

Reading (and Phonics)

Workshop for Parents and Carers
at St. Bernadette's



What is reading?

Decoding and Comprehension



Decoding taught through phonics

We use Bug Club phonics and our reading books dovetail with it.



Phonics is the teaching of sounds.

Our first sounds are
“s a t p i n”

The bottom of the slide features several concentric, light blue circular ripples on a darker blue background, resembling water droplets or raindrops.

Then we build on them:

- Set 1: s, a, t, p. i . n.
- Set 2: i, n, m, d.
- Set 3: g, o, c, k.
- Set 4: ck, e, u, r.
- Set 5: h, b, f, ff, l, ll, ss



Our last phase of sounds should be completed by the end of Y1, hence the phonics screening test.

Phase 5 focuses on the alternative spellings of sounds



For example:

pay

made

maid

vein

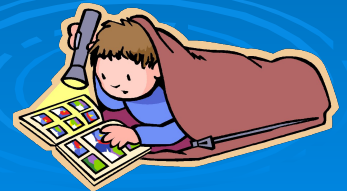
grey

break



The Department for Education paper states:

“Children need to read and reread to gain “automaticity” in decoding. So eventually they can read it at a glance. They need to sound and blend several times. ”



With that in mind the DFE recommend that children read books in line with what they taught in their phonics lessons. They are advising that **books are read and reread, children should rehearse and rehearse** until they gain automaticity.



Reading Book Band Chart

Year	Book band
Reception	Pink
	Red
	Yellow
Year 1	Light Blue
	Green
	Orange
Year 2	Turquoise
	Purple
	Gold
	White
	Lime
Year 3	Lime
	Brown
Year 4	Grey
Year 5	Dark Blue
Year 6	Dark Red

Now for comprehension!

Comprehension is developed
through discussion:

Listening to stories in school and
at home and talking about them.

The background of the slide features several concentric, light blue circular ripples that resemble water droplets hitting a surface, positioned primarily in the lower right and bottom center areas.

Here's how many words children would have heard by the time they were 5 years old:

Never read to, **4,662** words;

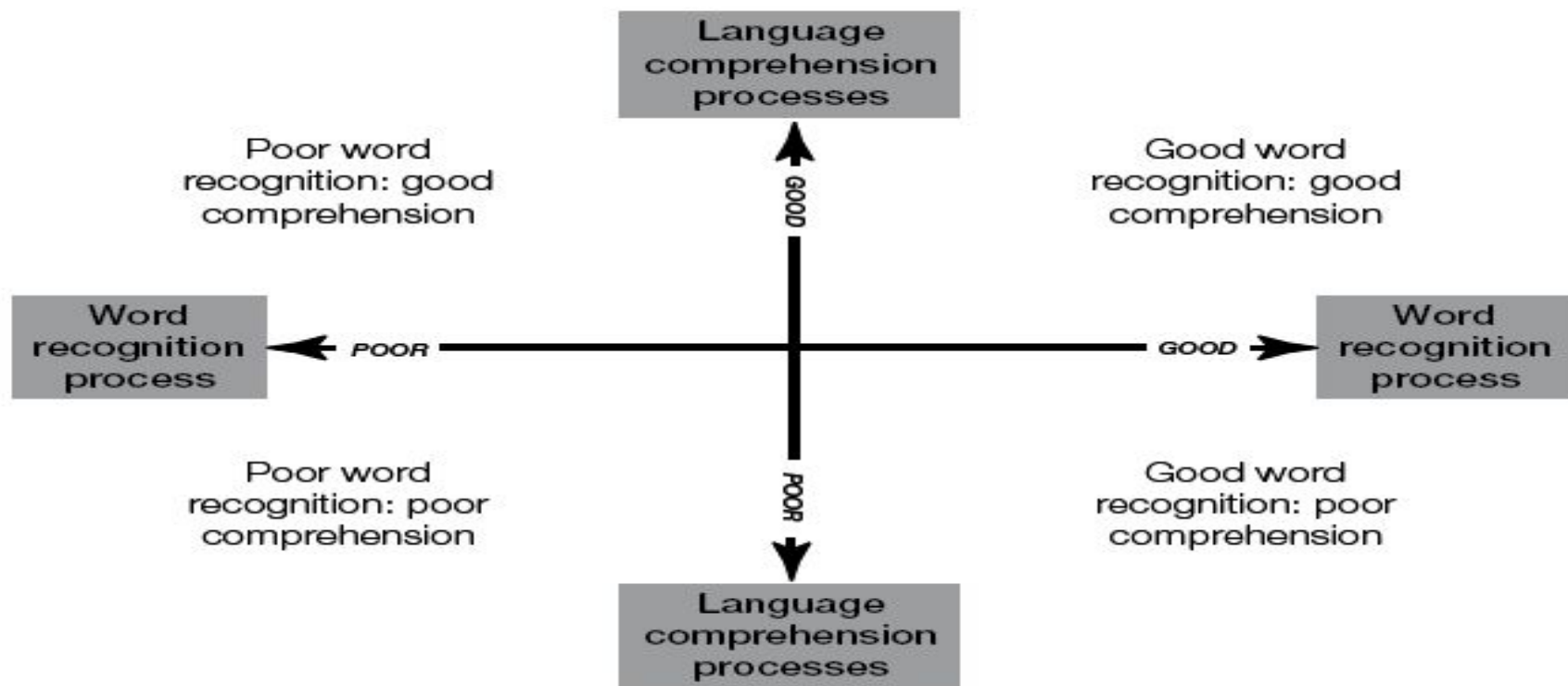
1-2 times per week, **63,570** words;

