

# Literacy Development at Home and School

**Science of Reading**



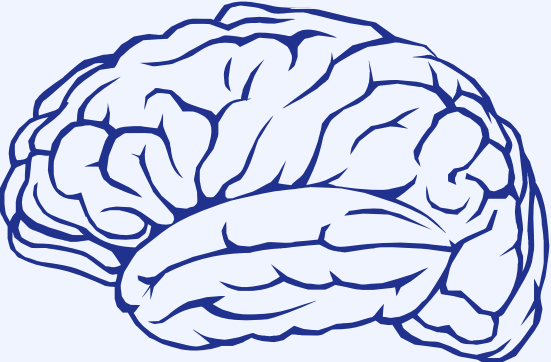
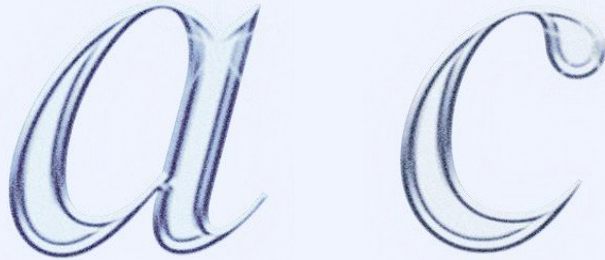
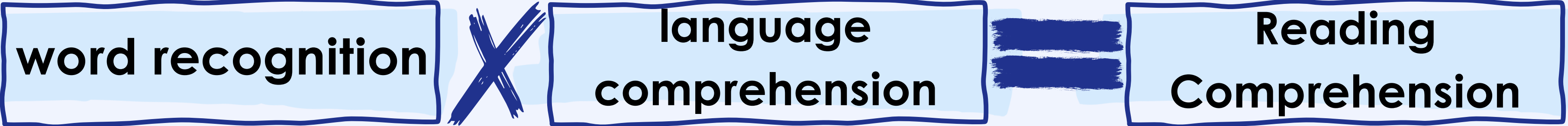
**Reading at School**



**Supporting Reading  
at Home**



# The Simple View of Reading



# The Simple View of Reading



Fluency

Phonological Awareness

Phonics

Vocabulary

Comprehension

$$\text{word recognition} \times \text{language comprehension} = \text{Reading Comprehension}$$



$$\text{word recognition} \times \text{language comprehension} = \text{Reading Comprehension}$$



**1**

$$\text{word recognition} \times \text{language comprehension} = \text{Reading Comprehension}$$



**1**

**1**

word recognition  $\times$  language comprehension = Reading Comprehension



**1**

**X**

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word recognition  $\times$  language comprehension = Reading Comprehension



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word recognition  $\times$  language comprehension = Reading Comprehension



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word recognition  $\times$  language comprehension = Reading Comprehension



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word recognition  $\times$  language comprehension = Reading Comprehension



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word recognition  $\times$  language comprehension = Reading Comprehension



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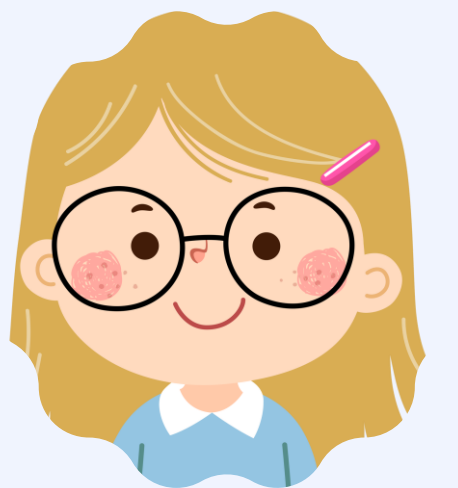
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word recognition  $\times$  language comprehension = Reading Comprehension



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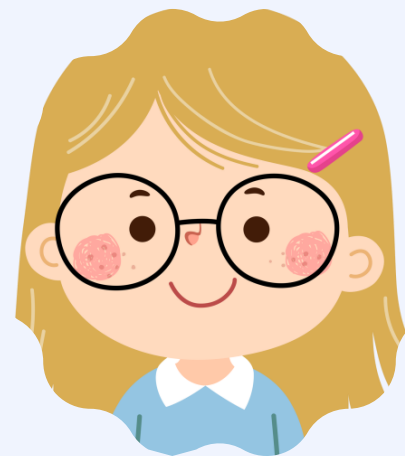
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word recognition  $\times$  language comprehension = Reading Comprehension



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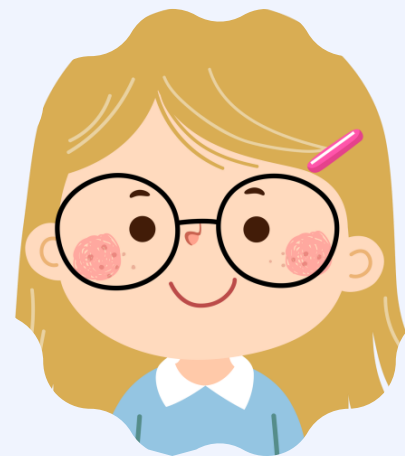
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word recognition  $\times$  language comprehension = Reading Comprehension



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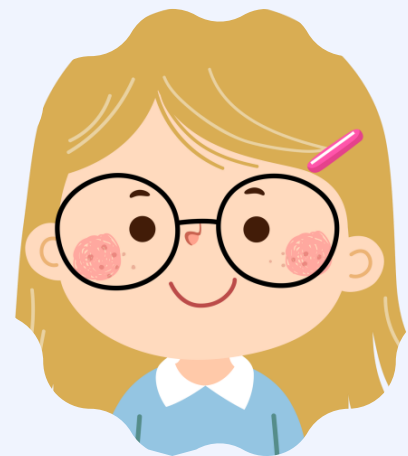
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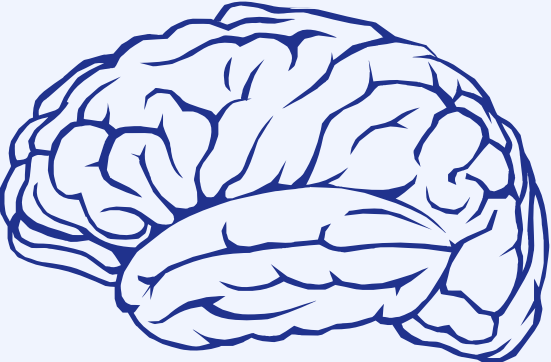
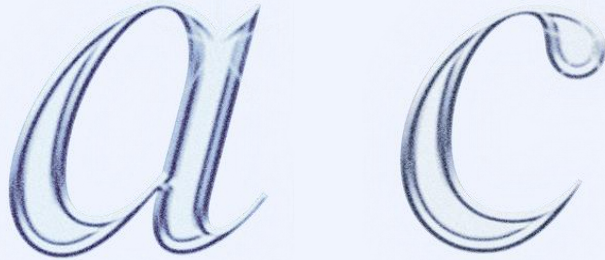
**X**

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# The Simple View of Reading





# Phonics

phoneme



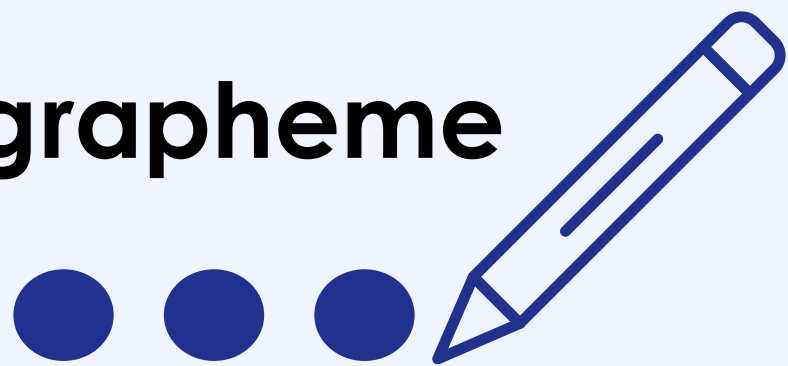
sounds/looks like



how many?

