Early Reading



The purpose of this booklet is to gather together for you activities and resources to get you up and running in your classroom. I have also outlined pupils' progression in this area and given you some pointers towards more theoretical material you may wish to read for yourself. Very little of this material is my original work. I would like to acknowledge here any work that I have not attributed to its author.



Contents

1	The curriculum for reading	3
2	The skills we use for reading	4
3	Pre-reading	6
4	Developing an interest in books	7
5	Why reading stories is particularly important	8
6	Phonics	9
7	Commercial phonic schemes	12
8	Word recognition	13
9	Types of reading in the classroom	14
10	Modelled reading	15
11	Shared reading	16
12	Guided reading	16
13	Independent reading	17
14	Reading schemes	17
15	Listening to children read	19
16	Reading fluency	20
17	The class story or novel	20
18	Appendices	21

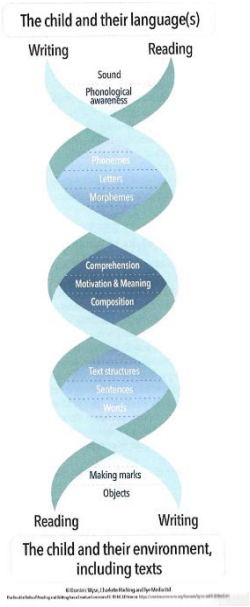


In this booklet I introduce you to the ideas we have about how children learn to read so that you will begin to develop an understanding of the processes involved and the corresponding skills you will need to teach. It looks at the different types of reading activities that go on in classrooms.

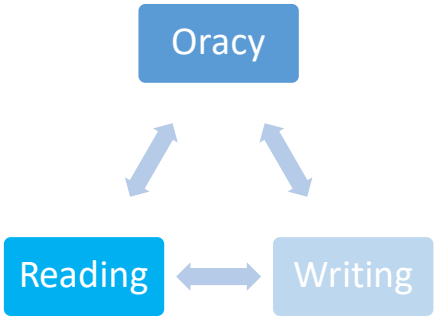
Reading: making links

The purpose of this booklet is to introduce you to a range of activities you can use in the classroom to develop your pupils' reading skills. It is not an exhaustive list, but it will hopefully provide you with many starting points.

Think about these this model you were introduced to in lectures.



Remember the very close link there is between the 3 aspects of the curriculum. Often an activity that you use to develop reading can be a forerunner for an oracy or writing activity.



The skills we use for reading

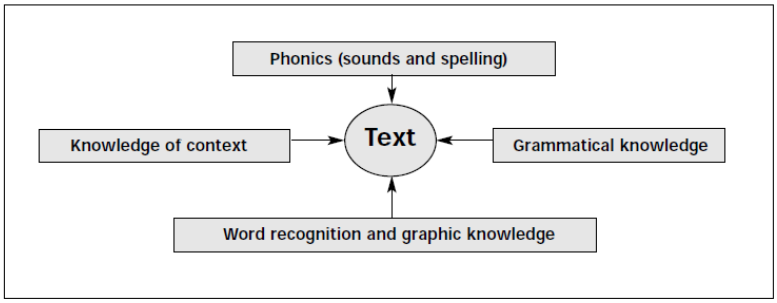
Have you ever thought about the skills we need to become successful readers? No, then read on because as a teacher you are going to spend a great deal of time developing children's ability to read, so a very basic knowledge of the reading process is useful to you. It will help you appreciate why we do lots of the things we do in classrooms, for instance, teaching children sounds, or reading lots and lots of stories at Foundation Phase. It will also help you identify where a child's problems lie if he/she does not acquire reading skills as might be expected.

Below is a summary I have made of the 4 main skills areas we develop in the classroom.



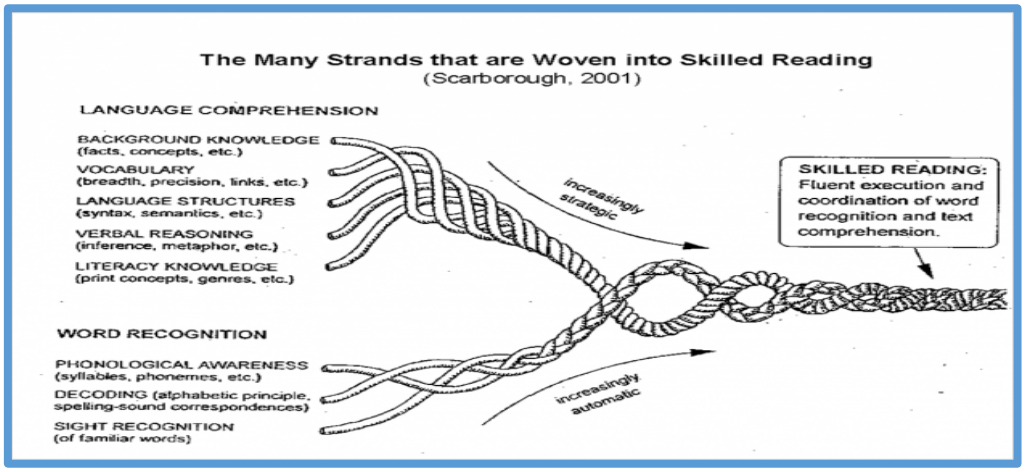
Some writers have referred to this as "The Searchlight Model".

