

Reading in KS1



"You can find magic wherever
you look. Sit back and relax all
you need is a book!"

– Dr. Seuss

LittleYellowStar

Aims

- Why it is important to read - expectations.
- How do I read with my child? Model
- How can you support your child at home with reading?
- What reading skills do your children need to know?

What is reading?

Word recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of words and sentences in the text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Why is reading important?

- Expands vocabulary
- Improves writing skills including grammar
- Develops imagination and creativity
- Helps children make sense of the world around them
- Helps build a stronger relationship with your child
- Develops concentration skills
- Fun and entertaining

How do we promote a love of reading in Willow Class

- A welcoming and book-rich book corner
- Reading trolley
- Adult reading time
- Explore and learn time
- Storytime daily
- Our own book recommendation display
- Reading ambassadors

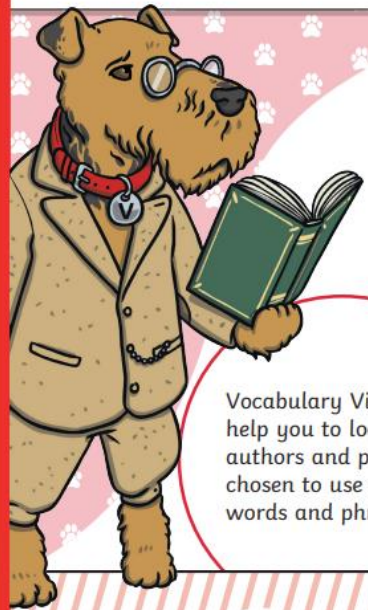
Expectations for reading

- Children will bring home a rhino reader book matched to their current phonics sounds or previous sounds learnt.
- In addition, children will be bringing home another book they have chosen as an additional challenge, a book to share or another genre.
- Rhino reading books need to be read 3x before being changed. This will allow the children to become familiar with the book, develop comprehension and begin to read words without needing to decode.
- Your child will be read to by an adult over a two-week cycle. This will be recorded in their reading record. It is important that children have their book in everyday as we may ask them at any point.
- Any reading should be recorded in their reading record. This is helpful for us to check when changing books/ reading with a child.

How can you support your child with reading at home?

- Make reading a part of your everyday life and regularly read at home. In the front of reading records there are questions to support checking understanding are stuck in as a guide to conversation whilst reading.
- Read about topics they are interested in. For example, dinosaurs or superheroes.
- Talk to your child about what they have read and different topic areas.
- Join your library.
- Expose them to a variety of reading resources such as, receipt books, comics, magazines and newspapers
- Use phonics bookmarks sent home to support retention and reading of learnt sounds and focus words.

Comprehension



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Rex Retriever will help you to go into a text and retrieve the facts.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Predicting Pip tries to see the future and she will help you work out what might happen next.



Phonics

At Ampney Crucis we use Twinkl phonics as our systematic synthetic phonics.

Children are taught in year groups.

Y1 are currently learning Level 5 sounds.

Y2 are currently consolidating their sound knowledge by learning Level 6 spelling rules and sounds.

Children also engage in intervention sessions based on the previous weeks sounds to recap.

Some children may also have intervention focusing on word construction to support blending.

Phonics terminology

Word	What does it mean?
Alien words	<p>Words that include sounds that the children have learnt which are not real, e.g. gleeb or zum. These are also referred to as 'pseudo' or 'nonsense' words.</p> <p>Alien words are included in the year 1 Phonics Screening Check, a test completed by all year 1 children in June each year, as a way of assessing their ability to blend sounds into words.</p>
Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say a word.
Consonant	Most letters of the alphabet (excluding the vowels: a, e, i, o, u)
CVC words	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (ch makes one sound).</p> <p>Other abbreviations include:</p> <ul style="list-style-type: none"> VC words - on, is, it CCVC words - trap, black CVCC words - milk, fast
Digraph	<p>Two letters which together make one sounds e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <p>Vowel digraph – a digraph in which at least one of the letters is a vowel, for example: b(oa)t or d(ay).</p> <p>Consonant digraph – two consonants which can go together, for example (sh)op or (th)in.</p> <p>Split digraph – two letters, which work as a pair to make one sounds, but are separated within the word, e.g a-e, e-e, i-e, o-e, u-e. For example c(a)k(e) or p(l)u(e).</p>
Grapheme	The written letters or a group of letters which represent one single sounds (phoneme) e.g. s, a, ch, ea, air, igh.

Grapheme Phoneme Correspondence (GPC)	The relationship between sounds and the letter or letters that represent that sound.
Letters and Sounds	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> Phase 1 – This is split into 7 aspects, which focus on hearing and talking about environment sounds and letter sounds. Phase 2 – Learning 19 letters of the alphabet, along with the first 5 'tricky words' and using them to read and spell simple words and captions. Phase 3 – Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences. Phase 4 – Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words' within sentences. Phase 5 – Learning alternative spelling and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences. Phase 6 – Learning longer words and spelling rules. <p>Twinkl Phonics Levels match the phases within Letters and Sounds. In Reception we will concentrate on Twinkl Phonics Levels 2, 3 & 4 (Phases 2, 3 & 4 of the Letters and Sounds document. Year 1 teaches Twinkl Phonics Level 5 (Phase 5 Letter & Sounds) and Year 2 teaches Twinkl Phonics Level 6 (Phase 6 of Letters and Sounds)</p>
Mnemonic	An illustration that is designed to support children's recognition of GPCs (see above).
Phoneme	A single sound that can be made up by one or more letters e.g. s, a, ch, ea, air, igh.
Phonics	Phonics teaches children to listen and identify the sounds that make up words. This helps them to read and write words.
Pure sounds	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'.
Robot talk	This is what we say to children when we want them to segment a word, to sound out all the phonemes that they can hear in a word, e.g. p/a/t, ch/ur/ch, n/igh/t.
Segment	This is the opposite of blending. Splitting a word up into individual sounds – used when spelling and writing.

Phonics mnemonic videos



How can I support phonics at home?

- Each week both Year 1 and 2 children are sent home on a Friday with a bookmark containing focus words and common exception words learnt this week.
- You can practise sound talking and decoding the words. It is also important children can decode the words to spell.
- On a Friday with Y2 I will do a spelling check and add any spellings to review onto the next sheet. With Y1, we practise writing the sounds and work together to decode. Y2s also complete a decodable dictation sentence to support sentence structure.

Thank you!

Any questions?