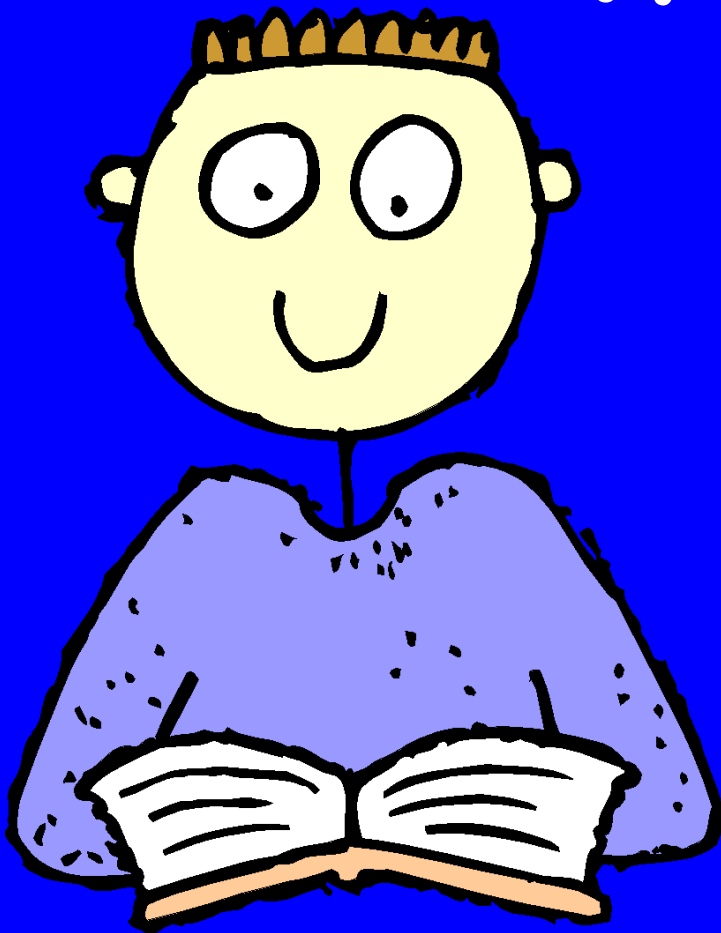


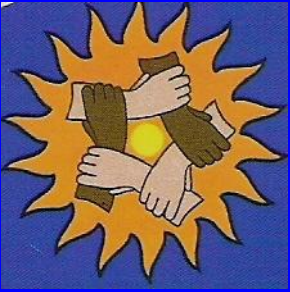
KS1 Reading



Welcome



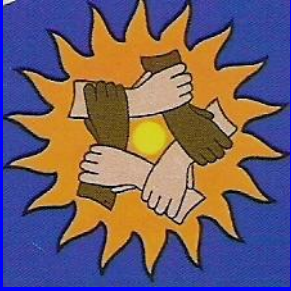
Mr Hewett
Ms Ikoloh



The Power of Reading



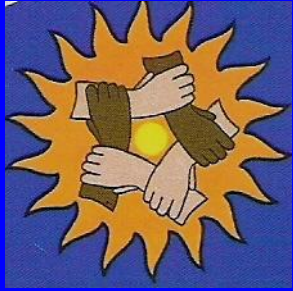
- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- Success in reading is fundamental to success in school.
- There can be few better ways to improve pupils' chances in school, or beyond in the wider world than to enable them to become truly independent readers



The Power of Reading



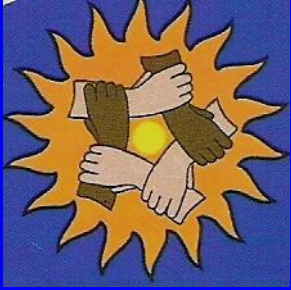
- Experts in the field of Literacy/English are unanimous in their belief that parents should read with their children.
- The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.
- Reading is all about acquiring meaning; for enjoyment, information and understanding; we want to create a culture of readers that take pleasure in reading books through the rest of their lives- not just here at school.



How do children learn to read? 3 - 5 year olds



- Introduce them to books at a young age. Create the right atmosphere. Find a comfortable and quiet place to look at books. Read them a bedtime story every night.
- Let them pretend to read. If your child is familiar with books, they will get on better when they start school.
- Help your child to join in with reading. Let them turn the pages and guess what happens next.
- Use funny voices, toys and actions to make the characters come alive.

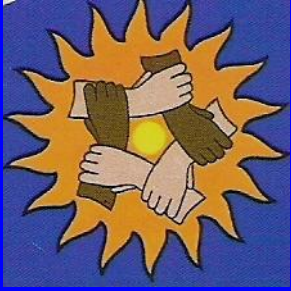


How do children learn to read? 5 - 8 year olds



- Set aside a specific time for reading every day and make reading a priority. Try not to do the reading when you are both tired!
- Walk through the book first and discuss the pictures and the important words. Always remember to keep reading aloud to your child even when they can read independently.
- Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat) Ask your child to sound out unknown words. See if they can pronounce each sound and then blend them together
- Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.
- It's not just about books. Point out all the words around you: labels on food, street signs and shopping lists.

