



Helping your child to read.



Do you know why
reading is so
important?

Is reading at home
regular and
something you look
forward to?

Do you know the answer
to these questions?

Do you know how
to help your child
improve their
reading ability?

Do you know how to
improve your child's
understanding of
reading?

Are you aware of
the types of reading
support offered in
school?

Why Is Reading Important?

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards 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.

Reading in School

The *Teaching* of Reading

Phonics

Shared reading

Guided reading

Paired reading

Independent reading

Focused reading activities

Reading across the curriculum

Class novels and stories

School readers

Home readers

The hearing of reading is NOT the teaching of reading

Reading requires two 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.



In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

Terminology

Phoneme

Graphemes

Segmenting and blending

Digraph

Trigraph

Split digraph

Abbreviations

Phase I

- There are 7 aspects with 3 strands.
- A1 – Environmental
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting.

Phase 2

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

Phase 3

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4

- This phase consolidates all the children have learnt in the previous phases.

Phase 5

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a_e, e_e, i_e, o_e, u_e

Phase 6

- The focus is on learning spelling rules for suffixes.

-s -es -ing -ed
-er -est -y -en
-ful -ly -ment -ness

Segmenting

- Breaking down words for spelling.

cat

c a t



Blending

Building words from phonemes to read.

c a t
• • •
cat

Segmenting

Queen

qu

ee

n



Blending

Qu ee n



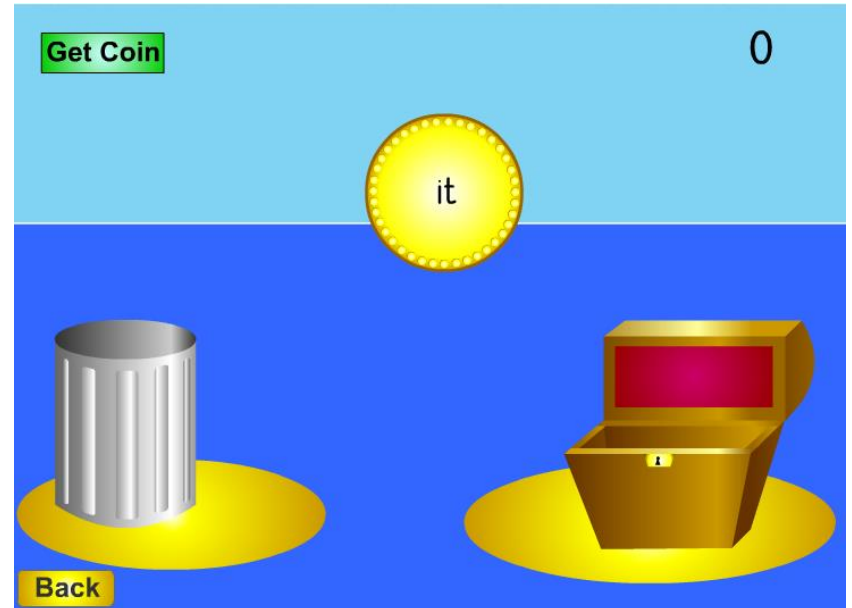
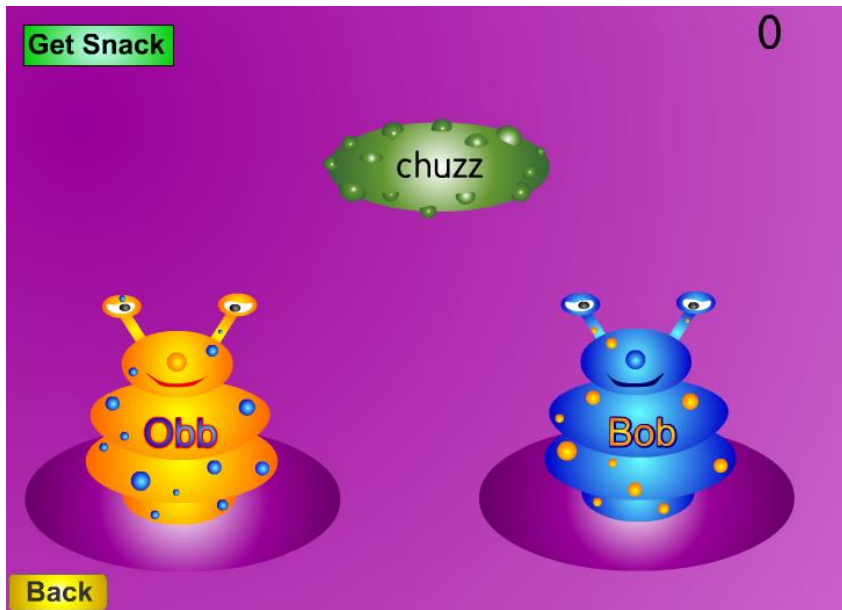
queen

What does a Phonics lesson look like?

Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme air
Practice	Buried treasure Air, zair, fair, hair, lair, pair, vair, sair, thair
Apply	Read captions: The goat had a long beard. The quack was right in his ear.

Resources

<http://www.phonicsplay.co.uk>



Year 1 Phonics Test

grit

start

best

hooks

blan



steck



hild



quemp



Reading at Home – Enjoy!

- Understand it is not a test and it is not a race.
- Create a quiet and comfortable reading environment.
- Make reading visible; have books available in your home for different purposes.
(Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries)
- Boys need to see that reading is something men do.
- Share books every day. Plan reading into your daily routine.
- Talk about books don't just read them.
- Sit and listen – don't do chores around the reader!

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.

Use the pictures to help and support.

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*.

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. . . ?

Understanding (Comprehension)

- 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.

Understanding (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.

Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.

Reading to your children

- 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!

Thank You, For Your Continued Support

- We hope that this workshop has helped and has given you some supportive and useful information.
- Your child's class teacher is available if you require more support.