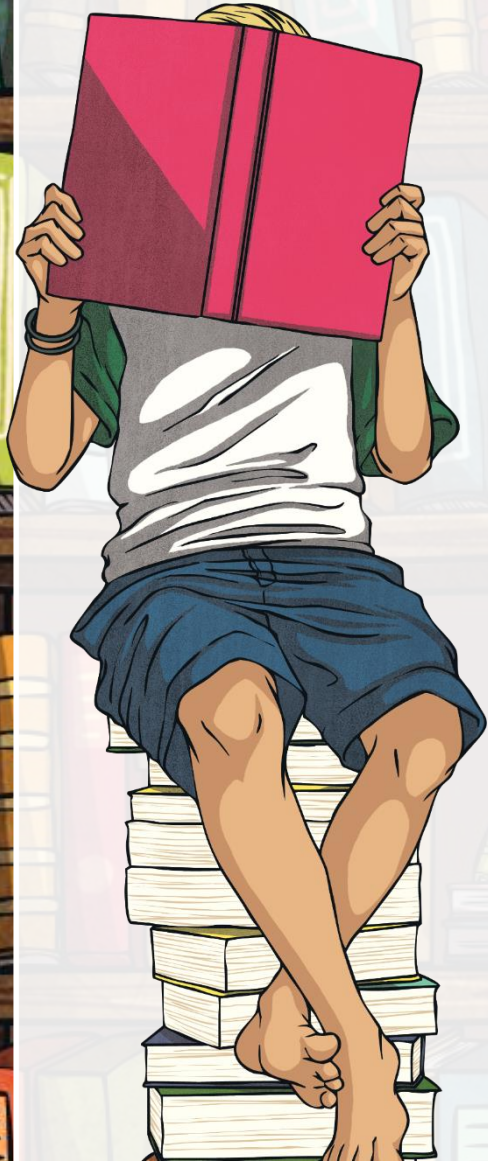


Reading workshop for parents



Please take a post-it note and write down any issues you feel you need support with involving your child's literacy.



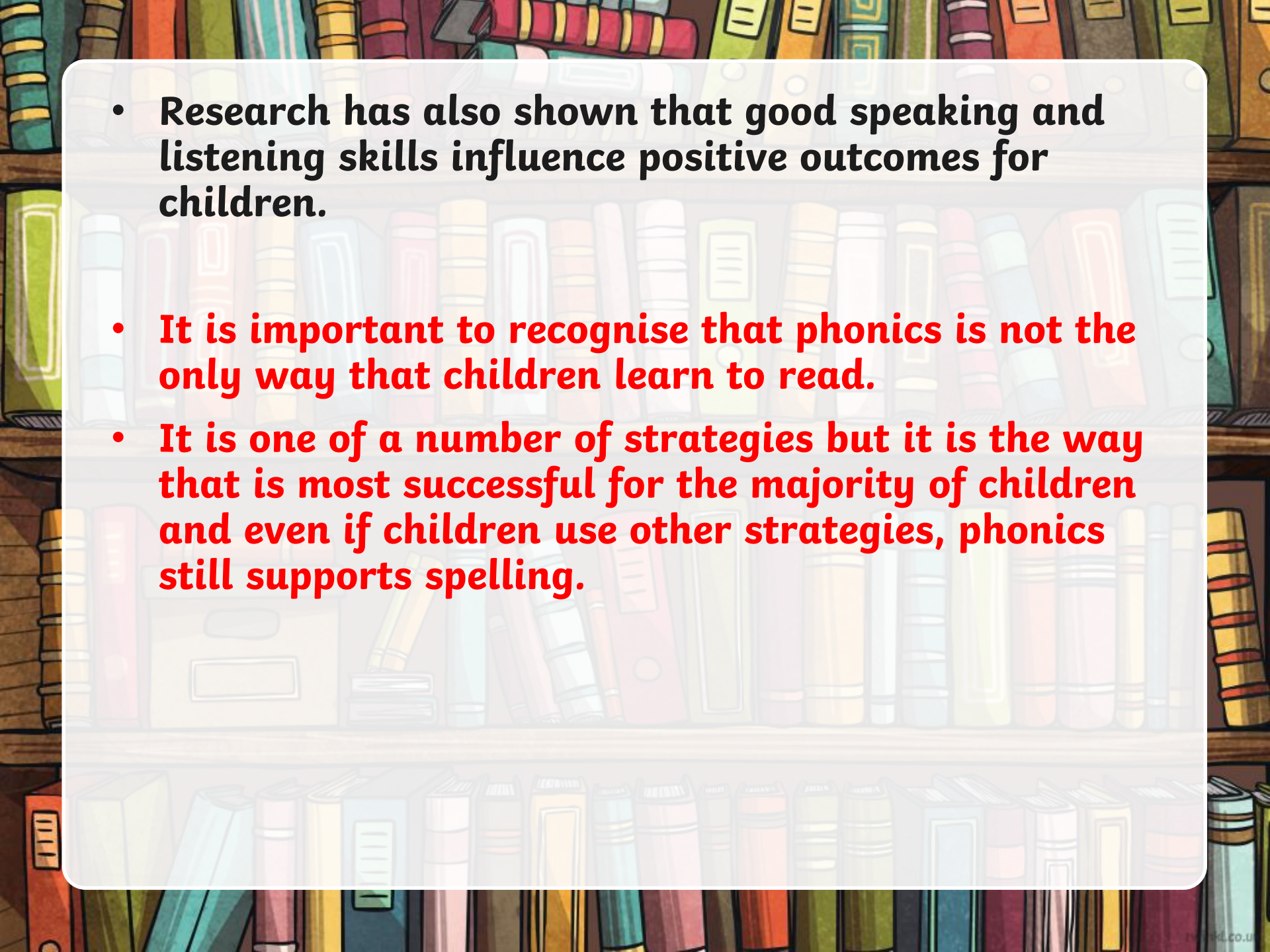
Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

