



Middlestone Moor
Primary Academy



1 to 1 Reading

Supporting your child when
reading decodables at home.



Our Aims of the Afternoon

- To give a brief overview of our phonics programme 'Sounds-Write'.
- To explain what a decodable reader is.
- To explain some of the 'jargon' used within the books.
- To share our 1:1 reading guide including how to correct.
- To share some additional tips on how to support children when they move on from decodables.
- To give you the time to practice using the guide with your child.



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A sound may be spelt by 1, 2, 3 or 4 letters:

dog

street

night

dough



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The same sound can be spelled in more than one way:

One sound – different spellings

rain

break

gate

stay



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Many spellings can represent more than one sound:

One spelling – different sounds

head

seat

break



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Reception The Initial Code

a i m s t

n o p

b c g h

d e f v

k l r u

j w ff ll ss zz

sh ch th ck wh ng qu

Inspiring children to **achieve** and **thrive**



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Year 1 Onwards The Extended Code

Children learn different spellings for sounds. They learn 18 new sounds and the different ways they can be spelt e.g.

The spelling /ee/ can be spelt in different ways:

e ea ee y



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Decodable Readers

Most of the words in these books your child will be able to decode as they contain spellings they have learnt.

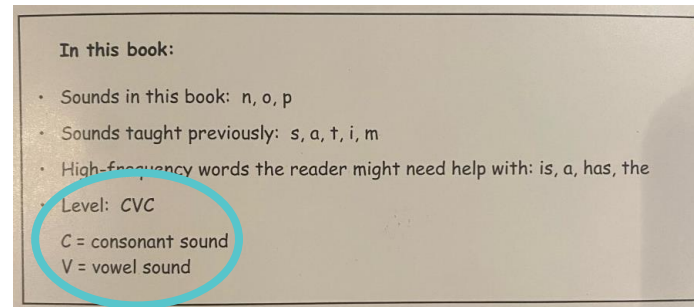


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Terminology



CVC

man

VCC

ant

CVCC

best

CCVC

crab

CCVCC

stink

CCCVC

scrap

High Frequency Words

Sam's pip

A Sounds-Write book for the Initial Code Unit 3.
Phoneme focus: a i m s t n o p b c g h

Readers may need help with these words:
did, and, the, of, put, but, is, a

This book introduces:

- the spelling <oa> for the sound 'oe'
- text at CCVCC level

High-frequency words:

is, has, to, the, no, when, back, of, his, says, he, into,
a, gives, your, with, dry

Vocabulary:

soak - to make something very wet
loads - a lot of
foam - lots of tiny bubbles

Vocabulary

Segmenting and Blending

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Reading Guides



Reading Is Achieving"

Our Reading Partnership at Middlestone Moor Primary Academy



1:1 Reading Guide using Decodable Readers – Initial Code (Reception)

We use 'Dandelion' and 'SoundsWrite' decodable readers.

The sounds that children need in order to read the books and the high frequency words (words your child may need help with) are included within the books:

 **Dandelion:** Inside the front over  **SoundsWrite:** On the back of the book.

Reading Session

- Ask your child to read the title of the book.
- Tell your child that you are going to check that they know the sounds in order to read the book.
- Point at each sound. Your child should be able to read all of the sounds. If they make an error, correct them by pointing at the sound and saying it correctly, 'This is...'
- Look at the high frequency words and explain that these are some of the words from the text that they may need help with.
- Find the high frequency words within the text and read the words for them saying 'this is and...' etc. Repeat for each word.
- Invite your child to begin reading the book as you usually would. Ensure that they track each word with their finger as they read, from left to right.
- Ask your child to 'say the sounds and read the words'. Encourage your child to point and swipe as they read.
- Ask them questions to ensure that they understand what they have read. Do not use the pictures as a prompt.

Error Correction

If they make an error, either misreading or not recognising a word:

- a high frequency word (e.g. the) point and say, 'this is the.'
- a sound (p in map) point and say, 'this is p, say p here and read that word again!'

