



# Teaching reading and our reading schemes

For some or most of our learners  
learning to read is like climbing a  
mountain.

# Key words that we need to be aware of

- Phoneme - smallest unit of sound
- Grapheme - symbol of a phoneme, this could be a one letter or a group of letters (l, ie, igh, i-e)
- Grapheme-Phoneme correspondence - the relationship between sounds and the letter or letters that represent that sound
- Blending - building up words from individual phonemes for reading
- Segmenting - breaking down words into individual phonemes for writing
- Tricky (common Exception) words - words that are not decodable at the child's current phonic level of understanding
- Diagraph - two letters that work together to make one sound (ee - vowel diagraph, cl consonant diagraph)
- Trigraph - three letter that work together to make one sound (igh)
- Mnemonic - an illustration that is designed to support children's recognition of Grapheme-Phoneme Correspondence

# When do we start teaching Grapheme-Phoneme Correspondence

- There is no set time in our school, in mainstream the expectation would be that this would start at some point in reception, given our bespoke curriculums we would introduce this when a child is ready!

# Our Reading Schemes and how to use them

- Decide what level the child is and what phonetic knowledge they have, or what phonetic sounds you are teaching at the time
- Go to our language programme and the plan on the wall, find the reading scheme that will cover those sounds, plan to use a scheme that revises the sounds that you are teaching

# Use other reading resources to promote other reading skills

- Remember that reading is not just the mechanics of the reading (phonics and decoding and fluency), we need children to understand what they are reading, use the following to help with this :-
  1. Reading comprehension exercises, these can be done orally or through worksheets and work books
  2. Comparing, contrasting and commenting on the text they are reading and others they have read
  3. Words in context and Authorial choice
  4. Inference and prediction
  5. Poetry and performance
  6. Non-fiction and Fiction and the difference between these