

Reading Workshop



Oak Meadow Primary School

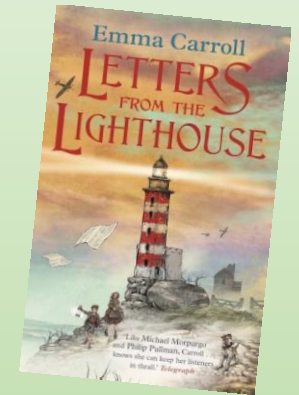
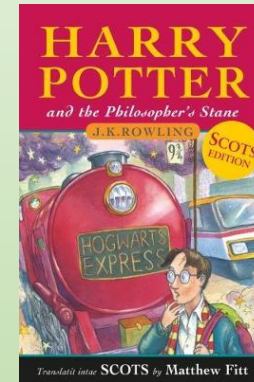
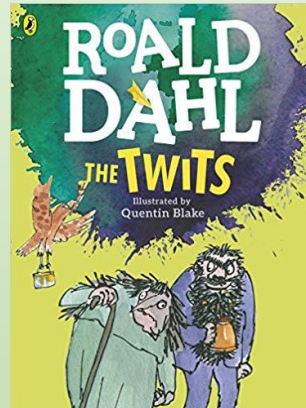
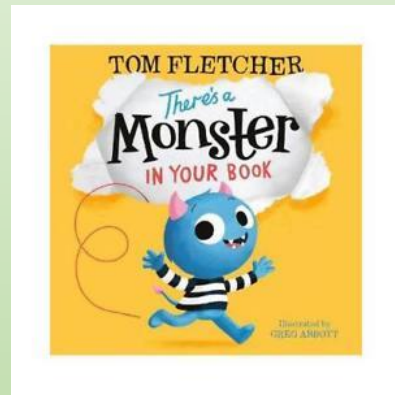
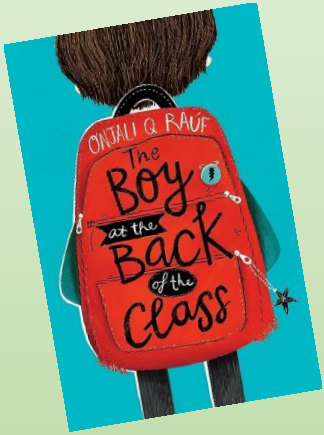


Thank-you for joining us to celebrate reading! We are hoping to share how reading is taught within school and will share activities that could be used at home to develop children's reading ability further.

Friday 17th November 2023

Developing a love of reading

Reading is a vital skill that is used consistently in daily life. Children are able to develop their reading skills through a range of different activities. Children enjoy hearing stories, reading magazines and using games where they have to read instructions, therefore creating a positive learning approach is very important. Working in collaboration with school and parents will help to create a love of reading for all children.

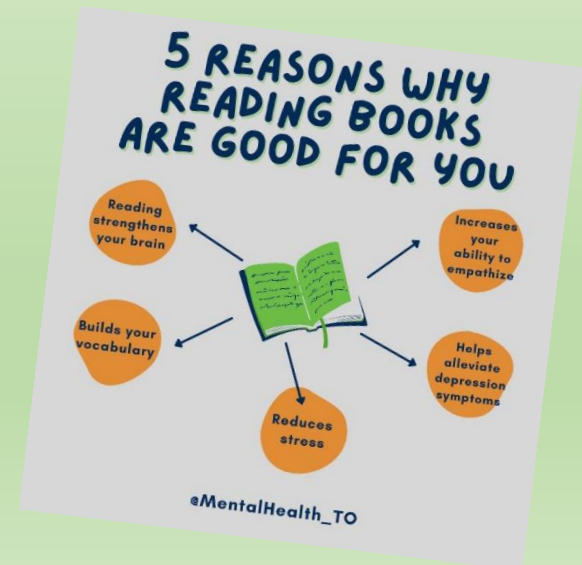
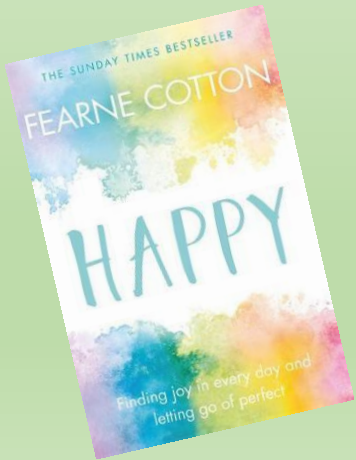


At Oak Meadow, children have many exciting reading opportunities throughout their time at school. Here is a selection of texts children are using within their lessons. All of these books have been chosen with children's interests in mind and are the foundations for creating cross curricular links within learning.

