

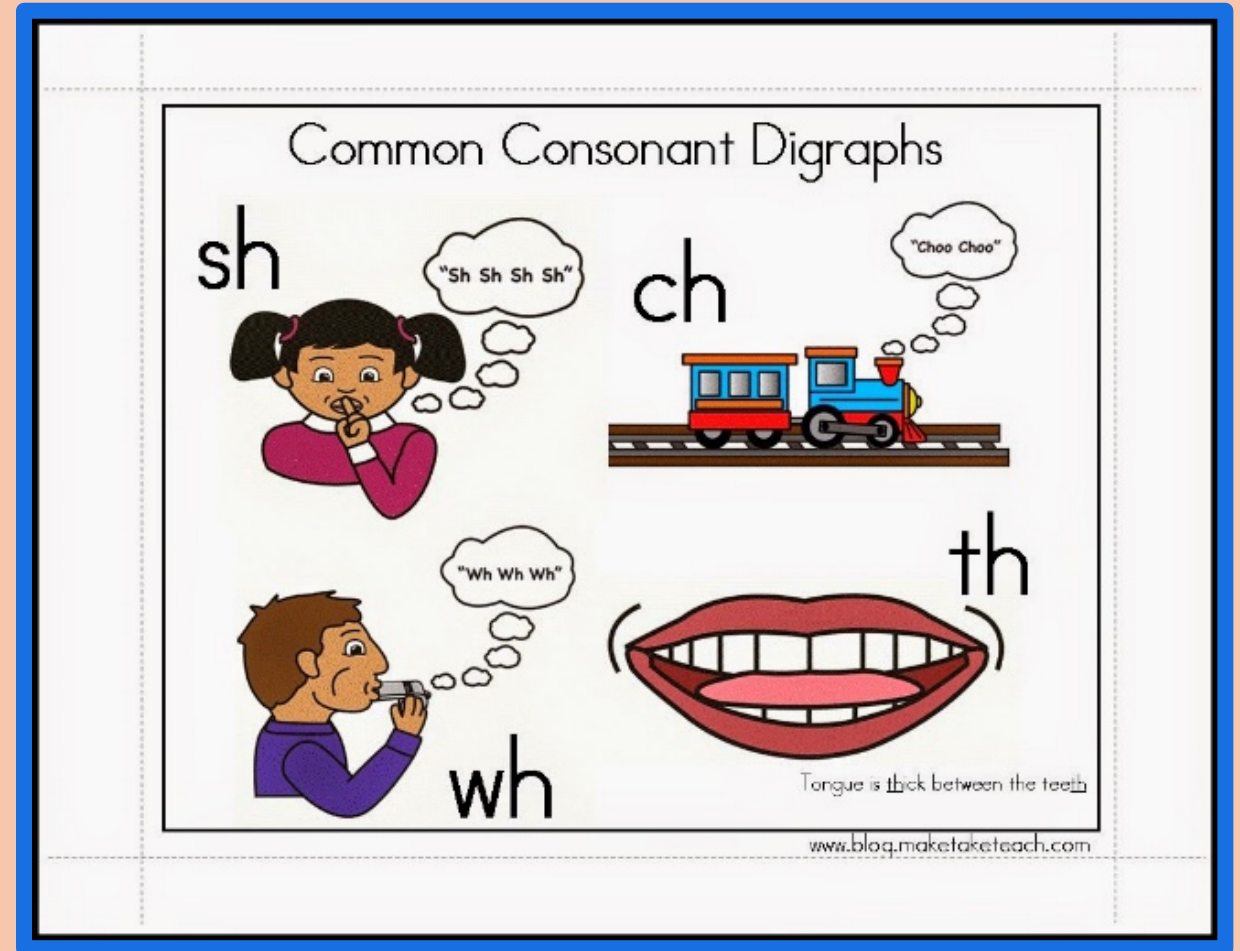
Early Reading Development

ECAD4016

Professional & Pedagogic Studies:

Who am I teaching?

