

Reading Workshop

Tuesday 30th March 2021

Miss McConnell -

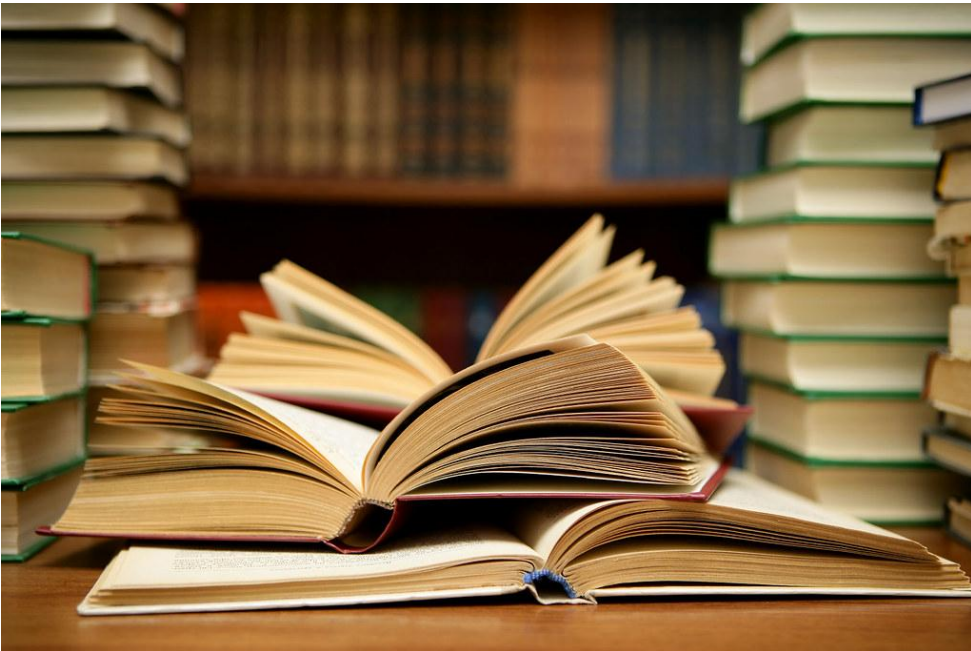
Lead Practitioner / Language & Communications Team Leader

Mrs Kinsley - Reading Lead

Miss Beirne & Miss Christofi - Phonics Leads

Why is reading so important?

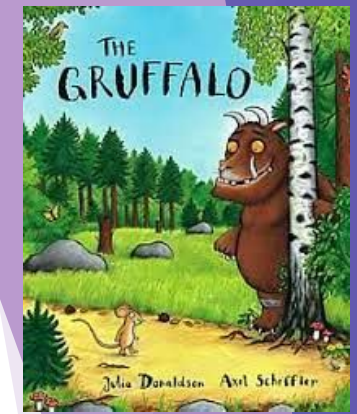
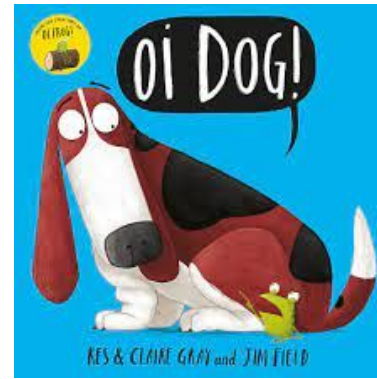
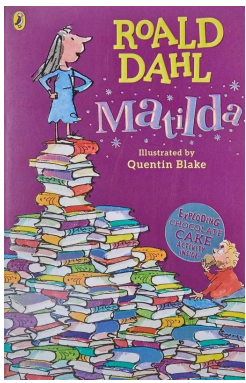
- ▶ Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio economic background.



**“CHILDREN SHOULD
LEARN THAT READING IS
PLEASURE, NOT JUST
SOMETHING THAT
TEACHERS MAKE YOU
DO IN SCHOOL.”**

-Beverly Cleary





- ▶ If you read for 20 minutes a day, you'll read 1,800,000 words per year. A lot of these words are only used in books, not in our everyday talk.
- ▶ Children learn 4,000 to 12,000 words per year through reading.
- ▶ Reading enhances your memory.
- ▶ Fiction books increase your ability to empathise with others.
- ▶ Books inspire imagination more than movies.
- ▶ Reading makes you a better writer
- ▶ Children who read books often at age 10 and more than once a week at age 16, gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

It all begins before they even start school!



