

# Inglewood Primary School

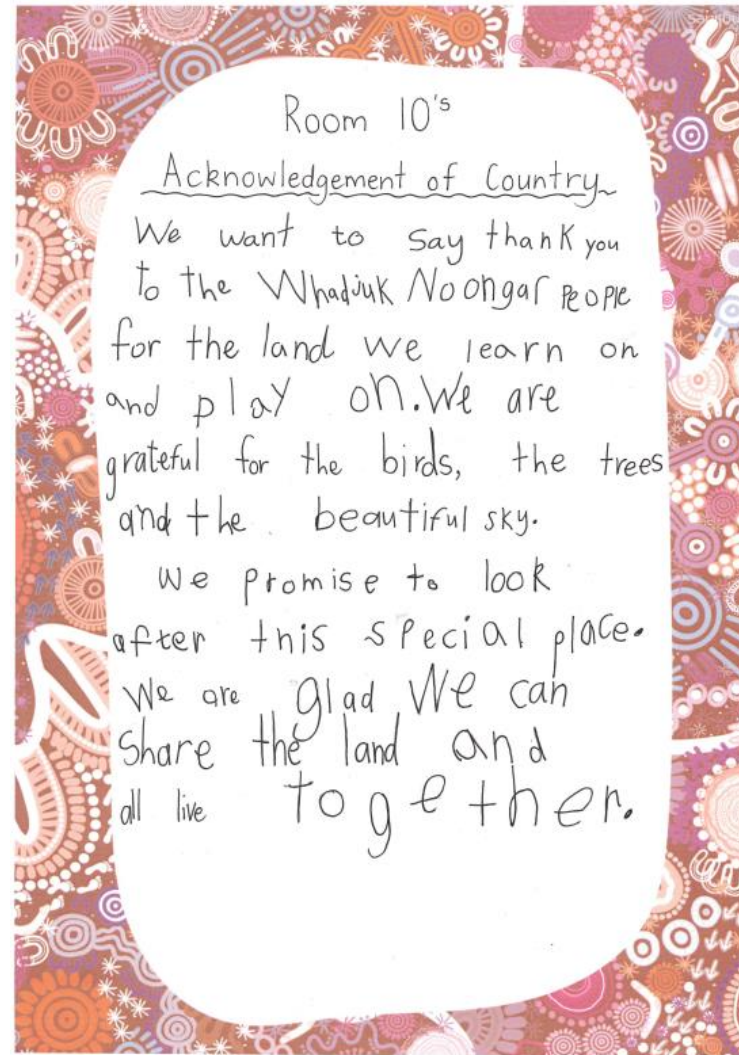
Parent Reading Workshop – Term 2 2024  
Presented by: Brodie Baker and Nicky Green



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# Acknowledgement of Country



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# Introductions



Brodie Baker



Nicky Green

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# Today's Goal

By the end of this session you, as parents, will understand:

- How a child learns to read
- How reading is taught at Inglewood Primary School
- The vital role that phonics plays to reading acquisition
- Why we use decodable reading books in the early years
- How you can support your child at home.

