



Reading at St Anthony's School:

Information for Parents and
Carers.

Engagement and Enjoyment

- First news
- World Book Day
- Choosing engaging topic texts
- Makaton
- Book corners
- Regular opportunities to read
- Library club
- Bespoke reading scheme
- Independent reading and home links

Word building

Topic vocabulary, Makaton
High frequency, CVC, whole words
Phoneme frames
Group discussions
Dictionary
Clicker 8

Comprehension

Book reviews.
Independent reading.
Whole class sharing of topic books.
Questioning and discussion of first news, topic books and pupil's own reading books.
Encouraging understanding that words have meaning.
Bespoke reading scheme.

Sentence Building

Bespoke reading schemes / Writing frames / Book reviews / Colourful semantics / sentence strips / Keyword banks / Topic vocabulary boards

St Anthony's Approaches to Reading Secondary

Reading is delivered using a multi-sensory approach to support the skills of learning to read. It is taught in different styles tailored to each individual. It is embedded across the curriculum, providing a systematic, sequential and rigorous approach which develops pupils' fluency; confidence; comprehension and enjoyment; preparing them for life outside of school.

Narrative

First News resources
Independent reading
Book reviews, Topic books

Multi-Sensory Approach

- ICT
- Objects used in different topics.
- Makaton
- Interactive games and powerpoints.
- Symbols
- Games

Play

Calm time
Reading games
Act out scenes from texts
Conversation
Signs and symbols
Character hot seating

Phonics

- Phonics assessments
- Twinkl Phonics
- Reading support packs
- Teaching spelling strategies
- Reading and spelling games
- Interactive whiteboard resources
- Bespoke reading schemes

Why Phonics at St Anthony's?

The Reading Framework - Department for Education and Skills 2023 - says:

'Consensus is growing among academics and teachers that the best reading instruction for pupils with SEND is Systematic Synthetic Phonics (SSP), taught by direct instruction.'

'Phonics, rather than a whole-word approach, provides pupils with moderate to severe and complex needs the best opportunity to gain literacy and beyond'.

'Under the Equality Act 2010, schools are expected to enable access to appropriate phonics instruction for pupils who have complex needs.'

At St Anthony's we work on core skills of decoding and encoding in Phonics Lessons to **improve speed and accuracy** of reading and spelling.



This means Pupils find the act of reading and spelling a little easier and feel more independent.
Consequently, pupils can focus their minds on **understanding** what they are reading and **expressing themselves** more clearly in writing.



Pupils engage with their learning at a deeper level; both in English and across the curriculum.

Decoding (Phonics) reading.
Encoding (Phonics) spelling & writing.
Learning spelling rules and patterns.
Grammar and punctuation.

Comprehension and Fluency

Accessing reading and writing in other subjects across the curriculum.

First News-reading and responding to current affairs to develop critical comprehension skills.

Studying a Shakespeare play- understanding choice of language and performing in character.

Studying the novels of authors from a variety of cultures and backgrounds.

Reading magazines
Articles
Adverts
Leaflets
Brochures
Webpages

Reading and writing poetry

Did You Know...?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

There are **26** letters in the alphabet.

However...

There are **44** sounds and over **100** ways of spelling them.

Whole Scheme Sound Mat

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

twinkl phonics

This makes our language very complex to learn. It can be overwhelming if we rely purely on remembering whole words by sight.

Learning to use phonics provides a lifelong key to unlocking this complex code.

At St Anthony's we teach
using Twinkl Phonics.



Twinkl Phonics is a government approved
Systematic, Synthetic Phonics (SSP) programme.

Here is some of the terminology we use in phonics lessons and across the school.

Phoneme	the smallest unit of sound in words.
Grapheme	the written representation of a sound.
Blending	joining individual speech sounds together to read a word.
Segmenting	breaking down words into individual speech sounds to spell a word.
Digraph	two letters making one sound e.g. 'sh'.
Trigraph	three letters making one sound e.g. 'igh'.
Split Digraph	two letters making one sound which are divided by a consonant e.g. the a_e sound in the word 'cake'.
Tricky/Common Exception Words	words that are not fully decodable with sounds such as 'the' and 'was'.
Sound buttons and lines	circles or lines that can be written underneath a sound to support reading.
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa



S-aw



All pupils have been assessed and given a Phonics level. There are a new set of sounds or skills for each level. There are no new sounds to learn in Level 1 or 4.

