

Reading Workshop

Stadhampton Primary School
– 11.2.26

Do you know why
reading is so
important ?

Is reading at home
regular and something
you look forward to?

Do you know how to
help your child
improve their reading
ability?

Do you know how
to improve your
child's
understanding?

Are you aware how
reading is taught at
Stadhampton and what
our expectations are?

The 'POWER' of reading

01

Creating a love of reading in children is potentially one of the most powerful ways YOU can help your child.

02

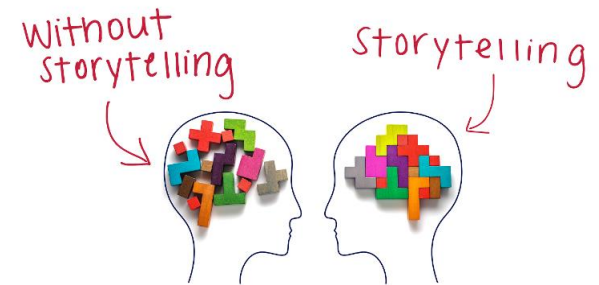
Experts in literacy are unanimous in their belief that parents should read with their children.

03

We learn to read so that we can read to learn.

Why is reading important?

- Creating a love of reading in children is potentially one of the most powerful ways to improve academic ability.
- There are few better ways to improve a child's chances in school, or in the wider world than to enable them to become truly independent readers.



Reading requires two skills

- **Phonics and word recognition**

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

- **Understanding**

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.



An Introduction to Twinkl Phonics

for Parents and Carers



Effective Phonics, Done Simply

Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee ea e_e e	igh igh i ie i_e y	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
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twinkl phonics



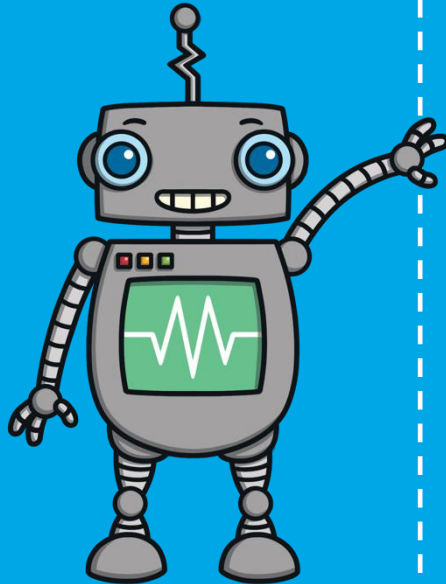
Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound

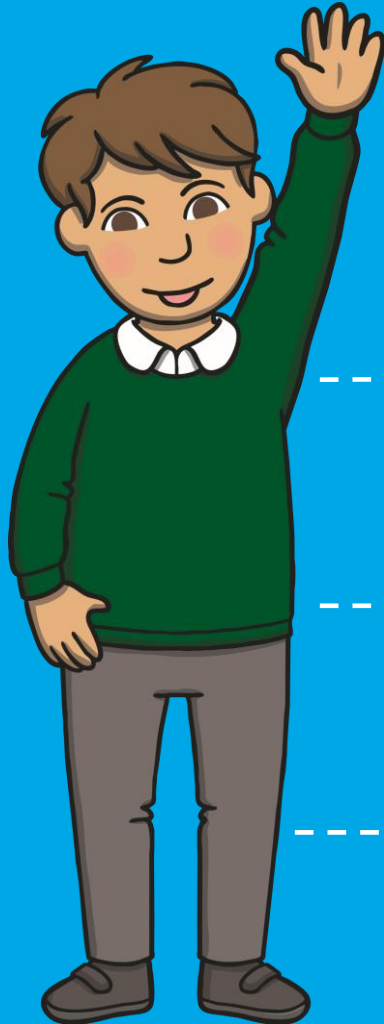


What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

Reading expectations at Stadhampton

- All children should read at least four times a week. In EYFS/KS1 this may be their book they read four times and in KS2 they should read for at least 10 minutes four times a week.
- Beyond Level 6, your child's class teacher will guide what to read next.
- Record all reading at home in the reading record book – this doesn't need to be a long description of the reading it can just be a signature to show that the reading has happened.
- Reading record books will be checked regularly in each class.
- If reading at home is difficult then please speak to your child's class teacher.
- Please don't put water bottles in book bags once books are in there!





How can I support my child with reading at home?

Reading to
your
child/sharing
books

Hear your child read
(Daily - Reading
Diaries)

Give support and
encouragement

Being a role
model - get
caught reading!

Asking
effective
questions

Reinforcing taught
phonemes/sight words

Enjoying a wide range
of materials:
Picture books (all
ages!)
Newspapers
Magazines
E-books (Bug Club)
Audio books

Using Libraries

Encourage wide
reading - range of
genres

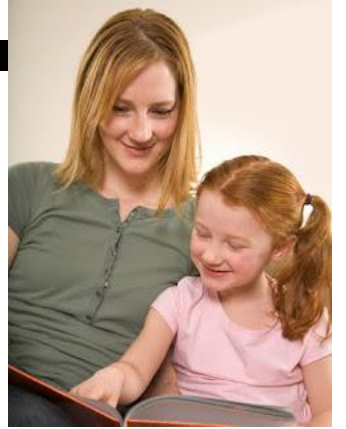


Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!

Encourage your child to enjoy books everyday!

How to ask effective questions



- There are different types of questions. To have good comprehension skills your child needs to develop their ability to respond to all of these.
- Literal – The looking and finding question.
- Inference – The clue question. Children often find it hard to provide the evidence needed to support their point,
- Deduction/Opinion – The thinking question – goes beyond the book. This connects the book to the world. If children have poor subject/topic knowledge they will find this type of question very difficult.
- Vocabulary – Understanding the vocabulary in the book.

FAQs

- My child is in KS2 do they still have to read the phonics scheme books at home?

~ If your child is still bringing home the phonics scheme readers, they have been assessed as still needing a level of support the scheme books offer. However, if you have books at home that are of a similar level then please do use these to supplement your child's reading opportunities. Your child will always benefit from reading a wide range of books. Please do speak to your child's class teacher if you have any questions about your child's reading level.

- Does reading four times in one go count?

~ No, the idea of reading the book four times is to allow your child the opportunity to improve their fluency by reading a book with growing familiarity over a period.

- What is the significance of the colours in Twinkl Phonics?

~ There is no significance, they are simply the colours Twinkl chose.

- If my child does not enjoy reading/finds it hard, how can I help?

~ Not all books/book types suit all children. This could be a case of exploring different types of books – non-fiction rather than fiction or graphic novels rather than standard chapter books etc... It could be they are finding a particular aspect of reading tricky and need some support, speak to your child's teacher to find out if more support in an area of reading is required – phonic understanding, fluency level, comprehension etc... Take the opportunity to share together a variety of books, with the adult doing most of the reading, it could be that listening to books outside their reading ability provides a boost.

- How much reading happens at school?

~ Children have the opportunity for reading their own books at different times of the day, after lunch for example if in KS2. Throughout the school there is daily 1 to 1 reading (for those who require additional support), class books, reading during phonics, incidental reading in all curriculum areas, regular comprehension sessions.

- Should we do 'comprehension'? Does this count within the 10 minutes reading four times a week?

~ Yes, comprehension is a key reading skill. Once children have learnt to read, they then become readers who learn, comprehension is the foundation of that skill.