Reading requires different skills



- **Phonics and Word Recognition**
- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

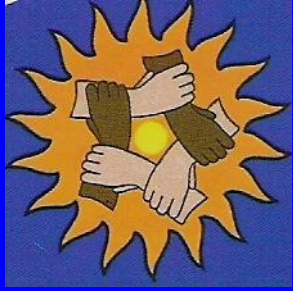


Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

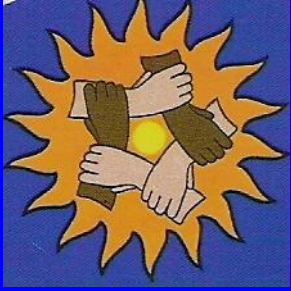


How are these taught in our school?



- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

The hearing of reading is NOT the teaching of reading

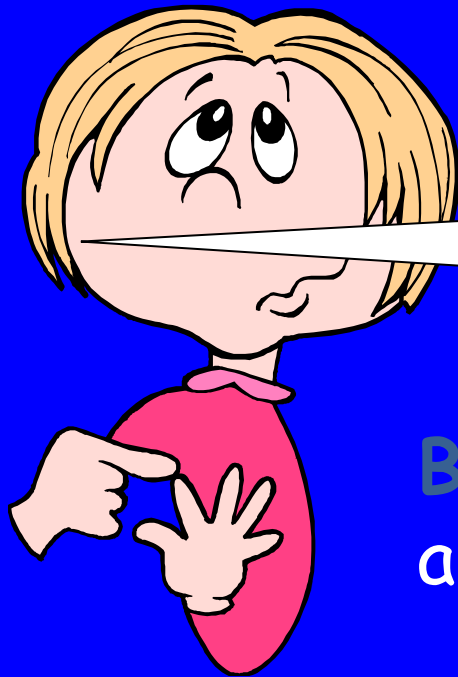
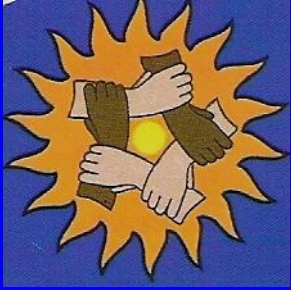


What are phonics?



- How many letters? 26
- How many sounds (phonemes)? 44
- How many spellings of the sounds? 144
- Some words can not be sounded out by using phonics. They simply have to be learnt- we call these 'sight words'.

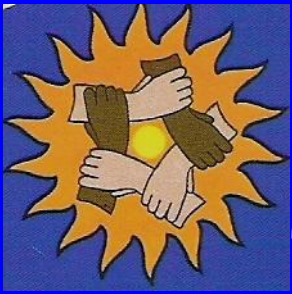
Blending and Segmenting



sh ar p

sharp

Blending for reading
and **Segmenting** for spelling

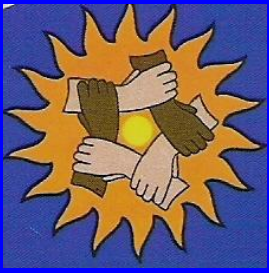


How is phonics taught at Highfield Primary School?



Phase 1

- Rhyme and alliteration
- Distinguishing between different sounds in the environment and phonemes
- Exploring and experimenting with sounds and words and discriminating speech sounds in words.
- Beginning to orally blend and segment phonemes.



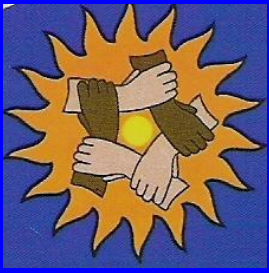
How is phonics taught at Highfield Primary School?



Phase 2

*Using common consonants and vowels
Blending and segmenting for spelling*

- Letter progression:
- Set 5: h, b, f, ff, l, ll, ss
- Set 4: ck, e, u, r
- Set 3: g, o, c, k
- Set 2: i, n, m, d
- Set 1: s, a, t, p



How is phonics taught at Highfield Primary School?



Phase 3

Working on: Knowing one grapheme for each of the 43 phonemes

- Graphemes:

ear, air, ure, er,

ar, or, ur, ow,

oi, ai, ee, igh,

oa, oo

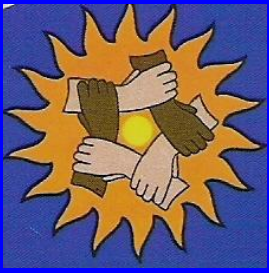
Consonant digraphs

ch, sh, th, ng

Working on: Reading and spelling CVC words using letters and short vowels.
Letter progression

Set 7: y, z, zz, qu

Set 6: j, v, w, x

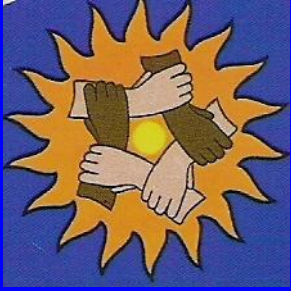


How is phonics taught at Highfield Primary School?



