



Ready to Read Parents' Information Session

Literacy Team



St. James' Primary School

26th October 2023

Aims for the Session



- To provide information about the teaching of phonics in St. James's PS and NU, in line with the Northern Ireland Curriculum.
- To provide information about the teaching of high frequency (tricky) words.
- To share ideas of how children can be helped and supported at home.

The Language and Literacy Curriculum is made up of three elements that are inexorably linked: talking and listening, reading and writing.

All three are interdependent. Today we are focusing in on Reading in the Early Years and in particular getting 'Ready to Read.'

Early childhood is the foundation on which children build the rest of their lives.

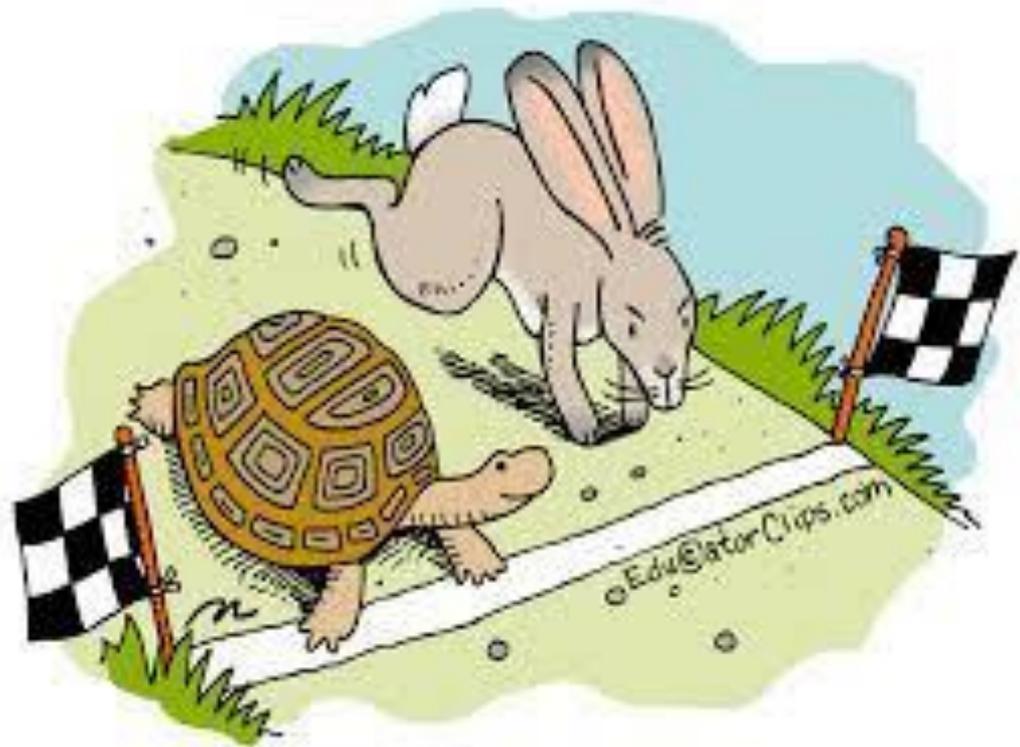
-If the foundations are inadequate it is hard to correct later on.

-Foundations take longer to create than buildings.

-The higher the building, the firmer the foundations need to be.



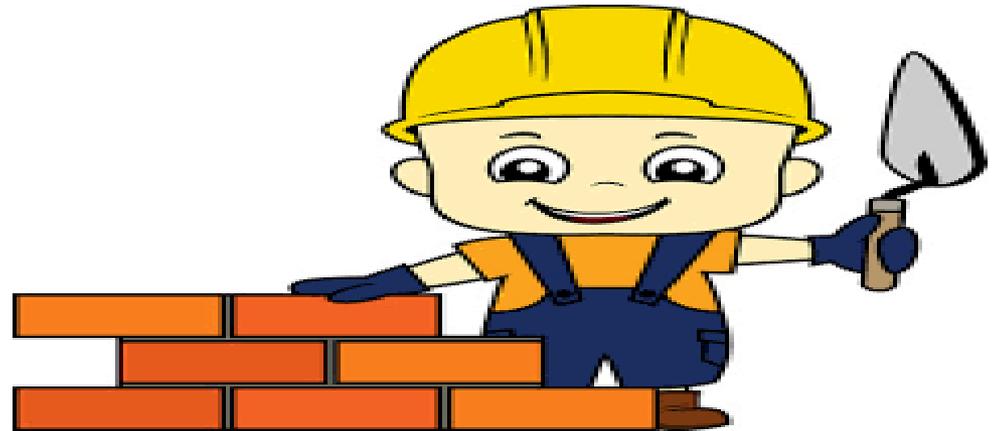
Expecting things too early is not building a strong foundation within learning.