If you read just **one** book a day to your child, they will have been read **1825** books by their 5th birthday.

Every Day Counts.

Every Book Counts.

Reading to your child and teaching them nursery rhymes will help them understand language and make sense of the world around them.



What is phonics?

Phonics is the starting point...

- A written language is like a code. Teaching phonics is just teaching children to crack that code. There are more than 150 **graphemes**.
- Children learn phonics through a clear and systematic approach.
- Phonics teaches children to be able to listen carefully and identify the **phonemes** that make up each word.
- A word is made up of multiple units of sounds, for example;

h a t

How many units of sounds does this word have?

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					c		se				
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-e	y	ī-e	ō-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw								
			au								

Terminology quiz:

1 Phoneme

2. Grapheme

3. Digraph

4. Trigraph

A. A grapheme with 2 letters e.g bathth,
play^{ay}, chin^{ch}

B. A grapheme with 3 letters e.g pure^{ure},
pair^{air}, fear^{ear}

C. is the smallest unit of sound that are
put together to make words.

D. A way of writing down a phoneme. They can
be made up from 1 letter e.g. p, 2 letters e.g. sh,
3 letters e.g. tch or 4 letters e.g. ough.



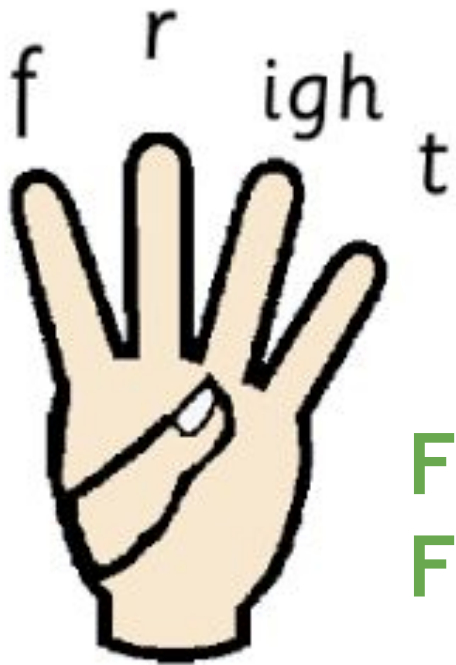
Fred the frog

How is Phonics taught?

Fred in your head



‘Special Friends’



Fred talk and
Fred fingers



How is phonics taught?



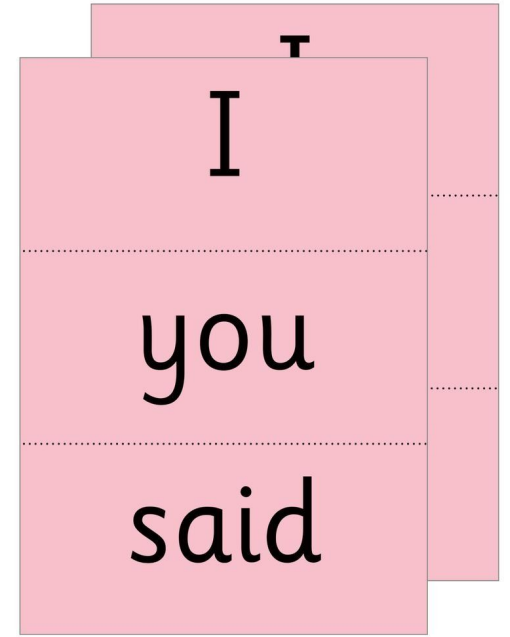
air Speedy Reading

fair	pair	stair	gair	nair
flair	chair	air	zair	quair
lair	unfair	hair	sair	train



Key Words

- ▶ Special Friends (Digraphs)
- ▶ Red Words (Tricky Words)
- ▶ Green words (support the teaching of sounds)
- ▶ Fred Fingers
- ▶ Fred in your Head
- ▶ Fred Talk



Before teaching RWI...

Once upon a time, there     a little old man and a little old woman. One day, the little old man       some    seeds.

One of the turnips grew... and grew... and grew... until it was enormous. The little old man                        

RWI Books...

- ▶ Your child's book will match their phonic phase ability. Ensuring they are able to read 100% of the text.

