



Reading and phonics workshop

- What are we teaching your child?
- Reading throughout KS1.
- Phonics in KS1.
- Reading strategies we use at school that you can use at home..



Good readers

- What makes a good reader?
- What do children need to do to be good readers?

Reading in school...

- Reading is an essential part of the school day
- Children begin in YR by 'learning to read' and then move towards 'reading to learn'
- We are committed to ensuring all children leave their current year groups reading age appropriate texts
- Reading is NOT just about one strategy



Good work
recognition
and phonic
skills

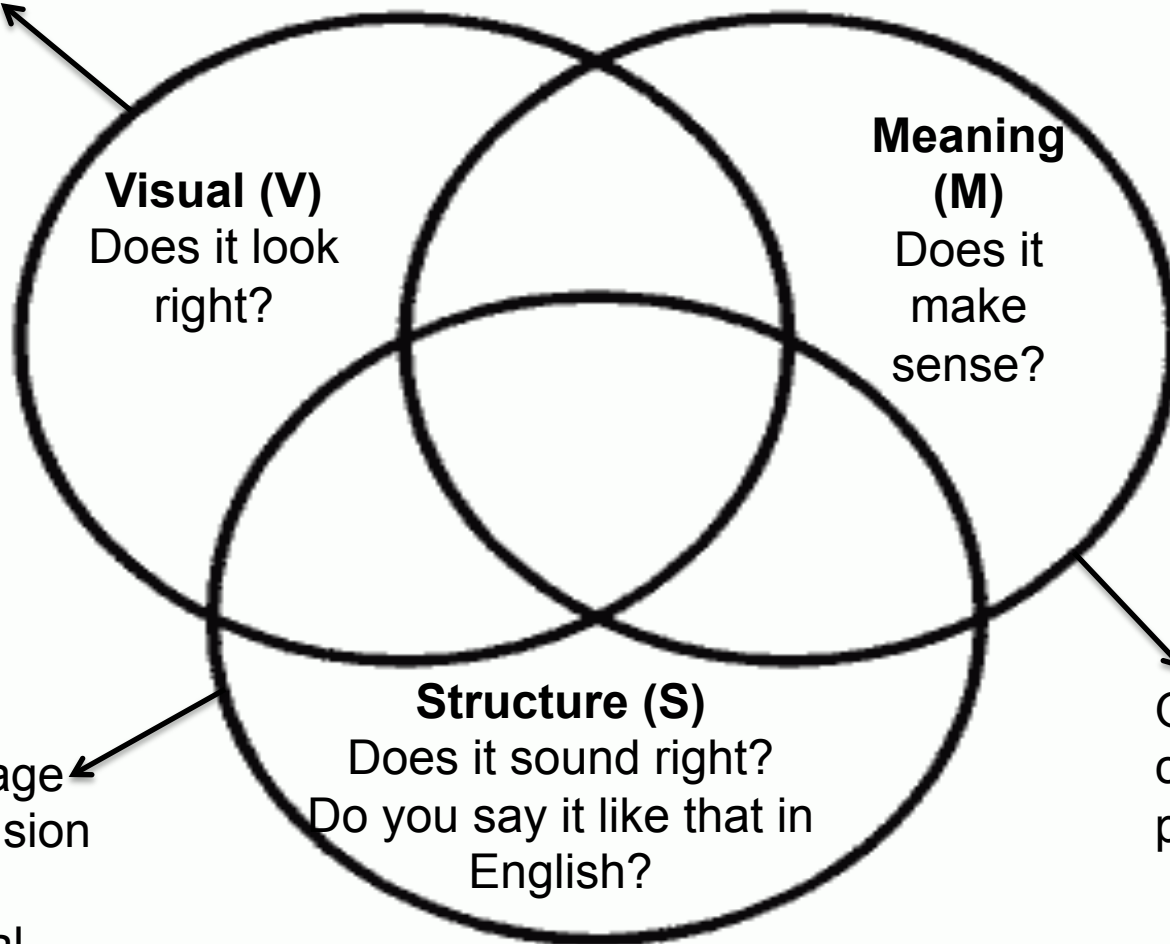
Visual (V)
Does it look
right?

Meaning (M)
Does it
make
sense?

Structure (S)
Does it sound right?
Do you say it like that in
English?

Oral language
comprehension
plus own
grammatical
structure

Oral language
comprehension
plus context



Why is phonics important?

Following the Rose Review 2006, the teaching of phonics became statutory in all English schools.

Rose suggested that 'teaching synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers.' Rose 2006

What is Synthetic phonics?

“Synthetic phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised).

For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word.

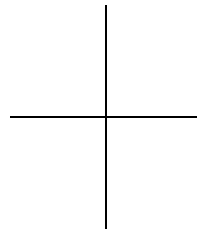
Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, ɔ, g/, and write a grapheme for each phoneme in turn to produce the written word, *dog*.”

Definition adopted by The Rose Review

What is Phonics?

Phonics is...

