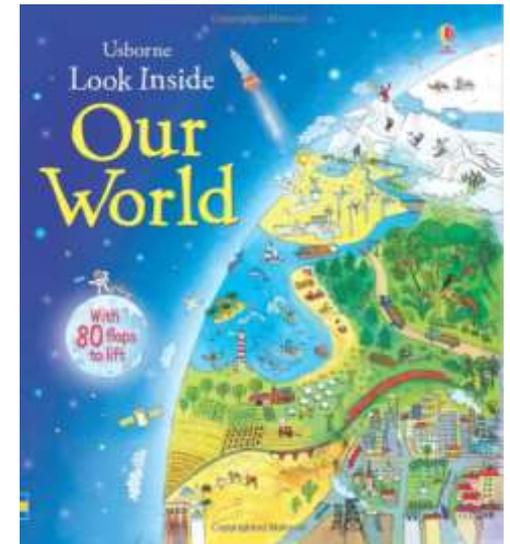
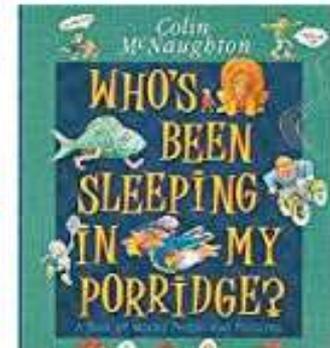
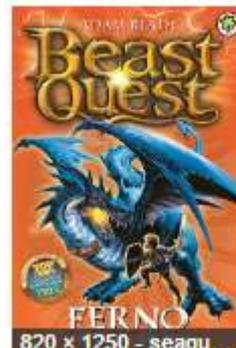
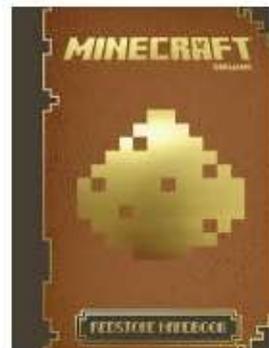
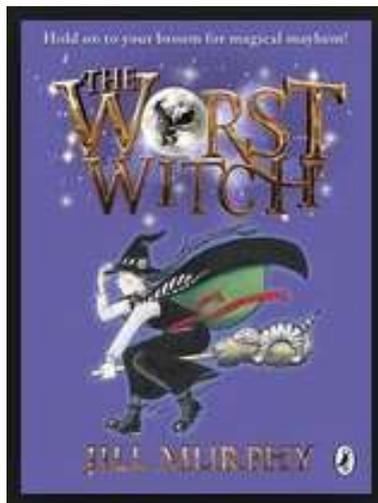
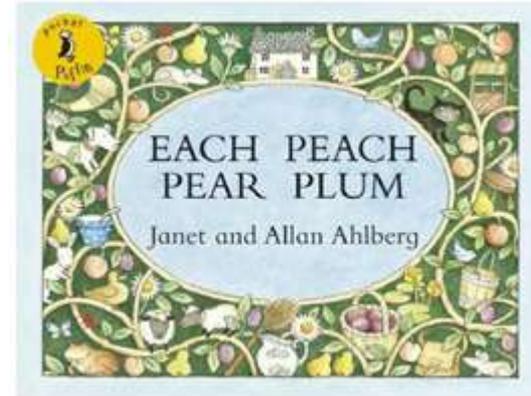
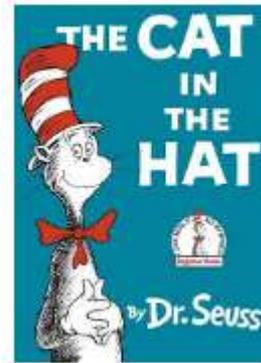
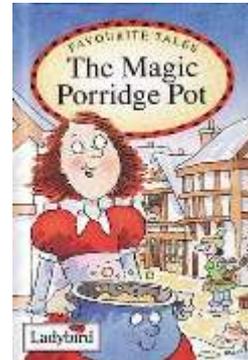
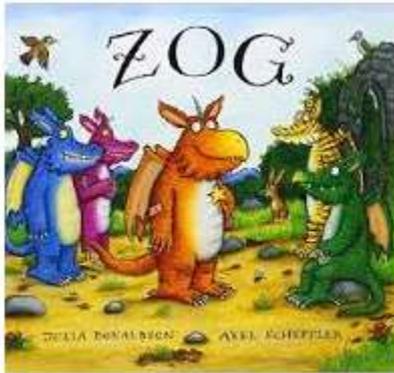


# Supporting your child with their reading - KS1

➔ Please write on a post-it note any specific difficulties you have reading with your child.



