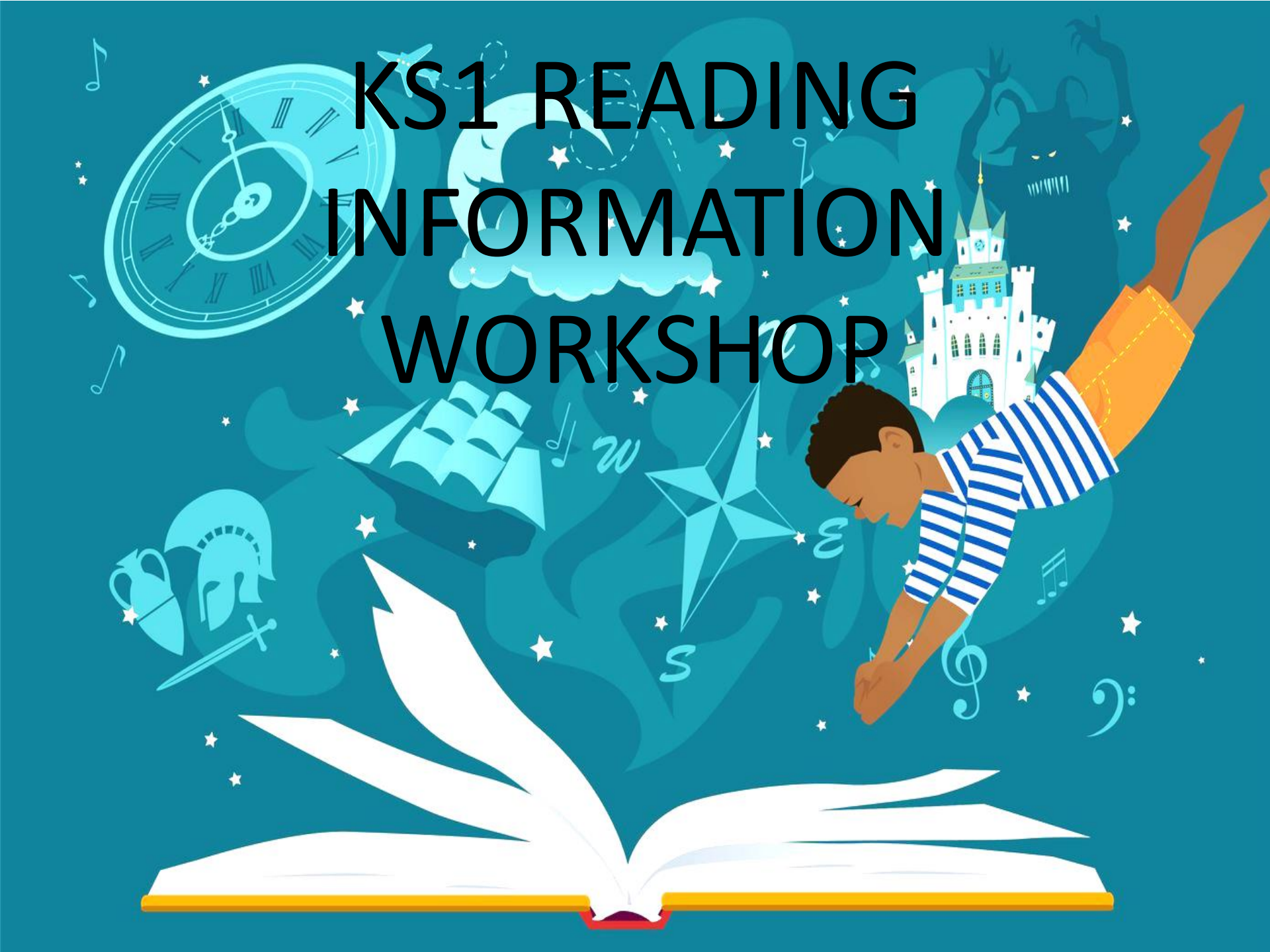
KS1 READING INFORMATION WORKSHOP



Why are you here today?

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



What we plan to cover …

How we teach and assess reading

What makes a good reader?

