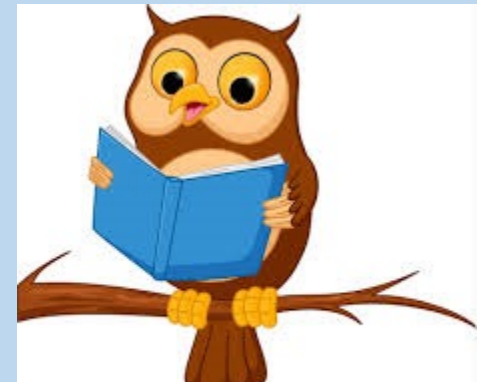


Year 1 and Year 2 Parent Reading Workshop St. Margaret's at Hasbury October 2019



Reading at St Margaret's at Hasbury

- Reading with Fluency
- Reading for Pleasure
- Reading for Meaning (comprehension)
- Which do you think is the most important?



Reading at St Margaret's-Fluency (the mechanics)

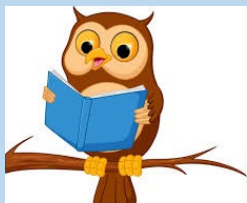
Letters and Sounds

Pre-school and Nursery will begin to use Phase 1 of Letters and Sounds synthetic phonics programme this year.

Reception will start with Phase 2, followed by Phase 3 and 4.

Year 1 complete Phase 5 (Statutory Testing)

Year 2 complete Phase 6



Reading at St Margaret's-Fluency (the mechanics)

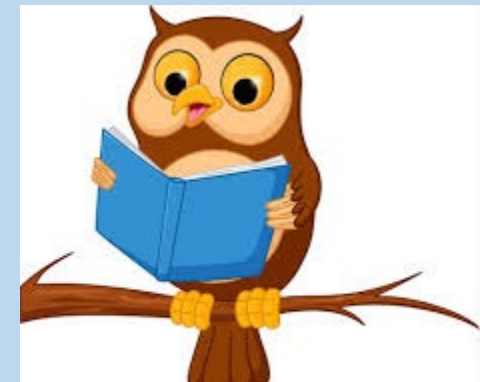
- **Blend (vb)** — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph. vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.
- **Split Digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site.
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').
- **Grapheme-Phoneme Correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
- **Segment (vb)** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant- vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.











