

Reading at Stocksbridge Nursery Infant School





Why is reading so important?

When children learn to read at an **early** age, they have greater general knowledge, expand their vocabulary and become more fluent **readers**. They also have improved attention spans and better concentration. It opens up the curriculum and through stories, helps them make sense of the world.

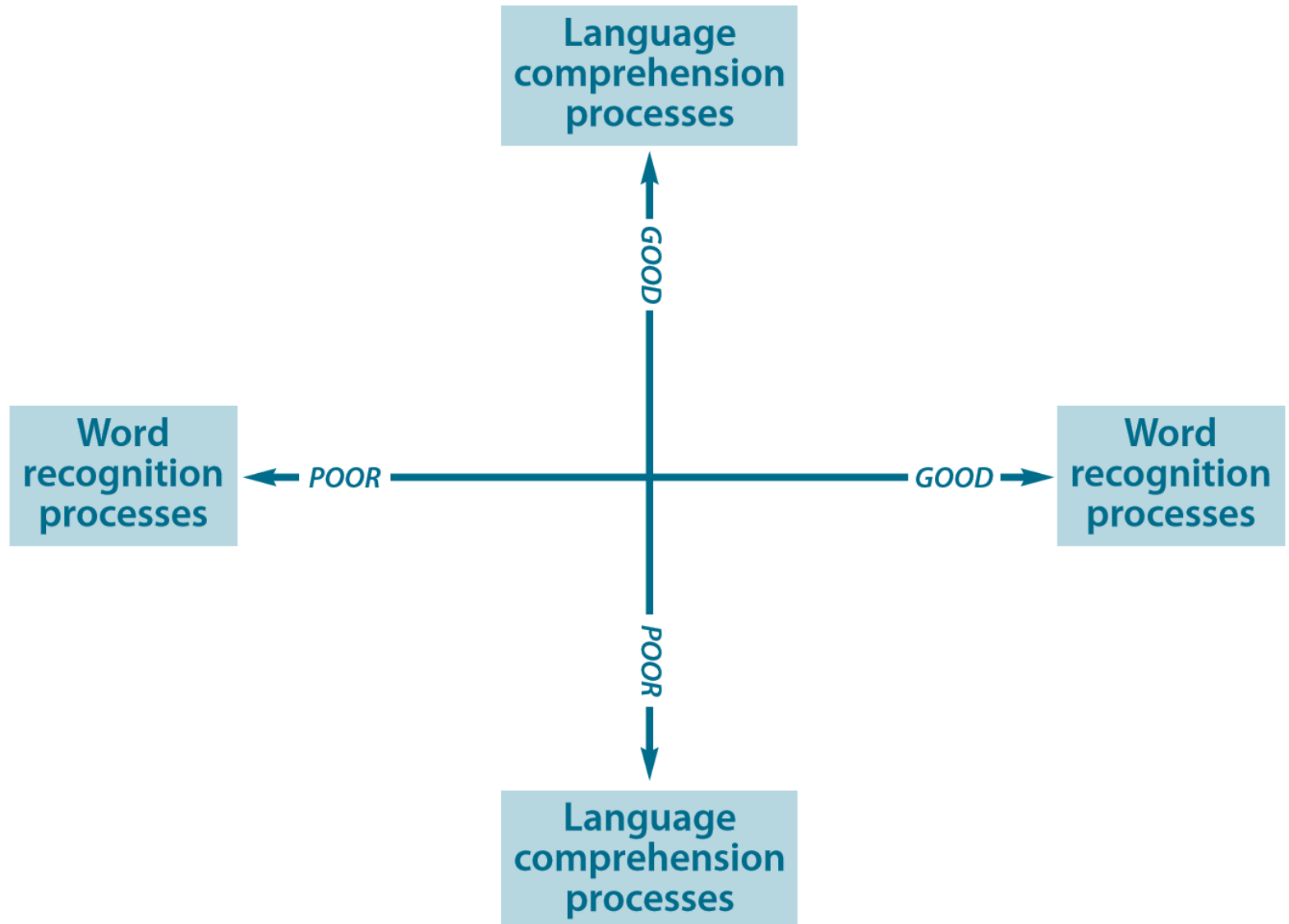


By the end of reception

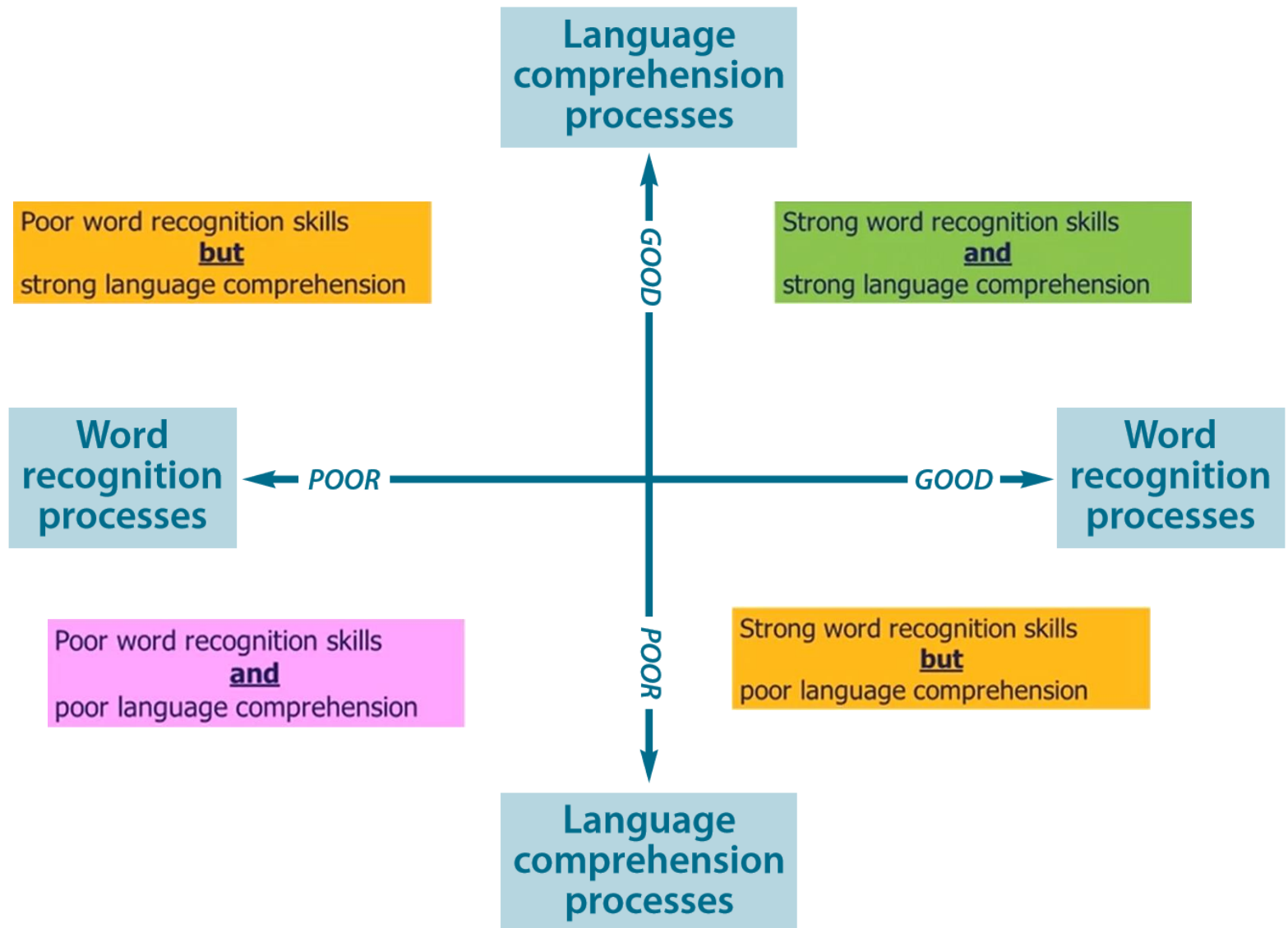
- Children can read and understand simple sentences. They use their **phonic knowledge** to **decode regular words** and read them aloud accurately. They also read some **common irregular words**. They demonstrate **understanding** when talking to others about what they have read.



Background to the teaching of reading



Background to the teaching of reading



Learning to read

- Children learn to read using phonics (their knowledge of how our letters are put together to make sounds).
- Children learn to read using other strategies.
- **The emphasis is on phonics.**
- We've organised our books so that the children practise their phonic skills using one type of book. These have numbers on their spines.
- They use other books to practise other strategies. These are organised in colours.



At Stocksbridge Nursery Infant school we use
Monster Phonics to teach phonics.

Monster Phonics is easier to learn and remember. Monster Phonics helps children to learn and recall spellings by using colour. Each sound and colour is also represented by a monster that makes that sound (a sound cue). This brings phonics to life and makes Monster Phonics highly engaging.



Early Phonic Skills

Foundation stage- nursery

The activities are designed to help children –

- Discriminate sounds in the environment (a telephone ringing, a siren, a text alert.)
- Discriminate sounds instruments make – loud sounds, quiet sounds, squeaky sounds. Lots of making instruments, playing instruments
- Identify rhythm and rhyme- rhyming books, nursery rhymes, rhyming pairs
- Alliteration – words that begin with the same letter
- Voice sounds – listening to and remembering sounds
