

ORACY:

THE ABILITY TO COMMUNICATE EFFECTIVELY
USING SPOKEN LANGUAGE.



Oracy *and* Teaching your child to read

What is Oracy?

Listening

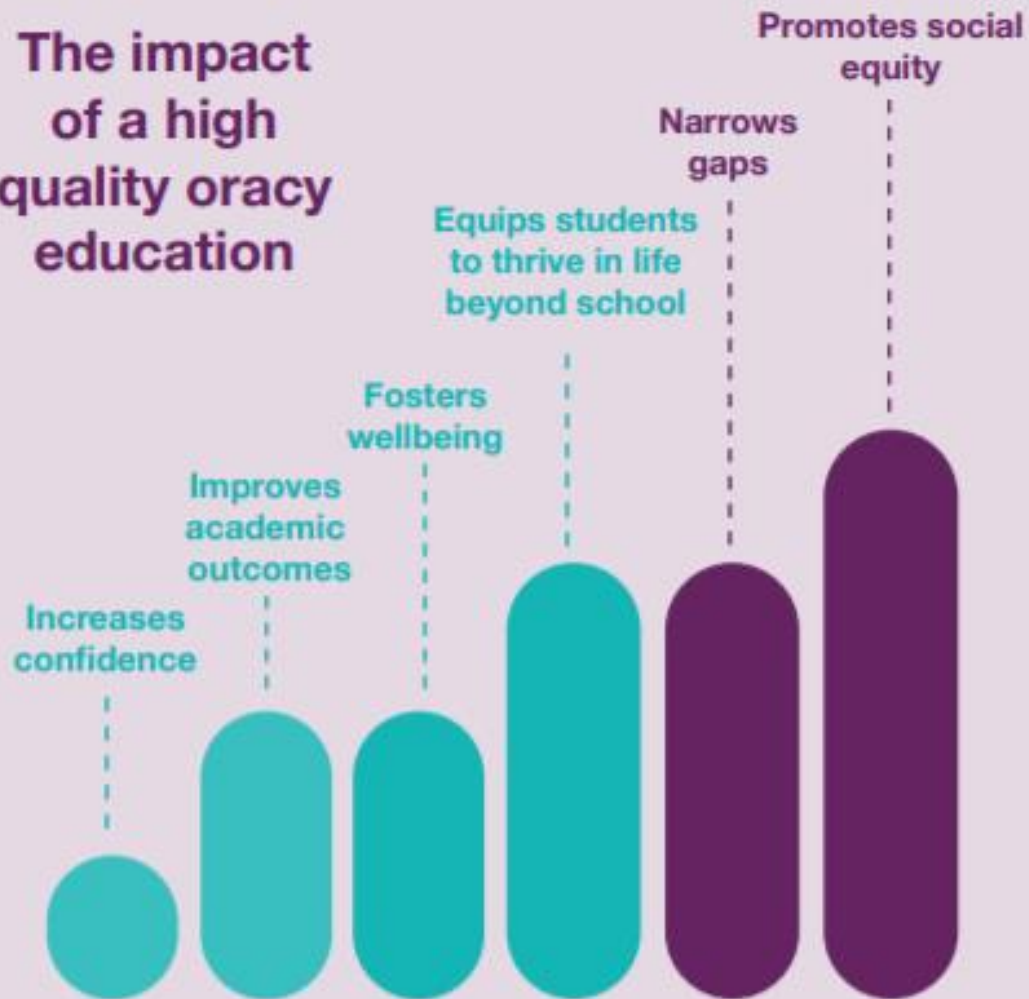
Speaking

Vocabulary

Confidence

Fluency

The impact of a high quality oracy education



4
**Communication
and Language**

3 to 4 year olds

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.

Children in Reception...

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Developing Oracy skills

- Model good speaking and listening skills in conversation with your children.
- Make time to talk.
- Make comments about what your child is doing.
4 comments, 1 question.
- Follow your child's directions as she or he explains how to do something.

- Play games that encourage your child to speak and listen, and take turns with others. (I Spy, I went shopping..., rhyming games, would you rather?, Odd One Out)



- Switch off the TV, iPads and mobile phones as much as possible and replace with games, books or conversations.



- Read a range of books. 10% of vocabulary that we have is from conversation and the rest is from books.
- Make sure not to correct your child if they don't say something correctly. Instead, repeat back what they have said, modelling the correct language.
- Support your child in Oracy in whichever language they (and you) are most confident in.

Support at school

- Daily Oracy sessions
- In lessons
- Oracy intervention group
- After school club



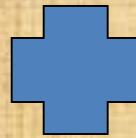
Teaching your child to read



We teach your child to read using Phonics

Phonics is...

Knowledge
of the
alphabetic
code.



Skills of
segmenting
and blending

Definitions

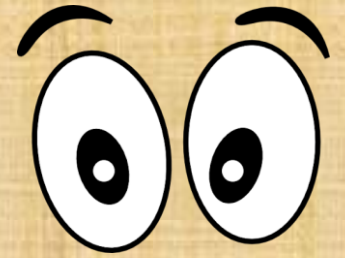


A Phoneme

This is the smallest unit of sound in a word.

There are 44 phonemes altogether.
How many phonemes can you hear in
cat?