44

grapheme



250

letters



26

A Ω 央

# Focus on the Code

## The English Alphabetic Code

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds						
/s/	s snake	-ss glass	-ce palace	-se house	c (e i y) city	sc scissors	-st- castle	ps pseudonym	
/a/	a apple								
/t/	t tent	-tt letter	-ed skipped						
/i/	i insect	-y cymbals							
/p/	p pan	-pp puppet							
/n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine				
/k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque			
/e/	e egg	-ea head	-ai said						
/h/	h hat	wh who?							
/r/	r rat	-rr arrow	wr write	rh rhinoceros					
/m/	m map	-mm hammer	-me welcome	-mb thumb	-mn columns				
/d/	d dig	-dd puddle	-ed rained						
/g/	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue				
/o/	o octopus	wa watch	qa qualify	ai salt					
/u/	u umbrella	o son	-ou touch	-ough thoroughfare					
/l/	l ladder	-ll shell							
/u/	-le kettle	-il pencil	-al hospital	-el camel					
/f/	f feathers	-ff cliff	ph photograph	-gh laugh					
/b/	b bat	-bb rabbit	bu building						
/j/	j jug	-ge cabbage	g (e i y) giraffe	-dge fridge					
/y/	y yawn								
/ai/	ai first aid	-ay tray	a table	-ae sundae	a-e cakes				
	-ey prey	-ea break	eigh eight	-aigh straight					
/w/	w web	wh wheel	-u penguin						

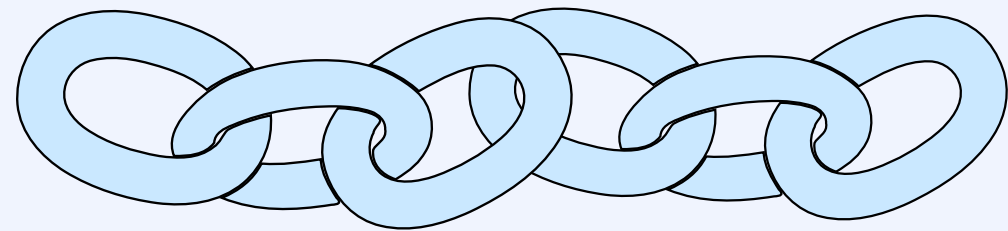
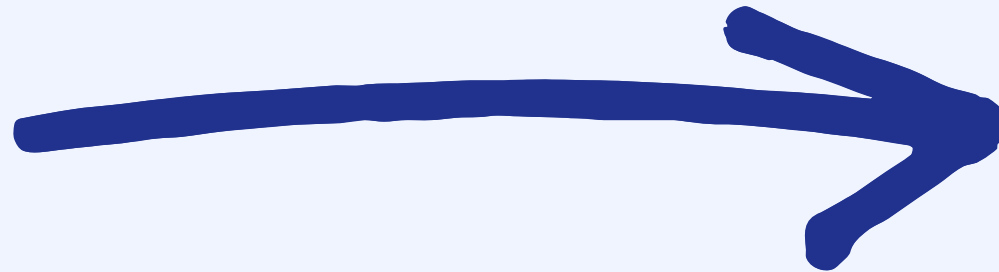
sounds	simple code	complex code							
/oa/	oa oak	ow bow	o yo-yo	-oe oboe	o-e rope	-ough dough	eau plateau		
/igh/	-igh night	-ie tie	i behind	-y fly	i-e bike	ei eider duck	eye eye		
/eel/	ee eel	ea eat	e emu	e-e concrete	-ey key	-ie chief	-ino sardines		
/i-ee/	-y sunny	-ey monkey	-ie movie						
/or/	or fork	oar oars	-oor door	ore snore	-our four	war wardrobe	quar quarter	wa water	
	aw dawn	au sauce	-al chalk	-augh caught	ough thought				
/z/	z zebra	-zz jazz	-s fries	-se cheese	-ze breeze				
/ng/	-ng gong	-n jungle		/ngk/	-nk ink	-nc uncle			
/v/	v violin	-ve dove							
short	-oo book	-oul should	-u push						
long	oo moon	-ue blue	u-e flute	-ew crew	-ui fruit	-ou soup	-o move	-ough through	
/ks/	-x fox	-ks books	-cks ducks	-kes cakes		/gz/	-x exam	-gs pegs	
/ch/	ch chairs	-tch patch		/chu/	-ture picture				
/sh/	sh sheep	ch chef	-ti station	-ci magician	-ssi admission				
unvoiced	th thistle		voiced	/th/	th there				
/kw/	qu queen								
/ou/	ou ouch	ow owl	-ough plough						
/oi/	oi ointment	oy toy							This chart is not definitive. You may discover further code.
/yoo/	-ue statue	u unicorn	u-e tube	ew new	eu pneumatic				
/er/	er mermaid	ir birthday	ur nurse	ear earth	wor world				Grey dashes indicate that the particular letter/sound correspondence is unlikely to begin a word.
schwa	-er mixer	-our humour	-re theatre	-ar collar	-or sailor				
/ar/	ar artist	a father	alm palm	-alf half	-alves calves				
/air/	air hair	-are hare	-ear bear	-ere where					Hollow letters alert the reader to various possible pronunciations.
/eer/	eer deer	ear ears	-ere adhere	-ier cashier					
/zh/	-si television	-s treasure	-z azure	g courgette	-ge collage				by Debbie Hepplewhite

