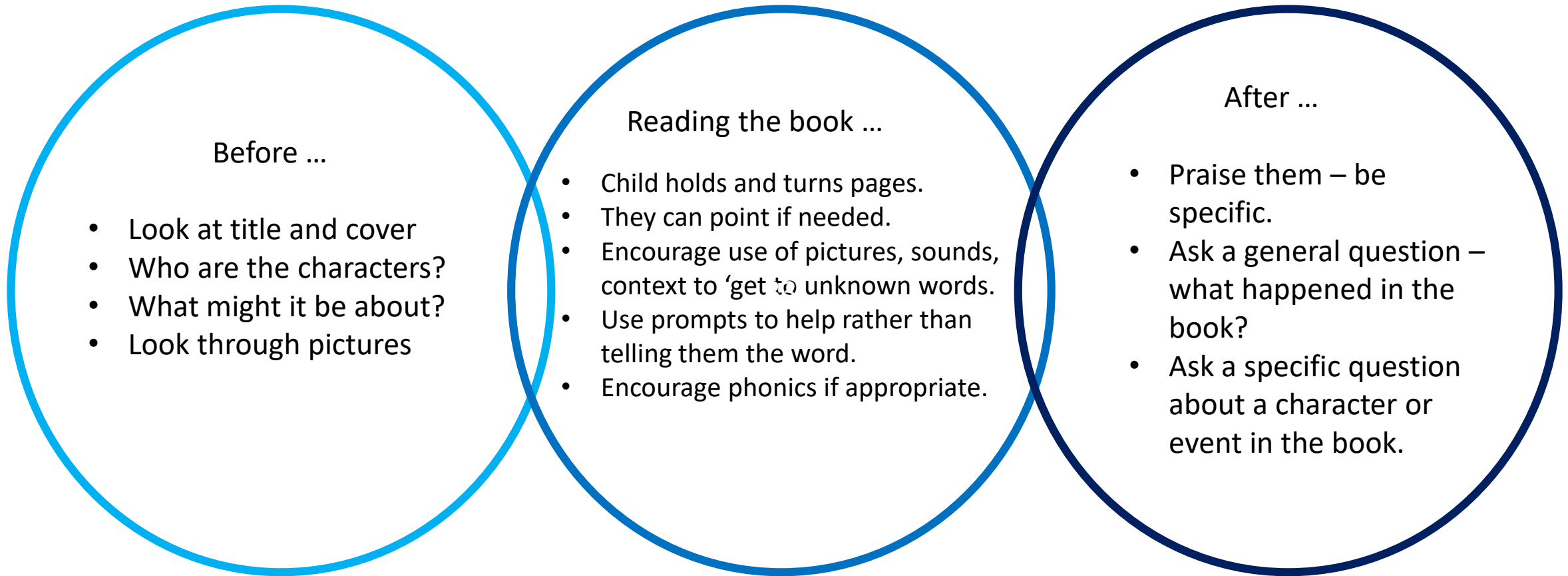


# Parents reading workshop 2022



# Sharing a book with children.



# Prompts to help independence – what to say.

## Visual

- Does it look right?
- Get your mouth ready to say the first sound.
- Read to the end of the word.
- Check it with your eyes.
- Look for what you know.

## Meaning

- Do we say that?
- Does it make sense?
- What would make sense?
- Does it sound right?
- What would sound right?

# Things to look out for

## Word endings

ing, ed, s

Look, looks, looked,  
looking

Shop, shops,  
shopped, shopping

Cover the ending with  
a finger.

## Hiding words

today

about

onto

behind

Encourage child to  
look for what they  
already know.

## Common issues

Was/saw

Of/for

I/It

b/d

Usually visual so  
prompt with 'get  
your mouth ready  
for the first sound'

## Glued together words

Upstairs

Outside

Playground

Everywhere

Can you spot  
where the two  
words start and  
end?

# Understanding the text

Tell me  
about the  
story.....

