

Reading at

Chellaston Infant school



Success for All 

Reading is not merely the acquisition of words on a page; it is the gateway to a world of knowledge, imagination, and cognitive growth.

Reading stimulates the brain, fostering critical thinking skills, problem-solving abilities, and creativity. It is an active mental process that engages multiple regions of the brain and contributes to overall cognitive development.

Reading proficiency is a key predictor of academic success across all subjects. Students who excel in reading are better equipped to understand complex concepts in mathematics, science, and other disciplines.

Through literature, children encounter characters from diverse backgrounds and experiences. This exposure cultivates empathy and a deeper understanding of the world, contributing to the development of socially aware and compassionate individuals.



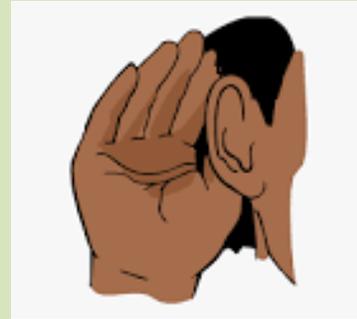
Phonics



The snake slides
and slithers.



Left around, right
around, from head
to tail.



s - a - t



Vocabulary and terminology

Phoneme – The individual units of sound that make up a word.

c

a

t



Grapheme – What we write to represent a sound – this could be more than one letter

ai

ay

a_e

s n **ai** l

s **ay**

s **a**e

● ● – ●

● –

● –

Digraph – The single sound that two letters together make

ch

sh

ir

ee

ch air

sh ip

g ir l

b ee p

— —

— ● ●

● — ●

● — ●

Trigraph – The single sound that three letters together make

igh

ear

air

s igh t

f ear

ch air

● – ●

● –

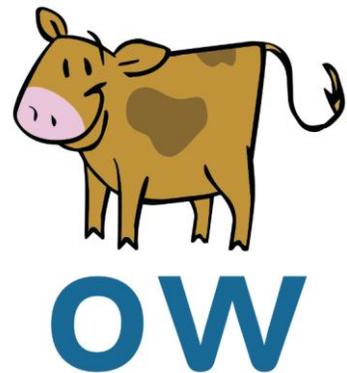
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Phonics



Sherry shines
her shoes.

Brown cow.



Blow the snow.



/oa/

s	a	t	p	i	n	m
d	g	o	c	k	e	
u	r	h	b	f	l	
j	v	w	x	y	z	

Reception Picture Sound Mat

ffft Success for All Phonics

ck	ff	ll	ss	zz	qu	ch
sh	th	ng	ai	ee	igh	
oa	oo	oo	ar	or	ur	
ow	oi	ear	air	ure	er	

Reception Picture Sound Mat

ffft Success for All Phonics

a_e	ee	i_e	oe	oo				
ay	ea	ie	ow	ue	or	ou	oy	er
ai	_y	igh	oa	u_e	aw	ow	oi	ur
e-e	_y	oe	ew					ir
					are	air		
oo	ar	ear	ure	ce ci	ge dge	ire	tch	ph

Year 1 Picture Sound Mat

ffft Success for All Phonics

Red Word Mat

Phase 2	Phase 3
I	he me
the	she her
to	we my
go	are they
into	you was
no	be all

Red Word Mat

Phase 4	Phase 5
so like some	oh
do when out	their people
said what one	Mr could
were come little	Mrs asked

Phonics - Spelling

ee	ea	-y
feeling green teeth	each meal	tummy puppy

Building on phonics in shared reading



The children begin from Reception through to Year 2 having daily shared reading lessons.

These link to phonics and begin with the teacher supporting the sounding and out and blending of 'green words' and then the sight reading of 'red words.'

Green words

Practises sh, th, ng

bang	dipping	hush
bash	long	shall
smash	then	sing
this	rush	with
thin	dash	song
that	thud	
thick	crash	

Red words

Previous red words

his	of	to
I	is	he
the	you	

Building fluency

Choral reading

Fluency is defined by the [EEF](#) as reading with 'accuracy, automaticity and prosody', the Shared Reader lessons develop all three of these aspects. [The Reading Framework](#) (July 2021) was clear on how repeated reads support with children's fluency to enable them to use their cognitive resources on comprehension rather than decoding. In line with this, we ensure children have opportunities to re-read the text across the week within the Shared Reader lessons. In the majority of the programme, children will read the whole book three times during the week.

Building fluency

Choral reading



Can Nan and Sam and the bag
fit on?



He is hot.

Building fluency

Echo reading

Echo reading builds on choral reading but has a 'my turn, your turn element' so the children can model a particular skill.

This will usually be something the teacher has identified as a skill which needs to be worked on.

This could be responding to punctuation or adding expression to the story.

