

# Reading and Phonics Workshop

Monday 13th January



# Terminology and pronunciation is key



## Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

- On our website you can see an example of our lessons...
- Things we include in a lesson:
  - ❖ Flashcards/learning through repetition
  - ❖ Revisit sounds/words
  - ❖ Introduce new sounds
  - ❖ Tricky words
  - ❖ Encourage segmenting and blending to apply independently
  - ❖ Lots of praise!

# Understanding phonic code in all its forms:

- Children initially learn to recall lower case letters and the sounds they make (phonemes)
- They also learn to recognise the corresponding capital letter
- The emphasis is on the phoneme, but it is important they also learn the name of each letter
- A = a    D = d    G = g    H = h

# Year 1 Phonics Screening Check

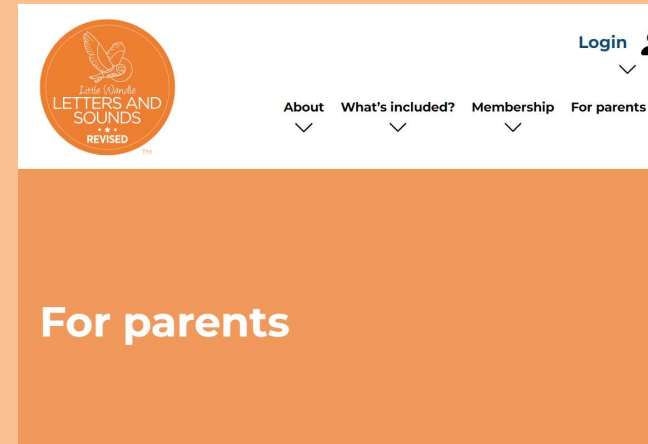
- This is a statutory National Curriculum Key Stage 1 assessment in June.
- Carried out with the child's class teacher
- Children who do not pass the screening check can retake it in year 2 and will receive further support to prepare them, alongside their usual daily phonics lessons.

# How you can help at home

- Pick up some of the strategies we use in lessons and reading strategies supported by phonics
- Visit our school website
  - Lots of what we have covered and more
  - Games and ideas to bring phonics to life at home
- Speak to your child's class teacher

# Other useful websites

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> **Little Wandle Letters and Sounds Revised** - 'For Parents' section



- **Phonics - GOV.UK (www.gov.uk)** – this website provides more information on how phonics is taught in schools and details of the Phonics Screening Check, as well as past papers to try at home.
- **Oxford Phonics Check Support** – this website allows you to generate sample practise papers

# Reading at Hampton Hargate



# Opportunities for reading at school

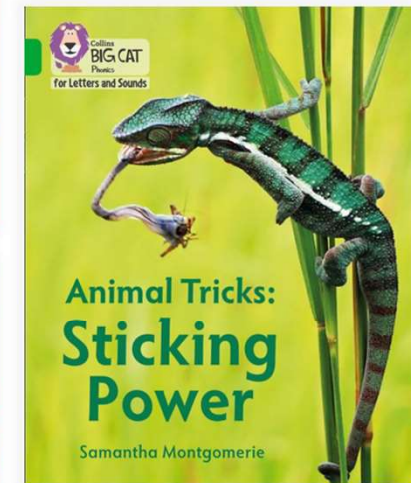
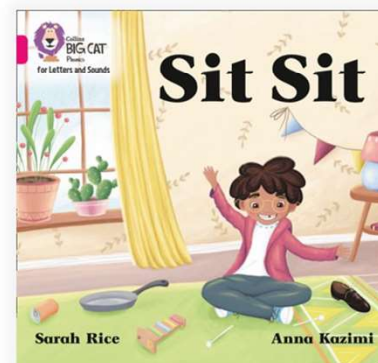
- Daily phonics sessions
- Class texts/Literacy lessons
- Independent reading
- Interventions
- Group Reading Practise Sessions

# Group Reading Practise Sessions

## How do we teach reading in books?

### Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



# Reading at home

Each week your child will have access to two types of reading material at home:

- ◊ A fully decodable matched to their reading level.
- ◊ A library book (to be read to your child)

