

# Reading Workshop

Guide for Parents/Carers

Yrs 1, 2 & 3

# Why reading is important?

“Children who enjoy reading and think positively about reading have on average much higher mental well being than those of their peers.”

*Golf and Clark Sept 2018*

‘Reading introduces young people to new vocabulary, new ideas and experiences beyond their own, enabling them to better understand and absorb new information and concepts across the curriculum.’

*Sullivan and Brown 2013*

‘Reading for enjoyment is positively associated with higher attainment at school, a wider general knowledge and a better understanding of culture in general’

*Brunner 1996*

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

*National Literacy Trust, 2012*

# Working Together



# Aims of this presentation

## The Reading Process

Sharing the journey that your children make to becoming a fluent and confident reader.

## Helping Your Child

Useful strategies for supporting your children when reading at home.

## Useful Links and resources

Links and resources for making reading fun and enjoyable for you and your child.



# Reading is difficult!!

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

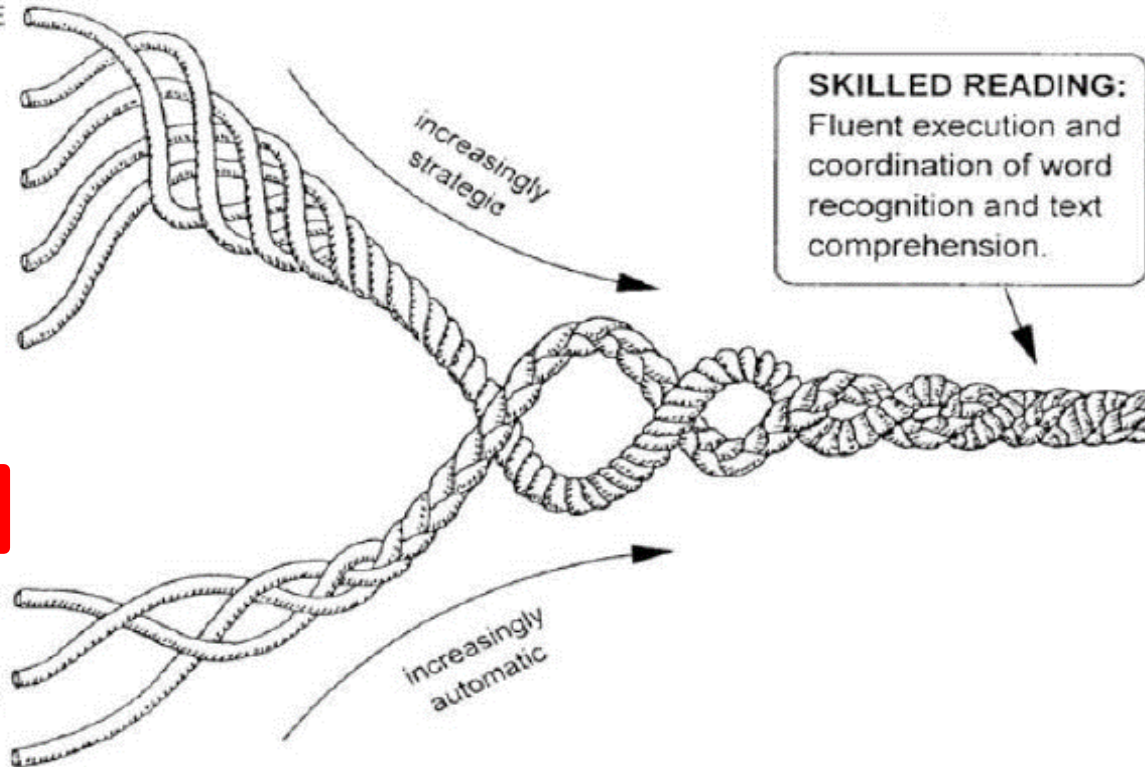
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



### SKILLED READING:

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

# So what is 'word recognition and 'language comprehension' ?

Someone was been eating my porridge.

Can you read this sentence?

Can you answer the question - 'How did little bear feel?'

What did you use to answer the questions above?

