

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

CHILD B

reads **5 minutes**
per day

hears **282,000**
words per year

CHILD C

reads **1 minute**
per day

hears **8,000**
words per year

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

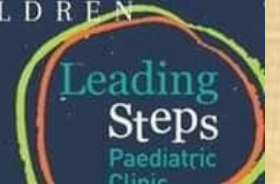
Builds vocabulary

Feeds imagination



There is
no app
to
replace
your lap

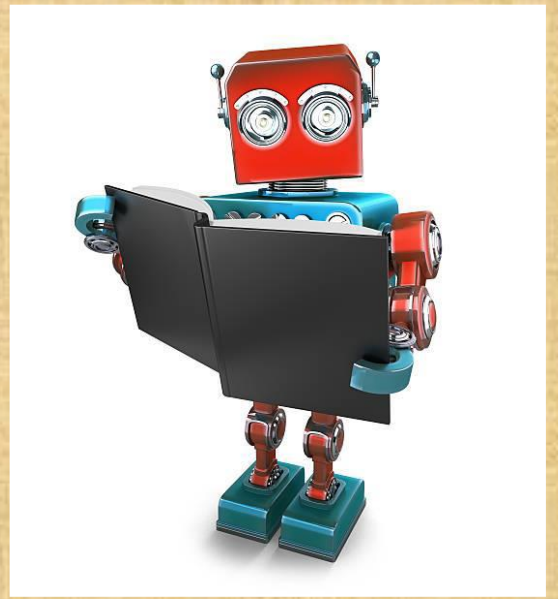
READ TO YOUR
CHILDREN



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

TALK AND ENJOY!

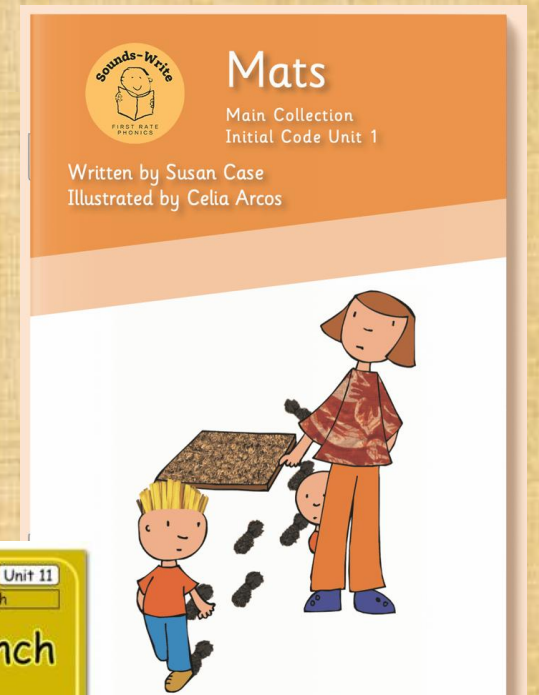
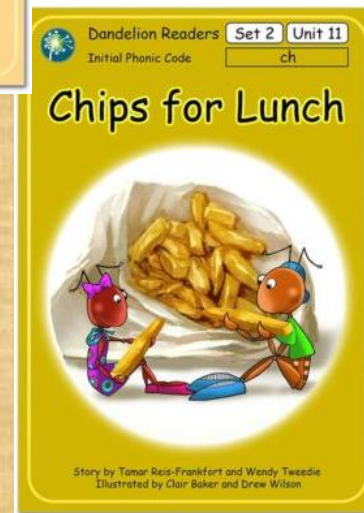
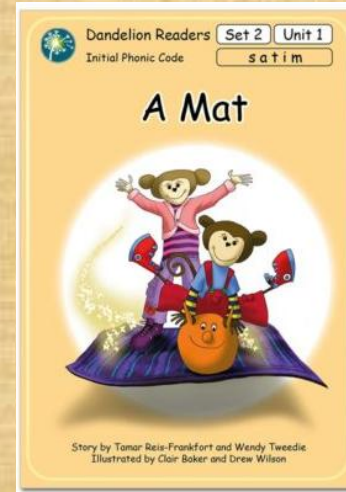
...its not just about the
mechanical act of
reading.