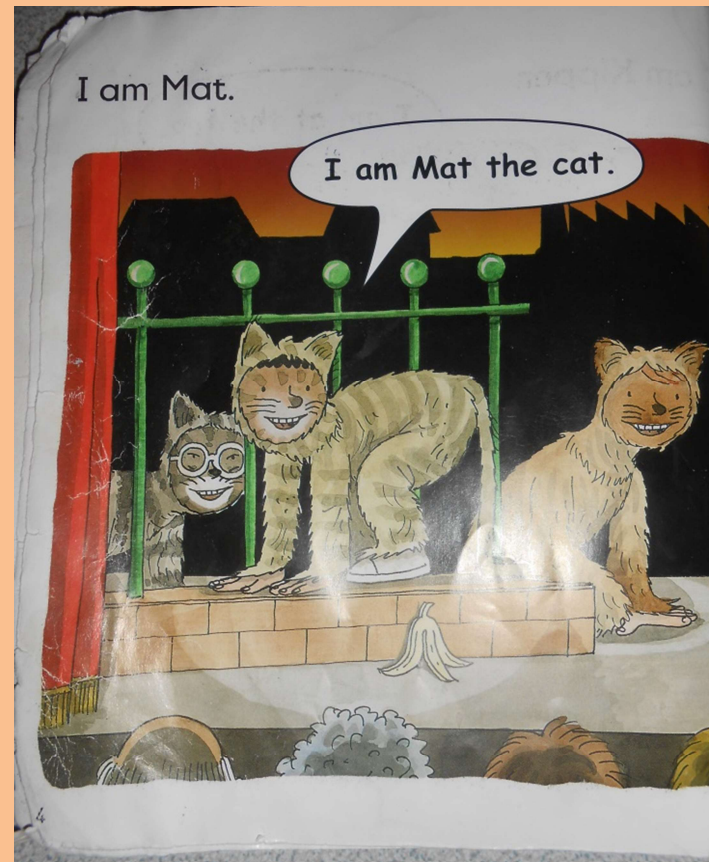
Please do continue to read books from home with your child.

# Blue Box Reading for Pleasure boxes

- Each reception class has a lending library of picture books – in a blue box outside the cloakroom door.
- There are no set days: Please read, return and swap books when you feel ready (only one at a time please).

# Reading strategies

Blending – encouraging your child to say the sounds (or phonemes) and repeat these more quickly if needed in order to blend them together to read the word.



*Sound out*

and stretch



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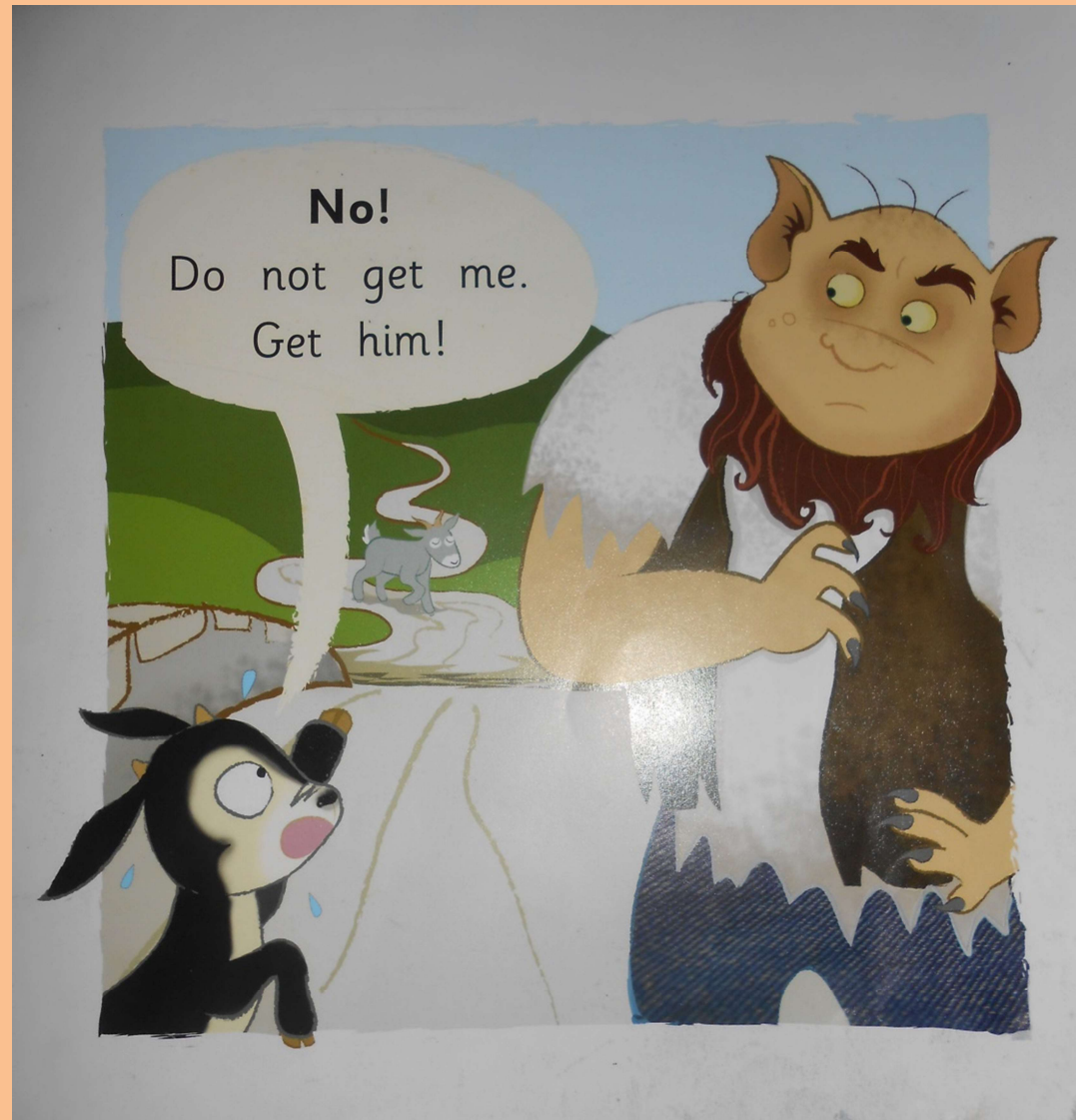
**Go!**