Mental Health and Wellbeing

Mindfulness creates space to let new information in and to allow us to see how it relates to what we already know. Resilience and mindfulness are an important part of our school day and it helps to promote a happy and calm frame of mind – which is essential to learning. There are many different strategies that are used in school to promote mindfulness and reading is an extremely important and useful activity.

Mindful reading slows down the reader and the reading—that alone changes the experience. It is a process of quiet reflection that requires mindful attentiveness, letting go of distracting thoughts and opinions to be fully in the moment with the text. It moves the reader into a calm awareness, allowing for a more profound experience and understanding.



Research Underpinning the Importance of Reading



National
Literacy
Trust

Reading enjoyment:

- Just 2 in 5 children said they enjoyed reading.
- Fewer boys than girls said they enjoyed reading.

Frequency of reading:

- 1 in 2 said they were encouraged to read by their parents/carers.
- 3 in 5 had seen their parents/carers read.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

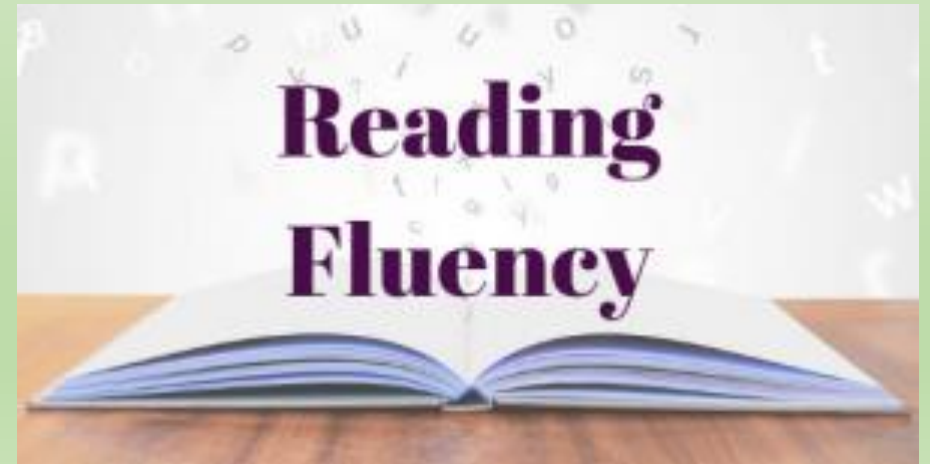
SCHOLASTIC

Reading National Curriculum



The programmes of study for reading at key stages 1 and 2 consist of 2 areas:

- word reading (blending and sight reading)
- comprehension (both listening and reading)
- Skilled word reading involves both the **speedy working** out of the **pronunciation** of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.



Reading National Curriculum



- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.



Early Readers

Reading begins with developing skills to decode words. RWI is used within school to teach children the phonic sounds that are needed to read fluently and accurately. This will help them to blend unknown words and begin to read.



<https://www.youtube.com/watch?v=sjIPILhk7bQ>

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Early readers

Depending on which 'sound set' children are on, they will be given texts that they can read independently. More challenging texts can be read to the children and questions can be asked to help develop their understanding.



Complex Speed Sounds

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		j	pp		tt	wh			tch
	ck				g							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore	aw	er					
ew			au							

Sounds Set 1, 2 and 3 Sounds and Expectations

Sound Cards Set 1

m	a	s	d	t
				
i	n	p	g	o
				
c	k	u	b	f
				
e	l	h	sh	r
				
j	v	y	w	th
				
z	ch	qu	x	ng
				

ay	ee	igh	ow	oo
				
oa	ar	or	air	ir
				

a-e	i-e	o-e	u-e	aw
				
are	ur	er	ow	ai
				
oa	ew	ire	ear	ure
				



Sounds

- Stretchy and bouncy sounds
- When teaching children to read it is important that you teach children the pure sounds and not the letter name.
- Children are grouped on which sounds they are able to recognise and this helps to ensure children are receiving the teaching that they need.
- https://www.youtube.com/watch?v=5J2Ddf_00m8