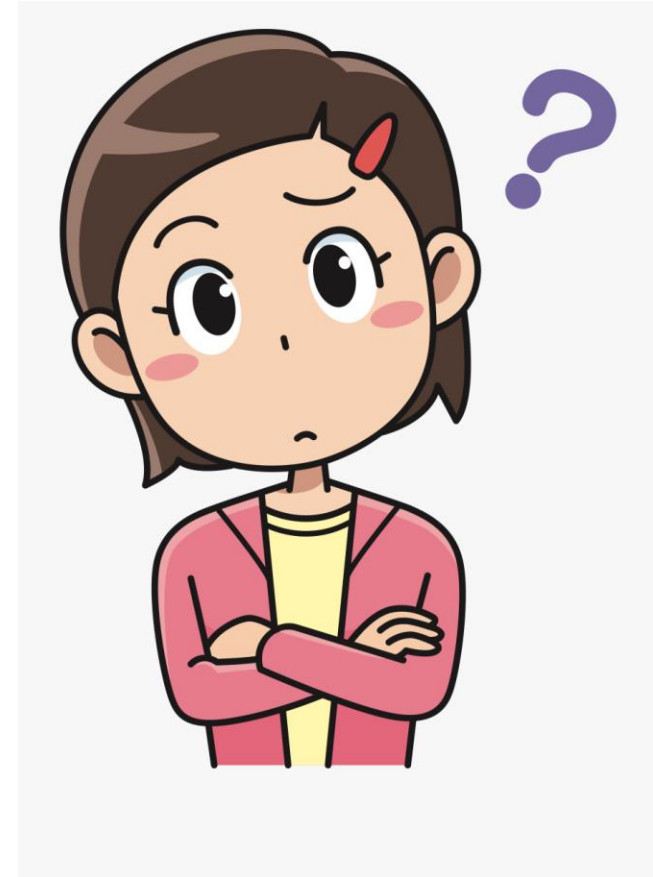


Can you read these words?

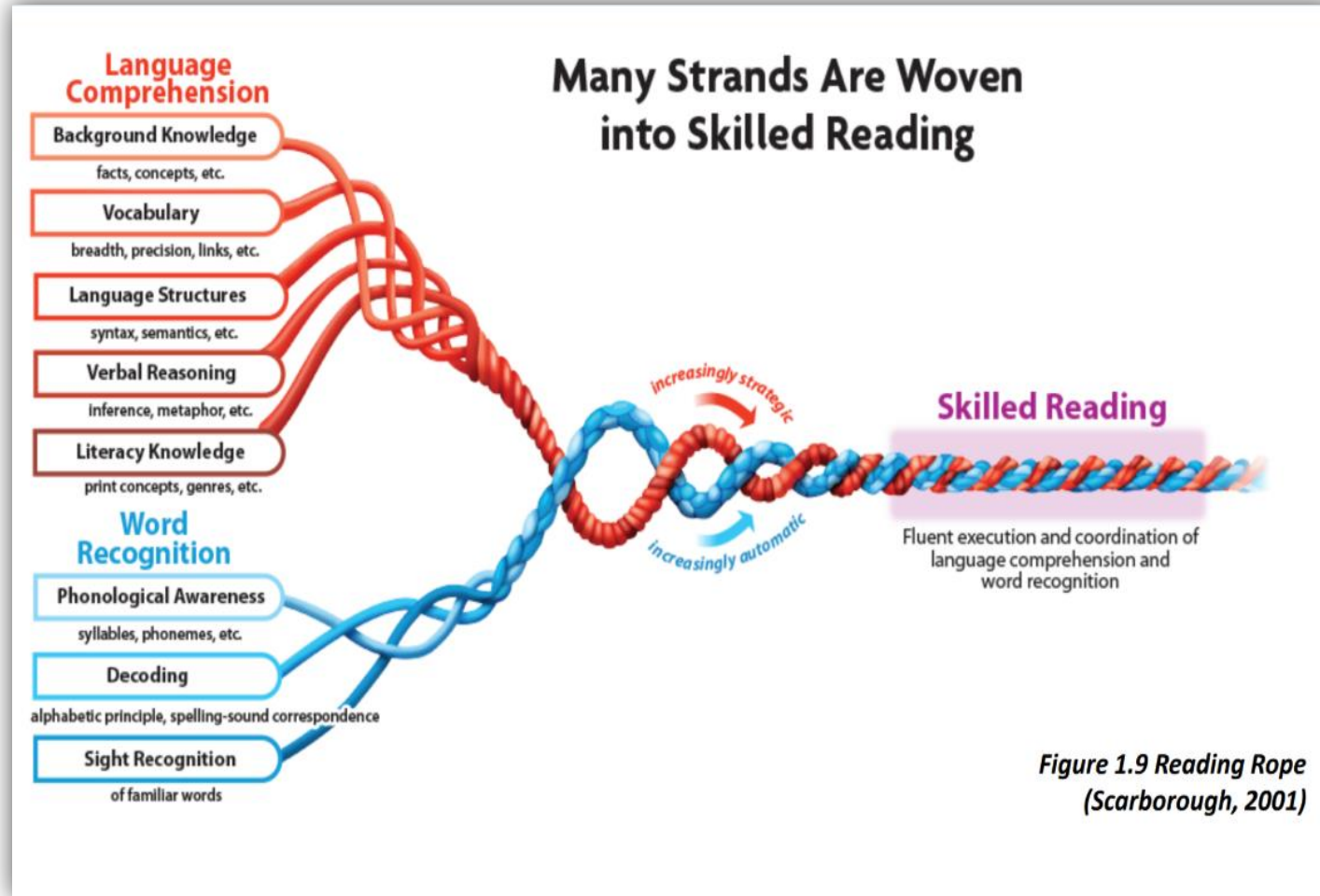
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backumazeepie