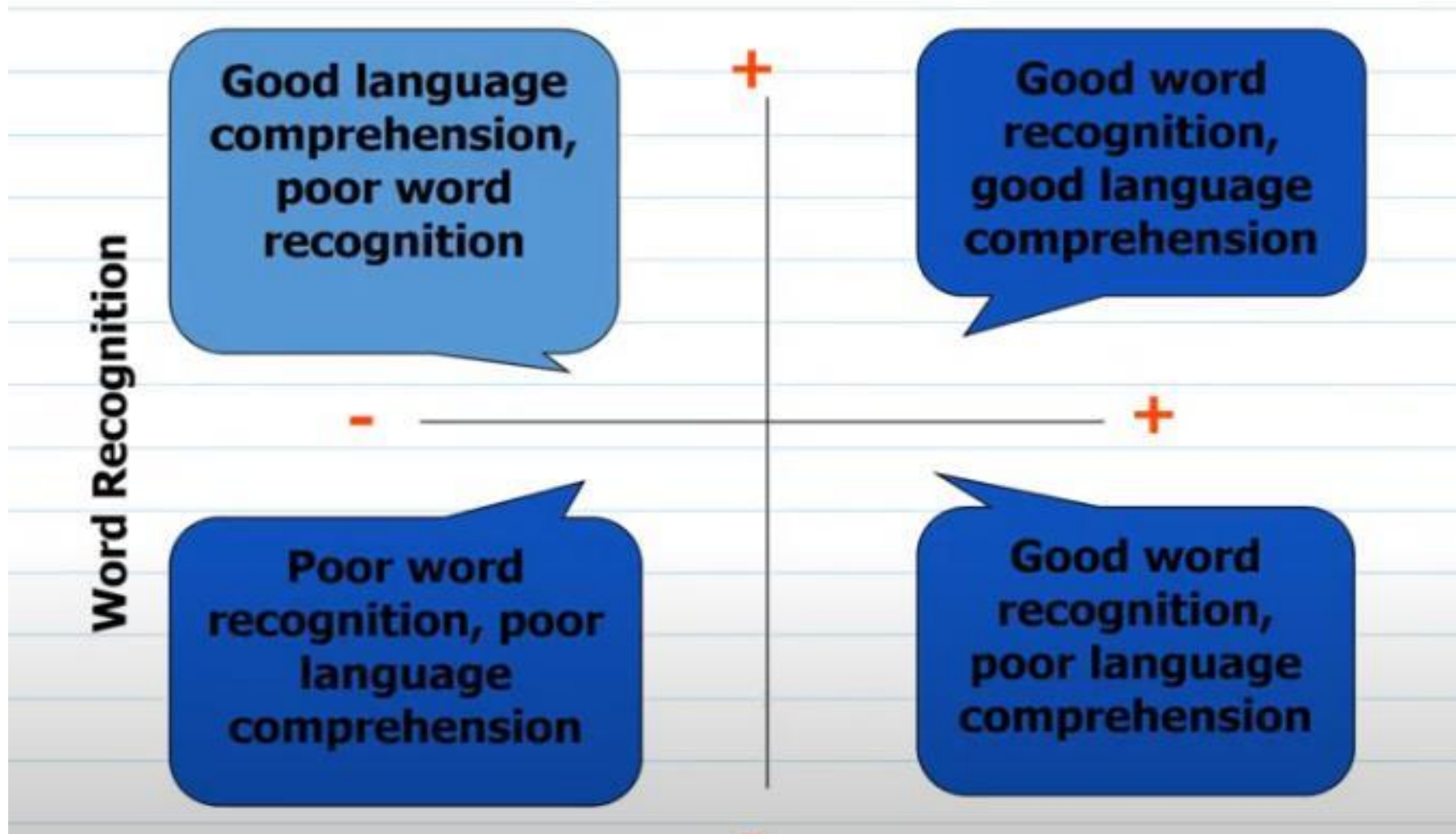
**Word Recognition**

Phonics, decoding, sight recognition

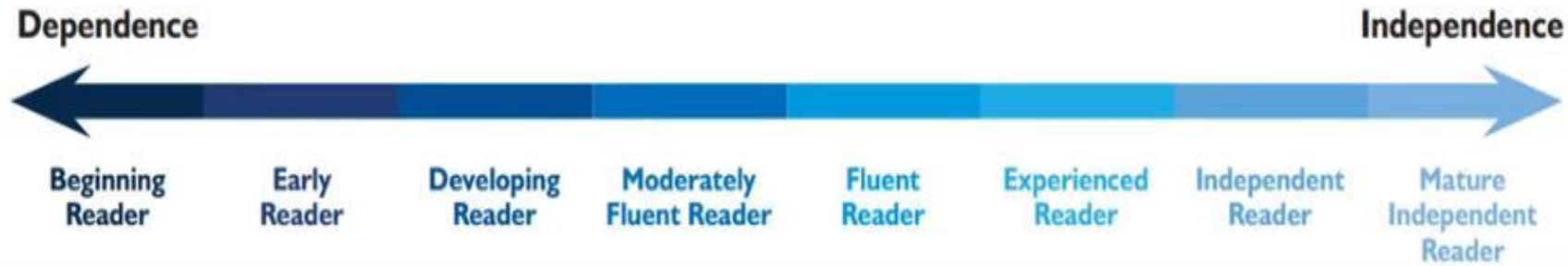
**Language Comprehension**

Background knowledge, vocabulary, verbal reasoning, language structures, literacy knowledge

# A successful reader



# The reading Journey



## Primary School Reading Milestones

Early Years



Key Stage 1



Key Stage 2





# Little Wandle



# Our reading scheme

Lilac	Age: 3-4	Year: Nursery
Pink	Age: 4-5	Reception
Red	Age: 4-5	Reception
<b>Year 1 Bands-in order of difficulty</b>		
Yellow	Age: 5-6	Year: 1
Blue	Age: 5-6	Year: 1
Green	Age: 5-6	Year: 1
<b>Year 2 Bands-in order of difficulty</b>		
Orange	Age: 6-7	Year 1 & 2 Transition
Turquoise	Age: 6-7	Year 2
Purple	Age: 6-7	Year 2
Gold	Age: 6-7	Year 2

	White	Age: 6-8	Year: 2/3
	Lime	Age: 6-8	Year: 2/3
	Brown	Age: 7-8	Year: 3
	Grey	Age: 8-9	Year: 4
	Dark Blue	Age: 9-10	Year: 5
	Dark Red	Age: 10-11	Year: 6

# Use the Herrick website



## Curriculum

### Our Curriculum Intent

What does your child learn at school each day? Find information about our curriculum subjects here. 'Learning Never Stops' and it begins as soon as children begin their Herrick journey in Nursery. We also place great importance on our children having experiences beyond the school gates.