The searchlight model

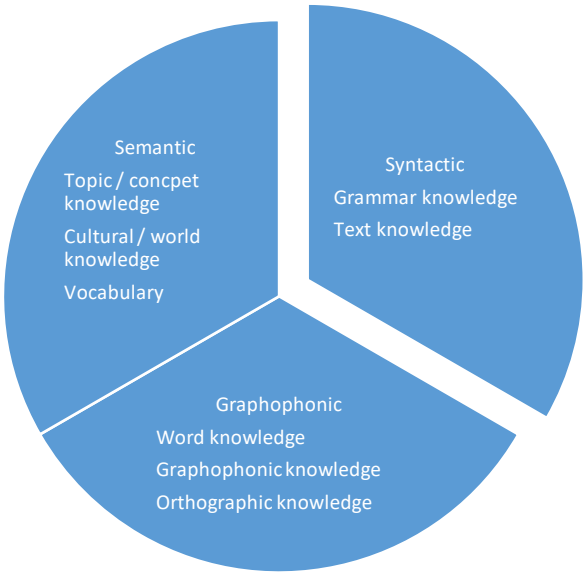


What is important for you to know is that when children begin to develop the connection between print, sounds and meaning, it is the phonic skills and the word recognition skills that

we put greatest emphasis on. That is not to say that we do not do anything to develop their knowledge of language and context, but the emphasis is on phonics and word recognition. As children develop these basic skills and they become automatic, the balance shifts in the classroom towards more time being spent on developing the knowledge of language and the knowledge of context as children read. These different "strands" become "woven" together as the reader becomes more and more skilled. (Scarborough 2001)



This diagram shows the different types of knowledge children need to learn if they are to be successful readers.





Pre – reading

You only have to look at the Foundation Phase Framework to see that pupils need to be able to do many things before they begin to formally learn to read. By "formally learn to read" I mean before an individual child begins to look at strings of words and understand what they say. Children can often identify individual words before this process starts, for example, most children can identify this word



Language, Literacy and Communication Skills

Strand: Reading

Elements	Aspects	Nursery: Children are able to:	Reception: Children are able to:
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books	choose reading materials including books
		hold books the correct way up and turn pages ❖	understand that print carries meaning and is read left to right, top to bottom ❖
		recognise differences and similarities in pictures, shapes, patterns and textures ❖	discriminate between letters in a range of contexts ❖
		recall and talk about visual images and objects ❖	
		link picture cards or objects with spoken initial sounds ❖	link and identify a growing number of spoken sounds to letters ❖
		recognise and differentiate between print and pictures ❖	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – **orally** blend combinations of **known** letters – **orally** segment combinations of **known** letters ▲
			apply the following reading strategies with support: – **phonic strategies to decode simple words** – **recognition of high-frequency words** – **context cues, *e.g. pictures, initial sound*** – **repetition in text** ❖

Language, Literacy and Communication Skills

Strand: Reading

Elements	Aspects	Nursery: Children are able to:	Reception: Children are able to:
Locating, selecting and using information	Reading strategies		**use one-to-one correspondence between written and spoken word** ❖
			read simple words such as consonant-vowel-consonant words
		recognise familiar words, *e.g. own name,* and print in the environment, *e.g. logos*	read simple captions and texts recognising high-frequency words
			show an awareness of full stops when reading
			show an awareness of the difference between stories and information texts
		make meaning from pictures in books, adding detail to their explanations	**use pictures to aid understanding of text** ❖
			make meaning from visual features of the text, *e.g. illustrations, photographs, diagrams and charts*
		recognise and make meaning from pictures on-screen	recognise and make meaning from words and pictures on-screen

Language, Literacy and Communication Skills

Strand: Reading

Elements	Aspects	Nursery: Children are able to:	Reception: Children are able to:
Responding to what has been read	Comprehension	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, **using pictures to support** ▲
			identify information from a text using visual features and words
		begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience
		talk about 'what might happen next' ❖	**predict an end to stories** ❖
	Response and analysis	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content
		follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.



