



Reading Meeting

Supporting your children to become confident readers...



Reading Schemes

VS

Lovely Books

Kulttuurin
luominen
lukemisen
tukemiseksi on
elintärkeää!



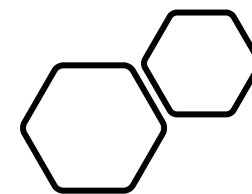
“Creating the culture to support reading is vital.”



Reading		
1	 Shanghai, China	570
2	 Hong Kong, China	545
3	 Singapore	542
4	 Japan	538
5	 South Korea	536
6	 Finland	524
7=	 Taiwan	523
7=	 Canada	523
7=	 Ireland	523
10	 Poland	518
11=	 Liechtenstein	516
11=	 Estonia	516
13=	 Australia	512
13=	 New Zealand	512
15	 Netherlands	511
16=	 Macau, China	509
16=	 Switzerland	509
16=	 Belgium	509
19=	 Germany	508
19=	 Vietnam	508
21	 France	505

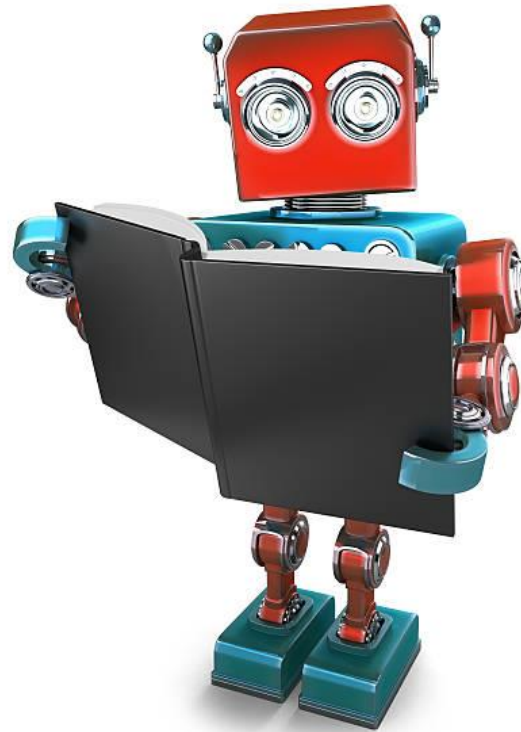
statistics about the impact of parents reading with, and to their children: Here's how many words a child would have heard by the time they were **five years old**:

- *Never read to: 4662 words*
- *Read to 1-2 times per week: 63 570 words*
- *Read to 3-5 times per week: 169 520 words*
- *Read to daily: 296 660 words*
- *Five books per day: 1 483 300 words*



Talk and
Enjoy

...it's not just about the
mechanical act of reading...



What to do at home?



Examine the cover



Flip through the book to look at the layout



Look at the pictures or titles



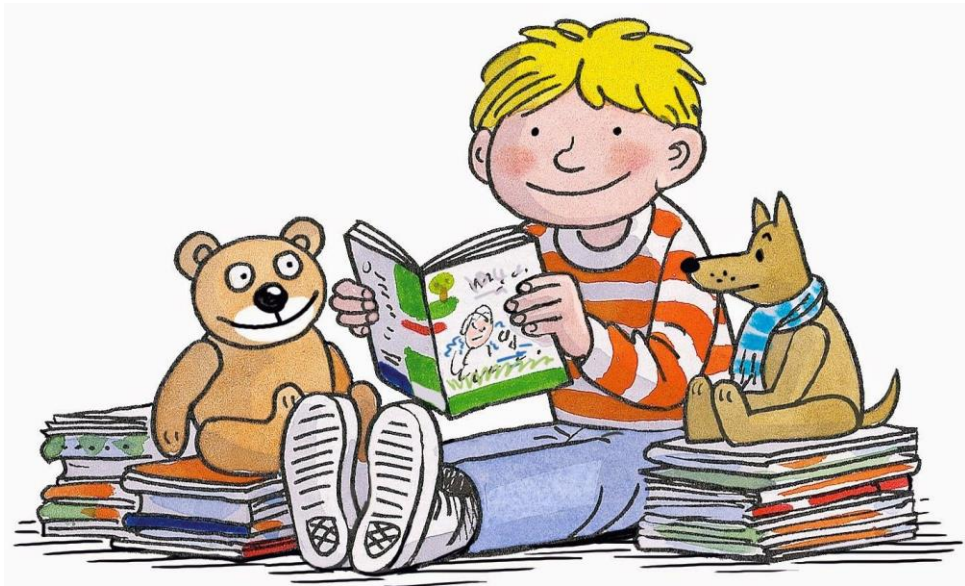
Go over new vocabulary using the pictures



