

# Phonics and Early Reading

Welcome to Early Years Foundation Stage and Key Stage 1

# Phonics and Early Reading

## ○ Phonics

- What it is
- Phonics Levels
- How we teach it

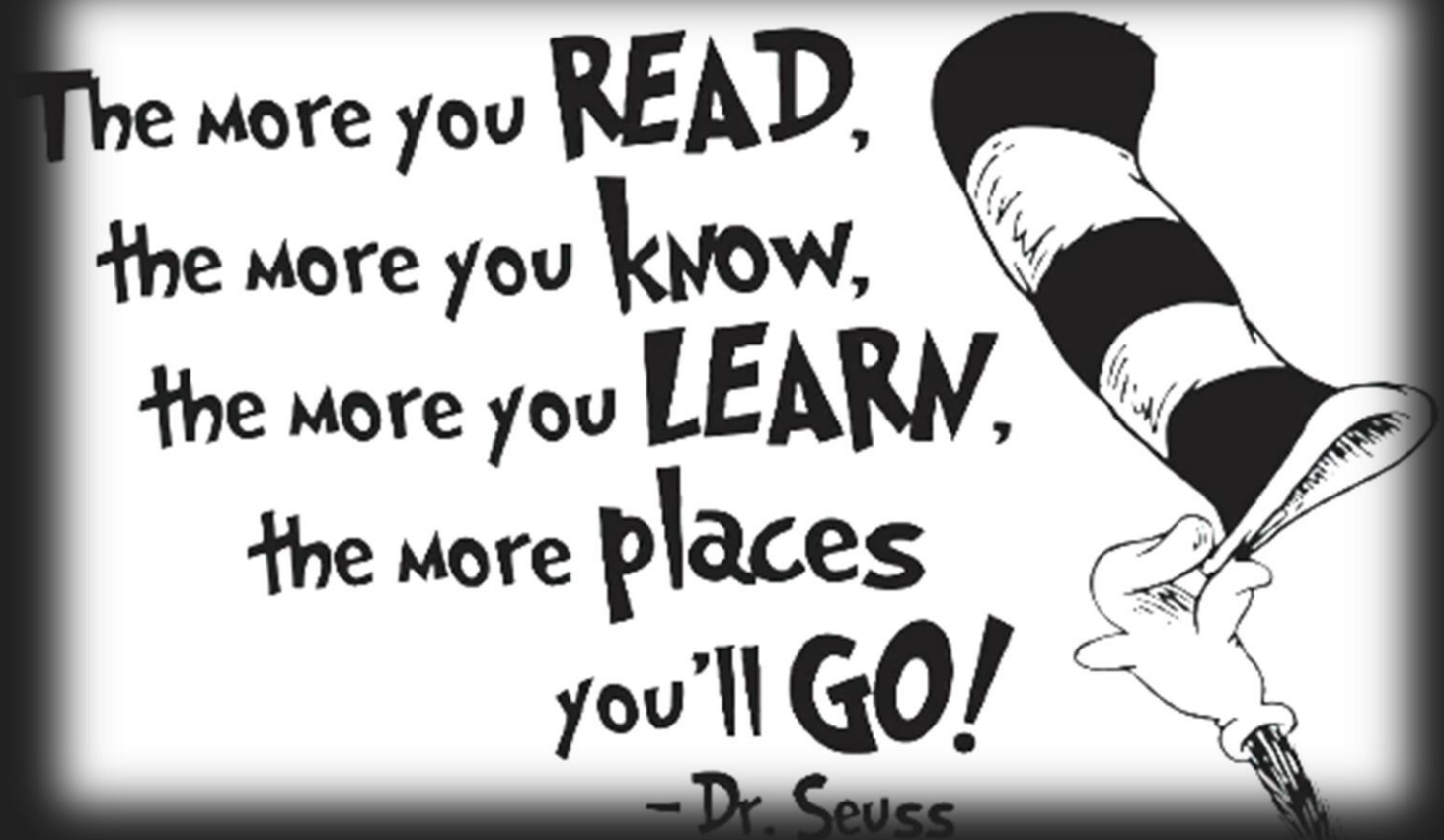
## ○ Reading

- Introduction to Rhino Readers
- The Books
- How they match up to phonics

## ○ Reading Comprehension

- What it is
- Vipers

## ○ How you can help



# Phonics

# Phonics – What it is

## Did You Know...?

Whole Scheme Sound Mat

<b>a</b> a	<b>e</b> e ea	<b>i</b> i	<b>o</b> o	<b>u</b> u oo o	<b>ai</b> ai ay a_e a	<b>ee</b> ee ea e_e e y ie ey	<b>igh</b> igh i ie y i_e	<b>oa</b> oa ow o_e o oe	<b>oo</b> oo ue u_e ew
<b>ar</b> ar	<b>or</b> or ore aw al au a	<b>ur</b> ur er ir	<b>ow</b> ow ou	<b>oi</b> oi oy	<b>ear</b> ear eer	<b>air</b> air are ear	<b>ure</b> ure	<b>u_e</b> u_e ue u ew	<b>b</b> b
<b>c</b> c ck k ch	<b>ch</b> ch tch	<b>d</b> d	<b>f</b> f ff ph	<b>g</b> g	<b>h</b> h	<b>j</b> j dge g ge	<b>l</b> l el ll al le il	<b>m</b> m mb	<b>n</b> n gn kn
<b>ng</b> ng	<b>p</b> p	<b>qu</b> qu	<b>r</b> r wr	<b>s</b> s ss c	<b>sh</b> sh ch	<b>t</b> t	<b>th</b> th	<b>th</b> th	<b>v</b> v
<b>w</b> w wh	<b>x</b> x	<b>y</b> y	<b>z</b> z zz s	<b>zh</b> s	<b>tion</b> tion	<b>ture</b> ture			

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling** them.

This is why English is one of the most complex languages to learn!

# Phonics – What it is

- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

# Phonics – What it is (Vocabulary)

## phoneme

The smallest unit of sound in a word – often called a ‘sound’

## grapheme

A letter (or letters) that represent a phoneme (sound)

## grapheme-phoneme correspondence (GPC)

The link between phoneme and grapheme

## oral blending

Hearing phonemes and putting them together to make a word

