


# Reading Parent Meeting



The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the frame, creating a modern, dynamic feel. The central area is a solid light grey.

# What would you like this Workshop to cover?

**Please post in the in box to make your suggestions.**

# Aims

- Rationale
- Reading Expectations
- Introduction to ELS
- Importance of Comprehension
- How we Teach Children to Read
- Summary



# Rationale

If a child does not learn to read well when young, they can turn away from education as they get older, get poor qualifications and struggle in the world of work.

Four out of ten children on free school meals are not able to read well by the age of 11.

# Impact of Regular Reading

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

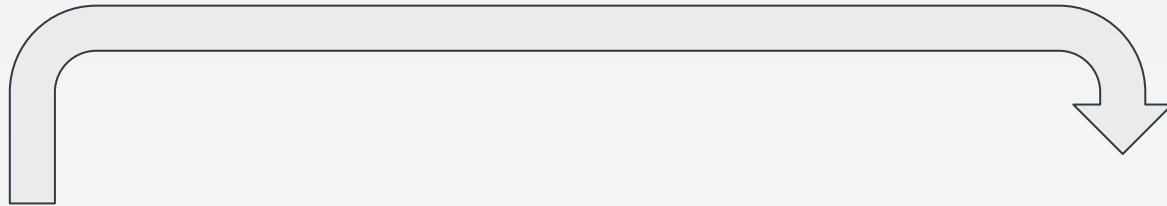
- ▶ Never read to, 4,662 words
- ▶ 1–2 times per week, 63,570 words
- ▶ 3–5 times per week, 169,520 words
- ▶ Daily, 296,660 words; and five books a day, 1,483,300 words.

# What do we want to achieve?

**Reading is the most important skill to develop for learning across the curriculum**

**We want our pupils to move from:**

Learning to read



Reading to learn



# Why Teach Reading?

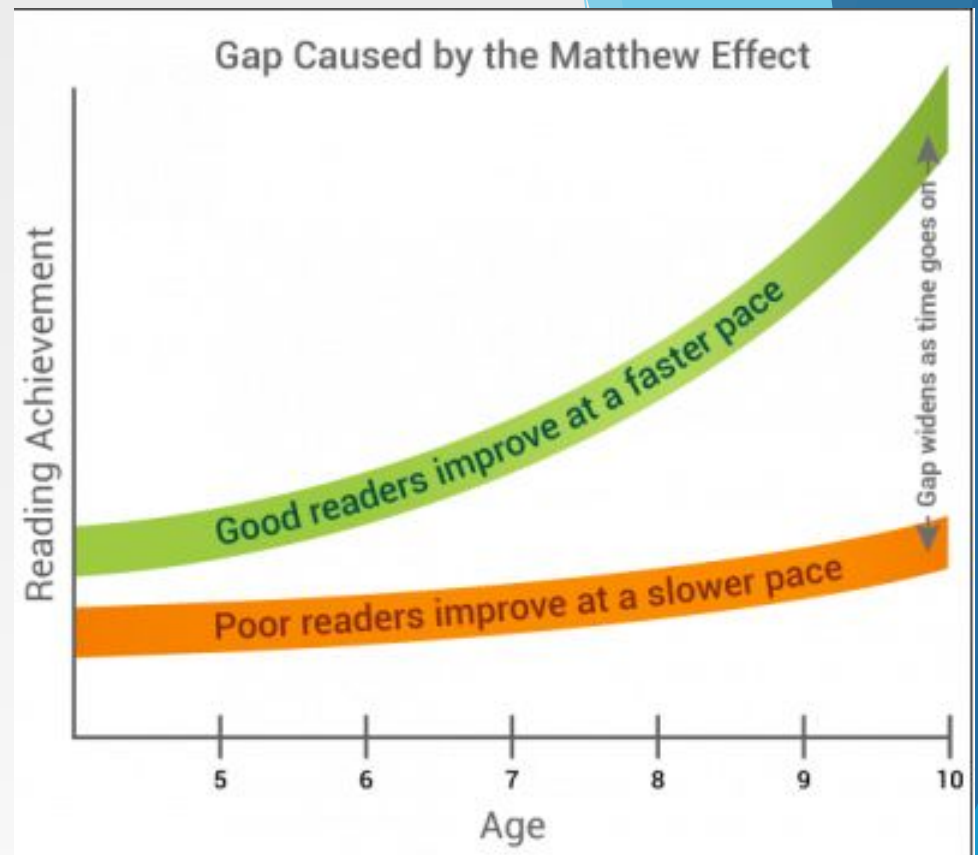
- Being able to read is the most important skill children will learn during their early schooling.
- Far-reaching implications for lifelong confidence and well-being.