Level 1 is an introduction to the pre-skills for learning to read with phonics.

In level 4, pupils learn to blend and segment greater numbers of letters together.

There are also a set of whole or 'tricky' words to learn to read and spell for each level. These are taught/recapped in class and are in Rhino Reader phonics books.

Level 1

Aspect 1: Environmental Sounds

- Develop listening skills and awareness of sounds in the environment.
- Identify and remember the differences between sounds.
- Talk about sounds in greater detail.

Aspect 2: Instrumental Sounds

- Develop awareness of sounds made with instruments.
- Listen to and appreciate the differences between sounds made with instruments.
- Use a wide vocabulary to talk about instrument sounds.

Aspect 3: Body Percussion

- Develop awareness of sounds and rhythms.
- Distinguish between sounds and remember patterns of sound.
- Talk about sounds we make with our bodies and what the sounds mean.

Aspect 4: Rhythm and Rhyme

- Experience and appreciate rhythm and rhyme and develop awareness of their sound and meaning.
- Increase awareness of words that rhyme and develop knowledge about rhyme.
- Talk about words that rhyme and produce rhyming words (greater detail).

Aspect 5: Alliteration

- Develop understanding of alliteration.
- Listen to sound at the beginning of words and hear the differences between them.
- Explore how different sounds are articulated.

Aspect 6: Voice Sounds

- Distinguish between the differences in vocal sounds.
- Explore speech sounds.
- Talk about the different sounds that we can make with our voices.

Aspect 7: Oral Blending & Segmenting

- Develop oral blending and segmenting of sounds in words.
- Listen to sounds within words and remember them in the order in which they occur.
- Talk about the different aspects that make up words.

Level 2

ink saving Eco

Level 3

ink saving Eco

Level 4

Level 4 Tricky Words

said have like so
do some come
little one
there were what
out when

Level 5

Level 6

ink saving Eco

What is Synthetic Phonics?

- Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest units of sound or 'phonemes'

s	a	t	p	i	n
----------	----------	----------	----------	----------	----------




We teach pupils to say the sounds as 'purely' as we can. For example, say "p" as a quick short sound not "puh". If we don't then it can make it difficult to correctly read or spell words.

Eg: *P - i - n*

Could be spelt as

Puh-i-nuh

- Sounds are taught in a prescribed order that allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 	s 				

What Is Synthetic Phonics?

- People learn to associate a **written letter or group of letters**, known as 'graphemes', with each phoneme making a sound.

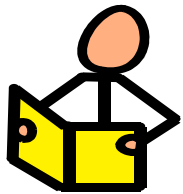
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
---	---	---	--	--	--	---	--

What Is Synthetic Phonics?

Sounds are then joined or blended together into words for reading.

aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
---	---	---	--	--	--	---	--

Blend sounds to read



s-aw
• •

Saw

What Is Synthetic Phonics?

Whole words are broken down or 'segmented' into their sounds for writing.

aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
---	---	---	--	--	--	---	--

Segment sounds
to spell



s	aw	
---	----	--

What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Independence: pupils can attempt new words working from sounds alone.

The pace can suit the pupil's needs. Some children will work their way through the stages quickly, covering individual sounds they need to work on.

Once pupils read and spell more quickly, they can focus on the meaning of the text rather than just struggling to work out the words.

This helps them fully **understand** what they are reading.



Complete fidelity
to Twinkl Phonics

Approved
Phonics
Teaching
Programme



Department
for Education



At St Anthony's we have a range of Phonics based decoding texts. The readers linked to Twinkl Phonics are called 'Rhino Readers'. The following pages will support reading these with your child. The strategies described can also be used with all other texts, not just Rhino Readers.

