expression

To have reasons for
preferences in what
they read

Any questions



?