## blending

Reading graphemes and putting them together to make a word

## segmenting

Breaking words apart into phonemes and writing them down This is the basis of spelling

## multi-syllabic word

A word with more than one syllable

## digraph

A phoneme that is represented by two letters

## trigraph

A phoneme represented by three letters

## split digraph

A digraph that is separated by one or more consonants in words

## Consonant blends

Also known as adjacent consonant. Consonants that appear next to each other but represent separate sounds

## Alternative grapheme

Different representations of a phoneme in

# Phonics – What it is

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

- This is the expected progression across Early Years and Key Stage 1 (up to year 2).

- It is just an overview. We understand that every child progresses at their own pace.

- Sometimes children may need longer within a particular level to really embed the learning and gain confidence in reading at that level

# Phonics – Levels

## Level 2



### Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

Level 2 is taught in Reception.

Children will have the opportunities to:



- Identify the phoneme when shown any Level 2 grapheme
- Identify any Level 2 grapheme when they hear the phoneme
- Orally blend and segment CVC words such as 'sat' and 'pin'
- Blend sounds to read VC words such as, 'if', 'am', 'on', 'up'
- Segment VC words into sounds to spell them (eg magnetic letters)
- Read tricky words (can't be sounded out): the, to, l, no, go



# Phonics – Levels

## Level 2



### Actions and Mnemonics

- Every sound has a corresponding action and mnemonic, which helps children to remember them.

