

KSI Parent Workshop

Phonics and Reading



Why this workshop?

To improve children's ability in phonics and reading.

To support parents with phonics and reading at home.

To answer any questions you have about phonics and reading.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

Understand words and sentences

Use a wide range of vocabulary

Develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

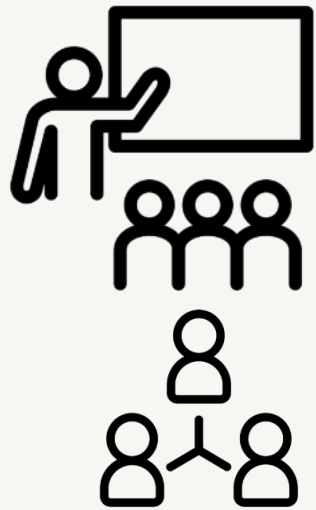
Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Sénéchal, M. and Lefevre, J

Our vision for reading at Portswood Primary School

Our aim is to foster confident,
competent and happy readers who
actively engage with reading and
see it as an important life skill.



The Four Strands of Reading



sounds, word reading and writing

Guided
Reading



Whole Class
Reading lessons
(Year 2 onwards)



Class
novel



How do we teach reading?

Revisit & review	Teach & practise	Practise & apply
Recap of the previously taught sounds.	Introduced to new sound of the day.	Opportunity to read a sentence with words containing the new sound.
Recap of a selection of words containing the previously taught sounds.	Opportunities to practise the new sound through oral blending and while reading isolated words.	Opportunity to spell 2 words containing the new sound with the use of segmenting fingers.
Recap of previously taught tricky words.	Introduced to new tricky word and taught why it is tricky.	Opportunity to spell the newly taught tricky word.



Phonics in Year 2

Spelling units

- As most children in Year 2 have already completed their phonics learning they now need to learn the spelling rules.
 - Little Wandle provides a programme focusing on teaching and learning each of these rules.
 - Children are able to learn, practise and apply this learning within the lesson (also through their spelling tests).
 - Each lesson the children have a page in a booklet which they complete throughout the lesson.
- E.g. practise their spellings, adding sound buttons to words, learning alternative graphemes, adding the new rule.
- These booklets are then sent home at the end of each unit so parents can see progress.

Every half term children complete a spelling test so that the teacher can assess what rules the children have remembered and which ones need to be revisited (these are also sent home).

Our ask: Any spellings that are incorrect, please practise these at home (on top of their weekly spellings)

Spelling Rules

Double the final letter to protect the short vowel sound when you add
er ed ing

- Don't double letters after a long vowel sound
- Don't double letters after a digraph
- Don't double letters if there are two consonants after a short vowel sound
- x is never doubled when adding a suffix (mixed) (mixing)

Use ck at the end of a word after a short vowel sound.

- Don't use ck if there is a consonant before the 'c' sound. (luck)
- Rule breaker: multisyllabic words ending in 'i' and 'e' are usually spelled with the letter 'c' (panic)

Use tch at the end of a word after a short vowel sound.

- Use ch if there is a digraph before the 'ch' sound. (beech)
- Use ch if there is a consonant after the short vowel sound. (lunch)
- Rule breakers: rich much such which

The double letters
ff ss ll zz
protect the short vowel sounds in one-syllable words.

- Rule breakers: his has is as bus yes if of

Swap the y for an i when you add -ed.

- Rule breakers: When the word ends in ay, oy, ey, just add -ed (played) (preyed) (enjoyed)

Add dge at the end of a word after a short vowel sound.

Add ge at the end of a word after a digraph or a consonant.

Add-es if a word ends in the sounds
/s/, /x/, /z/, /sh/, /ch/.

When the root word ends in a consonant drop the e before adding ed ing er est y

- Rule breakers: Don't drop the 'e' in 'being' as the 'e' makes an 'ee' sound. Don't drop the 'e' if the word ends in the digraph 'ee' (freeing)

Unit 1 Week 1

Lesson 1

/n/	/r/
n	r
nn	rr
kn	wr
gn	rh

knock	knit	knee
knife	knight	

/n/
n
nn
kn
gn

Spell the /n/ words

1 _____ 2 _____

3 _____ 4 _____

Quick Catchup

/c/	/g/	/w/	/m/
c	g	w	m
ck	gg	wh	mm
ch	que	u	mb
cc	gh		mm
que			

Spell the words.