Talking and Listening

Children make the most progress in their talking and listening skills between the ages of 3 and 7.

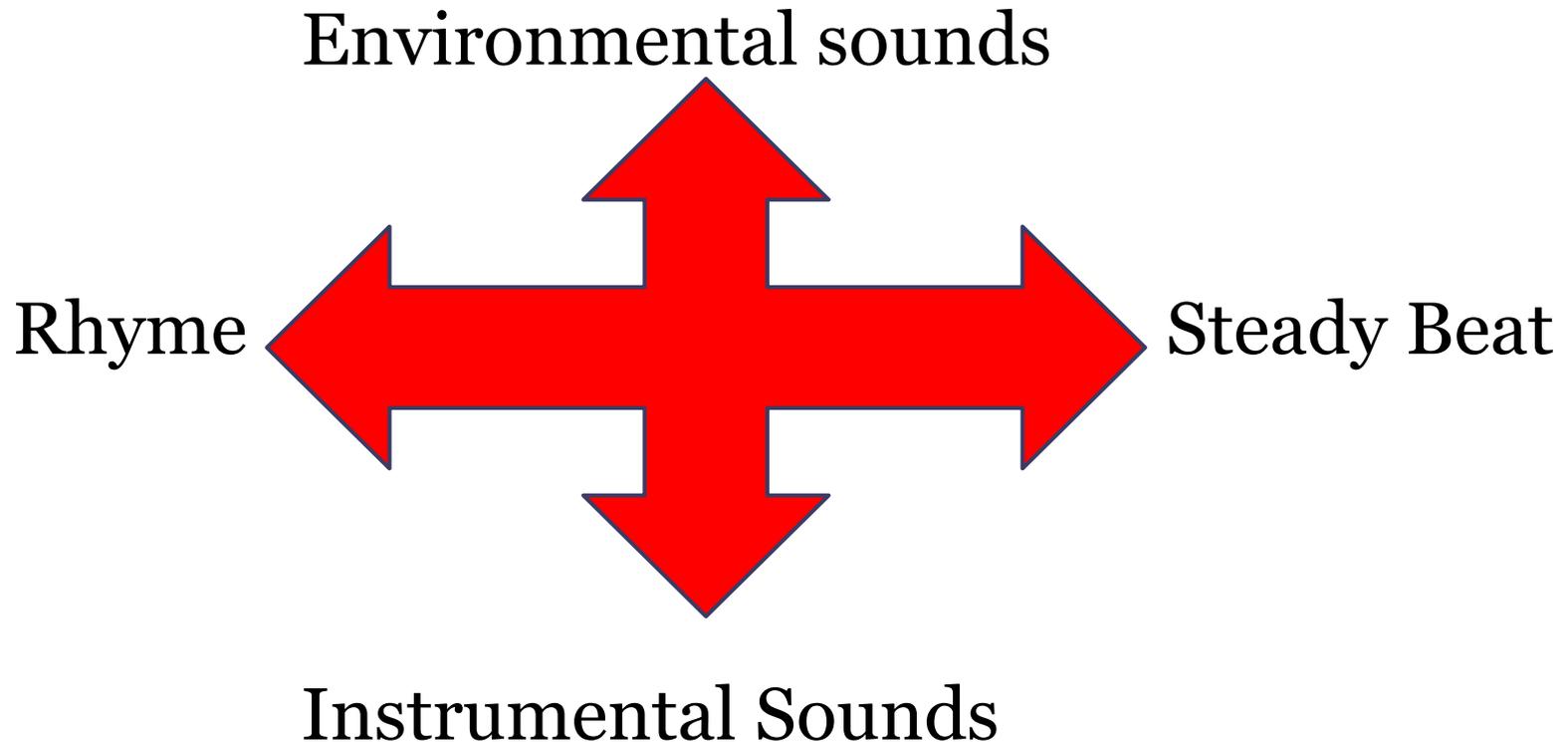




Progression in Reading in the Early Years

Nursery	phonological awareness
Year 1	Phonological awareness/phonics 29 sounds/tricky words-36
Year 2	Phonological awareness/phonics 42 sounds/tricky words-72
Year 3	Phonological awareness/phonics 42 sounds and sound variations/ 72 and beyond tricky words

The Nursery Experience - phonological awareness



Hearing the Sounds in Words in School and at Home

Sound Games

- I Spy with My Little Eye something beginning with/ending with t. (table/cat)
- I Hear with My Little Ear: an animal word/transport/Halloween creature beginning with/ending with g. (ghost/pig)
- Rise and Rhyme: say a nursery rhyme with emphasis on the target word. Stand up when you hear the rhyming word. Hallowe'en's coming on.
- Partners in Rhyme: Say your word. Listen to the others say their words. Find a rhyming pair.
- Syllable Sort: Say your name. Use chin bumps or claps to count the syllables. Go to the hoop with your number of syllables.
- Phonics Fingers: use one hand as a screen and with the other show how many sounds you hear.