[This Term's learning - weekly breakdown](#)

<a href="#">History</a>	<a href="#">Maths</a>	<a href="#">Science</a>	<a href="#">Religious Education</a>
<a href="#">Art</a>	<a href="#">Computing</a>	<a href="#">Design Technology</a>	<a href="#">Physical Education</a>
<a href="#">Music</a>	<b>English</b>	<a href="#">Geography</a>	<a href="#">French</a>
<a href="#">Personal, Social, Health Education</a>	<a href="#">Phonics &amp; Early Reading</a>	<a href="#">Early Years Foundation Stage</a>	<a href="#">Trips &amp; Workshops</a>

## Curriculum: English

Welcome to our English curriculum page. Here you will find all sorts of important information about how we teach English across our school. You will also find a number of useful resources that we use to show how our children learn the necessary skills and knowledge in order to become successful communicators, writers and readers.

### English Curriculum Statement

Developing language and Oracy is at the heart of our curriculum. Throughout their educational journey, from Nursery to Year 6, children are provided with opportunities to learn and embed ambitious language, enabling them to confidently articulate using effective vocabulary in communicating their learning, thoughts and opinions.

Our core vision is that by the end of Primary School, all our children will become courageous, resilient and world-class communicators and ready for the next stage of their education.

[Click to read our full 'English Curriculum Statement'...](#) - Our vision for English at Herrick

#### Whole School Overview

Topics covered across the school

#### Reading

General information on reading

#### Handwriting and Spelling

General information on handwriting and spelling

#### Ways to support reading at home

Helpful hints on supporting your child with their reading

#### School Policies

Literacy, reading, handwriting and spelling

#### Reading at home

Workshops, Book Club, resources, links, & questions to support your child when reading.

#### Year 1

[Reading and Literacy Overview](#)  
[Spelling Overview Pack](#)

#### Year 2

[Reading and Literacy Overview](#)  
[Spelling Overview Pack](#)

#### Year 3

[Reading and Literacy Overview](#)  
[Spelling Overview Pack](#)

