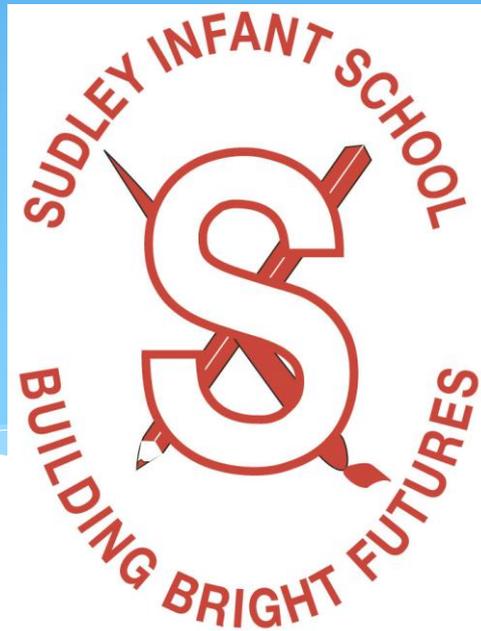


# Sudley Infant School

## Reading Workshop for Parents

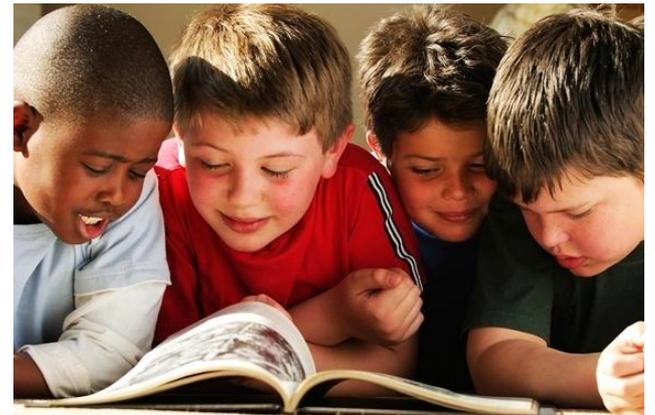


# What is Reading?

Reading is a complex process

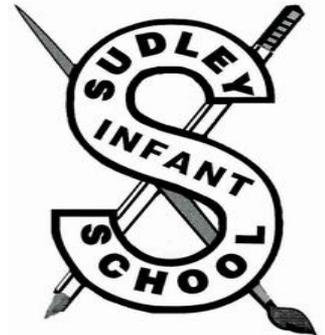
It involves:

- word recognition
- comprehension
- fluency
- motivation



# How do we read?

- Sometimes you can make meaning from print without being able to identify all the words.
- Sometimes you can identify words without being able to construct much meaning from them
- Finally, sometimes you can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a laboured process.



# Reading Skills

- They listen to stories
- They remember stories and 'play' at reading
- They look at pictures and try to tell what is happening



# Reading Skills

They predict what will happen next

They memorise text and 'read' the story as if using the text

They remember words by the shape or letter pattern

elephant

# Reading Skills

- They use their letter sound knowledge to 'sound' out words they are unsure of
- They begin to develop a 'sight vocabulary'

abcde

# Phonics

## A Phoneme

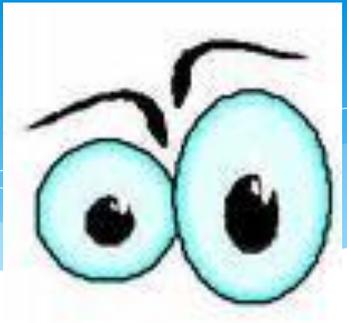
This is the smallest unit of sound in a word.

How many phonemes can you hear in

cat?



## A grapheme



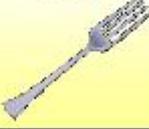
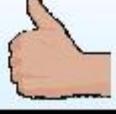
These are the letters that represent the phoneme.

The grapheme could be 1 letter, 2 letters or more! We refer to these as sound buttons.