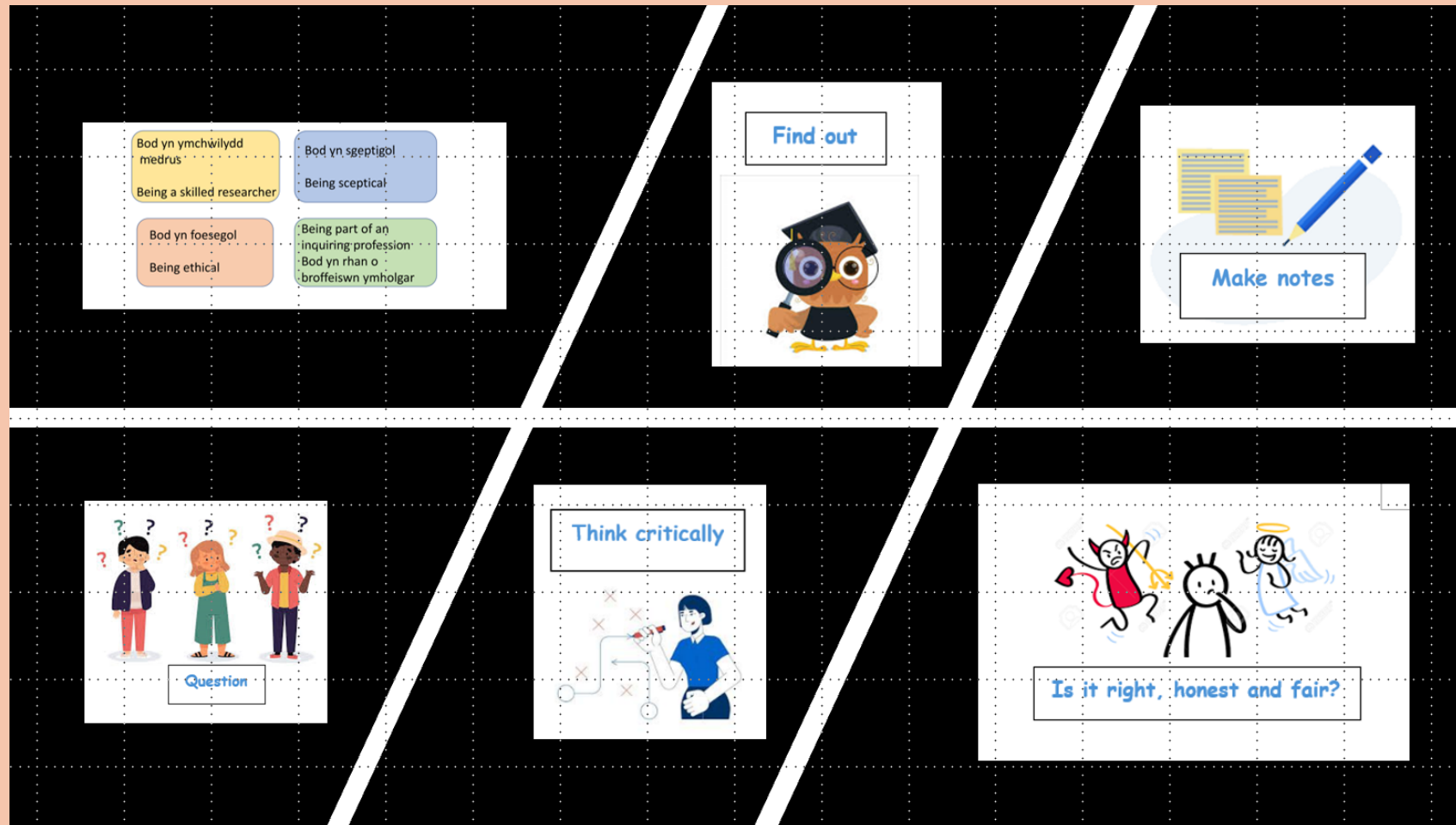
October 2025



During lectures, please



During lectures, you will be using the research dispositions



Aims for this session

To learn about the skills children need to learn to read in English, particularly development of their phonic skills and their word recognition skills

To think about how you can teach early reading in your classroom



Curriculum for Wales

The Languages, Literacy and Communication part of Curriculum 2022 is split into 4
What Matter Statements