Developing an interest in books

"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*

It is very important to children's development in all kinds of ways that they look at books, listen to stories and become immersed in great literature. (See the booklet on using stories for more about this topic).

As a trainee teacher you need to begin to build up a repertoire of children's books that you have read. You can then read and/or use these books in the classroom. Most of the books you use will probably be fiction books, but you also need to use non-fiction books. Visit libraries and bookshops on a regular basis to see what is available and what is new. It does help if you enjoy reading yourself but you need to be really enthusiastic about reading so that your children become enthusiastic too.

In Foundation Phase, it is a good idea if you have a collection of story books that you have read to the children and that are then available for them to read. Keep them in a box they can easily access. You can give the collection a special name like "Books we know", " Our favourites" or something you make up for yourself. Young children like having the same book read to them many times and will enjoy looking at the book and attempting to "read" it by themselves. You will be surprised by how they will remember of the text and how they will emulate the way you tell the story!!!

There are several useful websites you can use for ideas and also several people or orgaizations to follow on Twitter. Try #readingforpleasure and #PrimarySchoolBookClub for starters.



Why stories are particularly important

- Good stories engage and motivate pupils;
- Pupils enjoy stories and become really involved in them—they become fully involved in the language of the story too;
- Stories help pupils become familiar with language;
- Stories help pupils develop their vocabulary;
- The material in stories can be used as a stimulus for oracy, listening and writing; stories give teacher and pupils something they share to talk about;
- Stories can be used as a stimulus or a "hook" to get children interested and can stimulate cross-curricular work;
- No matter what we are talking about, whether it is about a science experiment or a funny incident, we tend to tell it as a story. Telling a story is a basic skill which underlies all other forms of language, so it is important that pupils are very familiar with it;
- Stories help us to empathize with other people. They are important in our development as human beings.
- Stories give us a window on the world; through stories we can access ideas and bodies of knowledge that we otherwise would not know about;
- As pupils think about stories, they are developing their thinking skills.





Phonics

Learning phonics or the sound that different letters or groups of letters make is one of the first of the reading skills we develop with children. The ability to use phonic skills is sometimes referred to as "decoding". The main other skill being sight recognition of certain words.

The language that we use to talk and write about language is known as metalanguage. You need to learn the metalanguage of reading, especially phonics, because it will help you think about the processes involved and deepen your understanding of how children learn. It will also be useful when you talk to children about their learning. You currently have an **implicit** knowledge of reading (you can read!). You need to make that knowledge **explicit** in order to help children develop their reading skills.

Implicit to explicit

- you know how to read
- you need to know how to teach children to read
- what is natural and intuitive needs to become visible and systematic to the children

Many schools buy phonic schemes that will plan and prepare teaching sessions for you. Nevertheless, it is still important that you understand phonics. Here are some useful definitions and explanations of the metalanguage of 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

Phoneme: the smallest unit of sound.

- a phoneme is the smallest unit of speech sound in a word that changes meaning

Thus,

//bed// has 3 phonemes (speech sounds)

If we change the 'b' to 'r' we have:

//red// which has a different meaning

- CONSONANT PHONEMES are those sounds where there is a degree of constriction of the air as it flows out of the mouth or nose.
- VOWEL PHONEMES are those sounds where the air flows out of the mouth without any constriction.



Morpheme

- is the smallest unit of meaning – a meaningful morphological unit of language that cannot be further divided (e.g. *in, come , -ing,* forming *incoming).*

Grapheme

- a letter or a group of letters representing one sound. 's' can be represented by the graphemes s, (sun) se (house), c (city), SC and cue (science)

A grapheme is the letter or combination of letters that represents a phoneme in a word. Each word always has the same number of graphemes as phonemes but there may be more letters than phonemes.
Grapheme-phoneme correspondence (GPC): the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

Blend

- to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

Cluster

- two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

Segment

- to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

Mnemonic

- a device for memorising and recalling something e.g. there is 'a rat' in separate

VC, CVC, CCVC

- the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

Onset and Rime (not referred to so much these days)

- onset: the initial sound in a word
- rime: the final vowel and consonant sound pattern

e.g., cat c / at

- c = onset
- at = rime

Digraphs

- are 2 letter graphemes (2 letters = one phoneme)



Split digraph

- Vowel, consonant, 'E' (VCE)
  - Made
  - Time
  - Home

Left/right orientation

- the ability to read a line of print from left to right

Auditory perception

- the ability to be aware of sounds

Auditory discrimination

- the ability to appreciate the differences and similarities in sounds

Auditory memory

- the ability to remember a sound which has previously been perceived.

