



Hordle CE Primary School

ON A LEARNING ADVENTURE

Key Stage 1 Parent Reading Workshop

BOOKS
aren't just made of
WORDS...
they're also filled with
PLACES
to visit and
PEOPLE
to meet.



Content

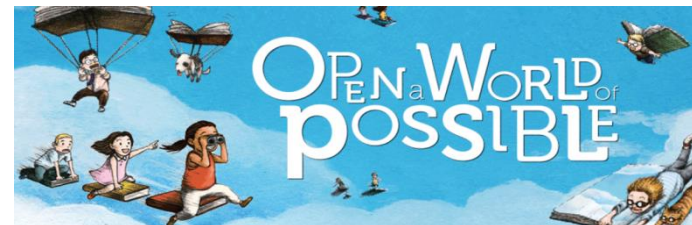
- The Power of Reading/Sharing a Book
- Reading Challenge
- Supporting your child with reading at home
 - Phonics/decoding page
 - Book mark
 - Questioning your children
 - HFW
 - Post-it notes
 - WPM - fluency
 - book bands/changing books





The Power of Reading

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards
- The joy of getting lost in a book that you can read yourself, independently
- All great writers are avid readers - it fires the imagination, build vocabulary, supports spelling and develops a love of learning





Sharing a Book

- Make it part of your child's daily routine
- Make sure it is a comfortable and quiet place
- Read to them everyday
- Praise the effort - growth mindset
- Books available around the house - make sure they are seeing them frequently
- Think about role models - a very effective way to get boys to read is for them to see men reading
- Visit the library



Reading Challenge

Current Reading Level	Date Achieved	Signature

Hordle C of E Primary School Reading Challenge

How does it work?

The main aim of the Reading Challenge is that children will read often enough to collect a certain number of points before the end of the term.

- 2 nights a week = 1 point
- 4 nights a week = 2 points
- 5 + nights a week = Earn a bonus point

In order for children to complete the challenge successfully, they will need to read for **four** nights a week. A quality read should last **20 – 30 minutes**. This could include:

- You reading to your child,
- Taking it in turns to read,
- Your child reading independently.

What should they be reading?

It is important children enjoy reading a wide variety of texts. This can include: stories, poetry, diaries, autobiographies, play scripts, factual texts and many others. However, it is most important the children read a book they can really get into and which will encourage them to go and find another book to enjoy as soon as they've finished it.

READING SHOULD BE FUN!

How much should they be reading?

This will depend on your child's reading ability. The best way to set a reading target for your child is to sit with them when they read a new book for the first time. After a quality read of 15 – 20 minutes, you will be able to suggest how many pages your child should be reading of this book, independently. Please note: Every book will be different.

Setting a target

The child's reading target should be recorded at the top of the reading challenge diary.



Reading Challenge

My target is to read _____ pages every night.

Date	Title of Book	Please Circle				Parent signature	Points
		Book read to child	Child read some	Child read most	Child read all		
Mon 04.09.16		Book read to child	Child read some	Child read most	Child read all		
Tues 05.09.16		Book read to child	Child read some	Child read most	Child read all		
Wed 06.09.16		Book read to child	Child read some	Child read most	Child read all		
Thurs 07.09.16		Book read to child	Child read some	Child read most	Child read all		
Fri 08.09.16		Book read to child	Child read some	Child read most	Child read all		
Sat 09.09.16		Book read to child	Child read some	Child read most	Child read all		
Sun 10.09.16		Book read to child	Child read some	Child read most	Child read all		
Mon 11.09.16		Book read to child	Child read some	Child read most	Child read all		
Tues 12.09.16		Book read to child	Child read some	Child read most	Child read all		
Wed 13.09.16		Book read to child	Child read some	Child read most	Child read all		
Thurs 14.09.16		Book read to child	Child read some	Child read most	Child read all		
Fri 15.09.16		Book read to child	Child read some	Child read most	Child read all		



Reading at Home

- Decoding

- Sounding out
- Blending
- Re-reading

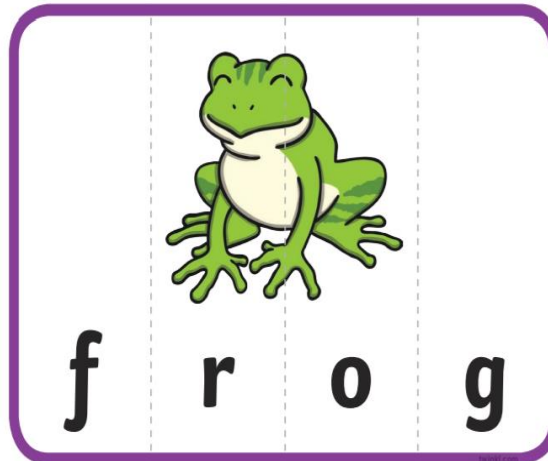
Linking sounds and letters

The 44 phonemes in the English language

Regular alphabet letters and sounds are in green.
Advanced letter patterns and sounds are in blue.