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# What does research tell us about reading?



# What is phonological awareness?

Phonological Awareness refers to the **sound components** of words.

It is the ability to **identify** and **manipulate** the sounds in speech.

It is the most powerful **predictor** of reading success.

(Adapted from Love and Reilly, 2002)



# Heggerty Activity

- Heggerty is the Phonological Awareness program we use at Inglewood Primary School across **all Kindy to Year 1 classes** and for other students at their point of need.
- 10 minutes at the beginning of the day, 4-5 days per week.

<b>Onset Fluency</b>	
Teacher says the word pairs. Students repeat the words and show thumbs up if the words begin with the same blend, or thumbs down if they do not.	<p>classic, cloudy staircase, stammer skipping, standard glossy, plaster pleasure, plenty</p>

<b>Blending Phonemes</b>		
Teacher says the phonemes for each word. Students blend the sounds to say the whole word.		
Ex. T: s-m-l-l S: smile	<p>s-c-ā-b scab s-l-ā-p slap s-m-l-l smile s-n-ō snow s-p-ē-k speak s-t-ā-t-s states s-w-ō-n swan s-t-ā-k stake s-p-ē-l-er speller s-w-l-m-er swimmer</p>	
*Say sounds, not letter names		

**Blending hand motion:** Place palms together to create "choppers." As the teacher

<b>Isolating Medial Sounds</b>		
Teacher says the series of words. Students listen and isolate the medial sound in the series & identify if the vowel is short or long.		
Ex. T: snack, plan, flag S: /l/, short a	<p>blade, slate, flake /ā/ clock, spot, smock /ō/ flight, spice, climb /l/ sled, step, swept /ē/ club, snug, fluff /ū/ snack, plan, flag /ā/ stove, globe, close /ō/</p>	





# What is Phonics and Why is it Important?

- Phonics is the key to reading and writing.
- Phonics is knowing **the relationship between the sounds (phonemes) and the letters (graphemes)**.
- PLD is our whole school phonics program.
- PLD has a specified sequence in which graphemes are taught.
- When a child is first learning single graphemes, it is important to teach the sound first before the letter name.