READING PACKET

Reading record

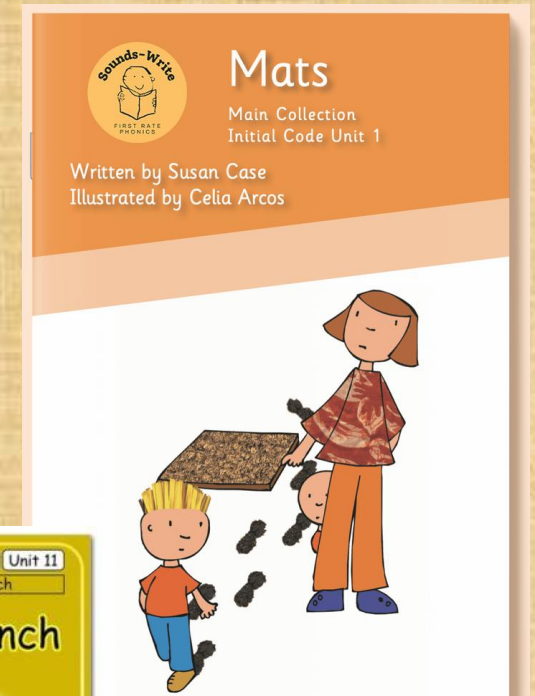
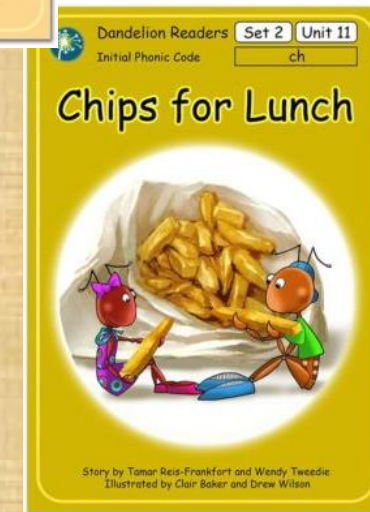
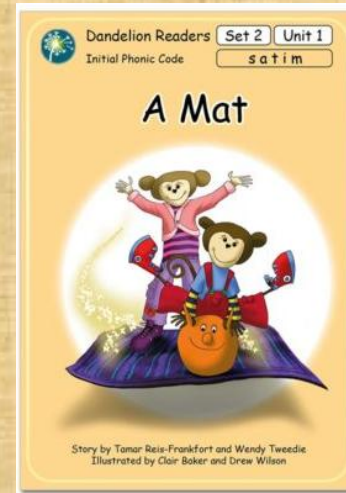
School reading books

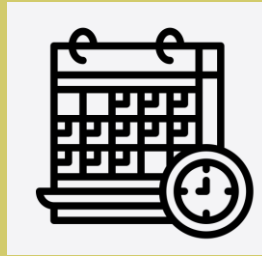


READING PACKET

Needs to be returned
to school every day.

We aim to read with
your child once a
week.





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.

SCHOOL READING BOOKS VS A WIDE RANGE OF BOOKS





BOOK TRUST



CHARITY SHOP



SCHOOL LIBRARY



BOOKSFORTOPICS.COM



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!



