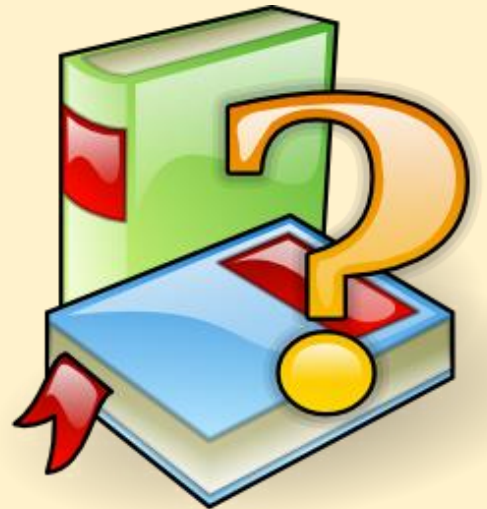
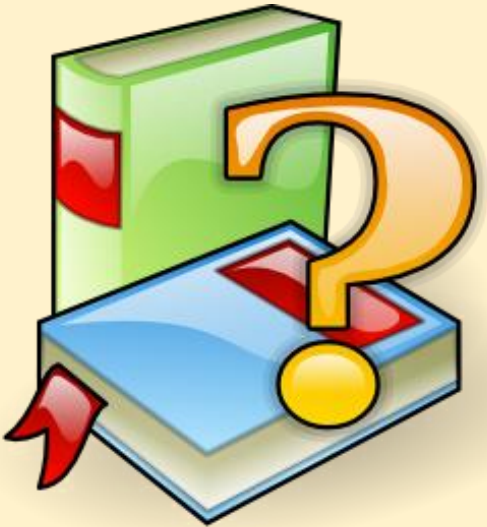


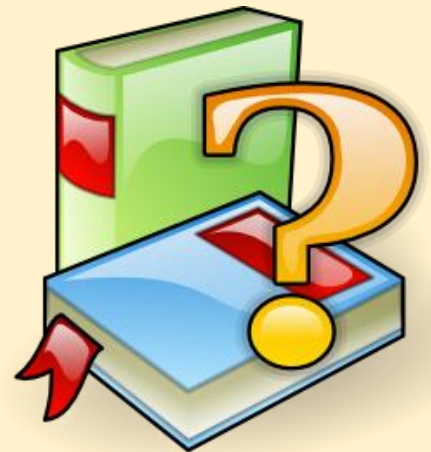
Reading Workshop



Welcome to our Reading Workshop

We would like it if
you could read with
your child for 5
minutes each night.

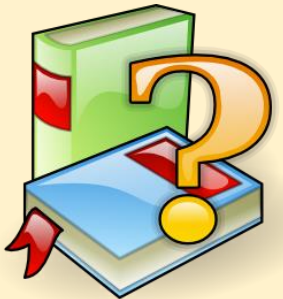
Choose a good time
that works for your
family.



Strategies

Before reading:-

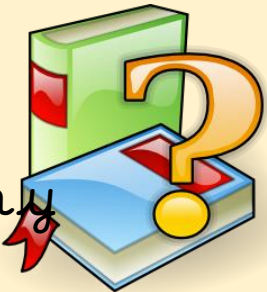
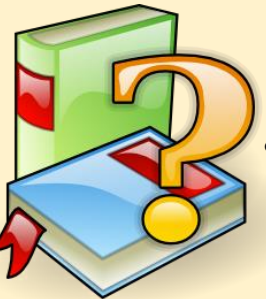
- Encourage your child to say why they have chosen this book, giving reasons.
- Get your child to identify the cover and the title and see if they can predict what the book might be about.
- Talk about the pictures, the title and the blurb, asking the children questions about their ideas.



Strategies

During reading:-

- Encourage your child to talk about the pictures and what is happening.
- Let your child point to the words and segment/blend the sounds together. Your child needs to say the sounds themselves so that they can internalise them. This supports blending and reading words.
- When reading tricky words encourage the children to read them by sight. If they cannot recognise them, identify the word for them and practise saying it.
- Think about what new/ different/ unfamiliar words mean.
- Encourage your child to predict what might happen next. They can't be wrong !Ask questions such as Why did..? What did ...? How do you know..?



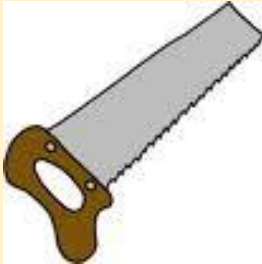
Strategies



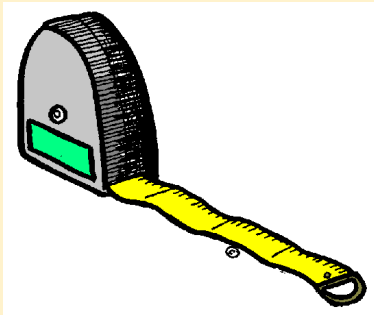
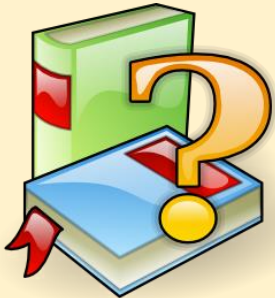
We can look at the pictures.



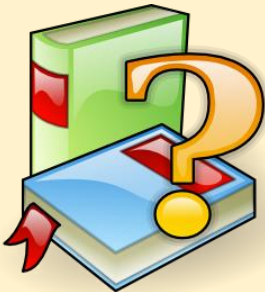
We can break the word into sounds.



We can cut out the word and read to the end of the sentence.



