

# READING MEETING

Supporting your children to become confident readers



**St Luke's**  
C of E Primary School



# Why read for 20 minutes a day?

**CHILD A**

reads **20 minutes**  
per day

hears **1,800,000**  
words per year

scores in the  
**90th percentile** on  
standardized tests

**CHILD B**

reads **5 minutes**  
per day

hears **282,000**  
words per year

scores in the  
**50th percentile** on  
standardized tests

**CHILD C**

reads **1 minute**  
per day

hears **8,000**  
words per year

scores in the  
**10th percentile** on  
standardized tests

# 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



# READING TO YOUR CHILD

Comfort

Reassurance

Confidence

Security

Relaxation

Happiness

Fun

Builds self-esteem

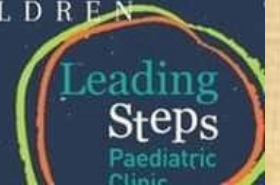
Builds vocabulary

Feeds imagination



There is  
no app  
to  
replace  
your lap

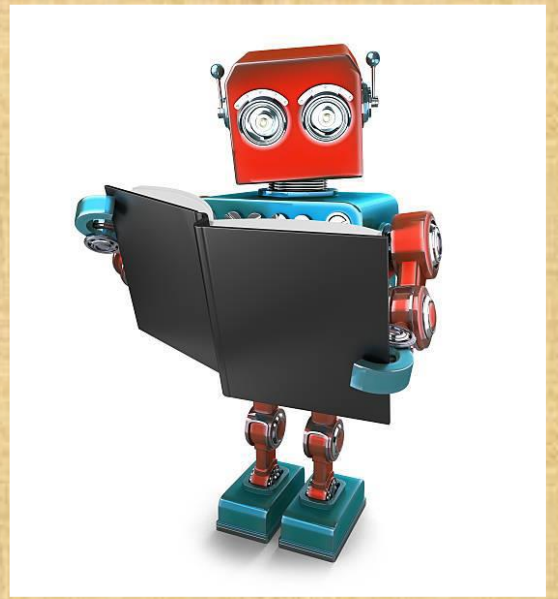
READ TO YOUR  
CHILDREN



Yet **fewer than half of 0–2-year-olds** are read to every day or nearly every day.

TALK AND ENJOY!

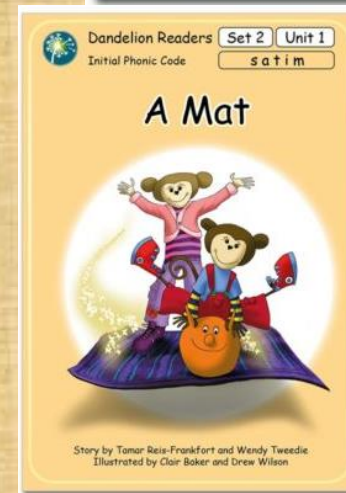
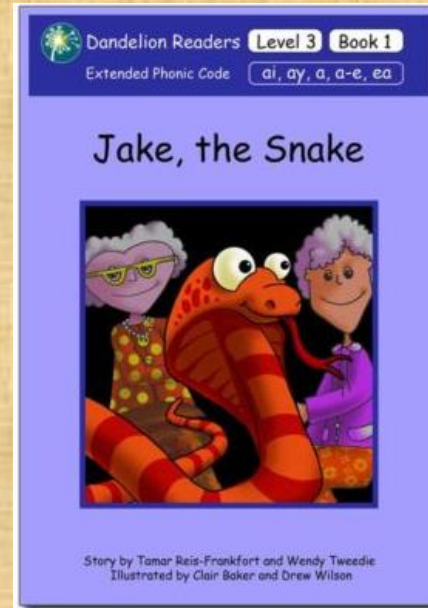
...its not just about the  
mechanical act of  
reading.