# What are the Federation's Expectations of Reading?

- A child has excellent phonic knowledge and skills.
- A child reads a range of texts fluently and accurately across the curriculum.
- A child has knowledge of an extensive and rich vocabulary.
- A child has excellent comprehension skills.
- A child can engage an audience.
- A child reads for study and pleasure.
- A child has a knowledge of a wide range of texts.
- A strong belief that all children can learn to read







# Children's love of Reading

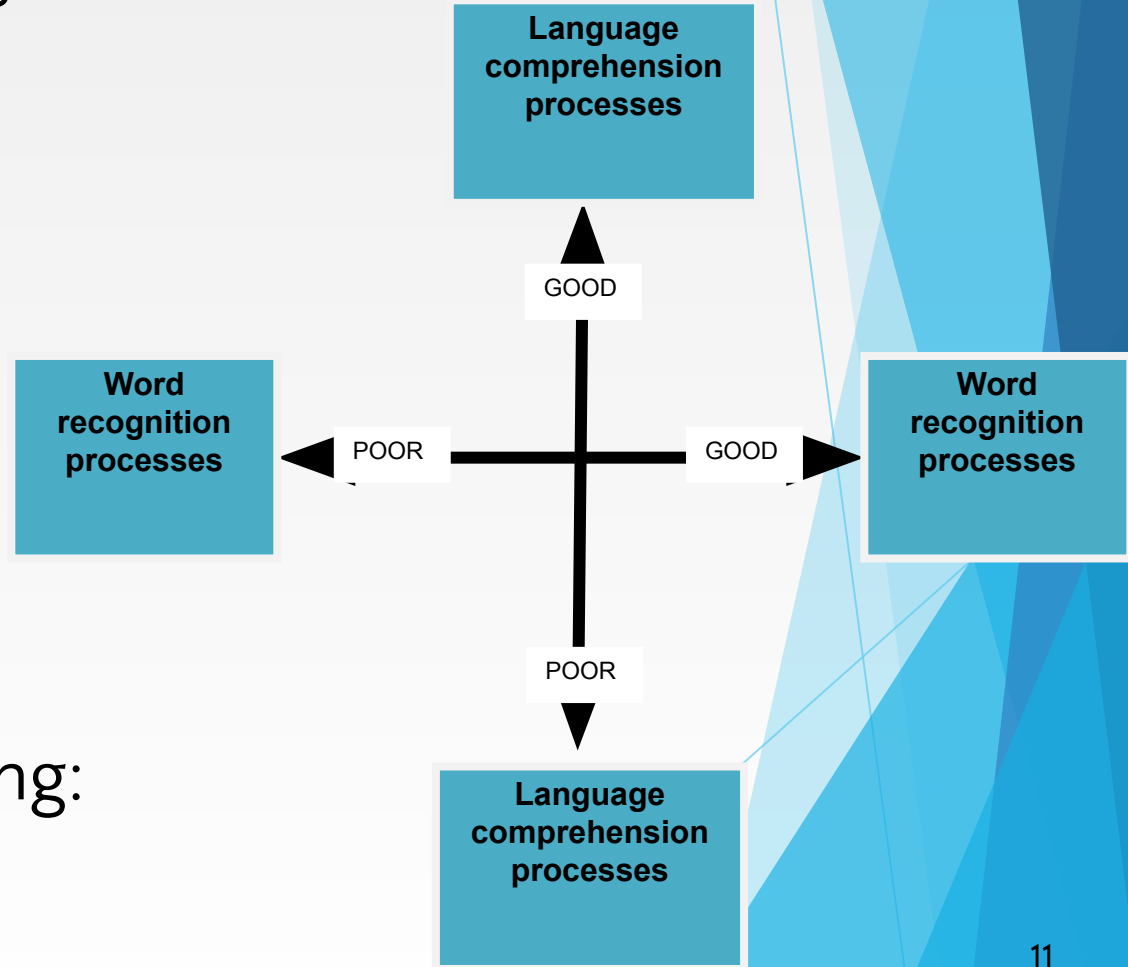


# Rose Report 2006

2 elements to reading:

Word recognition

Comprehension



Simple view of Reading:

# ELS Essential Letters and Sounds

— developed by Knowledge Schools Trust

**Getting all children to  
read well, quickly.**



OXFORD



# What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



# What is Phonics?

**Phoneme**: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme**: the written representation of a sound.

**Digraph**: two letters making one sound. For example, /sh/ in the word 'shop'.

**Trigraph**: three letters making one sound. For example, /igh/ in the word 'night'.

**Split digraph**: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

## What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.





## How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.





## How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.



# ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>



# ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>



## Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.





## Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression



## Supporting your child with reading at home

We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



# Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



## Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!





# Phonics Screening check

## Year 1

- A **statutory** assessment for all children in Year 1
- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.
- Children are tested in the summer.

*“The check will be focused solely on decoding using phonics. The check will confirm individually whether pupils have learned phonic decoding to an appropriate standard by the end of Y1 and identify pupils who need additional support from their school to catch up.”*

Y1 Phonics Screening Check  
Framework for Pilot in 2011 (DfE)

# What does the check consist of?

40 words that children read 1:1 with a teacher