What books your child will bring home

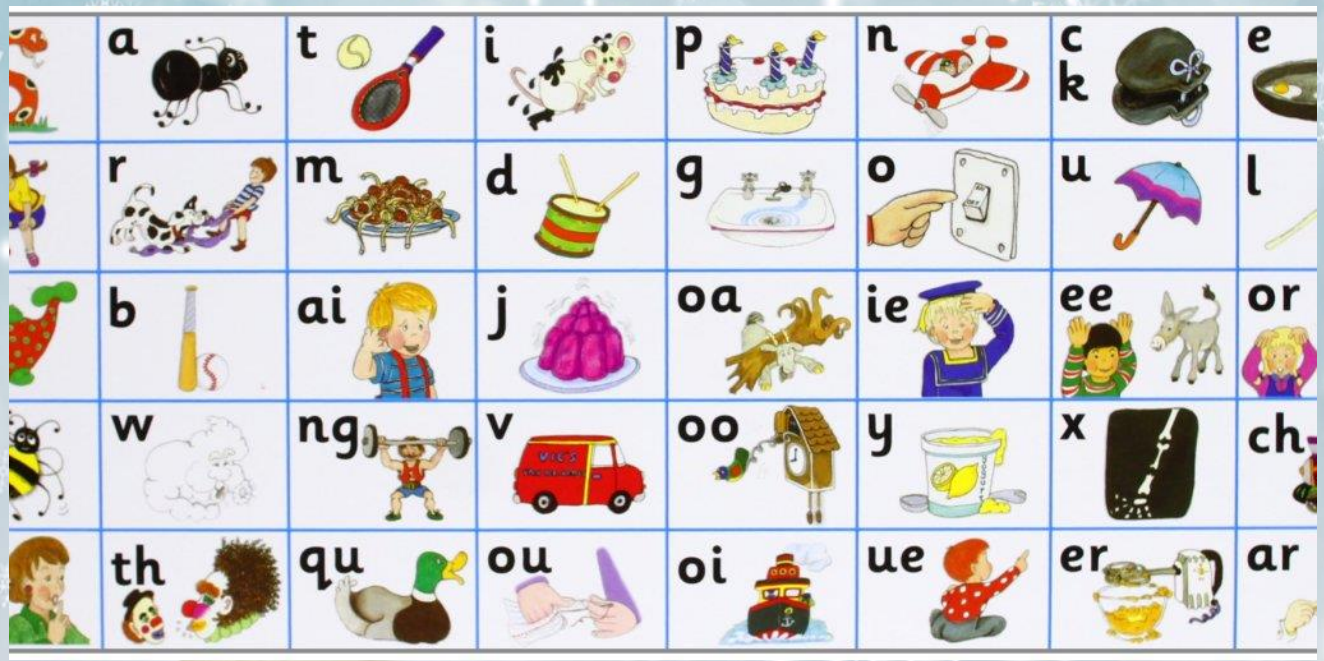
How you can support your child with reading



How do we teach and assess reading?



Phonics


a
t
i
p
n
c
k
e
r
m
d
g
o
u
l
b
ai
j
oa
ie
ee
or
w
ng
v
oo
y
x
ch
th
qu
ou
oi
ue
er
ar