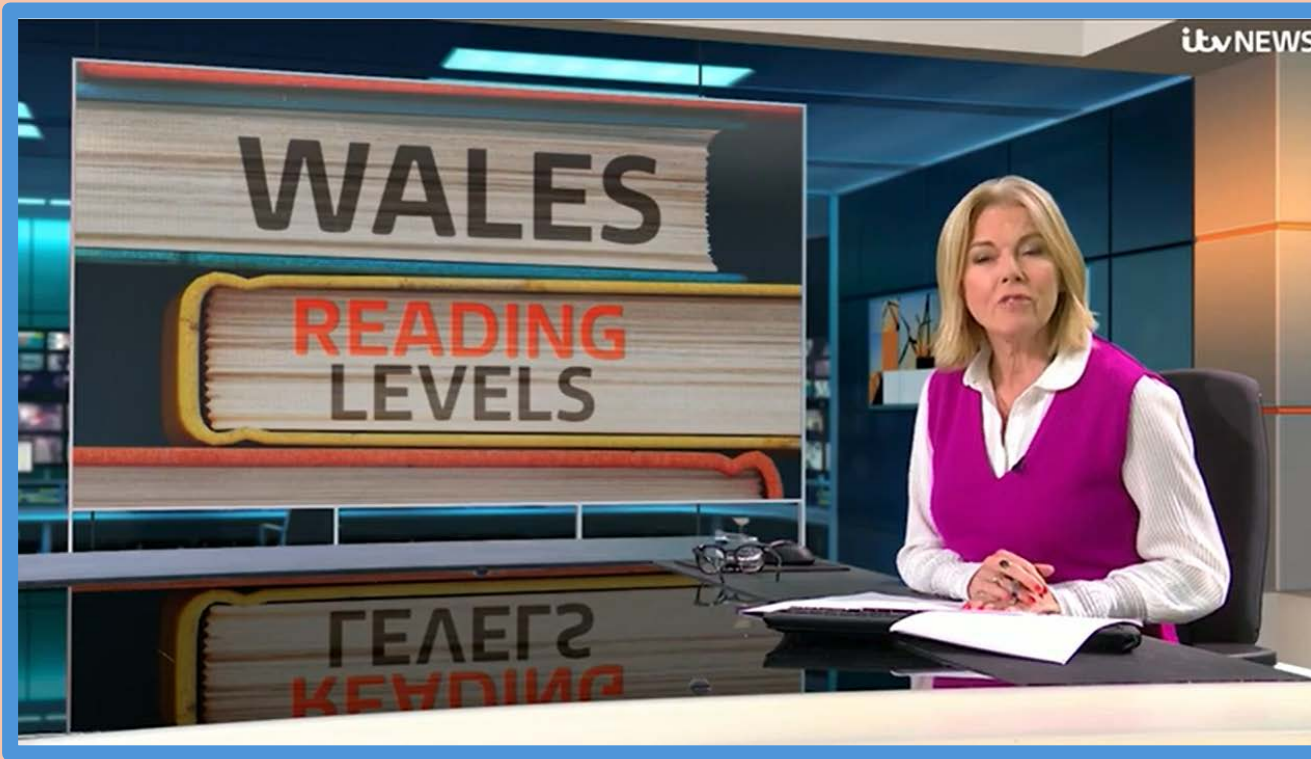
WMS1:
Languages
connect us

WMS2:
Understanding
language is
the key to
understanding
the world
around us

WMS3:
Expressing
ourselves
through
language is key
to
communication

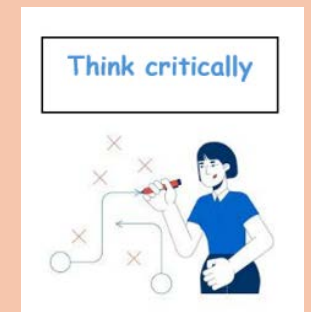
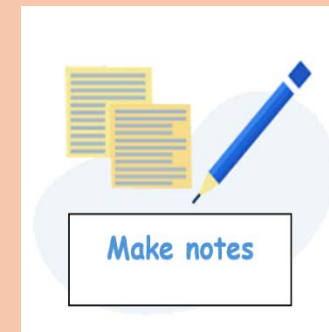
WMS4:
Literature
fires
imagination
and inspires
creativity

Why is reading important?



Inside the reading crisis leaving thousands of children in Wales unable to read | ITV News

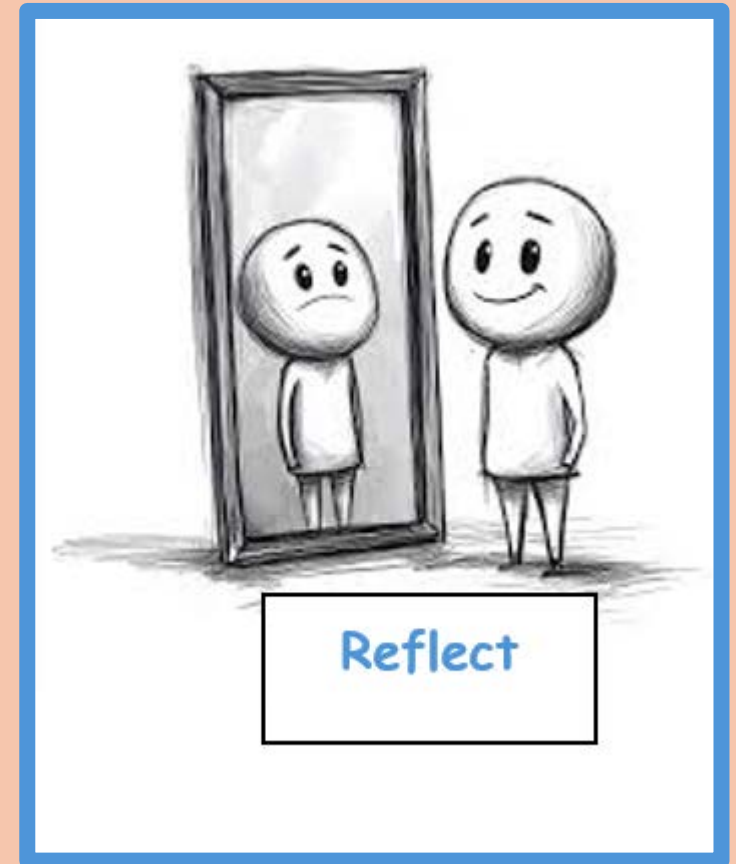
- Does what they said reflect you experience as a child or as an adult in the classroom?
- Were there terms they used you did not understand?
- Did you think they came to sound conclusions?