Sound out and stretch the phonemes.  
Remember to be a digraph detective



Recognising and reading tricky words/high frequency words on sight.



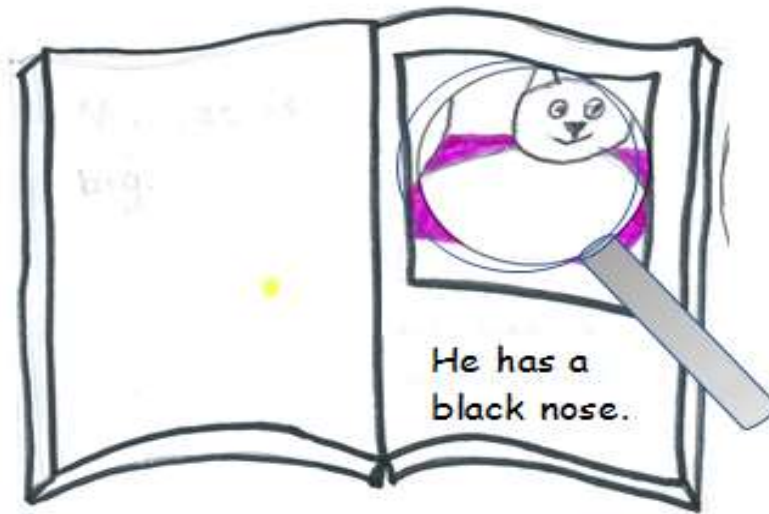
# Using the picture clues





1

*I* spy



Check the picture.  
What is going on?

Encourage your child to read a word or phrase they have already sounded out or have read.



# Video to show how we support children in school.

## Reading Guidance

Reading Skills at Hampton Hargate Primary School

Click [HERE](#) for our Reading Guidance document



**I Spy**

- Check the picture. What's going on?
- Think about meaning while decoding words. E.g. 'Mum is listening.' A picture of the Mum listening, supports reading the word 'listening'.

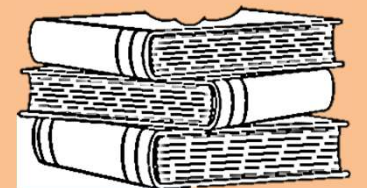




# Reading the same book with a different focus

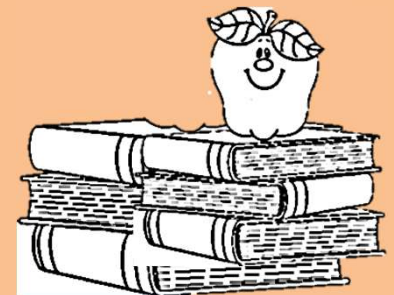
- First read – decoding
- Second read – fluency and expression
- Third read – comprehension

An experienced reader will do all three at once which is what we're working towards. Encourage your child to think about whether their reading makes sense.



- Second read – can they remember anything about the story? Can they remember what happened at the beginning of the story/end of the story. Please spend time discussing this with your child.
- In school when reading a book for the second time we focus on reading fluently and with expression (Smooth Talking).
- Encourage your child to read more fluently this time.

- Third read – the third read is all about comprehension and reading with understanding.
- We might ask the children to predict what might happen if the story was continued to get them to show their understanding of what they have read.
- Confidence should be high having read the book several times already.



Can You Read This Quote?

WE SHOULD NOT GIVE UP

AND WE SHOULD NOT

ALLOW THE PROBLEM TO

DEFEAT US.

=====*Abdul Kalam . P . A*=====

# Reception Reading reward scheme

- We would like your child to read at home at least 4 times a week and record this in their reading record.
- This will have a significant impact on the progress your child will make with their reading.
- Reading at home will be recorded and rewards given.





The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

  
Dr. Seuss

[GoodAndBeautiful.com](http://GoodAndBeautiful.com)