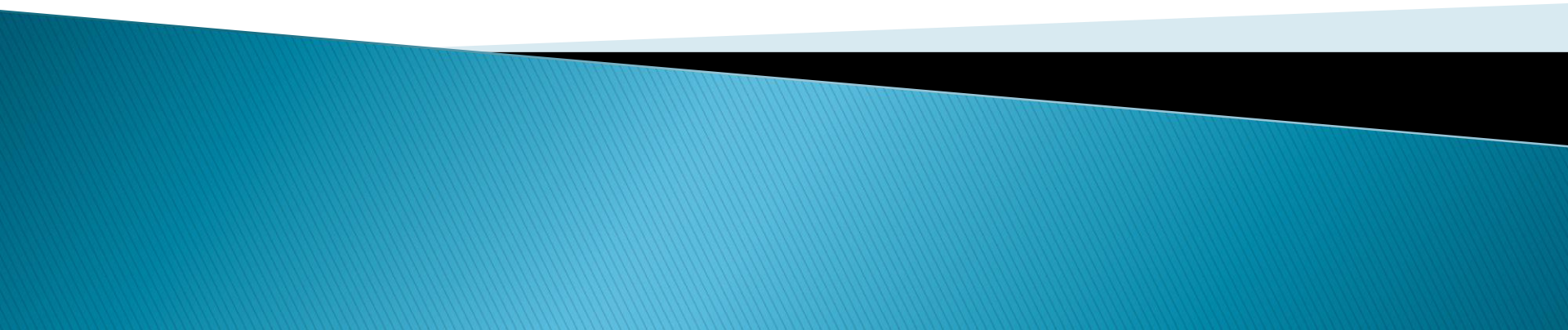


# Reading and Phonics

Parent Workshop

Thursday 3<sup>rd</sup> October

**“Being a frequent reader is more of an advantage than having well educated parents.” (OECD, 2002)**



# Early readers become frequent readers.

- ▶ Top 10% of readers read for an average of 35 minutes a day.

1,800,000 words.