# Reading Strategies



# Letters and Sounds

## 40 phonemes

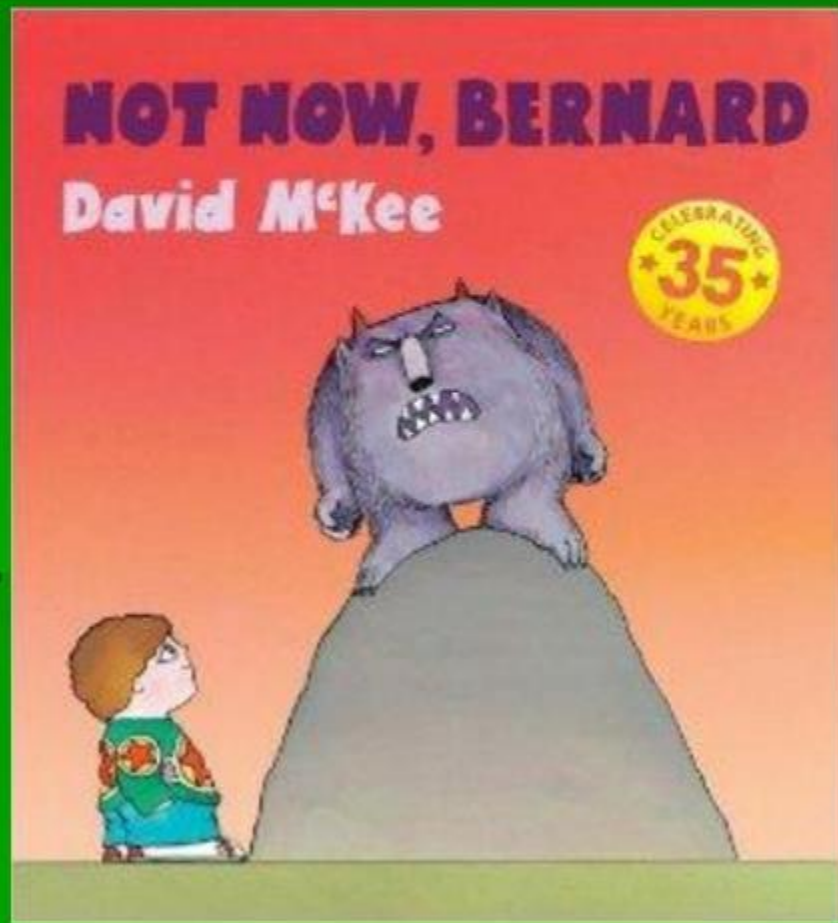
## Graphemes/Letter Strings

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer



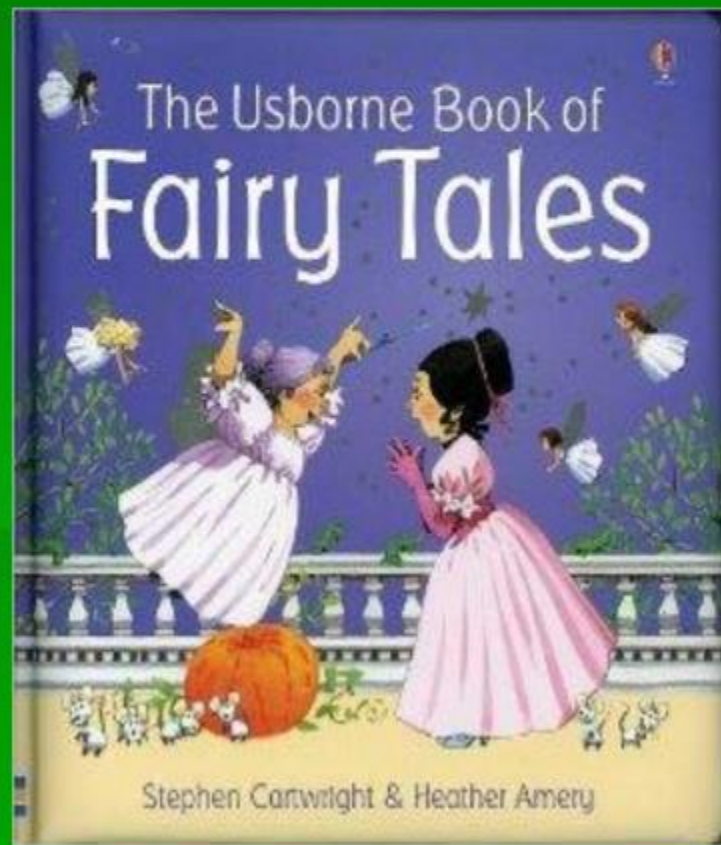
# Reading Time

Set aside a regular time for reading in your family. As little as 10 minutes of free reading a day can help improve your child's skills and habits.



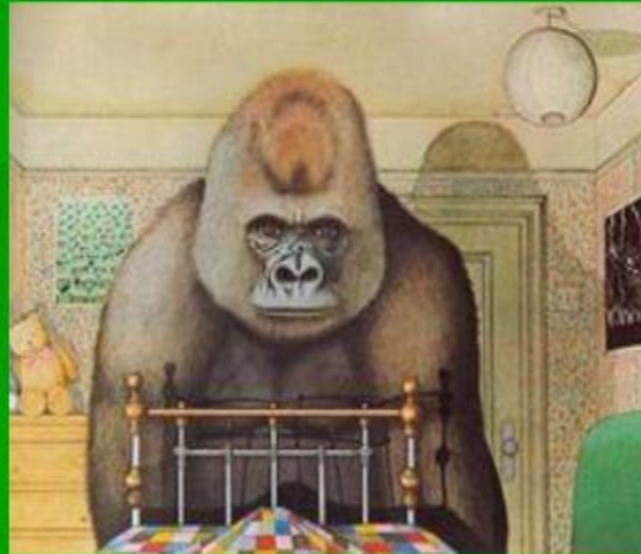
# Book Cover- WDIKA

- Talk about the cover and read the title before you start reading a new book.
- This encourages interest and excitement. Ask your child if they think they may have read a similar book.

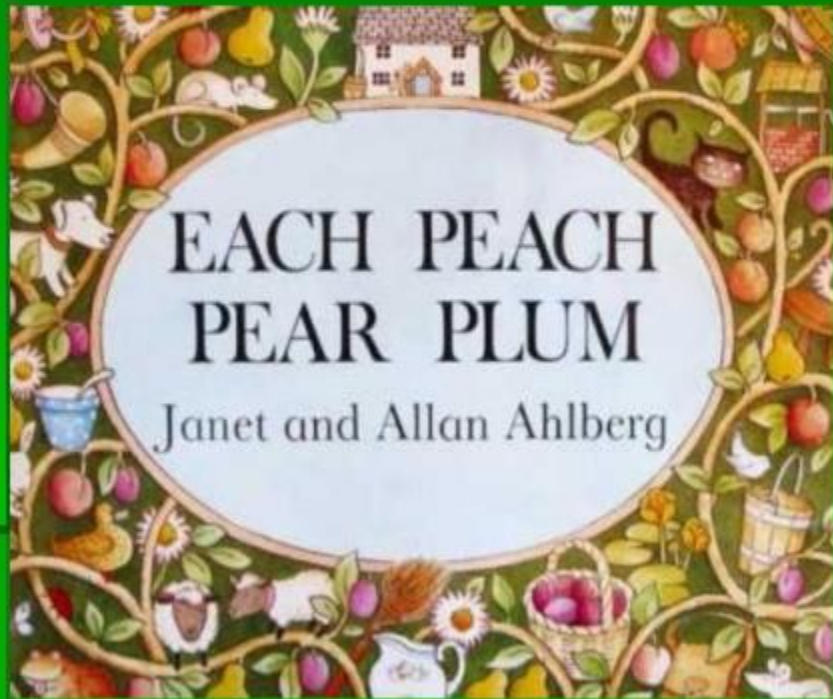


# Picture Books

- Look through the book, noticing interesting pictures and words, then read the opening together.