Phonics order

Phase One – Nursery into Rec

Phase Two – Reception

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

Phase Three – Reception

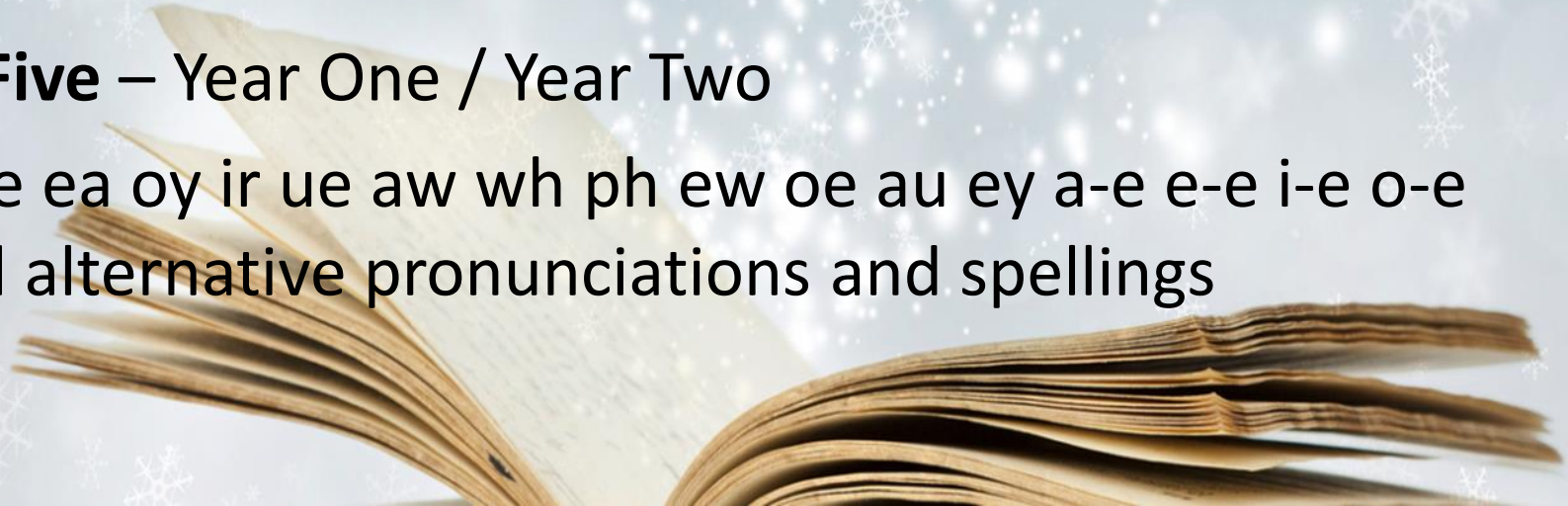
j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Phase Four – Reception/ Year One

No new sounds – ccvcc words

Phase Five – Year One / Year Two

ay, ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e and alternative pronunciations and spellings

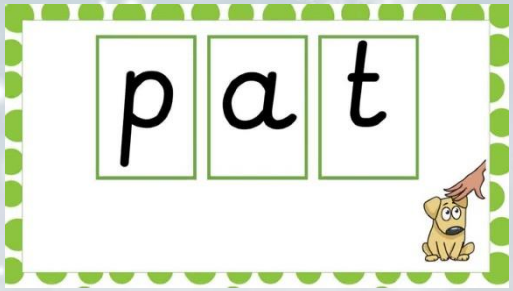


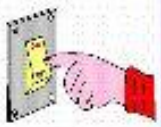
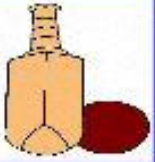
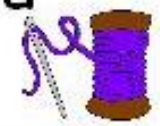
After we know the sounds we:

Blend them together to read.

Segment them to spell (robot talk).

Remember to use pure sounds.



s 	a 	t 	i 	p 	n 	ck 
e 	h 	r 	m 	d 	g 	o 
u 	l 	f 	b 	ai 	j 	oa 
ie 	ee or 	z 	w 	ng 	v 	u 
x 	oo **oo** 	ch 	sh 	th **th** 	qu 	ou 
oi 	ue 	er 	ar 	*the*		

D. Burgess. April. 2011. Pictures extracted and adapted from www.communicate

ay



a-e

Alternatives

ee as in happy

y

ie as in fly



Key Words & Common Exception Words

In Reception you will have been given sets of key words for your child to learn.

These are words that you cannot sound out - Need to learn by heart.

They come from a variety of word lists that the children are expected to learn.

Keywords go to set 13. Once learnt to read they need to spell them.

In year 1 and 2 they learn to read and spell the year 1 and 2 common exception words

Please tell us once your child knows a set.



Strategies

Repetitive text

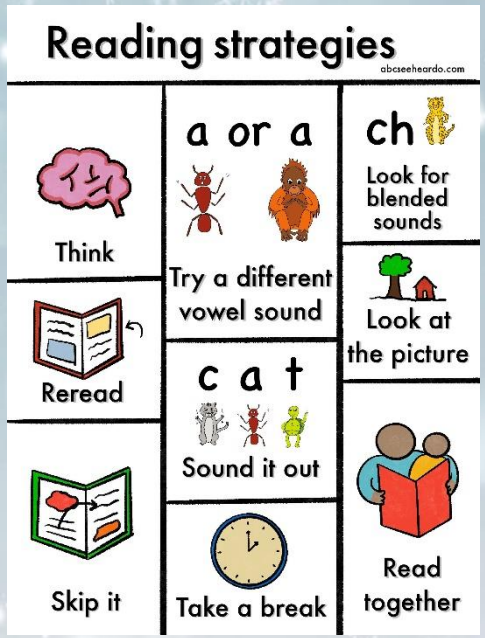
Pointing to the words

Using pictures

Using the context

Answering questions about the text

Retelling the story after



Book Bands

Reading books: Please share at least three times a week - rewarding reading.

