

# Reading workshop



# Our aims

- To understand how phonics supports reading in Year One.
- To know how to question children to develop their comprehension skills.
- To explain how we teach and assess reading at Prior Heath.
- To engage children with their reading at home.



# Becoming readers and writers

Before children can learn to read and write they need to develop their understanding of the English language. For all of us this happens through talk.

Through talk we learn new vocabulary and the knowledge of how to structure sentences.

In school we encourage the children to talk in a variety of situations.

# What can you do at home?

- Speak to your child in sentences.
- Have regular discussions with your child.
- Introduce new words and explain what the words mean.



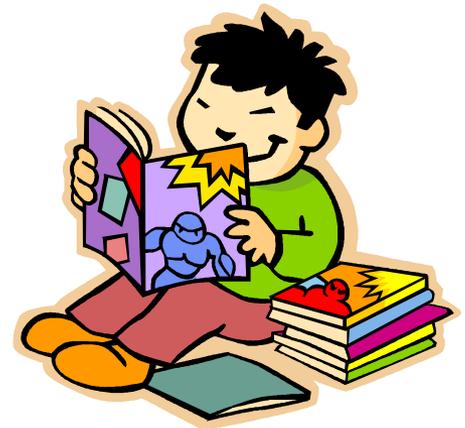
# Reading

There are two skills being developed during reading sessions...

- Decoding skills.
- **Comprehension skills** (reading and listening).

# Decoding involves...

- Use of phonics (letter sounds).
- Reading for meaning.
- Using picture clues.
- Using known patterns of speech to predict what kind of word it might be.



# Why teach phonics?

- The ability to read and write well is a vital skill for all children.
- Phonics helps children to develop good reading and spelling skills e.g. cat can be sounded out for reading and spelling.
- We use a synthetic scheme called 'Letters and Sounds' as our teaching resource.



# Phonics Consists of:

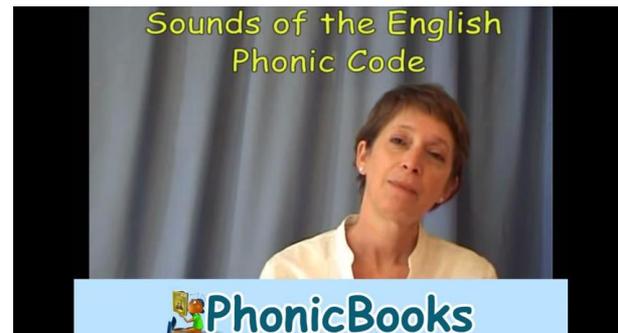
- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



# How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- The way we say sound may well be different from when you were at school.
- We say the shortest form of the sounds.

<https://www.youtube.com/watch?v=IwJx1NSineE>



# This is where it gets tricky!

- The 44 phonemes (sounds) are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way ( **cat**, **kennel**, **choir**).
- The same grapheme may represent more than one phoneme ( **me**, **met**).



# Phonic learning is fun!

- The children learn and practise their phonemes in lots of fun ways:
- Sound talking and rhyming.
- Playing games - table games or interactive games on the computer.
- Using phoneme frames, "sound buttons" and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme "detectives".
- Reading and writing sentences. Silly sentences are great fun!

# REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:
- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- And most importantly  
**ENJOY READING!**



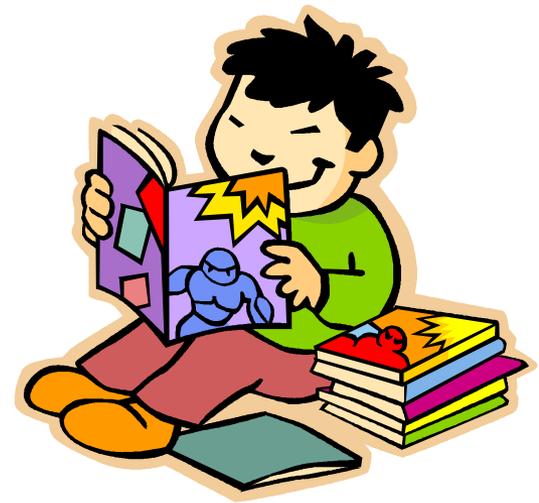
# Comprehension

For children who are able to read fluently:

The process changes. We are no longer teaching them to read we are teaching them to understand and discuss what they are reading.

**What can you do to help?**

- Listen to your child read regularly.
- Ask your child about what they have read.



# Comprehension involves...

- Understanding what they have read.
- Answering literal questions.
- Answering implied questions.
- Understanding why an author chose a particular word or phrase.
- Describing the difference between text types.
- Describing page layout.