Think back ...

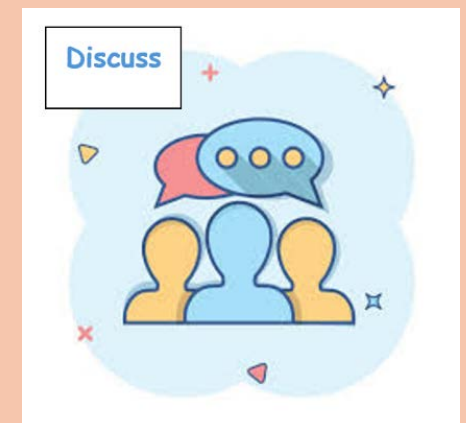
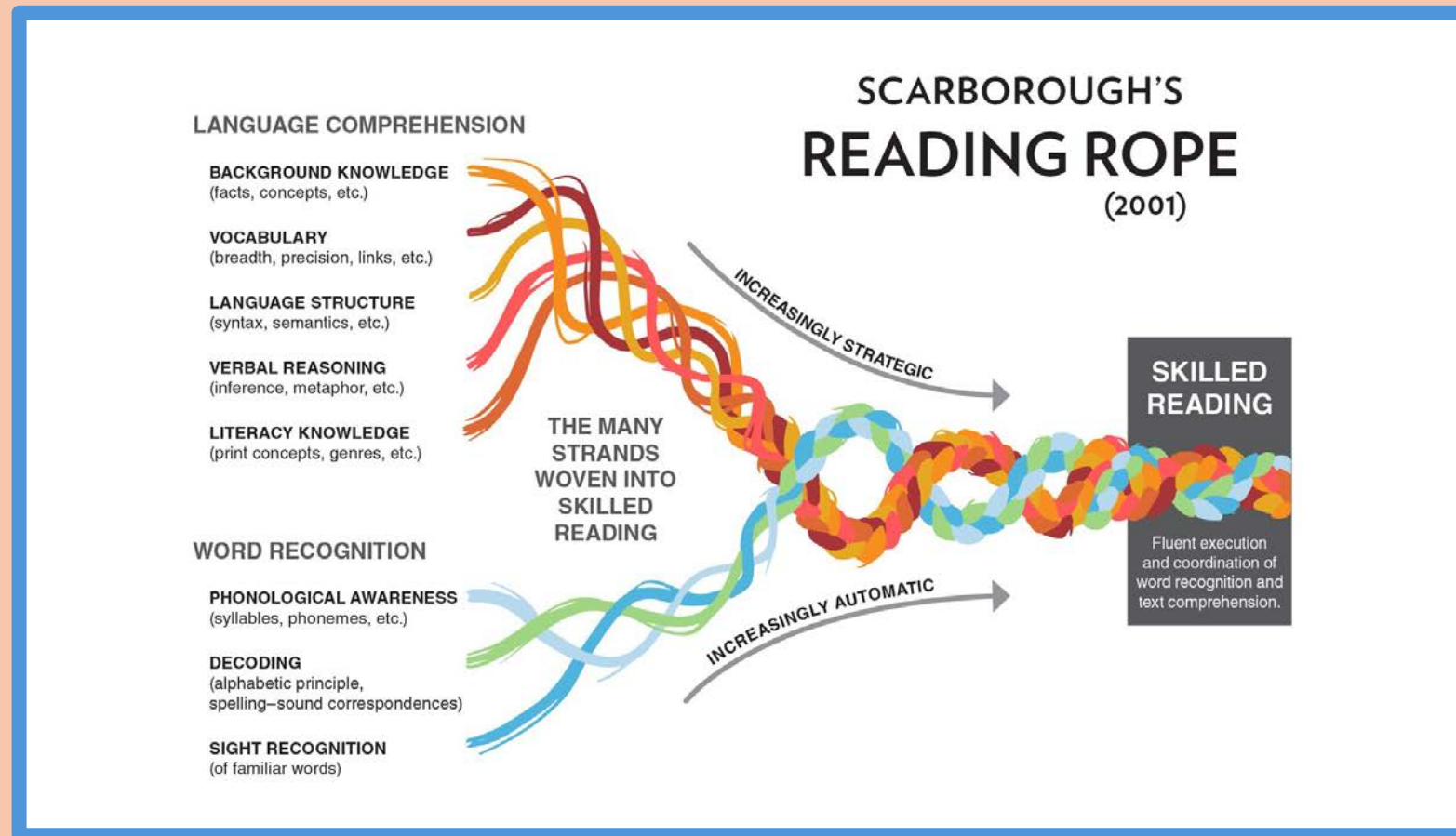
... what can you recall about how 'phonics' are taught in schools....what do you remember as a child?