Rhino Readers are purposely limited in content as are purely to practise sounds that pupils have learnt in Phonics lessons.

Pupils are offered other books from the Steps reading scheme and frequent, timetabled, opportunities to take books home from the library. Additionally, there are opportunities to experience a rich variety of literature both in English lessons and across the curriculum.

*If you wish your child to have a code to access Rhino Readers, please contact the school office.

Before reading:

Use the front and back cover to talk about what the book might be about.

The text on the back cover - the 'blurb' - helps introduce the book to the reader. If your child isn't familiar with the subject or setting, this might also be a good point to explain a bit more about it to them.



"What do you think a bug hut is?"

"Can you think of any types of bugs?"

Before Reading:

Rhino Readers have specific before reading pages which prepare children for reading.

Point to each sound card and ask your child what the sound is.

If they're not sure, there's a clue in the picture and word underneath.

Before Reading



Say the sounds.

If your child needs help, point to the picture and read the word to them.

d drum	b bat	p puppy	g girl	u umbrella
ll bell	ck duck	w wave	th moth	th feather
ch chick	oi coin	ar star	oo moon	oo book
or horn	ow clown	ur purse	ee cheese	ear ear

Level 4 reviews sounds from Levels 2 and 3 and focuses on blending an increasing number of sounds together.

Before Reading:

Practise blending the sounds together to read some of the words.

The dots, dashes and lines will help them see the sounds making up each word

Encourage your child to read the 'tricky words' as whole words. They are called tricky because parts of the word cannot be 'sounded out.'

Read the focus words.

The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

damp

twigs

sticks

earwig

bamboo

crickets

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.

like

some

Talk about the book as you go.

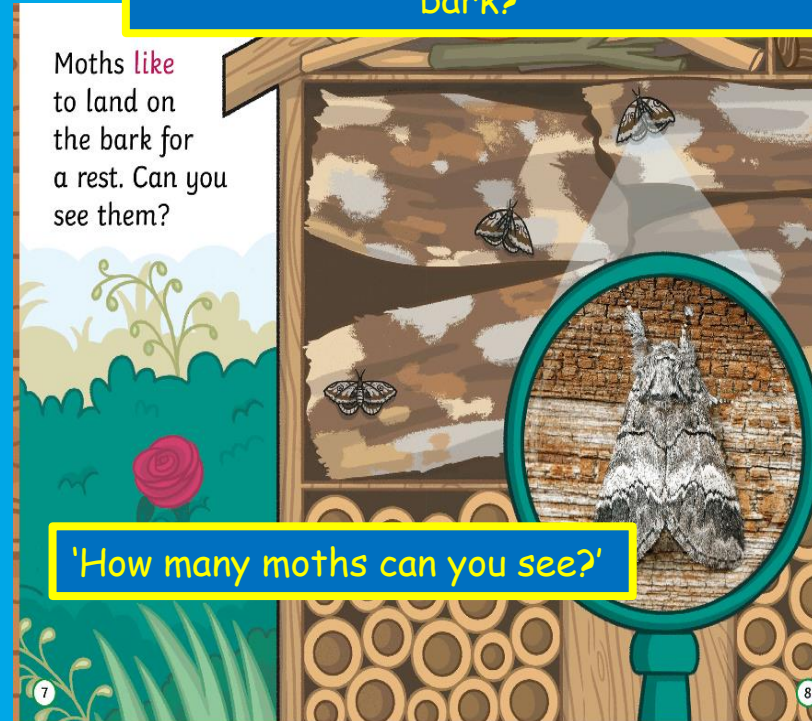
It's important that children get the chance to talk about what they read.

Try to pause for a quick discussion every couple of pages or so (or at the end if they won't pause!)

You could ask your child to:

- answer a question;
- give an opinion;
- explain what they have found out;
- try rereading a section so it's smoother and more fluent;
- explain what a word means.

'Why do you think moths like the bark?'



This kind of 'talking around the book' helps children make sense of what they've read.

Reading a book more than once can help improve a child's confidence.

If this isn't possible, talking about the book is really helpful.