A combination of real words and psuedo-words or 'alien' words.

The check will be divided into two sections:

## **Section 1:**

Phonemes that are usually introduced first to children learning to decode using phonics.

Simple word structures.

## **Section 2:**

Phonemes that are usually introduced later and graphemes that correspond to more than one phoneme.

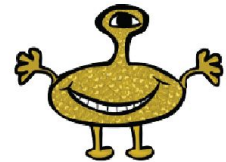
More complex word structures, including two syllable words.

The psuedo-words are shown to the children alongside pictures of imaginary creatures to ensure they are not trying to match the pseudo-word to a word in their vocabulary.

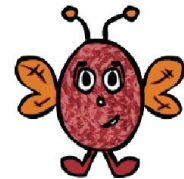
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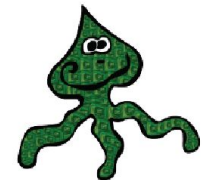
vap



osk



ect



# Helping your child

- Lots of talk and discussion about things they are doing/ seen/ heard.
- Play games e.g. I spy, I hear with my little ear
- Restrict technology time
- Consistent bedtime routine, quiet time before bed
  - non-stimulating, quality sleep time
- Don't pressurise them

Comprehension is Key!



火 土 竹 戈 十  
大 中 一 弓 人  
心 手 口 尸 廿  
山 女 田 卜

# Word of the Week:



**rapid**

/ˈræpɪd/

*adjective*

happening in a short time or at a great rate.



# Teaching of Reading EYFS



- ❖ Developing talk
- ❖ Listening and Talking Partners
- ❖ Book based curriculum
- ❖ Daily phonics
- ❖ Word of the week introduced in all areas of the curriculum
- ❖ 1:1 weekly reading recorded in reading records.
- ❖ Parents encouraged to respond.
- ❖ Home Reading
- ❖ Book at child's phonic level to be sent home and changed - Weekly.
- ❖ Library book sent home for shared reading to support with language acquisition and love of reading.
- ❖ Running records to be completed and used diagnostically - to include a comment on comprehension skills - use of Lambeth's symbols.
- ❖ Reading Interventions- Reading Buddies, Volunteer readers,
- ❖ Lexia, Family Phonics
- ❖ End of Day Reading
- ❖ Guided Reading

# Reading in KS1 and KS2








# Guided Reading






The skills necessary to become effective readers are discreetly taught daily through Guided Reading lessons. However, teachers will plan for opportunities for reading skills to be addressed in all lessons. During Guided Reading lessons, each week a text is chosen (which should be linked to the children's termly topic) and following the sequence of reading skills across KS1 and KS2.