Was it effective?



Reading: what are the skills and knowledge that children need to learn?

[Scarborough.docx](#)

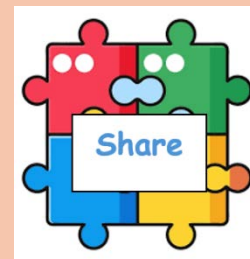
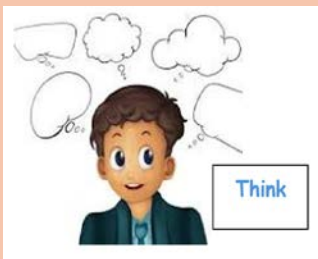


Today, we are going to focus on how we support learners as they learn phonics, but we do so much more in the classroom that develop reading skills

How can we create a language-rich environment in classrooms?

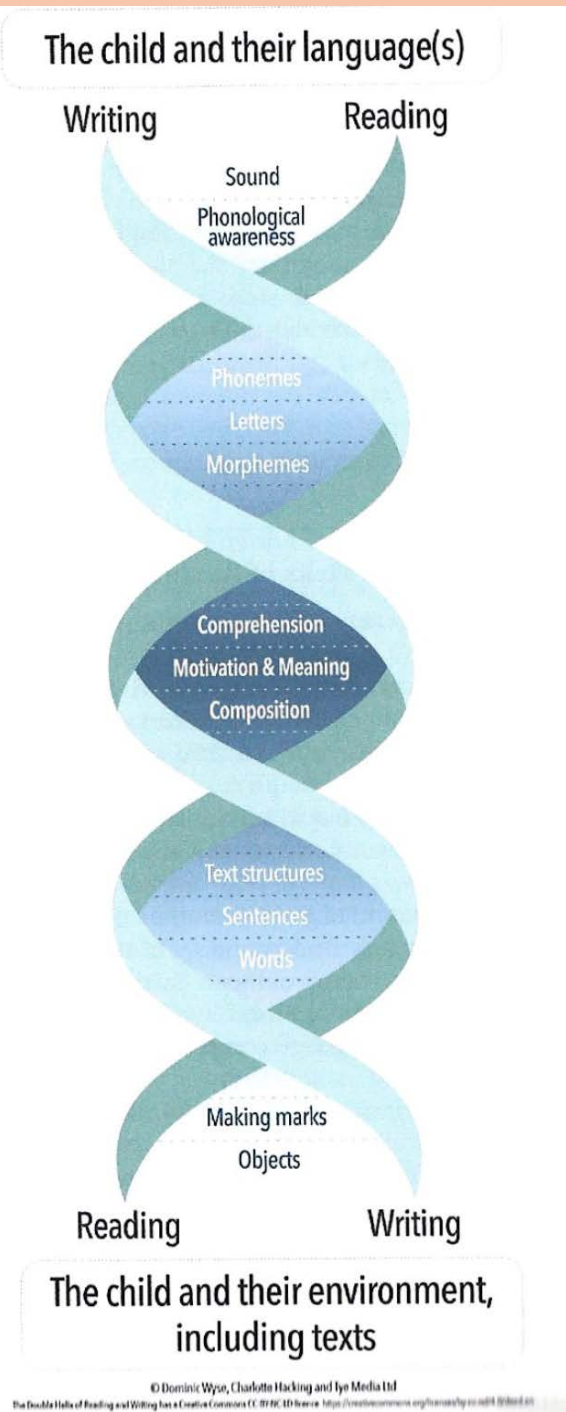
"Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected."

Welsh Government (2015) English Programme of Study



Wyse and Hacking advocate a balanced approach

Wyse & Hacking, 2024



A very recent announcement

PRESS RELEASE

New national school programme for literacy announced

New literacy support will be rolled out to schools across Wales, following over £8 million investment.

First published: 8 October 2025

Last updated: 8 October 2025

Bangor University has been successful in being awarded a grant of £8.2 million over the next three years for the CAL:ON Cymru project. This allows them to establish a centre of excellence for literacy teaching and deliver bilingual nationally available support for all learners aged 3 to 16.

CAL:ON Cymru stands for the 'Centre for the Advancement of Literacy: research-led Outcomes and Nation-wide change'.