Once upon a time, there lived a little old man and a little old woman. One day, the little old man planted some turnip seeds.

One of the turnips grew... and grew... and grew... until it was enormous. The little old man pulled, and pulled but still the turnip would not budge.

The little old man shouted to his wife to help. Together they pulled, and pulled, but still the turnip would not budge!

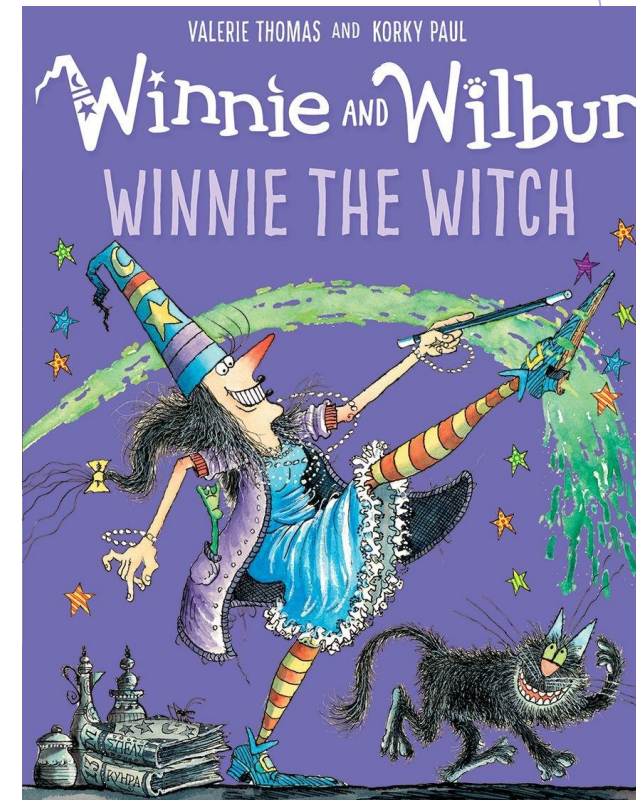
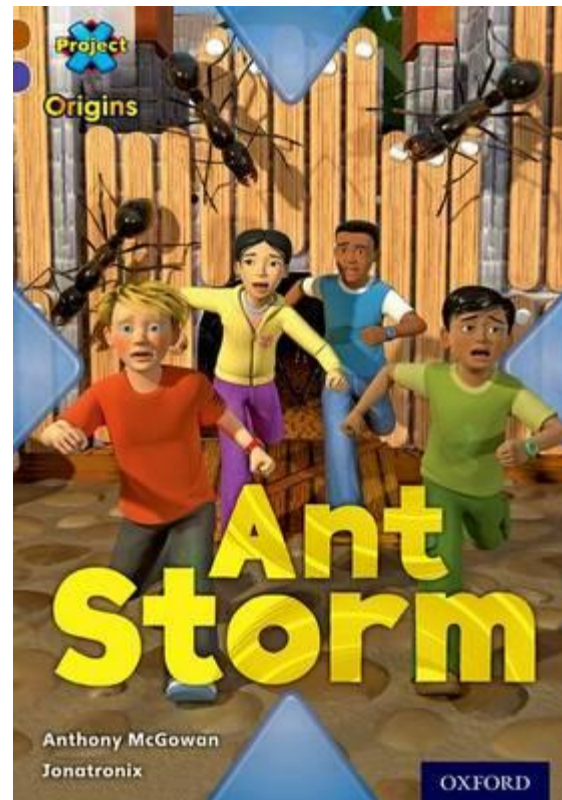
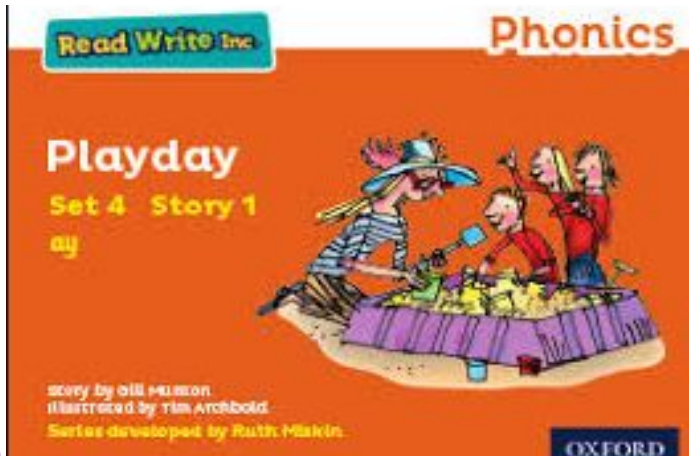
So they all shouted to a girl to help. Together they pulled, and pulled, but still the turnip would not budge!