Simple Speed Sounds

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Speed Sounds Set 1

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											


Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----



Stretch: mmmountain
Handwrite: Maisie, mountain,
mountain



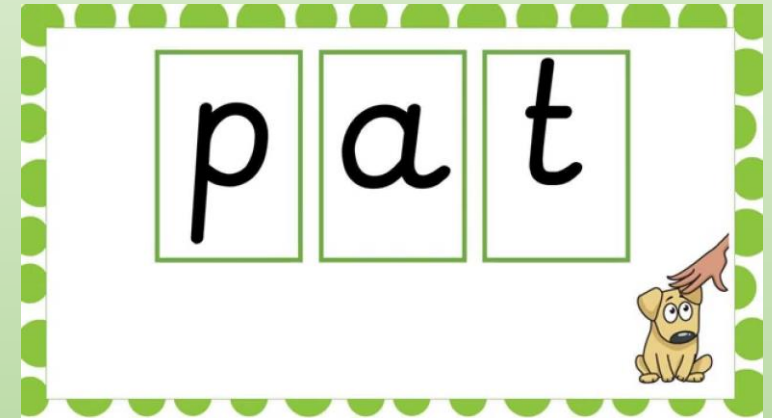
egg	well
quick	spring
quack	nest
cluck	long

Green words – words that children are able to blend.

Blending – When learning to read, children will learn their initial sounds and then be taught to blend.

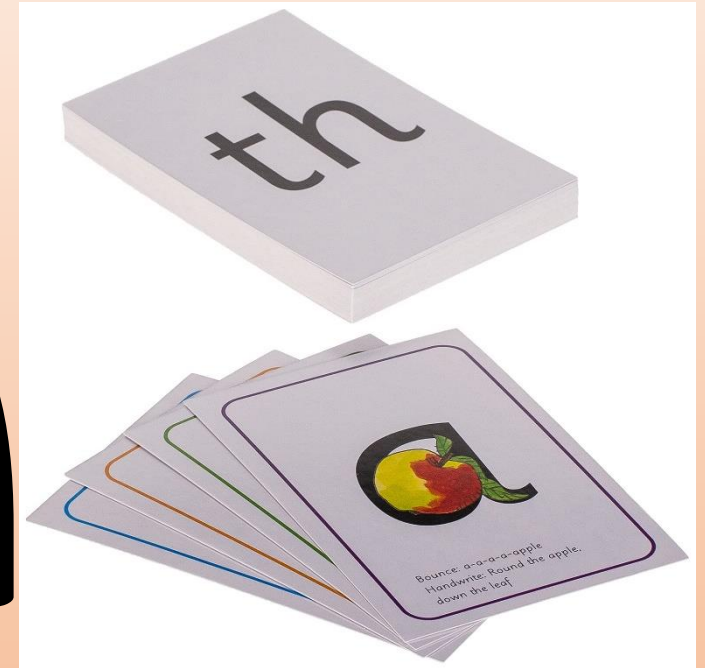
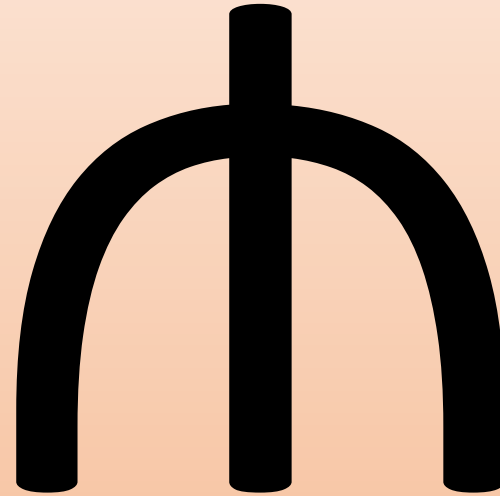
what	they
do	said
you	to
the	what

Red words – words that can not be blended and children need to learn.



