



# Welcome to Key Stage 1 Reading Workshop



## Aims of the session

- Know how we teach reading in school
- Understand how we teach phonics through the Read Write Inc program and how we assess your child with their phonics
- Understand what books come home with your child
- Be aware how you can support your child with their reading at home



# Why reading matters?

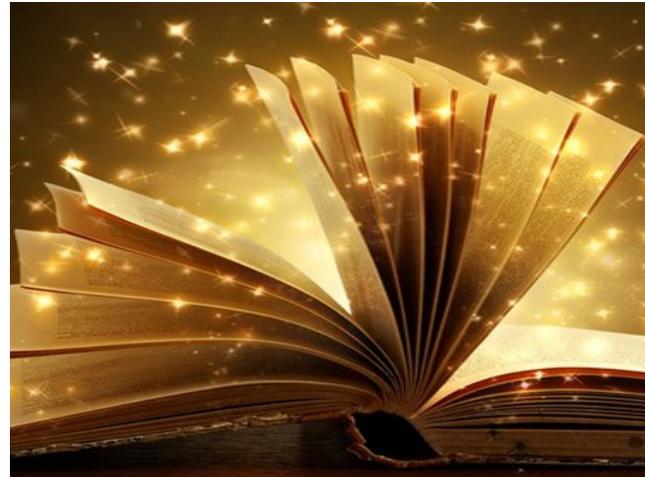
1. Reading together is fun and helps build relationships.
2. Books contain new words that will help build your child's language and understanding. Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking.
3. It's the most important thing you can do to help your child succeed. Research consistently shows strong correlation between reading & academic success at all ages. Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.
4. The impact lasts a lifetime. Readers are more confident and have greater job opportunities.

# How do we teach your child to read and promote a love of reading?

Guided Reading/  
Whole Class Reading

Independent Reading

Library visits



Daily Phonic Sessions

Weekly Book Talk

Personal reading in the  
'Reading Area'

Reading across the curriculum

'Class Reads' read by the teacher

# Reading requires two skills

## Phonics & Word Recognition

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

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

## Understanding

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

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

# Read Write Inc. Phonics daily lessons



- Speed sounds, including new sounds taught
- Reading words with the new sound, as well as revisiting previous sounds
- Reading a book closely matched to their phonic ability
- These books include 'red words' - words that the children cannot decode using their phonic skills, such as I, their, her
- Hold a sentence or proof read - using their skills to write a sentence, using their phonic knowledge, and to correct an incorrect sentence.

# Fred



Fred can only speak in sounds. He says d-o-g, h-a-t etc.  
Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog.

This is how we **quickly** teach **all of our children** to blend.

‘Special Friends’, ‘Fred Talk’, read the word

1.4

ship

### Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# Speed Sounds Set 1 and Set 2

## 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
---	---	---	---	---

## Vowel sounds – stretchy

ay	ee	igh	ow
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## Vowel sounds – stretchy

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

# Speed Sounds Set 3

## 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</u> -e	<u>e</u> -e	<u>i</u> -e	<u>o</u> -e
					ai	y	ie	oa
						ea	i	o
						e	y	

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

# Which phonic reading book will children bring home?



- These are aligned to the book they will be reading at school.
- The books at school are explored over 4 or 6 days. As the children progress through the scheme, the books are explored in depth over 6 days.
- The home reading books will be changed every 4 or 6 days, depending on the book they are exploring at school.
- These books allow children to practise their phonics decoding skills.

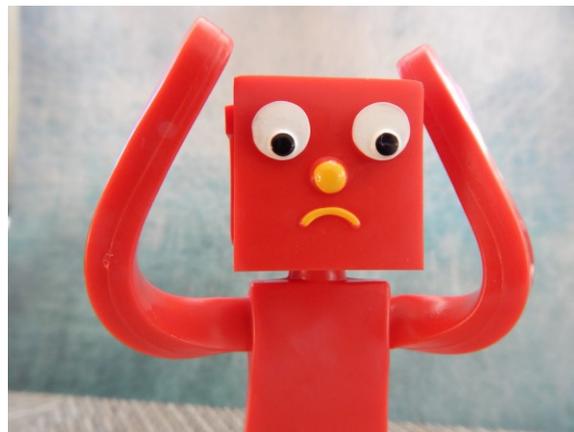
- At home

- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss what they have read and encourage their storyteller voice.

# Comprehension

Being able to read does not mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means.



# National Curriculum

New National Curriculum has been introduced to develop ‘mastery’ skills.

The old National Curriculum and its levels has been blamed for pushing children through levels without embedding vital skills, knowledge and understanding.

“Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. 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 in which they live.”

DfE Programmes of English Key Stages 1 and 2

Read the following passage and answer the questions:

Ron im illy bashtruf. Ini vasby ti desh pinskay.  
Ini vasby ti poosh farnow.