Reading Skills

-What do these words say?

κουλδ

πιρατε

κροσς



Have another go

The λεοπαρδ watchηed the μονκεψ.

The μονκεψ took the πιρατεσ ηατ.

He couλd σεε τηατ the πιρατεε ωασ cροσσ.



Does this
help?

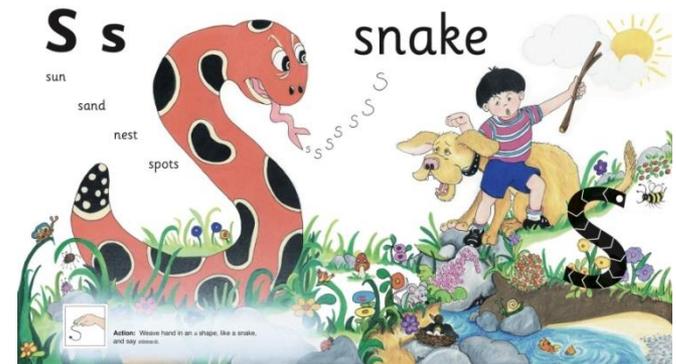
The λεοπαρδ watched the μονκεψ.

The μονκεψ took the **πιρατες** ηατ.

He **κουλδ** σεε τηατ the **πιρατε** ωασ **χροσς**.

Learning Phonics

- Developing listening skills.
- Learning the **sounds** of the letters and not the names.
- A practical, fun approach to learning.
- Giving children a code so that they can read and write with confidence.



5 Basic Skills

1. Learning the letter sounds
2. Blending
3. Segmenting-identifying sounds in words
4. Sound Manipulation
5. Tricky Words



1. Learning the Letter Sounds

Progression within Year Groups

s	a	t	i	p	n	c	k	e	h	r	m	d	g	o	u	l	f	b
ss						ck										ll	ff	

j	z	w	v	y	x	ch	sh	th	th	ee	oo	oo	ay	ng
	zz	wh				ch	sh	th*		ea	ew	ew	a e	
						***	*		y				ay*	ng*

oa	ie	or	qu	oi	ou	ue	er	ar
ow	igh			oy	ow	ew	ir	
o e	i e	or*	qu*	oi*	ou*	u e	ur	ar*
	y						er*	

au			
aw	ai		
		al	nk



*These sounds are repeated several times in the programme. P3 teachers, with more able children, may want to leave these sounds out of the programme and introduce some of the sounds from the p4 programme instead. Remember this will have a knock on effect to the phonics programme within P4.

P1	
P2	
P3	

Learning the Basic Sounds

s - so

a - at

t - to

i - in

p - pig

n - no

c/k - key

e - egg

h - hop

r - red

m - my

d - day

g - go

o - on

u - up

l - lip

f - fan

b - bee

ai - day

j - jug

oa - oat

ie - tie

ee - tee

or - or

z - zoo

w - we

ng - rang

v - van

oo - boot

y - you

x - fox

ch - chair

sh - shoe

th - thumb

th - this

qu - quack

ou - ouch

oi - oil

ue - queue

er - mixer

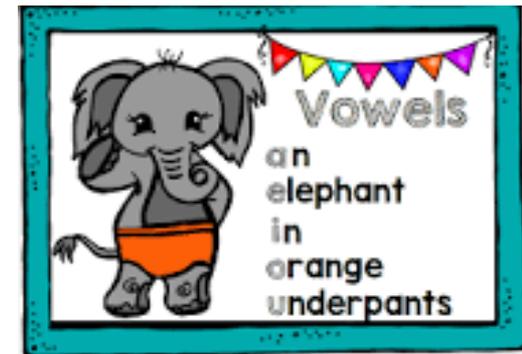
ar - car

Let our Year 2 children teach you!