<b>s</b>  Make a snake's head with your hands and wiggle your body like a snake!	<b>a</b>  Pretend to bite into a crunchy apple.	<b>t</b>  Pretend to stir a teaspoon around a teacup.	<b>p</b>  Make one hand into a puppy's head and pat it with your other hand.	<b>i</b>  Flap your hands like an insect's wings.	<b>n</b>  Make your fist into a nut and tap it.
<b>m</b>  Yummy! Rub your tummy.	<b>d</b>  Pretend to play your drum kit.	<b>g</b>  Pretend to wrap your scarf like Gabi.	<b>o</b>  Pretend to squeeze a juicy orange.	<b>c</b>  Wiggle your finger like a caterpillar.	<b>k</b>  Pretend to spread your hand like a kite and fly it in the air.
<b>ck</b>  Make a duck's beak with your hands and pretend to pick up sticks.	<b>e</b>  Make an egg with one hand and tap it with the other.	<b>u</b>  Make one hand into an umbrella and sprinkle rain on it.	<b>r</b>  Move your arms like a robot.	<b>h</b>  Pretend to open the door of the house.	<b>b</b>  Pretend to throw and catch a ball.
<b>f</b>  Pretend to wave a magic wand.	<b>l</b>  Pretend to lick an ice lolly.	<b>ff</b>  Pretend to switch off the light.	<b>ll</b>  Pretend to ring a bell.	<b>ss</b>  Blow a kiss.	

# Phonics – Levels

## Level 3



### Level 3 Coverage

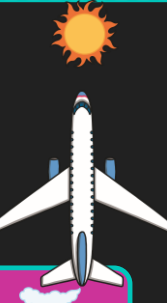
In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

Level 3 is taught in Reception.

Children will have the opportunities to:

- Say the phoneme when shown Level 2 and Level 3 graphemes
- Find Level 2 and Level 3 graphemes, when given the phoneme
- Blend and read CVC words (single-syllable) such as 'chop'
- Segment and make phonetically plausible attempts at spelling CVC words (single syllable) such as 'paid' and 'seed'
- Read further tricky words (can't be sounded out).
- Spell tricky words: the, to, l, no, go



# Phonics – Levels

## Level 2



### Actions and Mnemonics

- As children are introduced to a new sound, they are taught how to write it correctly.

<b>j</b>  Sweep your hand up like a jumbo jet taking off.	<b>v</b>  Draw a v shape on your chest to show the V-neck of the vest.	<b>w</b>  Make waves with your hand.	<b>x</b>  Hold one hand like a map and draw an x on it.	<b>y</b>  Pretend to raise and lower a yo-yo.	<b>z</b>  Draw the zigzag path in the air.
<b>qu</b>  Give a royal wave.	<b>ch</b>  Use your thumb and forefinger to make a chick's beak.	<b>sh</b>  Put a finger to your lips.	<b>th</b>  Put your forefingers on your head and wiggle your moth's feelers.	<b>th</b>  Stroke your hand on your cheek like a soft feather.	<b>ng</b>  Tap your ring finger.
<b>ai</b>  Draw a spiral snail's shell.	<b>ee</b>  Make mouse whiskers.	<b>igh</b>  Hold one arm across your body as if holding a shield and put it with your other hand.	<b>oa</b>  Pretend to row your boat.	<b>oo</b>  Point at the moon.	<b>oo</b>  Pretend to open a book.
<b>ar</b>  Make twinkly star fingers.	<b>or</b>  Pretend to press a car horn.	<b>ur</b>  Pretend to press a purse.	<b>ow</b>  Pretend to squeeze the squirty flower on your coat.	<b>oi</b>  Flick your thumb as if tossing a coin.	<b>ear</b>  Cup your hand around your ear.
<b>air</b>  Hold a chair, move it in and out from a desk.	<b>ure</b>  Swing your arm like a pirate.	<b>er</b>  Pretend to sneeze!			

# Phonics – Levels

## Level 4



### Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

Level 4 is taught in Reception.

Children will have the opportunities to:

- Consolidation of Level 2 and 3 (no new sounds taught)
- Give the phoneme when shown any Level 2 or Level 3 graphemes
- Find any Level 2 or Level 3 grapheme when given the phoneme
- Blend and read, segment and spell, words containing adjacent consonants, such as 'sand', 'bench' and 'flight'
- Read further tricky words (can't be sounded out).
- Spell further tricky words



# Phonics – Levels

## Level 5



Level 5 is taught in Year 1.