Phonology

- the way that the speech sounds are identified and combined to produce and understand spoken language

The phonological system of language – the speech sounds

Orthography

- the conventional writing system of language and how this relates to the spoken language. This includes spelling, punctuation and other text conventions

The orthographic system of language – the written language

The English language is difficult

- Beginner readers must learn how the orthographic system relates to the spoken system.
- The English orthographical system is difficult
- English orthography is difficult because of the presence of digraphs and three/four letter graphemes
- Children have to learn which grapheme represents the same phoneme in different words
- And that takes good, systematic teaching

About the English language

Although approximately 85% of the words in the English language are regular, in that they can be governed by rules which can be taught using the phonic method, (*cat, bite, pail, bought*), the remaining 15% are irregular and are not governed by rules *(fuchsia, autumn, pneumonia).* These must therefore be taught by other methods.



26 letters of the alphabet
21 consonants
5 vowels



Commercial phonic schemes



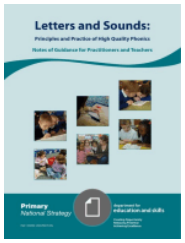






Many, many schools use a commercial phonics scheme. Read Write Inc. is very popular at the moment. Schemes usually do all the planning for you and provide the resources too.

If your school does not use a commercial reading scheme, you may find this booklet very useful.



I have also included more material in the appendix.

You may hear the term synthetic phonics used in by teachers. This describes a particular approach to how phonics is taught. The other main approach is known as analytic phonics. The main difference between the systems is that in analytic phonics, children analyse letters sounds after the word has been identified, whereas in synthetic phonics the pronunciation of the word is discovered through sounding and blending

Think back to the way you were taught. Which method did your school use?



Word recognition

Alongside phonics children need to develop a knowledge of "sight words". Sight words are those words that children can simply "read" because they recognise the way the word looks.

The reason we teach children to read certain words simply by recognizing them is because these words are "high frequency" words, i.e., words that are used a lot in English. Although children should, in theory, be able to read most words by using phonics eventually, teaching them to recognize high frequency helps them to reach a level of fluency faster without having to laboriously learn each phonic pattern in turn. Different schools and different reading schemes often call these words by another name, for example, "Red words" and "Tricky words".



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

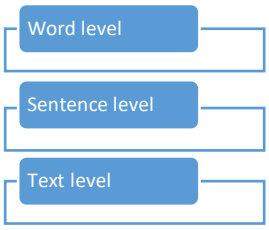


The most common way of teaching these words is to have a set of flash cards with each word clearly written on separate cards which teachers "flash" in front of the children while saying the words and getting the children to repeat. This process is generally supplemented by lots of games the reinforce learning.

So far I have talked about phonics and word recognition. The other two skill areas will be developing through children's engagement with stories and other forms of writing. I will outline activities to develop these skills further in the next booklet.



Reading in the classroom



I think that there are 5 main types of reading activities in the classroom:

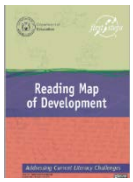
- Modelled reading
- Shared reading
- Guided reading
- Independent reading
- Sharing a story or novel

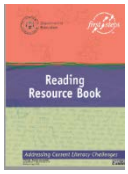
Here is a summary of their characteristics.

	Modelled reading	Shared reading	Guided reading	Independent reading	The class story
Who reads	Teacher	Teacher and pupils	Teacher and/or pupils	Individual pupil	Teacher
Number of pupils	Whole class	Whole class usually	3-6 children	1 pupil	Whole class
Reading level	Just above the pupils' level	Just above the pupils' level	At the pupils' level or above	Just above the children's own reading level	This can vary
How often	Can be used often	Can be used often	Regularly, as often as possible	Regularly, as often as possible	Daily works best, often at the end of the day as a "treat"
Range of text	Fiction or non-fiction	Fiction or non-fiction	Fiction or non-fiction	Fiction or non-fiction	Lots of fiction, but some non-fiction too
Purpose	The aim is to model specific reading skills	The aim is to teach specific reading skills	The aim is for pupils to become fluent readers who can problem solve strategically and read independently and silently	For child to practise reading, and to develop a love of books	For the teacher to model the reading process and for children to enjoy stories and books

When planning learning objectives for reading sessions, teachers sometimes refer to objectives at different levels, word level, sentence level or text level.