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

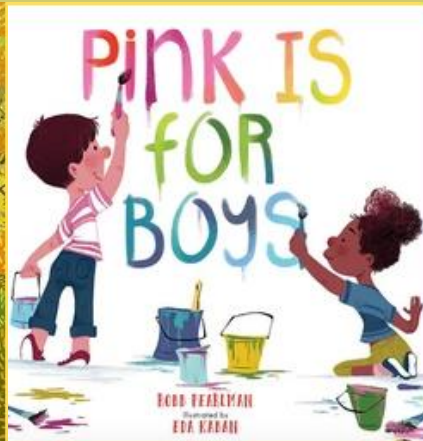
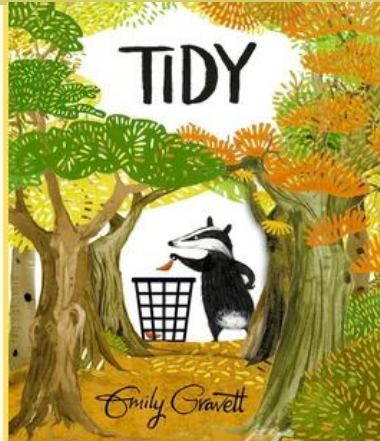
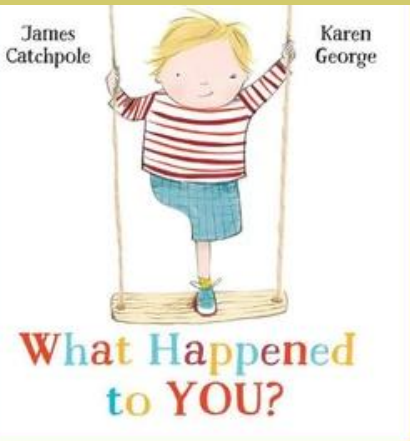
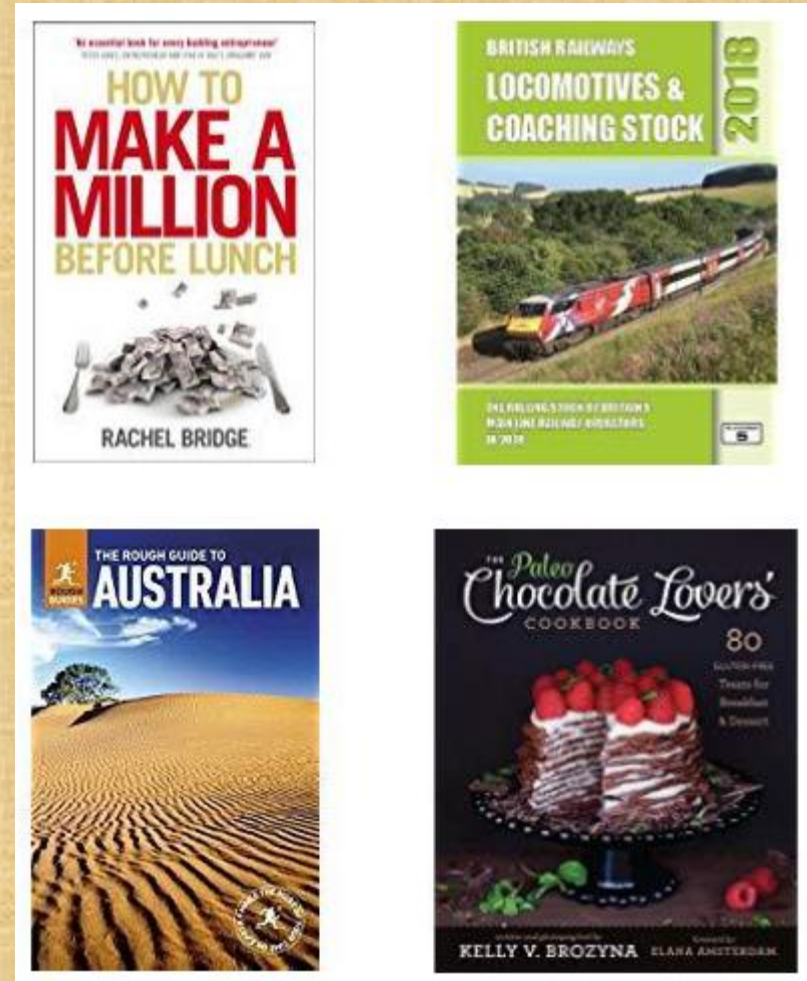


WHAT DO I DO IF MY CHILD WILL NOT READ WITH ME!?



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?



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?