Characters

Who were they?  
What happened  
to them?

Predicting

What might happen  
next?  
If there was another  
picture what would  
we see?

Retrieval questions

What happened to...  
Why did.....  
Where was.....

Inference

Reading between the  
lines.  
Why do you think....  
How was x feeling?

Beginning

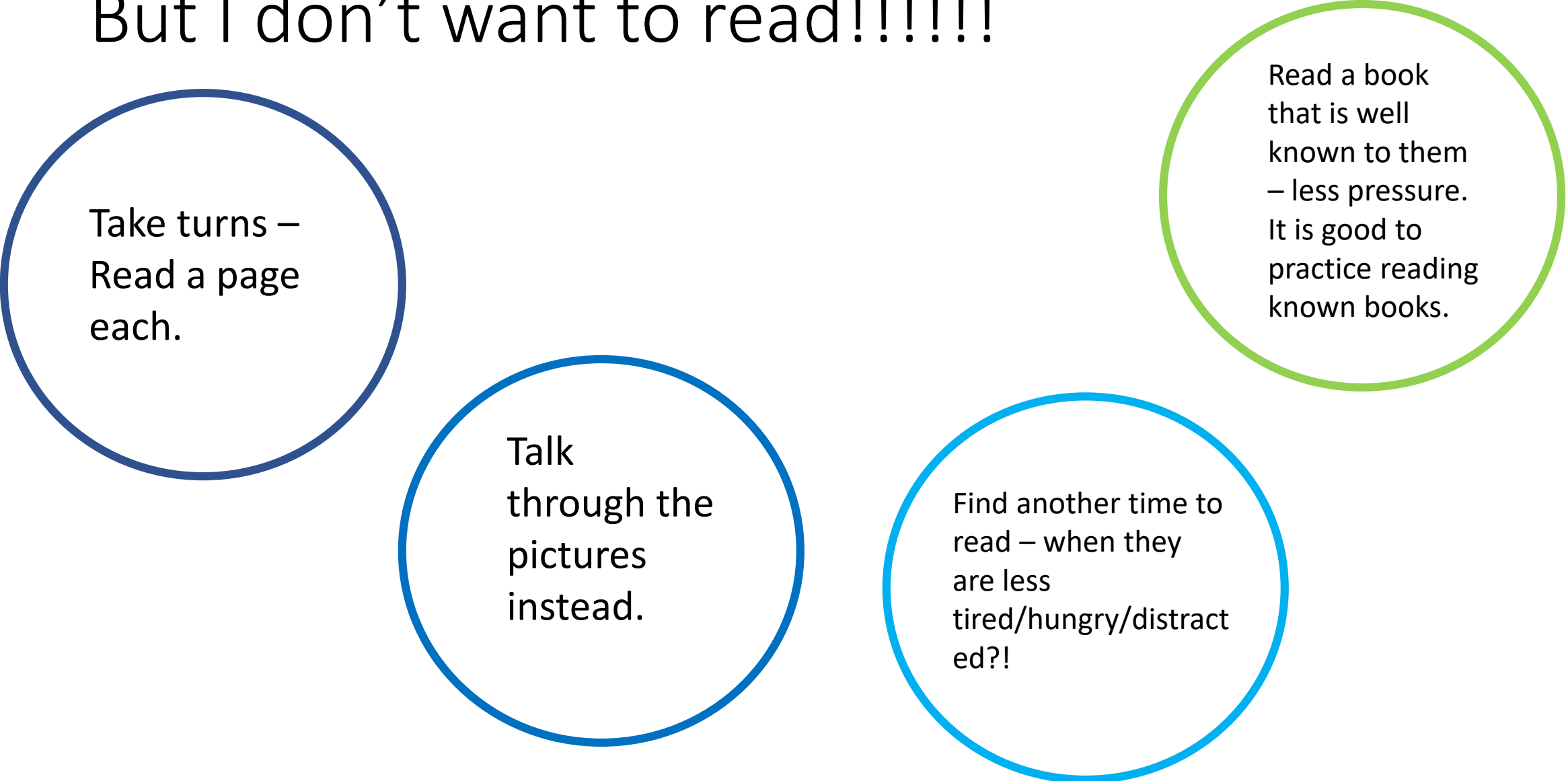
Middle

End

Vocabulary

What does.....mean?  
Can you think of  
another word instead  
of 'great'?