# READING PACKET

Reading record

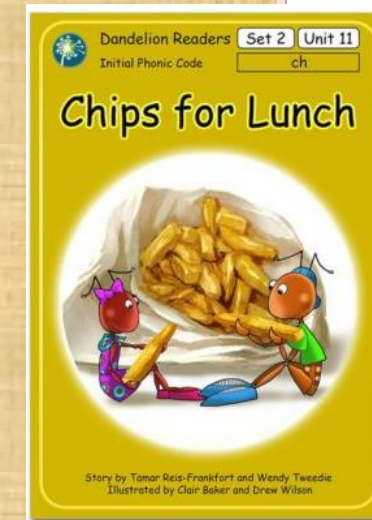
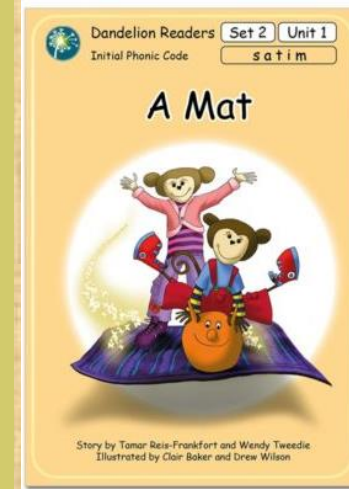
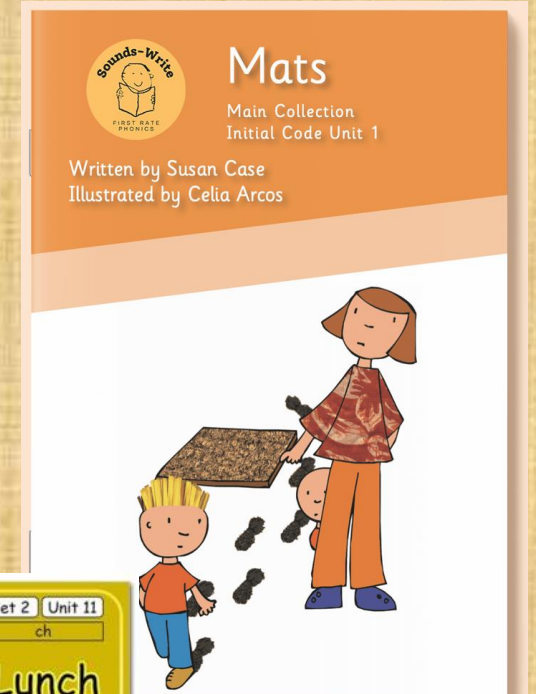
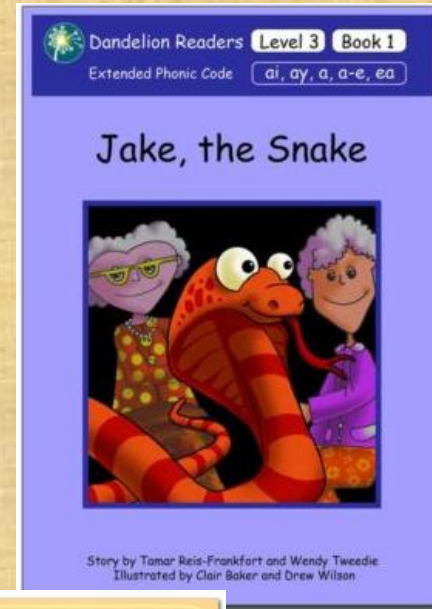
School reading books



# READING PACKET

Needs to be returned to  
school every day

We aim to read with your  
child twice a week.



# WHAT TO DO WHEN READING AT HOME



Examine the cover



Flip through the book to look at the layout



Look at the pictures or titles



Go over new vocabulary using the pictures



Check understanding and fill in any gaps

Don't over do it...  
it needs to be  
fun!





**Quiet place** where you can both see the book – try to remove any distractions



**Little and often** is best - try not to read for too long as children have short attention spans. **Routine!**



Don't let a child **stress** over not reading a word. Look at the first letter and tell them. Try not to let it become stressful (for them and you!)