- Oral blending and segmenting
- <https://www.phonicsplay.co.uk/ParentsMenu.htm>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>



Oral Blending

Hearing a series of spoken sounds and merging them together to make a word

e.g. b-u-s

b-ir-d

Sh-i-p

We try and do it lots through the day

P-u-sh your chair under

S-t-a-n-d u-p!

Where is my p-e-n?



MONSTER PHONICS



Reception

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could

ASSESSMENT 5

MONSTER PHONICS



Year 1

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too dont	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs					200 HFWs		
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	le ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (long E+I) ear (short)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review oy u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, were even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											
TERM 3	PHONICS SCREEN	Review ee ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too dont	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
	YEAR 1 CEWs					100 HFWs						

MONSTER PHONICS



Year 2

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y al (or)	o (u) ey	after W-a after W-or	after W-ar S (zsh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
	YEAR 2 CEWs											
TERM 2	Constants suffixes Contractions	Possessive Apostrophe ASSESSMENT 2	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar
	YEAR 3 CEWs											
			may, say, way away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	gone, more, horse live, lived pulled, want wanted	need, feet, keep queen, tree other, mother another, coming	over, most going cold, told, love something dragon	sea, tea, eat each, really, first, please bird, girl	soon, food room, school air, where there	right, night use, new us, has	head, door which, friends different would
	200 HFWs											
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-a Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, shoul door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
	YEAR 4 CEWs											
	200 HFWs											
	YEAR 5 CEWs											