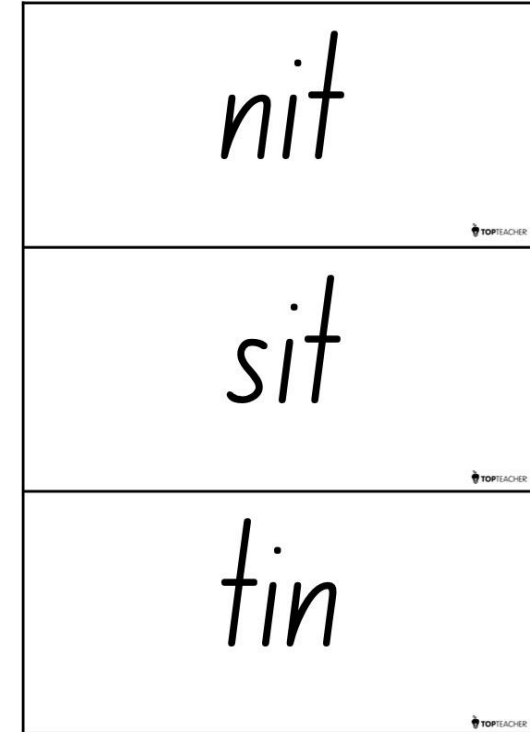
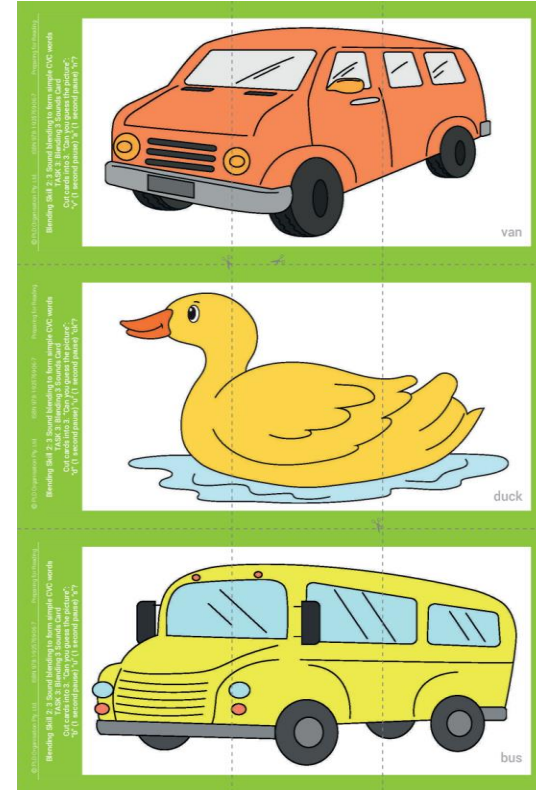
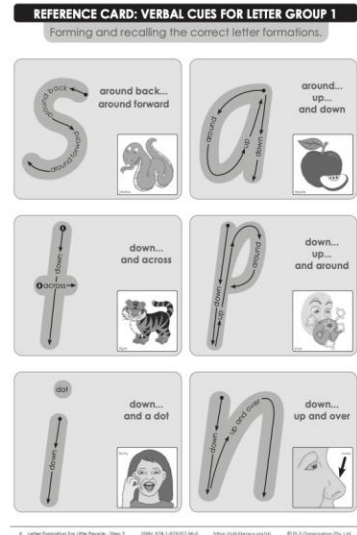
# Letter Sound (Phoneme) First



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# What Happens in a Pre-primary PLD lesson?

- mouth
- action
- word
- formation (writing)
- oral blending and segmenting
- reading and writing CVC words



<https://www.youtube.com/watch?v=f2glDz5tu6k>



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# Pre-primary Segmenting Activities