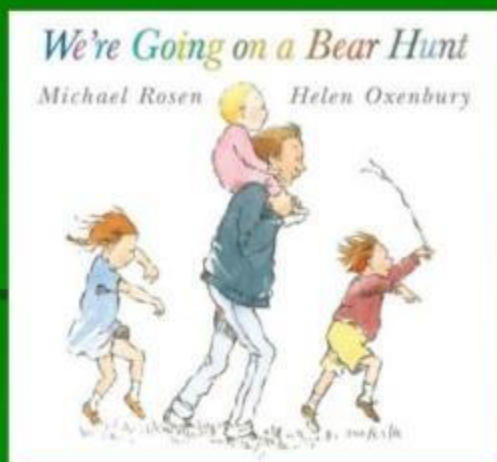






Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word

# Punctuation Game

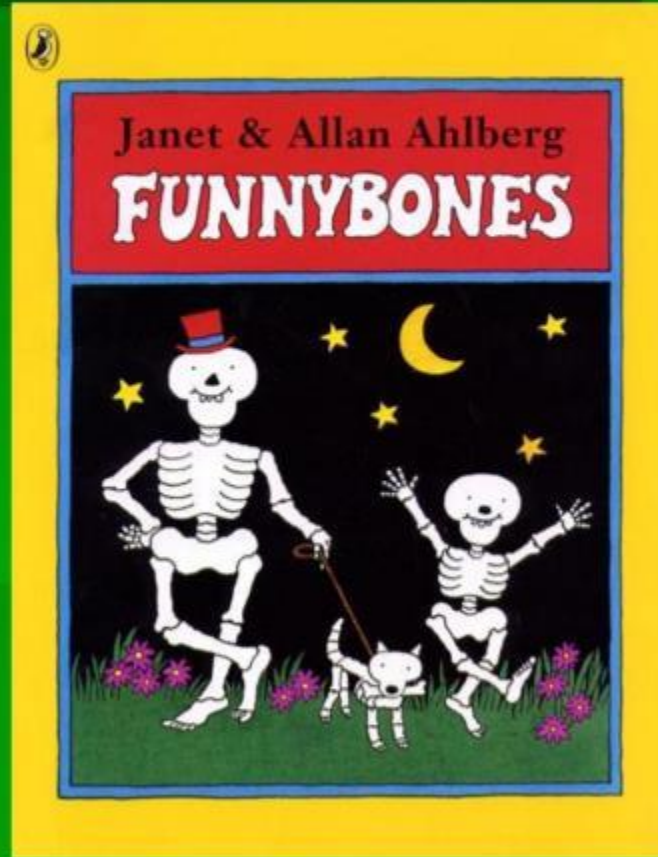


Check that your child  
pauses between  
sentences.



# Expression

- Reading aloud  
“Oh No,” she cried.  
“What happened?”



# Read Aloud and make connections

- What do you know?
- What questions would you like to ask?
- What do you think is going to happen?

One night Burglar Bill is working in a little street behind the police station.

When he comes to the first house he climbs in through the bathroom window and shines his torch around.

'That's a nice toothbrush,' says Burglar Bill. 'I'll have that!' And he puts it into his sack.

When he comes to the second house he climbs in through the kitchen window and shines his torch around.

'That's a nice tin of beans,' says Burglar Bill. 'I'll have that!' And he puts it into his sack.

When he comes to the third house he climbs in through the bedroom window and shines his torch around.

'That's a nice hat and coat and pair of trousers and socks and shoes,' says Burglar Bill. 'I'll have them!' And he puts them into his sack.

# Visualise

## Draw what you read.

- In order to draw, you need to understand what you have read!

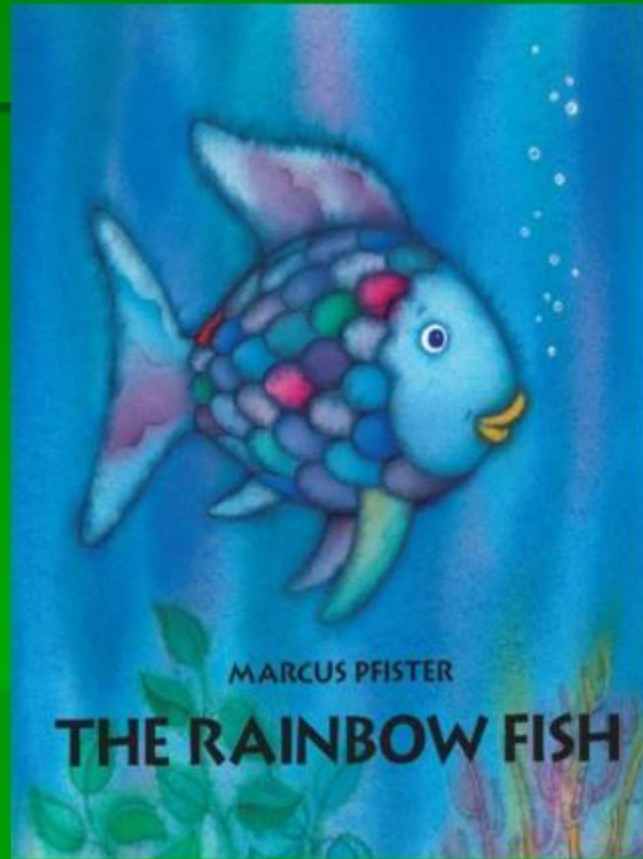


Name Ruby Tozid Toyardag 4



# Summarise

- The book is about....
- In this chapter.....
- The first half of the book...