# Guided Reading

Order	One	Two	Three	Four	Five
Name of session	Text & Talk	Word Detectives	Thinking Caps	Building Blocks	Points of View
Image					
Skill	Fluency and the skills of reading	Retrieval	Inference	Structure & grammar	Putting things into context
Examples	<p>How do we hold a book?</p> <p>Can you turn the page?</p> <p>What is this book about?</p> <p>Can you point to the front cover?</p> <p>What is an author?</p> <p>What is an illustrator?</p> <p>What is this book about?</p>	<p>What was the colour of the door?</p> <p>How old was the dog?</p> <p>Who did Sam live with?</p> <p>How many trees are there in this picture?</p>	<p>Was the little cat was having a bad day? Why?</p> <p>What was the weather like in this book?</p>	<p>Can you find a full stop in the book?</p> <p>Why does a book have a title?</p>	<p>Do you think you are like (name a character) in the book?</p> <p>Did you enjoy this book? Why?</p>

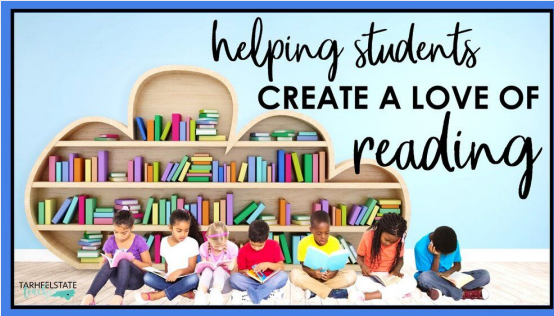
# Guided Reading in KS1

Order	One	Two	Three	Four	Five
Name of session	Text & Talk	Word Detectives	Thinking Caps	Building Blocks	Points of View
Image					
Skill	Fluency and the skills of reading	Retrieval	Inference	Structure & grammar	Putting things into context
Examples	<p>How do we hold a book?            Can you turn the page?            What is this book about?            Can you point to the front cover?            What is an author?            What is an illustrator?            What is this book about?</p>	<p>What was the colour of the door?            How old was the dog?            Who did Sam live with?            How many trees are there in this picture?</p>	<p>Was the little cat was having a bad day? Why?            What was the weather like in this book?</p>	<p>Can you find a full stop in the book?            Why does a book have a title?</p>	<p>Do you think you are like (name a character) in the book?            Did you enjoy this book? Why?</p>

# Guided Reading in KS2

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Name of session	Text & Talk	Word Detectives	Thinking Caps	Building Blocks	Points of View
Image					
Skill	Fluency	Retrieval	Inference	Structure & grammar	Putting things into context
Outline	<ul style="list-style-type: none"> <li>-Present text</li> <li>-Teacher to read with the text on display</li> <li>-Questioning on themes of the text</li> <li>-Highlight tricky vocabulary</li> <li>-Pupils to read in pairs/small groups</li> <li>-Précis the text verbally</li> </ul>	<ul style="list-style-type: none"> <li>-Revisit text</li> <li>-Retrieval questions</li> <li>-Teach skim and scan techniques</li> <li>-Précis the text verbally</li> </ul>	<ul style="list-style-type: none"> <li>-Revisit text</li> <li>-Inference questions</li> <li>-Teach technique that help pupils to go beyond literal text.</li> </ul>	<ul style="list-style-type: none"> <li>-Revisit text</li> <li>-Structure of the text</li> <li>-Grammar the author has used.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit text</li> <li>-Encourage pupils to make links with the text and their own experiences of the world.</li> </ul>
Examples	What is this text about? What is the name of the genre of this text?	What was the colour of the door? How old was the dog?	Does this person enjoy polishing their bike? Why does the stranger look confused?	What is the function of the subheadings? Why has the author used an exclamation mark?	Would you want to be in the same position as the main character? Explain your answer.
Assessment	Each child has their own copy of the text and highlights unknown words/phrases throughout reading session.	Questions on IWB and answers shared verbally.	Questions in reading journals and answers are written independently.	Questions on IWB and answers shared verbally.	Questions in reading journals and answers are written independently.