# What books do your children enjoy?



# Aims for the Session

- To give parents and carers practical ideas of how to support their child's reading;
- To share helpful resources and websites;
- To give recommended reading lists;
- To stress the importance of working together to ensure all children can read at the highest level;
- Introduce the Reading Gladiators Challenge for pupils in Y2 and Y3

# Aims for your child..

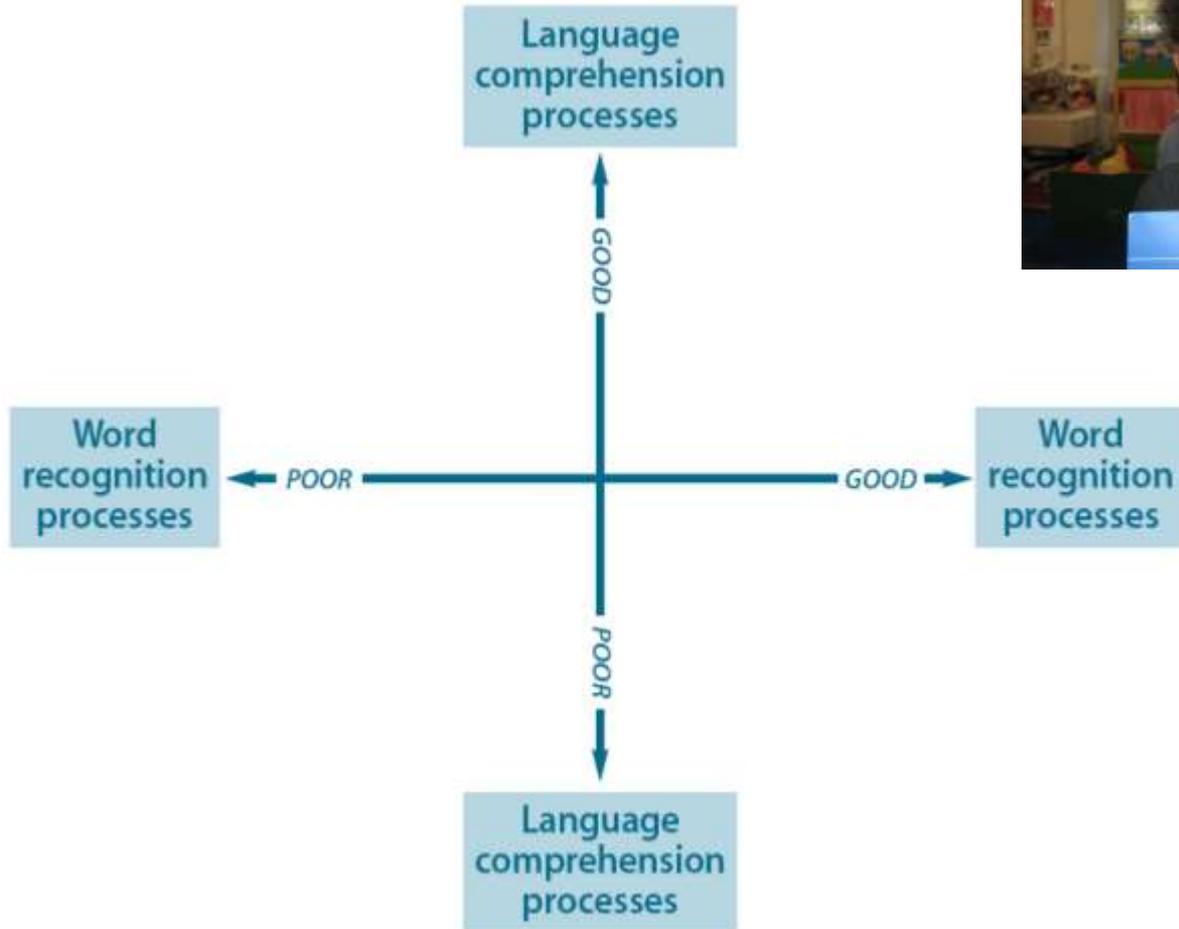
- To encourage a love of reading,
- To develop fluency and independence,
- To develop comprehension and understanding,
- To develop a wide reading repertoire

# What will we cover today?

- What the research tells us
- Expectations of school and home
- How to support your child at home
- Useful website and resources

This is not a session to discuss the school curriculum. Any questions that are personal, please speak to us or your class teacher after the session. Any questions that may help others, please ask in the Q and A at the end.

# Early reading and writing development. 'The simple view of reading' – Jim Rose



a



“..the more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed.....a broad and rich language experience for children ..is the hallmark of good early years practice.”