So they all called the farmhouse mouse to help.

Together they pulled, and pulled, and pulled, and suddenly... out popped the enormous turnip! The little old man was very pleased. He invited everyone round for a turnip dinner!

Reading Books - normally

- ▶ Your child will take home.
 - ▶ 1. My Sound Book
 - ▶ 2. My Learning Book (levelled using numbers- Year 1 and 2 only)
 - ▶ 3. My choice book (from the class or school library)



What Reading Looks Like in Reception

- ▶ Your child will be read with their class teacher once a week. They will read their 'sound' ability book.
- ▶ Tricky Words (Red Words) and High Frequency Words.
- ▶ Your child will also have 3 guided reading sessions per week. This is where your child will also be exposed to their 'sound' book within their phonic ability group.
- ▶ Your child will also visit the Library once a week, where they will choose their 'choice' book. (Normal circumstance)
- ▶ Each week, your child will now be taking home **two** books
 - A 'sound' book and a 'choice' book (Normal circumstance)

What Reading Looks Like in KS1

- ▶ Daily phonics and guided reading lessons. This is where your child is exposed to their 'sound' book and read with an adult in a group every day.
- ▶ Your child will be read with their class teacher or TA once a week.
- ▶ Your child will also visit either the Library or class library once a week, where they will choose their 'choice' book.
- ▶ Your child will take home three books - A 'sound' book, 'learning' book and a 'choice' book.
- ▶ Regular teacher assessment

Reading Expectations and Assessment

Year Group	Colour/Book Band number
Reception Read Write Inc - phonic levelling	RWI: Set 1 sounds
	RWI: Blending books
	RWI: Red Ditty PM: 1-2 /ORT 1 (pink)
	RWI: Green PM: 3/ORT 2 (red)
	RWI: Purple PM:4-5 / ORT 2 (red)
Yr 1 Read Write Inc- phonic levelling	RWI: Pink PM: 6-8 / ORT 3 (yellow)
	RWI: Orange PM: 9-11/ ORT 4 (blue)
	RWI: Yellow PM: 12-14/ ORT 5 (green)
	RWI: Blue PM: 15-16/ORT 6 (orange)
	RWI: Grey PM:17-18/ORT 7 (turquoise)

- New colour order
- RWI assessments (sounds and blending)
- Assessments at least once every half term

Reading Expectations and Assessment

Yr 2 PM levelling	PM: Purple + 19-20 (ORT 8)
	PM: Gold 21-22 (ORT 9)
	PM:White 23-24 (ORT 10)
Yr 3 PM levelling	PM: Lime 25-26 (ORT 11)
	PM:Ruby 27-28 (ORT 12)
Yr 4 PM levelling	PM: Sapphire 29-30(ORT 13)
	Free Reader -Accelerated reading ZPD score
Yr 5 ZPD score	Free Reader -Accelerated reading ZPD score
Yr 6 ZPD score	Free Reader -Accelerated reading ZPD score

- PM assessments (accuracy, reading voice and understanding)
- Children are free readers by the middle of year 4
- Continued assessment
- Appropriate levelled books from the library

Reading Expectations and Assessment

Year Group	Colour/Book Band number	Mid-year example of text	End of year example of text
Reception Read Write Inc - phonic levelling	RWI: Set 1 sounds	a fox and a box	You can get a goldfish from a pet shop.
	RWI: Blending books		
	RWI: Red Ditty PM: 1-2 /ORT 1 (pink)		
	RWI: Green PM: 3/ORT 2 (red)		
	RWI: Purple PM:4-5 / ORT 2 (red)		
Yr 1 Read Write Inc- phonic levelling	RWI: Pink PM: 6-8 / ORT 3 (yellow)	Smooth rocks and gravel are at the bottom of a brook. Lots of insects drink from a brook.	This is Heathrow Airport. You can take flights to 180 different places from here. You can drive to the airport and leave your car in the huge car park.
	RWI: Orange PM: 9-11/ ORT 4 (blue)		
	RWI: Yellow PM: 12-14/ ORT 5 (green)		
	RWI: Blue PM: 15-16/ORT 6 (orange)		
	RWI: Grey PM:17-18/ORT 7 (turquoise)		
Yr 2 PM levelling	PM: Purple + 19-20 (ORT 8)	The road near Wilf and Wilma's house was flooded. The children watched the cars going through the flood. One car had broken down and was stuck in the middle.	The friends peered out of the spaceship as rocks exploded from the sealed entrance. Eight metal spheres smashed their way into the cave like wrecking balls. One of the Krools unfolded. Its eyes glowed green as it pointed to the ship.
	PM: Gold 21-22 (ORT 9)		
	PM:White 23-24 (ORT 10)		