Through professional learning and the provision of expertise, guidance and tools it will empower schools to enhance their teaching of literacy. It includes specific support for the systematic teaching of phonics and will further enable schools to identify and support those learners in need of additional support.

The programme will be rolled out through a network of CAL:ON Hub schools, each partnered with several others to ensure national coverage. The Hub



Share this page: [X](#) [f](#) [@](#)

<https://www.gov.wales/new-national-school-programme-literacy-announced>

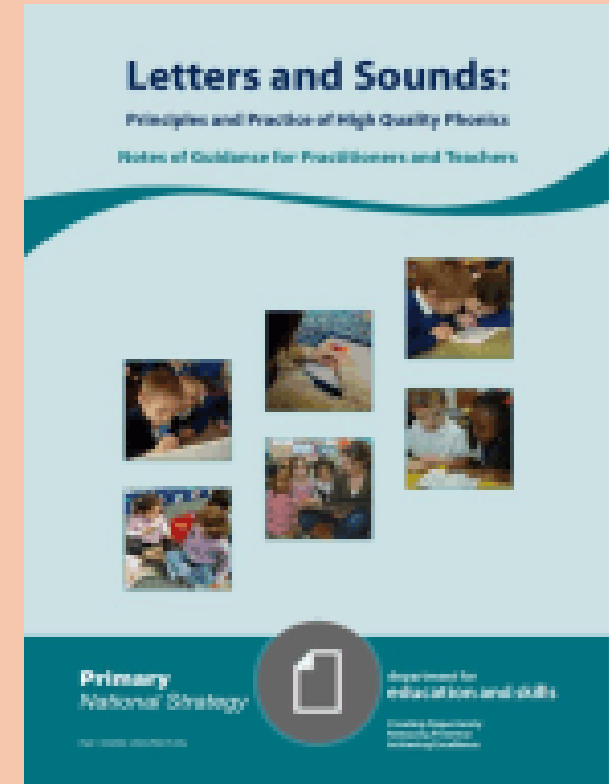
Literature fires imagination and inspires creativity



1 Phonological awareness: what is phonics?

Phonics is an approach to reading in which individual letters or groups of letters are linked with the sounds they represent and translated into meaningful wholes.

An approach of blending phonemes in sequence all through a word in order to read it, and segmenting words into their constituent phonemes to spell them.



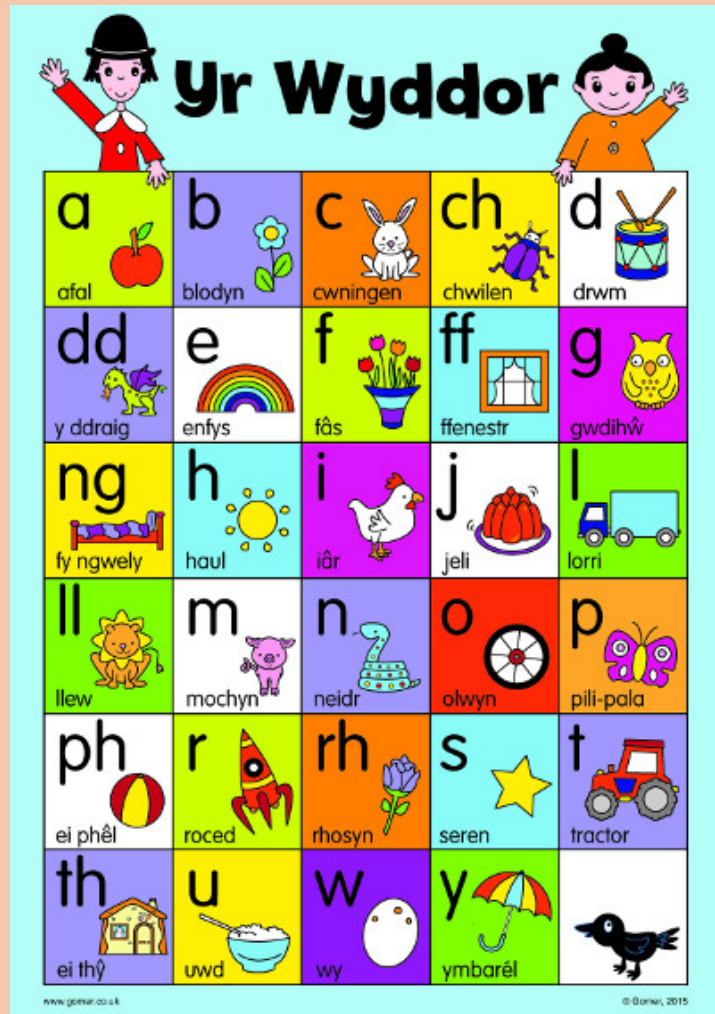
[Letters_and_Sounds_-_DFES-00281-2007.pdf](#)



Additional resource:
this booklet is available
on Moodle.