Modelled reading





This is the name given to the context in which the explicit and planned demonstration of reading strategies is the prime objective. The teacher reads an enlarged text aloud to the whole class or small group, and thinks aloud about the strategies he/she is using to recognise words and comprehend.

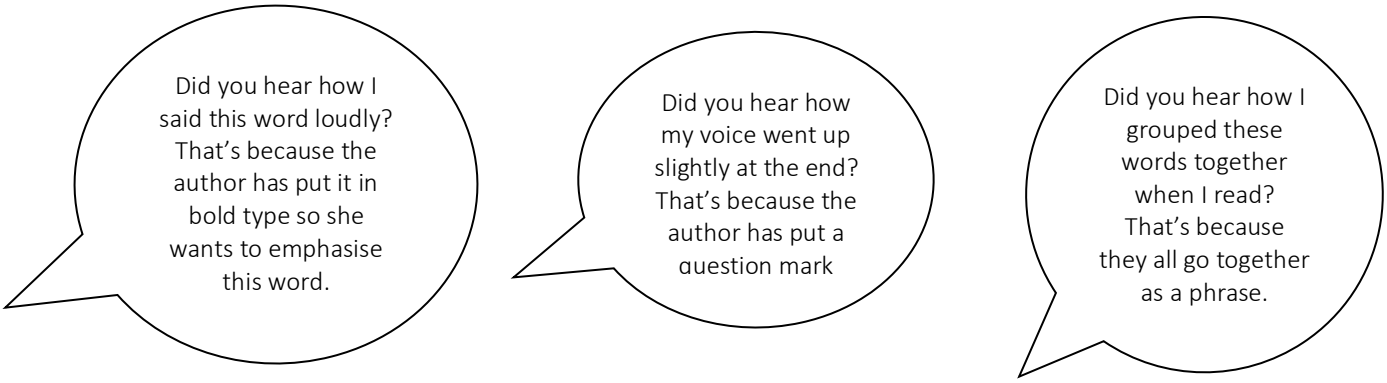
This is best conducted within a whole-class/group input in which a specific reading skills or strategy is being focused upon. This can then be followed by an activity which provides an opportunity for learners to use the skill or strategy.

Reading material is generally chosen on the basis of the objective to be taught. For example, teaching skimming to gain a general impression or overview of the content is best achieved when the text has headings and sub-headings.

The teacher's role is to:

- engage the pupils' interest
- read the text aloud expressively
- think aloud about the targeted skill or strategy (the objective)
- demonstrate how readers make sense of print.
- children participate by listening and observing the expert at work, rather than by contributing suggestions and pursuing points through discussion.
- the teacher talks through the process step-by-step to show the learner how things are done. For example, making, confirming or changing predictions, re-reading if meaning is unclear or using context to work out a difficult word

The teacher uses 'think alouds' for different questioning focuses – e.g. to clarify meaning; to question the author's purpose; to read critically



Think alouds for modelled reading

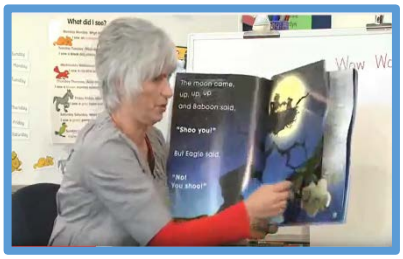
Shared reading

"Shared reading is an essential step in the effective teaching of writing. In the course of reading a shared text with a class, you can, as well as focusing on teaching them how to read this text, also teach a deal about how the text is structured. A highly developed familiarity with the structure of a text is necessary if children are subsequently to write texts like this themselves."

Medwell et al. (2014)

Shared reading and modelled reading are very similar. They are both generally whole-class activities during which the teacher shares a text with the group. Both types of reading use texts that are pitched at a level just above that of the pupils. For both the teacher will have very specific learning objectives in mind. The big difference is that the teacher will do less talking about the process of reading and the children will participate in the reading during shared reading. This link leads to a very good example of shared reading:

https://www.youtube.com/watch?v=jfGjgOc-rJw



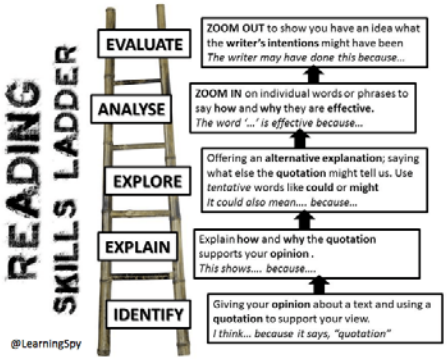
Guided reading

During guided reading, the teacher supports each reader's development of effective strategies for processing text at increasing levels of difficulty. Each group member will have a copy of the same text and the pupils will read together, although this may vary from everyone reading aloud together, to one child reading aloud and the others following. to each child reading silently to a certain point.