Reading at St Margaret's at Hasbury

Phase 3 Sound Mat

									
j	v	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		

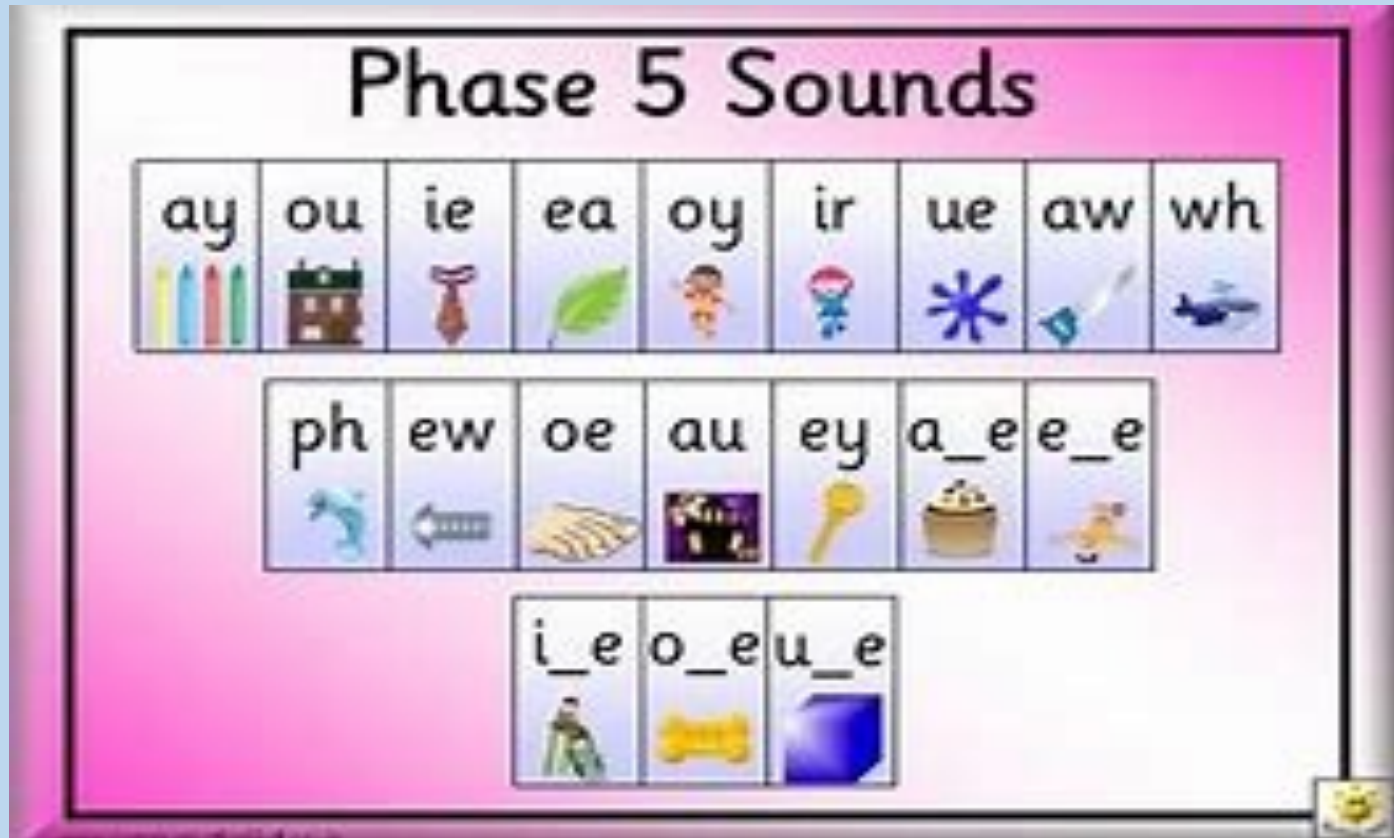


Reading at St Margaret's at Hasbury

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screw	shr  shrew	thr  thread	str  string	Phase 4 Sounds	



Reading at St Margaret's at Hasbury

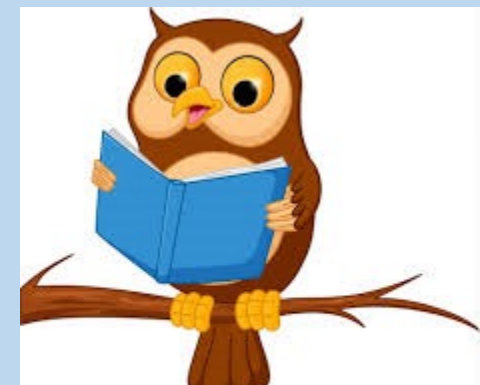


Alternative sounds for those learned in Phase 3.

