



Welcome to Class 1's
Reading Workshop

Aims Of The Workshop

- Importance of developing confidence and success in reading in Early Years Foundation Stage
- To understand how we teach your child to read at school
- What are reading strategies and how can these help your child
- Importance of reading comprehension
- Helping your child to develop an interest in books and an enjoyment of reading
- How you can help your child at home with reading

Importance of Early Reading

- Learning to read and starting school are important early educational milestones. Reading is one of the most valuable skills developed during childhood, but is also one of the most challenging skills to acquire.
- Research shows that a child who grows up in a home in which reading and the use of books is commonplace and actively supported, is more likely to nurture a positive attitude towards their learning throughout their schooling and across the whole of the curriculum.
- Most children who have early development of their literacy and language skills go on to achieve higher grades at G.C.S.E and are more likely to be eager learners throughout their lives.
- A solid foundation in reading is crucial to a child's success as they progress through primary school, into secondary school and then in later life.

Teaching Phonics

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its individual sounds
- **Tricky words** – words that cannot be ‘sounded out’ using phonics
- **CVC words** – consonant / vowel / consonant e.g. pan cat dog vet
- **Digraph** - a sound made with two letters eg. sh ai oi
- **Phonetically plausible** – written phonetically so that it can be read although it is spelt incorrectly

Letters and Sounds

- Structured daily programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**
- **High frequency words**

Phase 1

- All about learning to be good listeners
- Listening to sounds in our environment
- Making sounds with percussion instruments, our voices and our bodies
- Looking at our mouths in mirrors and the different shapes it makes when we make different sounds
- Listening to words that rhyme, saying rhyming words, following stories with repetitive patterns
- Learning to talk like Metal Mike – beginnings of segmenting and blending
- Listening for words that start with the same sound

Phase 2

- Learning letters and sounds through a multi sensory approach
s a t p i n m d g o c k e u r h b f l s ff ss ck
- Reading tricky words; I go no to the and to
- Reading high frequency words; in it is at
- Blending and segmenting VC and CVC words on their own, in captions and in simple sentences e.g. Get off the bus The dog bed is in a mess
- Developing correct letter formation

Phase 3

- All other letter sounds are taught j v w x y z qu sh ch th ng ai ee igh oa oo ar or ur ow oi ear air er all are
- Alphabet names are taught
- More tricky words for reading; he she we me be was my you they her all are
- Lots of segmenting, blending, reading and writing words, captions and simple sentences

Reading Strategies

- Look at the front cover of the book, can they guess what the story might be about?
- Read the title together, does this give them any more clues?
- Look at the picture before reading, what is happening, what are the characters names?
- **Point** to the words as they read / or you point for them
- Are there any words that they already know? Can they recognise any letters ?
- Can they count the words on the page
- Can they use their sounds to help them decode unknown words – sound buttons
- Can they use the initial letter sound to help them decode a word
- After reading a sentence can they go back and find the word that said “mum”
- Can they find mum on the next page, and the next
- Can they predict what might happen next – this may help them go on and read new unknown words
- Can they read on and then go back to an unknown word
- Can they find a smaller word inside a bigger word that they don't know e.g teacher
- Can they break words down into syllables e.g farmyard
- Can they use punctuation to make sense of what they are reading
- Can they talk about what they are reading, their thoughts and feelings, can they relate the story to their own experiences

Importance Of Reading Comprehension

- Without comprehension, reading is simply following words on a page from left to right. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to gain some understanding of what the writer is trying to say.
- If we don't understand what we are reading, the reading is pointless and boring
- Academic progress depends on understanding, analyzing, and applying the information gathered through reading. Therefore poor reading comprehension skills will affect a child's success in school, and in their adult life

Reading At School

- Oxford Reading Tree
- Picture books with repetitive text, or with words that they can read or decode e.g My mum is Fantastic
- Guided Group Reading – Summer Term
- Daily reading tasks in phonics (sound buttons) including blending for reading and reading high frequency words
- Learning **tricky words** as a sight vocabulary
- Daily story times where children listen to an adult reading the story, still following ideas in reading strategies such as making predictions, getting clues from the pictures

Reading At Home

- Daily reading time 10 - 15 mins
- Quiet place for reading
- Follow the reading strategies
- Let them see you reading
- Follow your child's lead – encourage them to sometimes choose a non – school reading book to share with you, even if they can't read it get them to use the pictures to retell the story, encouraging them to use expression in their voice, look for words in the text that they recognise – get them to follow the words with their finger while you read - stop if you get to a word you think they might know.
- Visit the library and find books about things they are interested in that you can share together
- Practise reading tricky words by sight
- Give lots of praise and encouragement
- Let it be an enjoyable shared experience!