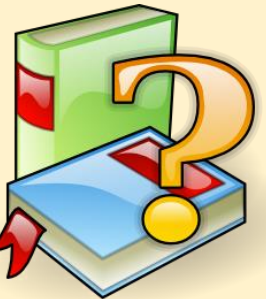
We can look for smaller words in longer word.



Strategies

After reading:-

- Encourage your child to talk about what has happened in the book.
- Think about the characters and how they felt.
- Think about what happened in the story. Is this what they expected?
- Ask your child if they liked the book. Why?
- Ask them to tell you their favourite character and favourite part and to give reasons why.

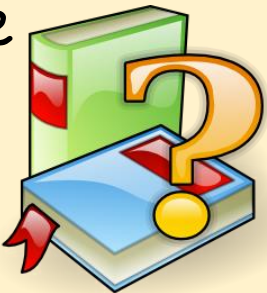


Non-Fiction Books

Children need to also be familiar with non-fiction/information books.

Before reading:-

- Encourage your child to say why they have chosen this book giving reasons. Ask your child if they know what type of book it is.
- Talk about the cover and what information they might find out inside the book.



Non-Fiction Books

During reading:-

- There will usually be a 'Content's Page' at the beginning of the book.
- Let your child decide which page they want to read as these books can be read in any order.
- Talk to them about why they are non-fiction/information books and not a story.
- Identify the features within the book. Eg a picture has a caption explaining what the picture is about.
- These can include;
 - Sub-heading
 - Labels
 - Index
 - Diagram



Non-Fiction Books

After reading:-

- Encourage your child to talk about what they have found out.
- Are there any other questions they want to find the answer to?
- They may wish to investigate this further.
- Think about any new words/vocabulary and what they mean.



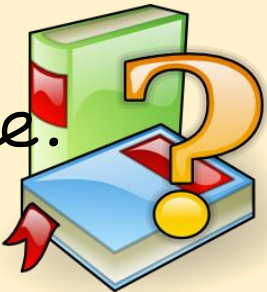
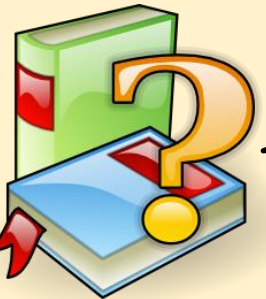
Diaries

After reading with your child please fill in the diary.

We like to hear about what your child did well and any areas that they needed support.

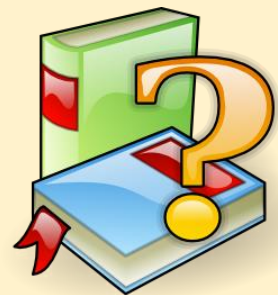
We will check your child's reading diary once a week and record if they have read at home.

If they have not read at home or we do not see their diary for 3 consecutive weeks, we will send a text message home.



Year 1 Expectation for reading- By the end of the year

- Apply phonic knowledge to decode words
- Respond speedily with the correct sound for all 40 + phonemes including alternatives, ai, a-e, ay, ey
- Read common exception words (HFW)
- Read words containing s,es,in,ed,er,est endings
- Read aloud books that are consistent with their developing phonics knowledge.



Year 1 Expectation for reading- By the end of the year

- Check the text makes sense to them as they read it and correct inaccuracies
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what may happen based on what they already know
 - Explain clearly their understanding of what has been read.



Reading in Year 1

Guided reading take place in Year 1 4 x a fortnight.

The children work with an adult to read a text above the level they are reading.

Every week the adult completes an assessment and plans activities to support the needs of the children in the group.

Eg if they cannot recognise any words with the oo sound an activity will be created to meet that need.

Trained volunteers also listen to your child read.



Reading in KSI

At the beginning of the Year, your child's class teacher read with them and allocated them a colour.

These are as follows;

Pink

Red

Yellow

Blue

Green

Orange

Turquoise - expected level for end of Y1

Purple

Gold

White

Lime - expected level for end of Y 2

Free reader



Your child can change their book independently once they have finished.



Reading in KSI

Every half a term an adult will read with your child to check they are reading the correct colour book band.

In the meantime, if you feel the colour given is not suited to your child, please inform a member of staff and this can be checked.

This book band is also allocated to support their comprehension skills.

Your child may be able to read the level of text but is struggling with answering questions about the book. If this is the case, they will stay reading the same colour book band.

Reading at home can also include reading magazines, online books, books from the library etc.



High Frequency Word Pack

- At the beginning of Year 1 every child is assessed on their ability to read 108 high frequency words.
- Some of these words can be read using phonics. These are in black.
- The words that cannot be read using phonics are in green.
- From this assessment, every child is given 10 words to learn at home.
- Once a week the children will be tested on their ability to read these 10 words.
- If they can read them by sight, on 2 occasions, the words will be changed and new words will be given.



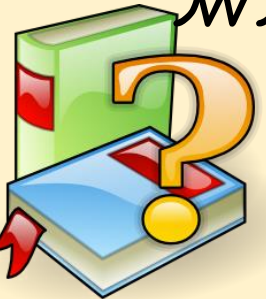
High Frequency Word Pack

- The assessment of these words is ongoing.
- They must recognise them by sight rather than segmenting and blending them.
- eg said not s-ai-d
- Once your child has completed these words they will then try the next set of words and can continue up to the Y3 and 4 words.
- The reading of these high frequency words allows your child to read more fluently without relying on your phonics.
- If your child does not complete the first 108 they will continue with their word pack in Year 2.



High Frequency Word Pack

- Here are some ideas of how you can support your child at home.
- Practise saying the words aloud.
- I say, we say, you say.
- Practise building the words.
- Play games to recognise the words.
- Please make sure your child's word pack is in school daily.



Thank you for attending.

I hope you have enjoyed
the workshop and have
found it interesting.

Any questions?