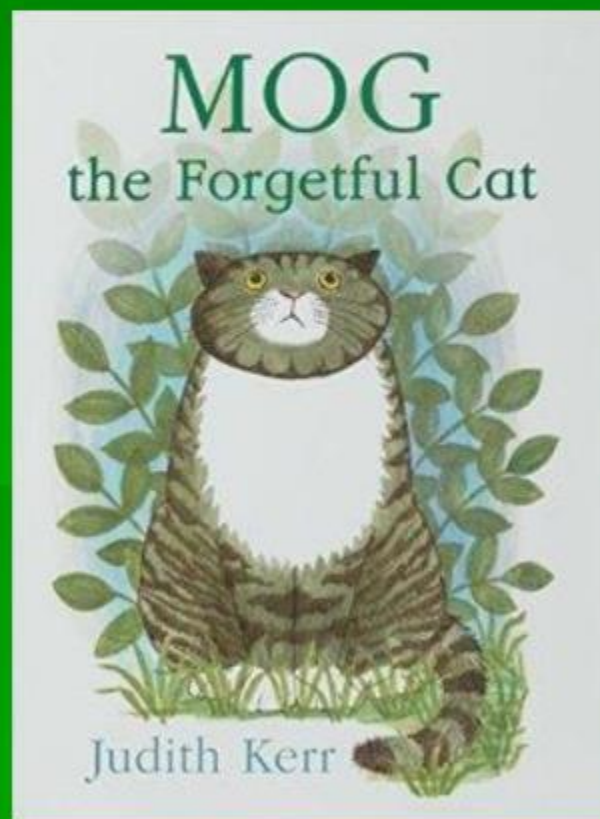


# Skimming and scanning

Read out a word from the text and ask your child to locate it.

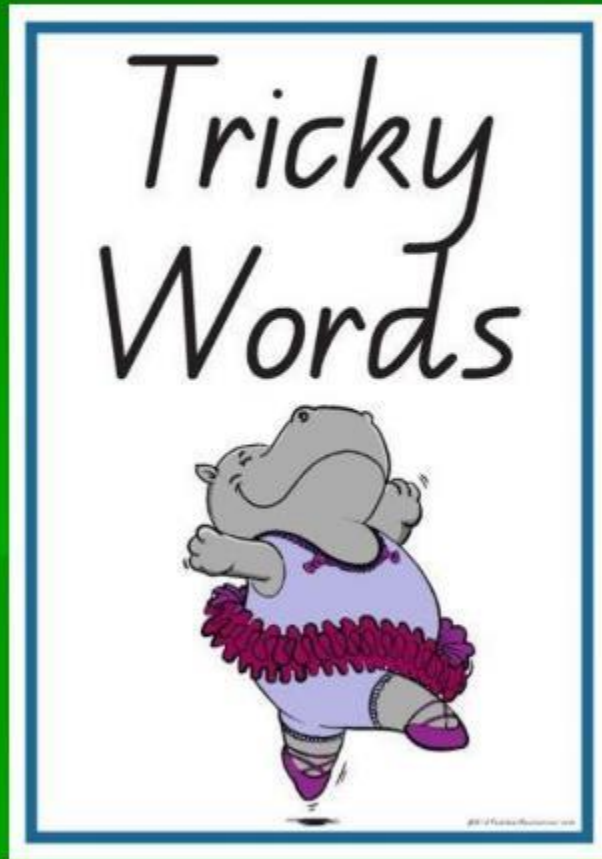
Ask a question and encourage your child to

find the answer in the text.

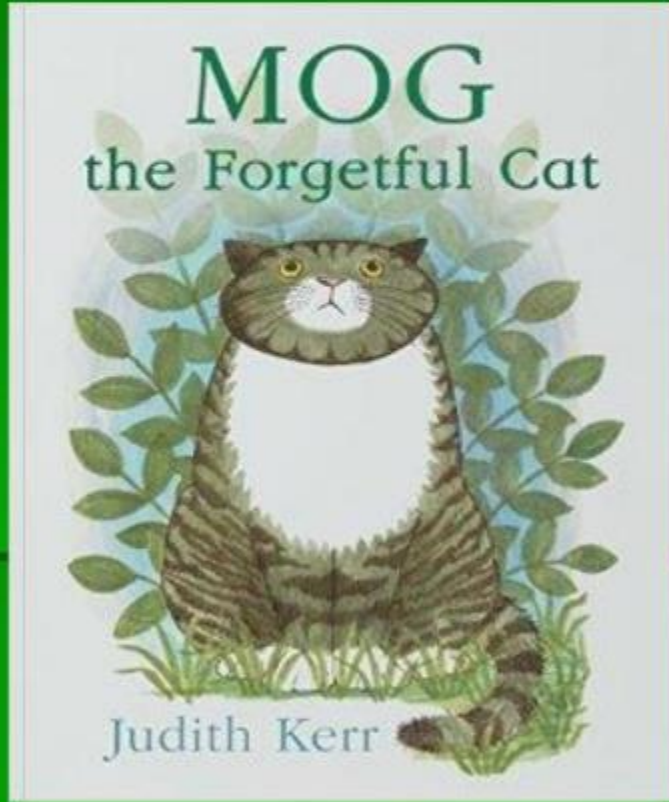


# New Words

- Make a note of new or difficult words and look up in dictionary.
- Use the words in different sentences to ensure that they have fully understood the meaning of the word.