Praise, praise and more praise!

## TOP TIPS WHEN LISTENING TO YOUR CHILD READ

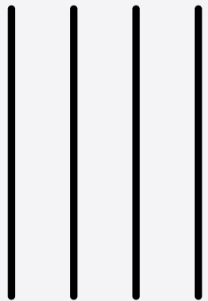


- Only saying clear sounds not letter names when reading and spelling.
- Play '**I spy**'...This will help them to hear the initial sound in words.
- Continue to read rhyming books and sing nursery rhymes.

## READING DIARY



Write a short message  
to let us know how you  
child got on



Read with your child at  
least 3 times a week

# SCHOOL READING BOOKS VS A WIDE RANGE OF BOOKS





BOOK TRUST



CHARITY SHOP



SCHOOL LIBRARY



BOOKSFORTOPICS.COM



## SHARING BOOKS AT HOME



- **Sometimes...**
- Before you even open a book, find out what the child knows about the topic/subject they will be reading about.
- You will find out not only about their knowledge but also what vocabulary they can use and what vocabulary you can add to their repertoire.
- ...it is fascinating!

What if they  
are not  
getting it?

All children learn at different rates

Level envy

What more can be done?

It is not a competition!

BARKING V COMPREHENSION



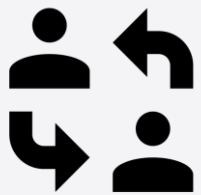
# WHAT DO I DO IF MY CHILD WILL NOT READ WITH ME!?



- Read a story to them instead - they are still getting the valuable story language and sharing a love and joy of reading!