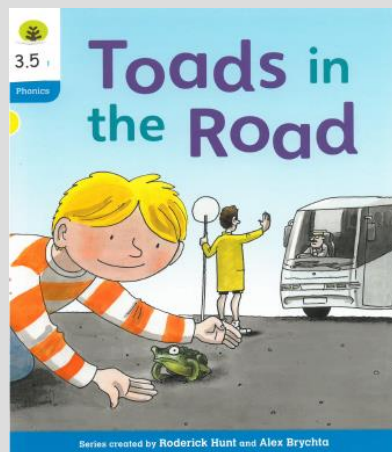
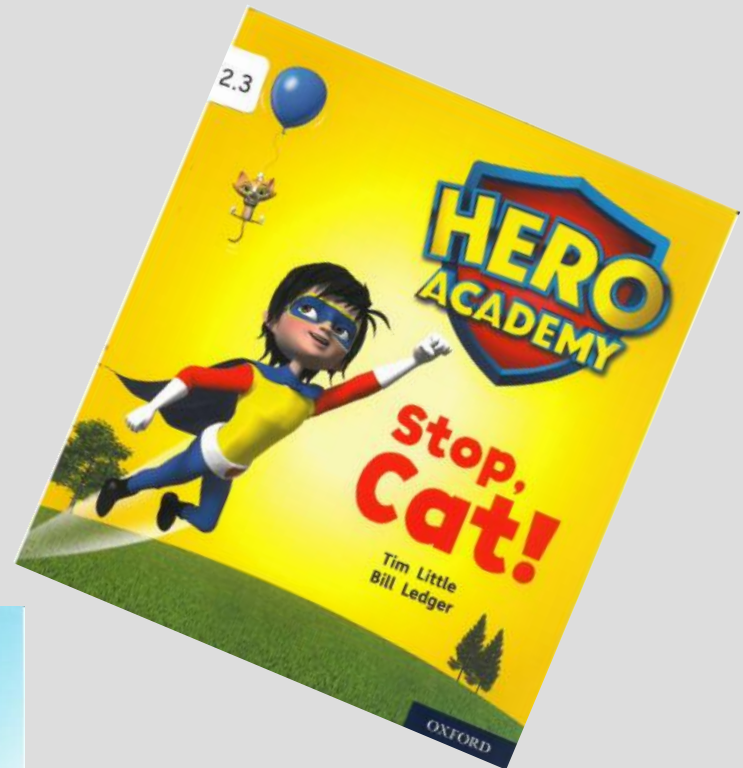
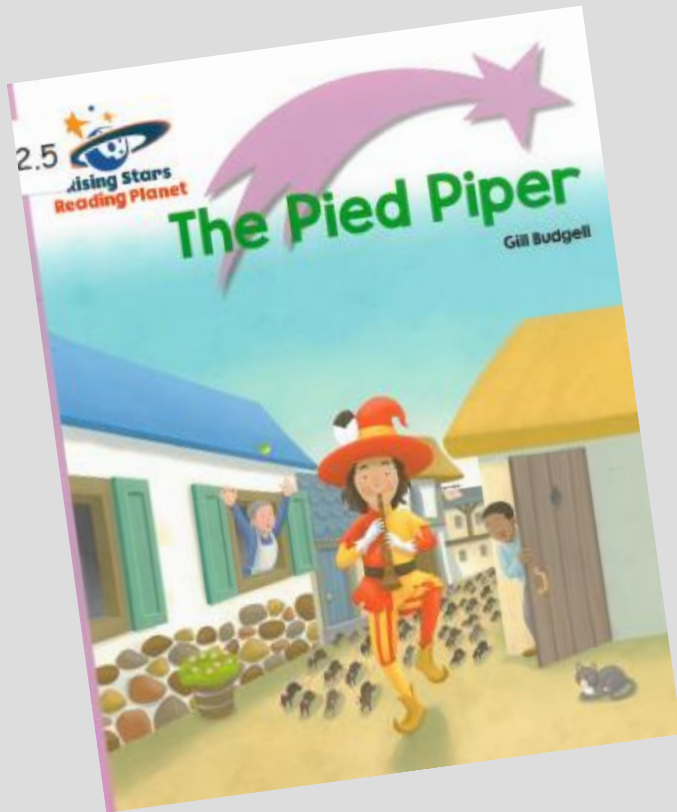
Teach phonics every day using a similar approach all the way through school.

Phoneme is the sound we say. Grapheme is the letters we write to make the sound.

- **Sing the alphabet** – hundreds on the internet but make sure it's shows the grapheme in lower case and upper case. Not just uppercase.
- **Gross motor skills** – large scale movements with scarves, streamers, paper strips, painting with brushes and water, big chalk movements on playground wall or yard.
- **Dough disco** – using play dough. <https://www.youtube.com/watch?v=i-lfzeGlaC4&safe=active> + lots more examples on you tube.
- **Introduce phoneme using the monster phonic characters**
- **Introduce new phoneme/grapheme using flash card**
- **Revise other sounds learned**
- **Read words containing the sound learnt**
- **Apply the sound through a game or activity**
- **Practise writing grapheme**



Our phonics books are labelled with numbers.



Your child will bring home a book to practise the phonics they are learning in school. These books are to practise **blending**.