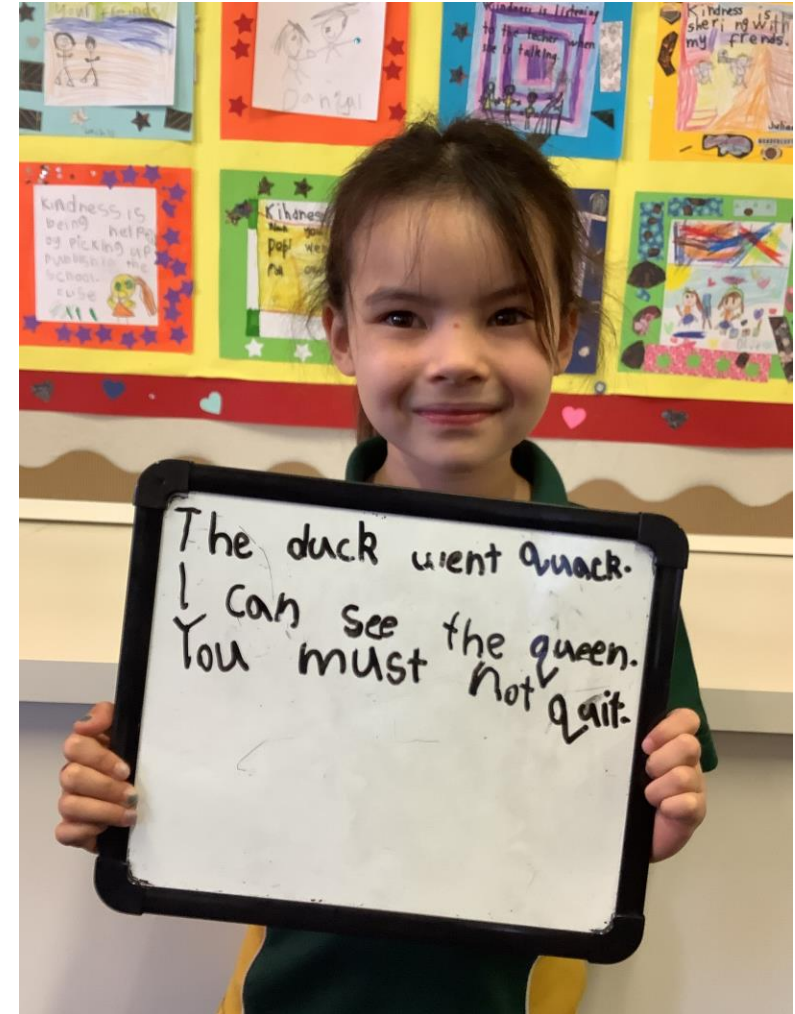


# What Happens in a Year One Phonics Lesson?

- Review previously taught grapheme/s
- Teach the new grapheme (the code)
- Read words containing the focus grapheme (blending)
- Write words containing the focus grapheme (segmenting)
- Write sentences that contain words with the focus grapheme.



# Year One Phonics Lesson – Building Knowledge of the Code



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# Orthographic Mapping

- In days gone by, students were given lists of sight words to master through visual memorisation.
- This is not necessary as many words contained in early reading books are decodable.
- There are a small number of words with irregular phonics patterns that need to be taught more explicitly, i.e. said. Teaching high frequency words is a component of the PLD program.
- To become fluent readers, children need to orthographically map words. This is the formation of permanent links between phonemes and graphemes in a word and its meaning. **Orthographic mapping occurs through repeated decoding of words.**



Parent Challenge: On your whiteboards, make as many words as you can using only these letters.

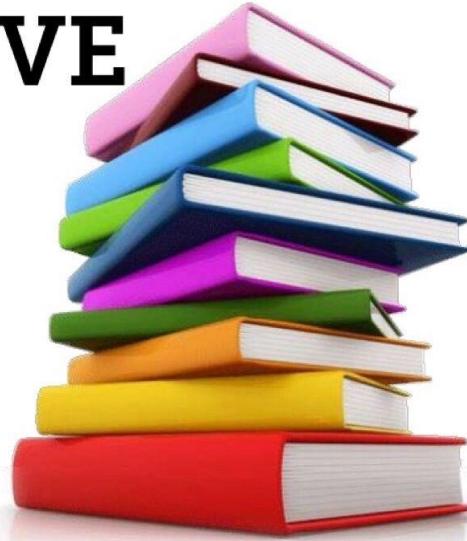


You can only use each letter once.