Reading Requires two main skills:

Phonics and word recognition: The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).

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.

- 
- **Research has also shown that good speaking and listening skills influence positive outcomes for children.**
 - **It is important to recognise that phonics is not the only way that children learn to read.**
 - **It is one of a number of strategies but it is the way that is most successful for the majority of children and even if children use other strategies, phonics still supports spelling.**

What is phonics?

Phonics is a linguistic term for the link between letters and the sounds they make.

Using a highly structured, systematic programme working through 6 progressive phases, children are taught:

- The full range of common letter/sound correspondences.
- To hear separate sounds within words.
- To blend sounds together.

What are speech sounds?

Although there are 26 letters in the English alphabet, there are more than 40 speech sounds.

Phoneme: The smallest unit of sound in a word.

Grapheme: What we write to represent a sound/ phoneme – for some phonemes, this could be more than one letter.

For example: **t ee ow igh eigh**

Use soft phonics pronunciation to avoid the confusing “uh” sounds at the end.

Digraphs and Trigraphs

Children are taught the meta language to support learning.

A **consonant digraph** contains two consonants next to each other, but they make a single sound.

For example: sh ck th ll

A **vowel digraph** contains at least one vowel but the two letters still make a single sound

For example: ai ee ar oy

A **trigraph** contains three letters next to each other, but they make a single sound.

For example: ear igh air

Oral blending

Hearing a series of spoken sounds and merging (blending) them together to make a spoken word – no text is used.

- For example, when children hear /b/u/s/, they will say bus.
- The skill is usually taught before blending using printed words



Blending

Recognising the letter sounds in a written word, for example c- u- p, and blending them in the order which they are written, to read the word 'cup'.

Buttons and stitches

t i p



s a t



g oa t



Phases of Phonics

Phase One

(Emergent reading)

Aspect One: Environmental Sounds

Aspect Two: Instrumental Sounds

Aspect Three: Body Percussion

Aspect Four: Rhythm and Rhyme

Aspect Five: Alliteration

Aspect Six: Voice Sounds
























Aspect Seven: Oral Blending and segmenting a single sound

Phase Two

By the end of phase two children should be able to read some VC and CVC words.

Children will also learn to read the words the, to, go, I and no.

Five sets of letters are introduced – one set per week.

Phase 2 Sounds							
s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							






















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Phase Three

A further 25 phonemes are taught.

Children consolidate segmenting for spelling and blending for reading CVC words.

Progressing to polysyllabic words. E.g. car-toon

Phase 3 Sounds								
j	w	x	y	z	zz	qu	ch	sh
								
th	ng	ai	ee	igh	oa	oo	oo	ar
								
or	ur	ow	oi	ear	air	ure	er	
								



Phase Four

By Phase 4 children are able to represent each of 42 phonemes by a grapheme.

Children will be able to blend and segment CVC words for reading and spelling.

Phase 4 is consolidation of children's knowledge, progressing to CCVC and CVCC etc.

Children are encouraged to practice blending for reading and segmenting for spelling of adjacent consonants.

n e s t
● ● ● ●

t r a m p
● ● ● ● ●

s t r i n g
● ● ● ● ●




















Phase Five

Children will broaden their knowledge of graphemes and phonemes.


They will learn alternative pronunciations of graphemes, including split digraphs.

ai ay a-e cake

Phase 5 Sounds

ay	ou	ie	ea	oy	ir	ue	aw	wh
								
ph	ew	oe	au	ey	a_e	e_e		
								
i_e	o_e	u_e						
								

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Phase Six

- Children working at Phase Six can read hundreds of words automatically.
- Children can decode words quickly and silently.
- Children's spelling will be phonetically accurate.
- During this phase children become fluent readers and increasingly accurate spellers.