YOU CAN ACCESS MONSTER PHONICS E-BOOKS

Using Monster Phonics E-books

At Stocksbridge NI School we use Monster Phonics E-books to develop the children's reading skills using their phonological knowledge. It is important that the children log on and practise reading these books regularly at home. School have provided you with a term by term grid which shows what sounds and words are being taught each week and the e-books that will align to these. If your child needs a book at a different level, your teacher will let you know which one to read.

How to log on:

1. Type in the website on your browser <https://monsterphonics.com/>
2. Click Log in



3. Your username/email is your email address that you have registered with school
4. The password is **stockbridge**

5. Click on eBooks



6. Choose the book you want to read



Blending for reading

Blending is for reading

Being able to say the letter sounds (phonemes) in a written word and blend them together to pronounce the word

e.g. c-u-p = cup

p-i-ck = pick

t-e-ll = tell

sh-i-p = ship

r-ai-n = rain

m-oo-n = moon

c-are = care

Take care to say the pure sounds.

http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm

- <https://www.youtube.com/watch?v=IwJxINSineE&safe=active>



Segmenting

Segmenting is for writing.

This is being able to identify the sound in a spoken word and write down the grapheme which represents the sound (or the phoneme)

e.g. mug = m-u-g

sick = s-i-ck

sell = s-e-ll

play = p-l-ay



Keywords, Tricky words or Common Exception Words are taught alongside our phonics sessions



If we only rely on words which we can decode (sound out) our choice of books would be very limited....and boring. We have revised our keyword lists so that they are in line with our phonics books.

100 Words to Learn

<p>make day made they came a</p> <p>Angry Red A</p>	<p>we be me see she very he people</p> <p>Green Froggy</p>
<p>my by I'm like I time</p> <p>Yellow I</p>	<p>so oh no don't go old</p> <p>Miss Oh No</p>
<p>down out now house</p> <p>Brown Owl</p>	<p>into too do you</p> <p>Cool Blue</p>
<p>around mouse round how found our town</p> <p>Brown Owl</p>	<p>when your have could</p> <p>Silent Ghosts</p>
<p>was the there little is said their look as saw all looked his here her Mrs of asked Mr</p> <p>Tricky Witch</p>	<p>some what come were called are one</p> <p>Black Cats</p>
<p>a at not but can back that an up got for just went then in on get it's will with them it dad him off from children if had mum and help big put</p> <p>Black Cats</p>	<p>or arm its end miss eggs fast that's man hot top gran plants last think ran dog yes wind long best thing fun did lots duck along must things run red let next across fish king sun bed let's stop still wish rabbit cat bad well tell still much morning cat fox tell still then grandad sat box fell</p> <p>Black Cats</p>

200 Words to Learn

<p>away play gave take way take place say again may great</p> <p>Angry Red A</p>	<p>need trees any sea really been trees many floppy tea please keep he's only eat these feet we're only each key queen began baby green before every sleep because everyone three even suddenly</p> <p>Green Froggy</p>
<p>fly why cried white night white inside I've know snow most I'll find grow going clant told</p> <p>Yellow I</p>	<p>boat home clothes over wind on know most Miss Oh No told</p> <p>Miss Oh No</p>
<p>around mouse round how found our town</p> <p>Brown Owl</p>	<p>lived pulled head door live horse more which friends gone would Silent Ghosts different</p>
<p>jumped want car ever good water park never took work hard under book girl garden better looks birds us after looking first hall</p> <p>Tricky Witch</p>	<p>other climbing live mother magic something another dragon where small animals one there's laughed can't bear thought eyes couldn't</p>
<p>or arm its end miss eggs fast that's man hot top gran plants last think ran dog yes wind long best thing fun did lots duck along must things run red let next across fish king sun bed let's stop still wish rabbit cat bad well tell still much morning cat fox tell still then grandad sat box fell</p> <p>Black Cats</p>	<p>or arm its end miss eggs fast that's man hot top gran plants last think ran dog yes wind long best thing fun did lots duck along must things run red let next across fish king sun bed let's stop still wish rabbit cat bad well tell still much morning cat fox tell still then grandad sat box fell</p> <p>Black Cats</p>

Learning to read

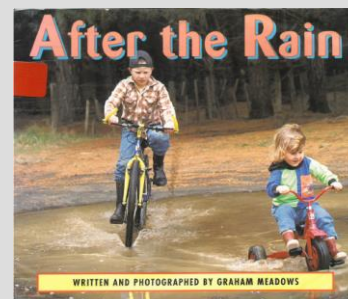
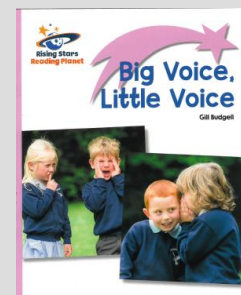
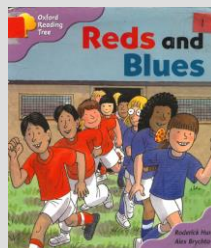
- Children learn to read using phonics (their knowledge of our letters are put together to make sounds).
- Children learn to read using other strategies.
- **The emphasis is on phonics.**

- What are the other strategies children use?

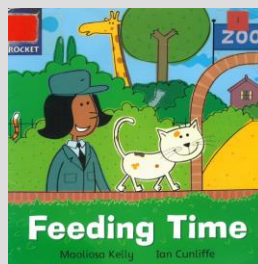


Strategies to Learn to Read

- Making up stories using the pictures. A very important early step prior to reading.
- Using their key word knowledge
- Using the picture clues to help them read unfamiliar words.