- Compound words
- Flexibility with letters and sounds
- Font gets smaller
- Sentence structure changes
- Increased reading stamina

How do we teach reading?

Alongside phonics there are other clues that will help your child.

1. What does the word look like?

My nana is frightened of spiders.

She (s-c-r-ea-m-s / scr-eams) when they are around.

2. What would make sense?

My nana is frightened of spiders.

She (screams/smiles) when they are around.

3. What sounds right?

My nana is frightened of spiders.

She (scream/screams) when they are around.

Tips for Reading

► Choose a good time and place

If possible, sit on the right on the child. It helps enforce left-to right directionality.



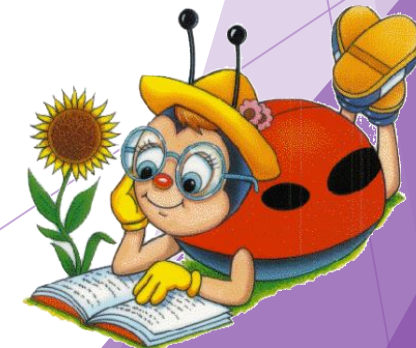
► Introduce the book

Make it sound exciting, give them an overview and tell them any tricky names or words.



► Let them hold the book and point to the words if needed

This encourages responsibility and independence. Sometimes let them read on their own or to a teddy without you.



Pictures only-----pointing-----eyes to track

- ▶ Don't cover the pictures. It's not cheating!



- ▶ Try not to make corrections until the end of the story or page.

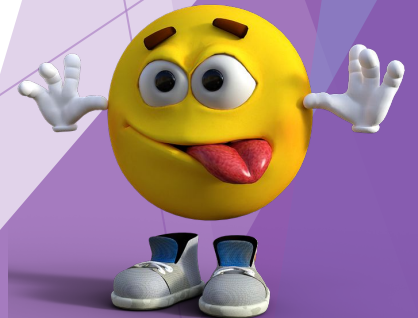


- ▶ Check they understand the story.

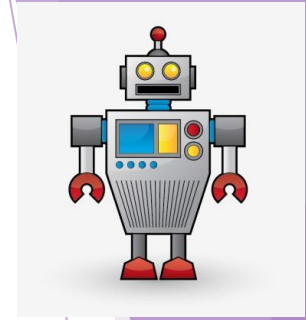


- ▶ Make it fun...try to stay relaxed!

Try different voices, different speeds or take it in turns to read.



- ▶ Re-read easy books. No Robot voices.



- ▶ Talk about the punctuation. ! “ ” ?

- ▶ Celebrate if your child makes a mistake and corrects it.

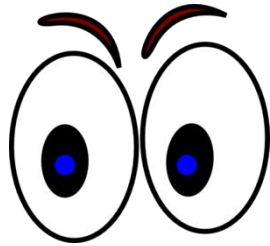


- ▶ Look for opportunities to read everywhere



If they don't know a word...

- ▶ Show me the tricky word
- ▶ Run your finger along it
- ▶ How can you solve this?
- ▶ Does the picture help?
- ▶ What does the word look like? Sound it out.
- ▶ What would make sense?
- ▶ What sounds right?
- ▶ Start the sentence again and have a guess
- ▶ Break the word up into smaller words



BUT...If they're struggling, tell them tricky names or words



Reading Eggs and Oxford Reading Tree online

What is Reading Eggs?

- Why the school account?
- How will this help them and us as a school?
- What can you do at home to help?
- 10 mins a day on My Program with a reward of 5 mins (your choice) on any other part