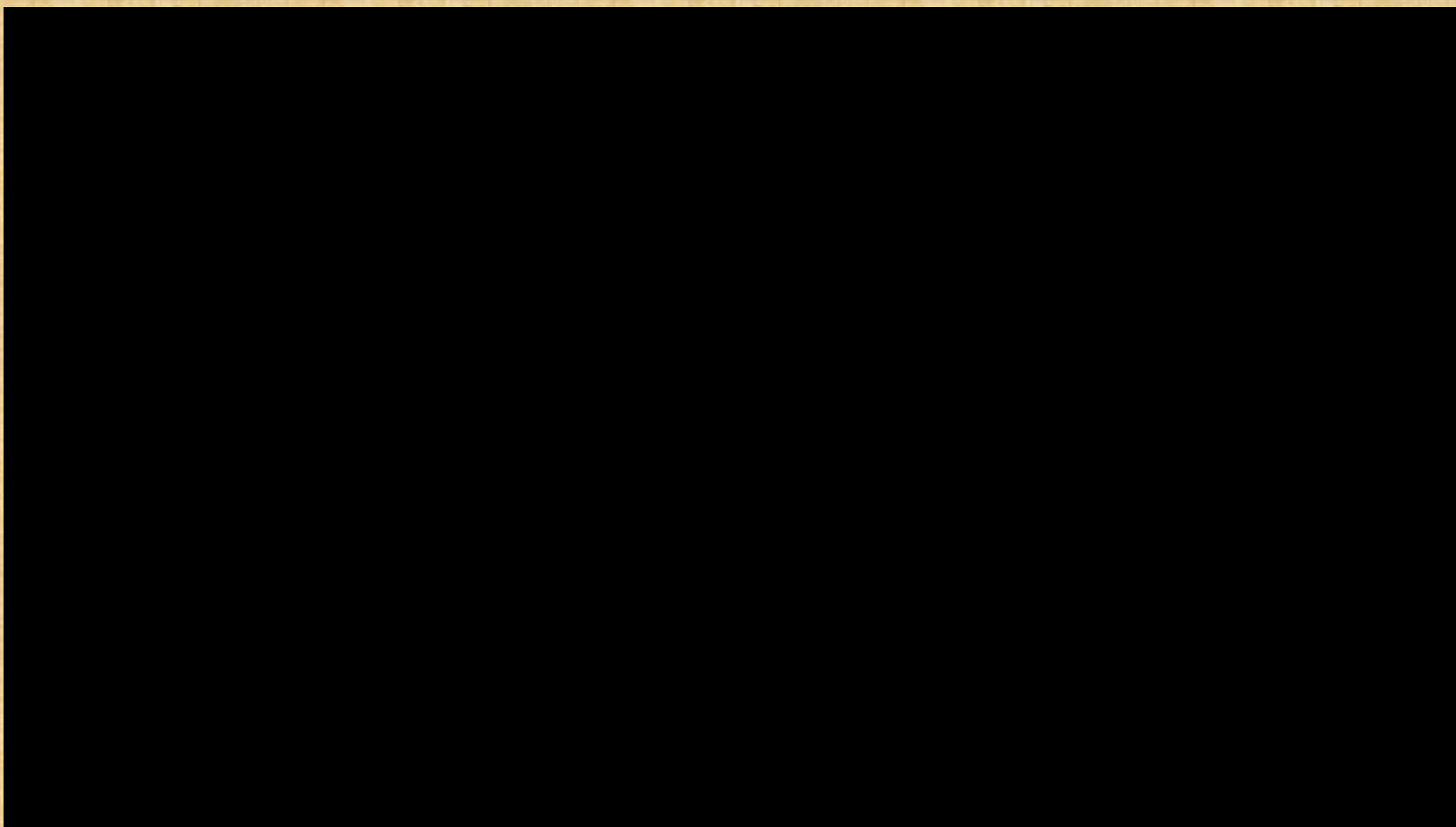
- Repetition – scripted lessons (gives a clear, consistent structure for working with sounds and spellings)
- Exposure (they are taught how to use the structure)
- Practise (given opportunities to master the structure)
- Error correction scripts (when we correct misconceptions we all correct it in the 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)

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

High Frequency Words

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

TRICKY WORDS

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.

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.

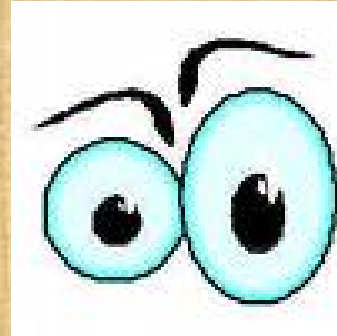
dog

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

ANY QUESTIONS?
THANK YOU FOR JOINING US!