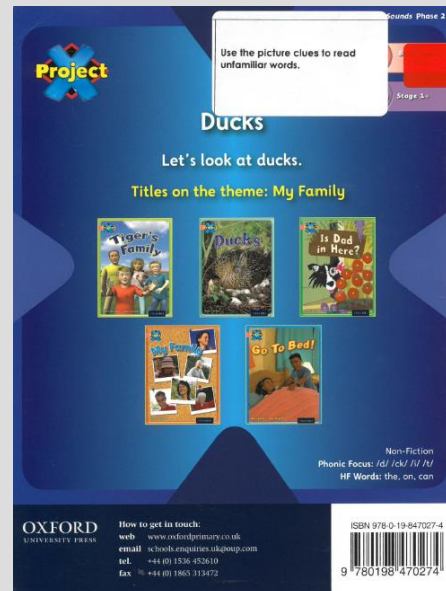
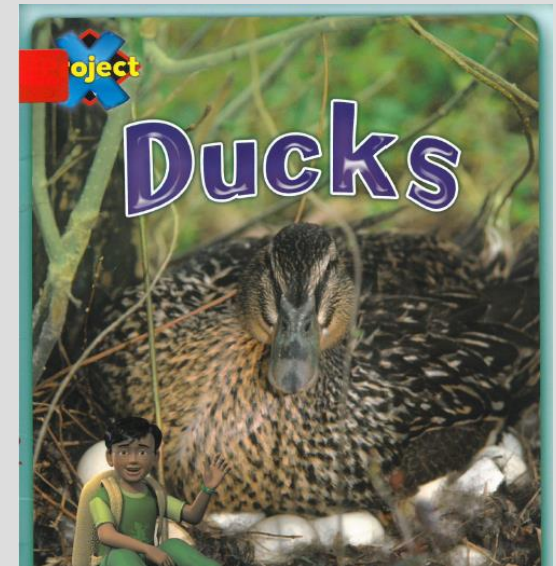


- Recognise where words or phrases are repeated...they get used to the pattern of the book.

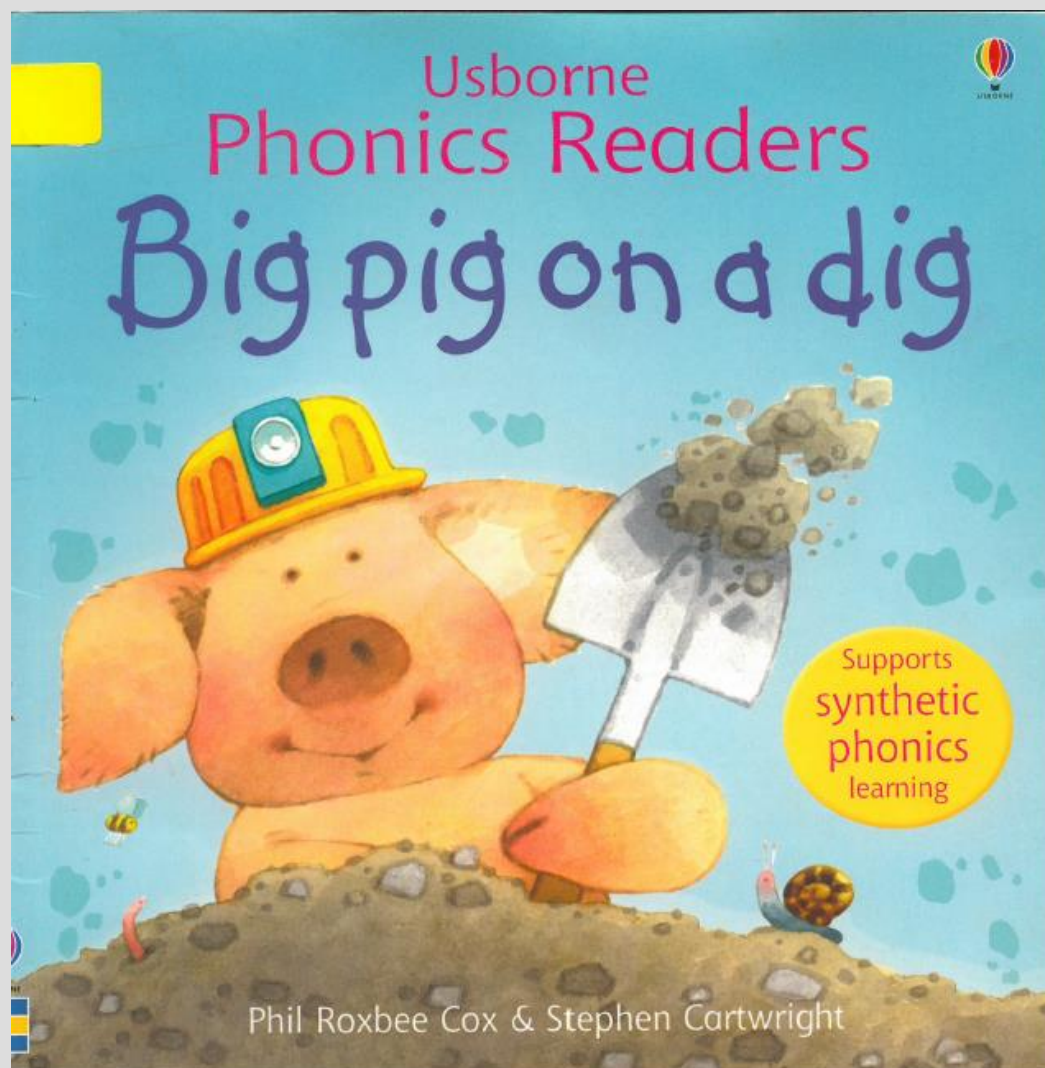


Strategies to Learn to Read

- Books to practise all these other strategies have colour labels on them as previously.
- We are slowly putting stickers on the back of these books to explain which strategy they are designed to practise.