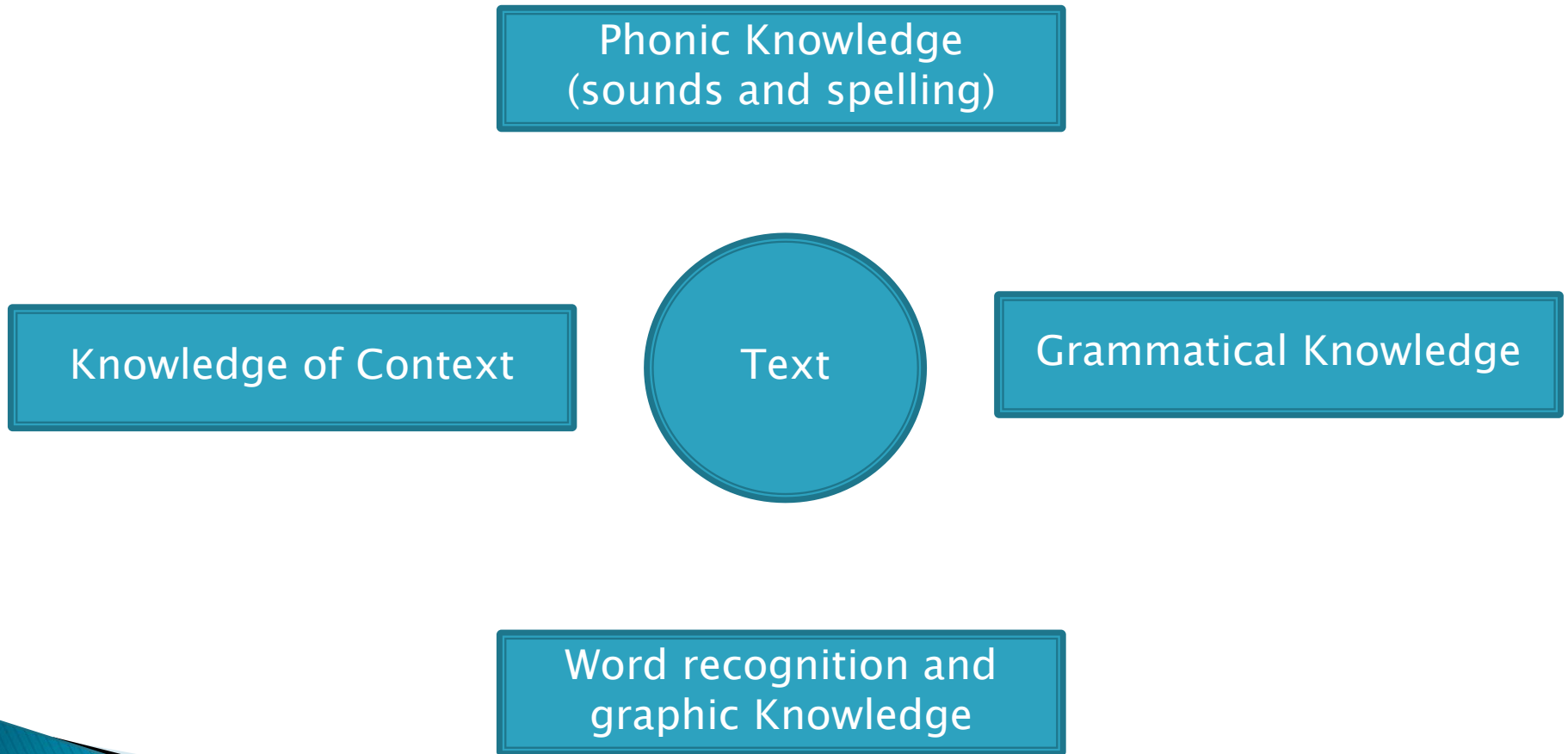


- ▶ Bottom 10% of readers read for an average of 30 seconds a day.

8,000 words.



# The 'Searchlight' Model



# Phonics (RWI)

- ▶ Children learn the English alphabet code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sound with alternative graphemes.
- ▶ Children are grouped according to progress and are continually assessed to ensure they are in the group best suited for them.
- ▶ Lessons are fast paced and interactive and follow a precise structure.



# Phonics (RWI)

- ▶ At Crown Wood phonics takes place at 9am each day.
- ▶ The children learn a new sound each day so punctuality and attendance are key.
- ▶ Nursery are introduced to the sounds and become familiar with the phonics freeze and pictures to represent each sound.
- ▶ In reception and year 1 the children are taught sounds over three sets.





Bounce: g-g-g-girl

Handwrite: Round her face, down  
her hair and give her a curl



at ..	mad . . .
sad .. .	dad . . .
sat .. .	mat . . .

I<sup>r</sup>

you

said





# Phonics – Top Tips for Parents

- ▶ Avoid the ‘schwa’ – soft sounds only
- ▶ Initial sounds
- ▶ Blend first 2–3 sounds
- ▶ Fred talk as a game

<https://www.ruthmiskin.com/en/find-out-more/parents/>

# Phonics Screening Check

- ▶ In Summer term, all children in Year One take part in a statutory assessment.
- ▶ This contains 40 words which all phonetic.
- ▶ 20 consist of real words, 20 'alien' words.
- ▶ If children find this tricky there is an opportunity for them to be assessed in Year Two.


Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

# Our reading 'offer'

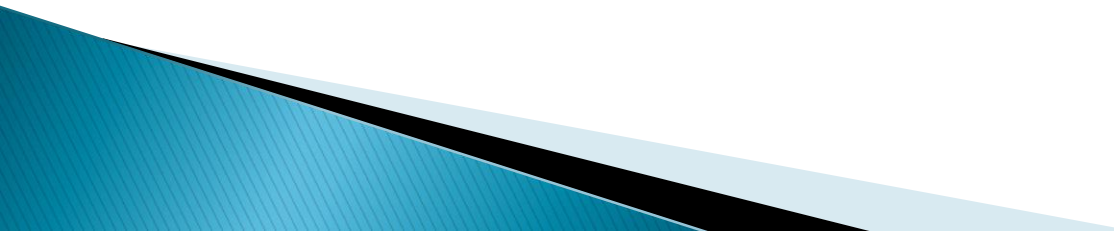
Teaching and promoting reading includes:

- ▶ Daily phonics (EYFS/KS1)
- ▶ 1:1 guided reading with teacher and / or TA (mainly EYFS & KS1)
- ▶ Story groups (EYFS) and class novels (KS1 / 2)
- ▶ Whole Class guided reading with teacher and / or TA (starts during Y2)
- ▶ 10 Day Writing Journey (whole class)
- ▶ PIXL Tests and Therapies
- ▶ Applying skills in IPC
- ▶ Access to School / Class Libraries & Bug Club On-line

