# 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"

## Then we build on them:



- Set 2: i, n, m, d.
- Set 3: g, o, c, k.
- Set 4: ck, e, u, r.



Set 5: h, b, f, ff, I, II, 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
	Lime
Year 3	Brown
Year 4	Grey
Year 5	Dark Blue
Year 6	Dark Red

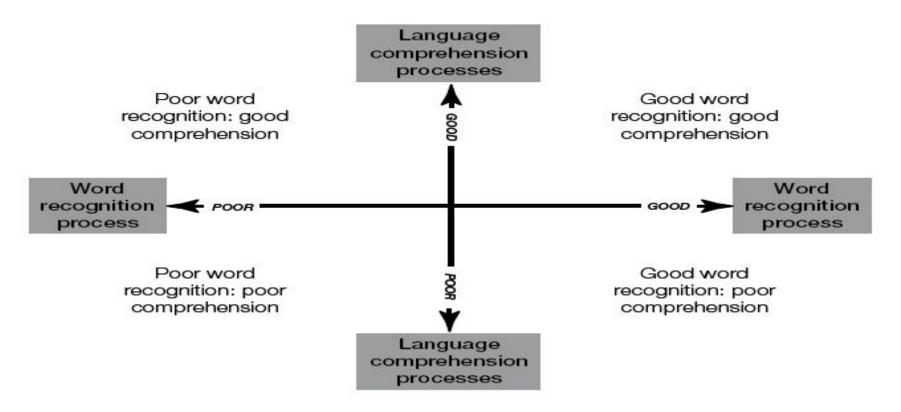


# Now for comprehension!

Comprehension is developed through discussion: Listening to stories in school and at home and talking about them. 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 <u>shared</u> 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

Say the sounds and look at the new spellings /ai/ av eigh a-e ev

#### 2 Blend the sounds

cake	plate	Jake	Check that childre the following wor finishing. Explain
eight	tastes	says	vegetables that o we eat them, to n
take	make	they	Reading     · Listen to childe
hoo/ro	· · · · · · · · · · · · · · · · · · ·	stay	them to say th order to read immediately.
made	shapes	stay	When you get the speech bu understand th spoken by the
weigh	/ing		<ul> <li>On page I3, ch photo is taken make fishfinge</li> </ul>
Read the t	ricky words		On page 15, er understand wi mean in the co the photos to
Mr	Mrs 🤇 🤮	<u> </u>	
			lore than one

#### 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

that children understand the meaning of ollowing words: explain, scrape, weighing, ing. Explain that we scrape - or peel tables that come out of the ground before at them, to make sure they are clean.

#### ading the book

ten to children reading the book. Ask em to say the sounds and blend them in der to read words they do not recognise mediately.

- hen you get to page 3, point out speech bubble. Make sure children derstand this tells us the words are oken by the person in the picture.
- page 13, check that children know this oto is taken in a factory where they ake fishfingers.
- page 15, ensure that children derstand what weighing and finishing an in the context of baking a cake. Use photos to help you.

Back

\*

Read to me

Next



#### Written by Fiona Undrill Illustrated by Sarah Hoyle

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### Before and during reading

0	Say	the	sounds	and	look	at	the	new	spellings	
---	-----	-----	--------	-----	------	----	-----	-----	-----------	--

/ai/ ay a-e eigh	ey
------------------	----

#### 2 Blend the sounds

cake		plate	Jake
eight		tastes	says
take		make	they
hoo/r	ay	scrape	stay
made		shapes	
weigl	n/in	g	1
3 Read the		_	
Mr	M	rs 🧕	•

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

#### 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 I3, check that children know this photo is taken in a factory where they make fishfingers.
- On page I5. ensure that children understand what weighing and finishing mean in the context of baking a cake. Use the photos to help you.

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



resources.activelearnprimary.co.uk/epub/platform-player/index.html?activeTextPlayerResourceId=240371&resourceId=1090419&resourceTitle=Jake%27s%20Dinner&activeTextSkin=Bul



#### 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 guickly.

#### Segmenting for spelling

- Practise this spelling routine using the words in section 2.
- <sup>®</sup> 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.
- <sup>®</sup> Children give themselves a tick for each grapheme in the correct place.

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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

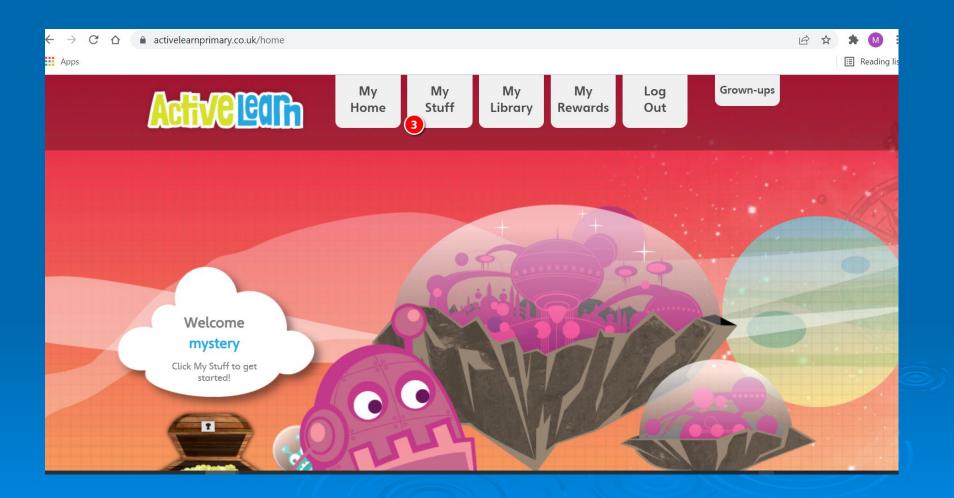
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We will soon be launching our online "Bug Club"reading



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