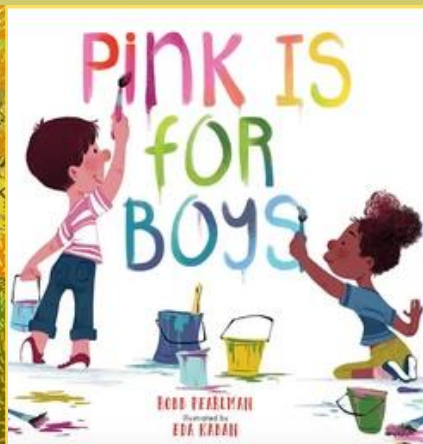
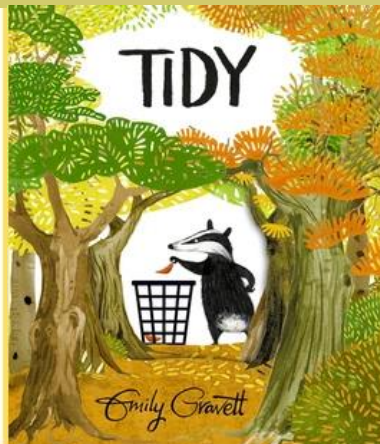
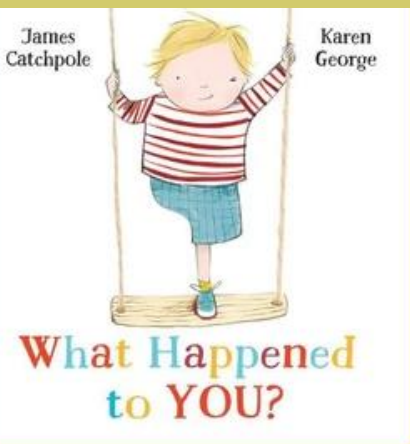
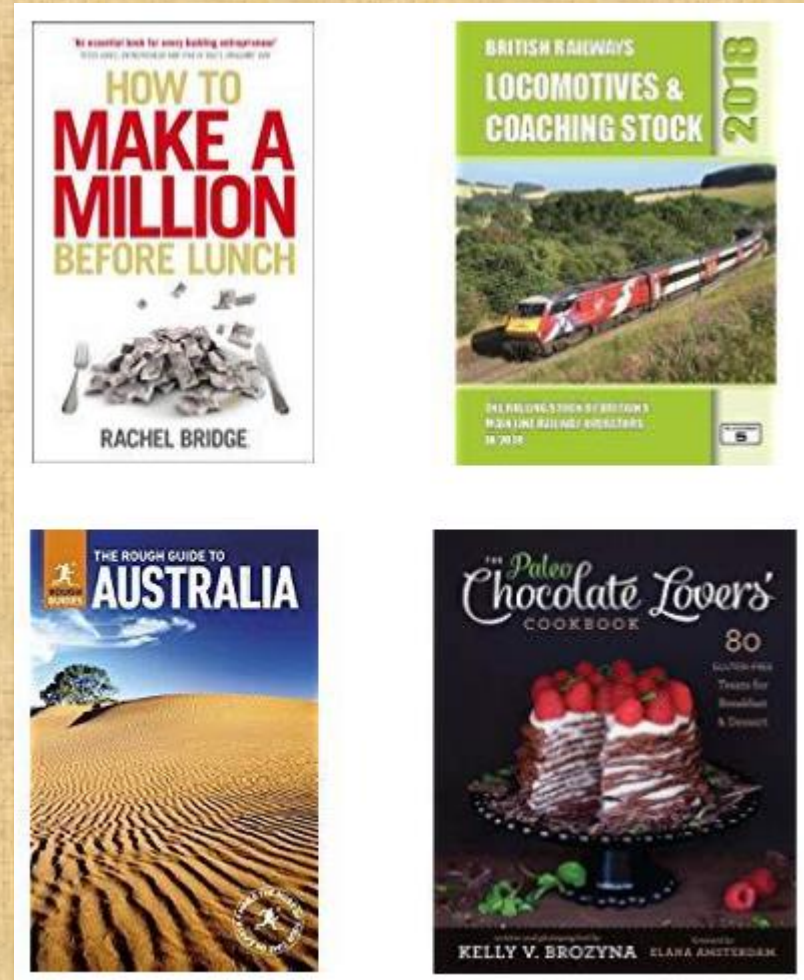
- Get them up and moving! As you read to them, get them to act out the movement of the piece or characters involved. This gets them concentrating on the main themes or repeating patterns in the text.



- Share reading – take turns to read a page. Or you could make it a game! As you are reading, stop at a random point and ask your child to read the next bit.

# WHAT CAN YOU DO?

- If children see adults reading at home they are more likely to read from an earlier age
- Visits to the library encourage independence and decision making about books – support them with it!
- Read at least 3 times a week with your child – little and often is key



## WHAT DO WE DO IN SCHOOL?

**Synthetic Phonics** is a way of teaching reading. It focuses on the use of pure sounds.

Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter s sounds like /s/ when we say it.

Children can then start to read words by blending the sounds together to make a word.



SOUNDS - WRITE  
First Rate Phonics

# WHEN?

Daily phonics lessons in:

Reception

Year 1

Year 2

Sounds write will then form the basis of spelling lessons that take place in Years 3-6.

## SOUNDS WRITE

- This scheme focuses on spelling and writing from the beginning of reception.
  - Teaching sounds in the context of words.
- Learning the left to right orientation of reading and writing from day one.
  - Teaches sounds to print
  - Simple to complex.
- Multi-sensory approach to teaching.

