Daily Supported Reader



Key Points

- Children are grouped according to book band colours (based on assessments)
- All groups have an adult, supported by a lesson guide.
- Adults move groups each week
- Adults meet each week to discuss progress of children in their group
- Children will read approximately 70 books over the school year

Weekly Structure

- Monday Consolidation lesson (re-read last weeks books and make sentences)
- Tuesday Introduce new book
- Wednesday Re-read book
- Thursday Introduce new book
- Friday Re-read book

Lesson structure

- The adult tells the story introducing the key ideas and characters.
- The adult reads the story to the group
- The children locate a specific part in the book (finger framing)
- The children read the text aloud whilst the adult moves around the table listening to each child
- The adult encourages self-checking: 'nearly' 'almost' 'close'
- After reading the children talk about the book and answer questions
- The children locate a phrase, then a word. They learn how to write the word (magnetic letters or whiteboard)
- They have a 'cut up **sentence**' from the book to re-organise

Reading at Home



- Children should bring a book home every day
- The book band colour will match the level read in school
- Talk about the title of the book and use the front cover to predict what the book may be about
- Talk about any difficult vocabulary tell your child the meaning of the word
- If your child lacks confidence, you can read the book to them first. Then ask them to have a go.
- Record the title/date and a short comment in the Reading Card

How to help your child if they get stuck on a word

- Ask your child what might make sense and direct them to use the pictures to think about it
- Remind them to look carefully at the first letter of the word as a clue
- If it is a word that they can sound out, encourage them to blend the sounds
- If they still don't know the word tell them the word



Blending for reading

In order to read a word a child must sound out each **grapheme**, not each letter (eg **sh**/i/p not s/h/i/p) and then **blend** the sounds together to make the word.

- Encourage your child to use a finger to follow the word from left to right when blending
- Encourage quick 'smooth' blending with 'pure' sounds (model how to do this). Talk about the sounds being 'hooked' together; if they become unhooked the word falls apart!
- Mark words with dots under single letter graphemes and lines under digraphs and tri-graphs.
- Start with simple 2/3 letter words.



Introducing the sounds – Initial Code

• Unit 1: a, i, m, s, t

• Unit 2: **n, o, p**

• Unit 3: **b, c, g, h**

• Unit 4: d, f, v, e

• Unit 5: **k, l, r, u**

• Unit 6: **j, w, z**

• Unit 7: x, y, ff, II, ss

From the very beginning children will be learning to write the letters and spell words using these sounds.

The Extended Code

Vowels	
ae – David cape train say steak/ vein grey straight eight	or – for jaw more warn pour roar walk Paul caught
air – air stare bear where	bought water
ar – farm palm father laugh	oy – joy coin
e - tread friend said any	ow – down house bough
ee – he tree funny seat grief these key taxi ceiling	u – young son blood
eer – cheer fear here	oo – look should put
er – fern sir turn work earn vicar	oo - hoop to you blue fruit shoe ruin through chew brute
i – gypsy English build	Schwa – amuse the cushion upon
ie – icy pie nine sky night buy	
o – want	
oe – only toe home oak own soul though	

Extended Code

Consonants	
b - rubber	ng - blink
d - ladder	p - apple
f – photo tough	r – write carrot rhyme
g – juggle ghost guest rogue	s – city choice loose scene castle
h – whole	sh – chef issue action special passion
j - gentle large fudge suggest	t – bitter doubt passed
k – school queen account trekking acquire unique	th – them breathe
ch – stitch	v – have revving
I – bottle panel plural pupil petrol	w – penguin
m – hammer comb hymn some	z – snooze is cheese possess
n – dinner knot sign gone	

How to pronounce the sounds...

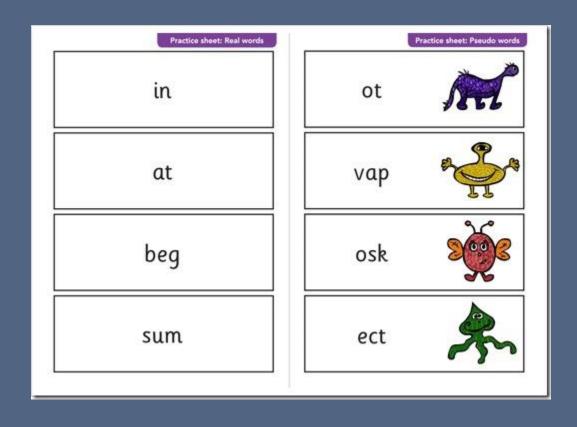
It is important to say the sounds correctly to aid successful blending. Listen to the pronunciation:

https://www.youtube.com/watch?v=IwJx1NSineE&ab_channel=phonicbooks

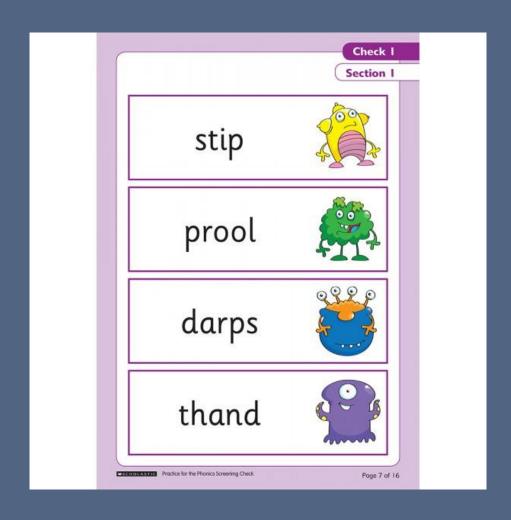
Phonics Screening Check in Year 1

- confirms that pupils have learnt phonic decoding to an appropriate standard
- Identifies pupils who will need extra help to improve their decoding skills
- Consists of 20 real words and 20 pseudo-words that a child reads to their teacher
- Takes place in June
- If a child doesn't reach the required standard, they have to be tested the following year

Phonics Screening check From this...



...to this



Why is it difficult for some children?

- Difficulty recognising, or confusing the graphemes (eg b/d).
- Difficulty linking the grapheme to the correct phoneme.
- Difficulty blending the phonemes in the correct order.
- Not noticing digraphs/ trigraphs in words and sounding out one letter at a time.
- Not saying the sounds correctly.



How can you help at home?



- Encourage your child to pronounce sounds correctly when speaking, by **modelling** the correct pronunciation.
- Use 'pure' sounds when learning letter sounds and blending (Youtube).
- Play games such as 'I spy' (either something beginning with ... or I spy a c-oa-t).
- Flash cards with or without pictures.
- Matching games such as Snap, Bingo, Pairs (with letters or words).
- Using magnetic letters on the fridge to sort or make words.
- Singing nursery rhymes and encouraging your child to fill in the missing rhyme.

Reading to your child

- Research shows that there is a strong link between being read to and success in school.
- Don't mix learning to read with bedtime reading or reading for pleasure
- You can talk about the book to help develop comprehension skills