# Phonics



**phoneme**  
**(sound)**

**encoding**  
**(writing/spelling)**



**decoding**  
**(reading)**



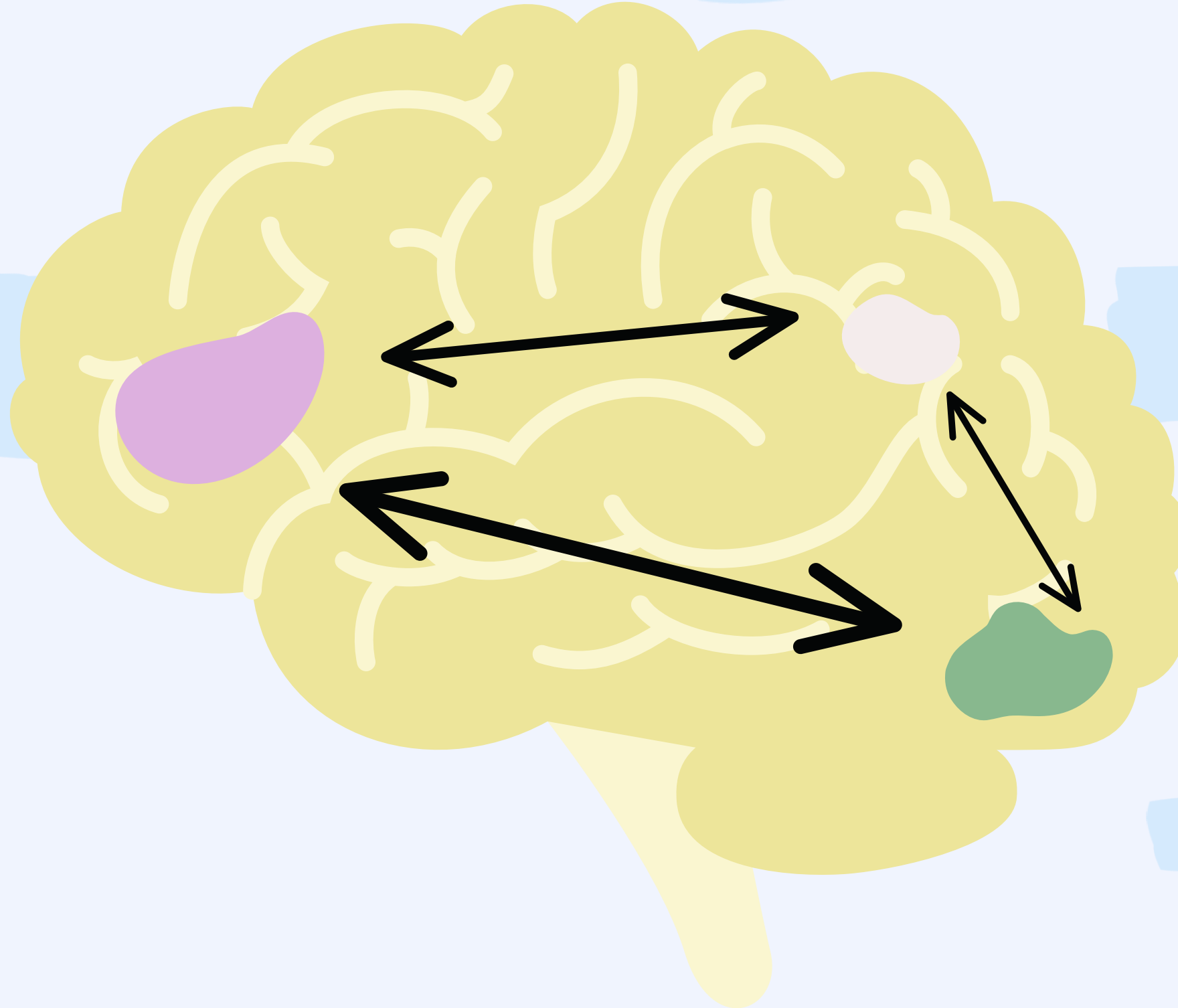
**grapheme**  
**(print)**

# The Reading Brain



# The Reading Brain

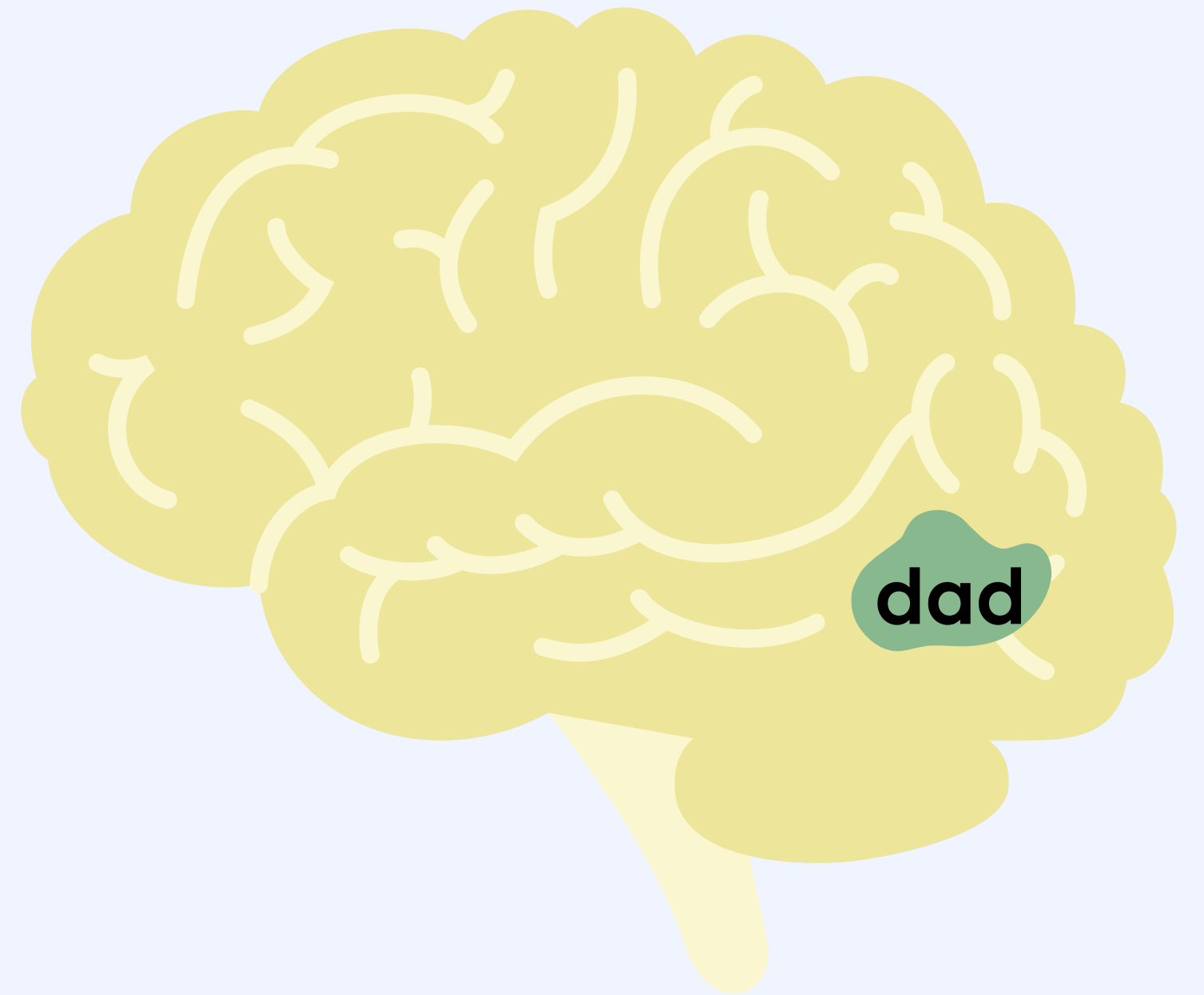
**Meaning**



**Sounds**

**Letters**

# Phonics



**Orthographic mapping is the process we use to permanently store ALL words in our long term memory.**

# Phonics



# Phonics



269 894



# Literacy Development at Home and School

**Science of Reading**



**Reading at School**



**Supporting Reading at Home**



# The English Alphabetic Code

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds					
/s/	s snake	-ss glass	-ce palace	-se house	c (e i y) city	sc scissors	-st- castle	ps pseudonym
/a/	a apple							
/t/	t tent	-tt letter	-ed skipped					
/i/	i insect	-y cymbals						
/p/	p pan	-pp puppet						
/n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine			
/k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque		
/e/	e egg	-ea head	-ai said					
/h/	h hat	wh who?						
/r/	r rat	-rr arrow	wr write	rh rhinoceros				
/m/	m map	-mm hammer	-me welcome	-mb thumb	-mn columns			
/d/	d dig	-dd puddle	-ed rained					
/g/	g girl	-gg juggle	qu guitar	gh ghost	-que catalogue			
/o/	o octopus	wa watch	qa qualify	ait salt				
/u/	u umbrella	o son	-ou touch	-ough thoroughfare				
/l/	l ladder	-ll shell						
/u/	-le kettle	-il pencil	-al hospital	-el camel				
/f/	f feathers	-ff cliff	ph photograph	-gh laugh				
/b/	b bat	-bb rabbit	bu building					
/j/	i jug	-qe cabbage	q (e i y) giraffe	-dqe fridge				
/y/	y yawn							
/ai/	ai first aid	-ay tray	a table	-ae sundae	a-e cakes			
	-ey prey	-ea break	eigh eight	-aigh straight				
/w/	w web	wh wheel	-u penguin					

sounds	simple code	complex code					
/oa/	oa oak	ow bow	o yo-yo	-oe oboe	o-e rope	-ough dough	eau plateau
/igh/	-igh night	-ie tie	i behind	-y fly	i-e bike	ei eider duck	eye eye
/eel/	ee eel	ea eat	e emu	e-e concrete	-ey key	-ie chief	-ine sardines
/i-eel/	-y sunny	-ey monkey	-ie movie				
/or/	or fork	oar oars	-oor door	ore snore	-our four	war wardrobe	quarter quarter
	aw dawn	au sauce	-al chalk	-augh caught	ough thought		
/z/	z zebra	-zz jazz	-s fries	-se cheese	-ze breeze		
/ng/	-ng gong	-n jungle		/ngk/	-nk ink	-nc uncle	
/v/	v violin	-ve dove					
short /oo/	-oo book	-oul should	-u push				
long /oo/	oo moon	-ue blue	u-e flute	-ew crew	-ui fruit	-ou soup	-o move
/ks/	-x fox	-ks books	-cks ducks	-kes cakes		/gz/	-x exam
							-qs pegs
/ch/	ch chairs	-tch patch		/chu/	-ture picture		
/sh/	sh sheep	ch chef	-ti station	-ci magician	-ssi admission		
unvoiced /th/	th thistle		voiced /th/	th there			
/kw/	qu queen						
/ou/	ou ouch	ow owl	-ough plough				
/oi/	oi ointment	oy toy					
/yool/	-ue statue	u unicorn	u-e tube	ew new	eu pneumatic		
/er/	er mermaid	ir birthday	ur nurse	ear earth	wor world		
schwa /er/ 'uh'	-er mixer	-our humour	-re theatre	-ar collar	-or sailor		
/ar/	ar artist	a father	alm palm	-alf half	-alves calves		
/air/	air hair	-are hare	-ear bear	-ere where			
/eer/	eer deer	ear ears	-ere adhere	-ier cashier			
/zh/	-si television	-s treasure	-z azure	q courgette	-qe collage		

## The complexities of the English Alphabetic Code:

- one sound (phoneme) can be represented by one, two, three or four letters: e.g. /a/ a, /f/ ph, /igh/ igh, /oa/ ough
- one sound can be represented by multiple spelling alternatives (graphemes): e.g. /oa/: o, oa, ow, oe, o-e, eau, ough
- one grapheme can represent multiple sounds: e.g. 'ough': /oa/ though, /or/ thought, /oo/ through, /ou/ plough, /u/ thorough

This chart is not definitive. You may discover further code.

