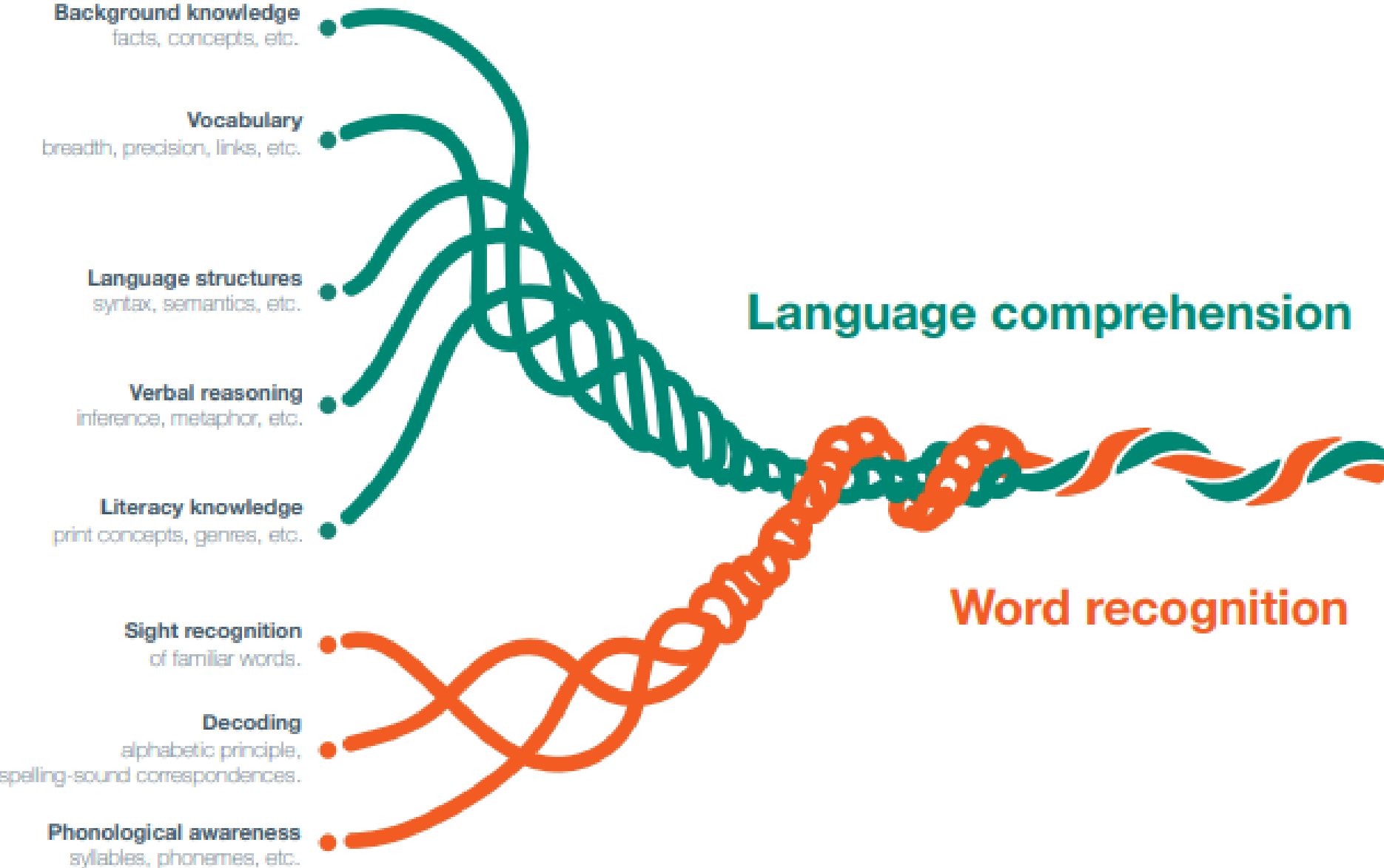


KS1 Reading Workshop

September 2020

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



In KS1, we have:

- Children in years reception, 1 and 2 are accessing our Read Write Inc. phonics programme
- Children at the end of the Read Write Inc. programme will enter the comprehension module
- At the end of year 2, we aim for children to be ready for the Read Write Inc. Language and Literacy programme



We also ensure:

- Children have daily opportunities to read or be read to by an adult
- A wide range of reading opportunities across the whole curriculum
- Additional phonic lessons in an afternoon
- Children receive additional support with reading where necessary, for example 1:1 coaching

Home Reading

How can you help?