The Rose Review



# An overview of Phonics Phases

**Phase 1** - hearing sounds / segmenting and blending

**Phase 2** - first grapheme (spelling) for consonant sounds and short vowel sounds e.g. s, a, t

**Phase 3** - digraphs and first spelling of long vowel sounds e.g. ch, ay,

**Phase 4** - blending adjacent consonants, polysyllabic words and revision e.g. stamp, playground

**Phase 5** - alternative spellings of long vowel sounds e.g. ay, ai, a-e

**Phase 6** - range of spelling rules (ongoing) e.g. sion, tion, cian

# Teaching sequence for tricky and decodable words

Teaching order for Red (tricky) words and other decodable high frequency words

| Phase 2 |           | Phase 3 (i-ii) |           | Phase 3 (iii) |           | Phase 4 |           | Phase 5 |           |
|---------|-----------|----------------|-----------|---------------|-----------|---------|-----------|---------|-----------|
| Tricky  | Decodable | Tricky         | Decodable | Tricky        | Decodable | Tricky  | Decodable | Tricky  | Decodable |
| the     | if        | he             | than      | now           | or        | said    | went      | oh      | don't     |
| to      | an        | she            | that      | by            | day       | have    | first     | their   | old       |
| I       | mum       | you            | much      | put           | for       | like    | from      | people  | I'm       |
| na      | at        | they           | them      | going         | see       | so      | children  | Mr      | by        |
| go      | but       | we             | this      | door          | too       | do      | just      | Mrs     | time      |
| into    | in        | all            | then      | new           | play      | some    | help      | looked  | house     |
| of      | up        | me             | with      | push          | away      | come    | nest      | called  | about     |
| a       | it        | are            | will      | pull          | look      | were    | three     | asked   | made      |
| as      | dad       | be             |           | live          | night     | there   | jump      | could   | came      |
| is      | off       | my             |           | love          | girl      | little  | must      | would   | make      |
| his     | on        | was            |           | once          | seen      | one     | tree      | should  | saw       |
| has     | can       | her            |           | two           | way       | when    | it's      | buy     | here      |
|         | get       |                |           | ball          | took      | where   |           | your    | down      |
|         | had       |                |           | call          | good      | what    |           | here    | very      |
|         | back      |                |           |               | may       | isn't   |           | because |           |
|         | and       |                |           |               | been      | who     |           | laugh   |           |
|         | not       |                |           |               | boy       | want    |           | lived   |           |
|         | big       |                |           |               | out       | can't   |           | more    |           |
|         | him       |                |           |               | far       | water   |           | half    |           |
|         | got       |                |           |               |           | over    |           | again   |           |
|         | am        |                |           |               |           | after   |           | our     |           |
|         |           |                |           |               |           | last    |           | these   |           |
|         |           |                |           |               |           | school  |           | other   |           |
|         |           |                |           |               |           | how     |           | another |           |
|         |           |                |           |               |           | many    |           | brother |           |

Consonant sounds

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| f  | l  | m  | n  | r  | s  | v  | z  | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti |    | nk |
| ph | le | mb | kn | wr | se |    | s  | ci |    |    |
|    |    |    |    |    | c  |    | se |    |    |    |
|    |    |    |    |    | ce |    |    |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

Vowel sounds

|   |    |   |   |   |            |    |            |            |
|---|----|---|---|---|------------|----|------------|------------|
| a | e  | i | o | u | ay         | ee | igh        | ow         |
|   | ea |   |   |   | <u>a-e</u> | y  | <u>i-e</u> | <u>o-e</u> |
|   |    |   |   |   | ai         | ea | ie         | oa         |
|   |    |   |   |   |            | e  | i          | o          |
|   |    |   |   |   |            |    | y          |            |

|            |    |    |     |     |    |    |    |     |     |     |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo         | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> |    |    | oor | are | ur | ow | oi |     |     |     |
| ue         |    |    | ore |     | er |    |    |     |     |     |
| ew         |    |    | aw  |     |    |    |    |     |     |     |
|            |    |    | au  |     |    |    |    |     |     |     |

# Phonics Screener

National test of real and imaginary words



ee      ea      e\_e      igh      i\_e      a\_e      ai      ay



ow      o\_e      oa      oo      u\_e      ew      oo      are      ar      or      aw

# Reading for Pleasure

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

# How we teach reading at school.

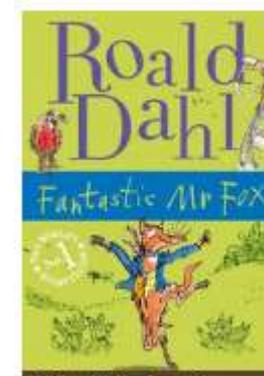
- **Phonics**
- **Guided Reading (including individual and paired reading)**
- **Shared Reading**

**Speed sounds**

|    |    |   |   |   |    |   |    |    |    |    |    |
|----|----|---|---|---|----|---|----|----|----|----|----|
| f  | l  | m | n | r | s  | v | z  | sh | th | ng |    |
| ff | ll |   |   |   | ss |   | zz |    |    | nk |    |
| b  | c  | d | g | h | j  | p | qu | t  | w  | y  | ch |
| bb | k  |   |   |   |    |   |    |    |    |    |    |
| ck |    |   |   |   |    |   |    |    |    |    |    |