# But I don't want to read!!!!!!



Take turns –  
Read a page  
each.

Talk  
through the  
pictures  
instead.

Find another time to  
read – when they  
are less  
tired/hungry/distract  
ed?!

Read a book  
that is well  
known to them  
– less pressure.  
It is good to  
practice reading  
known books.

# The most important bits.....

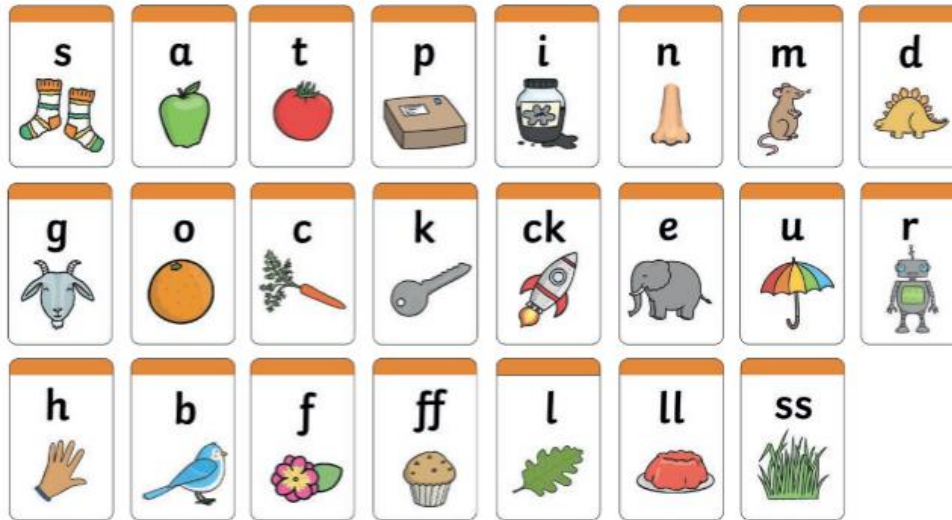
- Listen to your child regularly – at least 4 times a week.
- Ask them about the book - check understanding
- Help them to see themselves as a reader – read other things around the home/community.
- Let them see you reading – take it in turns so they hear what fluent reading sounds like.

# Reading in Reception

# Phases 2-4

## Phase 2

### Sounds



### Tricky Words

I	no
the	to
into	go

## Phase 3

### Sounds



### Tricky Words

we

me

all

are

they

my

her

was

be

you

she

he

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drink	gr  grandpa
cr  crab	br  brush	fr  frog	bl  black	fl  flag	gl  glasses	pl  plum	cl  clown
sl  sleep	sp  spoon	st  starfish	tw  twins	sm  smell	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screen	shr  shrimp	thr  three	str  string		

