

Family Learning

Years 3 and 4

11.10.22

Reading Spine – read aloud time

Poem of the Week

Reading Lessons

Spelling/Phonics

Fluency lessons

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How do we teach word reading in Key Stage 2?

We continue to use the Sounds-Write principles for decoding unfamiliar words.

Sounds-Write develops children's conceptual understanding, skills and knowledge of the alphabetic code.

Key Concepts:

- Letters are symbols that represent sounds
- 1, 2, 3 or 4 letters can represent a sound
- The same sound can be spelled in more than one way e.g. /æ/ could be a, ai, eigh, ay, a_e ei aigh
- Many spellings can represent more than one way e.g. <σ> in both and frog

Sounds-Write

Three key skills:

- Blending – pushing sounds together to build a word
- Segmenting – pulling apart the individual sounds in words
- Phoneme Manipulation – insert sounds into and delete sounds out of words
(Necessary to test out alternatives for spellings that represent more than one sound)

“Say the sounds and read the word”

Breathe

Wasp

Cause

Would

Straight

Cough

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Breathe

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Things to notice and comment in the reading diary (if you want to!)

Are they pronouncing the sounds accurately?

Are they adding sounds?

Are they deleting/ignoring sounds?

Have they spotted, 2, 3, 4 letter spellings?

Are they manipulating sounds?

Is there a spelling of a sound they don't know?

“Say the sounds and listen for the syllable”

A syllable is a unit of pronunciation which contains a vowel sound and forms the whole or part of a word. The vowel sound may or may not have surrounding consonants.

The English language is a stress timed language – we do not spend equal amounts of time on the syllables in a word when speaking aloud. Therefore, words contain stressed and unstressed syllables.

Certain

Library

Enough

Medicine

Exercise

Opposite

Imagine

Various

Cer|tain

Lib|ra|ry

E|nough

Med|il|cine

Ex|er|cise

O|ppo|site

I|ma|gine

Val|ri|ous

complete

notice

increase

special

cert**ain**

beggar

beggar

chocolate

camera

mortgage

- If reading a word with multiple syllables, you can hold the syllables for them if necessary e.g. astronaut
- Praise as much as you can – e.g. if reading the word century, if they read the 'c' like /c/ then simply say, "Well done, it can be /c/ but in this word it's /s/"
- You can read sentences back to children to aid their comprehension
- If they guess a word, remind them to go back and say the sounds and read the word or say the sounds to say the syllable, say the syllables to say the word.
- If they say all the sounds and read the word accurately but not how it is said in spoken language (chocolate) remind them or tell them how we say it in a normal speaking voice
- If in doubt, just tell them the word!

'Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.'

Maya Angelou — I know why the caged bird sings





Fluency:

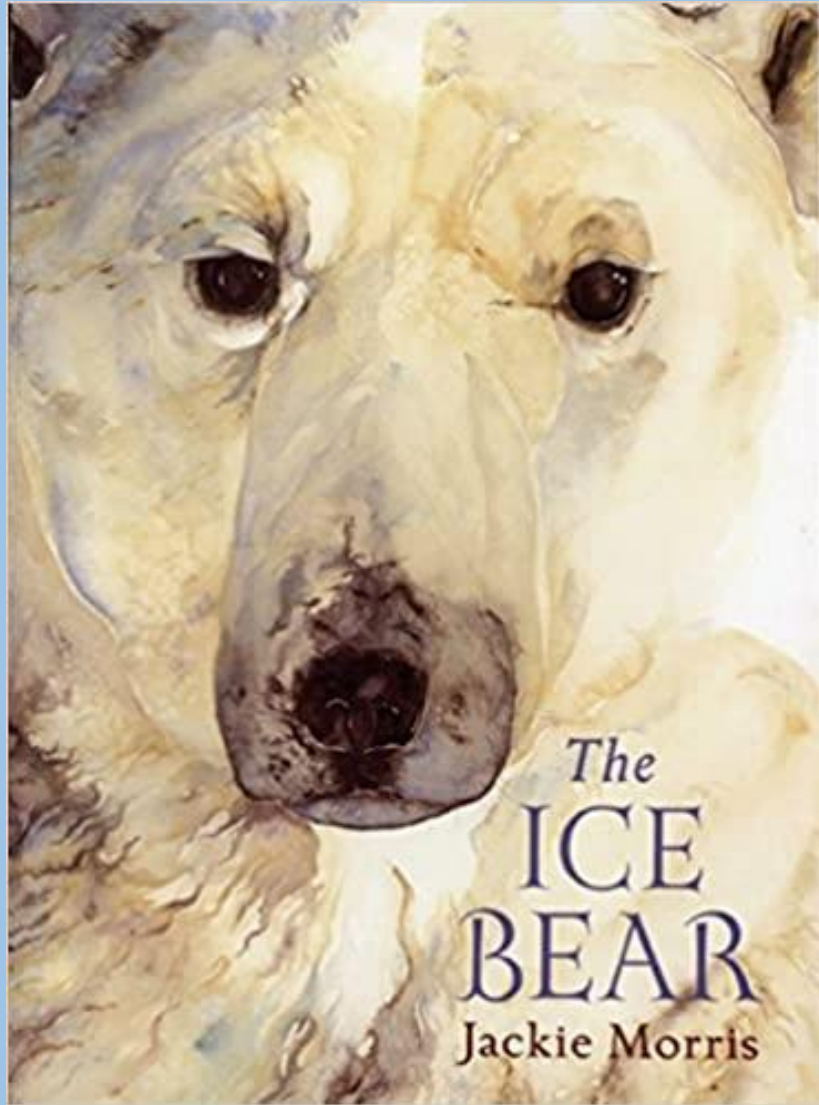
Automaticity (read words accurately and automatically)

Rate (speed at which the words are read*)

Prosody (reading with expression — rhythm, melody, intonation, phrases, pitch, stress)

* Not necessarily fast!