**Knowledge of
the alphabetic
code**



**Skills of
segmentation
and blending**

Blending and Segmentation

Blending

- Merging the individual phonemes together to pronounce a word.
- To read unfamiliar words a child must recognise (sound out) each grapheme, not each letter, then merge the phonemes together to make a word.

Segmentation

- Hear and say the individual phonemes within words.
- In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme.

Enunciation

- Teaching phonics requires a technical skill in enunciation
- Phonemes should be articulated clearly and precisely



DVD - Phase 4 Articulation

Voiced

• b d g w qu y j

unvoiced

• c p t ch h

continuous

• f l m n r s sh v th z

How does phonics help my child to read?

- We teach a scheme called 'Letters and Sounds' in school. There are six phases in this scheme.
- Each phase of letters and sounds is closely linked to our reading scheme.
- The teaching of phonics is an important part of learning to read as it helps children to break new words apart, however it is not the only way of learning to read.

Reading in school

- Children are taught the skills they need to become independent readers during guided reading or whole class reading sessions
- These sessions are differentiated for children so they receive the teaching pitched at their level of learning
- Reading skills are taught in these sessions but reading is a key skill that is taught in all areas
- Children who require additional support will receive this through small group or 1-1 sessions



Reading at home

- We recommend short reading sessions with your children of about 10 minutes.
- When your child is beginning to read, these sessions will be about learning how books work.
- Once your child is reading longer texts, the expectation is that they will read only part of the book.
- Reading familiar books is useful and should be part of children's reading experiences.



Reading at home and why it is important

This school has always emphasised the importance of teaching reading to and with children. We aim for children to leave as independent readers who also enjoy listening to stories.

- A recent study by the National Literacy Trust entitled 'Children and Young People's Reading Today' has called for families to take 10 minutes per day to read with their children.
- The report stated that it was 'essential' for children to make time to read outside lessons because it is closely linked to academic achievements.
- It added that children who read outside the classroom on a daily basis were 13 times more likely to read at the expected level for their age.

Reading with your child...

- Is your child in holding the book?
- Can you both see the book?
- Look at the front cover together – what can you see?
- Where's the title? Are there any words you recognise in the title? Read the title with your child. What do you think the book is about? Do you think this book is a story (fiction) or an information (non-fiction) book?
- If there's a blurb, can you find me the blurb? Read the blurb together. What do you think will happen in this story? Why? Or, if non-fiction, what information will this book tell us? Do you know anything about this topic already?



Reading with your child...

Look through the book focusing on the pictures:

Fiction

- What/who can you see?
- Tell your child the name of the characters.
- What is happening?
- What do you think will happen next?
- Why did that happen?

Non-Fiction

- What can you see?
- What is the picture telling us?

When a child uses language that is in the text ask your child to point to where it says that word in the text.

Reading with your child...

Reading through the book/text:

- Is your child pointing with their finger (when word to word matching children need to glide their finger under the text, not jump from word to word).
- As reading, pointing and looking at the initial sound to read the word.
- Does the book/text rhyme?
- Do children remember trickier words that are repeated through the book? (If unable to remember word, write down the word on a piece of paper and lay it in front of you both to use as a prompt).

When you come to a word that your child does not know, encourage your child to...

- Look at the initial sound, attempt to sound out the rest of the words and put the sounds together to read the word.
- Look at the picture for clues.
- Child to have a go at reading the word, and then read the whole sentence – does that sound right?

Reading with your child...

Retell:

- Can you tell me what happened in the story? Or, if non-fiction, what you have found out?

As children become more confident their retell will be more and more detailed.

If a child needs prompts:

- Where were they?
- What happened at the beginning?
- What happened next?
- What was the problem?
- How was it solved?

Reading with your child...

Comprehension:

- Ask your child a range of questions about what has happened in the book, ask your child to find where the answer is on the page (using initial sound to help to find key words).
- Ask questions that encourage your child to think beyond the text. For example, why did he do that? Why did they say that was a good idea? What do you think might happen next?



Useful Words and Phrases

Reading the words:

- Get your mouth ready
- Can you put the sounds together?
- Does the picture give us a clue?
- Look at the first sound, look at the final sound –does it fit?
- What could that say?
- Does it look right? Does it sound right,? Then it probably is right.
- Can you make it sound like you are a talking?
- Push the words together.
- Say it smoothly.

More Useful Words and Phrases

Self-correcting meaning:

- Does that sound right?
- Can you fix the sentence?
- Does that make sense?

Comprehension:

- What happened first/last?
- What will happen next? Why do you think that?
- What happened next? Why did that happen?
- How do you know this?
- What did you like about the book?
What did you not like about the book?



What is assessed?

- Word reading - looking at phonics knowledge, reading for meaning and reading so that the sentence is grammatically correct.
- Fluency and expression
- Retelling
- Comprehension

ONLY when the class teacher has a full assessment on all aspects of your child's reading and has evidence that they have securely achieved all assessment focuses needed will they move a book band colour.



