



Minchinhampton KS1

Phonic Group Reading

Session One

- 1) Using flashcards, whiteboards **or the inside cover**, introduce the sounds that will feature in the book.
- 2) Using flashcards, whiteboards **or the inside cover** introduce the tricky words that will feature in the book.
- 3) Introduce any vocabulary in the book which the children might be unfamiliar with and explain meaning. Can you find these words on the page they occur.
- 4) **Introduce the list of words that the children will meet in the book which they will need help to read (ie beyond phonic phase).**
- 5) Practise blending to read with the children and explain that this is the skill they will be using when reading their books.
 - **Blending the sounds:** Adult orally models the individual phonemes and at the same time physically models the phonemes using 'points' for individual phonemes, 'lines' for digraphs and 'smiles' for split digraphs.
 - Adult then models blending the sounds together- moving from a 'slow' blend to 'faster' blend..
 - Adult physically models the blending using 'point and swoop' - including points, lines and smiles.
 - Child reads individual phonemes and blends. *Depending on child's level of confidence, child and adult may sound out and blend together or child may attempt sounding out and blending with adult listening/ supporting. Either way the adult should present a strong model for sounding out and blending (see above) at some point.*
- 6) Sitting at a table, look at the front cover and discuss with the children. Do they know what the title says? Looking at the book, what do they think the book is about?
- 7) Talk to the children about reading and the importance of using their index finger to follow the text. (Model this).
- 8) Then ask the children to have a go at reading the book independently.
- 9) Teacher to move around the children listening to two pages' maximum.
- 10) Teacher to be looking to see if the child can read the tricky words fluently, can they decode the words using their knowledge of GPCs? Are they finding any sounds/tricky words difficult to recall? Note on yellow stickies ongoing formative assessment.



Session Two (with the same book)

- 1) Using flashcards, or **the inside cover** revisit the sounds that will feature in the book.
- 2) Using flashcards **or the inside cover**, revisit the tricky words that will feature in the book.
- 3) Explain that today you will be rereading the book but thinking about fluency and prosody (reading with expression and a 'storyteller's voice').
- 4) Read through/summarise the story, pausing at places where there is obvious prosody needed and ask the children how 'this bit should be read' – to begin with, give them choices of different voices etc – would we say it like this, or like this?
- 5) Then ask the children to have a go at reading the book independently with an increased fluency and a focus on prosody.
- 6) Teacher to move around the children listening to two pages' maximum, noting their fluency, prosody and comprehension of the story.