Teaching Phonics in Reception

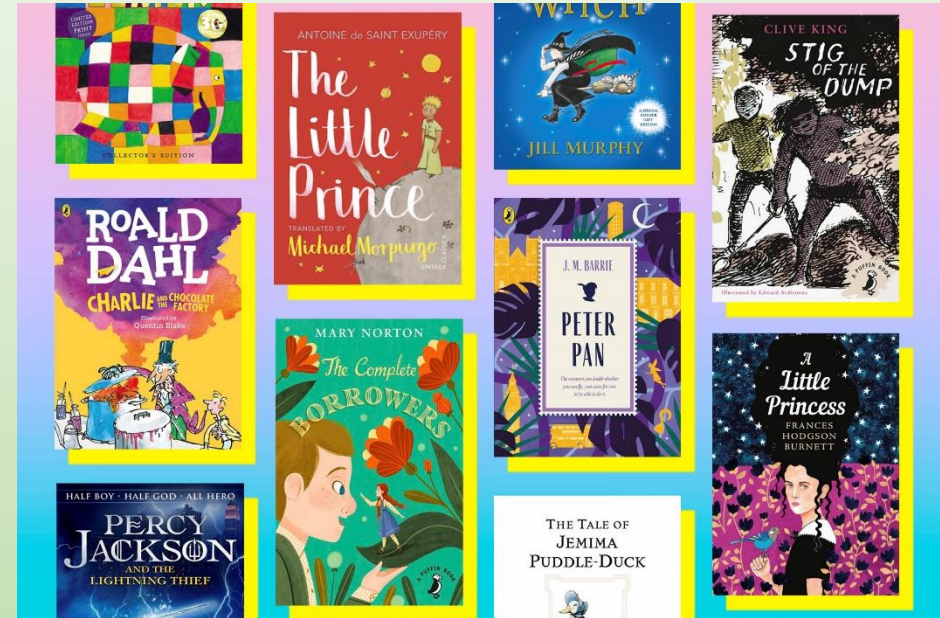
- First 6 weeks, children are taught whole class and we focus on set one sounds – focusing particularly on retention of sounds and blending.
- Daily 1:1 interventions are in place for children who need additional support to recognise sounds.
- Children then will be assessed and groups will be created to support the progression of sounds.



Early Readers

Giving children the opportunity to explore and read a variety of texts are very important. For example, within reception's topic of Space, a range of information books are available for children to read, even if they are unable to access every word.

Children will be given reading books to take home dependant on their phonic ability. All books that children bring home are phonetically decodable and they don't need to learn words by sight. Each pupil also has access to Bug Club which provides a wider range of books that can be accessed online.



Reading at home!

- When children have been taught set 1 sounds, Depending on which 'sound set' children are on, they will be given texts that they can read independently. More challenging texts can be read to the children and questions can be asked to help develop their understanding.
- Developing vocabulary is a vital skills.

Increase Vocabulary Through Reading

5 Minutes of reading each day
= 900 minutes/school year
= 282,000 words



20 Minutes of reading each day
= 3600 minutes/school year
= 1,800,000 words

teachbesideme.com

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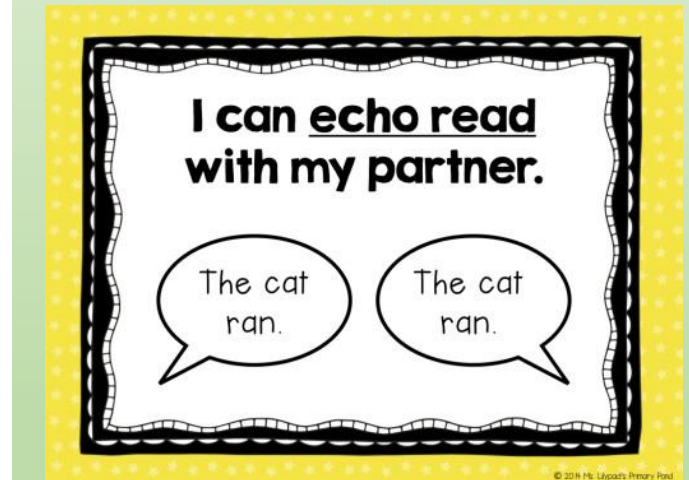


Reading at home – questioning, repetition!



How to use the reading books daily (other information is included at the front of each reading book)

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p><u>Developing fluency</u> Children can read the story out loud looking for the green/ red words.</p>	<p><u>My turn, your turn!</u> Children and adults take turns to read different pages of the story.</p>	<p><u>Retell the story</u> Use the story map at the back of the book as children retell the story using what they have retained.</p>	<p><u>Questions to chat about</u> Use the questions on the back cover of the story book to improve children's comprehension.</p>	<p><u>Find it, prove it!</u> Create new questions about the story and children have to find the evidence in their books to support their answers.</p>



Resources to support home phonics!