Read to 3-5 times per week, **169,520** words.

Read to daily, **296,660** words;

And five books a day, **1,483,300** words.

Simple view of Reading



Reading at home – more than the school reading book!

With that in mind we are sending a book home “For Fun”. This book is to be shared with an adult.

- *Predict what might happen**
- *Read it several times.**
- *Let them join in with familiar phrases.**
- *Retell it together.**
- *Talk about new words, the characters, the setting, how they feel, their favourite part.**

- Share books, newspapers, magazines, comics
- Encourage the need for reading: TV Times, recipes, instructions for games, information on packaging, football results, internet etc
- Join a library
- Talk with your child about their books: discuss, ask questions



Enjoy Reading Together



Before and during reading

1 Say the sounds and look at the new spellings

/ai/ ay a-e igh ey

2 Blend the sounds

cake	plate	Jake
eight	tastes	says
take	make	they
hoo/ray	scrape	stay
made	shapes	
weigh/ing		

3 Read the tricky words

Mr Mrs

Explain that Mr and Mrs are short versions of the words 'Mister' and 'Missus'.



More than one syllable? Blend one syllable at a time, e.g. hoo/ray



Comprehension

Ask children to read the title and look at the cover.

Ask children to talk about what Jake is having for dinner. Talk about what the book might be about.

Vocabulary check

Check that children understand the meaning of the following words: explain, scrape, weighing, finishing. Explain that we scrape – or peel – vegetables that come out of the ground before we eat them, to make sure they are clean.

Reading the book

* Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

* When you get to page 3, point out the speech bubble. Make sure children understand this tells us the words are spoken by the person in the picture.

* On page 13, check that children know this photo is taken in a factory where they make fishfingers.

* On page 15, ensure that children understand what weighing and finishing mean in the context of baking a cake. Use the photos to help you.

Jake's Dinner

Contents

Shops	page 5
Transport	page 6
Milk	page 7
Carrots	page 8
Fish fingers	page 12
Cake	page 14

Written by Fiona Undrill

Illustrated by Sarah Hoyle



Back



Read to me

Next

1/2 of 18

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After reading

Comprehension

- What was Jake having for dinner?
- At the start of the book, where does Jake think his food comes from?
- Where does his food really come from?
- What does Jake make at the end of the book?
- What did you find most interesting about this book?

*Don't necessarily do
all of these activities –
just those that your
children need.*



Follow up

Speedy reading

Return to the words on the inside front cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

We will soon be
launching our online
“Bug Club”reading



ActiveLearn

My Home

My Stuff

My Library

My Rewards

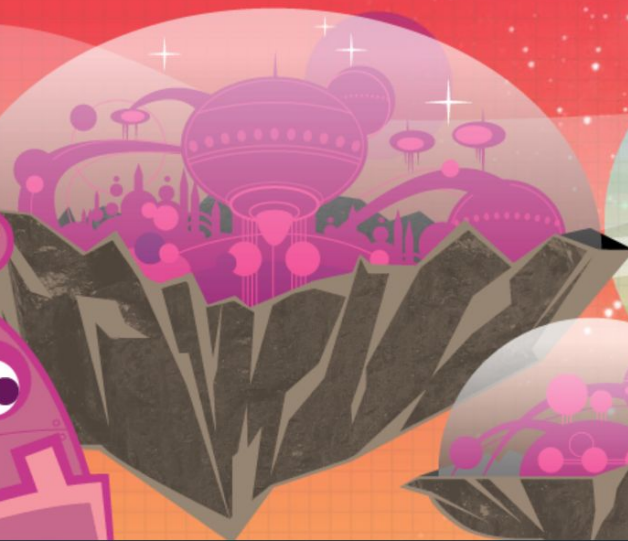
Log Out

Grown-ups

3

Welcome
mystery

Click My Stuff to get started!



Our meeting on the teaching of
phonics is intended for
Wednesday 13th July