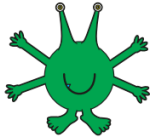



1 _____ 2 _____

3 _____ 4 _____

5 _____ 6 _____

Phonics Screening

- In Year 1, children take part in the phonic screening assessment to assess their decoding skills.
- It is a quick check of reading 40 words (20 real and 20 alien words)
- If your child does not pass this in Year 1, they will have an opportunity to retake this in the summer term in Year 2.
- Reading at home regularly supports children with the phonics screening due to regular exposure to words and reinforcing the skill of sounding out unfamiliar words.

nop 	shin
yim 	fang
zeg 	sort
ild 	chill



Reading

The books the children take home have been selected based on teacher assessments and assessments from the phonics programme. This is so your child is reading a book of an appropriate level.

An appropriate book is a book in which your child has been taught all the sounds within the book and is able to read with around 90% accuracy (9 out of 10 words correct).

However, many factors can also impact on your child's book coming home such as their understanding and ability to answer comprehension questions, their fluency and their use of expression.

The three guided reading sessions in school focus on decoding and exploring vocabulary, prosody (fluency & expression) and comprehension.

Reading

Reading at home

- We expect children to be reading at home 3 times a week to continue to build on all the skills we teach in school.
- Reading in half terms is also important.
- We see children's progress regress when they have not read over the half term (any reading is better than none e.g. chapter books, comics, magazines)

Book band expectations

End of Year 1  End of Year 2 

Reading at home can have a big impact on this!

Fluency 10
Fluency 9
Fluency 8
Fluency 7
Fluency 6
Fluency 5
Fluency 4
Fluency 3
Fluency 2
Fluency 1
Phase 5 – Set 5
Phase 5 – Set 4
Phase 5 – Set 3
Phase 5 – Set 2
Phase 5 – Set 1
Phase 4 – Set 2
Phase 4 – Set 1
Phase 3 – Set 2
Phase 3 – Set 1
Phase 2 – Set 1-5

Why is reading at home so important?

Children with access to 25 books at home complete an average of 2 more years of school than children from homes without any books.



Kids 4-5 years old gain 6 months of reading ability by being read to 3 to 5 times per week.



Reading is a critical skill for succeeding in most school subjects.



A child spends 900 hours a year in school and 7800 hours at home.



Research shows that just 20 minutes a day spent reading with a child helps them develop critical reading skills.



Learn more:
smartreading.org/parent-resources



Class Novel

The Reader Teacher Top 100 Recommended Reads for Year 2
for ages 6-7+ **Poster**

www.TheReaderTeacher.com/Year2

Scan this QR code to purchase the pack through Reading Rocks!

For more primary school recommended reads booklists, visit TheReaderTeacher.com

- We aim to share some of this every day.
- The teacher and children choose the books together.
- Age-appropriate.
- Promotes lots of discussion.



A love of reading is the biggest indicator
of future academic success.

OECD (The Organisation for Economic Co-operation and Development)



How to support with blending

Blending aloud

When children first start their reading journey, they are encouraged to blend aloud so they can hear the sounds in order to successfully blend this.

Right at the beginning, the children will require lots of adult support to repeat the sounding out and support with the blending.

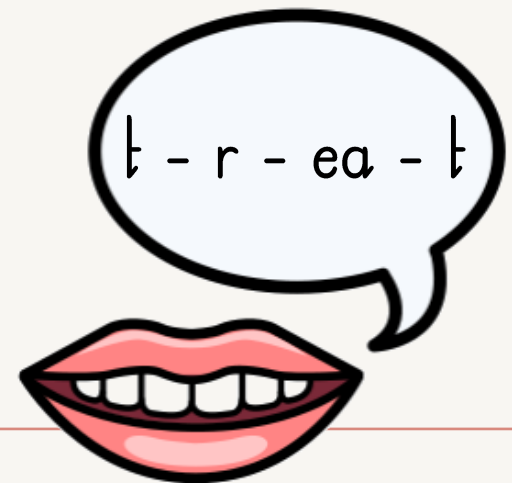
If your child is finding blending challenging, oral blending games provide support with listening and blending without the words in front of them.