Additional Activities

There are games in the back of the books though they do require photocopying. For additional practice, read these words to develop fluency.

Other Top Tips: What do these words mean?

In your child's decodable reader, there will be words which are described using the letters C and V. The 'V' stands for vowels (a, e, i, o and u) and the 'C' stands for consonant (which are all other letters other than vowels). Below are the different ways the words are structured with an example of each below:

CVC	VCC	CVCC	CCVC	CCVCC	CCVCV
man	ant	bat	cat	stop	stop

High frequency words: These are common words which we say, read and write a lot. Your child may not be able to read these words. Encourage them to 'say the sounds to read the word' but if they can't, just tell them what the word says.

Segmenting and Blending: When the children 'say the sounds to read the word' they are using both of these skills.

Segmenting: breaking the word into the individual sounds e.g. /m/ /a/ /n/

Blending: pushing the sounds together to build words e.g. /m/ /a/ /n/ = man

Vocabulary: This is just another term for 'words'. These are the words that the children will need to understand the meaning of before reading the book.



Reading Is Achieving"

Our Reading Partnership at Middlestone Moor Primary Academy



1:1 Reading Guide using Decodable Readers – Extended Code (Year 1 onwards)

This guide supports 'Dandelion' readers:

The 'SoundsWrite' books do not include the different spellings for the sounds, high frequency words or vocabulary as they are designed to be more challenging. You can still follow this guide from the blue bullet point when using these books.

Reading Session

- Ask your child to read the title of the book.
- Tell your child what the focus sound is on the front cover (in the top right corner) and if the book includes more than one spelling of the sound explain, 'in this book there are different spellings of the sound /ae/.'
- Look at the high frequency words and explain that these are some of the words from the text.
- Ask your child to read them. If they make an error, correct them by reading the word correctly 'this is asked...' etc. Repeat for each word.
- Discuss the vocabulary and meanings. Ask your child to read the word and if they know what it means. If they don't, define the word using the definition in the book.
- Read the words on the 'Reading Practice' list but be selective. If there are lots, choose a couple for each spelling. Encourage your child to 'say the sounds to read the word'.
- Invite your child to begin reading the book as you usually would. Ensure that they track each word with their finger as they read, from left to right.
- Ask your child to 'say the sounds and read the words'. Encourage your child to point and swipe as they read.
- Ask them questions to ensure that they understand what they have read – there are example questions at the end of the story. Do not use the pictures as a prompt.

Error Correction

If they make an error, either misreading or not recognising:

- a high frequency word (e.g. are) point and say, 'this is are.'
- a sound (j in Raj) point and say, 'this is j, say j here and read that word again!'

Additional Activities

There are games in the back of the books though they do require photocopying. For additional practice, read these words to develop fluency.

Other Top Tips: How to help when your child moves on from decodables?

- Continue to follow the guide from the blue bullet point, as you would when reading a decodable.
- Ensure that they still 'say the sounds, to read the word' when they meet an unfamiliar word.
- Make error corrections in the same way.
- Encourage them to use expression when reading, especially when characters are speaking.
- Talk about what your child is reading, asking questions to check that they understand what they have read. What has happened so far? Remember to avoid using the pictures.
- Ask them to explain the meaning of words.
- You could also ask them to predict what might happen next.
- Discuss how characters might be feeling.
- Talk about your child's reading choices; have they enjoyed the book? Why or why not? Would they recommend it?



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Home Learning

- Ask your child to read their decodable reader (using the guide) a minimum of 3 times per week (ideally daily). Practise reading the words at the back too.
- Read the 'sharing book' to your child 3 times per week (ideally daily).
- Complete the home learning tasks (set on a Friday) and due in on a Thursday.



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Home Learning

- Sounds-Write task – phonics focus (stuck in home learning books)

and

- Handwriting using 'Letterjoin' (this may be online or in home learning books).



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Thank you for coming...

Any questions?

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