Graded according to phonics, key words and complexity of text



Book Band	Reading Age	Age Related Expectations							Pl
		R	1	2	3	4	5	6	
LILAC	< 5.0								
PINK Band 1	5.0 – 6.5								
RED Band 2									
YELLOW Band 3									
BLUE Band 4									
GREEN Band 5									
ORANGE Band 6	6.5 – 7.0								
TURQUIOSE Band7	7.0 – 7.5								
PURPLE Band 8	7.5 – 8.0								
GOLD Band 9	8.0 – 8.5								
WHITE Band 10	8.5 – 9.0								
LIME Band 11	9.0 – 9.5								

In School reading

- Individual
- Guided Reading

Small group of children reading the same book at the same time.

- Whole class reading
- Across the curriculum



Assessment

- Phonics tracker
- Benchmarking
- Guided/ individual reading

- Communication from home – please tell us how your child is getting on.



Any questions?





What does a good reader look like?



There are 2 key dimensions in reading –

Word reading

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Comprehension

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.



Word reading

- Using a range of strategies to decode unfamiliar words
- Recognising and blending sounds to decode words (w/o overt sounding and blending by end of Year 2)
- Recognising high frequency words automatically
- Self correcting
- Cross checking, rereading to confirm
- Using expression and intonation
- Fluency – natural rhythm (end of Year 2 target – 90 words in 60 seconds)



Comprehension

- Retell main events or facts confidently
- Discuss the sequence of events in stories
- Use vocabulary from the book in retelling
- Discuss meanings of vocabulary in books
- Use prediction as they read
- Ask questions as they read
- Discuss books and make links with other books and their own experiences
- Answer both literal and inference questions



LITERAL



What does the text say?

- the answer is right there in the text
- look for key words

LITERAL

What did Jack's mum do with the magic beans?