Oral blending games

Can you do the action?

Can you touch your...?

What sound does ... (an animal) make?



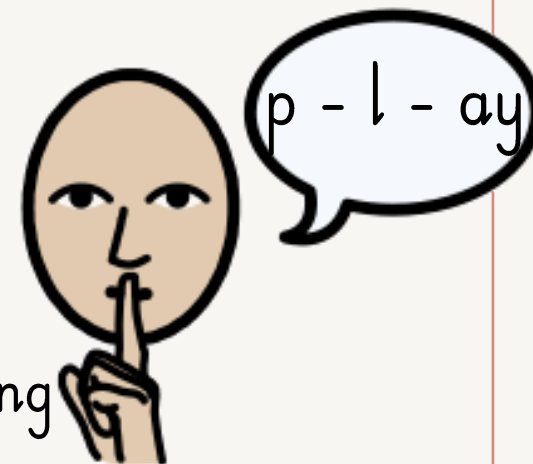
How to support with blending

Whisper blending

When the children are able to sound out and blend with success, they will then be encouraged to whisper blend.

This involves mouthing the words or sounding out in a quieter voice.

This step supports the children in reducing their blending aloud and moving towards blending in their heads.

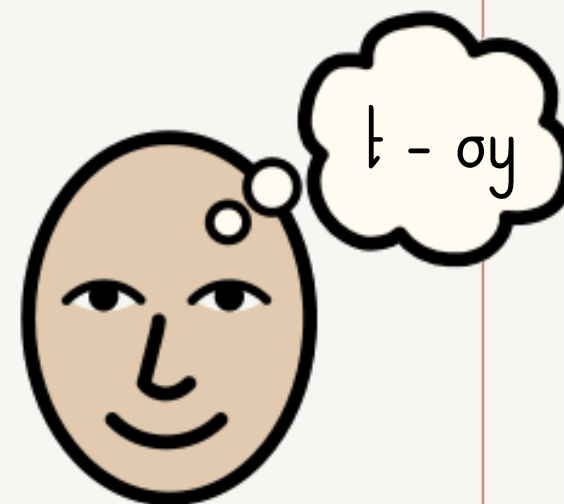


How to support with blending

Blending in heads

When the children become more confident with their reading, they will be working on their fluency.

In order to develop to become a more fluent reader, the children will move towards blending in their heads.





How to support with fluency

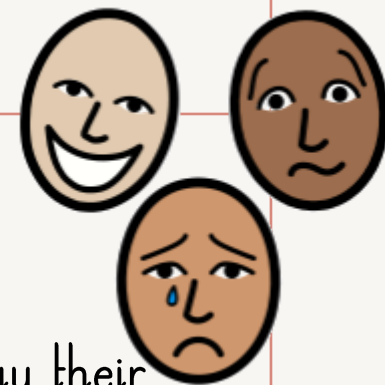
After securing the skill of blending in their heads, the children will be supported and encouraged to develop their fluency and pace of their reading. This does not involve long pauses in between words.

Developing fluency can be supported at any stage of blending (aloud, whisper blending and blending in heads).

To support, allow the children to repeat the sentence after sounding it out. Aim to repeat 3 times and model to provide support. While blending, children only focus on the word they are blending.

Therefore, re-reading not only allows the children to read a sentence or phrase without long pauses but also to retain and understand the sentence.

How to support with expression



Once children are able to decode and have developed their fluency, they are then able to display their understanding of what they have read through the use of expression.

Expression when reading is used to make the book sound interesting and emphasises particular words such as 'NO' and 'Stop!'.

It also has a focus on showing how the character is feeling.

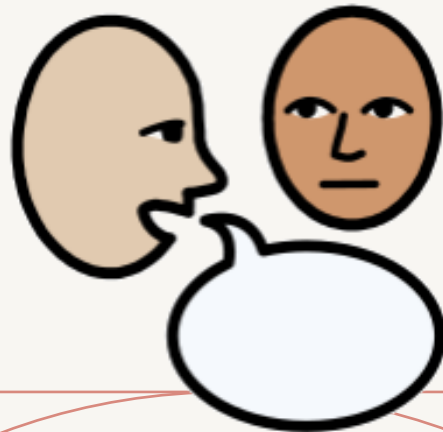
To support at home, read books to your child with the use of expression and get your child to repeat it back.