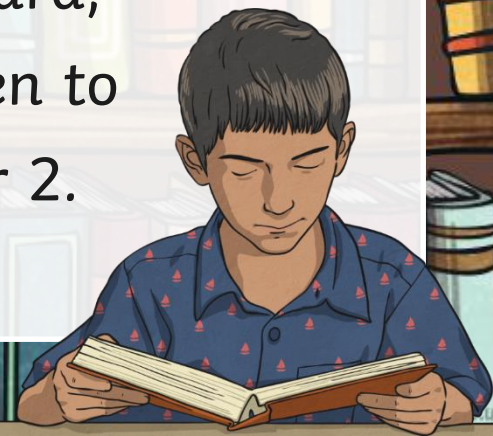
Phonics Screening Check

In June, all Year One children are expected to undertake a phonics check. The aim is to check that they are making progress in phonics.

The test is not anything the children will need to worry about as it is very similar to the activities they are used to taking part in during their **daily phonics sessions**.

The test is to assess that children are on track to become **fluent readers by the end of year two** by being able to decode words accurately.

If a child has not reached the expected standard, we will ensure that additional support is given to help your child make further progress in Year 2.



Alien words???

The test uses a mix of real and pseudo or nonsense words to assess children's ability to decode words.

Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory. They are not therefore meant to be learned or understood but to be used as a way of practising skills.

Examples of words

day

snemp



slide

blurst



newt

spron



phone

stroft



Teaching of reading in school-

Your child's teacher will have an expert understanding of the level and ability of your child's reading and will hear them read in a variety of ways throughout the school day such as ...

Phonics

Shared reading

Guided reading

Paired reading

Independent reading

Focused reading activities

Reading across the curriculum- topic, maths etc all require reading skills

Class novels and stories

The hearing of reading is NOT the teaching of reading...

What can you do to support your child at home?

- **Home reading** is a fantastic way to allow your child to practise their skills. It is part of your child's homework.
- **Reading record books**- it is useful if you write the date and title of the book so that we can keep track- you can write if you have any questions but it is best to speak directly to the teacher or if you need an immediate response hand the book to a member of staff.
- **Make reading visible**; have books available in your home for different purposes. (Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries, subtitles, instructions on computer games)

What can you do to support your child at home?

- **Boys** need to see that reading is something men do.
- Plan reading into your **daily routine**. (Easier said than done!!!)
- **Talk** about books don't just read them. (we will discuss questions later)
- **Make connections** with real life experiences or previous reading.
- **Sit and listen** - don't do chores around the reader!!!
- **Please see your child's teacher** if you are struggling- we will try our best to help.

What to do if your child is stuck...

- **Scaffold** the book before you begin- share any character names or potentially tricky words before your child gets going.
- Use **phonics first**. What sound does the word begin with? Can you say the sounds in the word? Blend them together. Use your robot voice.
- **Chunk** the word up into smaller parts.
- What is the **text about** – what might fit here? Does it sound right?
- Look at the **picture**. Does it help? It isn't cheating!

Comprehension- understanding

- 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.



Cont...

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

Questions to aid understanding?

- Avoid using closed questions (ones with a yes or no answer)
- Rather than do you like the book? Ask what do you like about the book?
- Reading skills developed in this way are used through secondary school and beyond- they really are skills for life.

Guide to reading questions hand out is provided to take home.

KS1 and KS2 Tests

As with the phonics tests these are **nothing for your child to worry about**. They will be familiar with completing tasks and assessments similar to the tests in class as part of their daily work so they will not feel that they are doing anything out of their comfort zone.

Teachers work really hard to make sure children are ready and able to work to their full potential.

You can support your child by making sure they are well rested and ready to attend school feeling calm and not under pressure.

KS1 and KS2 Tests

There is further information about the test on OXFORD OWL- at school-assessment KS1 /KS2 tests.

The screenshot shows the Oxford Owl website interface. At the top left is the 'OxfordOWL' logo. To the right is a 'My class login' button with an owl icon, and links for 'Help', 'Join us', and 'Log in'. Below this is a green banner with the 'Oxford OWL' logo and a cartoon owl. It features two search bars: 'Search this website' and 'Quick book search', with a 'GO' button. A navigation menu below the banner includes 'Home', 'Learning at home', 'Learning at school', 'Find a book', 'Kids' activities', 'About us', and 'Blog'. A breadcrumb trail reads 'At school > Assessment > KS1 SATs'. Social media icons for Facebook, Twitter, and Pinterest are visible. The main content area displays 'Key Stage 1 SATs' and 'Primary assessment'.



**Questions/any issues
from earlier/post it
notes...**

Thank you so much for coming and
for your support.

We are always available to answer
questions and help your child in any
way we can.

Thank you.