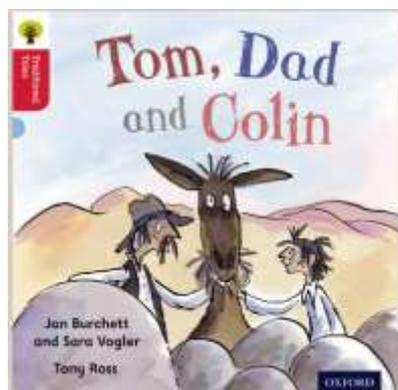
|    |    |    |    |     |     |    |     |     |
|----|----|----|----|-----|-----|----|-----|-----|
| a  | e  | i  | o  | u   | ay  | ee | igh | ow  |
|    |    |    |    |     | a-e | ea | i-e | o-e |
| oo | oo | ar | or | air | ir  | ou | oy  |     |



# Books coming home.

## • Banded Books

|              |
|--------------|
| Colour       |
| Lime         |
| White        |
| Gold         |
| Purple       |
| Turquoise    |
| Orange       |
| Green        |
| Blue         |
| Yellow       |
| Red          |
| Pink (dark)  |
| Pink (light) |



**Traditional Tale**

**About the story**  
Traditional tales have been told for many years. This story is based on Hansel and Gretel, 'The Man Who Slew the Oxen' and 'The Princess and the Pea'.

**Tips for reading together**

**Talk together**

- Look at the cover and read the title. Ask: 'Which story do you think belongs to which character?'
- Look at pages 2 and 3. Where do the main characters go? How do they feel? How are they going?
- Turn to page 4 to find out which character is Tom. Ask: 'Is Tom in danger? How does he feel?'

**About the words in this story**

- Your child will be able to read most of the words in this story using their phonics skills. Encourage your child to sound out and label any new words.
- These words are common, but your children may find them tricky.

Let's have an **ABC** game.

Use the words in the story to make a word.

Use the words in the story to make a word.



## • Short Chapter Books



# The books your child brings home...

- We ALL want the children experience success:
- We aim to provide books that are directly linked to phonics phases - 'banded books'
- We aim to use a variety of schemes and text-types
- Please use your PARENTAL judgement, to ensure the support/challenge at home is at the right level...
- Prepare them for unfamiliar phonemes/words/
- Share the 'reading' load
- Provide your child with additional books than those from school where necessary

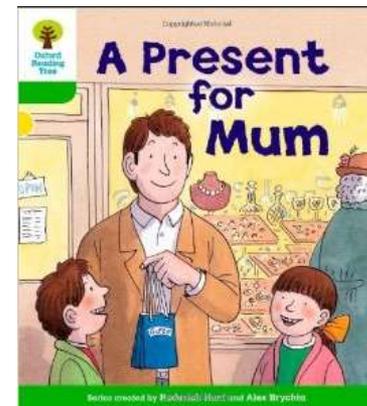
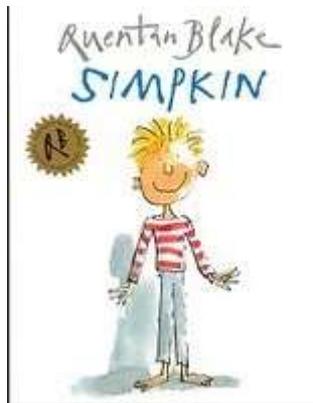
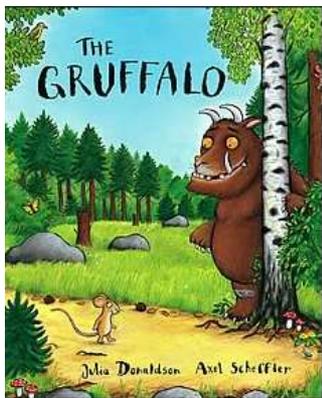
# Reading at home with your child..

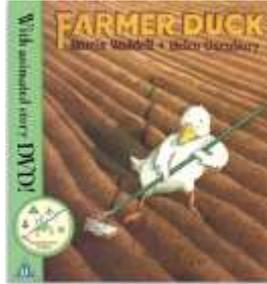
- Try to build this into your daily routine
- Have a set space you can read in
- Remember, both reading the school book and reading to your child are important



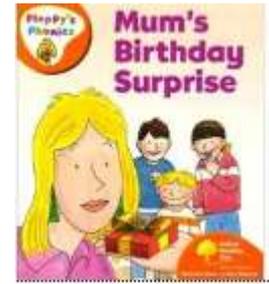
# Before Reading.

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book (do a picture walk).





