#### **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

Pebbie Hepplewhite Synthetic Phonics

### **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 <u>are code for</u> /ai/."



 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

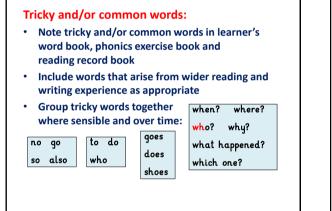
Tricky words are introduced steadily:

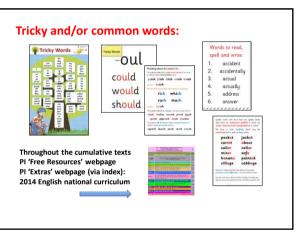
 Apply any straightforward 'phonics' to the word, and/or phonics taught to date, notice the tricky parts

(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





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