Children will have the opportunities to:



- Give the phoneme when shown any grapheme
- For any given phoneme, write the common graphemes
- Apply phonics knowledge as the primary approach for reading and spelling unfamiliar words
- Read and spell phonically decodable two-syllable and three-syllable words such as 'dolphin' and 'parachute'
- Read automatically and spell accurately all Level 2, 3 and 4 tricky words
- Use alternative ways of pronouncing and representing the long vowel phonemes

Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'l_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying /y/ 'oo' and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'ch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying /y/ 'oo' and /oo/	many laughed	people looked	27	'are/'ear' saying /air/	autumn, gone	January February
13	'ew' saying /y/ 'oo' and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure

# Phonics – Levels

## Level 5



### Actions and Mnemonics

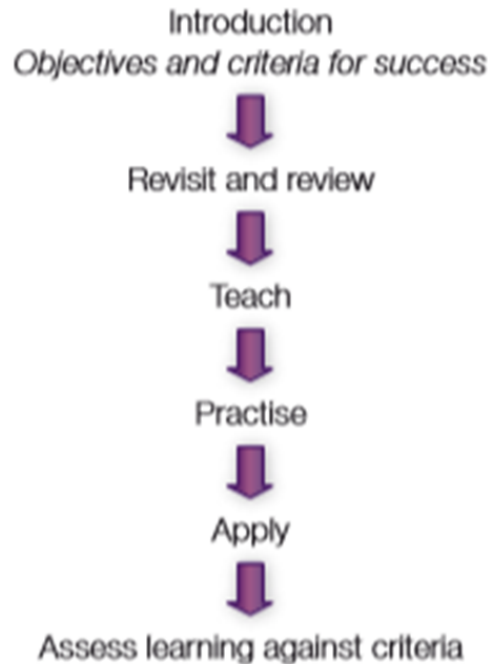
- In Level 5, instead of actions, each sound is displayed within a word linked to the mnemonic.

<u>ay</u>  pray	<u>oy</u>  boy	<u>ie</u>  tie	<u>ea</u>  leaf	<u>a_e</u>  cake	<u>i_e</u>  slide	<u>o_e</u>  bone	<u>u_e</u>  cube
<u>u_e</u>  flute	<u>e_e</u>  trapeze	<u>ou</u>  mouth	<u>a</u>  acorn	<u>e</u>  equal	<u>i</u>  lion	<u>o</u>  hotel	<u>u</u>  unicorn
<u>ch</u>  chef	<u>ch</u>  Christmas	<u>ir</u>  girl	<u>ue</u>  statue	<u>ue</u>  glue	<u>y</u>  sunny	<u>aw</u>  saw	<u>au</u>  autumn
<u>ow</u>  window	<u>oe</u>  toe	<u>wh</u>  wheel	<u>c</u>  city	<u>g</u>  gem	<u>ph</u>  dolphin	<u>ea</u>  bread	<u>ie</u>  shield
<u>tch</u>  witch	<u>are</u>  bare	<u>ear</u>  pear	<u>ore</u>  core	<u>ew</u>  screw	<u>ew</u>  stew		

# Phonics – How we teach it

## Lesson structure

### Sequence of teaching in a discrete phonics session



- The structure of every phonics lesson.

- The following slides are extracts from a level 3 lesson. This will illustrate what a typical phonics lesson looks like.

# Phonics – How we teach it

## Practise Books

- A range of different games and activities linked to current learning
- Opportunities to apply new and recent learning
- Every day toward the end of lessons.

Level 3 Week 4 Lesson 1  
Focus: ai



ai



Draw a spiral snail's shell.

