



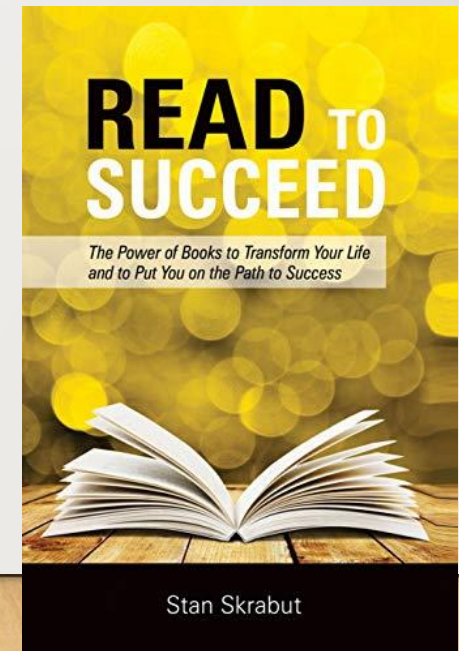
Phonics and Reading Workshop

11/10/22



What are the key factors of success in reading?

- Importance of SSP (Systematic Synthetic Phonics)
- Importance of fluency
- Importance of reading for pleasure



Reading Framework – July 2021

- This research aimed to:
- Support schools to evaluate their teaching of early reading, especially in Reception and Year 1, and identify how to improve provision.
- Explain the importance of systematic phonics teaching for older pupils who are at risk of failing to learn to read because they cannot decode well enough.
- All schools need to use a DFE approved SSP from the published list (only finalised January 2022)

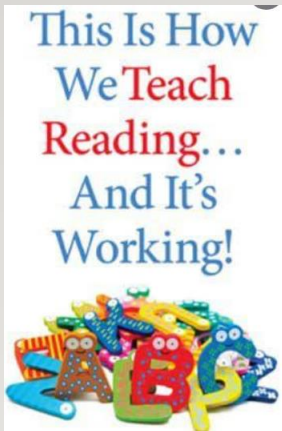
<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>



What is Systematic Synthetic Phonics?

- Skills for reading are taught systematically
- New reading skills are taught and practised before being applied to a targeted reading book to ensure mastery of the skill
- Teaching then moves on to teach the next skill in the sequence
- Phonics helps develop speech
- Supports spelling
- Supports reading fluency
- Improves comprehension (if you can't pronounce it you can't understand it!)
- Develops confidence

Hang on a minute!



We already do
teach phonics?

We've taught
thousands of
children to read!



No more book bands?

Lilac	0	Reception
Pink	1	
Red	2	
Yellow	3	
Blue	4	Year 1
Green	5	
Orange	6	
Turquoise	7	
Purple	8	Year 2
Gold	9	
White	10	
Lime	11	Year 3-4

What will happen to them?



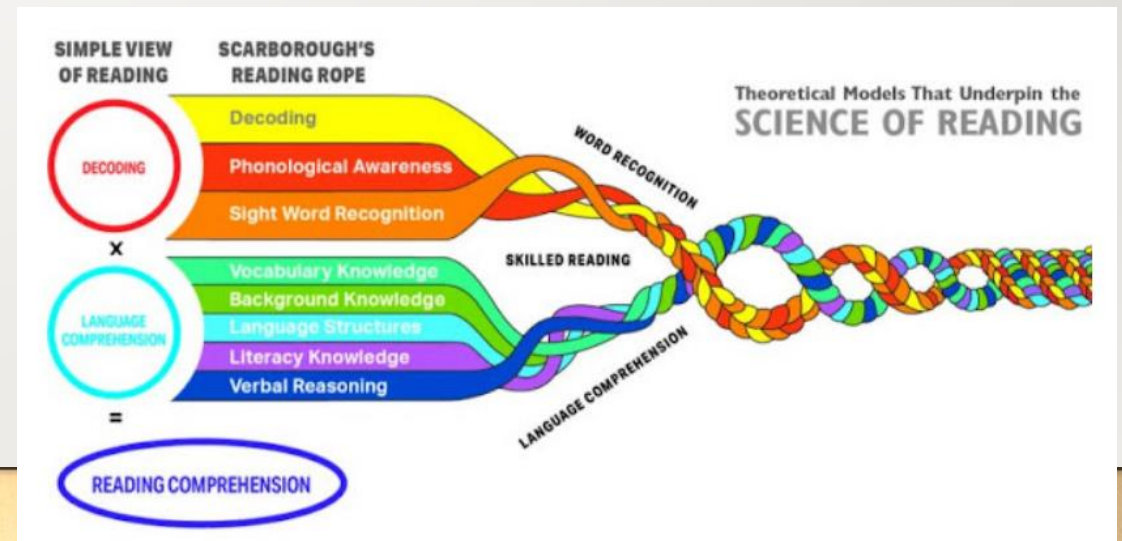
So why something new?