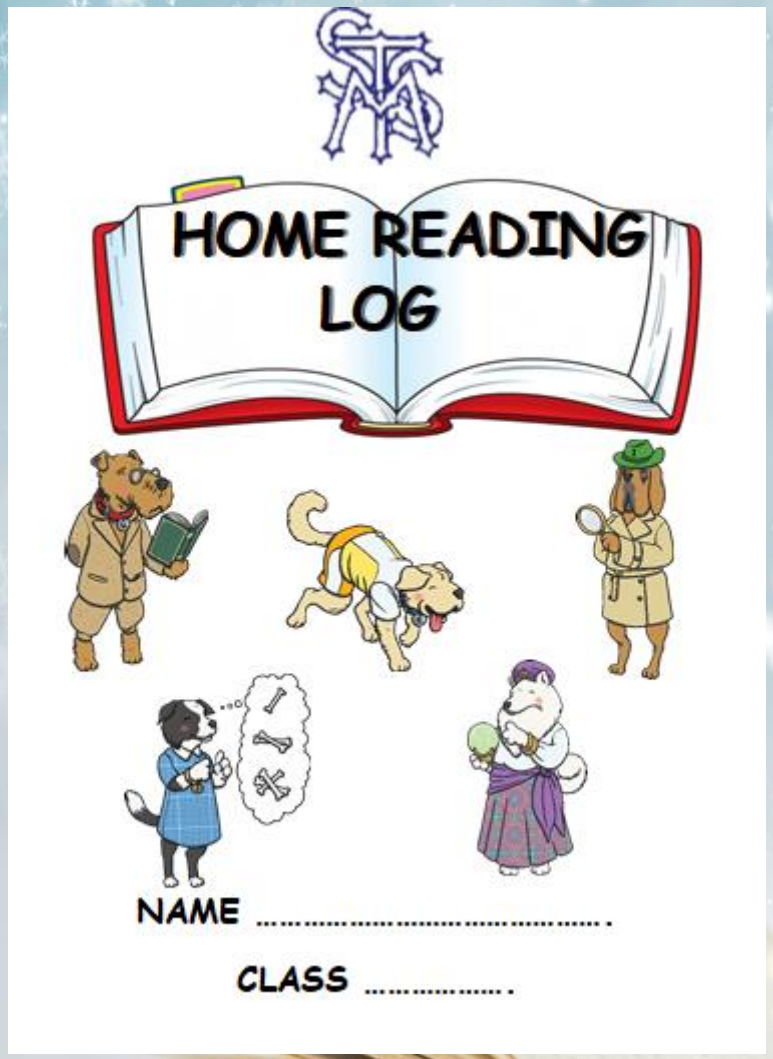
What I read + What I know = Inference

INFERENCE

Why did Jack's mum throw the beans out of the window?



Reading Dogs



Our canine helpers can help you to ask your child different types of questions about their reading.



VOCABULARY VICTOR helps you to look at how authors and poets have chosen to use certain words and phrases.

Can you find a word/sentence that tells/shows you that …..?

Why do you think that the author used the word …… to describe …..?

Can you find a word in the text that means the same as …..?

Can you find an adjective/noun/verb that tells/shows you that …..?



REX RETRIEVER helps you to go into a text and retrieve the facts.

Where/when is the story/poem set? Who is/are the main character(s)?

Is there a dilemma in the story? How is it solved?

Which is your favourite/worst/funniest/scariest part of the poem/story? Why?

What 3 facts have you found out from the text?



INFERENCE IGGY helps you hunt for clues in a text.

What do you think the word …..means? Why?

Why/How/When/Where do you think …..?

How has the author made us think that …..?

PREDICTING PIP tries to see the future and will help you work out what might happen next



Where do you think ….. will go next?

What do you think ….. will say/do next?

Who do you think has done that? Why?

What do you think this book/section will be about? Why?



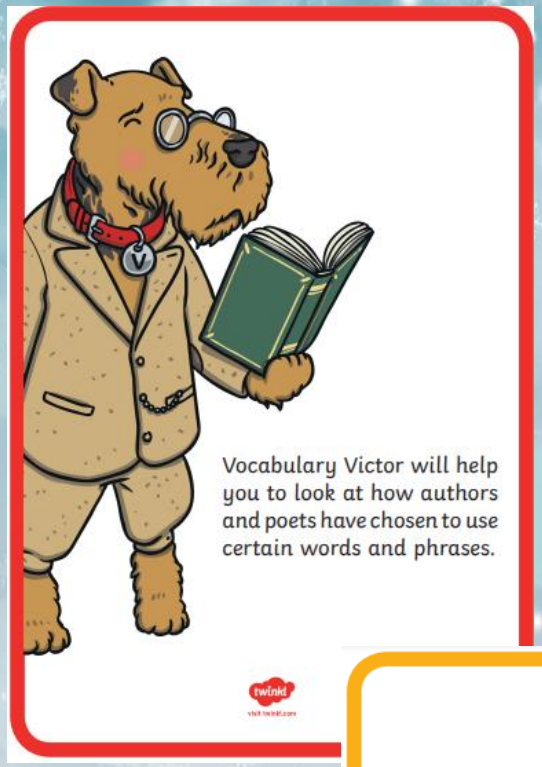
SEQUENCING SUKI likes everything in order! She will help you sequence events in a text.

How/Where does the story/poem/non-fiction text start?

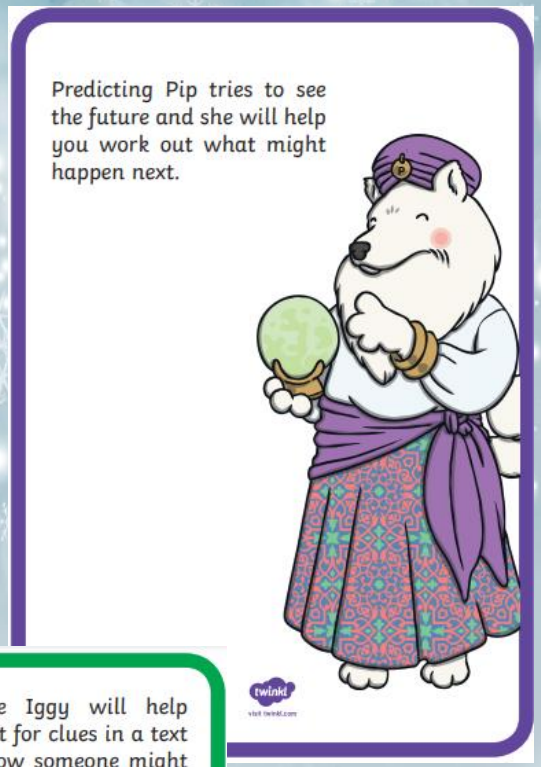
What happens in the beginning/the end?