## Phase 4

### Tricky Words

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

sounds

# Phonic definitions

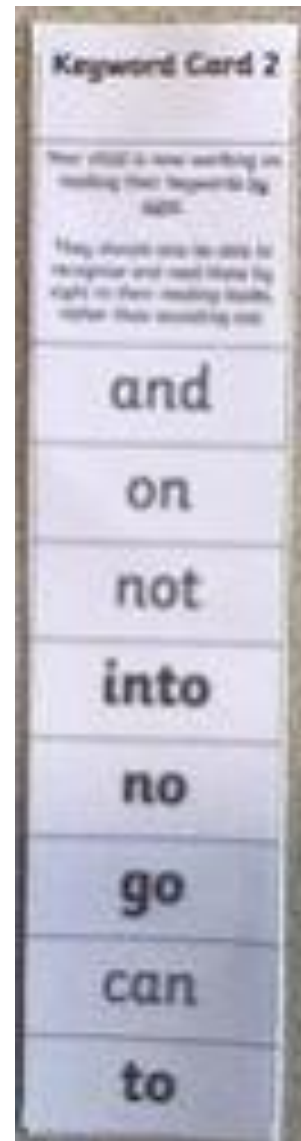
- **Phoneme** — the smallest single identifiable sound
- **Grapheme**- is a symbol (or group of letters) that represents a sound (phoneme).
- **Digraph**- a combination of two letters representing one sound eg sh ch th
- **Trigraph**-a group of three letters representing one sound eg igh, ear, air

# Phonic books and repetitive tricky word books





# Wordlists



# Expectations in Reception

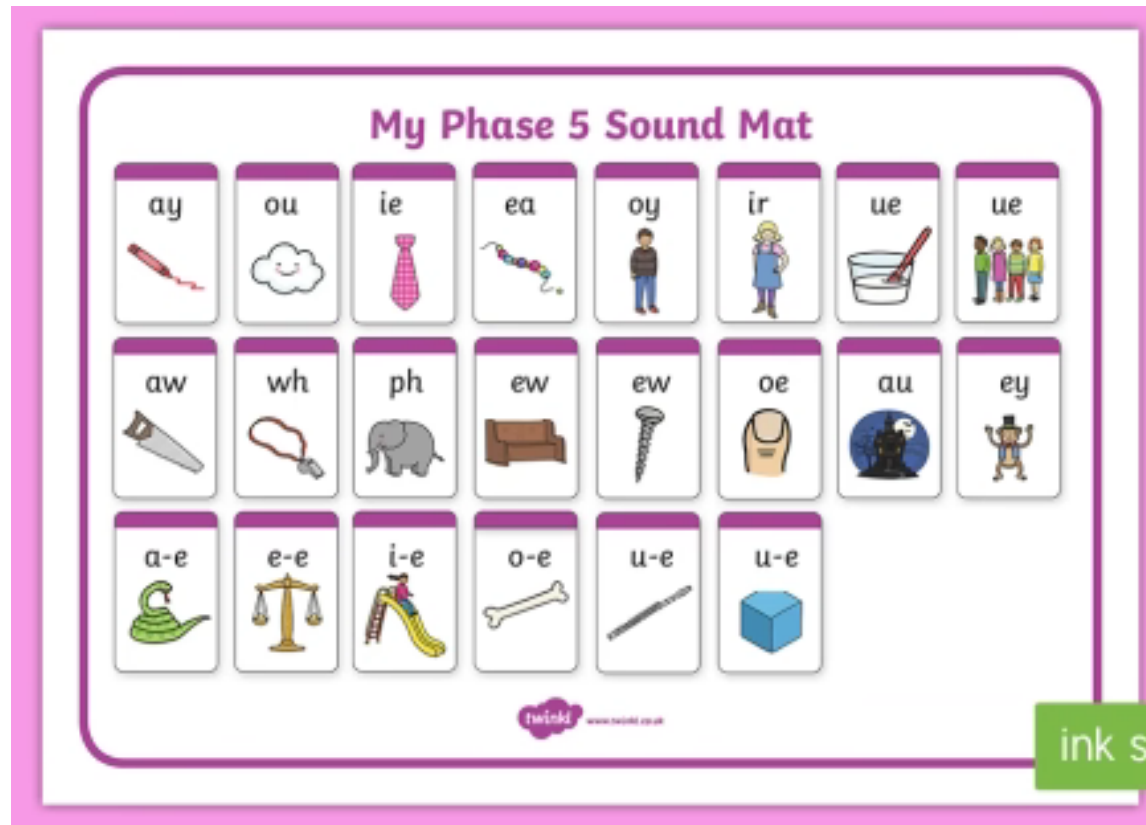
- Every child in Reception are read with at least once a week.
- Each child takes home with a phonic based book, a key word repetitive book and a wordlist.
- We expect every child to have the opportunity to read at home.
- At the end of the year we aim for children to be on a level 6 / Phase 4 books.