- It's not NEW – don't panic it's phonics – phonics itself hasn't changed.
- Although children learn to read via lots of different ways, research indicates that phonics is the most reliable way of getting words off the page **to start with**.
- Getting started is important
- Confidence and success is key!



The Importance of Early Decoding

- Learning to recognise sounds in words (phonemes) and the letters that represent them (graphemes) helps fix reading knowledge in the brain.
- Once you know a particular GPC you start to recognise it more and more in words and then you need to pay less and less attention to it until recalling it becomes an automatic response.
- The earlier children become fluent decoders, the more time and cognitive space they have to develop
- Reading stamina
- A competent working memory
- A wide vocabulary
- Comprehension skills
- And the more likely they are to read for pleasure



Don't children learn in different ways?



- Research has shown that phonics is the **most** effective method despite some children appearing to be successful without using phonic strategies.
- Studies of young readers who appear to have 'started to read' before phonic instruction often show they use strategies that attend to irrelevant detail that will not work consistently. (eg: there are 2 dots in the word television).
- They often rely on recognition of the shape of an individual word or significant feature. It is then very difficult to apply this to unfamiliar words as this strategy is not consistent or reliable.
- In this method in order to recognise words in our 'mental lexicon' (Mental dictionary) we have to know the word before we can read it - but we cannot memorise every word.
- Knowing GPC's gives a reliable, predictable and transferable skill that is consistent and can be mastered. Getting a word into the 'mental lexicon' this way requires a consistent method.

"If a child memorises 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4 320 four sound words and 21 650 five sound words."

- Martin Kozloff, 2002

The SSP we chose – SFA

- **Scope and Sequence** – carefully planned going from easier to more complex skills in a systematic way that builds directly on the previous steps.
- **Systematic and Explicit Instruction** – Explicit introduction to the skills. Modelled examples and plenty of opportunity to practise and apply the skills in isolated words and associated text.



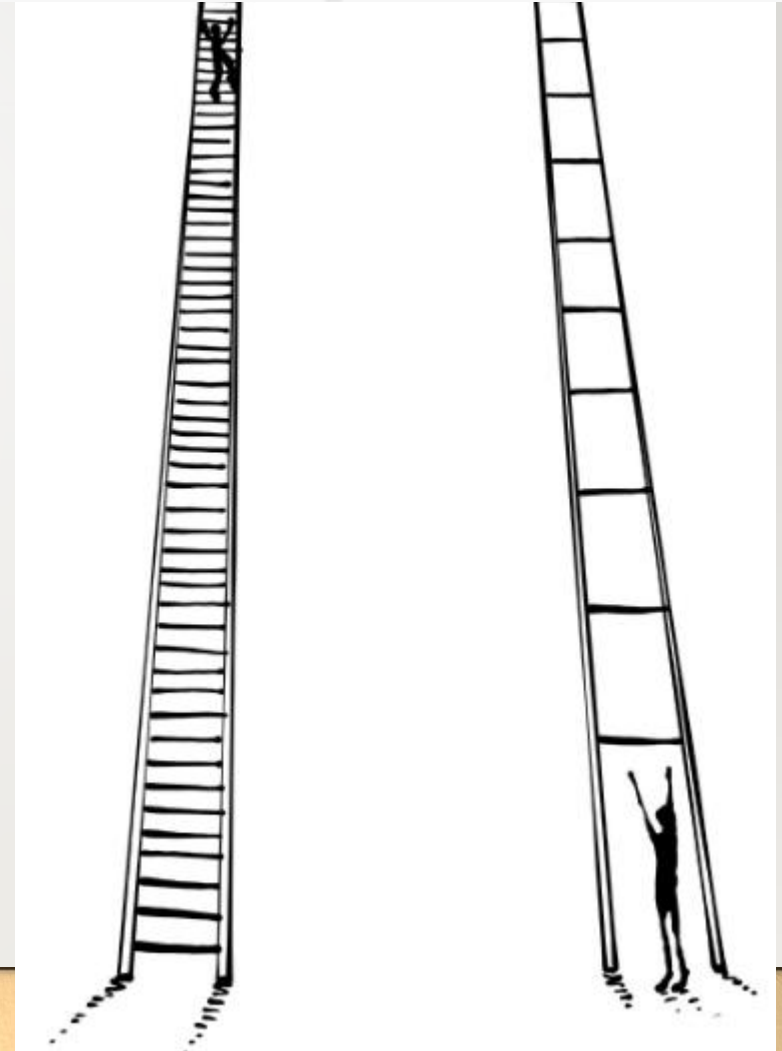
Daily Application in Reading and Writing- Children read, re-read, discuss and write about what they have read to consolidate and master the skills.