## During reading



- Ask your child many questions about the characters in the book as you read the story
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the HF words they have learnt
- Discuss the meaning of any unfamiliar words

# Reading strategies

I read to the  of the sentence



I looked at the picture



sharp I sounded it out think

away  
from

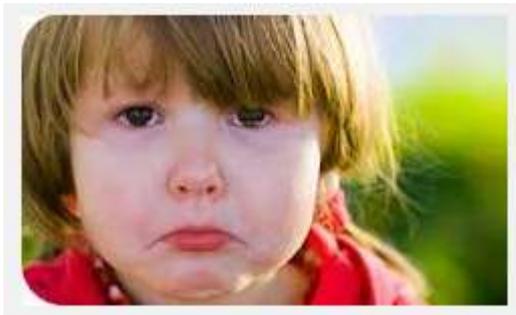
I recognised it

went  
come

# How to help your child read a word

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy

Always go back and read the sentence again!



Always use your own **parental judgement**. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

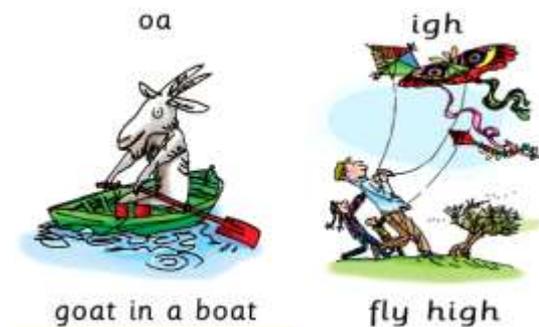
## Effective decoding

If your child fails to recognise repeated words, (high frequency or unusual) try word hunting. Show them the word in isolation, talk about it, then have a word hunt. They scan through the book to find the word as many times as possible.

Remember - you will know your child's strengths and weaknesses, better than anyone else...

# Effective decoding

If your child fails to recognise digraphs (2 or more letters that make a single sound), then point this out in advance. Use the book or a piece of paper to remind them of the tricky digraph, and have a go at looking for it on one or two of the pages.



# Effective decoding

If your child loses their place when reading, use a ruler to help them with their tracking along the page.



## Reading for Meaning.

If your child reads without expression, try 'echo reading.' You read a section of their book with expression and encourage them to 'echo' you using the same intonations and emphasis that you have used. Make this into a game by really exaggerating and seeing how well they can copy you.

# Reading for Meaning.

If you are asking questions about what is explicitly stated in the book, ask them, 'Can you find the page that says that?' or 'Which word in the story tells you that?'

Retrieval - 'Find it questions'



# Reading for Meaning.

If you are asking questions which your child must infer from the text (the answer is not stated) can you ask them, 'Why do you think that' or 'Can you find the word or phrase that makes you think that?'

Inference - 'Prove it questions'



# Reading for Meaning.



**What** time of year was it when this photograph was taken?

**Where** in the world was this photograph taken?

**Why** have all these people gathered together at this location?

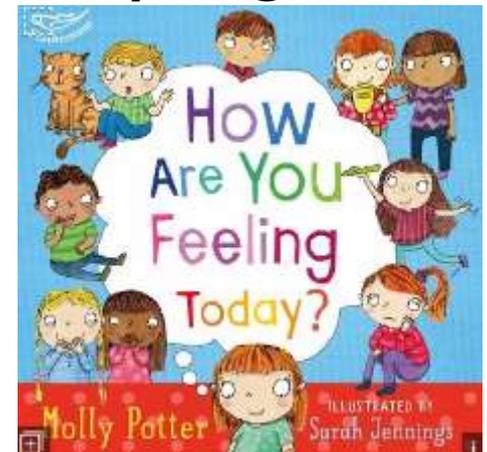
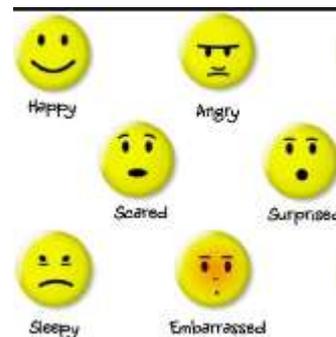
Answer these questions by looking for clues and discussing with your partner.

Make sure you are detailed in giving the **reasons** and the **evidence** you have found in the photograph that helped you answer each question.

# Reading for Meaning.

There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’. ‘Why is he/she feeling that way?’ ‘How do you know?’

Sometimes pupils need help developing their feeling words vocabulary.



## Reading for Meaning.

Talk to your child about the vocabulary in the book. Pick any unusual words or phrases and ask them what it means. Can they think of another similar word?