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

We would like you to:

- Provide your child with the opportunity to read at home every day
- Sign their reading record each day they read at home
- Talk to your child about what they are reading; ask questions, discuss vocabulary and make connections with what they know already
- Ensure they bring their book bag into school every Monday and Thursday (Y1) or Monday and Wednesday (Y2) so that their home reading can be acknowledged and a new book given if necessary
- Promote a love for reading
- Model reading to your child

Set 1a	-Children learn the first group of single letter sounds.
Set 1b	-Children know more than 16 single letter sounds. -They will now focus on blending these sounds into words using magnetic letters.
Set 1c	-Children know most single letter sounds. They will now focus on blending words on green cards.
Ditty	-Children know all single letter sounds. -Beginning to learn Set 1 special friends.
Red	-Children know all set 1 sounds. -Children are focusing on green words 1.6-1.17 (4 sound words) -Children will read nonsense words with familiar sounds. -Spell using fred fingers.
Green	-Learning set 2 sounds for the first time. These are the first set of representations of vowel sounds. -Reviewing set 1 sounds -Reading words with set special friends -Using a simple sound chart -Children will read nonsense words with familiar sounds. -Spell using fred fingers.
Purple	-Learning set 2 sounds for the first time. These are the first set of representations of vowel sounds. -Reviewing set 1 sounds -Reading words with set special friends -Using a simple sound chart -Use of fred in your head to sound out in their head then read the word. -Children will read nonsense words with familiar sounds. -Spell using fred fingers.
Pink	-Reviewing gaps in set 2 sounds. -Reviewing set 1 sounds -Reading words with set special friends -Using a complex sound chart -Use of fred in your head to sound out in their head then read the word. -Children will read nonsense words with familiar sounds. -Spell using fred fingers.
Orange	-Learning set 3 sounds. These are different representations of vowel sounds. -Reviewing set 2 sounds -Reading words with set special friends -Using a complex sound chart -Use of fred in your head to sound out in their head then read the word. -Children will read nonsense words with familiar sounds. -Spell using fred fingers.

Yellow	-Learning set 3 sounds. These are different representations of vowel sounds. -Reviewing set 2 sounds -Reading words with set special friends -Using a complex sound chart -Use of fred in your head to sound out in their head then read the word. -Children will read nonsense words with familiar sounds. -Spell using fred fingers. -Using letter names to distinguish between special friends.
Blue	-Learning set 3 sounds. These are different representations of vowel sounds. -Reviewing set 2 sounds -Reading words with set special friends -Using a complex sound chart -Use of fred in your head to sound out in their head then read the word. -Children will read nonsense words with familiar sounds. -Spell using fred fingers. -Using letter names to distinguish between special friends. -Working on fluency of reading. Building up speed.
Grey	As above. Focus on speed of reading. Children in this group will be reading about 80+ words per minute. -Beginning to use some intonation to show understanding.
Life After Grey (Comp) / White	-Children can read accurately and fluently. This unit focuses on comprehension using a range of question styles. Some key focuses are key words and definitions, quiz quizzes, opinion questions and finding evidence to support. Children in this group will be reading about 100+ words per minute. -Uses intonation to show understanding.

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	



Each day your child reads, sign and date the pages they have read.

It is important you sign and date, as without this record, staff do not know whether the book has been read or needs to be changed.

Use may also use this to write down any information you would like to pass on about their reading.

100 BOOK Reading Challenge



Color in one square for every book you read.
Log all of your books onto the 'Book Log' provided.
Bring both back to your teacher for a special treat!



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Every day your child reads at home, colour in a square on their chart in their reading record.

They will receive a certificate when they reach 100.

Books will be checked and changed on :

Monday's and Thursday's – Year 1

Monday's and Wednesday's – Year 2

On these days, children can also pick a class library book to be read at home or one of Mrs Burger's books.

All books that are returned to school will be quarantined before being put back on the shelves.

All children will have:

- A levelled reading book
- A class library book they have chosen for themselves (this may not be at their level)

Children may also read their own books from home (please note this down in their reading record too)

- A reading record (this is to be signed by a parent/carer every day they read)

Children on read write inc. book bag books are encouraged to read them 3 times for fluency before they are changed as part of the read write inc. programme.

If you have any questions about your child's reading or require any additional support with their reading at home please contact your child's class teacher on Dojo or contact the school office

bursar@adlingtonstpauls.lancs.sch.uk