Books that match the phonic knowledge - These texts have words that can be sounded out based on the phonics skills children have learned, as well as some irregular high-frequency words.

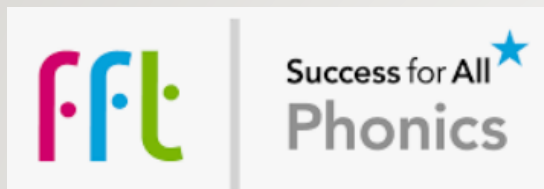
- **Assessment** -assessments look at accuracy and automaticity. This tells us if students have knowledge about what has been taught (accuracy) and if they have acquired fluency with those skills (automaticity).



Success for All
Phonics



Reading
Assessment
Programme



- Complete teaching guide, planning and training for all staff
- Clear predictable lesson formats for children
- Affordable books matched to the lessons that can be read in whole class, groups and individually.
- Physical and online resources.
- Physical books for all children.
- Tutoring programme for Yr2 – 6
- Assessment programme assessing fluency R-Yr6
- Online support for parents.

How can I help my child?

FFT Success for All Phonics have written lots of advice on how to support your child which you can read on our Parents Portal:

<https://parents.fft.org.uk/tips-for-home-reading/>

A complete set of Shared Readers which can be found here is also available along with recordings of the Readers being read out loud.

Helping your child is, in fact, straightforward. Research shows that it is really important to introduce children to several new words each day, just by talking and using them together. Children also have a better chance of being a successful reader if they practice reading their decodable books and also share other exciting books for pleasure, hearing others read.



<https://parents.fft.org.uk/tips-for-home-reading/>

'I love the phonics books because I love the tricky parts' – Year 2 child

Our Journey so far



What schools are saying

“ Each step is small and achievable

We have found that this scheme really engages the children through clearly planned, progressive, achievable goals that make it possible for all children to succeed.

We have seen a huge improvement in the children's confidence and fluency as they begin to see themselves as a reader. Each step in the scheme is small and achievable building on prior learning, consolidating skills and allowing the children to master reading at each stage.

All the children being able to have the same book to take home allows the teaching to build over the course of the week and clear strategies to be taught. This creates confident, enthusiastic children who are keen to share their learning at home and consolidate further with fluency practice at home.

 **Sophie Murray**
Head of Early Years, Pyrford Primary School

Overall Accuracy ↕	Reading Fluency (WCPM) ▼	WCPM Target ↕	WCPM vs Target ↕
97 %	99	60	+39
97 %	82	60	+22
95 %	80	60	+20
95 %	70	60	+10
91 %	69	60	+9
96 %	68	60	+8
96 %	59	60	-1
99 %	53	60	-7
92 %	52	60	-8
90 %	50	60	-11
98 %	49	60	-11
87 %	48	60	-12
95 %	46	60	-14
95 %	42	60	-18
94 %	40	60	-20

Children's fluency against
ARE using previous strategy

Overall Accuracy ↕	Reading Fluency (WCPM) ↕	WCPM Target ↕	WCPM vs Target ▼
96 %	78	25	+53
96 %	72	25	+47
97 %	65	25	+40
97 %	60	25	+35
99 %	45	25	+20
97 %	41	25	+16
94 %	40	25	+15
95 %	39	25	+14
97 %	37	25	+12
99 %	35	25	+10
92 %	33	25	+8
99 %	32	25	+7
93 %	29	25	+4
91 %	29	25	+4