Definitions



A Grapheme

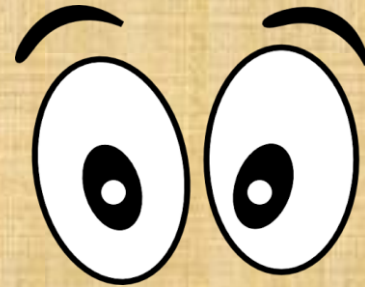
These are the letters that
represent the phoneme.

Children need to practise recognising the
grapheme and
saying the phoneme that it represents.

A phoneme you hear



A grapheme you see



A word always has the same number
of phonemes and graphemes!

This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
 - A phoneme can be represented/spelled in more than one way (cat, kick)

Blending

This is where we recognise the letter sounds in a written word...

For example: c-u-p

and blending them to pronounce the word 'cup'.

Segmenting

- ‘Chopping up’ the word to spell it out
 - The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , f-or-k) and writing down graphemes for each phoneme.

Once children have learned the single phonemes...

DIGRAPHS – 2 letters that make 1 sound

ee oo th oa ai

TRIGRAPHS – 3 letters that make 1 sound

igh ear air

Tricky words are...

words that are not phonetically decodable

Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



Phase 1

- * Distinguishing between sounds in the environment and phonemes.

Showing an awareness of rhyme and alliteration.

- * Exploring and experimenting with sounds and words.
- * Discriminating speech sounds in words.

Phase 2

- Blending for reading and segmenting for spelling simple CVC words.
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.

Set 1 - s, a, t, p,

Set 2 - i, n, m, d,

Set 3 - g, o, c, k,

Set 4 - ck, e, u, r,

Phase 3

- Knowing one grapheme for each of the phonemes.
- Reading and spelling a wide range of cvc words.
- Using all letters and a range of digraphs.

Set 6 - j, v, w, x
Set 7 - qu

Digraphs:

ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo

Consonant digraphs:

ch, sh, th, ng.

**Can you remember what the
following words mean?**

Phoneme

Grapheme

Digraph

Trigraph

Phoneme

Single unit of sound.

Grapheme

Written representation of a phoneme.

Digraph

2 letters making one sound (ai, ee, oo)

Trigraph

3 letters making one sound (igh , ear)

Home Reading Books



How it works

Partner Texts

The partner texts (Oxford Levels 1-6) are designed for an adult and child to read together. The adult reads the part with richer language, while the child reads phonically decodable text.



The page indicates it is for the adult to read

Phonically decodable text for the child

The page indicates it is for the child to read

The image shows two pages from a Home Reading Book. The left page, labeled 'adult' in a yellow box, is titled 'Going into Space' and contains a paragraph about rocket fuel and a 'Mission checklist' on a tablet screen. The right page, labeled 'child' in a yellow box, features a large illustration of a rocket launching with the text 'Up, up, up!' in a speech bubble. Both pages have a dark blue background with stars and constellations. The left page is numbered '4' in a small circle at the bottom left, and the right page is numbered '5' in a small circle at the bottom right.

adult

Going into Space

The rocket needs a lot of fuel to fly into space. It must also be carefully packed with lots of useful supplies. A special team of people has a checklist to follow, to make sure that nothing is forgotten. Once everything is packed, the mission can begin!

Mission checklist

- food
- toothpaste
- shampoo
- cameras
- spacesuits
- science equipment

If you were going into space, what useful things would you take with you?

child

Up, up, up!

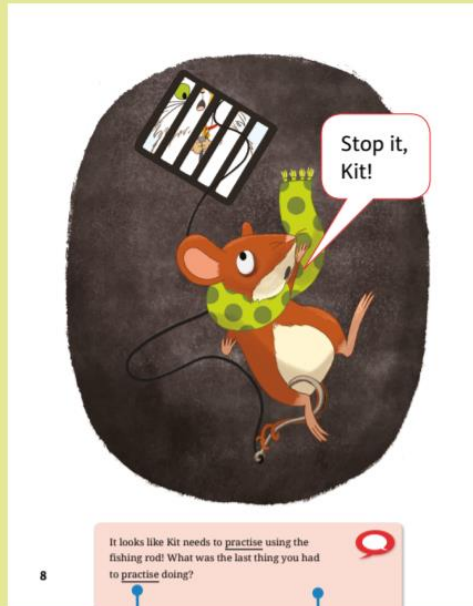
Home Reading Books



How it works

Regular Texts - Levels 1 to 6

The regular texts are fully decodable. Vocabulary is supported by 'focus word' boxes, which are designed for an adult to discuss with the child.



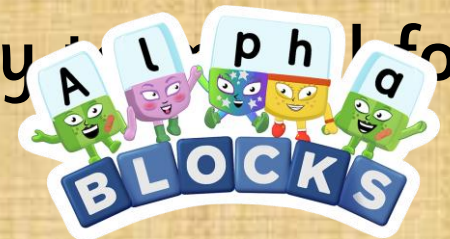
Each **focus word** has a dictionary definition on the inside front cover of the book



These **focus word** boxes provide discussion points throughout the book. Whenever it feels right, pause and talk about the **focus words**

How you can help with phonics...

- Reading every night – to and with your child
- Practise recognising tricky words and sounds learned so far
- Playing games like Teach Your Monster to Read
- Watching Alphablocks
- Start simple words regularly for your child



thank
you