# Reading in Year 1

- Children will leave FS with a range of reading levels, possibly from level 2 or 3 up to a level 10 or above.
- Every child is different and every child will learn to read at a different rate and using different strategies.
- In Year 1 we use phonics and a range of reading books to help the children.
- In June, all Year 1 children complete the Phonics Screening test.
- At the end of Year 1 we expect children to reach level 18.

# Phonics

In Year 1 we will revisit phase 3 and 4 phonics and teach phase 5 phonics and alternative spellings.



## Alternative spellings

For example:

‘y’ saying ‘igh’ - fly

‘a’ saying ‘ai’ – baby

‘dge’ saying ‘j’ - bridge

# Alien words

We spend a lot of time reading alien words with all our phonic sounds. This is to help children decode words using their phonic knowledge. We also use sound buttons and sound bars to show the different single sounds, the digraphs (one sound 2 letters e.g. 'sh' and trigraphs (one sound 3 letters e.g. 'air').



blurst

# Phonics Screening Check

- The Phonics Screening Check is a government test to show how well children can use the phonics skills they've learned up to the end of Year 1. It is purely based on reading individual real and alien words.
- It is carried out at school by a known member of staff in a quiet one to one environment. The children have the opportunity to draw sound buttons under the words before they read and decode them.
- The test consists of 40 real and alien words and the pass mark is usually 32. Parents are informed of their child's score in their end of year reports.
- The Phonics check is not an indicator of how well your child can read.

# Reading in Year 1 – Things to remember

- Children will have 4 reading books every week. One of these will be a phonics based decodable book.
- Children are heard to read at school, once a week, one to one with an adult. We also have daily phonics lessons and lots of reading within our English lessons. From term 3 we also have weekly guided reading comprehension lessons.
- Please listen to your child read every day if possible.
- It is okay to re-read books. This helps children develop their fluency and expression.
- Please ensure your child holds the book.
- Children should point to the words themselves. Please do not point for them. From level 6, children do not need to point but it may help some children to focus.
- Please ask your child questions at the start and the end of the reading time. This is very important as it will develop your child's comprehension skills.

Reading in year 2

# Expectations

- ❖ We aim for children to reach at least level 24 by the end of year 2, this stands them in good stead for meeting the expectations of the SATs comprehension papers.
- ❖ We would like for children to read as often as possible at home (at least 4 times per week) 10-15 minutes is great, it doesn't have to be a long reading session.
- ❖ Reading to your children, or encouraging their own free reading supports 'reading for pleasure' which in turn impacts on their vocabulary and enhances their writing.

# Comprehension

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence



## KS1 Reading Vipers

### Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

#### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?



## KS1 Reading Vipers

### Infer

Make inferences from the text.

#### Example questions

- Why was ..... feeling .....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why .....?
- What do you think the author intended when they said .....?
- How does ..... make you feel?



## KS1 Reading Vipers

### Predict

Predict what you think will happen based on the information that you have been given.

#### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



## KS1 Reading Vipers

### Explain

Explain your preferences, thoughts and opinions about the text.

#### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



## KS1 Reading Vipers

### Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

#### Example questions

- What kind of text is this?
- Who did .....?
- Where did .....?
- When did .....?
- What happened when .....?
- Why did ..... happen?
- How did .....?
- How many .....?
- What happened to .....?



## KS1 Reading Vipers

### Sequence

Sequence the key events in the story.

#### Example questions

- 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?



# SATs

## Paper 1

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?

\_\_\_\_\_



6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved. ☐

JJ told her to. ☐

The brushes were dirty. ☐

Mum was angry. ☐



## Paper 2

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."

questions