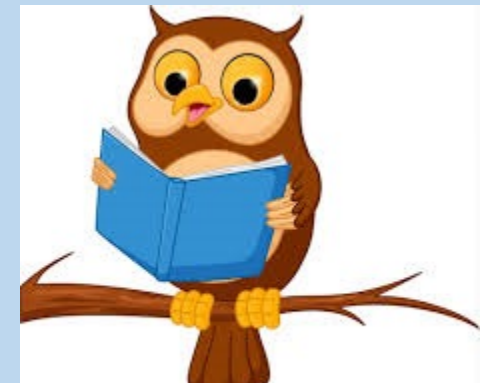
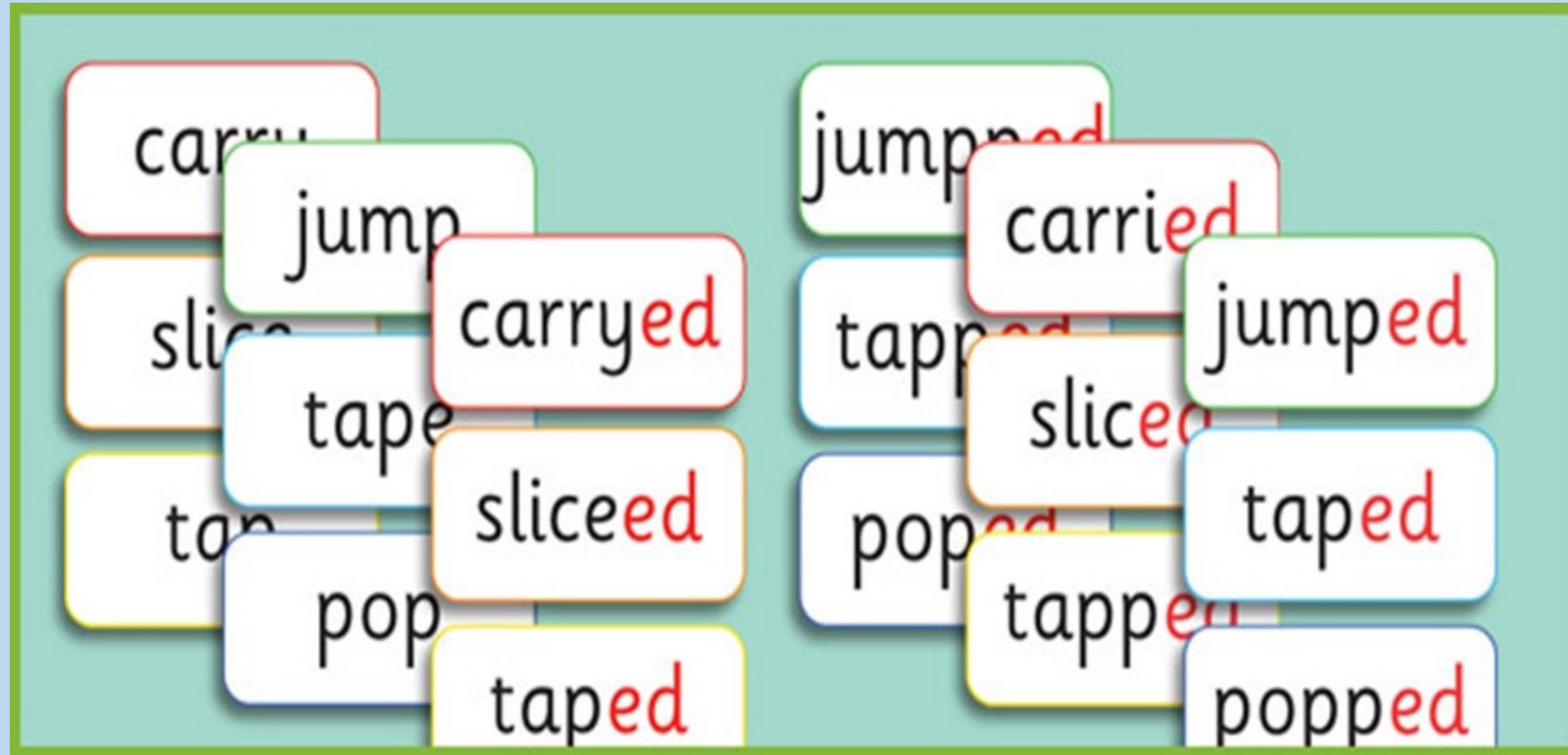
For example:

r-ai-n(phase 3)

p-l-ay(phase 5)



Reading at St Margaret's at Hasbury



High Frequency Words

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Reading at St Margaret's-Fluency (the mechanics)

https://www.youtube.com/watch?v=rEWlfQQI_Uo

https://www.youtube.com/watch?v=w4c_DMS-3IE



Reading at St Margaret's-Fluency (the mechanics)

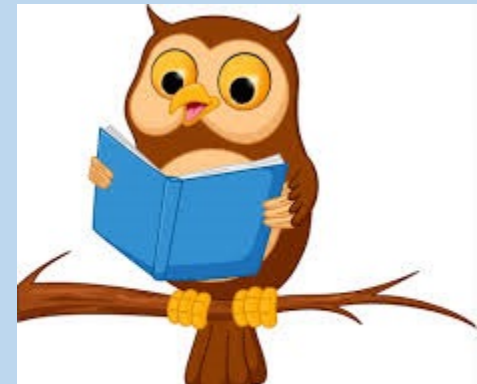
What do you need to do?