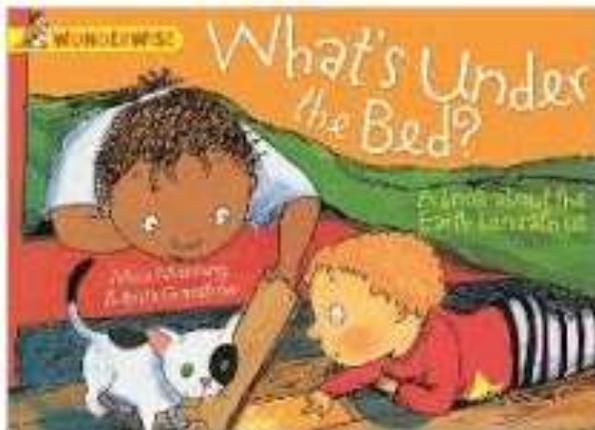
*'Her words cut like a knife.'*

*'Litterbugs will be prosecuted.'*

*'It was raining cats and dogs.'*

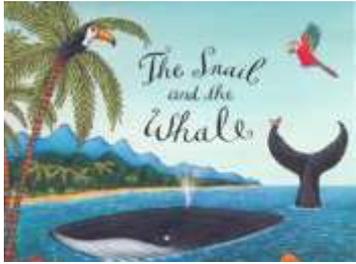
# Reading for Meaning.

If your child is reading a non-fiction book, help them to use indexes, pictures, graphs and so on. Ask them a question based on the text which they need to use the contents/glossary to answer.

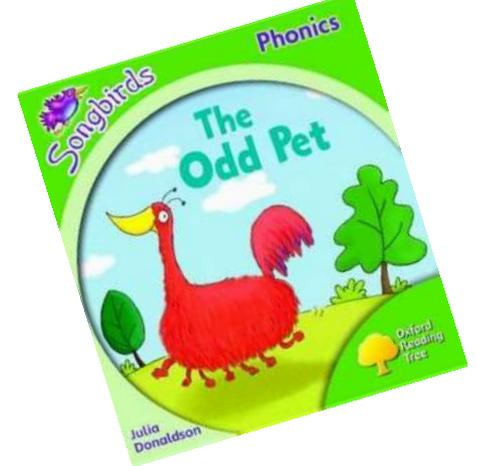


# Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. ‘This is what you said ..... Can you spot anything wrong with that?’ ‘Does that make sense?’



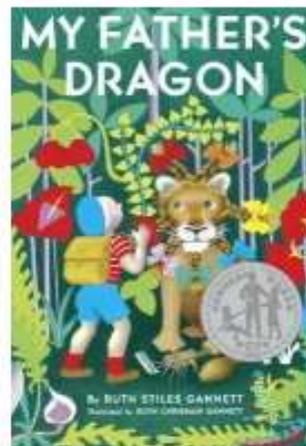
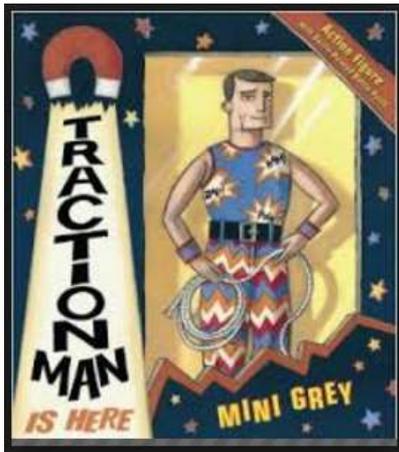
## After reading



- Discuss with your child what they liked/disliked about the story
- Can your child think of another title for the book and why?
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can your child think of another character which he/she might want to add to the story and why?
- With richer picture books, you can ask, ‘what was the big idea of the story?’

# Sharing more advanced books with your child.

It is still important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone.



<http://www.whatdowedoallday.com/read-aloud-chapter-books-for-4-and-5-year-olds/>

<http://www.whatdowedoallday.com/first-grade-read-alouds/>

# Good Websites

Great websites:

- Kate Greenaway Medal and Carnegie Medal  
<http://www.carnegiegreenaway.org.uk/home/index.php>
- CBCA – Children’s Book Council of Australia [http://cbca.org.au/Shortlist\\_2011.htm](http://cbca.org.au/Shortlist_2011.htm)  
has some good recommendations under short lists and winners.
- **Book Trust** – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.  
<http://www.booktrust.org.uk/books-and-reading/children/booklists/>
- ‘Books We Like’ <http://www.booktrust.org.uk/books-and-reading/children/books-we-like/>
- ‘Best Book Guide’ <http://www.booktrust.org.uk/books-and-reading/children/best-book-guide/>

# Oxford Owl

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>
- Book lists
- E-books



# Oxford Owl

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>

## Expert help



## Encouraging reading

### Nikki Gamble's booklists and advice on encouraging reading



Nikki has been a teacher and worked with teachers for over 25 years. She is now a writer and education consultant with a particular interest in encouraging children to read for pleasure.

