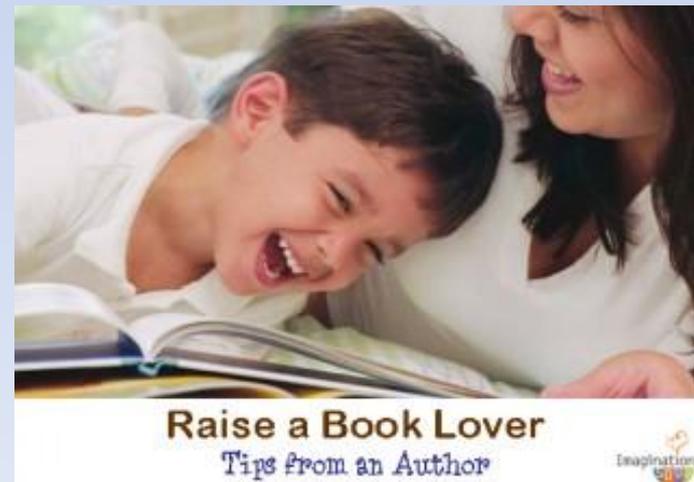


Welcome to our Reading workshop 2018-2019





Reading together regularly is the single most important thing you can do to help your child do well at school.



ELG : reading objectives

- They read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.



Read Write Inc

My sound





Read Write Inc



Lift off the top and scoop out the egg.

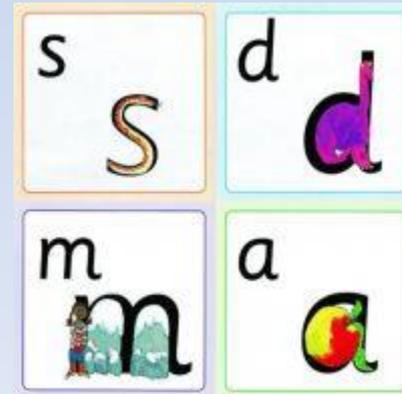


Down the stem and round and draw the leaves across.



Read Write Inc

- Children have already started the process of reading by learning their letter sounds.
- The children will be working in groups in order to learn at their own level and pace.
- Once children know their letter sounds they need to be able to blend sounds together to make a word e.g. c-a-t (sound out).



What does reading progression look like?

Hearing initial sounds

This is the first, most crucial stage of getting your child to read!

When you talk about letters with your child, remember to use the pure letter sounds rather than the alphabet names of the letters. The reason for this is that children are taught to blend pure sounds when reading and writing.

Try to avoid saying **uh** after each one: e.g.

m - mmmm **not** m-uh

s - ssss **not** suh

f - ffff **not** fuh.

Hearing initial sounds

Ideas to develop these skills...

- Finding objects – emphasising initial sound
- Sorting objects into initial sounds
- Eye spy – sounds NOT letter names

Recognising the letter (grapheme)



Down the stem and round
and draw the leaves across.

Blending sounds to make words

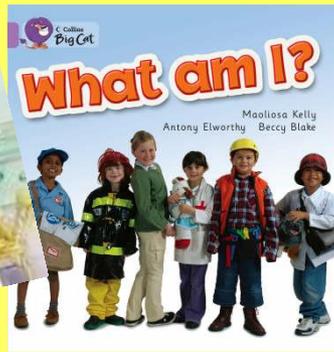
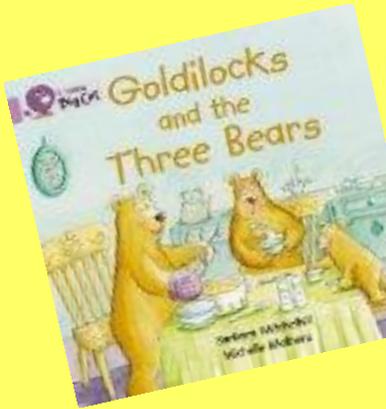
When your child can hear initial sounds in words, they are then ready to blend sounds together to make simple CVC (consonant, vowel, consonant) words.