Children's fluency against ARE using
SFA for 7 months

Overall Accuracy ↕	Reading Fluency (WCPM) ↕	WCPM Target ↕	WCPM vs Target ↕	Segmenting & Blending ↕	GPCs ▼	Decoding ↕
95 %	70	60	+10	-	100 %	82 %
95 %	42	60	-18	-	100 %	95 %
98 %	49	60	-11	-	100 %	95 %
99 %	53	60	-7	-	100 %	100 %
77 %	11	40	-29	-	100 %	65 %

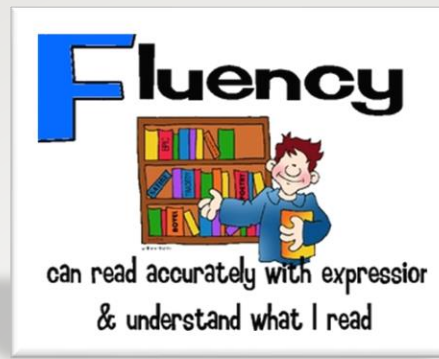
100% GPC's in not the only indication of a child's phonic reading ability.

Impact so far?

ELG Reading 76% 2019

ELG 2022 – 98% Comprehension & 87% word reading





Fluency is vital because it bridges between word recognition and comprehension.

Fluent reading requires children to apply their phonics knowledge without overt sounding out, decoding accurately without undue hesitations or inappropriate pausing and taking account of helpful punctuation.

It allows students time to focus on what the text is saying. They are able to make connections between what they are reading and their own background knowledge. Therefore, they are able to concentrate on comprehension.

On the other hand, non-fluent readers have to spend more time decoding, leaving less time for comprehending the text. They will often have to read the same passage over several times to attain comprehension.

Can children be taught fluency?



Fortunately, fluency can be taught. It is important for adults to read aloud to children, modelling what good readers do.

Show children how you pause for punctuation and change your voice to make text more meaningful.

The more models of fluent reading children hear the better.

Next, it is important for children to practice, engaging them in repeated reading.

There are several ways children can practice fluent reading;

- Child/adult reading – The adult models, then the student practices.
- Choral reading – reading in unison.
- Assisted reading – reading along with a recorded text.
- Partner reading – reading along with another child.



Fluency – how do we support children in school who need to keep up?

FFT Tutoring with the Lightning Squad is designed to quickly build skills and confidence through six fun activity types which are done in pairs, or threes, with the Tutor. The skills include building reading fluency, decoding and blending skills, word knowledge, spelling and comprehension.



1. Power Reader

Pupils practice reading aloud together to improve fluency. This helps pupils become more confident in their reading and ensure they can read at an appropriate pace for their age and level.

3. Word Blender

This activity helps children become familiar with all the words in the stories through a dedicated focus, building their confidence and fluency when they come to reading.





Tutoring sessions	Completed stories	Story: assessment	Story: lowest	Story: latest	Stories per session	WCPM: start	WCPM: latest	WCPM improvement	Reading Age Start	Reading Age Latest	Reading Age Improvement
20	5	29	29	34	0.25	54	87	+33	5.9	6.9	+1.1
0	0	56		56							
0	0	56		56							
0	0	56		56							
26	9	46	46	57	0.38	87	119	+32	6.9	8.4	+1.4
1	0	46		46							
31	12	46	46	62	0.39	133	135	+2	9.2	9.4	+0.1
0	0	46		46							
0	0	56		56							
0	0	56		56							
31	12	46	46	62	0.39	96	171	+75	7.3	11.1	+3.8
0	0	46		46							

Fluency – how do we support children in school who need to keep up?

Fluency Intervention - helped to build the children's confidence, expression and fluency when reading out loud.



today a
READER,
tomorrow a
LEADER
- MARGARET FULLER

Reading for Pleasure – how are we improving this in school?

100% of children interviewed said they love the new machine!



'It makes me more determined to read every week.' – Year 4 student

Reading for Pleasure – how are we improving this in school?