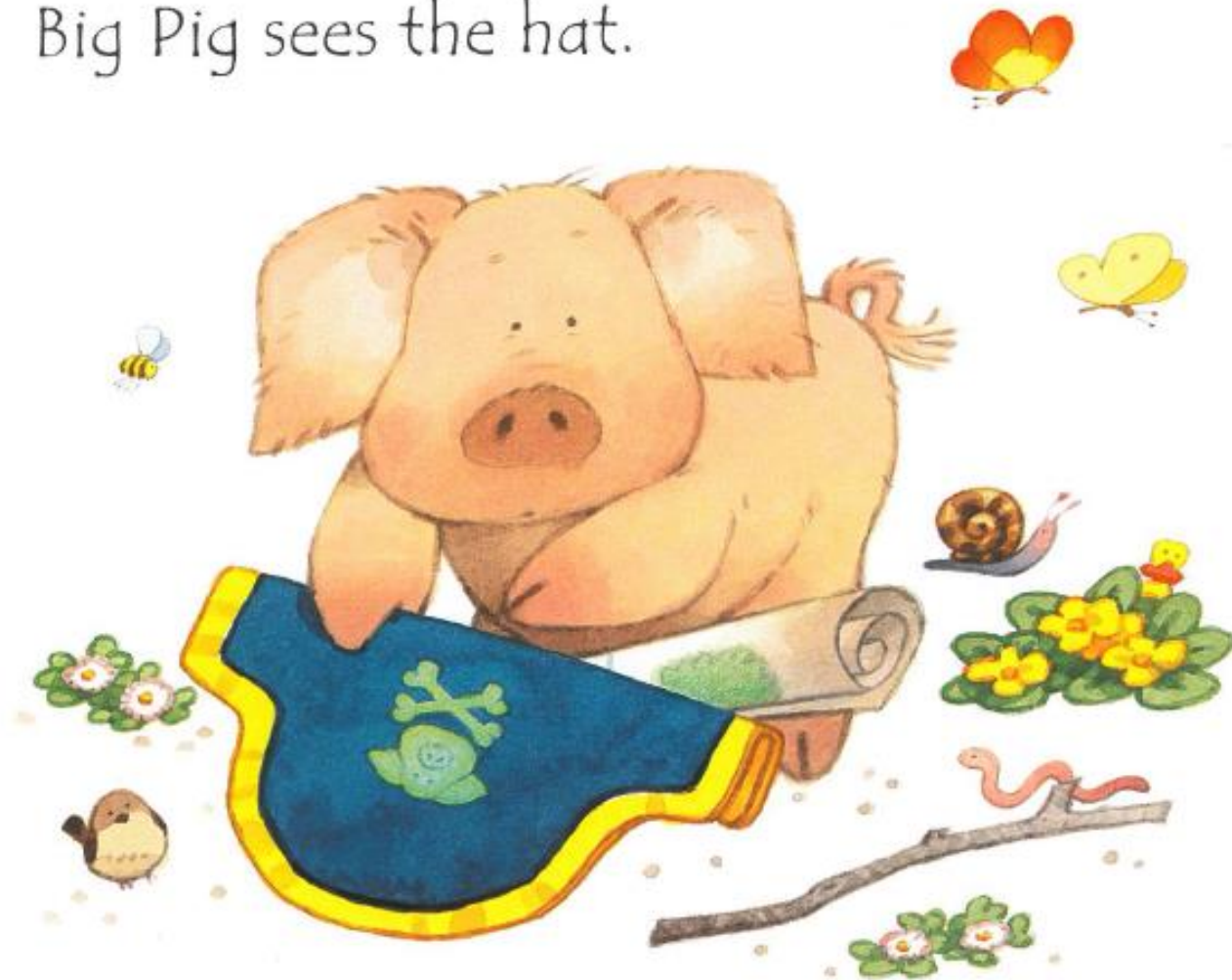
We have read every book to sort them, link them to phonics, attach keywords and a colour.



Big Pig gets a letter.