Maybe ask key questions about the order of events or get your child to recall key facts.

Rhino readers often provide these questions at the back of the book.

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

Which bug likes the damp soil?

Name the bug that likes to march.

What other bugs do you think might like to visit this bug hut?

Why do you think bugs like to visit the bug hut?

Rhino Challenge!

- Go on a bug hunt in your garden or local area. Draw and write down the names of the bugs you find. How many different kinds can you spot?
- Design or make a special bug hut, or even a big bug hotel! What other things might bugs like to hide in? Think about other things you might find in nature.

This activity must be done under adult supervision. The adult is responsible for ensuring that the activity is safe.

If your child can't remember, that's ok, they can use the valuable skills of looking back through a text and scanning for information.



The Rhino Readers support quick and easy practise of Phonic sounds and have a good layout.

However...

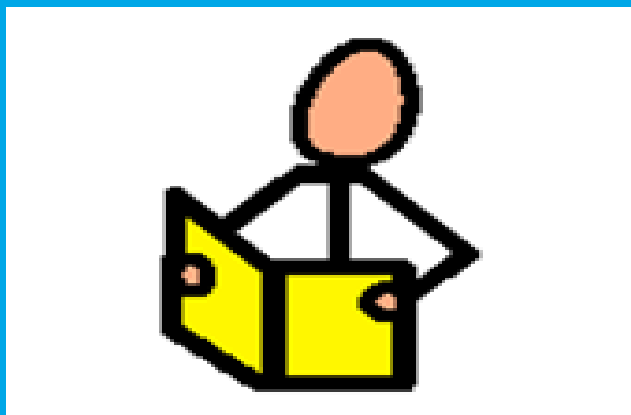
You can use the reading strategies discussed **whenever** you read with your child and **whatever** they read.

It can be a more challenging library book, a comic, a recipe or a webpage.

Ensure children **understand what** they are reading. Talking about the book and asking questions does this.

Sometimes, your child may not want to read to you.

Please don't worry, there are other things you can do...

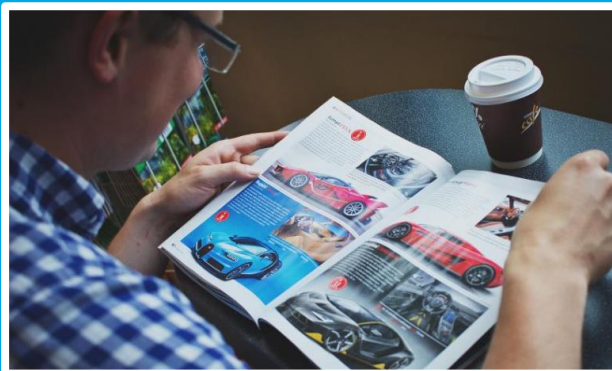


Point out print and text to children.



Any adult reading to your child is beneficial.

Listening to stories on audiobooks is great—ask school staff if you want help with this.



Model reading.

The logo for West Sussex Library Service features a stylized purple graphic on the left that resembles a fan or a series of overlapping pages. To the right of this graphic, the text "West Sussex Library Service" is written in a dark purple, sans-serif font.

West Sussex
Library Service

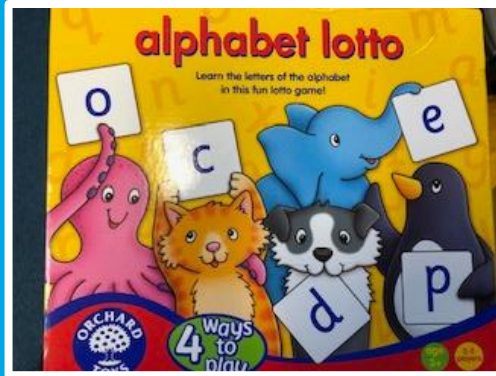
The logo for the Scholastic Summer Reading Challenge is circular with a red border. Inside the circle, the word "SCHOLASTIC" is at the top in a red box, followed by "SUMMER READING" in large white letters, and "CHALLENGE" in a red box at the bottom.