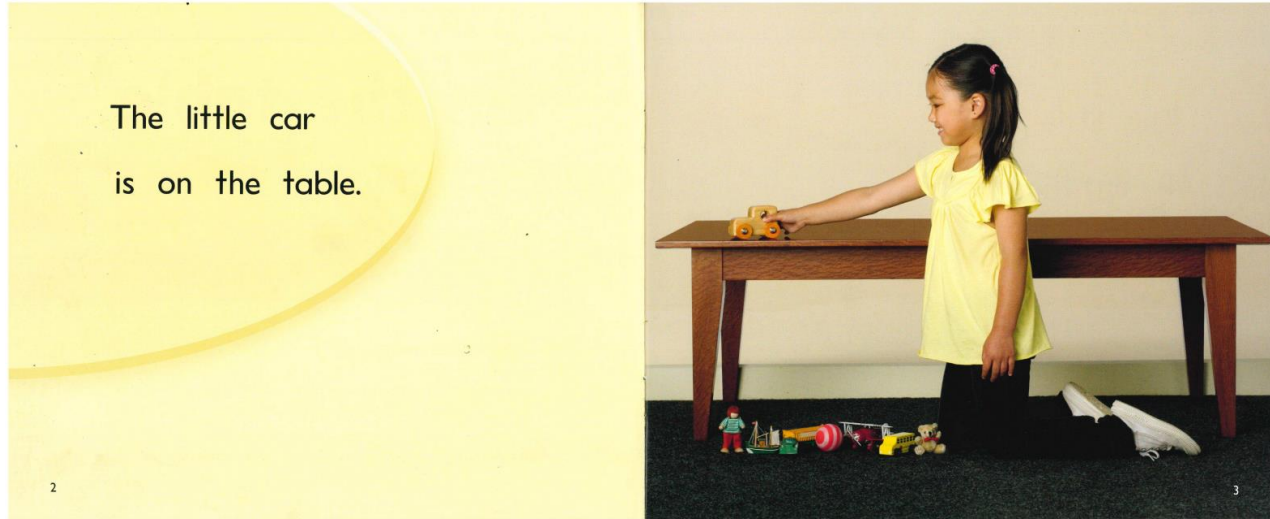
# FIVE



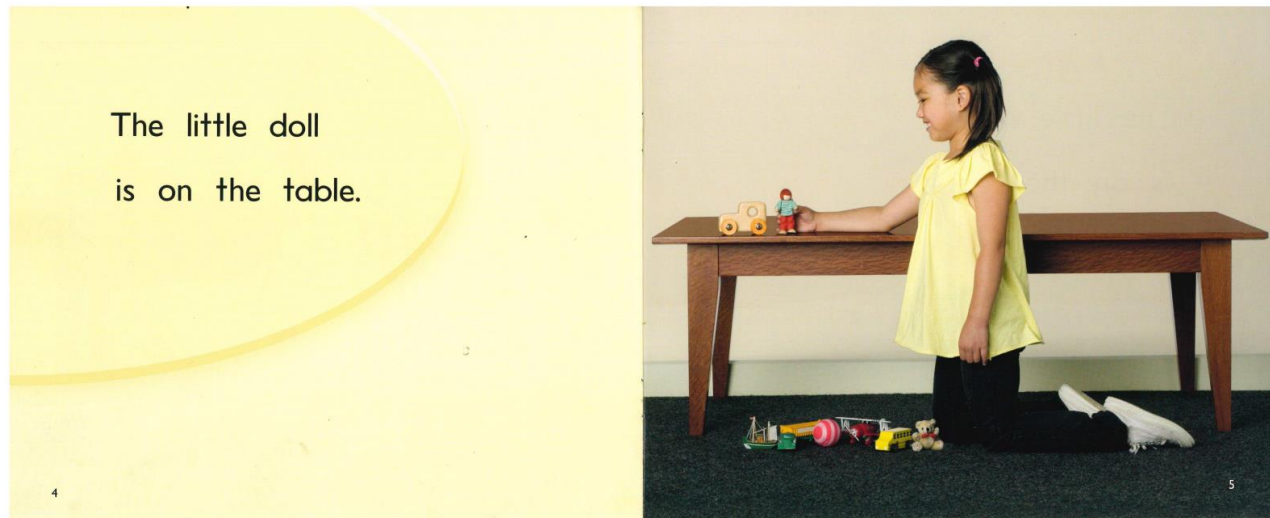
**"If a child memorizes ten words, then the child can read only ten words but if the child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words, and 21,500 five sound words." -Dr. Martin Kozloff**



# Predictable Texts versus Decodable Texts



This is an example of a predictable text.



Texts such as this encourage children to rely on picture cues and guessing words rather than drawing on their phonics knowledge to decode words.

# Why We Use Decodable (Phonically Controlled) Readers

- Phonics is knowing the relationship between the sounds (phonemes) and the letters (graphemes).
- It is important that children who are learning to read are given opportunities to practise decoding words containing their known code.
- Children must be explicitly taught letters and sounds and the skill of decoding, but this is not enough to learn how to read. **This process of sounding out and blending must be practised over and over.**
- **Without decodable readers this practise cannot take place.**
- Decodable readers are the conduit between phonics and reading.
- The goal is to master the code.