What happened before that?

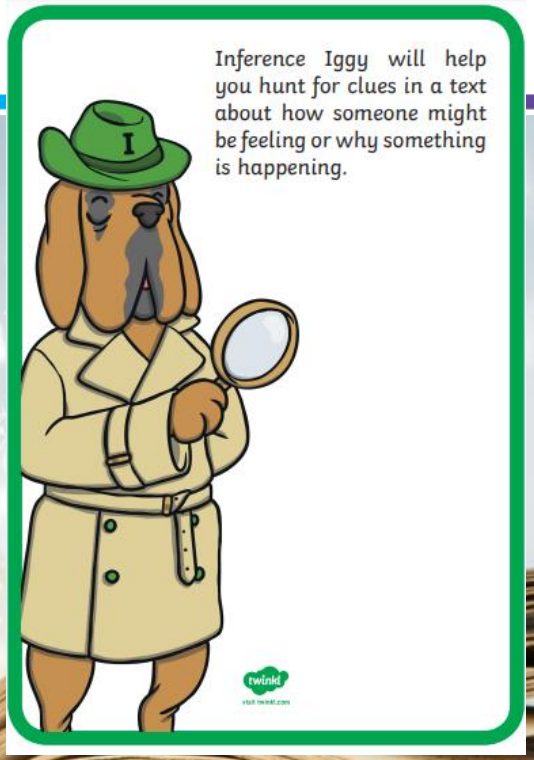
Could you use 20 words to sum up this story/poem/non-fiction text?

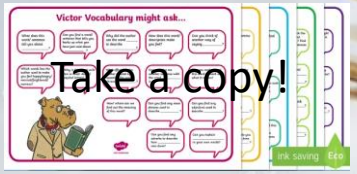

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.


Sequencing Suki likes everything in order! She will help you sequence the events in a text.


Predicting Pip tries to see the future and she will help you work out what might happen next.


Rex Retriever will help you to go into a text and retrieve the facts.


Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.


Victor Vocabulary might ask...
Take a copy!

Any questions?

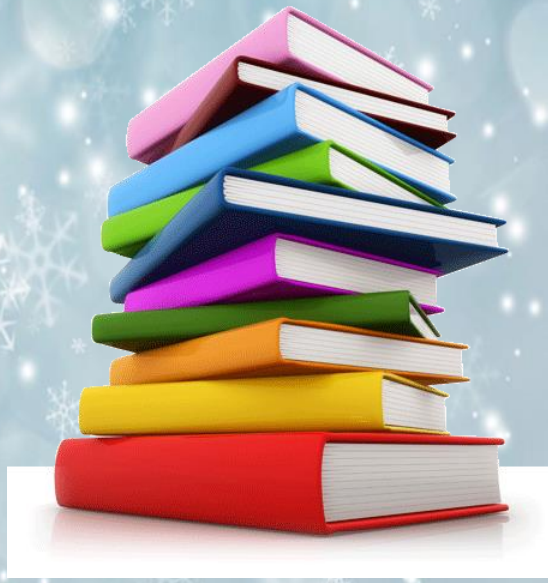




What books your child should bring home?