vowels		
There needs to be at least one of these vowel sounds in every word (one per syllable).		
phoneme (sound)	examples	grapheme (written pattern)
short vowel sounds		
/ a /	apple	a
/ e /	elephant, bread	e ea
/ i /	igloo, gym	i y
/ o /	octopus, wash	o a
/ u /	umbrella, won	u o
long vowel sounds		
/ ae /	rain, tray	ai, ay, a-e, a
/ ee /	tree, me	ee, ea, ie, y, e, ey
/ ie /	light, kite	igh, i-e, y, i, ie
/ oa /	boat, bow	oa, ow, o, o-e
/ ue /	tube, emu	u-e, ew, ue, u
/ oo /	moon, screw	oo, ue, ou, ew, u-e
other vowel sounds		
'oo'	book, could	oo, u, ou
/ ou /	house, cow	ou, ow
/ oi /	coin, boy	oi, oy
'r' controlled vowels		
/ ar /	star, glass	ar, a
/ or /	fork, board	or, aw, a, au, ore, oar, oor
/ er /	herb, nurse	er, ir, us, ear, or
/ air /	chair, pear	air, ear, are
/ ear /	spear, deer	ear, eer, ere
There's also an unstressed vowel close to /u/ (the 'uh' sound), as in 'teacher', 'picture'. It's also in 'the' - that's the reason our younger children would learn this as a 'tricky word'.		

Consonants			
Consonants give a sort of 'structure' to the vowel sounds. Try to avoid saying / u / (the 'uh' sound) as much as you can.			
phoneme (sound)	examples	graphemes (written pattern)	
/ b /	band, bubbles	b	bb
/ c /	car, duck	c	k, ck, q, ch
/ d /	digger, puddle	d	dd
/ f /	fish, giraffe	f	ff, ph, gh
/ g /	guitar, goggles	g	gg
/ h /	helicopter	h	
/ j /	jellyfish, fridge	j	g, dge, ge
/ l /	leaf, bell	l	ll, le
/ m /	mop, hammer	m	mm, mb
/ n /	nail, knot	n	nn, kn
/ p /	gump, puppets	p	pp
/ r /	rain, write	r	rr, wr
/ s /	sun, mouse	s	ss, ce, se, c, sc
/ t /	turtle, little	t	tt
/ v /	volcano, halve	v	ve
/ w /	watch, queen	w	wh, u
/ x /	fox	x	
/ y /	yo-yo	y	
/ z /	zip, please	z	zz, ze, s, se
/ sh /	shoes, television	sh, ch, si, ti	
/ ch /	children, stitch	ch, tch	
/ th /	the, mother	th	
/ th /	thing	th (softer sound)	
/ ng /	sing, ankle	ng, n	





Reading at Home

- Bookmark

Other strategies are very important in supporting your child to make sense of the word/text that they are reading.

These will need to be modelled to your child when they are reading initially and then prompted once they become confident.

Ways to Take Action!



Eagle Eye

Look at the picture.
Use the beginning letter.



Lips the Fish

Get your mouth ready.
Say the first sound.



Stretchy Snake

Sloooooowly stretch each
letter sound together.



Chunky Monkey

Break the word into
chunks you know.
m at © fl at © spl at ter



Tryin' Lion

Try to re-read the
sentence. Think about
what would make sense.



Skippy Frog

Skip the tricky word.
Read to the end.
Go back & try it again.



Flippy Dolphin

Flip the vowel sound.
Try long & short sounds.



Careful Caterpillar

Carefully read all the
parts of the word.



Reading at Home

- Questioning



Helping Your Child with Reading - Some Questions to ask about a book

Here are some questions that may help you to support your children's reading. It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension.

Before Opening the Book:

- Why did you choose this book?
- Did you like the picture on the front?
- Have you read other books by this author?
- Did you choose it because it is about ... (eg. Trains, cats, etc)
- What could this book be about?



Reading at Home

• High Frequency Words

These are the first 100 words which appear by frequency in your children's books. Some of these words are phonetical others are not. Children need to be able to read these by sight at speed.