[Phonics made simple.docx](#)

Welsh v English



How are they similar?
How are they different?



English Phonics

The English Alphabetic Code

simple code		complex code						
phonemes	graphemes key words key pictures							
/s/	 snake	 glass	 palace	 house	   cents city bicycle	 scissors	 castle	
/a/	 apple							 pseudonym
/t/	 teddy	 letter	 skipped					
/i/	 insect	 cymbals						

[The English Alphabetic Code - complete picture chart.pdf](#)

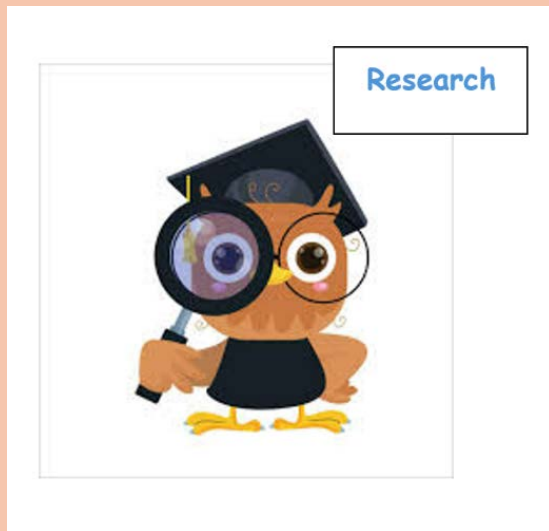
Warning!!!



How do we **explicitly** teach these skills?

1. Sight recognition / sight words
2. Phonological awareness / decoding

https://padlet.com/jayne_morgan1/phonetic-schemes-f88t3t4edn8qz6re

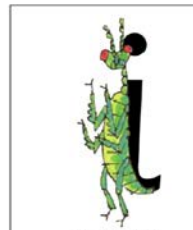
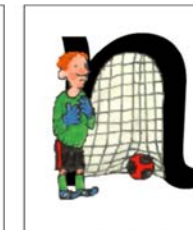


By yourself,
find out what the terms mean.
How are they taught?
Are there resources that schools buy to support pupils' learning?



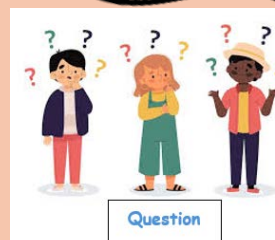
Teaching phonics

 fix! fix! 3. fix, hike, wise, spice, bonfire, inspire, conspire	 hear with your ear 3. ear, hear, dear, fear, gear, near, rear, tear, gear, spear	 Sure it's pure 3. sure, pure, picture, mixture, creature, future, adventure, temperature	 yeen at dawn 3. saw, raw, law, straw, dawn, paw, crawl, jam, clear, yawn
 care and share 3. care, share, dare, bare, spare, scare, flare, square, Clare, software	 nurse with a purse 3. burn, turn, lark, hurl, burn, burp, slurp, nurse, purse, hurt	 brown cow 3. haul, hair, dawn, brown, cow, town, crowd, drawn, now, yawn	 spoil the boy 3. join, coin, voice, choice, noise

 Stretch: mmmmmountain Handwrite: Massie, mountain, mountain	 Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf	 Stretch: ssssssnake Handwrite: Slither down the snake	 Bounce: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet
 Bounce: t-t-t-tower Handwrite: Down the tower, across the tower	 Bounce: i-i-i-i-insect Handwrite: Down the body, dot for the head	 Stretch: nnnnnnet Handwrite: Down Nobby, over his net	 Bounce: p-p-p-pirate Handwrite: Down the plait and over the pirate's face

Year 1 KS1 Phonics Lesson
Observation: The 'ow' Sound

Read Write Inc Sets 1, 2 & 3
Sounds | Learn Phonics | Learning to Read | British Teacher



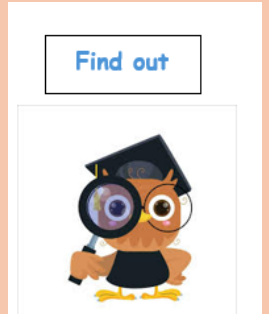
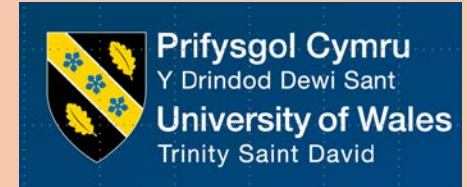
Some phonic schemes that are widely used

- Read Write Inc
- Jolly Phonics
- Letter Land
- Floppy's Phonics
- Monster Phonics

How is it used?

- Amount of time per day?
- Large groups / small groups?