SCHOLASTIC
SUMMER
READING
CHALLENGE

You can join the library for free.

The local library often offers holiday activities and some offer free SEND sessions.

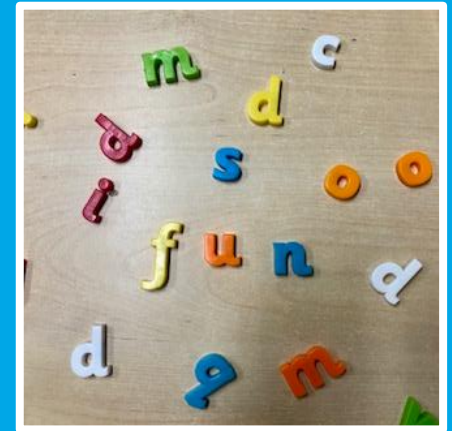




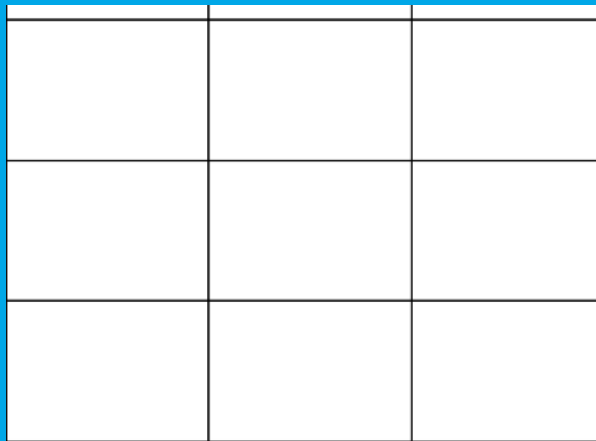
3 in a row

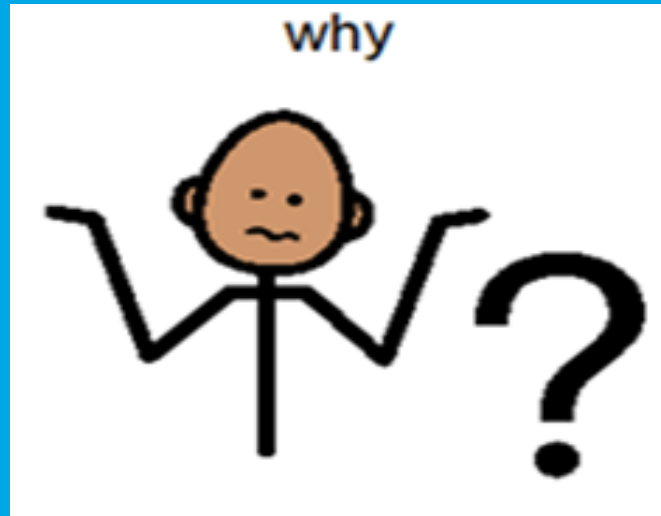
s	s	a	t	t
s	p	t	n	p
a	n	n	t	p
a	a	p	s	i
n	s	t	a	i

Take turns at throwing the die. You must read what the die shows and choose the sound on the board. Place a coloured counter over it. You must get three of your counters in a row to win the game.



Playing letter sound games is really helpful and fun.





Safe, happy, healthy and independent lives.