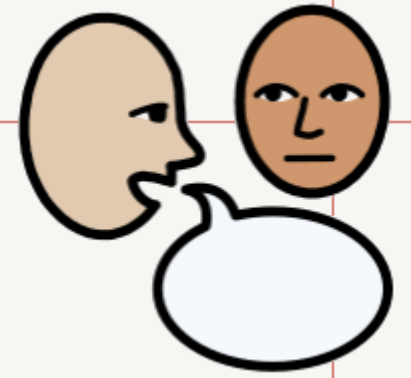
When reading the school book, discuss how the character might be feeling and how they might say a particular phrase. Encourage your child to explore using their voice to show different emotions.

How to support with comprehension

Decoding words and reading with fluency is a huge part of your child's reading. However, children's understanding of what they have read is just as equally important.

At school, we show the children how to use what they have read in order to find their answer and explain. This is an approach that would support the children at home.



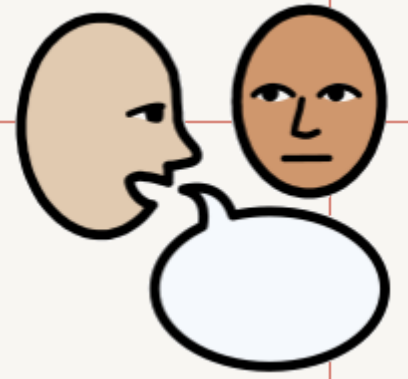


How to support with comprehension

When you read with your child, asking questions and having discussions about what they have just read is a valuable and important aspect of reading.

Discussion around what they have read, if they enjoyed the book and who their favourite character is, what happened in the story and vocabulary meaning is also beneficial to explore.

Encouraging the children to make links is a useful way for them to interact and display a better understanding of what they have read.



VIPERS



How to support with comprehension

Comprehension

- In Year 2, bookmarks have been made and sent home to support the children's oral comprehension on books they are reading at home.
- They have been designed to also support parents with the types of questions we would expect the children to answer.
- Please ensure you are using them regularly as this will help with children's understanding in both reading lessons and in future reading tests.

THE READING VIPERS

Vocabulary Find and explain the meaning of words in context.

Inference Make and justify inferences using evidence from the text.

Prediction Predict what might happen from details given and implied.

Explanation Explain the meaning, themes and overall patterns in a text.

Retrieval Retrieve and record information and identify key details from fiction and non-fiction.

Summarise Summarise the main ideas from more than one paragraph.

What does the word mean in this sentence?
Find and copy a word which means
What does this word or phrase tell you about?
Which word in this section do you think is the most important? Why?
Which of the words best describes the character/setting/mood etc?
Can you think of any other words the author could have used to describe this?
Why do you think is repeated in this section?

Why was feeling?
Why did happen?
Why did say?
Can you explain why?
What do you think the author intended when they said?
How does make you feel?

Look at the book cover/blurb - what do you think this book will be about?
What do you think will happen next? What makes you think this?
What is happening? What do you think happened before? What do you think will happen after?
What do you think the last paragraph suggests will happen next?

Who is your favourite character? Why?
Would you like to live in this setting? Why/why not?
Is there anything you would change about this story?
Do you like this text? What do you like about it?

What kind of text is this?
Who did?
Where did?
When did?
What happened when?
Why did happen?
How did?
How many?
What happened to?

Can you number these events 1-5 in the order that they happened?
What happened after?
What was the first thing that happened in the story?
Can you summarise in a sentence the opening/middle/end of the story?

Where does reading take place?

Reading takes place everywhere!

You do not have to be sat at a table to read. Encourage your child to find their reading space.

You can read when visiting the park, at the beach or on the bus.

Reading doesn't just have to be a book — It can be a comic, a magazine,²⁶ an Ebook, or²⁷ even road signs.



20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



Will learn how to
develop empathy



Will improve their test
results



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Any questions?