# Learning to pronounce words



- Listen to stories on CDs. This helps improve pronunciation.
- Look up pronunciation on Youtube

**Children need to be exposed to and understand synonyms in context of the text type.**

ancient

wrinkled

worn

old

wornout

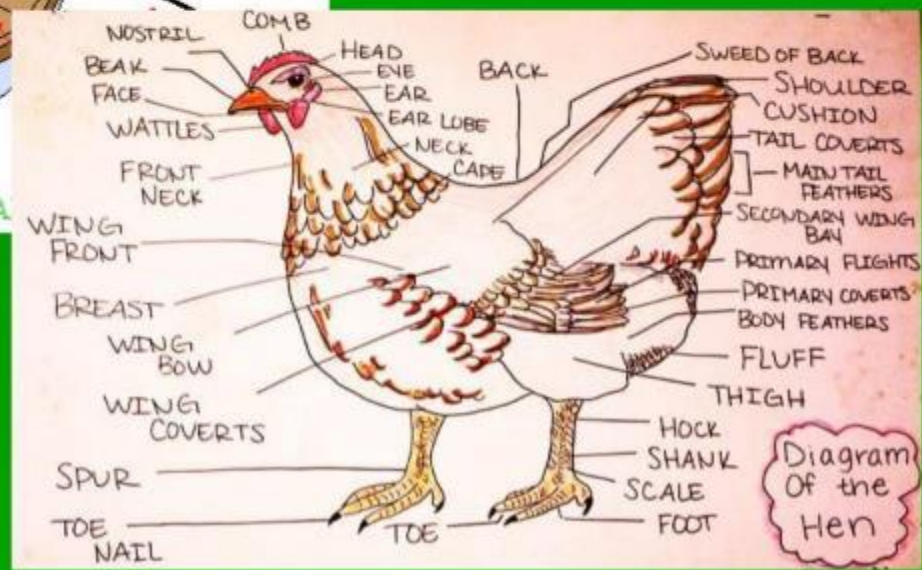
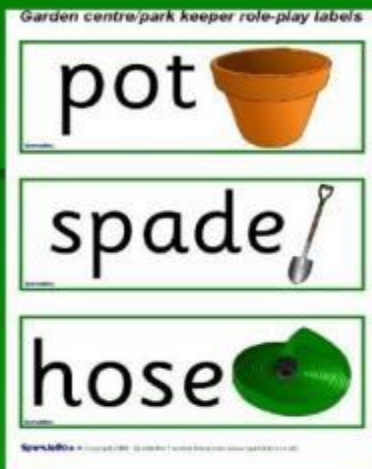
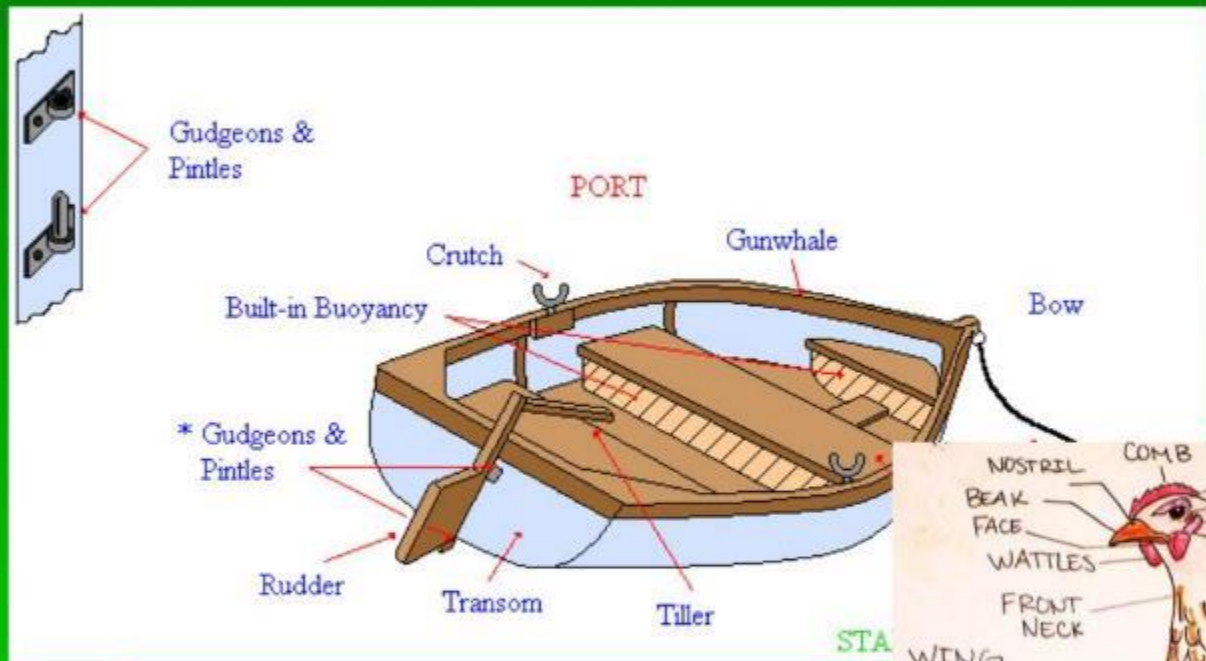
raddled