The goal of guided reading is for pupils to become fluent readers who can problem solve strategically and read independently and silently. It is the most effective way of teaching reading skills to pupils because it enables you to focus on the learning needs of a small group of children. In a small group, you are able to give each child a lot of attention but the pupils can also discuss the texts and the reading process and learn from each other.

Dialogic book talk comes under the umbrella of guided reading. This is a group activity in which an adult and children together develop a shared understanding of a book through talk. It is collaborative act of enquiry, in which participants:

- Use language for thinking
- Make connections to things they already know
- Ask questions of the book
- Explore the book at different levels
- Give reasons for what they say



In the next booklet, there are lots of ideas for activities you can use during guided reading.

Independent reading

It is important that children get the opportunity to read or, in the case of young pupils, look at books on a daily basis. Not only is it important that children "have a go" at reading themselves and practise their skills, but it is important that they get into the "habit" of reading and enjoy the experience.

In order to develop the reading "habit" some schools set aside 10 minutes or so a day when EVERYONE in school reads, from the dinner ladies to the head teacher. This gives children a very powerful message about the importance of reading.

What the children read can vary from being given a free choice of book to having to read their "reading book" which may come from a reading scheme.

Reading schemes



The idea that underpins reading schemes is that they systematically introduce children to longer words and sentences, and wider vocabulary and more complex structures in a systematic way. They are designed so that children start at a simple level and work through the levels as the books become more and more challenging. The better schemes use very good illustrations to support reading and gradually decrease the proportion of illustration (some schemes begin with schemes with no illustrations) as the children become more competent readers. The better schemes will also have lots of different books at the same level of challenge, and have both fiction and non-fiction books.

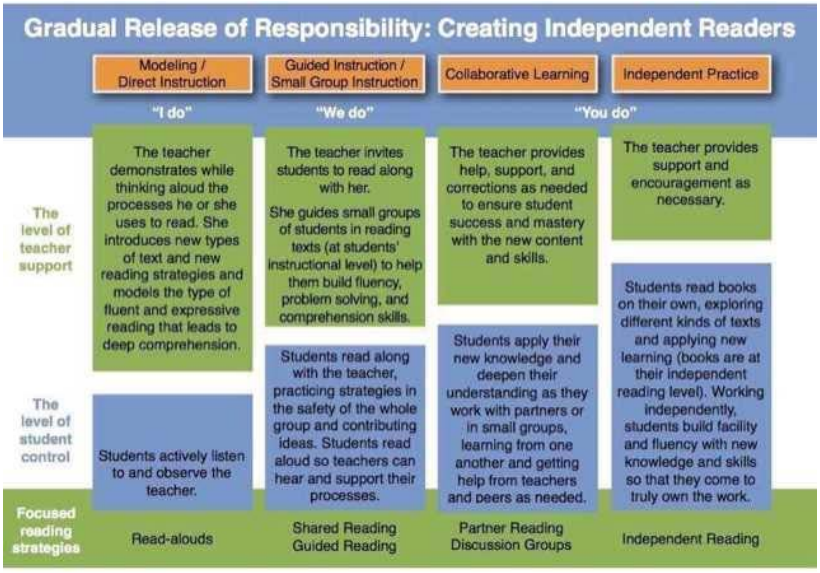


On the whole, they do support learning for the "average child" (not that there really is such a thing!) quite well. If schemes do not have lots of books at each level, it can lead to children being pushed to more challenging texts before they are ready to do so. Problems can arise when a pupil's reading ability is not what might be expected of a child of that age. For example, you might have an eight year old boy in your class but his reading ability is more like that we might expect of a 4 year old pupil, so your eight year old is reading a book that has content more appropriate for a 4 year old. Is there any wonder he is not keen to read when he is given a "baby" book?

You need to be mindful of two concepts when looking at reading books:

- Reading age/level: the average age of the children who can read the book
- Interest level: the approximate age of a child who is likely to find that story appealing

When you buy books to use in the classroom, publishers often give you some ideas about these two levels. Amazon often give these details too.



This shows how your role changes a pupil's reading develops

Listening to children read

In the last 30 years schools have done far more explicit teaching of reading skills to the whole class or to groups than they did in the past. Schools used to rely heavily on listening to children read on a one to one basis. This was very time consuming and less effective than the strategies I have already outlined. Nevertheless, it still has its place in the primary classroom. Not least because it is a good way of involving parents in their children's education. Most schools have a system by which children take their "reading book" home on a daily basis.