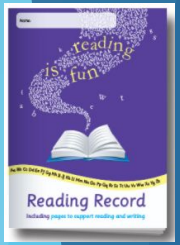
# Love for Reading Library Use



- Each class has a weekly library slot
- Library slot can be used for: research/story time/reading
- Children can take books out to read in school
- Spend time teaching children how to use the library
- Opportunity to read with children 1:1



# Home Reading



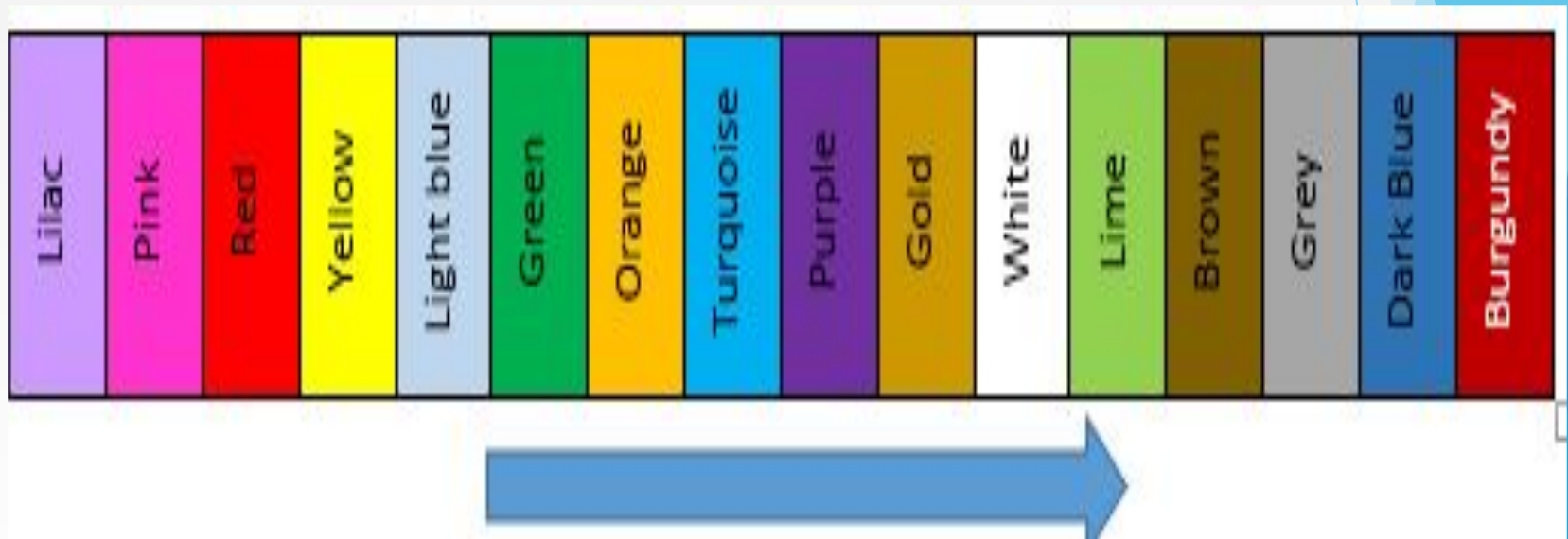
## EXPECTATIONS ARE:

