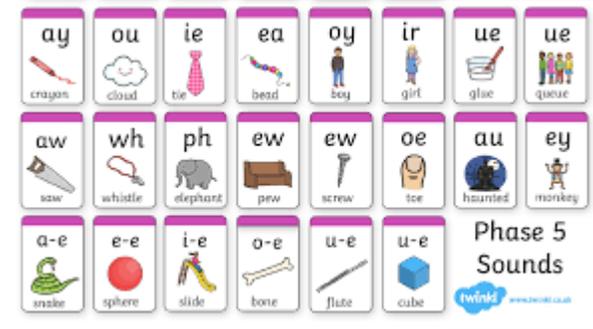


KS1 Reading Information Evening
17.12.19

How we teach reading at our school

- **Phonics** - Children link sounds (phonemes) and their written form (graphemes) in order to recognise and read words, using basic units of knowledge to “decode” new or unfamiliar words.



- **Guided Reading** - reading with an adult (group and 1:1), consolidating skills from phonics/spelling lessons, comprehensive tasks, building and developing vocabulary



- **Class Book** - This is an opportunity for children to hear stories and language at a higher level than they can read alone, reading strategies are modelled by the teacher



Phonics

Words are made up of just 44 sounds in English. You may have heard your child or their teacher use particular words that form the core of understanding phonics. Here's a quick explanation of some of the key concepts.

Phoneme - the smallest unit of sound as it is spoken.

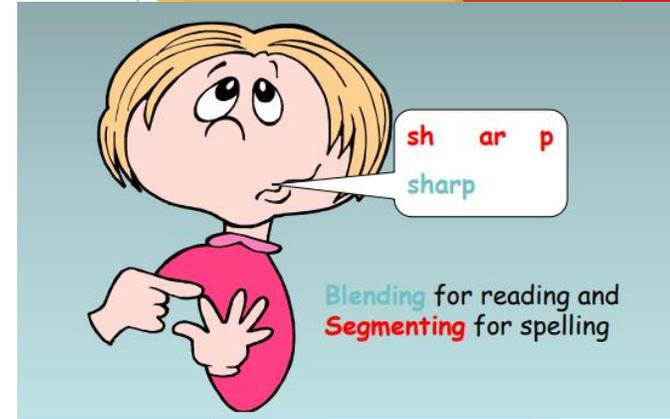
Grapheme - a written symbol that represents a sound (phoneme) that's either one letter or a sequence of letters

Digraph - two letters that work together to make the same sound (ch, sh, ph)

Trigraph - three letters that work together to make the same sound (igh, ore, ear)

Split digraph (sometimes called 'magic e') - two letters that work together to make the same sound, separated by another letter in the same word. This enables children to understand the difference in vowel sounds between, for example, rag/rage, tap/tape.

Rather than memorising words individually, children are taught a code which helps them to work out how to read an estimated 95% of the English language.



How to help your child read at home

Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.

Which letter phonemes do you recognise?

Can you blend them together?

Does the word make sense? Read the sentence again to check.

Is there another word that would make sense?

Is it a word you know?

Have you read the word before? Is it on another page?

Are there any bits of the word you recognise?

In a rhyming book, think of a word that rhymes.

Use the first 1 or 2 sounds with another strategy



Always go back and read the sentence again! Put the word into context.

It is really important that children learn to read with fluency. Children can lose meaning of words if they are struggling to read one word at a time.

How to help your child read at home

Effective decoding

If your child fails to recognise repeated words, (high frequency or unusual) try word hunting. Show them the word in isolation, talk about it, then have a word hunt. They scan through the book to find the word as many times as possible. Remember - you will know your child's strengths and weaknesses, better than anyone else...

If your child fails to recognise digraphs (2 or more letters that make a single sound), then point this out in advance. Use the book or a piece of paper to remind them of the tricky digraph, and have a go at looking for it on one or two of the pages.

Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.



Questions to support reading comprehension skills

- Effective adult readers use a range of flexible reading comprehension strategies so quickly and automatically we hardly notice they are taking place!
- Our aim is to teach children the strategies needed so that their decoding and comprehension of written language are equally as strong.
- Good readers are active readers! As they read, they ask their own questions or predict and then read onto find out. This is what we want the children to be doing.



Questions to support reading comprehension skills

Some key components of comprehension

- **Make predictions-** What do you think this book will be about? Why do you think that? What characters do you think might be in this story? What do you think will happen next? Why? How do you think the character will handle this situation? Is there anything you're wondering about right now?
- **Ability to activate background knowledge-** What do you know about the topic of this book? (Have you ever been camping/ seen a ghost/been to a farm, etc) Does the topic of this book remind you of anything you know or have done? Does this remind you of a book you have read before?
- **Make inferences-** Why do you think the character did _____? How do you know? What must have happened here that the author didn't tell us? What emotions is the character feeling? How do you know? What is the main message of this book? What does the author want you to think about?
- **Vocabulary-** Are there any words or phrases which you don't understand? What does this... word/phrase/sentence... tell you about... character/setting? What other words/phrases could the author have used?

Questions to support reading comprehension skills

Within the Key Stage 1 Curriculum these areas are grouped under the following headings called 'content domains':

- 1a: Draw on knowledge of vocabulary to understand texts
- 1b: Identify and explain key aspects of fiction and nonfiction 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



Examples from Y2 SATS Papers

“Let’s find the paints,” said JJ.

“Can we paint the shed wall?” I asked.

“Yes,” said JJ. “It is a really boring colour!”

JJ fetched the steps. He said, “These steps are a bit wobbly. I will paint the top bit.”

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn’t like painting.

The steps were dangerous.

He knew what to paint.

Mum would like what he painted.



1 mark

Examples from Y2 SATS Papers

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

“Mum will be furious!” I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



8

Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____



1 mark

Examples from Y2 SATS Papers

“Jasmine! You have got paint all over your hair,” she shouted.

But then she saw the painting. Her face changed.

“Whatever made you think of doing that?” she said. “It is FANTASTIC and I love the sparkling fireworks at the top!”

JJ grinned. “It was Jasmine’s idea to add some extra colour,” he said. We all laughed.



9

When Mum came home, where did she first see the paint?



1 mark

1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Suggestions for encouraging reading

- ▶ Read in a cosy place
- ▶ Encourage a love of bedtime stories
- ▶ Use character voices and expression
- ▶ Use a combination of you reading and your child reading
- ▶ Visit the library
- ▶ Encourage choice e.g. comics, sports books, joke books (you may wish to offer some guidance to ensure children don't pick a book which is too challenging and ends up being frustrating)
- ▶ Read for a purpose e.g. following a recipe, or a science experiment
- ▶ Play games e.g. 'Reading Bingo', enter competitions or challenges such as those run by the local library



Vocabulary

How do we increase our vocabulary?

- Reading
- Talking!

This is why it is important to enjoy a wide variety of books with children as well as to hear them read.

Vocabulary

When reading together - children need to have access to books which are beyond their reading skills and wider knowledge - only then will they encounter new language.

Think about the classics - the books you read as a child language can sometimes be dumbed down in books our children read.

Encourage your child to ask when there is a word they don't know.

Vocabulary

Don't always wait for your child to ask - ask them:

Can you explain this word?

Can you put this word into another sentence?

Can you give me another word that means the same? (synonym)

Can you give a word with the opposite meaning? (antonym)

Shades of meaning... Phrases... Idioms...