[Age 5-7](#) >

[Age 7-11](#) >

video

[Books for boys](#) >

[Books for girls](#) >

## Key Issues:

[Phonics made easy](#)

[Grammar, Punctuation and Spelling made easy](#)

[Encouraging writing](#)

[Helping struggling readers](#)

[Encouraging reading](#)

[Encouraging boys](#)

[Reading in the holidays](#)

[E-safety, tablets and apps](#)

# A Mighty Girl

<http://www.amightygirl.com/books>

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A Mighty Girl's book section features over 2,000 girl-empowering books starring stellar Mighty Girl characters. With over 200 book categories to explore, the best way to discover what this section has to offer is by browsing our detailed book menu – just mouse over the 'Books' button on the menu bar above. From there you can choose the categories of interest to you and then use the filters on the left menu to further refine your search.

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**CATEGORY**

|                      |      |
|----------------------|------|
| Mighty Girls & Women | 636  |
| Fiction              | 2314 |
| General Interest     | 1814 |
| History / Biography  | 992  |
| Personal             | 2575 |
| Development          |      |
| Social Issues        | 1095 |

**RECOMMENDED AGE**

|                    |      |
|--------------------|------|
| Birth - 2 (Baby)   | 98   |
| 3 - 5 (Preschool)  | 1123 |
| 6 - 8 (Elementary) | 1591 |
| 9 - 12 (Pre-Teen)  | 1200 |
| 13+ (Teen)         | 896  |
| Adult              | 1    |

**SPECIAL FEATURES**

|                       |    |
|-----------------------|----|
| Mighty Girl Top Picks | 79 |
|-----------------------|----|

**AWARD WINNERS**

|                 |    |
|-----------------|----|
| Newbery Medal   | 23 |
| Newbery Honor   | 43 |
| Caldecott Medal | 8  |
| Caldecott Honor | 21 |

**Amelia to Zora: Twenty-Six** \$6.38  
Women Who Changed the World

**THE WATCHER**  
Goodall's Life with the Chimps \$14.45

**The Paper Bag Princess** \$14.10

**I Like Myself!**

**Goodall's Life with the Chimps**

**The Paper Bag Princess**

# Reading Eggs

<http://readingeggs.co.uk/>



**How Reading Eggs and Reading Eggspress can work for your child!**

**Reading eggs**

**3-4 Years**  
**First Steps**  
The playroom is perfect for getting 3 and 4 year olds started.

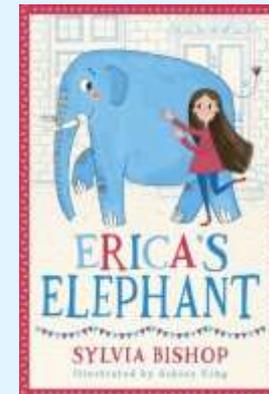
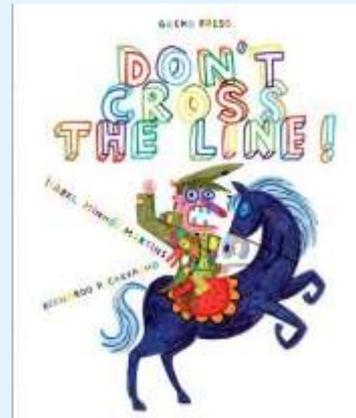
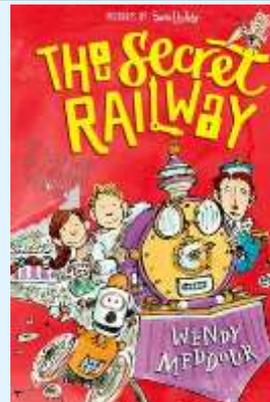
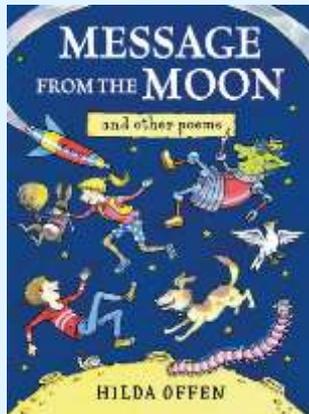
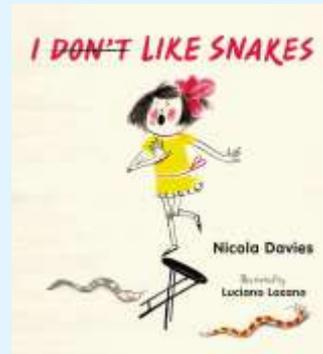
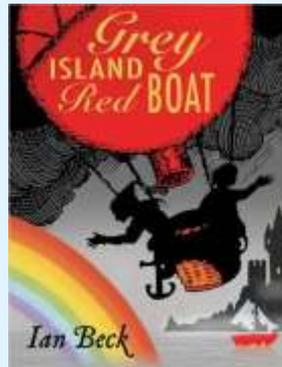
**5 Years**  
**Ready for School**  
Your child can build on the reading skills they have been introduced to at school.

