

# Daily Supported Reader



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# 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

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- 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, ll, ss**

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

# The Extended Code

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

# Extended Code

Consonants	
<b>b</b> - rubber	<b>ng</b> - blink
<b>d</b> - ladder	<b>p</b> - apple
<b>f</b> – photo tough	<b>r</b> – write carrot rhyme
<b>g</b> – juggle ghost guest rogue	<b>s</b> – city choice loose scene castle
<b>h</b> – whole	<b>sh</b> – chef issue action special passion
<b>j</b> - gentle large fudge suggest	<b>t</b> – bitter doubt passed
<b>k</b> – school queen account trekking acquire unique	<b>th</b> – them breathe
<b>ch</b> – stitch	<b>v</b> – have revving
<b>l</b> – bottle panel plural pupil petrol	<b>w</b> – penguin
<b>m</b> – hammer comb hymn some	<b>z</b> – snooze is cheese possess
<b>n</b> – 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=lwJx1NSineE&ab\\_channel=phonicbooks](https://www.youtube.com/watch?v=lwJx1NSineE&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...

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

...to this

Check 1  
Section 1

stip	
prool	
darps	
thand	

SCG01AS10 Practice for the Phonics Screening Check

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# 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