INGREDIENTS: WATER, MACARONI (WATER, ENRICHED SEMOLINA (DURUM WHEAT ACID), ENRICHED WHEAT FLOUR (WHEAT FLOUR, NIACIN, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID), ENRICHED WHEAT FLOUR (WHEAT FLOUR, NIACIN, FERROUS SULFATE, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID), PASTEURIZED PROCESS CHEDDAR CHEESE (CHEDDAR CHEESE (PASTEURIZED MILK, CHEESE CULTURES, SALT, ENZYMES), WATER, CREAM, SODIUM PHOSPHATE, SALT, SORBIC ACID (PRESERVATIVE), APOLICAROTENAL OIL), YELLOW CORN FLOUR, PASTEURIZED PROCESS MONTEREY JACK CHEESE (MONTEREY JACK CHEESE (PASTEURIZED MILK, CHEESE CULTURES, SALT, ENZYMES), WATER, CREAM, SODIUM PHOSPHATE, SALT), MODIFIED CORN STARCH, CONTAINS 2% (CREAM, SALT), CHAMMEL COLOR, CITRIC ACID, DEXTROSE, DISODIUM PHOSPHATE, DRIED CHEDDAR AND SEMISOFT CHEESE (PASTEURIZED MILK, CHEESE CULTURE, SALT, ENZYMES), GARLIC POWDER, GUM ARABIC, LACTIC ACID, LEAVENING (SODIUM ACID PYROPHOSPHATE, SODIUM BICARBONATE, SODIUM ALUMINUM PHOSPHATE), MALTODEXTRIN, NATURAL FLAVOR (CONTAINS MILK), NATURAL STOUT BEER FLAVOR, OLEORESIN PAPRIKA (COLOR), ONION POWDER, PAPRIKA EXTRACT (COLOR), SALT, SPICES, SUGAR, SUNFLOWER OIL, TREHALOSE, TRIACETIN, WHEAT STARCH, WHEY, YEAST, YEAST EXTRACT.

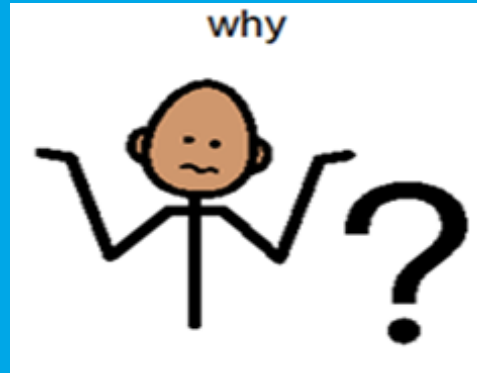
CONTAINS: MILK, WHEAT.

MANUFACTURED BY MCCAIN FOODS USA, INC. LISLE, IL 60532
 ©2017 MCCAIN FOODS USA, INC.
 PRODUCT OF U.S.A.

THIS IS A NON-ALCOHOLIC PRODUCT



Los Angeles	Alaska	6300	7:10 AM A5	On-Time
Los Angeles	Southwest	478	7:30 AM N14	On-Time
Los Angeles	Delta	4193	7:45 AM B14	On-Time
Los Angeles	Alaska	5735	7:55 AM B4	On-Time
Los Angeles	Alaska	482	8:15 AM N7	On-Time
Los Angeles	Delta	462	9:20 AM N7	On-Time
Kahului	Alaska	108	9:00 AM B7	On-Time
Kahului	Hawaiian	805	7:25 AM N15	On-Time
Los Angeles	Alaska	29	10:00 AM S16	On-Time
Los Angeles	Delta	36	6:50 AM C18	On-Time
Los Angeles	Delta	2314	6:55 AM S9	On-Time
Sun Country	Alaska	1453	9:00 AM	On-Time



To provide the foundations for effective learning in school, college and employment..

I am SYKES

I am a guide to your imminent goal

Sykes Family is in need of:

TECHNICAL SUPPORT REPRESENTATIVE

- Graduate of any 2 year course
- Excellent verbal and written digital communication skills
- Basic technical knowledge, experience with computers is a plus
- Willing to work on shifting schedules and holidays