# SOUNDS WRITE

## **The four key concepts children are taught are:**

1. letters are symbols that represent sounds
2. sounds can be spelled using 1, 2, 3 or 4 letters
3. the same sound can be spelled in different ways
4. the same spelling can represent different sounds

## **The three key skills children will become proficient in are:**

1. blending
2. segmenting
3. phoneme manipulation



## WHAT DOES A SOUNDS WRITE LESSON LOOK LIKE?

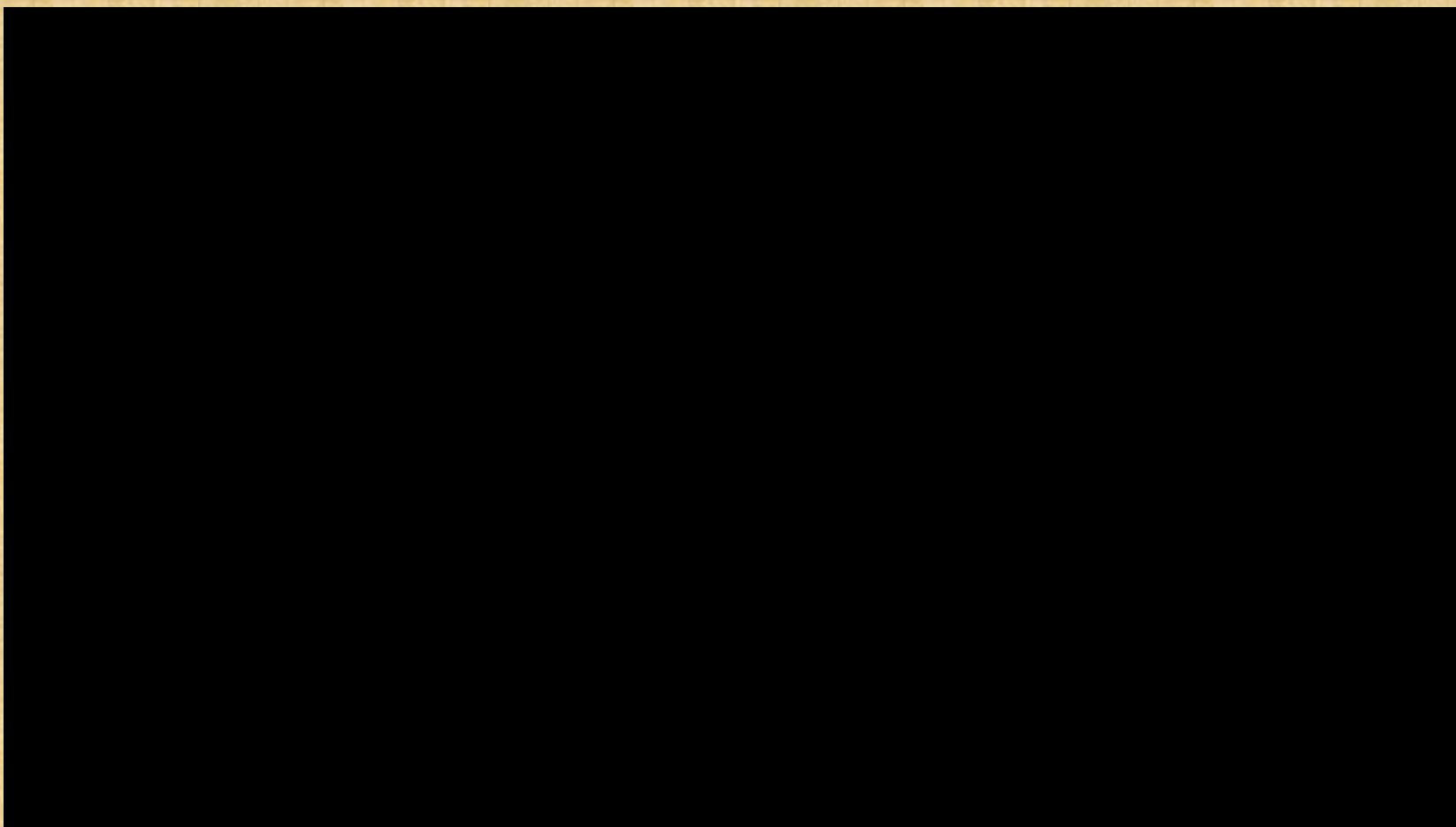
- Repetition – scripted lessons (gives a clear, consistent structure for working with sounds and spellings)
- Exposure (they are taught how to use the structure)
- Practise (given opportunities to master the structure)
- Error correction scripts (when we correct misconceptions we all correct it in the same, consistent way, using the same language)
- Handwriting / correct letter formations are taught alongside Sounds-Write teaching



LETTER SOUNDS NOT  
LETTER NAMES!