- Phase 6 (Yr 2)
- Phase 5 (Yr 1)
- Phase 4 (Reception/Y1)

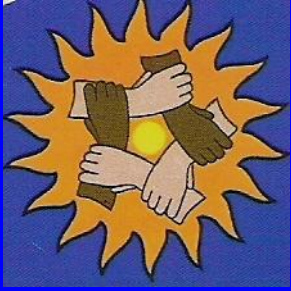
- When learning these, children also need to be practising their 'lotto words'. These are the key words that can't be sounded out. These are sent home once a week.



What to do if your child is stuck



- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about - what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



How to use these strategies at home



John let his pet frog go.

It ***** across the grass.

What is the first sound?

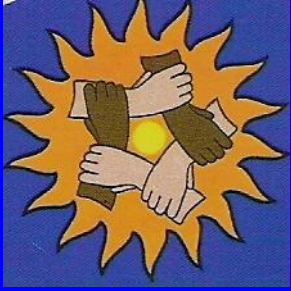
It h***** across the grass.

What would make sense?

It hopping across the grass.

Does that sound right?

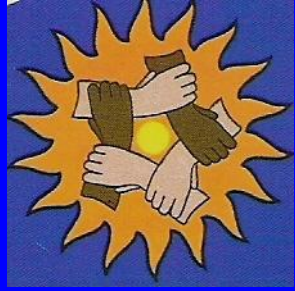
It hopped across the grass.



Reading for meaning



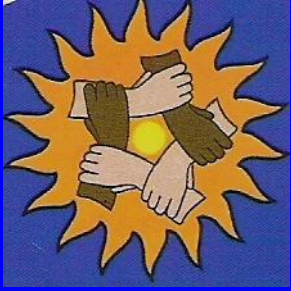
- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.



Establishing comprehension



- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.



Talking about books



It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

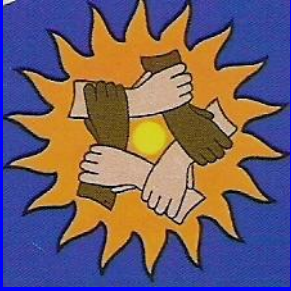
How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

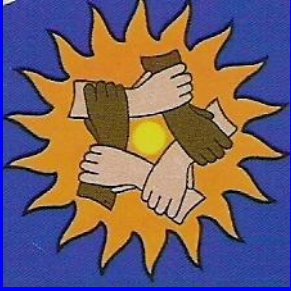


Closed Questions!



- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

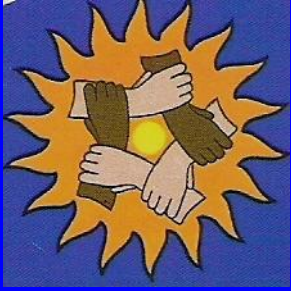
Change these questions so that the answers cannot be *yes* or *no*.



Guided Reading



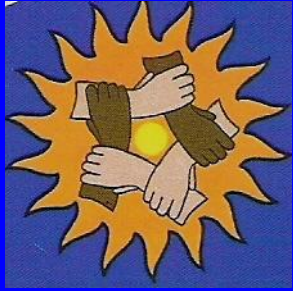
- In our school, the children have many opportunities to read as referred to earlier but one of the most structured sessions is *Guided Reading*. All children start doing this in Year 1.
- The children read with the teacher, in an appropriate ability group, and they are required to think about the text and talk about it. They also give answers to demonstrate their understanding.
- The two skills we are looking for are the ones discussed- decoding and understanding. The two improve through constant daily practice.



Making a difference at home



- Help children choose “just right” books
- Help your child to fill in their Reading Record. Teachers will change the children’s books twice a week and provide an in-depth comment once a week
- Provide many kinds of reading materials
- Provide access to reading through technology
- Discuss/model the importance of reading at home
- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger

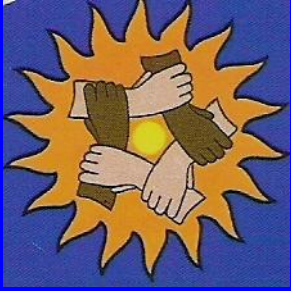


Making a difference at home

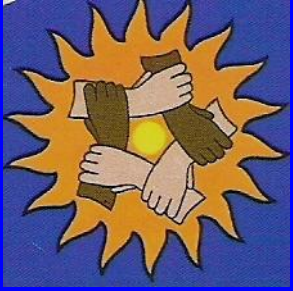


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- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger

Keeping Boys in the Game



- Play crossword puzzles and other word games
- Download an entertaining audio book on his iPod
- Clip interesting news stories and discuss together
- Give him a gift certificate to spend at a local book store
- Build on topics of interest; create book sets using books that matter to him
- Support his reading choices
- Let him see you as a reader and writer
- E-books delivered through iPads and computers
- Audio books
- Podcasts



Thank you for coming



- Any questions?