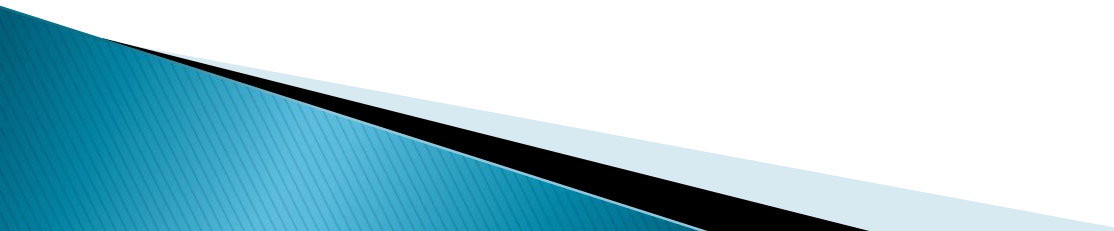
# EYFS/KS1 – Who? When?

- ▶ Teacher, TA or volunteer (BUT all children must work with a teacher at some point each week)
  - ▶ Noted in reading diary
  - ▶ Every day, 3 times a week, weekly? Depends on attainment and need.
  - ▶ When: Early work, during assemblies (sometimes), during foundation subjects
  - ▶ 5–10 minutes per session
  - ▶ Focussed on teaching the skills
- 

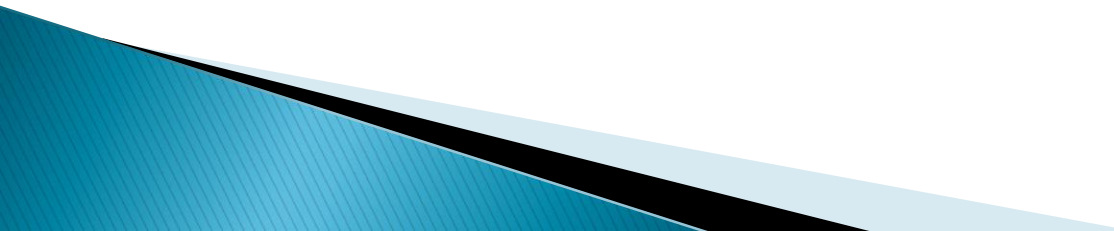
# The 1:1 Reading Session

- ▶ Warm up – phrase cards, sound check or comprehension
  - ▶ State target(s)
  - ▶ Introduce or recap book
  - ▶ Read to or with child
  - ▶ Adult models / teaches new skill
  - ▶ Opportunity for child to try
  - ▶ Feedback given specific to target
- 

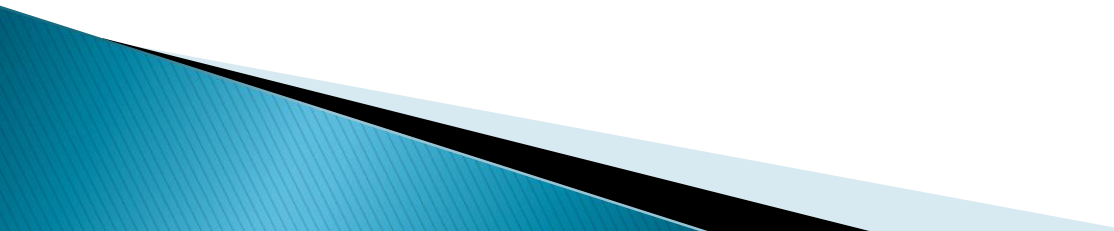
# KS2 – Who? When?

- ▶ 2 whole class – teacher led – guided reading sessions per week (45 – 60 minutes each depending on Key Stage)
  - ▶ Children may also work with a teacher, TA, in a group or independently depending on task during the lesson
  - ▶ Children making slow progress also get additional 1:1 reading
- 


# The Whole Class Guided Session

- ▶ High quality, age appropriate text – differentiated text for individual / group tasks only
  - ▶ Skill modelled by teacher
  - ▶ Guided practice followed by independent or group work – teacher / TA will work with a group / individuals as required
  - ▶ Written responses
  - ▶ Vocabulary and Comprehension
- 

