

St Barnabas' CE Primary School & Nursery



Parent Reading Workshop

Why is reading so important?

- Regular reading supports personal, emotional and social development.
- Reading and vocabulary are two of the most significant factors relevant to children achieving A* to C in maths and English.
- Vocabulary size at 25 months accounts for linguistic and cognitive skills at 8 years.
- Being able to read enables the children to access the entire curriculum at a deeper level.

Reading at St. Barnabas

- Guided reading
- Individual reading
- Whole class reading
- Little library and big library
- Reading corners in every classroom
- High quality texts in English

What is phonics?

- The **stepping stone** to fluent reading.
- It teaches children to ‘crack the alphabetic code’.
- There are 26 letters in the English alphabet.
- There are approximately 44 sounds in the English language.
- There are 140 letter combinations.

Phonics Teaching

Segmenting

Children are taught to read by breaking down words into separate sounds. We call these sounds *phonemes*. There are 44 different phonemes in English.

c a t

Blending

We then teach them how to blend the sounds together to read whole words.

cat

Phonics Teaching

Phonemes - **one letter** that makes one sound e.g. **t**

Digraph - **two letters** that make one sound e.g. **ow**

Trigraph - **three letters** that make one sound e.g. **igh**

Split digraph - **two letters** making one sound, but with a consonant in between e.g. **ake**. This used to be called 'magic e'.

Phonics Teaching

Pupils in EYFS and KS1 have phonics lessons every day for around 20-25 minutes. This continues into KS2 for pupils who need it.

It is called 'systematic synthetic' phonics because we teach the phonemes in a systematic order.

E.g.

Phase 2

Set 1 phonemes: s a t p

Set 2 phonemes: i n m d

Set 3 phonemes: g o c k

Phase One

Seven aspects

1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

Phase One Reading Books

The focus is on the **discussion**.

This develops children's language skills and **vocabulary**. This is crucial. A pupil's Year 2 vocabulary knowledge predicts their reading achievement in Year 12.

This forms the basis on which Phase 2 builds.



Phase Two

- Introduces 19 phoneme-grapheme correspondences.
- Reading and spelling taught as reversible processes.

Phase 2 progression

Set 1: s a t p

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

Phase Three

- Introduces next 25 phoneme-grapheme correspondences.
- Most are digraphs (e.g. oa, ch)

Phase 3 progression

Set 6: j v w x

Set 7: y z,zz qu

ch sh th ng ai ee igh oa oo ar or ur ow oi ear air
ure er

Phase Four

- Introduces consonant clusters (e.g. cl, spr)
- This phase consolidates children's existing learning
- Children begin to read and write across the curriculum

Phase Five

Children learn new graphemes (letter combinations) AND alternative pronunciations for those they already know.

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

They must develop **automaticity** in word recognition.

Phase Six

- Suffixes (e.g. skip, skip^ped, skip^ping, skip^per)
- Prefixes
- Spelling rules
- Contraction (I am → I'm)
- Proofreading
- Homophones

Tricky Words

Words that we cannot segment and blend phonetically.