**6-7 Years**  
**Fun Practice Makes Perfect**  
Your child can take a simple placement test that will ensure they start at a suitable level.

**7-13 Years**  
**Continue the Reading Journey**  
Packed full of hundreds of great online activities & games, Reading Eggspress is a great way for your child to continue developing their reading skills.

**Reading Eggspress**

# Reading Gladiators Challenge



- 8 books chosen to take the children on a reading journey from the beginning to the end of year
- Start with most accessible texts and work towards a more reflective read.
- Focus on high quality writing and authors that are not the 'usual suspects'
- Emphasis on recently published books but with some familiarity

# Reading Gladiators Challenge

- Text introduced at school
- You buy/borrow then read the book with your child (the aim is for it to be independent)
- Use the school guidance to prompt discussion with your child
- Attend the school lead book club, if possible.

| Month    | Book                       | Book Club Date                                |
|----------|----------------------------|---|
| October  | The Moon Dragons           | Mon 16 <sup>th</sup> October<br>3:45-4:30pm   |
| November | Grey Island Red Boat       | Wed 22 <sup>nd</sup> November<br>3:45-4:30pm  |
| December | I (Don't) Like Snakes      | Thur 14 <sup>th</sup> December<br>3:45-4:30pm |
| January  | Ossiri and the Bala Mengro | Tues 23 <sup>rd</sup> January<br>3:45-4:30pm  |
| February | Message From the Moon      | Mon 26 <sup>th</sup> February<br>3:45-4:30pm  |
| March    | The Secret Railway         | Wed 28 <sup>th</sup> March<br>3:45-4:30pm     |
| April    | Don't Cross the Line       | Tues 1 <sup>st</sup> May<br>3:45-4:30pm       |
| May      | Erica's Elephant           | Thurs 7 <sup>th</sup> June<br>3:45-4:30pm     |

# Discussion prompts for harder texts.

## **Prior to reading**

- Have you read any other books by the author? Tell us about them.
- Do the cover and the title give you any clues about the type of story this might be?

## **Good questions to get discussion moving**

- What made you want to keep reading this book?
- Was there anything that put you off reading this book?
- Did this book remind you of any other books you have read or films that you have seen?
- Did it remind you of something that has happened to you or someone else?
- Was there anything that puzzled you about this book?
- Did anything surprise you in this book?

# Discussion prompts for harder texts.

## Questions to delve a bit deeper

- Would you like to have been a character in this story?
- Do any of the characters change during the story? Do any of the characters learn a lesson?
- What was your favourite part of the book?
- How do you know how the characters feel in this story? Does the author tell you or do you have to work it out?
- Were there any characters who didn't appear in the story that you would like to know more about?
- Who tells this story? Is the narrator one of the characters?
- What might happen to the characters after the book has finished?
- Does the setting matter or could this story have taken place somewhere else?
- When did this story take place? What clues can you find in the illustrations or text?
- How long do you think it took this story to happen?
- How well do the illustrations and text work together in this book? What would happen if you took one away?
- Did you like the way the story ended? Why/why not?
- Do you think there are any important messages in this book?

# Discussion prompts for harder texts.

## **Good questions to round off the discussion**

- Are there parts of this story that stick in your memory?

What do you think made them stick?

- Would you recommend this book to a friend? Why/why not?
- Have you heard anyone say anything about this book today that has made you change your mind about your first thoughts?
- What were the most important things we said about the book in our discussion today?
- Would you like to read any other books by this author now?
- Did you learn anything new from reading and discussing this book?

# What are you going to do as a result of this workshop?

- Please take a moment to consider any key points you will take away from this workshop.
- Please share this, if you are happy to, with the person next to you.
- When you get home, can you share your learning from this session with any other adults who read with your child?
- The sooner you implement something you have learned today, the sooner it might become routine!!





Celebrate success!



You can always come and speak to your class teacher about your child's Literacy progress.

If you have any questions, you can email:

[Clare.parsons@foxprimary.co.uk](mailto:Clare.parsons@foxprimary.co.uk)

[Emma.madden@foxprimary.co.uk](mailto:Emma.madden@foxprimary.co.uk)

# Remember..

- Encourage a love of reading - use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres
- Use audio books.

# Aims for your child

- To encourage a love of reading,
- To develop fluency and independence,
- To develop comprehension and understanding,
- To develop a wide reading repertoire

If parents engage with their children's education, the attainment of the child will increase by 15% no matter what the social background of the family. -

[Professor Charles Desforges](#)