KS1 'Common Exception Words' - words that need to be read by sight without being sounded out (as this is not possible).

Vocabulary - understanding the meaning of words.

Fluency - Reading speed of 90 words per minute with expression and understanding.

Have patience-lots of patience and be enthusiastic!



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

Fluency is the skill of reading

Reading for the pleasure is all about the will to read

This starts with very young children

Daily reading in school

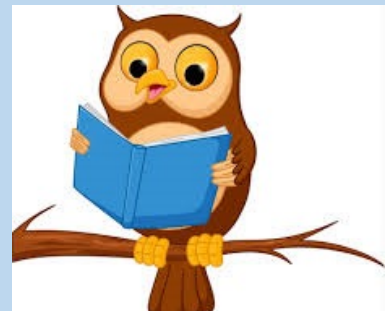
Retelling stories, learning our text maps by heart

Exposure to lots of genres and writers

Role play and dressing up around a story-full immersion creates and fosters imagination-even in KS1

Wide range of reading books and picture books to look at and flick

Quiet time to just look at a book



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

What do you need to do?

What stories do you really remember as a child?

Read every day with your child

Read the same book again and again and again

Join your local library-a weekly visit/time together

Talk about your favourite book

Act out unfamiliar words

Make it a special time for your little one or ones-a quiet time

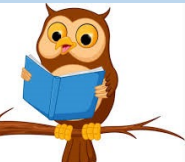
Be enthusiastic!



Reading at St Margaret's- Reading for meaning-comprehension

Content domain reference

1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far



Reading at St Margaret's-

Reading for meaning-comprehension

What type of book do you think this is? (Identify)

Have you read any other books that are similar or the same? (Identify)

Where is the story set?(Retrieval)

What do you think the book will be about? (Prediction)

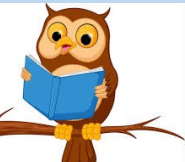
Why do you think [the character] felt sad or happy? (Inference)

What do you think might happen next? Why? (Based on what you have read so far) (Prediction)

What do you think is another word for [word]? (Vocabulary)

Why do you think the character did that? (Inference)

What features can you see on the page? (Non-Fiction)



Reading at St Margaret's- Reading for meaning-comprehension

What can you do?

You do not have to ask all of those questions-it may put your child off!

Short bursts, no longer than 10 minutes

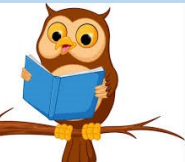
Concentration span is based on our age plus 5 minutes

Quiet –no distractions

Leave any discussion to your child to initiate but if you know there is a lot of uncertainty, you could discuss the text

The more children read the more capable they become of inferring

You could ask-Is there anything you are wondering about?

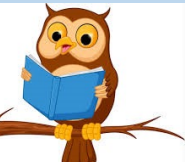


Reading at St Margaret's

Reading books are banded by colour

Your child may stay on a colour for a long period-fluency is a skill that needs practising.

If you have any concerns please get in touch with the class teacher



Reading at home-recap

Reading is a skill your child should practise every day for at least 15 minutes. Your child can read their school book, magazines, comics or any other book that they have at home.

Practise reading common and tricky words.

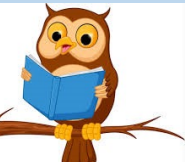
Practise Phase 2, 3 and 5 flashcards daily (KS1)

Reading Diaries should be communicated in by both parents and teachers at least 3 times a week.

Children are able to change their own books once they have been read, giving them choice and flexibility.

Please communicate any concerns with staff.

Reading has positive effect on writing.



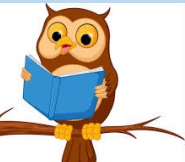
Reading at St Margaret's-Useful websites

ICT Games - www.ictgames.com/literacy

Phonics Play - www.phonicsplay.co.uk

BBC Bitesize KS1 - www.bbc.co.uk/bitesize/ks1/

Letters and Sounds - www.letters-and-sounds.com/



Reading at St Margaret's-Book Recommendations

100 books for EYFS and Reception children

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