- Encourage children to read as often as possible
- Encourage parents/children to comment at least twice a week in their reading records
- When children read consistently at home, we celebrate them by giving them certificates in assembly and use the stickers
- If we don't see two comments per week in children's reading records, we will leave a note in your child's reading record (WE'VE NOTICED YOUR CHILD'S READING RECORD HASN'T BEEN SIGNED FOR A WHILE..) hopefully we will see an improvement after this!
- Parents do not have to provide a note or reason why their child was unable to read
- When we see a pattern of children deliberately not reading or returning their records to school, teachers can meet with parents

## WE DO NOT:

- Sanction children for not reading/doing homework as we are not sure about their home life situations and all situations are different
- Keep children in to read during playtime, or lunch time

# Book Bands throughout the School



# Ebooks Oxford Owl

## Welcome to the eBook Library for Letters & Sounds

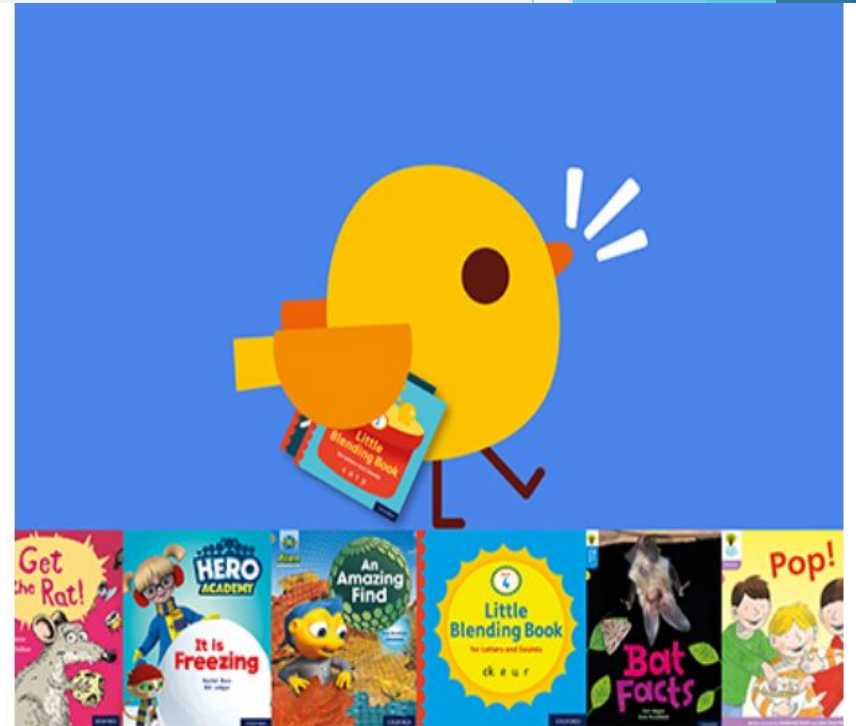
This library contains 100 fully decodable eBooks from our most popular series and all sequenced in Letters and Sounds Sets and Phases. The library covers Letters and Sounds Phases 2-5 and contains 18 progressive Sets.

We have recently made improvements to this library meaning you can now assign specific books to children, groups or classes and track their progress. See 'How to assign books and track progress' below for full instructions.

To see your eBooks select 'View available resources' below or choose the Resources tab above. When you have set up your individual student logins, you can start assigning eBooks.

Don't forget there are free Teaching Notes or activity sheets for every title in the library. Go to the Teaching & Assessment Resources tab at the top of the Owl dashboard screen and choose the relevant series.

If you are not a subscriber, find out more about the eBook Library for Letters and Sounds [here](#).



### How to assign books and track progress

How to set up and use assignment and progress here.

### Parent information

Direct parents here to help them use the library at home.

### Titles and coverage

Click here to see all titles and coverage of GPCs and Common Exception Words.



# Summary

BJS expectations of reading runs through the core of what we do

Phonics provision and Comprehension are fundamental to children's reading

Children learn in different ways and at different rates - all children CAN learn to read

Interventions quickly put in place for struggling readers

Parental involvement at all levels

Highly trained staff to support children's reading



# Kids love reading



Thank you for attending our  
Reading Workshop.  
Do you have any questions?