What resources are available?



https://padlet.com/jayne_morgan1/phonic-schemes-f88t3t4edn8qz6re

2 Sight recognition: learning sight words

Sight words

**High
frequency
words**

**Any other
names?**

Red Words

he
she
we
me
be
you

Red Words

my
do
said
your
have
like

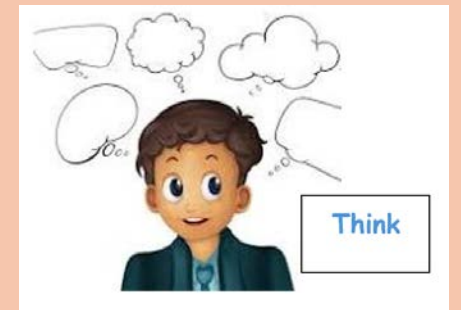
Red Words

what
by
why
does
now
who

What sort of
activities
could you
prepare to
support the
children's
learning of
these words??

[Keyword Cards 1.pub](#)

[Keyword Cards 2.pub](#)



Review

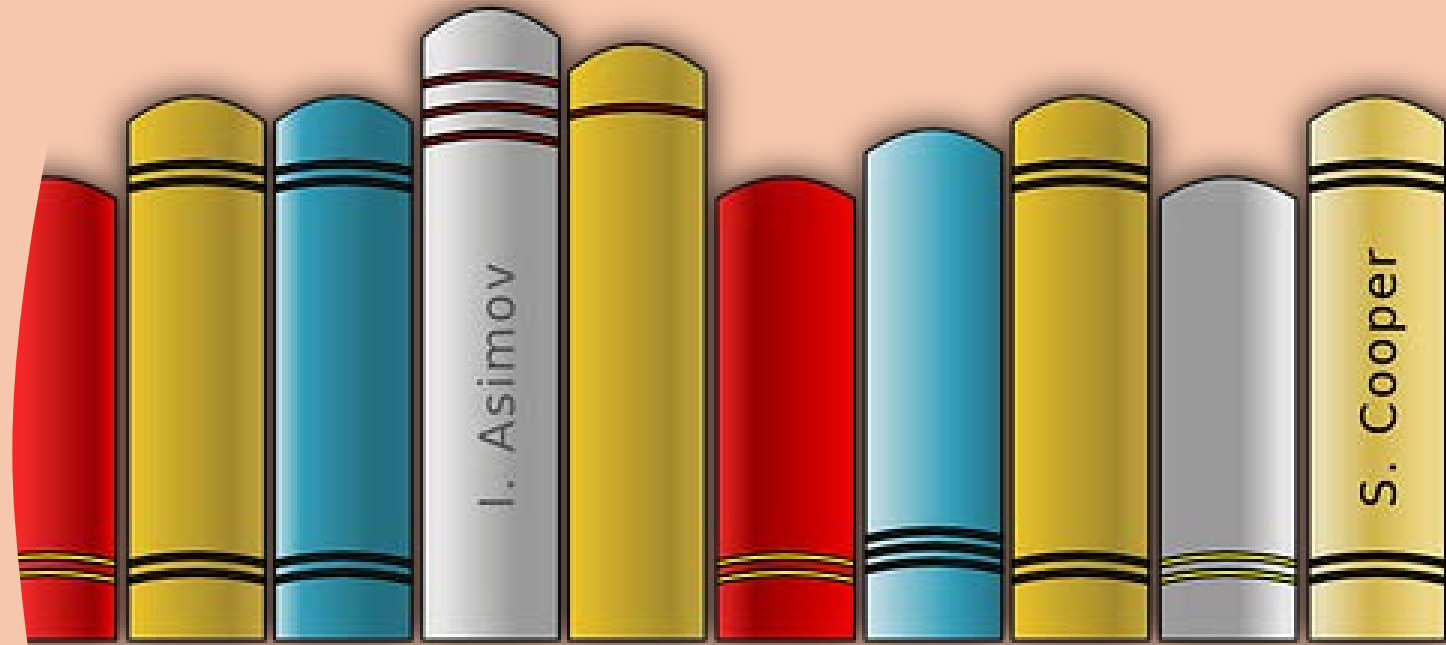
Activity - Tell the person sitting next to you three things you have learnt during this session.

I will ask a number of people to tell me what their partner has learnt.

Learning by...
Listening,
Seeing,
or Doing

References

- Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*. United Kingdom: SAGE Publications.
- Such, C. (2025). *Primary Reading Simplified: A Practical Guide to Classroom Teaching & Whole-school Implementation*. London: Corwin.
- Waugh, D. and Neaum, S. (2013). *Beyond Early Reading*. Northwich: Critical Publishing.
- Wyse, D. and Hacking, C. (2024). *Balancing Act: An Evidence-based Approach to Teaching Phonics, Reading and Writing*. Abingdon: Routledge.



If you have
any questions
following
today's
session, please
contact me



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