Grey dashes indicate that the particular letter/s-sound correspondence is unlikely to begin a word.

Hollow letters alert the reader to various possible pronunciations.

by Debbie Hepplewhite



Phoneme Fram

1	2	3	4
f	r	igh	t
f <u>r</u> igh <u>t</u> !			

HOPE

CVCC/CCVC Words  
Read and Color  
Read the word then color the picture that matches.

kick			
rash			
vent			
twig			
bunk			
chop			

This week's sounds are:

ff    ss    ll    zz

**flossy**  
ff ll ss

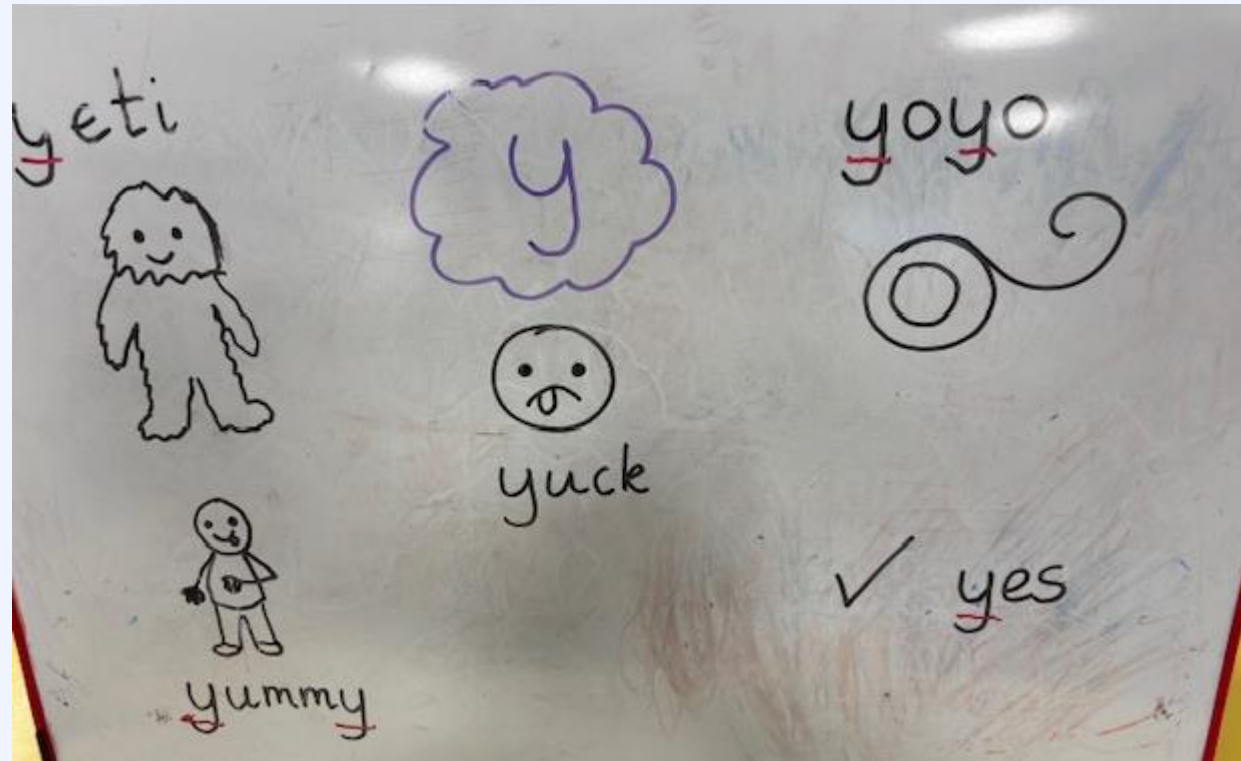
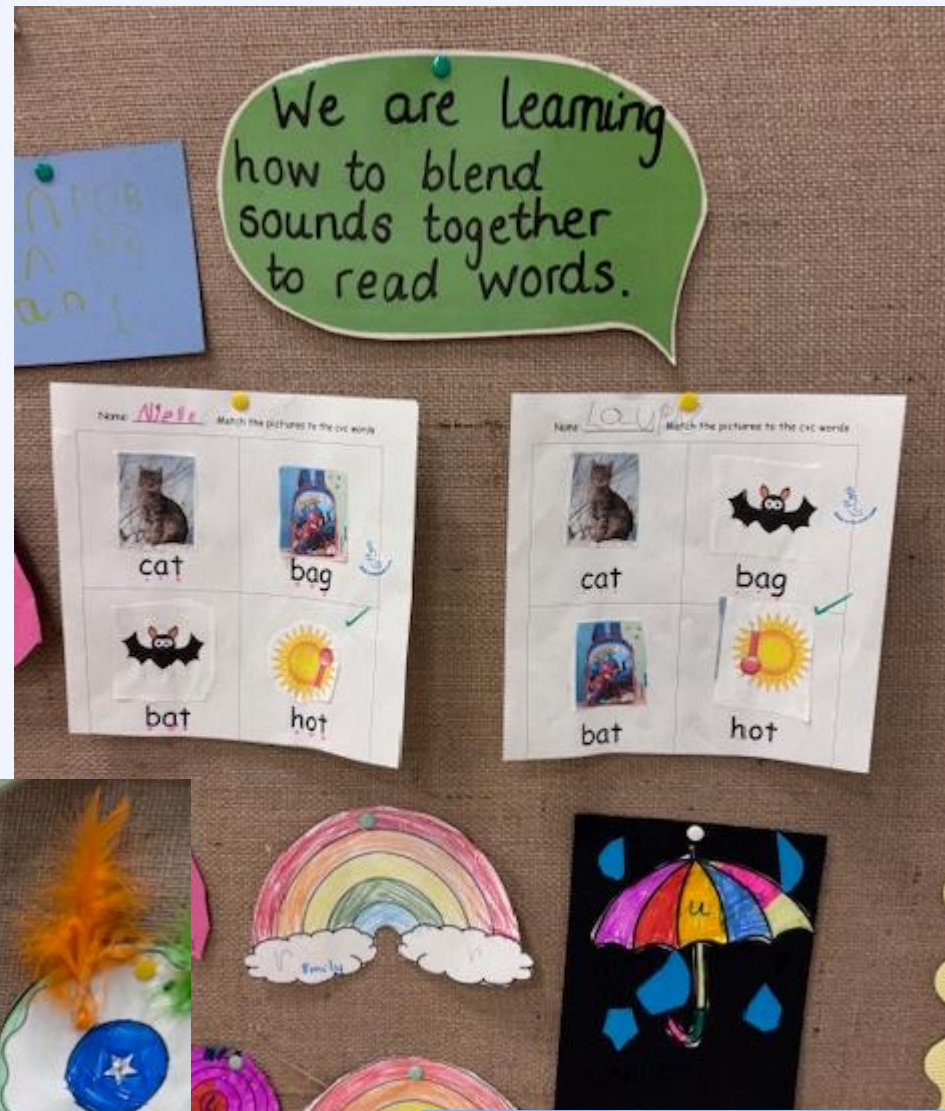
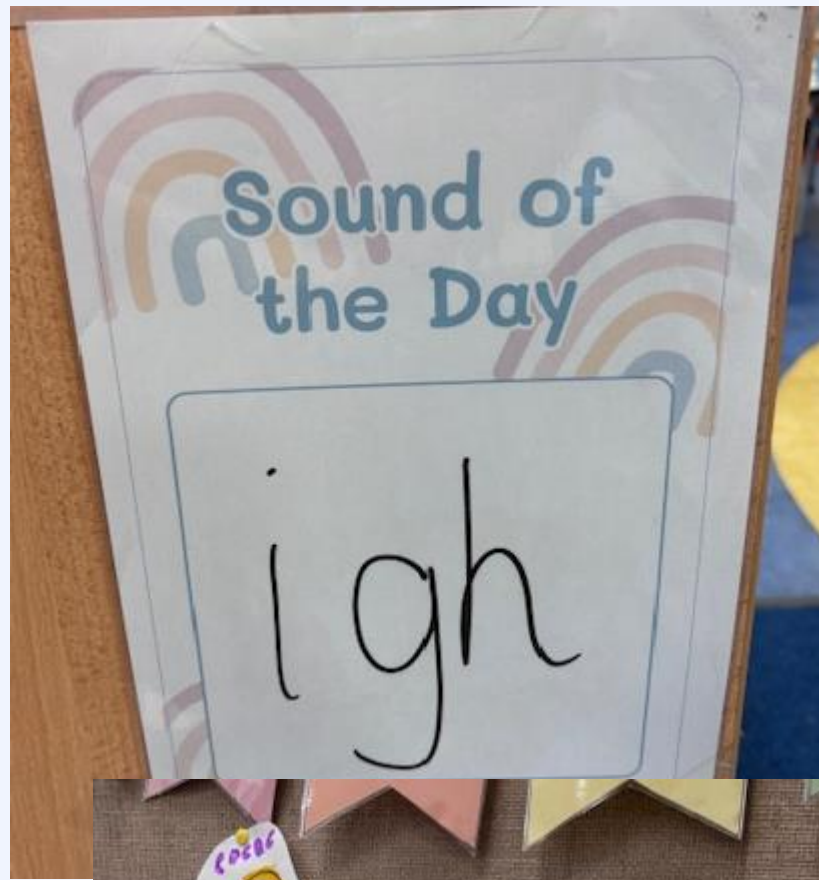
**Floss Rule**  
Double the f, l, s, and z when they come after a short vowel sound at the end of a one-syllable word.