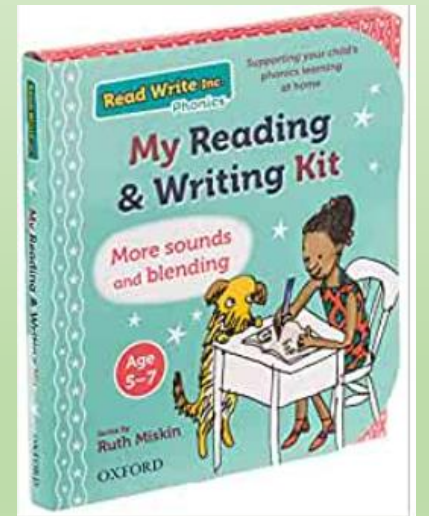
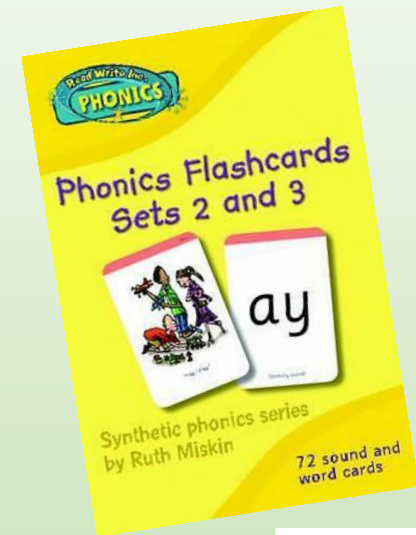
Fred Talk Blending

Home Work – read it,
write it, recognise it!

Read Write inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

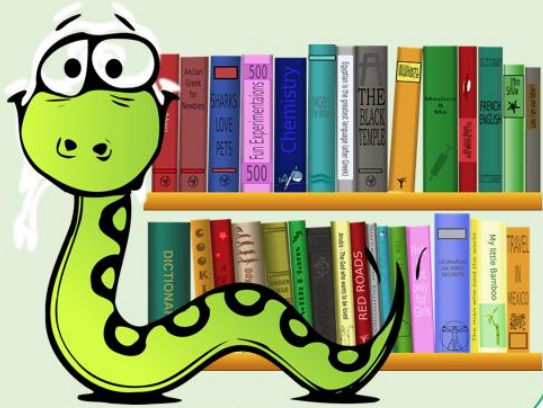
m	a	s	d	t
m	a	s	d	t
i	n	p	g	o
i	n	p	g	o
c	k	u	b	f
c	k	u	b	f
e	l	h	sh	r
e	l	h	sh	r
j	v	y	w	th
j	v	y	w	th
z	ch	qu	x	ng
z	ch	qu	x	ng



Reading assessment within school

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



www.literacyshed.com (c) 2017

- Reading Vipers are a range of reading prompts that have been developed to match the reading domains (reading skills) in the 2016 National Curriculum.
- Each of the domains provided key questions that can be used to help develop children's reading comprehension and understanding.
- During GR sessions, skill lessons are taught with a VIPERS focus, allowing precise application of each strand.

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How to develop comprehension skills!



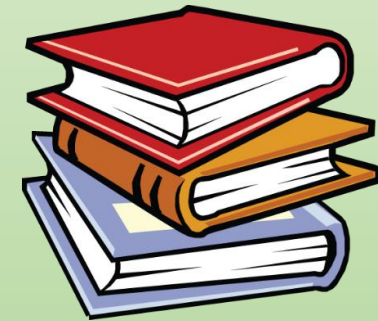
Discussion about books you may have read together.



Inference pictures.



Effective questioning.



Book talk.

Reading Workshop



Key questions

Guided Reading Question Sheet Year 1

Questions	Questions (linked to reading domains)
	<p>Reading Domains</p> <p>1a Draw on knowledge of vocabulary to understand texts What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Which word means the same as.....?</p> <p>1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information Retrieval Questions:- What, Who, Where, When, Why?, How much/many?</p> <p>1c Identify and explain the sequence of events in texts What happens first in the story? Sequence these sentences from the story? What happened before or after something?.....</p> <p>1d Make inferences from texts Which words make you think that.....? How can you tell that ...? Can you explain why.....? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story?</p> <p>1e Predict what might happen on the basis of what has already happened From the cover/title, what do you think will happen in this story? What will happen next?</p>



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What could help your child at home?

- Reading with your child daily, this could mean you reading or your child – this is proven to increase vocabulary.
- Regularly going through sounds that have been placed into the back of your child's reading diary.
- Using expression when you read.
- Developing language through every activity (what can you see, c-a-t).
- Library visits and going to book shops.
- Class book club.