CUSTOMER SUPPORT REPRESENTATIVE

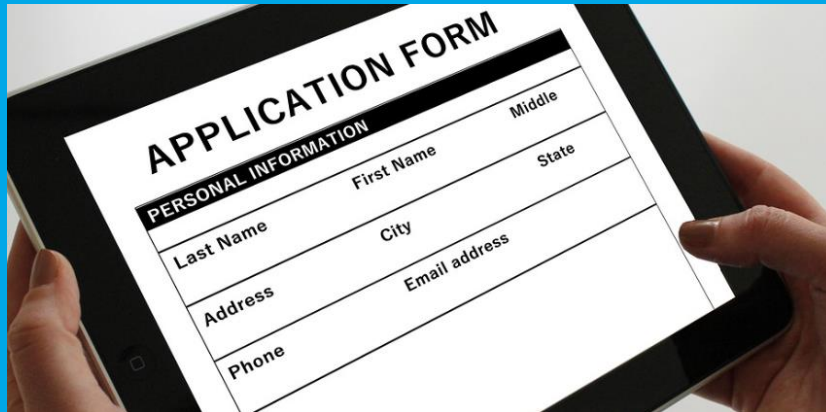
- Graduate of any 2 year course
- Must be fluent in both written and oral English and can express self very well
- Excellent customer service skills
- Computer literate
- Willing to work on shifting schedule

OPERATIONS SUPERVISOR
 INVENTORY MANAGER
 ACCOUNTING MANAGER
 ASSISTANT HR MANAGER
 HR ASSISTANT FOR COMPENSATION & BENEFITS
 HR ASSISTANT FOR EMPLOYEE RELATIONS
 HR ASSISTANT FOR ORGANIZATIONAL DEVELOPMENT
 ENGLISH MONITORING SPECIALIST / LANGUAGE TRAINER
 ASSOCIATE SOFTWARE ENGINEER
 IT ASSOCIATE
 IT - OUT

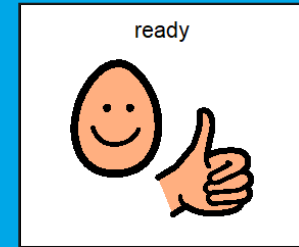
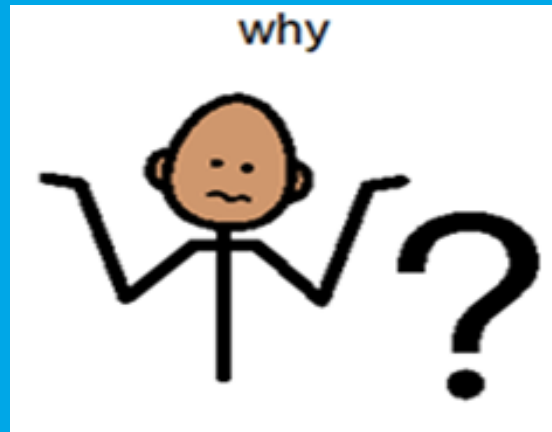
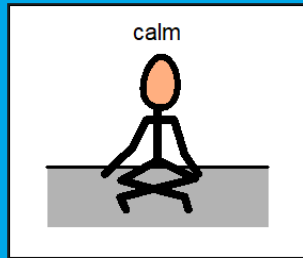
SYKES
 The world's most successful supplier in the Progress and Junior Industry

UK Government Approved | Accredited by the Quality Standard for Education
 Member of the Quality Standard for Education | Approved by the Quality Standard for Education

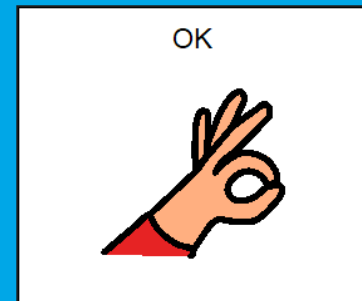
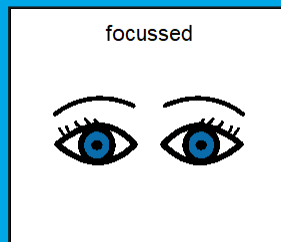
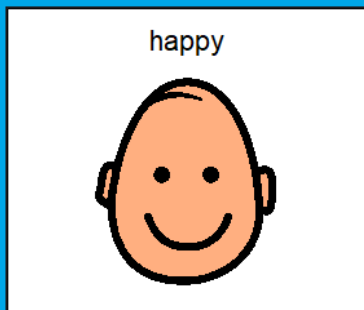
How far will you let me take you?



GCSE



Happiness, relaxation, positive mental health and wellbeing.



Questions and further support.

If you would like any specific support with anything, or more information, then please contact us personally.

iearons@st-ants.org