

Module Five: Part 5

i) Reading: Guided or group reading; home reading; tricky and/or common words; informing parents

To consider:

- **rationale and scope for guided or group reading**
- **guidance for parents about home reading**
- **explaining the notion of tricky and/or common words**
- **fully informing parents about the alphabetic code and the Simple View of Reading**

Guided or group reading

- Audit quality and purpose of books
- Use books freely with **all** the children for their **intellectual** development (read **to** the group if necessary)
- Clear learning intentions **matched** to the children – **value the ‘literature’ aspect for all**

Guided or group reading

- Children's school books invariably listed and organised based on '**Book Bands**' which has *Reading Recovery* whole language origins
- This is not a suitable way of organising reading books for beginners' early **independent** reading
- Distinguish between books to 'share' with children and books that they might be expected to attempt reading **independently**

Guided or group reading

High-Low reading books:

- This style of reading books is based on almost identical books with fewer words in the lower-level reading books.
- Fewer words, however, **does not equate** to easier reading if the alphabetic code content of the words is still too challenging for the reader.

Home reading books

Give **explicit guidance** to parents in how to support their children at home **as appropriate**:

Either **'read aloud'** to the child, **'share'** the reading with the child, and/or **'support'** children when they are doing the reading ...

For example:

1) **Supply** the learner with the correct sound:

“In *this* word, *these* letters **straight**
are code for /ai/.”



2) Alternatively, **model** the sounding out and blending of the word for the learner...
(revision and incidental teaching)

3) Tell the learner the word, rather than tell the learner to 'guess' the word

Tricky words are introduced steadily:

- **Apply** any straightforward 'phonics' to the word, and/or phonics taught to date, **notice** the tricky parts

(Consider teaching the code in some words ahead of the planned programme!)

Tricky and/or common words – examples:

**I the to do who no go so also all he
she we be me was saw you your four
our they her are said again have like
some come none were where here there
their they're little one two too when what
my by why people oh know looked called
asked Mr Mrs who friends water work put
thought through though although any many
because once eye eyes made different out
very about came forty house time news
could would should straight I'm he's she'll**

Tricky and/or common words:

- Note tricky and/or common words in learner's word book, phonics exercise book and reading record book
- Include words that arise from wider reading and writing experience as appropriate
- Group tricky words together where sensible and over time:

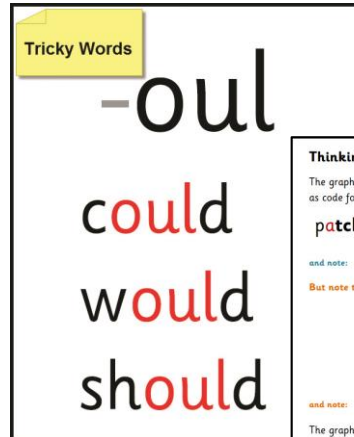
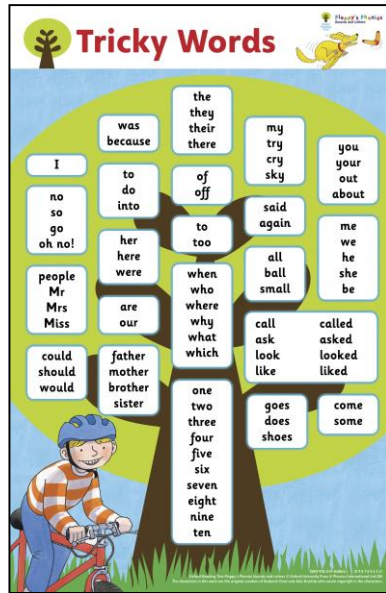
no go
so also

to do
who

goes
does
shoes

when? where?
who? why?
what happened?
which one?

Tricky and/or common words:



Thinking about the sound /ch/...

The grapheme **ch** follows **single vowel letters** (a, e, i, o, u) as code for **short vowel sounds** such as:

patch fetch ditch notch hutch

and note: **watch**

But note these very common words which are 'exceptions':

rich which

such much

and note: **touch**

The grapheme **ch** follows **digraph** (long vowel sounds) such as:

reach reaches screech pooch porch

poach approach coach coaches

The grapheme **ch** also follows **single consonant letters** as code for **consonant sounds** such as:

squelch launch pinch ranch crunch

Words to read, spell and write:

1. accident
2. accidentally
3. actual
4. actually
5. address
6. answer

Spoken words with more than one syllable (beat) often have an **unstressed syllable** in which the **vowel letter/sound correspondence** is unclear. We have to **note carefully** which way the **unstressed** part is spelt in many words:

pocket	jacket
carrot	about
sailor	collar
mixer	sofa
banana	painted
village	cabbage

National or regional **accents** may influence how people **pronounce words differently** – the stress and the sounds.

Say the words above aloud and think carefully to identify how **you** pronounce the **graphemes** (letters and letter groups) in **red**

Throughout the cumulative texts
PI 'Free Resources' webpage
PI 'Extras' webpage (via index):
2014 English national curriculum



Unit	Letter/sound correspondences introduced and/or revisited in each unit	Click
Unit 1	ew ti pn ck ck h r	Click
Unit 2	m d g o u l ll f ff s ss b j y ai ay w oa ow ie igh ile o	Click
Unit 3	ee ce z zz w wh ea e ea /z/ s ss z	Click
Unit 4	ng nk v ve oo oo y x ch sh th th	Click
Unit 5	ou ou ow ow oi oy uo er er ai ai ce s ss ge j no h ai ai	Click
Unit 6	oe cy ge gy o oe 'oes' ie i ee e e oe o e ae a e ue u e air are ere eer ear ere ier ir ur oor oor ore	Click
Unit 7	ie il il aw au al oar oor ore our ch g g d g x kn wr mb sc gu bu ch rh	Click
Unit 8	ph ch th sh ss z g ge oo oo ph gh pp pp ch ch ss ss wh wh gn st	Click
Unit 9	ey ei igh ea igh ey to y ie ei	Click
Unit 10	ow ai ou o u ew ew	Click
Unit 11	ough ough ch oi que que	Click
Unit 12	oa oa oa oa oa oa oa oa oa oa oa	Click
Extras	Resources which are non-unit specific	Click

Schools can engage the parents with the notions of the Simple View of Reading and the 'two-pronged systematic and incidental phonics approach' so that they understand the role of phonics teaching and the huge importance of masses of TALKING and BOOK-SHARING to enrich vocabulary and develop language comprehension.

**Phonics International or Floppy's
Phonics PowerPoints available to
support schools in providing
information events for parents –
include the Simple View of Reading
model – ppts can be adapted**