The pattern tends to be that when children begin to read they will read more often with a member of staff. As they become more proficient, these one to one sessions become fewer and further apart. It is difficult to generalize but by the end of Foundation Phase a pupil may only be reading once a week with a member of staff.

In many schools, the purpose of these sessions has almost become one of monitoring. Of course, the adult who reads with the child will usually make a record of the session, whether it is a member of staff or a parent.



Things to do when you are listening to a child read

If the learner makes a mistake and corrects the error...	If the learner comes to a word they *don't know* and pauses...	If the learner makes a mistake which does *not* make sense...	If the learner makes a mistake which does make sense...
• Offer praise or support for making the correction.	• Wait and give them time to work it out. • If they're successful, encourage them to read on to maintain meaning. • If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it. • Ask them to guess a word which begins with the same letter and would make sense. • Ask a question which will give a clue to the meaning (e.g. How do you think Johnny feels? Angry?) • If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.	• Wait to see if they work it out for themselves and offer praise if they do. • If they don't correct the word themselves ask, "Does that make sense?" • Ask a question which will give a clue to what the word is (e.g. "Where will he go to catch the train?") • If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word identification strategies such as: • sounding out individual sounds in a word • sounding out chunks of words (e.g. root of the word, prefixes & suffixes) • looking at the words around it.	• Do nothing until the child has finished. • When they have finished, go back to the word and say, "You said this word was ____; it made sense but it begins (or ends) with the letter _, so what do you think it could be?" • You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.

Reading fluency

"Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message. Fluency includes the elements of intonation, phrasing, syntax and accuracy. A fluent reader pays attention to the graphic, syntactic and semantic elements of the text. Fluency is much more than the accurate recognition of individual words on the page. In order to be truly fluent, a reader comprehends the author's message and then conveys his or her interpretation to others."



Department of Education WA (2013)

A key aim of early reading teaching is for pupils to develop fluency and accuracy. Developing fluency and accuracy are important learning goals for any reader.

At first, the mechanical process of decoding requires a lot of attention where learners develop knowledge and understanding of the alphabetic system and the sounds and structures of spoken language.

However, it is possible for readers to develop fluency and accuracy without understanding what they are reading. This is sometime referred to as "barking at words".

The class story or novel

By now you will have got the message about how important it is to surround pupils in a language rich environment and to nurture in them a love of books. In my view, there is no better way of doing this than by regularly reading to children well-written and enjoyable stories. I cannot encourage you enough to make this a daily ritual in your classroom.

Look out on Twitter for recommendations from other teachers on Twitter.

Appendix

Appendix 1 - Additional material about phonics

Short Vowels: medial sounds

'a' as in bat	
'e' as in bed	
'i' as in tin	
'o' as in dog	
'u' as in jug	

Short Vowels: initial sounds

'a' as in apple	
'e' as in elephant	
'i' as in ink	
'o' as in orange	
'u' as in umbrella	

Single Consonants

b c d f g h j k
l m n p r s t v w
x y z

Doubled Consonants

bb dd ff gg etc

Consonant Blends

st sp sc sk sl sm sn sw
br cr dr pr tr gr fr
bl pl cl fl gl

Digraphs: two letters making one sound

- **Consonant digraphs:**
  ch th (three/that) sh wh qu ph
- **Vowel digraphs:**
  ai, ay, au,
  ee, ei, ea (bean/head),
  ie, oi,oy,
  oa, oo (wood/food) ow (cow/snow)
  ou(about/rough/through)
  ue (rue)
- **Split digraphs**
  a-e as in make or i-e in site

Final and Silent e

- Functionless role as in kettle, jungle, house.
- Modifying role as in cake, cable, bite, bone, tube.
- Special pronunciation of 'are' as in fare, 'ire' as in fire, 'ure' as in pure.

Silent Letters

- b, g, m, gh, k, l, t, w

Long vowels

A long vowel is when the vowel says its name:

A E I O U

Modification of Vowels by r

- A vowel followed by 'r' often makes a new sound: as in far, for, sister, girl, burn.
- Modification by 'w' as in warm and worm.