**t**

**ai**

**igh**

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th <b>the</b>	ng 	ear 	air 	ure <b>pure</b>	er 

# This is where it gets tricky!

Phonemes 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 ( **c**at, **k**ennel)

The same grapheme may represent more than one phoneme ( m**e**, m**e**t)

# Reading in Sudley

- Individual reading- different schemes
- Big books
- Interactive books- smart board
- Active Learning
- Lessons
- Daily phonics





# Understanding

The teacher will want to know if your child understands what she/he is reading. Readers often have to concentrate so hard on working out what each word says that they can lose track of what it is all about. Your child may be able to read the book but may not be able to answer the questions about it.

## Expectations in year 1

### Reading: word reading

- Apply phonic knowledge and skills to decode words.
- Respond with the correct sound to graphemes (letters or groups of letters) including alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing words that have been taught.
- Read words containing –s, -es, -ing, -ed, -er and est endings.
- Read other words with more than one syllable.
- Read words with contractions such as I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Re-read these books to build up their fluency and confidence in word reading.

## Common word list for year 1

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

(44)

## Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by,

- Listening to and discussing a range of poems, stories non-fiction at a level which is beyond that at which they can read independently.
- Link what they have read to their own experiences.
- Becoming familiar with fairy stories and traditional tales, retelling them and being able to consider the characteristics of such stories.
- Recognising and joining in with predictable phrases.
- Appreciation of rhymes and poems and being able to recite some by heart.
- Discussing word meanings.

## Reading: Word Reading Year 2

- Continue to apply phonic knowledge until reading is fluent.
- Read accurately by blending taught graphemes, especially recognising alternative sounds for graphemes.
- Read words accurately of two or more syllables.
- Read words containing common suffixes (helpless, cheerful, quietly and enjoyment).
- Read further common words, noting unusual correspondences between spelling and sounds and where these occur in a word.
- Read most common words quickly without overt sounding out and blending when they have been encountered frequently before.
- Read aloud books which are matched to their phonic knowledge sounding out unfamiliar words quickly, accurately and without hesitation.
- As in year 1 continue to re-read these books to build up fluency and confidence in word reading.

## Common words year 2

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

## Reading: Comprehension Year 2

- As in Year 1 continue to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction beyond what they can read independently.
- Discuss the sequence of events and how items of information are related.
- Becoming increasingly familiar and able to re-tell a wider range of traditional tales, fairy stories and stories.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising different literary language, discussing and clarifying language and new words by linking new meanings to known vocabulary.
- Being able to recite some known poems adding intonation to make the meaning clear.
- Draw on background information from familiar books.
- Check that text makes sense and be able to correct any inaccurate reading.
- Make inferences, ask and answer questions, use prediction, join in discussion and be able to explain what is happening in the text.



The books on the corridor reading shelves, class shelves and book baskets around school are all banded by colour.

This can be confusing to parents as there is no natural order – books on the same shelf will contain more/less words than others, no/some pictures, in fact there are many different schemes within each level.

This means that the reading journey your child is on will be individualised, tailored to what they need in their development e.g. understanding – please support the teacher as she/he takes your child on their reading development journey.

## Reading with understanding

- Draw on what they know or on any background information they may have been given.
- Check that the text makes sense to them as they read and correct any inaccurate reading.
- Able to discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Predict what may happen on the basis of what they have read so far.
- Participate in discussion about what has been read to them, listening and taking turns along the way.
- Ability to explain clearly their understanding of what is read to them and discuss books that they have read themselves adding their own opinions as to their likes/dislikes.

# How can I help with reading?

## 10 tips

1. Choose a quiet time
2. Make reading enjoyable
3. Maintain the flow
4. Be positive
5. Success is the key
6. Visit the Library
7. Regular practise
8. Communicate
9. Talk about the books
10. Variety is important



Don't forget Active Learn. This resource is available to you all year. Just log on using your login details and discover a world of books and activities for you to enjoy together!