<b>ff</b>	<b>ll</b>	<b>ss</b>	<b>zz</b>
staff	ill	gross	sozz
cuff	cell	dress	fizz
off	oull	miss	thuzz
ouff	apill	lozz	ruzz

Literacy Area

Three small baskets containing letter tiles: green (f, l, s, z), blue (n, o, d, i, o), and pink (p, o, a, r, t).

Three cards with images and phoneme frames: a bus, a cat, and a bag.



11.11.24

KG-C4

## 'Long i' Sound

### 'IGH' WORDS

I-G-H can also make 'Long i'

We find them in words like fight, night and high!

Let's look at 8 'igh' words.

fight 	light 	night 	right 
bright 	knight 	high 	sigh 

Choose the correct word to complete the sentences.

It is too dark. Please turn on the light.

Turn right at the end of the street.

The rules are simple. Be kind and don't fight.

The brave fighter fought the dragon.

When I scored a goal, my friend gave me high fives.

It is beautiful when the stars come out at night.

★ Super use of 'igh' words!

11.11.24

igh				

light

right

sigh

fight

fight

night

★ Super 'igh' words!

11.11.24

oa				

22.10.24

1. At halloween I wore a cloak.

2. I went to the farm park and I saw a goat.

3. I went on the road to get to my dancing class.

★ Fantastic sentences using 'oa' words

Well done!

chick	chicken
church	chop
chin	chump
chocolate	chase
reach	cheek

ch

4.11.24

ow			

1. The stout cow was eating the grass.

2. After a shower I found a towel.

3. I saw a clown at the circus.

ow

COWBOY

CLOWN

Tuesday 5th November LI to listen  
carefully and write sentences.  
I saw a bright light flash across the  
horizon. It's important to keep an open  
mind when learning new things.  
The cat ran by me as I was  
walking home.

\* Capital letters

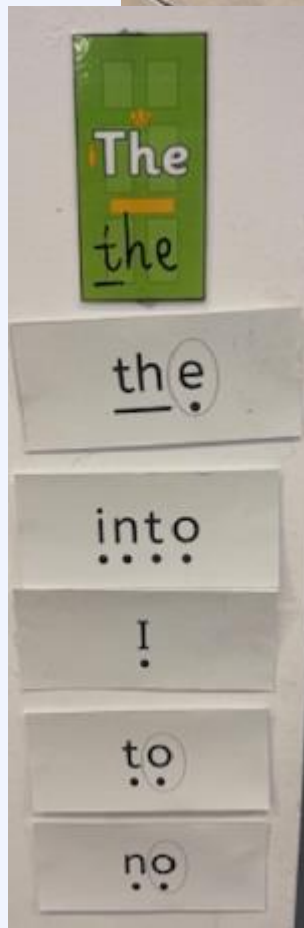
### Sentence Dictation

L.I to listen carefully and write sentences  
S.C

- Capital letters and full stops
- Listen and tap out sounds on your fingers.
- use alphabetic code to find sounds.
- Diacritically mark the sounds



- The stars shine bright in the night sky. (igh)
- I saw a bright light flash across the horizon. (igh)
- She is always kind to her friends. (i)
- It's important to keep an open mind when learning new things. (i)
- I always cry when I watch sad films. (y)
- The cat ran by me as I was walking home. (y)



### The Life of Mary, Queen of Scots

L.I To find information in a text and understand the meaning of words  
S.C

- Read the text carefully, out loud with a partner.
- Diacritically mark oi oy sounds in the text
- Highlight key information and answer in sentences.

Mary, Queen of Scots, was a royal lady who had many joys and sorrows. Mary was born to be a queen, and she took on this role when she was just a tiny baby. She enjoyed her time as queen, but life was not easy for her. Mary's life was full of hard choices and tricky problems.

When she was young, Mary's family sent her to live in France. She married a prince there and was filled with joy. But her joy was short because her husband, the prince, died. This made Mary very sad, so she returned to Scotland to be queen there. In Scotland, not everyone was loyal to Mary. Some people wanted to destroy her joy and take away her crown. Mary faced many battles and choices, and some people thought she might even try to join her rule with England, which worried her cousin, Queen Elizabeth.

Queen Elizabeth saw Mary as a threat, and in time, she put Mary in prison. Mary spent many years in this dark, lonely place. After a long wait, Mary was executed, which means her life was taken away. Her time as queen was over, but her story is still told today.





# Homework Consultation

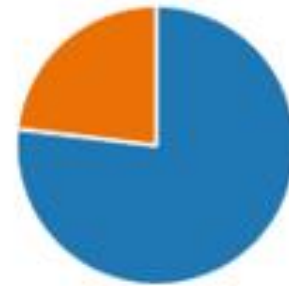
26th Aug 2024

This session we intend to review our existing Homework Policy, taking into account the views of our families and stakeholders. We would be extremely grateful if you could take 5 minutes to share your views by completing this survey.

## Are you in favour of homework?

[More Details](#) [Insights](#)

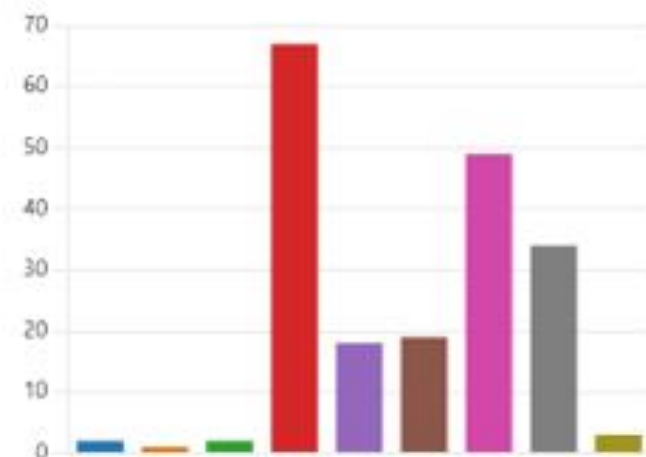
Yes	133
No	40



## 3. What would you like to see as homework for your child?

[More Details](#)