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

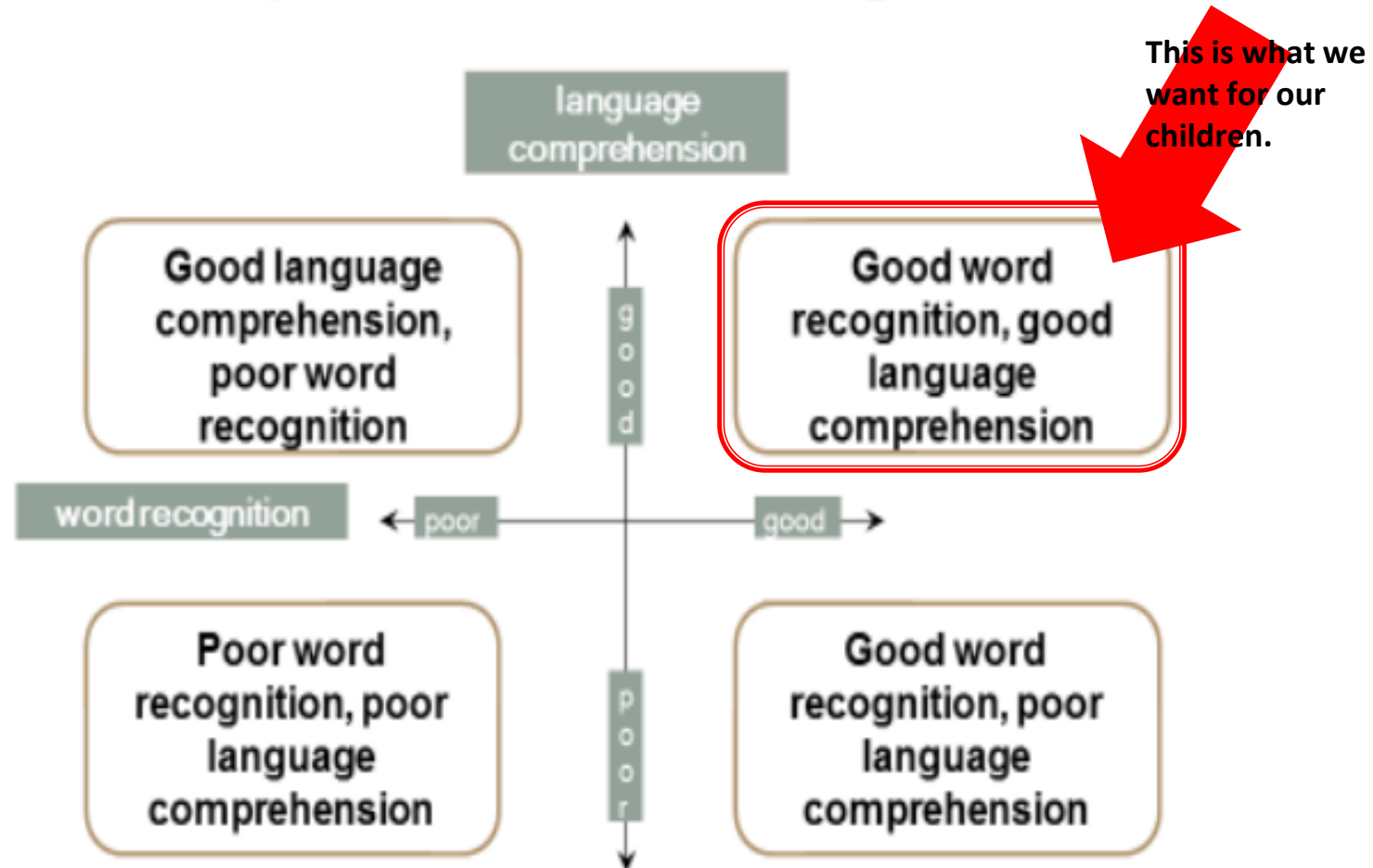
Saying the sounds correctly

Pure sounds

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

The difference between decoding and reading

The Simple View of Reading



Reading Books

Our reading books are organised into the exact order in which the grapheme-phoneme correspondences are taught.

They are 100% phonetically decodable.

Children should never be taking home books that contain GPCs not yet taught in class.

The books they take home should lag a week behind what has been taught in class.



Reading Books

Children will take home books on **Mondays** and **Fridays**.

This is because children must read the same book **three times** in order to develop **automaticity**. This means they can read the book **‘at a glance’** without having to overtly blend the phonemes together.



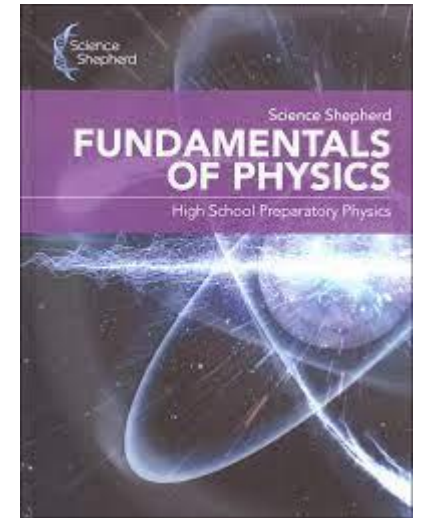
Reading Books

By the time children have finished KSI, they should be able to decode any book.

The focus then moves to **comprehension**.

For this reason, 'banded' books are of little value. KS2 teachers select books for children based on the content and levels of comprehension.

As children become more independent in KS2, we encourage them to take responsibility for getting a new book when necessary.



What should my child be reading?

As well as their school reading book, children should read as widely as possible at home.

As well as story books, we encourage children to read magazines, menus, letters, poems, non-fiction books, age-appropriate newspaper reports, etc.. All reading is positive!