The 44 phonemes  
(45 when you count the hard and  
soft 'th' sound)

<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer



# INITIAL CODE

Unit 1 - a, i, s, m, t

Unit 2 - n, o, p

Unit 3 - b, c, g, h

Unit 4 - d, f, v, e

Unit 5 - k, l, r, u

Unit 6 - j, w, z,

Unit 7 - x, y, ff, ll, ss

All words have a CVC structure.



- Unit 8 - VCC, CVCC eg. ant lost
- Unit 9 - CCVC eg. stop, gloss,
- Unit 10 - CCVCC, CCCVC, CCVCCC, eg. blink, stroll, prompts,
- Unit 11 - sh, th, ch, ck.

PHONICS SCREENING  
CHECK – YEAR 1

# WHY ARE THEIR SEW MANY TRICKY WORDS?

The faster children learn common exception words, the more fluent they become and the faster they are able to put real meaning to the text.

- Phonics does not always apply here and we have to become more creative in the way we teach them.

Some ideas...

Some ideas...

- Flashcards
- Snap
- Word Bingo
- Matching games
- Foam letters in the bath
- Magnetic letters on the fridge
- Word searches
- Look Read Copy Cover Write
- Tricky word Hunt – find all the hidden the around the room... or... go and stand on the word \_\_\_\_\_
- Memory games-e.g. Look at all the words on the tray. Close eyes, take one away, which one is missing?
- Misspell words and get children to spot the mistakes
- Look Read Copy Cover Write



# TERMINOLOGY

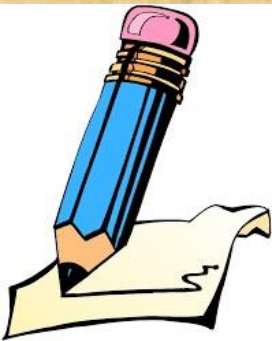
- **Phonemes**
- **Graphemes**
- **Segmenting**
- **Blending**
- They will also learn about '**Tricky Words**', also known as '**Common Exception Words**'. These are words that are commonly used but do not always follow the rules of phonics.

# PHONEME

Phonemes are the sounds that can be heard in words

d-o-g





# GRAPHEME

This is how the phoneme is written down.

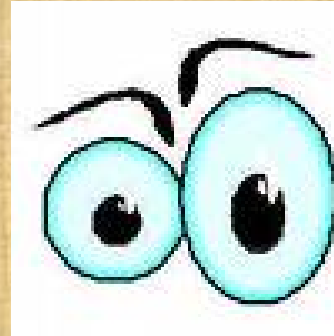
dog

With the sounds Write Programme children are taught the phonemes first and then the letter names in year 2.

- A phoneme you hear



- A grapheme you see



A word doesn't always have the same number of phonemes and graphemes!

**check**

Segmenting

r/e/d

=

Blending

red

sh/i/p

=

ship

m/i/ss

=


miss

# High Frequency Words

These are words that are commonly used by children when reading and writing. They will come across these frequently. Many of the words become decodable once the children become more confident with their taught phonic knowledge.

**100 High Frequency Words**

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

 visit [twinkl.com](https://www.twinkl.com)

# TRICKYWORDS

These are words that the children find difficult to segment and blend and are learnt as sight words. They are split into the units of phonics and the children will work through these when they reach each unit.

I is a no go the to into for of are  
he me was she we all said you my  
her come some there their these they  
what when who

Not to segment and blend - learn as **sight** words.

# ANY QUESTIONS? THANK YOU FOR JOINING US!