	 Pre-fluency	 Foundations of fluency	 Newly Fluent	 Truly Fluent
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonous reading. Pitch sometimes varied - sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrates understanding of voice of text. Consistently speech like.
Phrasing	Word by word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningful phrase reading – some 'scooping' of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness.	Mostly meaningful phrase reading. Some lapses e.g. stopping to breathe in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningful phrase reading – phrase, clause and sentence elements reflected in reading.
Fluidity	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some hesitant reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading – sometimes less so due to unfamiliar words or more complex language features. Re-reading for problem solving may be present.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
Regard to punctuation	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.

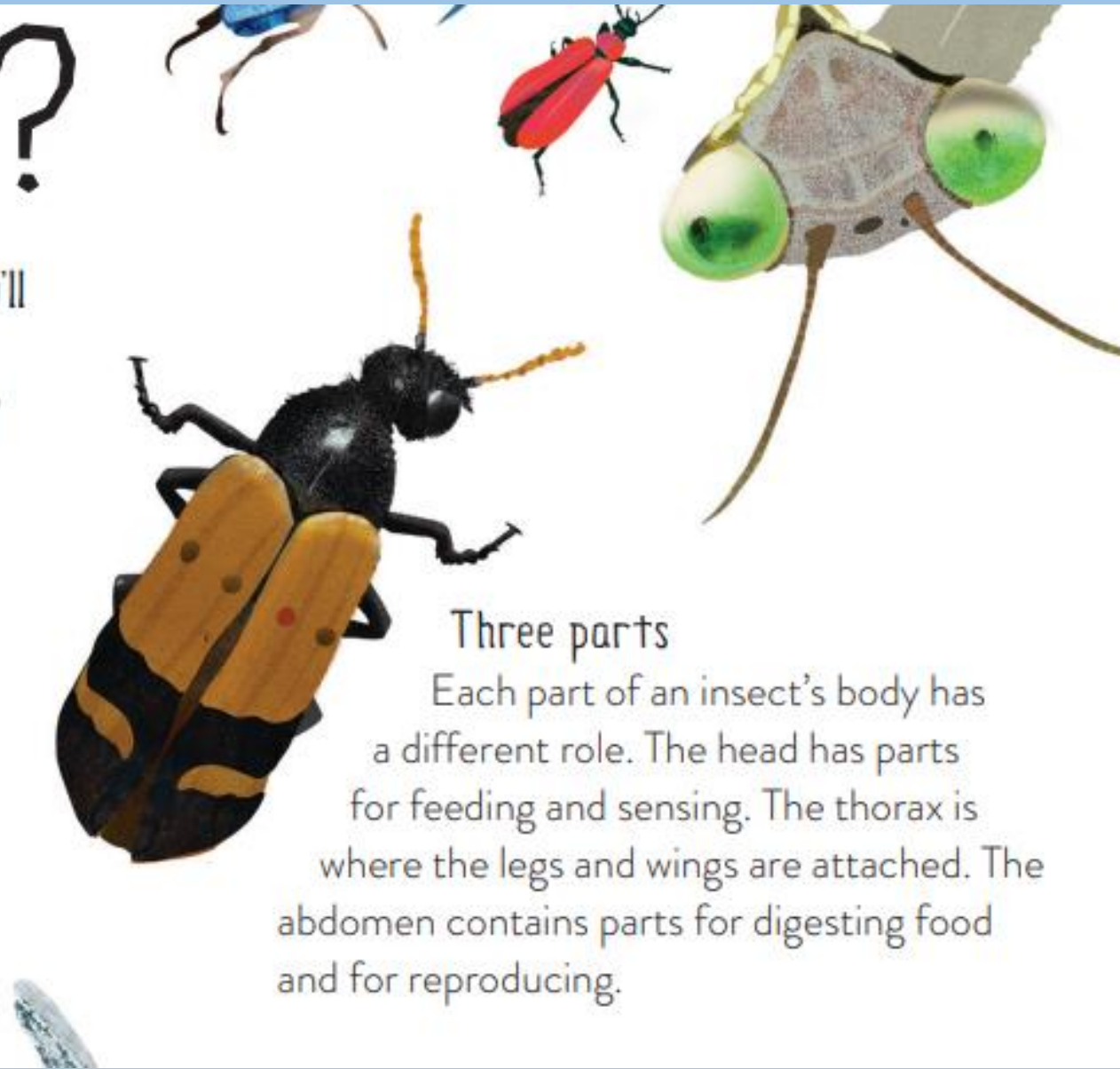


In the beginning of time / people and animals
lived together / on earth / and there was no
difference between them. Bear, / human, / raven,
/ fox, / even snow and ice, / all had spirit, / all
had soul. The air was pure / and clear as
crystal.

Is it an insect?

Lift a fallen log, dip a net into a pond or shake a tree and you'll find our planet is crawling with small animals! But not all of these are insects. What makes insects different, and special?

There are millions of different types of living things on Earth. To keep a track of them, scientists sort them into groups based on their similarities. Insects belong to a large group of animals known as invertebrates: animals without a backbone. In fact, they have no skeleton inside at all. Some invertebrates are quite squishy as a result, but one group – the arthropods – have a tough covering, called an exoskeleton, on the outside instead.



Three parts

Each part of an insect's body has a different role. The head has parts for feeding and sensing. The thorax is where the legs and wings are attached. The abdomen contains parts for digesting food and for reproducing.

Heteronyms — same spelling, different pronunciation

Desert

Dove

Moderate

Wind