It is also extremely valuable to read aloud to your child, even in Year 6! This gives them the opportunity to hear language at a higher level than they can read alone and is a fantastic source of vocabulary acquisition and develops understanding of the world.

Reading Passports

St. Barnabas' Reading Passport Year 2



Name:

Book	I have read it!
Amazing Grace (Mary Hoffman)	
Anna Hibiscus (Atinuke)	
The Proudest Blue (Ibtihaj Muhammad and S. K. Ali)	
Amelia Earhart (Maria Isabel Sanchez Vegara)	
The Giraffe, Pelly and Me (Roald Dahl)	
The Lost Homework (Richard O'Neill)	
The Hodgeheg (Dick King Smith)	
A Bear Called Paddington (Michael Bond)	
Rumble in the Jungle (Giles Andreae)	
A First Book of Animals (Nicola Davies)	

My favourite book was

because

.....



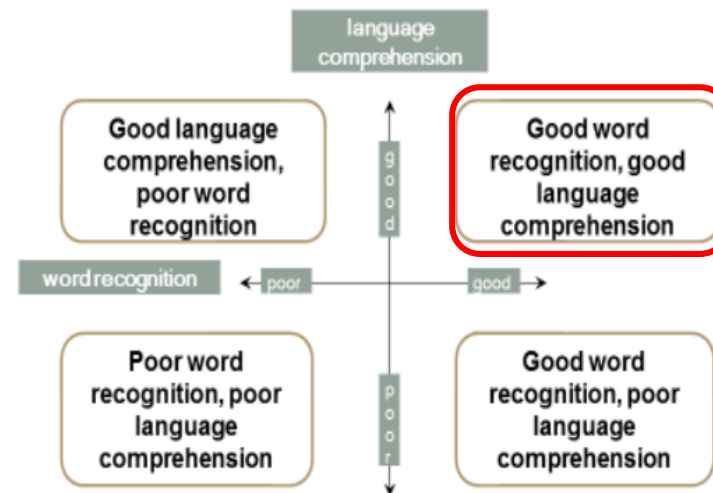
How can I support my child's reading at home?

- Regular
- Quiet, comfortable space
- Avoid pressurised environments
- Encourage children to break down (segment) the words into the sounds they know.
- Encourage early readers to use their finger to follow the words.
- Discuss the front cover and make predictions about what you think the book is about. Have you read other books by the same author? Does it look a similar genre to any other books we've read?

How can I support my child's reading at home?

As well as supporting your child with decoding (phonics), it is important to ensure they comprehend the text. Just because a child is saying the words aloud, it does not mean they are reading. They must understand what is being said.

The Simple View of Reading



Quality not Quantity

Reading 5 pages and taking the time to fully comprehend them is far more useful than reading 20 pages and not being able to recall what happened.

The next reading challenge will be based on the amount of time spent reading, rather than the amount of books/pages.

How to support your child's reading at home

- Ask your child about the content of what they have read.
Think of the 5 Ws.
Who?
What?
When?
Why?
Where?

The main areas to focus on

Retrieval - Ask your child to pick out key information from the text.

On Monday, Jack went to the market to buy a cow for his farm.

Question: Why did Jack go to the market?

Question: What day did he go?

The main areas to focus on

Vocabulary - Discuss the meaning of more challenging words. Can your child put the word in their own sentence?

Encourage your child to use dictionaries/online dictionaries and to ask adults to explain word meaning.

Encourage your child to use the context of the sentence to help work out the meaning of a tricky word.

E.g. John took a **leisurely** walk along the beach.

The main areas to focus on

Inference - Reading between the lines.

Jack walked very slowly to the market. He was dragging his feet.

Question: Why do you think he is walking slowly?

Question: How do you think he feels? How do you know?

The main areas to focus on

Prediction - What do you think will happen?

Jack walked very slowly to the market. He was dragging his feet.

Question: Do you think Jack will buy the cow?

Question: What do you think his mum will say?

The main areas to focus on

Summarise

Tell me what happened in that paragraph in one sentence.

What happened on that page?

Reading Records



Things to remember

- All reading is positive!
- Both children and adults should read aloud.
- Enthusiasm, positivity and praise.
- Regular readers make the most rapid progress in all subjects.
- Question your child on the content of what they have read. Saying the words is not reading.

Questions



If you think of any questions later, contact the office and I will get back to you.

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