1. Form the digraph.



ai

ai \_\_\_\_\_  
ai \_\_\_\_\_  
ai \_\_\_\_\_  
ai \_\_\_\_\_

Level 3 Week 4 Lesson 1  
Focus: ai

2. Read the tricky word.




Colour the tricky part of the word.

was

3. Read and match.

Read these words and draw lines to match them to the correct pictures. Add in sound buttons to help you.

sail chain railing




Level 3 Week 4 Lesson 1  
Focus: ai

4. Read the sentences.




Tick the sentence that matches the picture.

He is waiting in the rain.  
Kit put a nail in the sail.  
Kit is in jail.



5. Spell the words.

Look at the picture, say the word and write each sound down.




\_\_\_\_\_

6. Write the sentence.

Listen to the sentence and write it down.

\_\_\_\_\_

How confident do you feel?





# Phonics – Screening Check

- In June, all Year 1 children are expected to complete Year 1 Phonics Screening Check
- This is to check a child's progress in phonics.
- They read a mixture of real words and 'nonsense' words. These are sometimes referred to as 'alien' words
- If a child does not reach the expected standard, we continue to support them in Year 2 and they have the opportunity to retake the check at the end of Year 2.

pound

bloif



**Reading**

# Reading – Rhino Readers

- Introduction to Rhino Readers

- New reading system has now been introduced.

- All books:

- Are closely matched to child's phonics knowledge.
- Begin with a practise page
- Include questions, discussion points or activities to support comprehension or further learning
- Should be read 2-3 times before being changed
- Changed once a week (Mondays)
- Are a mix of text types (eg fiction, non-fiction, poetry, play scripts)



# Reading – Rhino Readers

- Introduction to Rhino Readers

- 2-3 reads per week
  - **Read 1:** Decoding/familiarising with the text
  - **Read 2:** Develop fluency/pace/confidence
  - **Read 3:** Develop comprehension skills (understand text, characters, etc)
- Book bags should still come in everyday so that we can read with children in school through the week.
- It is also really important that you note down any reading you have done in the reading record (even if it is only a few pages).





# Reading – Rhino Readers

## ○ Reading the books

### ○ Step 1: Before Reading

- Rehearse the sounds and tricky words they will meet in the book
- Read the through this page first every time you pick up the book (not just when starting the text)
- Allows opportunities to blend and read key sounds and words, developing their confidence when reading the text
- The imagery (eg mnemonics) are the same as those used within the twinkl phonics programme

**Before Reading**

**Say the sounds.**  
If your child needs help, point to the picture and say the sound.

th feather	th moth	x box	ch chick	ng ring
or horn	ee cheese	igh knight	er pepper	ar star
oo book	oo moon	ai snail	oi coin	oa boat

**Read the focus words.**  
The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

digger	soil
main	things
high	sorts

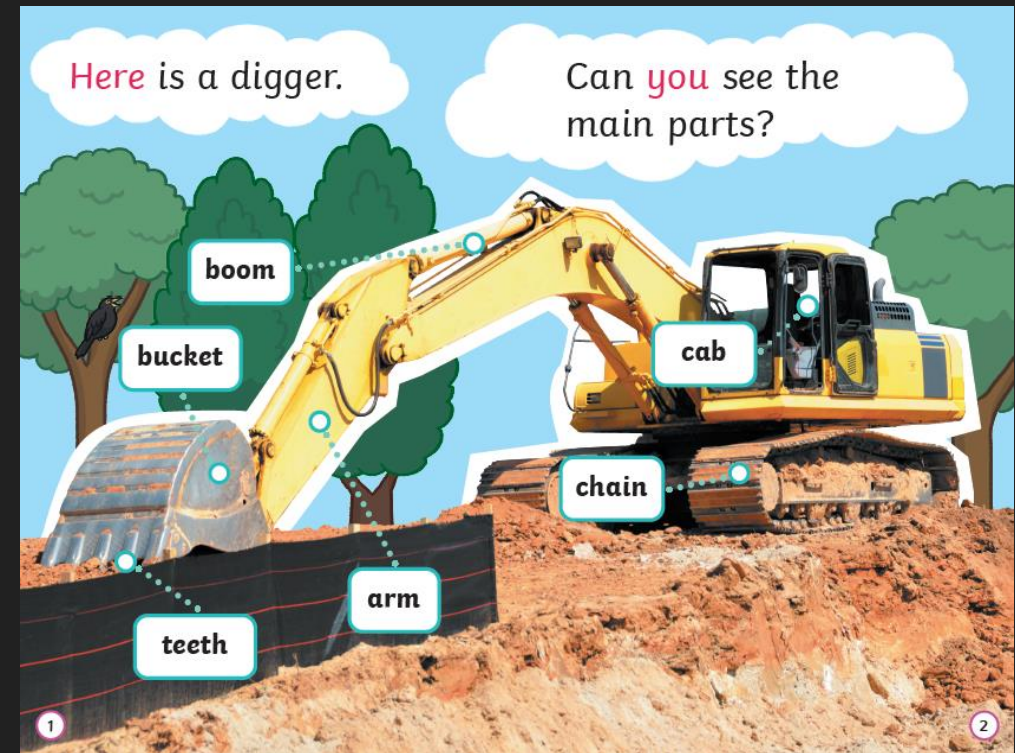
**Read the tricky words.**  
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

