

Parent Reading Workshop KS1 Part One 2017



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English Lead

Respect for All Learners for Life

Our aim is to create a love of books.

We want our children to be readers for life.



Children's Reading

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

National Literacy Trust, *Children's and young people's reading today*, 2012



Children's Reading

‘Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.’

Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013



2014 National Curriculum

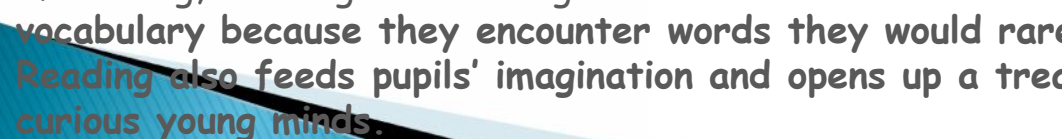
Reading has two key dimensions:

■ Word reading

Skilled word reading involves both the **speedy working out of the pronunciation of unfamiliar printed words** (decoding) and the **speedy recognition of familiar printed words**. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

■ Comprehension (listening and reading)

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. **Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.**



Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

How do we teach reading?

- ▶ Phonics-taught daily
- ▶ Guided reading every day
- ▶ Individual reading - book banded
- ▶ Weekly library books- reading for pleasure
- ▶ Daily storytelling sessions through the Pie Corbett stories
- ▶ Intervention groups
- ▶ Class story session each day
- ▶ English lessons



Other Reading Opportunities

- ▶ Local library enrolment
- ▶ Class reading area
- ▶ Whole school reading area
- ▶ Reading online - Active Learn
- ▶ Reading outside on playground/outdoor areas
- ▶ Parent reading sessions
- ▶ Book Club
- ▶ Story sacks
- ▶ Everyone a reader drop in sessions from people in the community
- ▶ Reading is the vehicle used to drive our curriculum in most subject areas



Celebration

- ▶ Author days - Roald Dahl
- ▶ Readathon
- ▶ Book Week
- ▶ National Literacy Trust competitions throughout the year
- ▶ Caught Reading competition every half term
- ▶ Extreme Reading
- ▶ Many more reading events throughout the year
- ▶ Certificates for reading at home
















Reading

1. Word Reading

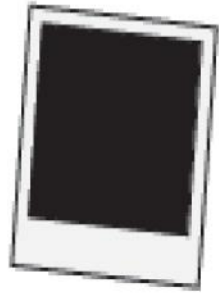
- ▶ Letter name and sound - a-n-t
- ▶ Phonemes - sh, ch, th
- ▶ Letters creating words - familiar and unfamiliar words - ch-a-t, some
- ▶ Words creating a sentences that makes sense! - I like to chat.



Strategies to Support Reading

	blend	Phonemes	Picture	clues	Syllables	Punctuation	
	Reading Strategies						
Reading		Use the pictures for clues.		Use the punctuation to help it to make sense.		Look to see if the word is similar to one you know.	Sentence
Strategies		Sound out and blend the letters.		Go back and read it again if you don't understand.		Imagine what is happening.	Read on
Re read		Look for smaller words hiding inside bigger words.		Read on to see if you can make sense of the word.		Ask questions that will help you if you don't understand	Listen
Similar		Cut up the words into syllables.		Listen to the words as you read them.		Know your mistakes and put them right.	Meaning
							
	Spotting	Go back	Similar	Imagining	Talk	Questions	

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Use the pictures
for clues.



Read on to see if
you can make
sense of the word.

Mum got the picnic out.

"Dan's roll is bigger than
my roll," said Emma.

"No, it's not," said Dan.





Look for smaller words hiding inside bigger words.

Dan put Sid in a tin. He put some slug food in, too.



Look to see if the word is similar to one you know.

"Come on, Sid. We are going on a picnic," said Dan.





Use the punctuation
to help it to make
sense.

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**