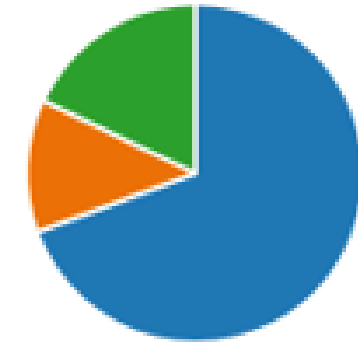
Literacy only	2
Numeracy only	1
Health & Wellbeing only	2
Literacy & Numeracy	67
Literacy, Numeracy and Health ...	18
Topic based projects	19
All of the above	49
I am not in favour of homework	34
Other	3



## 4. Would you prefer homework to be paper-based or electronic?

[More Details](#) [Insights](#)

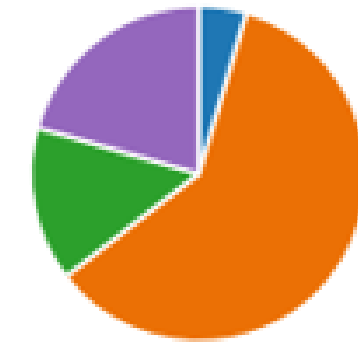
Paper-based	120
Electronic	22
I am not in favour of homework	31



## 5. How often should homework be issued?

[More Details](#) [Insights](#)

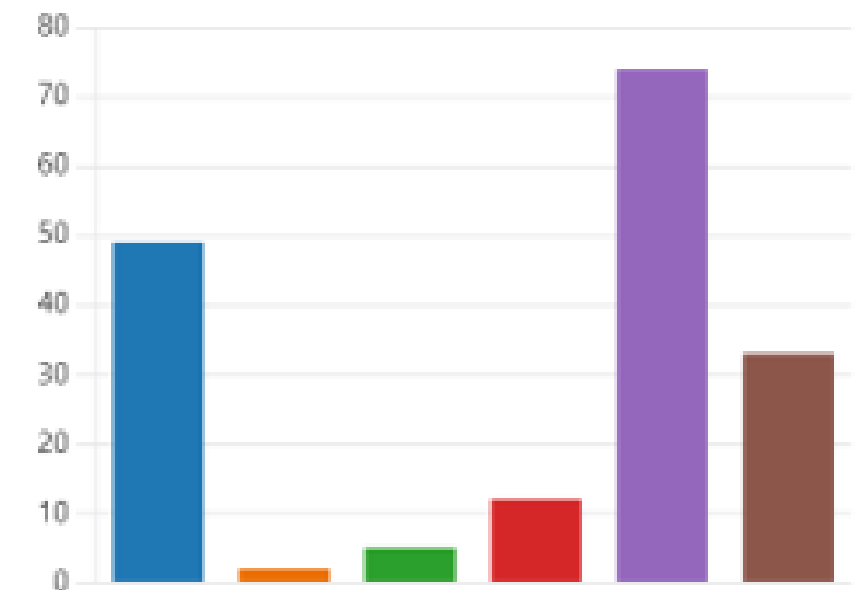
Daily	8
Weekly	105
Monthly	26
Termly	0
I am not in favour of homework	36



## Which day do you feel would be the best day for homework to be returned?

[More Details](#)

Monday	49
Tuesday	2
Wednesday	5
Thursday	12
Friday	74
I am not in favour of homework	33



## Literacy Home Learning

This year we are implementing the South Ayrshire Reads strategy based on the science of reading and will be taking a new approach to home learning in Literacy.



Your child will be learning sounds every week in class and we encourage you at home to consolidate this learning. We understand that children can be busy after school with clubs and events, therefore, we have tried to ensure that homework is straightforward to allow children to complete independently at home. Some of the strategies we are now using are new to the children however we are confident that with continued support and reinforcement in school, they will quickly get the hang of it.

Attached you will find a copy of **The English Alphabetic Code**. This code should be used to explore the variety of ways each **phoneme** (sound) can be spelled (**grapheme**).

Phoneme	Graphemes
a	ai, ay, au, aw, ax
ai	ai, ay, au, aw, ax
ay	ai, ay, au, aw, ax
au	ai, ay, au, aw, ax
aw	ai, ay, au, aw, ax
ax	ai, ay, au, aw, ax

Children will focus on a sound weekly and will explore different ways to make that sound e.g., 'eigh' as 'ai'.

Some weeks, your child will have a list of words which contain one specific **grapheme** (spelling sound), and they will be asked to use **diacritical marking** to 'Write it', 'Mark it', 'Say it', 'Count it'. Learning in phonics should never be silent- children need to vocalise the sounds alongside writing in order to **Orthographically Map** the sounds (and words) in their brain.



Other weeks, your child may be provided with a list of words containing a variety of **graphemes** (sound spellings), and they will have to sort the words into the correct **grapheme** categories.

Grapheme	Words
ai	pay, chain, race, crown
ay	taken, they, neighbour

At times, your child may also be provided with only the spelling sound (**grapheme**) for the week and be asked to come up with their own words which contain that spelling sound.

Spelling will be assessed regularly in class, with a focus on the spelling sound (**grapheme**). Teachers will encourage application of learning by using new and unfamiliar words.

## Parental Information Leaflet

### **Explicit and systematic phonics instruction**

Across the school, we will continue to learn phonics skills, progressing from simple to complex, using the **English Alphabetic Code**. Phonics should no longer be seen as early years focus only. Children will continue to develop their knowledge and understanding of this code as they master their skills. In the upper department, phonics and word study will continue with more grammar, multisyllabic words, and morphology (learning about word parts and roots).

### **Phonemic awareness**

This is the ability to get to the individual sounds in words by listening and to identify and manipulate those sounds orally. Students will be encouraged to continue to use these skills to fully secure this foundation of reading. This is an area that the research has indicated is hugely important!

### **Decodable Readers**

Our early readers will be working with decodable readers. These are books or passages that only include words that the students can 'decode' (sound-out) according to the skills they have been taught thus far. Our children need practice with the phonics skills they are learning, and these books and passages provide that practice. So be aware that at times, your child may be bringing home a sheet of paper with a passage for practice rather than a book.

### **What is Diacritical Marking?**

Diacritical marking is the use of symbols to mark **phonemes** (e.g., b, p), **joined phonemes** (e.g., sh, ch) and **split phonemes** ('magic e' words). There are three parts to the code: a single dot which represents a single phoneme, a line which represents a joined phoneme and an arch which represents a split phoneme.



It is a spelling strategy which helps the brain to link the **phonemes** (sounds) to the **grapheme** (letters that represent that sound)- this process is called **Orthographic Mapping**. Each time a child says and writes a sound together, it creates a new synapse in their brain to make this connection. A neurotypical child can repeat this process ('Write it'/'Say it') approximately 15 times in order for the sound and spelling to be learned (Orthographically Mapped). It can take up to 250 repetitions of the same process for a dyslexic and/or neurodivergent learner.

### **What is Orthographic Mapping?**

**Orthographic mapping** is the process that all successful readers use to become fluent readers. Through orthographic mapping, students use the oral language processing part of their brain to map (connect) the **phonemes** (sounds of words) they already know to the **graphemes** in a word (spellings).





# Supporting Phonics at Home



## Key Terms

**Phoneme:** Smallest unit of sound in a word  
**Grapheme:** Letters that represent phonemes  
**Decoding:** Blending sounds together to read words  
**Encoding:** Segmenting sounds to spell words

### Same Approach



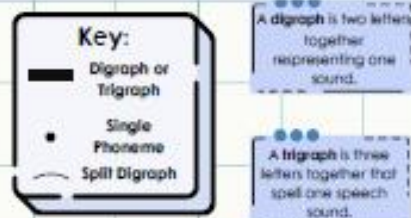
Orally brainstorm words  
 Use phoneme fingers to break words into phonemes  
 Write down each sound to build the word  
 Blend and read the written words

### Word Sorts



Ask your child to sort the words.  
 Blend and read.

### Diacritical Marking



Ask your child to diacritically mark words.  
 Blend and read.

pay rain bake

### Read, Read, Read

Read with your child...any book, any time! The more you read, the better!



When reading aloud with your child, if you come across phonemes you know your child knows, encourage them to blend and read the word.