<https://www.activelearnprimary.co.uk/start>

Bug Club

- Every child in school has access to Bug Club.
- This is an interactive resource that provides children with a range of texts they can read independently and also have the opportunity to develop their comprehension skills by answering a range of questions.
- iPads



Phonics Bug

Phonics Bug books are incorporated in the **KS1 Independent Reading** packages and can be supported by **Phonics Bug Whole Class Teaching Tools**.

Phonics Bug Whole Class Teaching

Phonics Bug Whole Class Teaching contains everything you need to teach and assess synthetic phonics in Reception and KS1.

The programme is edited by Professor Rhona Johnston and Dr Joyce Watson, and is based on a seven year study in Clackmannanshire that proved systematic synthetic phonics is the most effective way to teach children to read.

Structured daily lessons help you deliver engaging phonics lessons around all aspects of language. Plus, you can assess how your children are progressing by using the online assessment tools provided.

Cbeebies videos and interactive whiteboard activities help create fast, effective phonics lessons.

Grammar & Spelling Bug

Grammar and Spelling Bug breathes new life into grammar, spelling and punctuation lessons with hundreds of engaging practice games that children will want to return to again and again, plus comprehensive lesson plans and assessments available at the click of a button.

Bursting with time-travel themed online practice games and video tutorials to help children master essential skills.

Secures mastery as children are motivated to practise again and again with hundreds of engaging practice games.

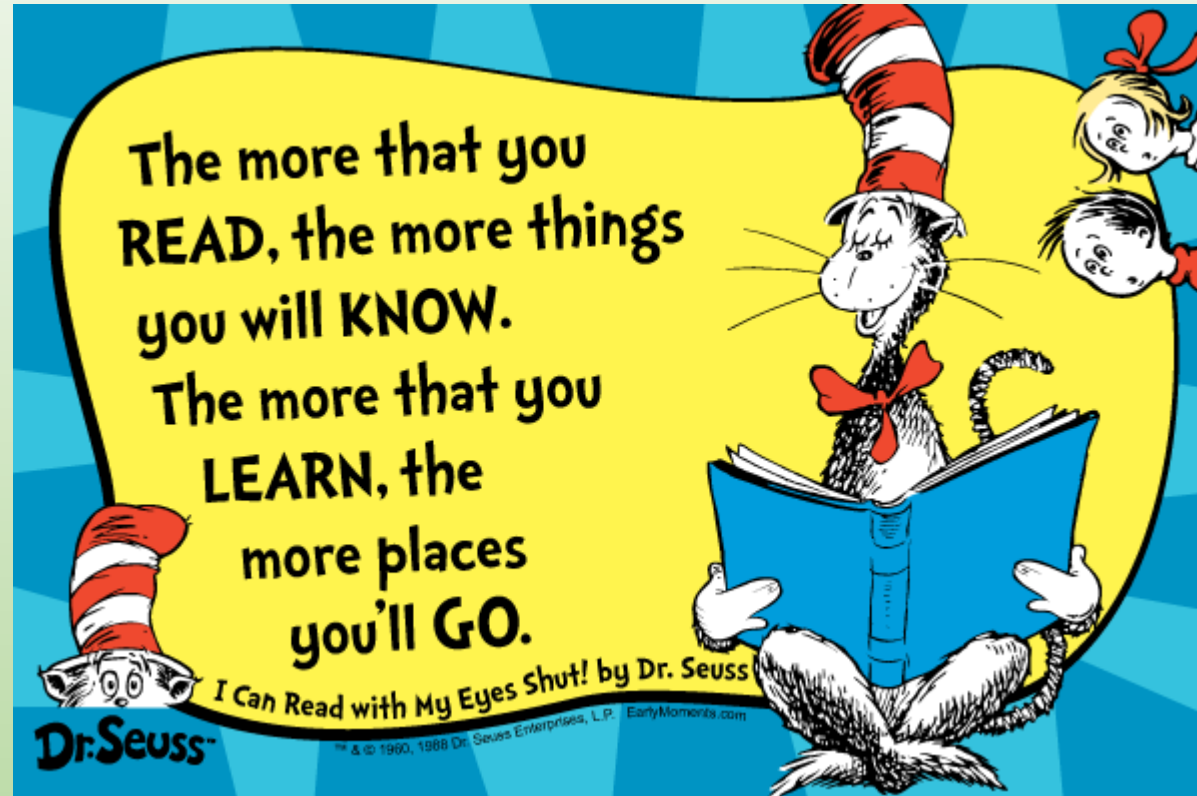
To find out more, go to www.pearsonprimary.co.uk/discovergrammarspelling

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Any Questions?



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