# Using the printed books

## Parent notes on inside front covers

**Bug Notes**

**Words could make came looked**

**This book practises**

**Sounds**  
wa (as in Wallace)  
ea (as in breakfast)  
o (as in something)  
tch (as in kitchen)  
tion (as in invention)

**Top Tip**  
Encourage your child to retell stories they know about familiar characters like Wallace and Gromit.

Your child may need help with these words:  
**Autochef**    **popped**  
**pressed**

**Skill Builder**  
Together, look at the front cover. Talk about what you think the Autochef is going to do.

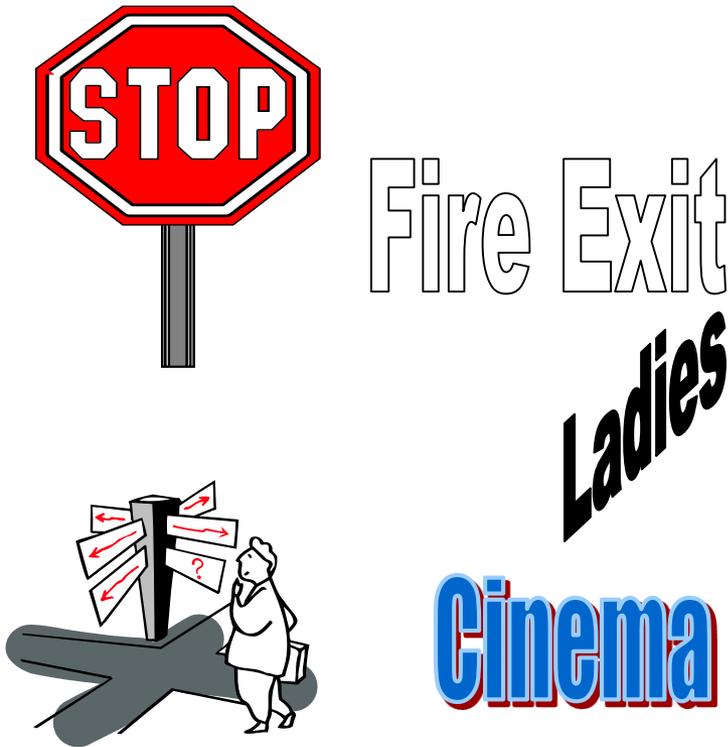
**Have a go!**  
**'tion' Challenge**  
Challenge your child to think of as many words as they can which end in 'tion'. (e.g. invention, competition, relation, station, fiction etc).

**Bug Time** fun is on the back page!

- Practise high-frequency words and sounds that appear in the book
- Don't worry if your child struggles on the tricky words
- Use the games and questions for discussion

# Reading in the Environment

- \* not all reading is in books
- \* surrounded by print that communicates a message
- \* alert your child to uses of print in the environment
- \* point out signs and labels



# Reading Activities

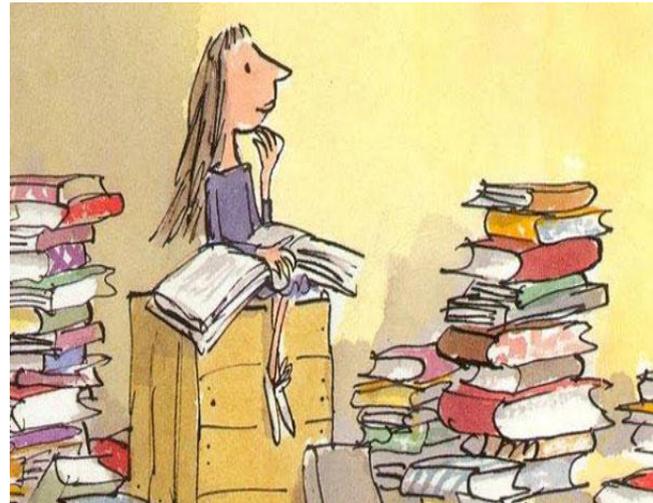
- Ask your child to retell the stories
- Draw a picture/ write a sentence
- Ask your child to find a particular word on a page
- Make list of words with a particular grapheme in them e.g. /ee/
- Can they think of a different ending to the story?
- Read different reading materials
- Use dictionaries to find definitions of words



# Questions?

It is important to ask your child questions about their book to ensure that they understand the text.

- Discuss the title, front cover and read the blurb.
- What might happen next?
- Did they enjoy the story?
- Characters, illustrations
- Favourite part



# Over to you...

- \* Any questions
- \* A chance to look at the resources