Building fluency

Echo reading



Zig and zag off, back to the den.
Wet mud on the van. Yuck.



Mum yells, "Yig!"
Yig gets the job.

The benefits

Shared reading allows children to work with a partner to read through a given text:

- For the more confident reader this allows them to develop a **'mastery approach'** to reading. They can develop **further fluency and automaticity** and develop the skill of being able to teach and support others in what they know.
- For less confident readers they can feel **more confident to 'have a go'** after the pre-teaching of words and the repeated re-reading of words.
- Shared discussion builds the **vocabulary and comprehension** with all children accessing the same text.
- Working together gives the children more confidence and allows the teacher to **model pronunciation, expression and fluent reading.**



Understanding what we have read

Vocabulary

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/ this character feel by writing...? Why?

Inference

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?

Prediction

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Explanation

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?

Retrieval

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

Summarise

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

What is the Phonics Screening Check?

- A word-reading check taken during the week commencing 8th June 2026.
- Children read 40 words – 20 real words and 20 nonsense words, either by sight or using phonic strategies.
- The check takes approximately 10 minutes and is done on a 1:1 basis.
- The threshold is usually 32 words read correctly.
- If they do not manage to read 32 of the words, they are given extra support, and repeat the check at the end of Year 2.
- The aim is that all children will be able to read accurately before they begin Year 3.

What does the check look like?

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

Real words

Pseudo or alien words

Why are pseudo/ alien words used in the check?

- The check includes these words to whether or not children can use the phonic skills that they have learnt rather than their memory to read words.
- Each 'alien' word is accompanied by a picture so children do not expect to match the word to a word in their vocabulary.
- It is not a reading test.

Who administers the check?

- It is the class teacher who your knows your child well.
- Your child will be familiar with the check materials from practise checks already carried out.
- The children are used to reading pseudo/nonsense or alien words as these are practised in lessons.

How are the results used?

- The results are used to identify children who need more support so that they can improve.
- Results are shared with parents in the child's school report.
- Children who do not meet the expected standard in year 1 will do the screening check again in year 2.



How can I help my child?

- Hear your child read 4 times a week.
- Also share other exciting books for pleasure and allow them to hear others read.
- Advice on how to support your child which you can read on our Parent Portal: <https://parents.fft.org.uk/tips-for-home-reading/>
- Watch videos on the Parent Portal of how to pronounce the GPCs
- Practise reading the Shared Readers at home
- Practise any sounds that they do not know using sound mats.



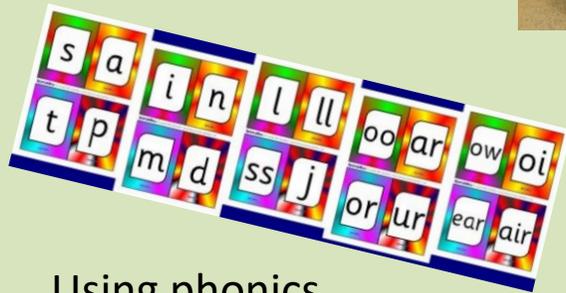
What can you do to help?



Use chalk outside



Fishing for sounds



Using phonics flash cards



Playing with magnetic letters



Reading



Using objects to go to correct sound around the room.



Sorting objects by their sound



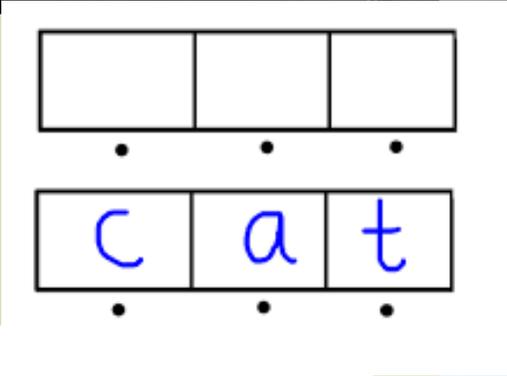
Lists of words with the same phonemes, digraphs or trigraphs.

Play I spy

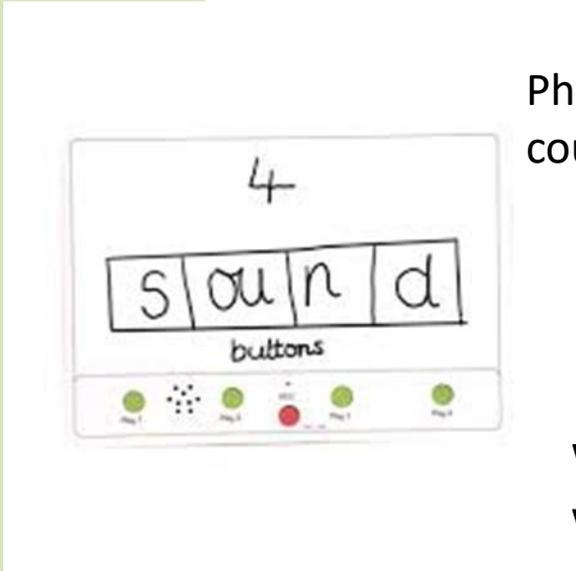




Ordering cut up sentences



Phoneme frames using counters for each sound.