antique

motheaten

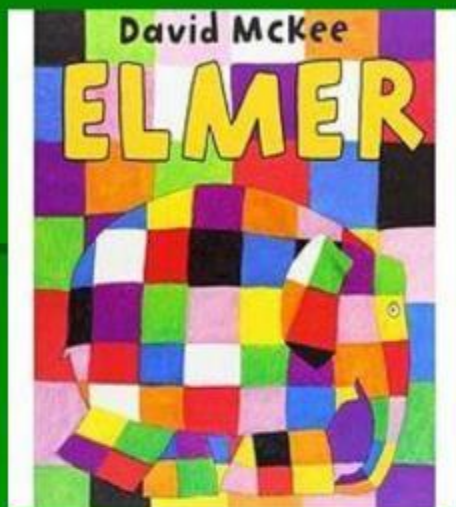


# Label pictures to learn and develop new vocabulary





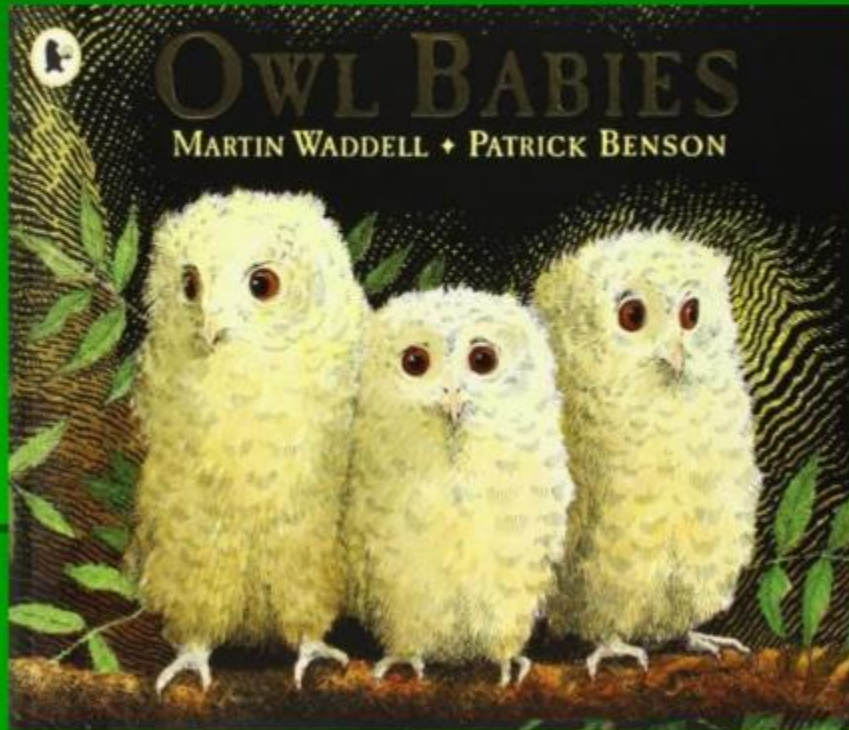
# Literal Questions



- Where does the story take place?
- When did the story take place?
- What did he/she look like?
- Where did he/she live?
- Who are the key characters in the book?
- What happened in the story?
- Read the part that tells me.....
- *Which is your favourite part? Why? Which bit of the text shows this?*
- *Predict what you think is going to happen next. Why do you think this?*








# Questions

Asking  
questions  
instead of  
raising  
questions






Herrick Website – Curriculum- English –  
Reading at home (scroll down to the  
bottom)

## Resources




-  [FBR - Emily's Absurd Authors](#)
-  [FBR - Captain Bloodbucket's Treasure Hunt](#)
-  [OBPB 2023 - digital resources](#)
-  [OBPB 2023 - reading tips for families](#)
-  [Qs - Dave and Greta](#)
-  [Qs - Family Book Robinson](#)
-  [Qs - Small's Big Dream](#)
-  [Qs - When Ice Cream Had a Meltdown](#)
-  [Qs - Yes You Can Cow](#)
-  [Qs - You Are 25% Banana](#)

The links below take you to YouTube videos in a new browser window.




### Starting to learn to read

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




### Making early progress as a reader

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




### Becoming a more confident reader

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

### A fluent reader

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

### Able to read, but doesn't like reading

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

### Questionnaires

-  [Reading Questionnaire](#)
-  [Book Review Questionnaire](#)

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## Questions to support your child when reading

### Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?



**To give each and  
everyone a chance**

**'learning never stops'**