# The English Alphabetic Code

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds					
/s/	s snake	-ss glass	-ce palace	-se house	c (e i y) city	sc scissors	-st- castle	ps pseudonym
/a/	a apple							
/t/	t tent	-tt letter	-ed skipped					
/i/	i insect	-y cymbals						
/p/	P pan	-pp puppet						
/n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine			
/k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque		
/e/	e egg	-ea head	-ai said					
/h/	h hat	wh who?						
/r/	r rat	-rr arrow	wr write	rh rhinoceros				
/m/	m map	-mm hammer	-me welcome	-mb thumb	-mn columns			
/d/	d dig	-dd puddle	-ed rained					
/g/	g girl	-gg juggle	qu guitar	gh ghost	-que catalogue			
/o/	o octopus	wa watch	qua qualify	ait salt				
/u/	u umbrella	o son	-ou touch	-ough thoroughfare				
/l/	l ladder	-ll shell						
/u/	-le kettle	-il pencil	-al hospital	-el camel				
/f/	f feathers	-ff cliff	ph photograph	-gh laugh				
/b/	b bat	-bb rabbit	bu building					
/j/	j jug	-ge cabbage	g (e i y) giraffe	-dge fridge				
/y/	y yawn							
/ai/	ai first aid	-ay tray	a table	-ae sundae	a-e cakes			
	-ey prey	-ea break	eigh eight	-aigh straight				
/w/	w web	wh wheel	-u penguin					

# Oral Blending



# Blending

niece



The word "niece" is displayed in a large, bold, black font on a light green background. Below the word, three gray shapes indicate syllable boundaries: a rounded rectangle under the "ni", a horizontal bar under the "e", and another horizontal bar under the "ce".

# Blending

shield



A diagram illustrating the stroke order for writing the word "shield". The word is written in a bold, lowercase, sans-serif font. Below the word, four gray shapes indicate the sequence of strokes: a horizontal bar under the 's', a horizontal bar under the 'h', a circle under the 'i', and a circle under the 'd'.

# Blending

field

A Braille representation of the word "field" is shown below the text. It consists of four characters: a dot 2-3-6 cell for 'f', a dot 1-4-5-6 cell for 'i', a dot 1-2-3-4-5-6 cell for 'e', and a dot 1-2-3-4-5-6 cell for 'd'.

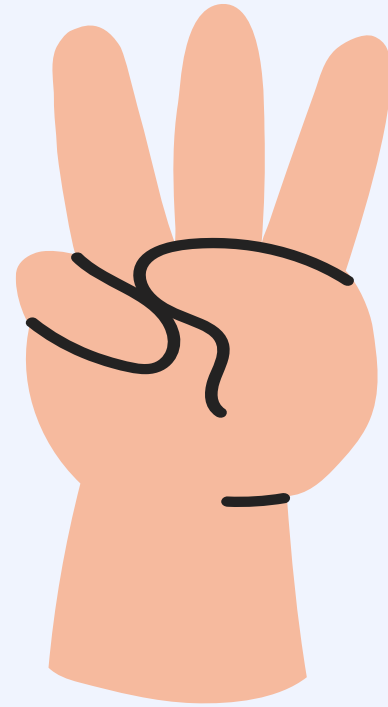
# Blending

percieve

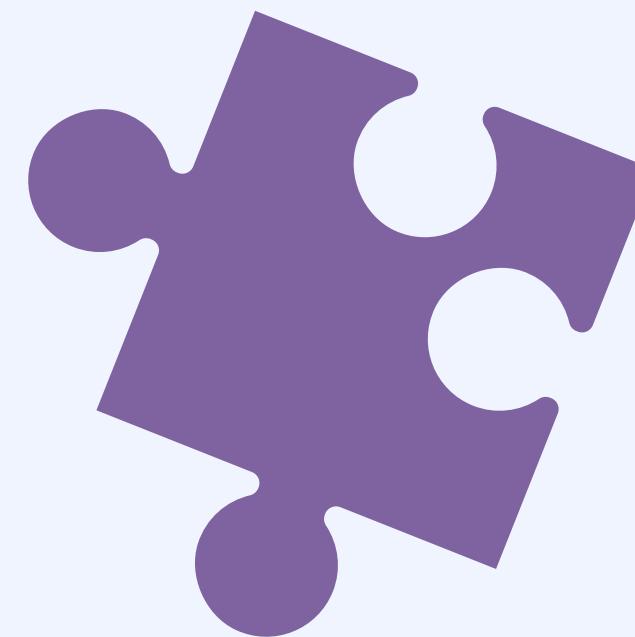


The word "percieve" is displayed in a bold, black, sans-serif font on a light green rectangular background. Below the word, a series of grey shapes indicate the syllable structure: a grey circle under the 'p', a grey horizontal bar under 'per', a grey circle under 'ci', a grey horizontal bar under 'e', and a grey horizontal bar under 've'.

# Oral Segmenting



# Segmenting



Remember to:

1. Say the word



2. Segment the word



3. Write the sounds (say the sound as you write it)

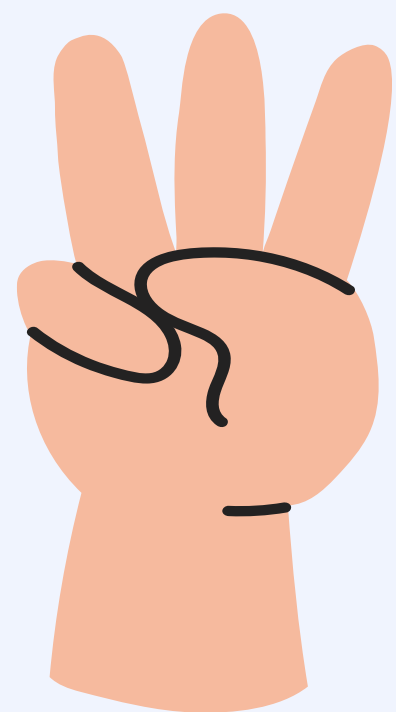


4. Diacritically mark to check (say the sound as you mark it).

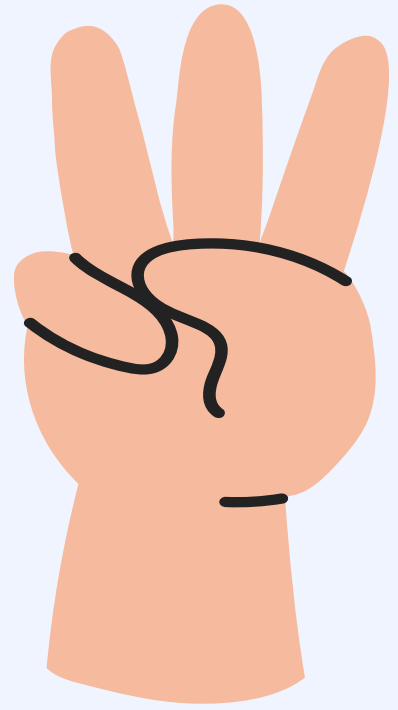




# Segmenting



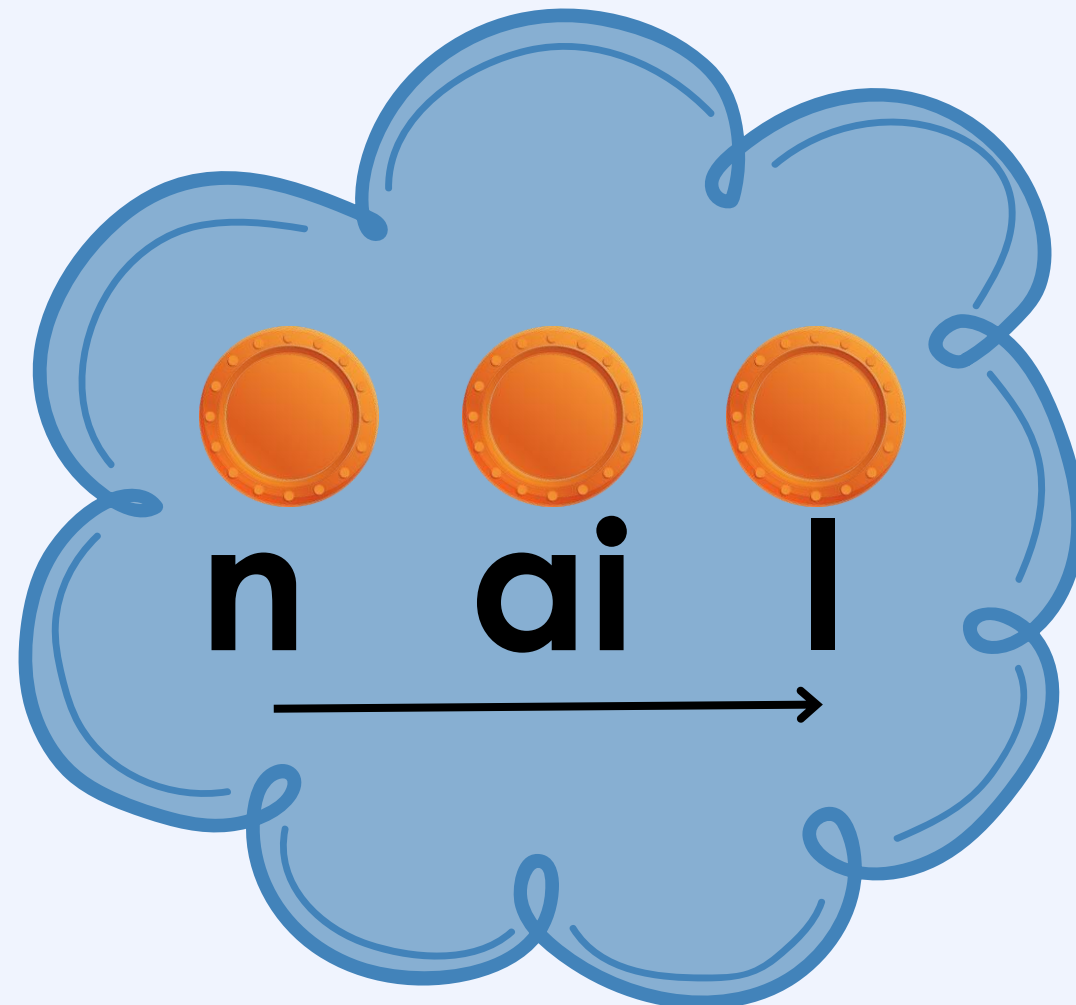
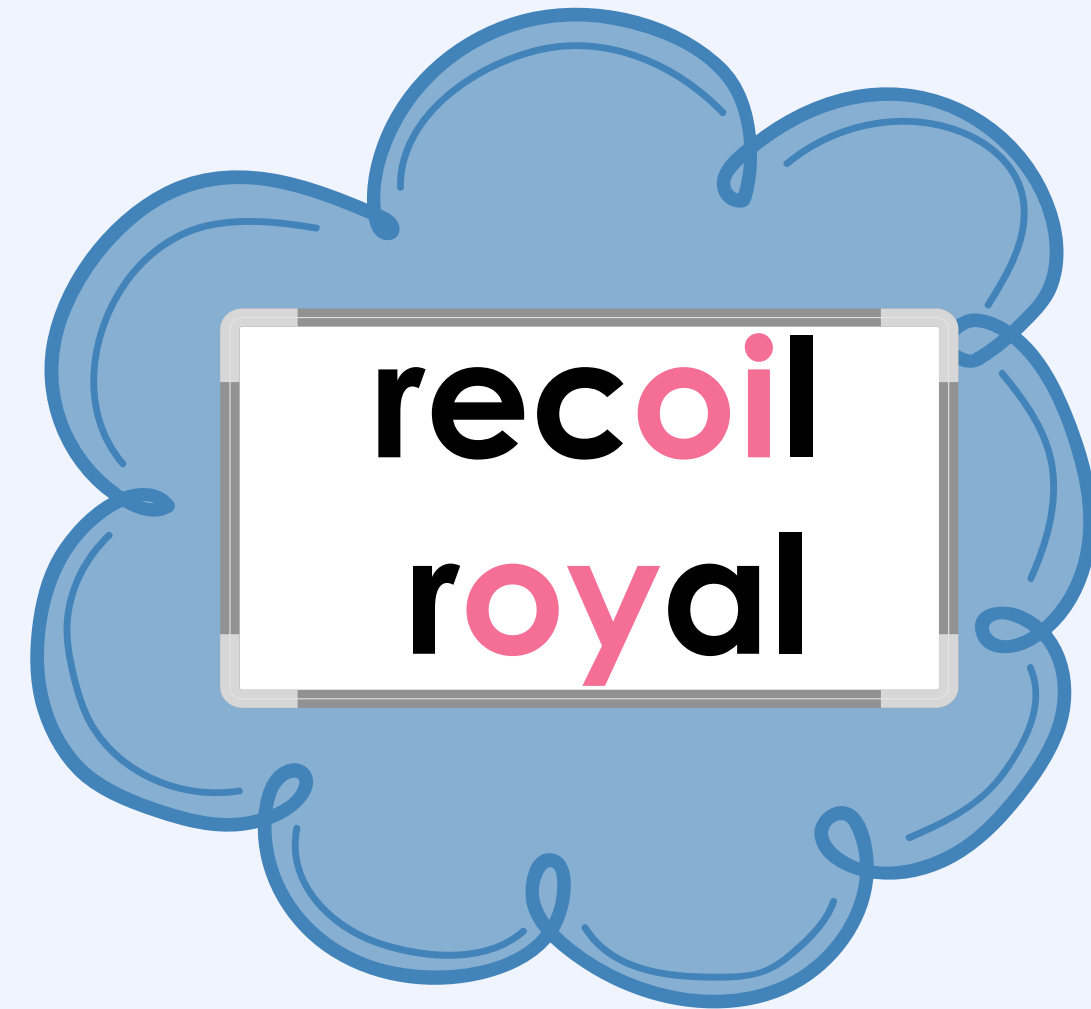
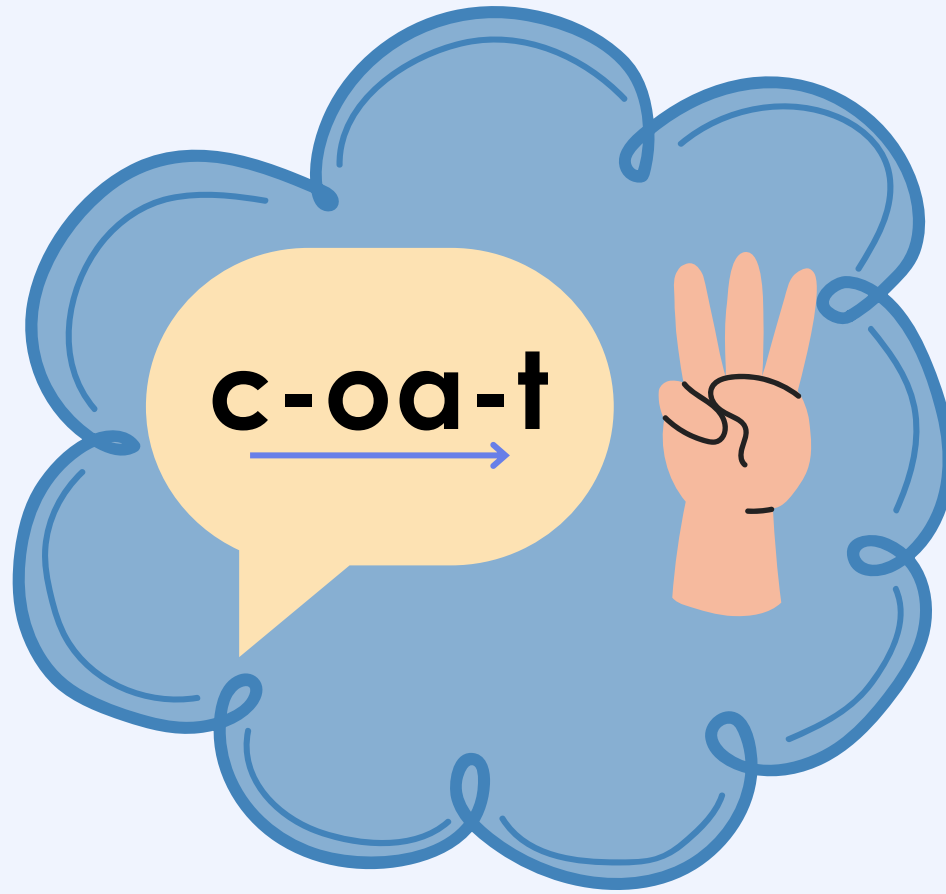
# Segmenting



# Decodable Texts



# Phonics at Home



# Language Comprehension at Home