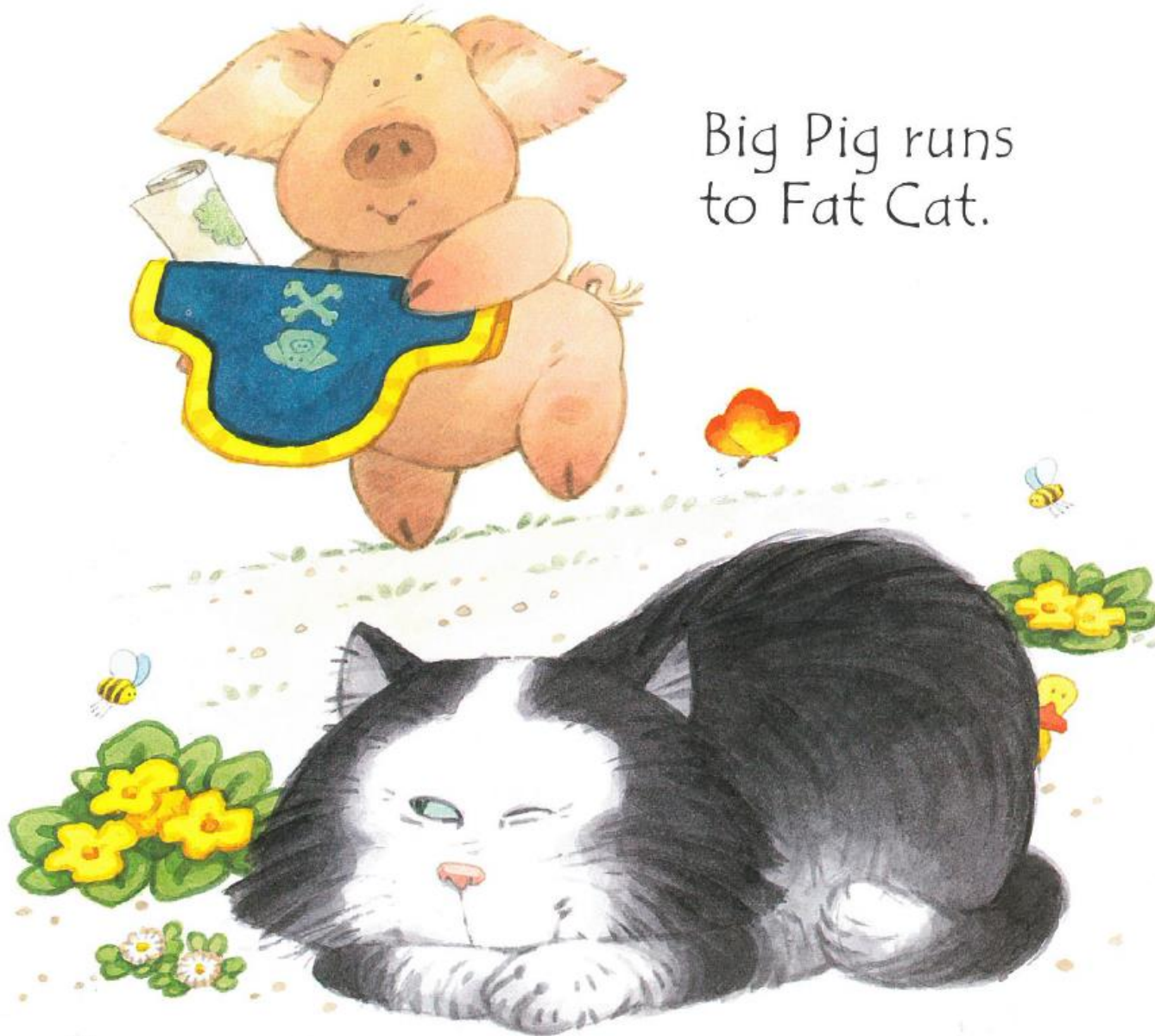


Big Pig sees the hat.

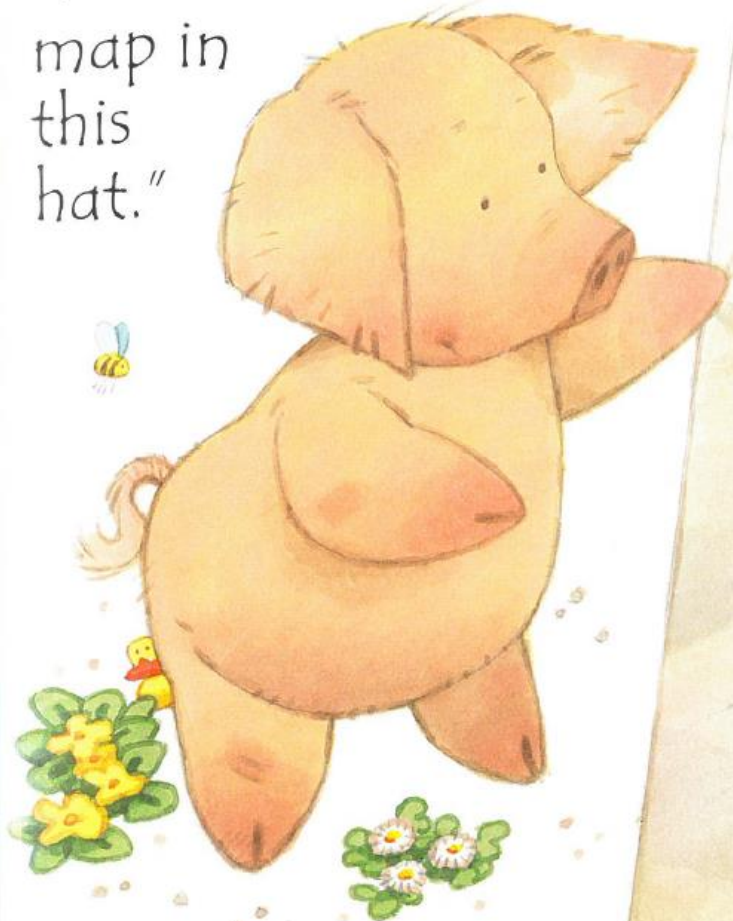


There is a map in the hat.