Without decodable



Decodable Readers Australia—Why Decodable Readers

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***“There is no such thing as a kid who hates reading.  
There are kids who love reading, and kids who are  
reading the wrong book.”***

***James Patterson***



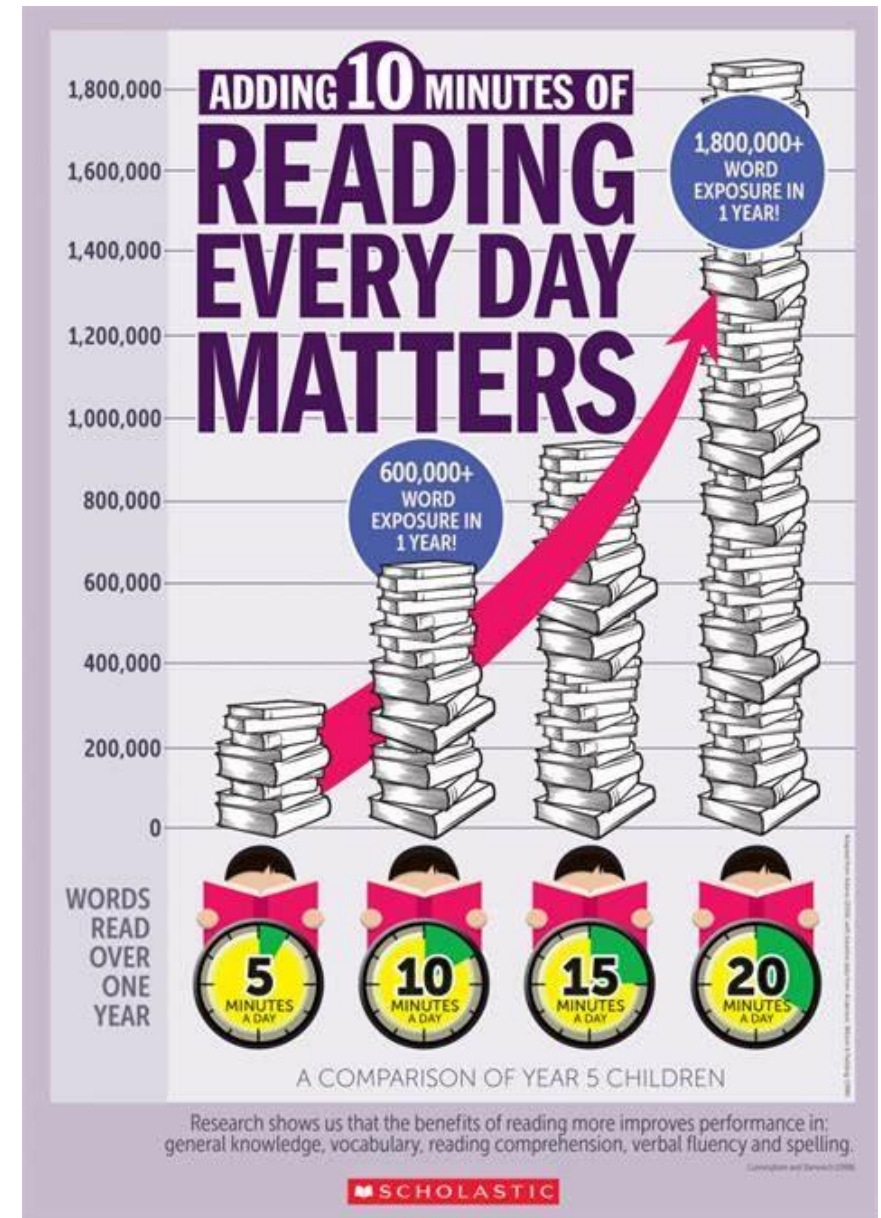
# Reading in the Classroom



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# How Can I Support My Child at Home?

- Encourage **sounding out unknown words** and **discourage guessing words**.
- If your child makes an error, **PAUSE** for around 3-5 seconds. Allow them time to have a second attempt. **Self-correcting is a skill we want to promote.**
- Ask questions to encourage and support comprehension
- Read regularly together to help your child develop a love of reading.





# Should I Still Read to my Child at Home?

- Research shows that reading aloud to your child is the single most important thing you can do to prepare your child for reading and learning.

## Reading to your child:

- Models what good reading sounds like
- Nurtures a love of reading of good quality literature
- Strengthens bonds with your child
- Develops oral language through discussion
- Builds background knowledge and understanding through factual texts
- Builds vocabulary



Any Questions?



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# Feedback Please

Parent workshop feedback - How  
children learn to read





many  
Thanks!