

**Welcome to  
Bees'  
Reading Meeting**

# Speaking and Listening

- Speaking and listening are vital skills children need to develop in order to live successful lives in society.
- They are key skills for children developing their ability to read and write.

# What you can do ...

- Talk to them!
- Model and expect good listening.
- Encourage the understanding and use of new vocabulary.
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words.
- Read to your child regularly and develop their story language.

# Reading at school

- Oxford Reading Tree
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

# Reading at home

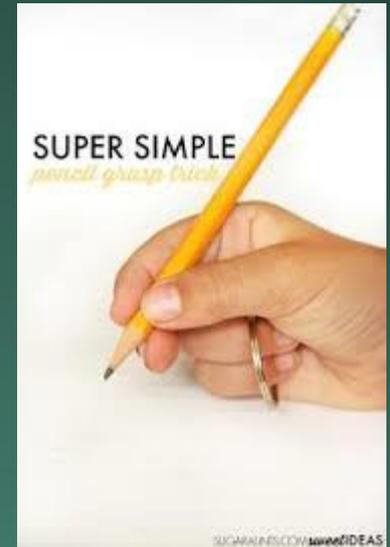
- Find a quiet place for reading
- Play reading games
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!

# Writing at school

- Mark making opportunities
- Physical development for writing
- Letter formation
- **Segmenting** for writing
- **Tricky words**
- Encouraging independence

# Writing at home

- Reinforce correct letter formation
- Encourage correct triangle grip
- Let them see you writing
- **Do not spell everything out for them!**
- Encourage independence



**Any questions so far?**

# A New Vocabulary!

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its component sounds
- **Tricky words** – words that cannot be decoded using phonics
- **cvc** – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- **Digraph** - a sound made with two letters eg. sh ai oi
- **Phonetically plausible** – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij

# Letters and Sounds

- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

# Phase 1

- All about sounds, musical, environmental, voice and body
- Aural discrimination of sounds, including letter sounds
- Blending and segmenting orally

## Phase 2

- Learning specific letters and sounds
- Reading tricky words:  
I go no to the
- Blending and segmenting vc and cvc words,  
and in captions and sentences

# How does it sound?

- **No -uh unless it's 'u' !**
- Think about your mouth

# Quick Quiz!

- Think of 3 sounds you can say and hold – an example is ‘z’.
- Think of 3 short sounds you can make with no voice – eg ‘c’
- Think of 3 sounds that are difficult to produce without saying ‘-uh’ !

## Phase 3

- All other sounds are taught, but only one representation
- Alphabet names are important to describe the sounds made by more than one letter
- More tricky words for reading
- Writing I go no to the
- Blending, segmenting, reading, writing words, captions and sentences

# Phase 4

- Adjacent consonants introduced
- cvcc words – ten-t mil-k jum-p
- ccvc words – d-rum p-lop s-poon
- Ccvcc words – s-pan-k

**Any questions?**