1. Corto im Ron?
2. Corsee bo ini vas ti?
3. Cormas bo ini vas ti desh pinskay?
4. Colton tosh Ron poosh van?

Ron is a girl. She went to the park. She went to play football.

1. Who is Ron?
2. Where did she go?
3. Why did she go to the park?
4. Who will Ron play with?

**THERE IS NO POINT IN BEING ABLE TO DECODE IF YOU CANNOT COMPREHEND!!!**

# What can you do to help?



Make time to listen to your child read



Sit comfortably and limit distractions



Before reading, discuss the cover and illustrations - what might the book be about?



When listening, don't rush to correct mistakes



Talk! Talk! Talk!  
About what they have read



Lots of praise!



Read to them yourself

## What are Reading Vipers?

These are the key reading skills for children to be able read and comprehend a wide range of literary texts.

	<b>Vocabulary</b> Looking at the choice of words that an author uses in a text.
	<b>Infer</b> What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.
	<b>Predict</b> What might happen next based on what has happened in the text?
	<b>Explain</b> Explain their thoughts and opinions about a text.
	<b>Retrieve</b> Retrieve information from the text to answer questions.
	<b>Sequence</b> Putting the key events in order.



I

Is a ships horn loud or quiet?

Which word is a place where ships 'park?'

V

E

Explain what you would do if you found a penguin on your doorstep

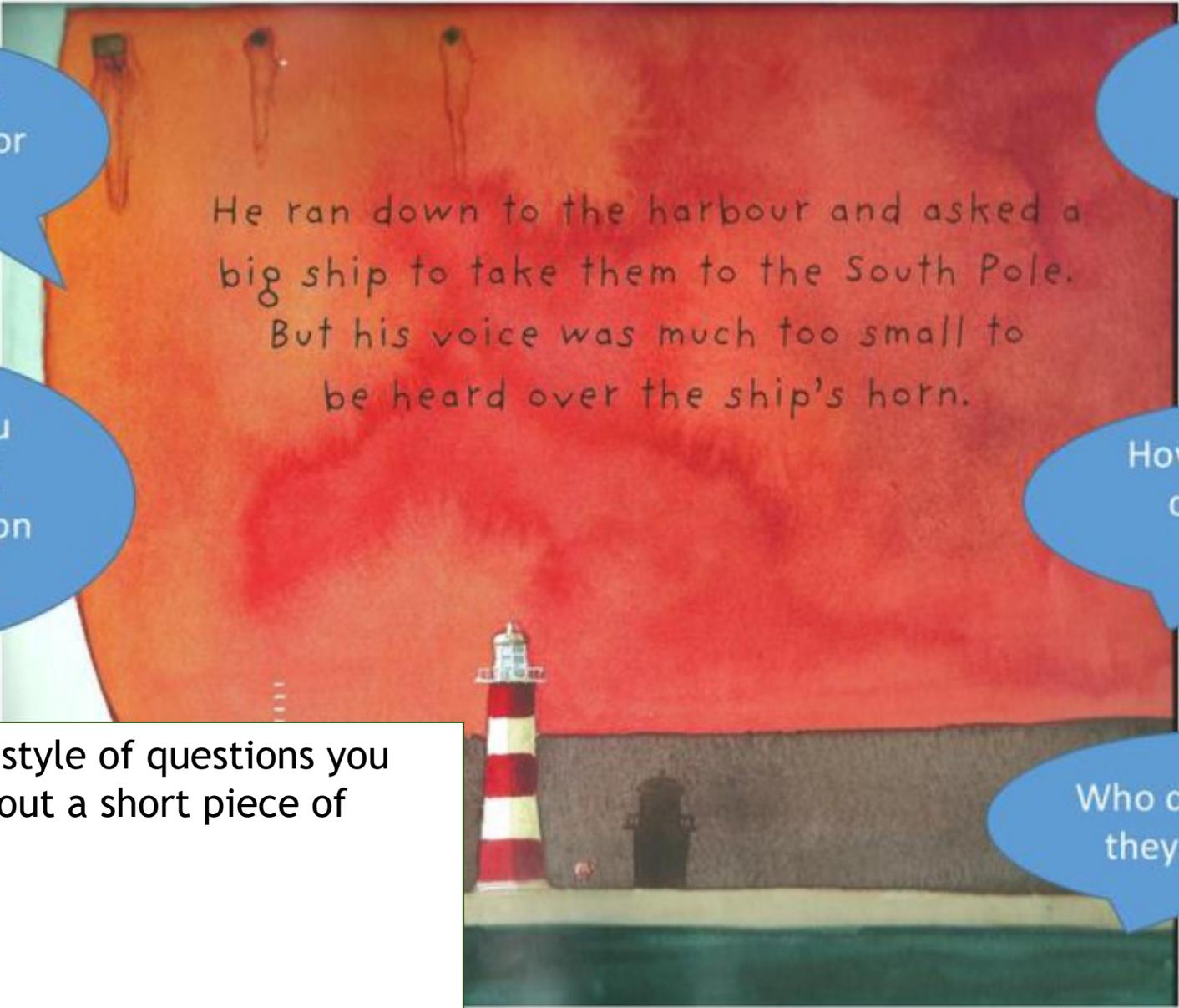
How did they get down to the harbour?