‘I love to visit the school library because there are so many books to choose from’ – Year 3 child

‘I love the pictures on the wall. I feel happy choosing a book when I’m there’ – Year 6 child



Reading for Pleasure – how are we improving this in school?



‘I love the bedtime bear and I’m really excited to take it home.’ – Year 2 student

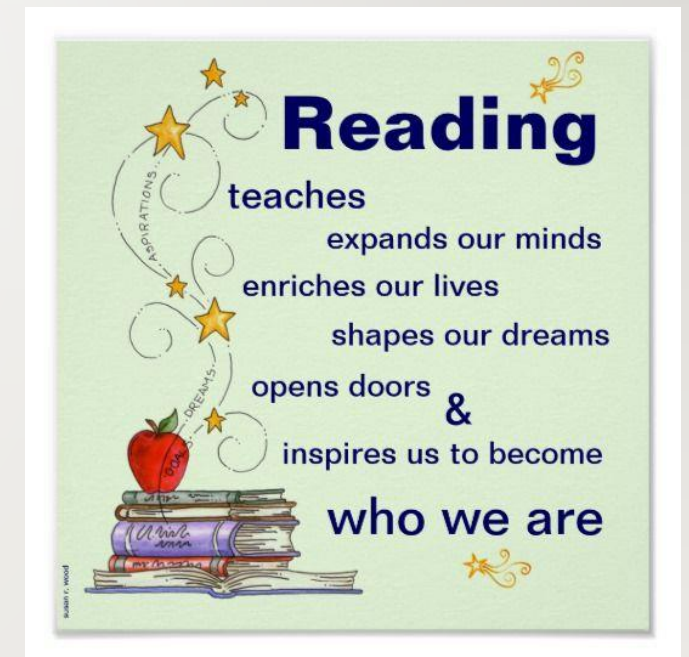
‘I love listening to my teacher read – she uses amazing expression!’ – Year 5 student

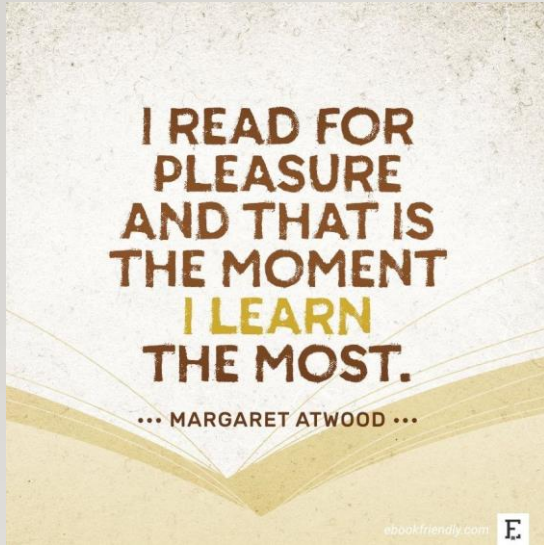
‘When I listen to someone read, I can sit back and use my imagination’ – Year 4 student



By reading with your child you are:

- Stimulating imagination
- Helping develop language skills
- Helping develop comprehension skills
- Demonstrating that reading is important
- You could model reading from a text that is a higher level than they would be able to access on their own – this will help develop new vocabulary.





Reading for Pleasure – how can you help at home?

- **Before Reading-** If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
- Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book and read the blurb.

Reading for Pleasure – how can you help at home?

During Reading-

- Encourage children to track the words with their finger or use a reading ruler.
- Help the children to decode (read) the words and ask them about the meaning of more challenging words.
- Give lots of praise and encourage children to re-read a passage if they are struggling to read it fluently.
- Ask children about the content of what they have read – who, what, where, when, why, how?

Parent Helpers

- Would you be interested in helping to hear children read in school?
- We will be sending a google form out soon – please let us know if you are interested.
- **This role would include:**
 - **Taking part in reading training at school**
 - **A dedicated time slot to come into school weekly to read with the children**



If you have any questions please feel free to email us.

- j.goree@pyrford.surrey.sch.uk
- s.murray@Pyrford.surrey.sch.uk

Please follow us on our social media sites for exciting updates:

- Facebook
- Twitter (Pyrford C of E Primary School)
- Instagram



Reading Workshops

EYFS – Beech classroom

Year 1 – Oak classroom

Year 2-4 – In the hall

Year 5-6 – Rowan classroom