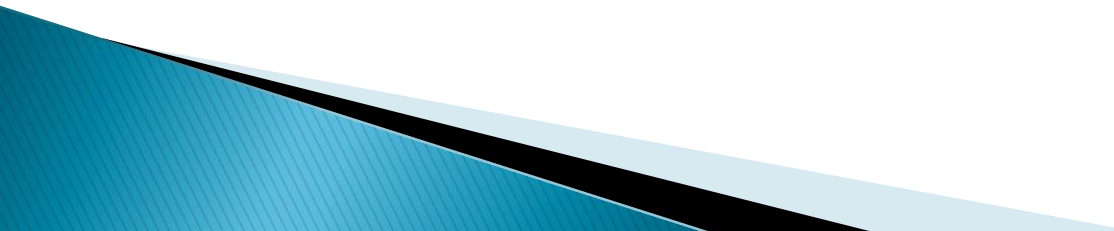
# Guided Reading Books

- ▶ The books assigned to children from our reading scheme are specifically for the teaching of reading
  - ▶ They may have this book longer than if they were reading for pleasure
  - ▶ Children can also have a 'reading for pleasure' book from the class or school library –they can change these as often as they like
- 

# Target Cards

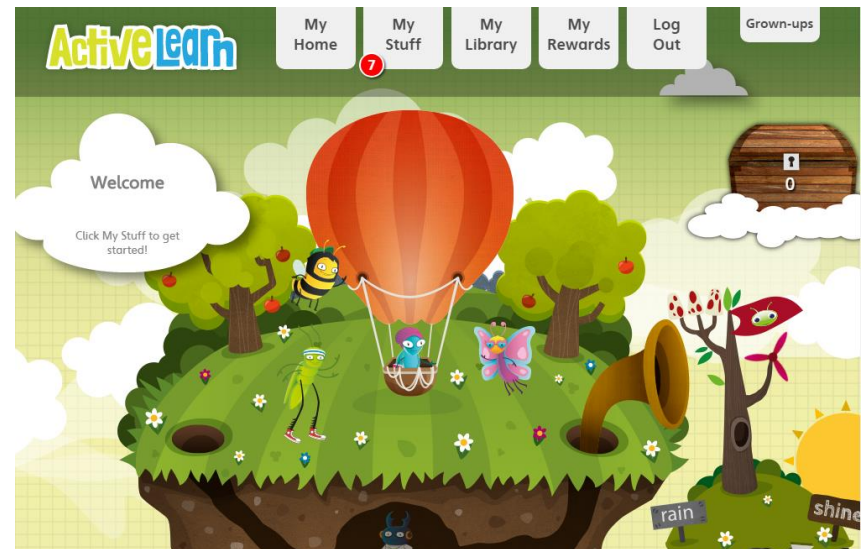
- ▶ Teachers, TAs, parents and children know exactly which strategy they are learning
  - ▶ Target card colour matches book band
  - ▶ Kept with reading record
  - ▶ Red spot identifies the target(s) the child is working on; A blue spot shows they have achieved the target. Orange denotes 'mastery'
  - ▶ Children must show they are using a strategy securely on three separate occasions to get a blue spot (can move on with blue – orange not essential)
- 

# Reading diary

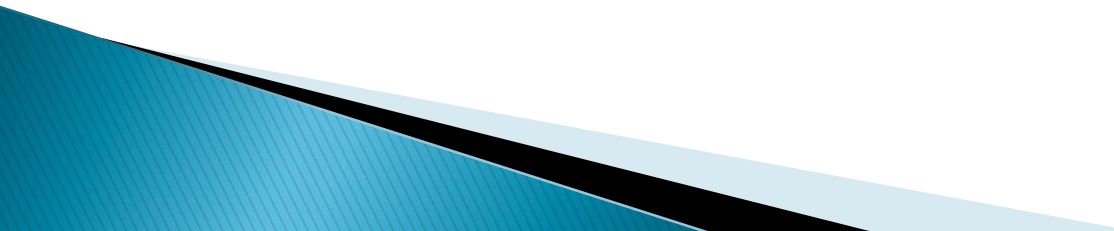
- ▶ Guides parents, child and the next person to teach them to read
  - ▶ Comments should say what the reader can do and what they need to do next (target card!); specific praise.
  - ▶ Shouldn't have general praise or comments about fluency / expression (unless specific target)
- 

# Reading Online!

- ▶ Every child will have a username and password so that they can access **Bug Club** books online (this should be in their Reading Record – please see their class teacher if this is not the case).
- ▶ <https://www.activelearnprimary.co.uk/login?c=0>
- ▶ Click onto “My Stuff” and choose a book to read
- ▶ Answer the questions with your child to help them understand what they have read



# Role of parents

- ▶ We encourage parents to read to their child and for them to read to you, but we don't expect you to teach them
  - ▶ If you can't hear them read regularly, talk to them about what they are reading
  - ▶ It's our job to teach them and to give them reading opportunities
  - ▶ Let them see you read.
  - ▶ Use the target cards / reading diaries
- 

# Questions?