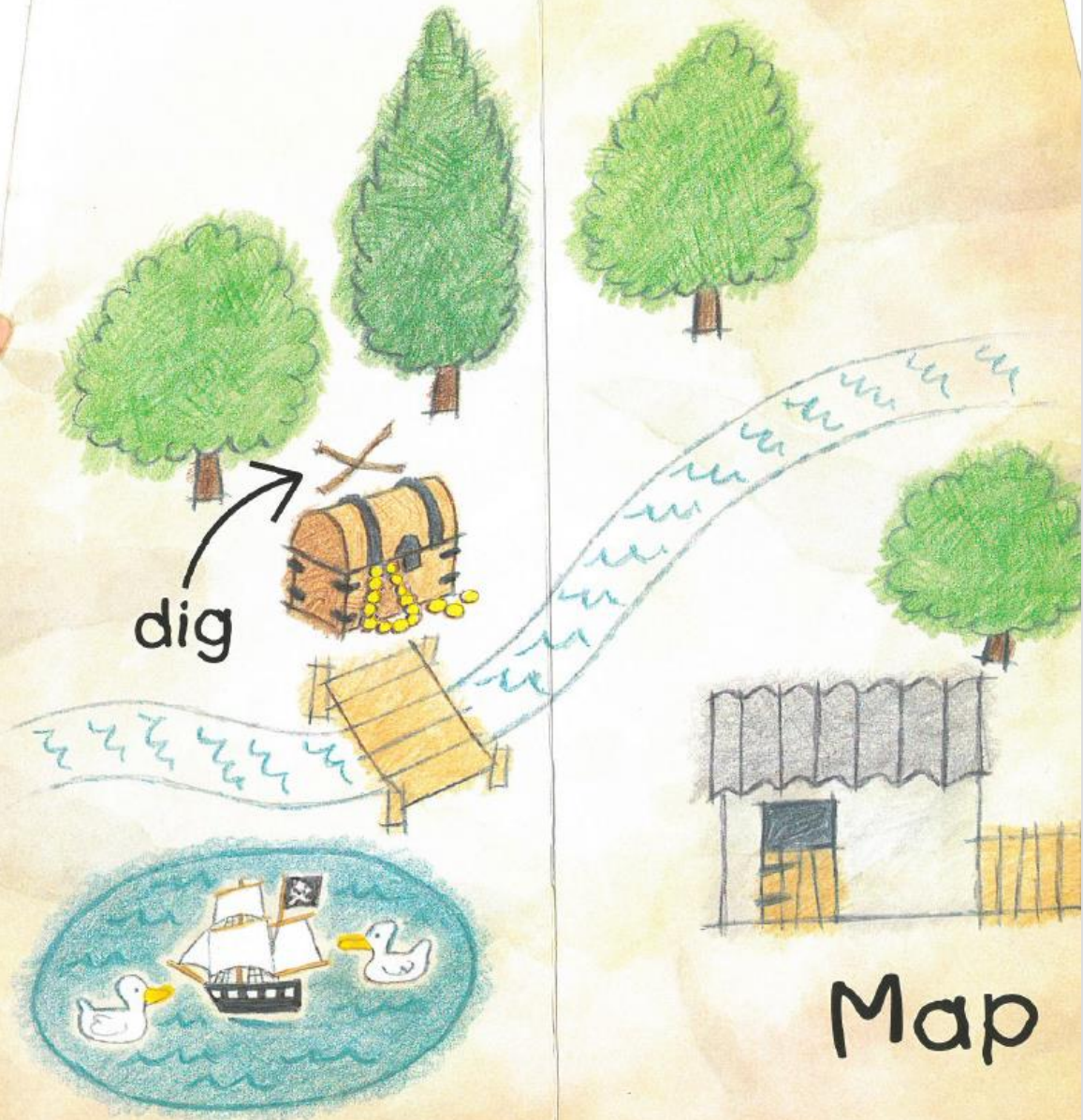
Big Pig runs
to Fat Cat.



"Fat Cat! Look at the
map in
this
hat."



"It shows where
to dig, Fat Cat."



Map

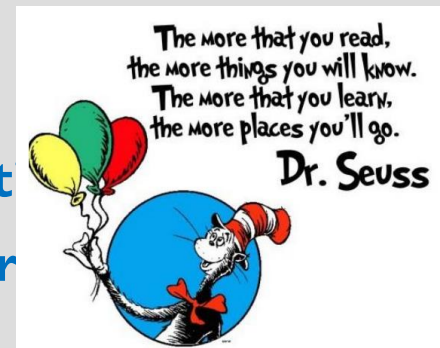
Learning to read

- Children learn to read using phonics (their knowledge of our letters are put together to make sounds).
- Children learn to read using other strategies.
- **The emphasis is on phonics.**
- Books with number are designed to help your child practise their phonic phase.
- Colour books are designed to help your child practise other skills.



What to practise at home?

- If possible practise reading for a short time every night.
- Share a book at bedtime.
- Practise their tricky words
- Please jot down comments or questions in reading record books as it's our way of knowing how reading is going at home.
- Bring their reading bag each day so we can make sure their books match their phonic phases.
- Phonics reading books can be changed within the same number. Colour banded books can be changed within the same colour.
- **Children can't progress to the next phonics book until they know all the keywords from the one they have read.**



Thoughts or Questions

- If you would like us to deliver workshops on any other areas of school....or more on reading, please just jot it on a post it note.
- Also, let us know what time suits you best.
- Thank you very much for your time.