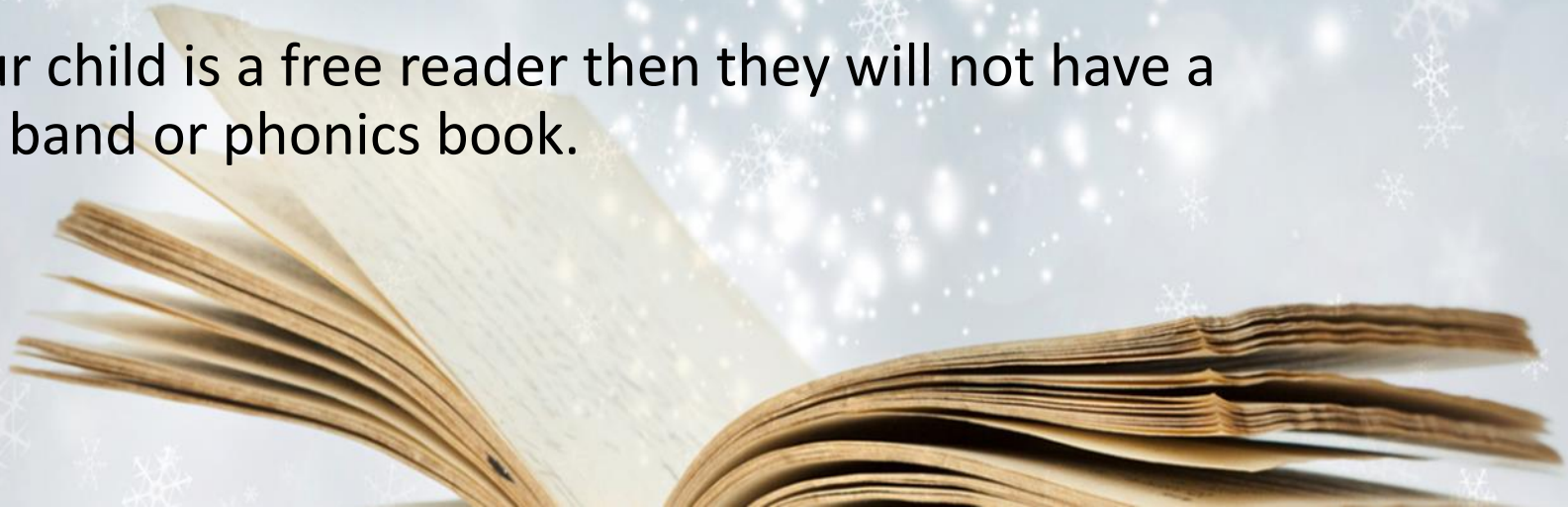
What books will your child be bringing home?



Each week your child will bring home 3 books:

- 1 x Coloured sticker book band book
- 1 x Phonics reading book (after half term)
- (some children may have 2 coloured sticker books)
- 1 x Library book

- If your child is a free reader then they will not have a book band or phonics book.



Book band books

Your child will choose books at the level they are able to read independently.

This gives your child the opportunity to read the book without having to focus on decoding individual words. Instead they are able to read at a level where they can discuss their understanding of the book and work on other reading skills such as; predicting, retrieving information, inference and re-telling. This level of book should also allow them to reread the text and develop fluency.

When your child is able to read all of the book band levels fluently, they will become a Free Reader. This means they will no longer bring home a book band book but a library book instead. Sometimes children reach Free Reader status in the infants but often children remain on book band levels until they reach the Juniors.



Book changing days
Tuesday and Friday

Phonics reading book

After half term your child may be bringing home a phonics reading book.

This will be a book containing the phonics sounds they have worked on recently or are already secure in.

This means your child should be able to decode the words in the text using their phonics knowledge.

This book will be changed when a new set of phonic sounds have been taught and learned by your child so they may have this for longer than a week.



Library Book

Each week your child will also be given the opportunity to change their library book.

If your child is still reading their book after 1 week they can keep it for another week.

Your child is allowed to pick any book they would like from the library . This gives your child the opportunity to explore a range of different books and find books that appeal to them.

We hope that through using the library we can foster a love of reading, as children will choose a book that interests them. They can either read their library books for themselves or enjoy being read to by an adult or older sibling at home.

Library book changing days:

Neptune- Monday

Jupiter- Thursday

Mars- Friday



How you can help at home…

- Read at least 3 times weekly with your child, using the reading dogs to discuss what is read
- Read **to** your child.
- Encourage your child to read widely to encounter new vocabulary , develop their imagination and knowledge of the world and to also broaden their experience of a variety of literature.
- Ask your teacher for support with strategies to support any difficulties your child may present with when reading at home.



Any questions?



