



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

Reading Fundamentals



What is “Reading Fundamentals”?

- Reading Fundamentals is the scheme we use at DCIS to help our children to become great readers and writers.
- It consists of four parts:

Synthesis(blending) this skill helps us to read

c-a-t = cat

Segmentation this skill helps us to spell

cat=c-a-t

- It uses a combination phonics and High Frequency words
- **Phonics**
- **Sight words**



What are Phonics?

- **Phonics** is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
- You may have heard of Letterland, Jolly Phonics and many other schemes.



Have a go at these words...

- bat
- pen
- tin
- sand
- his



What are 'pure sounds'?

- This is also called 'perfect pronunciation'
- It is important to say the pure sounds when synthesising or segmenting so that the words can be said or spelt correctly.
- It is common for sounds to be pronounced with an added -uh;
- If you hear your child doing this gently correct them by modelling the correct way.
- We have produced a booklet for you to use- this includes a QR code with the 'pure sounds'.



Sounds

man	can	sad	bat	cap
men	hen	beg	yes	peg
sit	big	bin	zip	win
got	box	mop	hot	job
cut	sun	bus	but	fun

Have a go at these words...

- the
- she
- although
- christmas



What are High Frequency/Sight words?

- **Sight words**, often also called **high frequency sight words**, are commonly used **words** that young children are encouraged to memorize as a whole by **sight**, so that they can automatically recognize these **words** in print without having to use any strategies to decode.
- These 100 words make up 50% of what we read.
- Some of these words can be read phonetically but most can't.
- These should be learned by rote.

a	an	here	all	their	about	now
and	are	his	been	there	any	only
for	as	I	has	we	can	said
he	at	it	her	were	could	some
in	be	not	him	when	do	them
is	but	on	if	which	first	then
of	by	or	no	who	into	these
that	come	they	one	will	its	two
the	from	this	out	would	may	up
to	had	with	she	you	my	what
was	have		so		new	

What does it look like in practice?

Phonics

New skills

		ch		
chin	chum	chap	witch	chat
chimp	match	much	chest	fetch
chick	chant	chap	chunk	chop
munch	branch	lunch	such	champ

NORD ANGLIA EDUCATION

1

Sight Vocabulary

New skills

am	had	me	some			

NORD ANGLIA EDUCATION

51

Phonics

Old skills

nail	brain	pail	chain	mail
faint	rail	frail	raid	saint
pain	snail	paid	hail	maid
plain	main	tail	wait	train
gain	paint	vain	sail	stain

NORD ANGLIA EDUCATION

2

Sight Vocabulary

Old skills

I	the	a	in	to	and	was	it

NORD ANGLIA EDUCATION

52

Phonics

Interleaved skills

fork	chin	bee	queen	need
chum	port	chum	tweet	sheep
chat	greet	porch	heed	free
week	leek	match	pork	feet
green	sleep	branch	weep	stork

NORD ANGLIA EDUCATION

6

Sight Vocabulary

Interleaved

he	the	my	in	was	it	to	and
went	I	that	a	is	of	with	then
am	had	me	some				

NORD ANGLIA EDUCATION

53

Differentiation

How do we create scheme that will fit the needs of all children?

- Children are assessed each half term.
- They are then placed in a group that best fits their needs.
- During the sessions the children will work on a range of skills with the Spelling teacher.
- We use Visual, Auditory and Kinesthetic methods to help the children retain the words.
- For us to know the children are able to spell the words, they should be able to use them in their written tasks.
- Patterns and words may be revisited to ensure that they have become embedded in the child's written vocabulary and that they are confident to use them.
- These words are sent home each week for you to practice with your child to help further consolidate their learning.

What can you do to support your child at home?

- Read everything you see and encourage the children to do so too.
- Use fun and inventive ways to practice the spelling words with your children will help them to retain their interest.
- For younger children, encourage them to use their bodies to make the letters before building up to writing.
- If you notice a spelling word when sharing a book with your child, point it out and explain its meaning in the context.
- Revisit spelling patterns previously covered.
- Share a book for enjoyment with your child. Ask your child to help you choose a book from the local library, their home library or from school that they are excited to read.
- Books do not always have to challenge a child. Encourage them to just read and explore the story.
- Have a certain time that you read or do homework with your child. Try to make sure they are not tired.
- Role model reading books, newspapers and magazines for enjoyment.
- Ask your child to discuss what they have read and ensure they have fully comprehended the story. We will be sending home a some questions to help with this soon.



Thank you