# Examples of questions

## Literal

- What did the cat try to catch?
- Where were the twins going?
- How many children were playing in the garden?



## Implied

- How do you know the cat was hungry?
- Why do you think the fox went out at night to hunt?
- Why do you think there was a sign by the pond saying "no swimming"?
- Explain why it is important for all members of a team to cooperate.

# Questions about the characters, setting or author's intention

- Do you think the boy wants to play football? Why do you think that?
- How did the girl feel when she lost her cat?
- Where is the story set?
- Why do you think the story is set at the seaside? What setting would you choose if you were writing this story?
- Why did the author use the word whispered instead of said?



# Guided reading assessments

	names							
Af1	Follow print with eyes, finger pointing only at difficulty							
	Re-read to enhance phrasing and clarify precise meaning							
	Apply phonic knowledge and skills as the route to decode words							
	Read simple sentences and, where appropriate, check understanding with picture cues							
	Take more note of punctuation in order to support the use of grammar and oral language rhythms							
	Show fluency and confidence whilst re-reading familiar texts							
	Blend and read simple words containing adjacent consonants (e.g. stop, best)							
	Begin to identify constituent parts of simple two-syllable words (e.g. into, outside)							
	Begin to use analogy to read unknown words (e.g. look, took)							
Af2	Answer questions about the main points of a simple text, indicating precise understanding							
Af3	Discuss character and plot							
Af4	Begin to recognise some differences between fiction and non-fiction texts							
	Begin to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways)							
Af7	Notice relationships between one text and others (e.g. common themes)							



# How will you know what your child is working on?

## Learning Activities - *Book Boxes C and D*

*While reading books from these boxes children should practice:*

- ❖ Using letter sounds to read decodable words
- ❖ Beginning to read with fluency
- ❖ Recognising sounds such as *oa, ai, ee* in words
- ❖ Using letters, sounds and words to establish meaning when reading aloud
- ❖ Answering simple literal questions about the book
- ❖ Using the repeated patterns to predict and help reading
- ❖ Understanding what a pronoun (it, he she) refers to eg. The dog barked. He was hungry.
- ❖ Understanding the difference between fiction and non fiction books
- ❖ Making predictions about what a book might be about based on the title, cover or blurb
- ❖ Choosing and talking about a favourite book from a selection

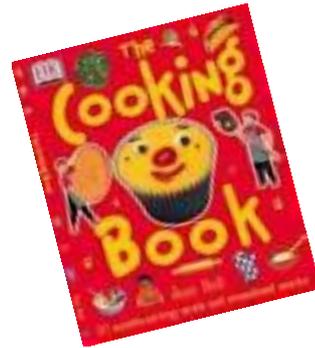
# Key Features Associated with Motivation to Read

- An enthusiastic reading teacher.
- Activities which are open and authentic.
- A reading environment with access to a range of texts.
- Pupil choice.
- Pupils aware of what they are doing and why.
- Links between reading in the world around us.
- Giving undivided attention.
- Having good role models.
- Visit the library or book shop and choose books together.



# Example of what to read

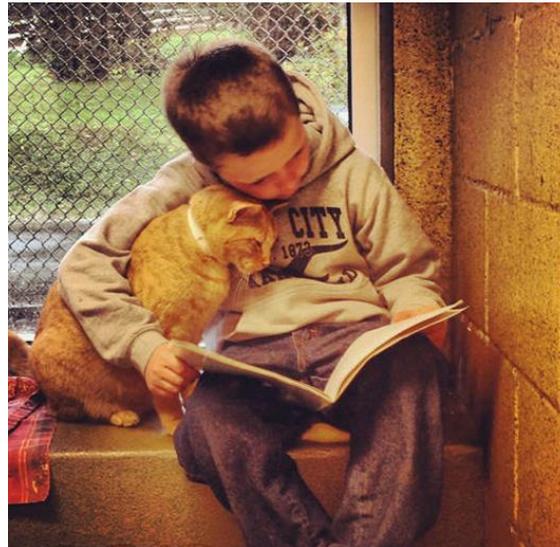
- Traditional tales
- Non-fiction books
- Instructions
- Stories
- Letters and post cards
- Poetry
- Comics and magazines
- Signs
- More than one book by the same author
- And many more e.g. food packets, shopping lists, etc



# Reading for Enjoyment

- *"All pupils must be encouraged to read widely across both fictional and non-fiction to develop their knowledge of themselves and the world in which they live, and to understand an appreciation and love of reading."*
- *"Reading widely and often...opens up a treasure-house of wonders and joy for curious young minds."*

NC for English KS1 & 2 (2012)



*Thank you for coming this  
afternoon. Your support  
with your child's reading is  
greatly appreciated.*

