

Parent Reading Workshop Year One 2018

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English Lead




Agenda 1.30-2.30

Part One: 30 minutes

- ▶ Why reading is important?
- ▶ Curriculum expectations for Year One
- ▶ How we teach reading
- ▶ Phonics Check Screening

Part Two: 30 minutes

- ▶ Games to play at home to support reading
 - ▶ The children will join us for some activities
 - ▶ Evaluation
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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



Children's Reading

‘Parents aspirations for their children strongly predict their achievement.’



‘Children of parents who take an active
interest in their education make
Greater progress than other children’

Language

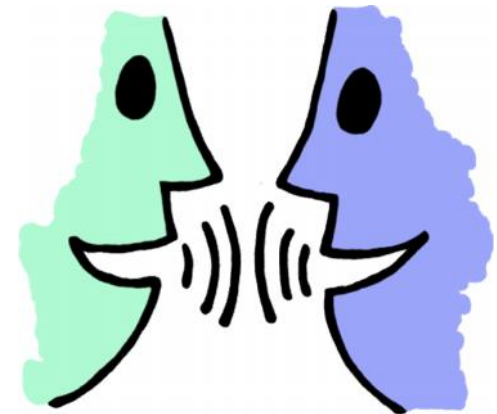
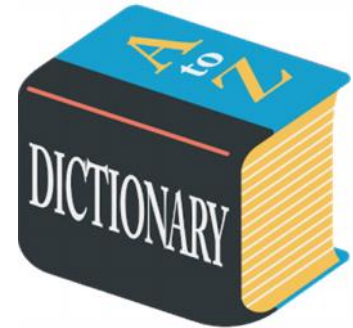
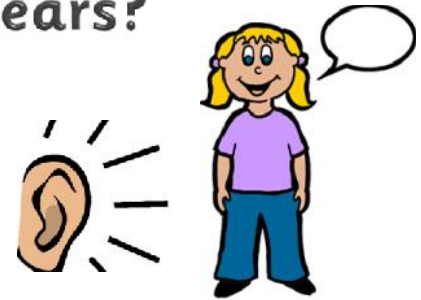
Language and literacy skills have a huge impact on a child's life outcomes. Recent research has shown that there is a significant gap between children with good and poor language skills when they begin school and that this gap remains consistent throughout their schooling.

There is 30 million word gap between children from the poorest and wealthiest families by the age of 3 years!



So, what contributes to this variation in children's language development in the early years?

- ▶ The number of words children hear in the first five years of their life is linked to the size of their vocabulary at age five.
- ▶ Early knowledge about sounds and meanings of words affects how we learn to read
- ▶ The quantity of language a child experiences before learning to read has a substantial and long-term effect on their ability to learn to read.
- ▶ In addition, learning to read is also made easier by the variety of words a child has heard.



Develop language by...

- ▶ Read to children daily, taking time to go over new words.
- ▶ Talk with children and encourage children to talk with one another.
- ▶ Use new and interesting words in natural conversations.
- ▶ Use gestures and facial expressions
- ▶ Sing with children and recite poetry and rhymes to playfully introduce vocabulary.



Pie Corbett Stories

- ▶ Monkey See, Monkey Do
- ▶ How The Tortoise Got His Shell
- ▶ The Three Little Pigs
- ▶ The Three Little Bears
- ▶ The Magic Porridge Pot
- ▶ Rumpelstiltskin



National Curriculum



English programmes of study: key stages 1 and 2

National curriculum in England



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.

How do we teach reading?

- ▶ Phonics
- ▶ Guided reading
- ▶ Individual reading
- ▶ 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
- ▶ Productions



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, like
- ▶ Words creating a sentence that makes sense! -
I like to chat.



Book band levels