here	are
you	all

# Reading – Rhino Readers

## ○ Reading the books

- Step 2: Tackle the Text
  - Read the story to a grown-up, using knowledge of the sounds learnt so far
  - Up to Level 5, new, current or recent tricky words are highlighted in red to support recognition
  - Encourage children to sound out unfamiliar words (remember they will only encounter sounds they already know)



# Reading – Rhino Readers

## ○ Reading the books

### ○ Step 3: After Reading

- Consolidate learning through discussions, comprehension practise and language building opportunities
- Further activities (Rhino Challenges), linked to text to encourage learning beyond the book
- This third and final stage is best accessed at the end of the final read (ideally second or third time)

**After Reading**  
Read these pages to your child and complete the activities together.

Where would you find 'teeth' on a digger?

What jobs can diggers do?

Diggers work very hard. Can you think of any other vehicles that have a job to do?

**Rhino Challenge**

- Use toy building bricks, or other things you have at home, to make your own digger. What does your digger do?
- Diggers can dig. Can you add the **er** sound to each of these words to make a new word?  
box   mix   farm   sing   cook

# Reading – Rhino Readers

## How the books match up to phonics

- Once children have completed a sub-set of sounds in phonics lessons, they will be ready to read the books for this sub-set.
- When they have learnt 2a sounds (s a t p i n m d g o c k), they will move on in phonics lessons but start reading books with these sounds in (2a).
- This approach
  - Allows opportunity to embed previously taught sounds
  - Gives sufficient time to learn the next set of sounds.

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words
Level 2	2a	s, a, t, p, i, n, m, d, g, o, c, k	None	Level 3	3a	j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng	he, she, we, me, be, was
	2b	e, u, r, h, b, f, l, ck, ss, ll, ff	to, the, no, go, l		3b	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are
	2c	Consolidation of Level 2 Sounds Compound words	All previous words		3c	Consolidation of Level 3 Sounds Compound Words	All previous words



# Reading – Rhino Readers

## ○ How the books match up to phonics

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- When they have learnt 2a sounds (s a t p i n m d g o c k), they will move on in phonics lessons but start reading books with these sounds in (2a).
- This approach:
  - Allows opportunity to embed previously taught sounds
  - Gives sufficient time to learn the next set of sounds.

Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words	Twinkl Phonics Level	Rhino Readers Level	Sounds	Common Exception Words
Level 4	4a	CVCC and CCVC words Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some	Level 5	5a	'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'e_e' saying /ee/ 'l_e' saying /igh 'o_e' saying /oa/ 'u_e' saying /oo/ and /yoo/ 'ou' saying /ow/ Long vowel sounds 'ch' saying /c/ 'ch' saying /sh/	could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through
	4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what		5b	'ir' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/ 'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
	4c	Three-letter adjacent consonants Two-syllable words	All previous words		5c	'ie' saying /ee/ 'tch' saying /ch/ 'are' saying /air/ 'ear' saying /air/ 'ore' saying /or/	January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know

# Reading Comprehension

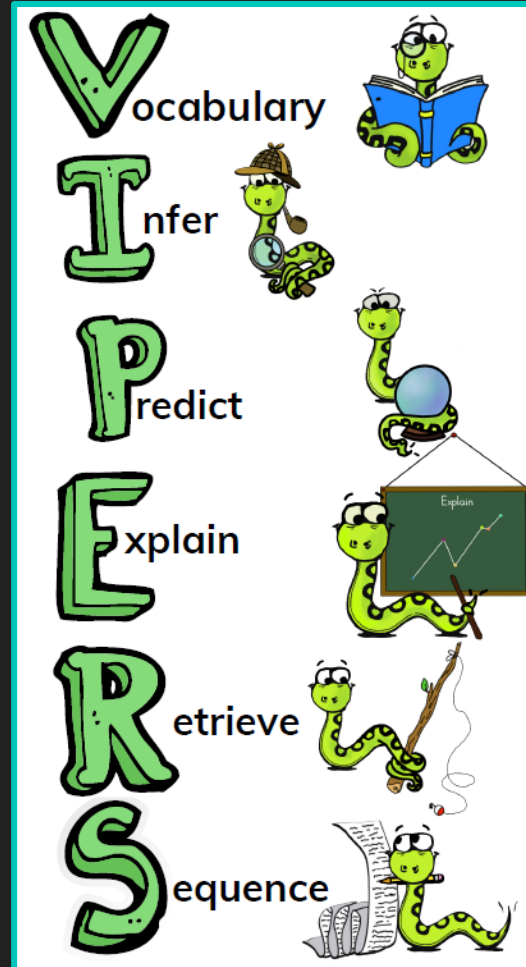
# Reading – Comprehension

## What is comprehension?

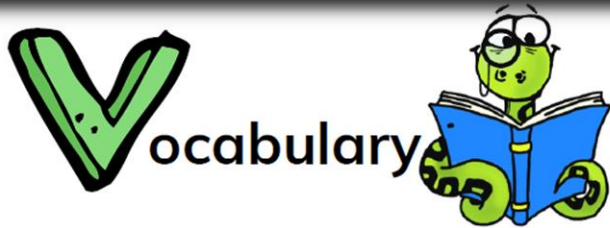
- Promoting understanding of what has been read.
- Begins in conversations when adults (eg teachers and parents) talk about what are reading.
- Conversations about storyline. Characters, settings, etc are crucial to children's development of comprehension.
- Children grow from answering questions verbally within a group to writing their own answers.
- Until they can read fluently some children can find comprehension very tricky.

# Reading – Comprehension

What is  
**comprehension?**



# Reading – Comprehension



## Find and explain meaning of words in context

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



## Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that..
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



## Predict what might happen from the details given and implied

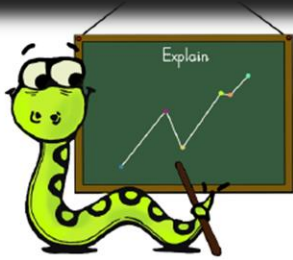
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.



# Reading – Comprehension

## E

xplain



- > Explain how content is related and contributes to the meaning
- > Explain how meaning is enhanced through choice of language.
- > Explain the themes and patterns that develop across the text.
- > Explain how information contributes to the overall experience.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## R

etrieve



**Retrieve and record information  
and identify key details.**

- How would you describe this story/text?  
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## S

equence



**Sequence the key events  
in the text**

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# How you can help

- Listen to your child read their book in 'little and often' chunks.
- Share other books with your child
  - Books they can read
  - Books beyond their decoding skills
- Discuss the text with them before, during and after reading
- Use the VIPERS sentence stems to ask questions about texts.
- Ask them about what sounds they are learning.