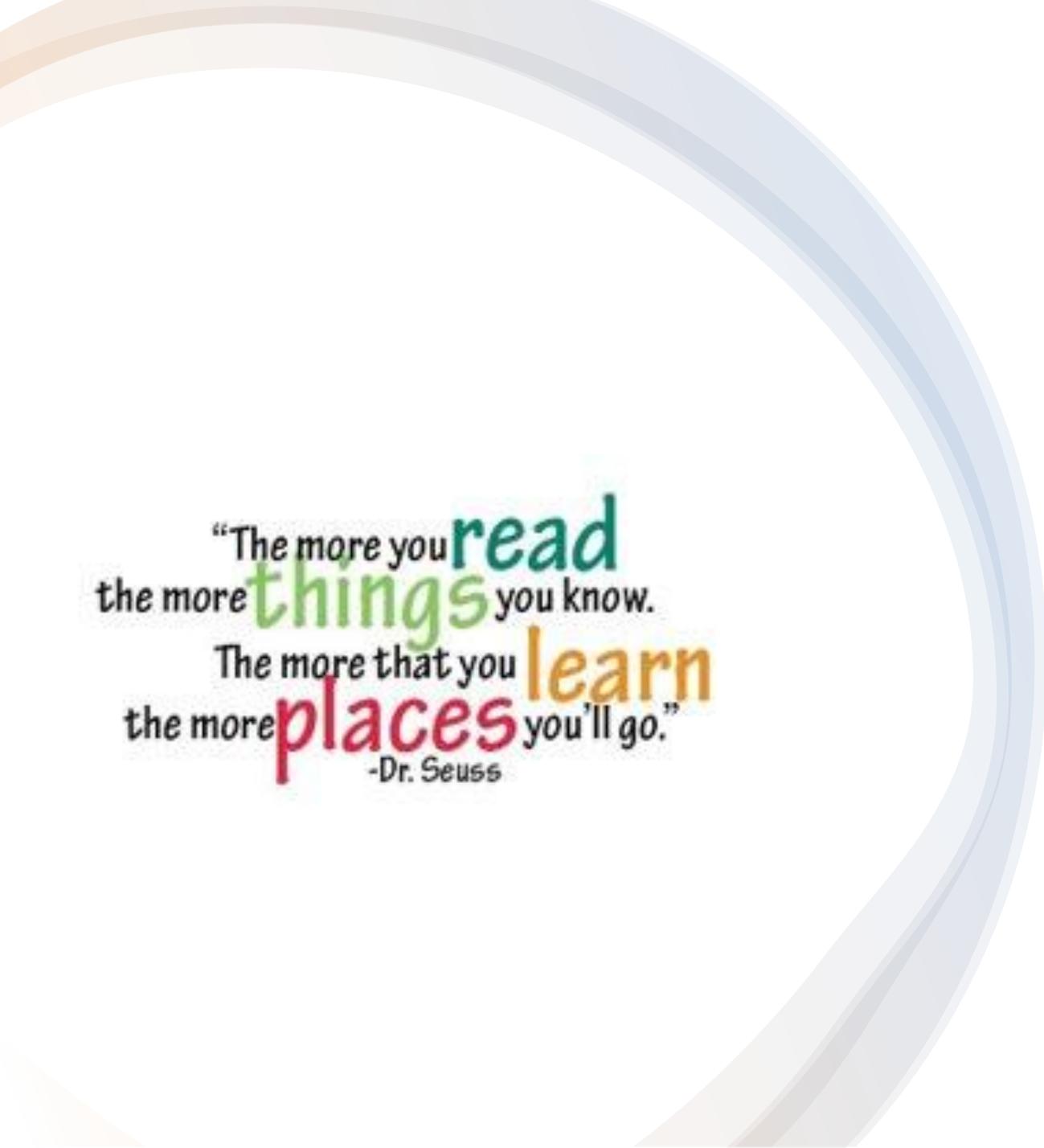


Writing and making words.



Some online resources and games

- [Phonics Play - Phase 5 Resources](#)
- [Phonics Games for the Classroom and Home - Phonics Bloom](#)
- [Letters and Sounds, English Games for 5-7 Years – Topmarks](#)
- [ictgames | | html5 English Games Page](#)



“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Thank you for your
time and support.