(FS - first 45)

(Yr1 - first 100)

(Yr2 - 300)

the	that	not
and	with	then
a	all	were
to	we	go
said	can	little



Post-it Notes

- Post-it notes

Maybe added to the front of your child's Reading Challenge or book. These are word/s for your child to work on at home - most likely to be HFW or words containing a particular phonics sound.





Words Per Minute

- Words Per Minute (WPM)

In age-appropriate books, the pupil can:

Read words accurately and fluently without overt sounding and blending, E.g at over 90 words per minute.

Develop reading through re-reading each sentence until the children is confident - model reading.

Year 1 - 80WPM on Turquoise

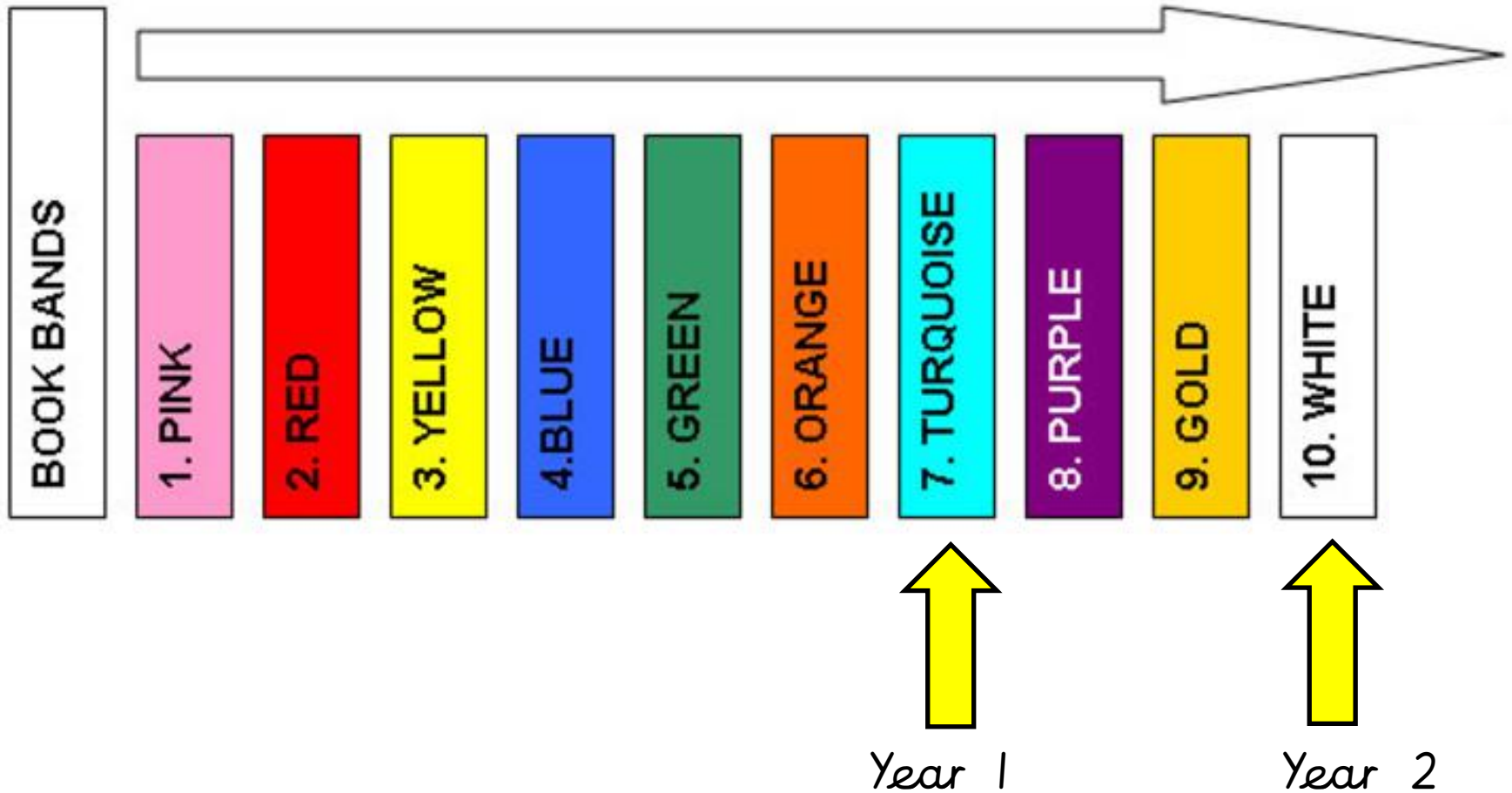
Year 2 - 90WPM on White

[WPM Example](#)



Book Bands

- Book Bands



Any Questions?