‘Fred talk’ is used to help the children with their blending. If they cannot hear it, they cannot spell it!

Blending sounds to write words

Your child will eventually be able to use their 'Fred talk' knowledge in order to write words.

'Fred fingers' are used to help the children with their spelling.



Choosy books



- **Changed twice per week**
- **Books without words.**
- **These will be given out to some children initially.**
- This is an important stage of reading.
- Children need to develop their language and vocabulary and learn to speak in complex sentences when talking about pictures, books and stories.
- These books also develop the children's imagination and their understanding of how stories work.
- Holding a book properly, tracking from left to right, turning the pages carefully – all of these things have to be taught.



Choosy books

- Children will then progress through the colour coded bands **AT THEIR OWN PACE**.
- They are expected to read their books more than once.
- There can be a big leap between colour stages and children need to be secure and able to read 90% of the text without help.
- Comprehension and fluency is also a very important part at this stage.



Reading Challenge!



- Children are rewarded for reading
- Certificates are awarded when they reach certain targets.
- A prize of a book for reading 300 times.

Homework Activities

Depending on the level at which they are working, the children will be bringing home some activities for you to do together at home.

We will be monitoring their progress carefully and will move them on to the next stage when we feel they are ready.

- Letter sound packs.
- Word and picture packs.
- **Key words will be given to learn alongside the other activities when we feel your child is ready for them.**
- **Their choosy books will also be given out alongside their homework activities.**

in cat big at Keywords I she the

- The children will bring home some 'keywords' for them to learn to read. These are the Reception high frequency words.
- Initially the children will blend the sounds into words, BUT they need to be able to recognise them on sight without sounding them out. These words are given out half termly over the year.
- Recognising the words by sight is crucial because if they have to sound out most words when reading a book they will lose the flow of reading and the meaning of the story and will become frustrated with the reading process.
- When the children are given new keywords they must continue to practise their previous ones.

Week 1	am	at	is
Week 2	it	dad	in
Week 3	cat	on	and
Week 4	dog	can	up
Week 5	big	mum	get

Activities for learning keywords

- The more your child reads and practises these words the more they will know them by sight, this will enable them to read with fluency.
- Use the keywords as flash cards.
- Re-write the words and encourage your child to read them (it's important they recognise the same word in different formats). Point out keywords in reading books
- Snap (say each word as it is placed down)
- Bingo (choose 3 words already learnt and 3 new words)
- Word hunt-hide the words on post-it notes around the house
- Speed words-see how many words can be read in 30 seconds or 1 minute
- Practise writing key words - concentrate on one at a time.

How to help



- **Listen to your child read and practise keywords daily.**
- **Make the process enjoyable!**
- Share a range of books including non-fiction texts.
- Take your child to the library and let them choose some books for you to share together.
- When your child is reading to you, if they get stuck on a word and it can be sounded out then encourage them to do so. If it is not de-codable (red words) insert the word for them so that they don't lose the flow of their reading. At the end of the story go back to the words they found difficult and re-read them.
- **Ask your child questions about the story to check their understanding.**

Reading diaries

- Please use the Reading Diary.
- We need to know whether you have been able to look at the book at home. Sometimes children are unsure whether they have shared the book with their parents. We can only change the books when we know you have looked at them together.

Therefore you need to:

- **Write the title of the book**
- **Make a comment or bullet point and initial it.**

Comment ideas

- Enjoyed the story.
- Talked well about the pictures. Was able to use good language and vocabulary.
- Made up a good story.
- Thought.....was funny.
- Could re-tell the story using complex sentences.
- Recognised some words.
- Could name the characters.
- Read well/easily/confidently/fluenty.
- Showed a good understanding of the story.

Comment ideas

- Did not enjoy the book.
- Found it difficult to talk about the pictures.
- Struggled with the book/words.
- Did not understand the story.



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