R

A range of a style of questions you could ask about a short piece of text.

Who do you think they ask next?

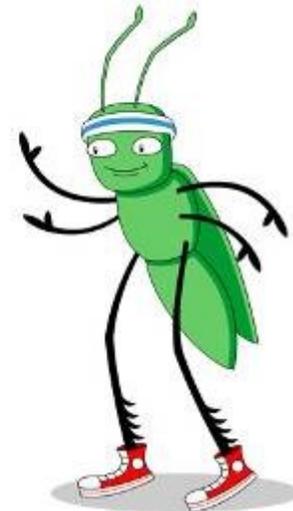
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**Bug Club**

Reading at Home





# What is Bug Club?

- ▶ A book banded book where a wide selection of fiction, non-fiction, poetry, plays and comics are available in every coloured book band.
- ▶ Each book band is progressive with new vocabulary and structures being introduced at each new level.
- ▶ Children will bring two books each week where the emphasis is reading for meaning - questioning their understanding.

The book content will feature some well-known characters and brands



# Using the printed books



**Bug Notes**

**Words could make came looked**

**This book practises**

**Sounds**  
wa (as in Wallace)  
ea (as in breakfast)  
o (as in something)  
tch (as in kitchen)  
tion (as in invention)

**Top Tip**  
Encourage your child to retell stories they know about familiar characters like Wallace and Gromit.

Your child may need help with these words:  
**Autochef**    **popped**  
**pressed**

**Skill Builder**  
Together, look at the front cover. Talk about what you think the Autochef is going to do.

**Have a go!**  
**'tion' Challenge**  
Challenge your child to think of as many words as they can which end in 'tion'.  
(e.g. invention, competition, relation, station, fiction etc).

**Bug Time** fun is on the back page!

## Parent notes on inside front covers

- Practise high-frequency words and sounds that appear in the book
- Don't worry if your child struggles on the tricky words
- Use the games and questions for discussion

# Using the printed books



**Memory Mangle!**

Can you remember what Gromit did to stop the tea coming out of the Autochef's spout?



**Bug Time!**



**Draw it!**

Imagine if the Autochef made lunch for you! What would it make? What would happen? Tell someone about it, and draw a picture with some labels.

Answers: Memory Mangle Gromit stuck a banana skin on the end of the Autochef's spout (see page 14).

Wallace & Gromit (word mark) and the characters "Wallace" and "Gromit" © and TM Aardman/Wallace & Gromit Limited

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## Child activities on inside back covers

- Play the games to encourage going back through the book
- If you want, there are ideas for making things, drawing things etc.



# Bug Club Book

- Your child will receive two 'Bug Club' books each week.
- Please sign and comment in their reading record each time you listen to them read. You can comment on how they read, if they enjoyed it, what new words you discussed.
- Each Monday, if your child has read the books and the reading record has been signed, they will receive two new books.
- Your child will be assessed each half term - but this does not mean they automatically move up. They need to have secure understanding of vocabulary and comprehension of the text.
- Please ensure your child brings their reading books every day along with their reading record.

# Assessment to ensure correct level

Our new 'progress and assess' system will help support the teacher in ensuring your child is on the correct book banded level based on their fluency and comprehension.

Your child will read an unseen text for the book band level and be asked age-appropriate questions. If the child is able to read and comprehend they will move on.

# Final thought...



## Why read for 20 minutes at home?



Student A Reads	Student B Reads	Student C Reads
<ul style="list-style-type: none"><li>20 minutes per day</li><li>3,600 minutes per school year</li><li>1,800,000 words per year</li></ul>	<ul style="list-style-type: none"><li>5 minutes per day</li><li>900 minutes per school year</li><li>282,000 words per year</li></ul>	<ul style="list-style-type: none"><li>1 minute per day</li><li>180 minutes per school year</li><li>8,000 words per year</li></ul>
		
<ul style="list-style-type: none"><li>Scores in the 90<sup>th</sup> percentile on standardised tests</li></ul>	<ul style="list-style-type: none"><li>Scores in the 50<sup>th</sup> percentile on standardised tests</li></ul>	<ul style="list-style-type: none"><li>Scores in the 10<sup>th</sup> percentile on standardised tests</li></ul>