Other Sounds for c, g,s

- C followed by e, i or y has a soft s sound
- G followed by e, i or y has a soft j sound
- S makes the z sound as in has



Appendix 2

Letters and Sounds Progression of Skills

Phase 2	Date achieved
I can say the sound, recognise and write a letter for the phonemes s,a,t,p	
I can blend and segment the VC words at and as	
I can say the sound, recognise and write a letter for the phonemes i,n,m,d	
I can blend and segment the VC words is, it, in, an, am	
I can blend the CVC words sat, sit, sin, pat, pit, pin, mat, din, dip, dam, nit, nap for reading by sounding out	
I can say the sound, recognise and write a letter for the phonemes g, o, c, k	
I can say the sound, recognise and write a letter for the phonemes ck, e, u, r	
I can say the sound, recognise and write a letter for the phonemes h, b, f, ff, l, ll, ss	
I can recognise and read the first 5 tricky words – the, to, I, go, no	
I can sound out, blend and read the 26 decodable high frequency words, with support	
I can sound out, blend and read the 26 decodable high frequency words	
I am beginning to read 2 syllable words	
I can read a caption by sounding out VC and CVC words	
I can write a caption containing VC and CVC words	
I can read the first 5 tricky words	



Phase 3		Date achieved
I can spell phase 2 tricky words – no, go, to, the, I		
I can say the sound, recognise and write the letter for phoneme j, v, w, x, y, z		
I can say the sound, recognise and write the letter for phoneme zz, ff, ll, ss		
I can say the sound, recognise and write a letter for the phoneme q and know that q is always followed by u		
I can say the alphabet		
I can sing the alphabet song		
I can match each individual letter of the alphabet to the sound		
I can recognise and say the phonemes sh, ch, th		
I can find the correct grapheme in response to the spoken phonemes sh, ch, th		
Read grapheme	Write grapheme	
ng	ng	
ee	ee	
ai	ai	
igh	igh	
oa	oa	
Short oo Long oo	Short oo Long oo	
ar	ar	
or	or	
ur	ur	
ow	ow	
oi	oi	
ear	ear	
air	air	
ure	ure	
er	er	
I can read the phase 3 tricky words		
I can spell the phase 3 tricky words		



Phase 4	Date achieved
I can blend CVCC and CCVC words for reading	
I can segment CVCC and CCVC words for spelling	
I am continuing to read 2 syllable words	
I am beginning to spell 2 syllable words	
I can read sentences containing CVC, CVCC and CCVC words	
I can write sentences containing CVC, CVCC and CCVC words	
I can read phase 4 tricky words	
I can spell phase 4 tricky words	

Phase 5		Date achieved
Read grapheme	Write grapheme	
ay	ay	
ou	ou	
ie	ie	
ea	ea	
oy	oy	
ir	ir	
ue	ue	
aw	aw	
wh	wh	
ph	ph	
ew	ew	
oe	oe	
au	au	
ey	ey	
a-e	a-e	
e-e	e-e	
i-e	i-e	
o-e	o-e	
u-e	u-e	
zh	zh	
I am beginning to understand the split vowel digraph rule for a-e e-e i-e o-e u-e		
I can recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child)		
I can read 2 and 3 letter graphemes in words without individually sounding them out		
I can read phase 5 tricky words		
I can spell phase 5 tricky words		



Phase 6	Date achieved
I can understand and apply the ed suffix for the past tense	
I understand the rules for adding ing for plurals	
I understand the rules for adding ed, est and y for purals	
I understand the rules for adding er, ful and ly for purals	
I understand how adding suffixes and prefixes changes words	
I can clap out syllables to spell unfamiliar words	

Appendix 3
High frequency words

Jan Brett ~
High Frequency Word List

Words 1 to 20



	the	of
and	a	to
in	is	you
that	it	he
was	for	on
are	as	with
his	they	I

Jan Brett ~
High Frequency Word List

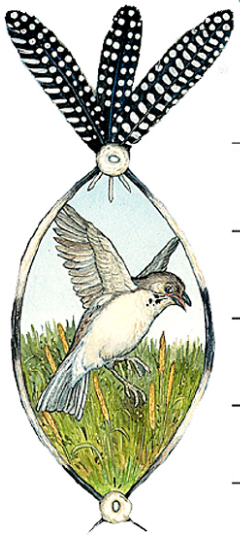
Words 21 to 40



	at	be
this	have	from
or	one	had
by	word	but
not	what	all
were	we	when
your	can	said

Jan Brett ~
High Frequency Word List

Words 41 to 60



there	use	
an	each	which
she	do	how
their	if	will
up	other	about
out	many	then
them	these	so

Jan Brett ~
High Frequency Word List

Words 61 to 80



some	her	
would	make	like
him	into	time
has	look	two
more	write	go
see	first	water
been	call	who



References and Links

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Welsh Government (2020) *Curriculum for Wales Guidance*. Available at:

https://hwb.gov.wales/curriculum-for-wales

Link to the LNF

https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#overview