Video 1

Year 2 Alphabet Arc

Now its your turn!!! Phonics Dots



Digraphs (two letters making one sound)

ai oa ie ee or

ng oo oo ch sh

th th qu ou oi

ue er ar

Alternative ways to make vowel sounds

Alternative Spellings of Vowels

Long a	ai	.....	rain, waist, drain
	a-e	.....	date, plate, flame
	ay	.....	day, stay, play
Long e	ee	.....	seed, bleed, street
	ea	.....	seat, cream, read
Long i	ie	.....	pie, tie, die
	i-e	.....	pipe, line, shine
	igh	.....	night, fight, bright
	y	.....	my, fly, cry
Long o	oa	.....	boat, goat, float
	o-e	.....	bone, close, smoke
	ow	.....	snow, slow, pillow
Long u	ue	.....	Tuesday, due, cue
	u-e	.....	cube, tube, duke
	ew	.....	few, stew, new
Little oo	oo	.....	book, foot, shook
	u	.....	put, push, pudding
Long oo	oo	.....	moon, fool, shoot
	ue	.....	glue, blue, true
	ew	.....	blew, flew, brew
	u-e	.....	June, rude
The 'er' sound	er	.....	supper, sister, blister
	ir	.....	bird, shirt, third
	ur	.....	turn, burn, purse
The 'or' sound	or	.....	fork, port, storm
	au	.....	August, pause, fraud
	aw	.....	claw, saw, shawl
	al	.....	talk, walk, chalk
The 'oi' sound	oi	.....	oil, coin, spoil
	oy	.....	boy, toy, enjoy
The 'ou' sound	ou	.....	loud, mouse, cloud
	ow	.....	cow, clown, brown

In Year 2 and Year 3 children are introduced to this.eg

seed



read



When two vowels go walking the first one does the talking.

What does it say? Such a shame!
It says the sound that is its name.

The Bossy/magic 'e' at the end of a word searches for the vowel before it and says:

hide



theme



Hey you vowel, don't make your sound. Tell me your name!

2. Blending: saying the sounds in order to make words
Our Year 1 and 3 children can show you how! [video](#)

Tap and slide/thumb up

it up on is

fan yes wit get*

chat with [chicken](#) shower



3. Segmenting: identifying the sounds in words

Begin with the word. Can you identify the sounds in order?

Some activities:

Slide and tap

Magic then thumb

Paper squares

4. Sound Manipulation

The sounds are in place to build a word. Can your child change and move (manipulate) the sounds to make a new word? **Video Year 3**

Can you?

5. Tricky Words

Words that do not follow the rules-
Activities/Games:

Snap

Hide and Seek

Pelmanism (memory)

Sentence build and jumbles



Jolly Phonics Tricky Words

Tricky words

I
the
he
she
me
we
be
was
to
do
are
all

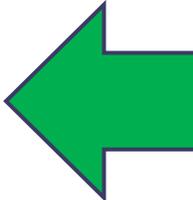
you
your
come
some
said
here
there
they
go
no
so
my

one
by
only
old
like
have
live
give
little
down
what
when

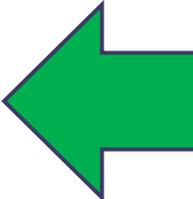
why
where
who
which
any
many
more
before
other
were
because
want

saw
put
could
should
would
right
two
four
goes
does
made
their

once
upon
always
also
of
eight
love
cover
after
every
mother
father



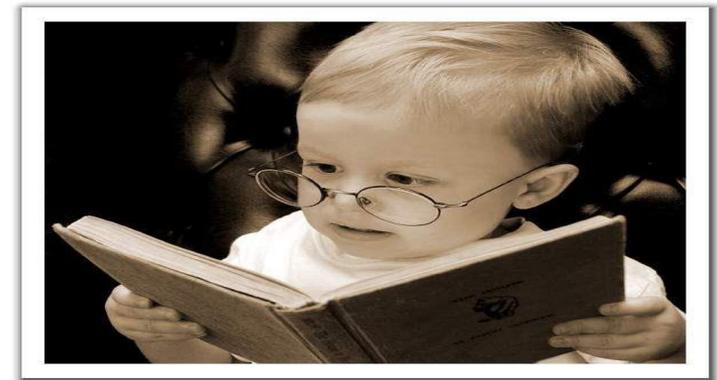
Taught in
Year 1



Taught in
Year 2

Supporting Reading at Home

- **Read** with your child. Use the ‘Discover the Cover’ language: title, author, illustrator, publisher and blurb.
- **Encourage** your child to talk about the pictures and make sense of the story.
- **Praise** your child for ‘having a go’ at sounding out new words. Focus on the effort not the mistake.
- **Make** the whole experience enjoyable. Play games and have fun!



Questions



Thank you for coming today!

Please complete the evaluation and leave it in the box provided!