Check understanding and fill in any gaps

Don't over do it...
it needs to be
fun!





Tips

- Character check/chat – this will help children with understanding the plot more – Biff, Chip, Wilma...
- Don't let a child stress over not reading a word. Look at the first letter and tell them. Try not to let it become stressful (for them and you!)
- Show your child's skills off!
- One page per year old.
- Routine.
- Expectation.
- Praise, praise and more praise!

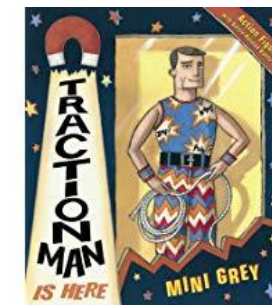
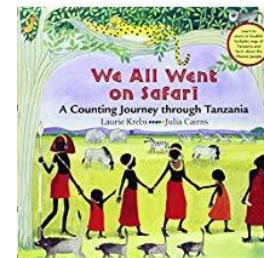
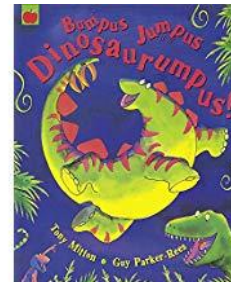
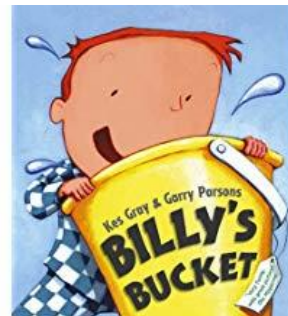
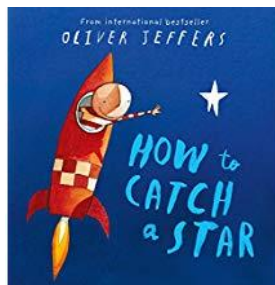
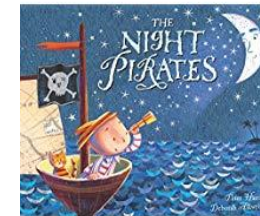
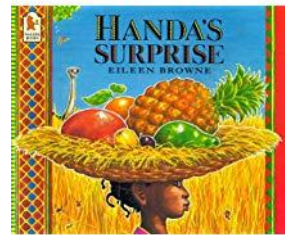
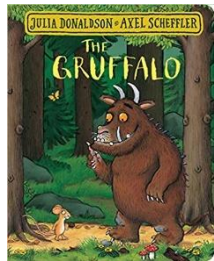


Sight Vocabulary

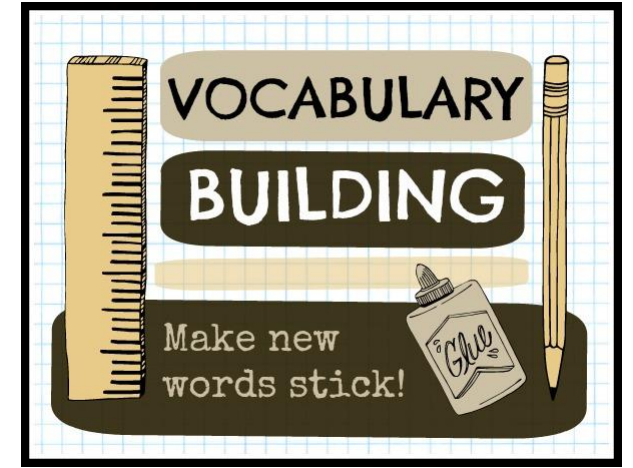
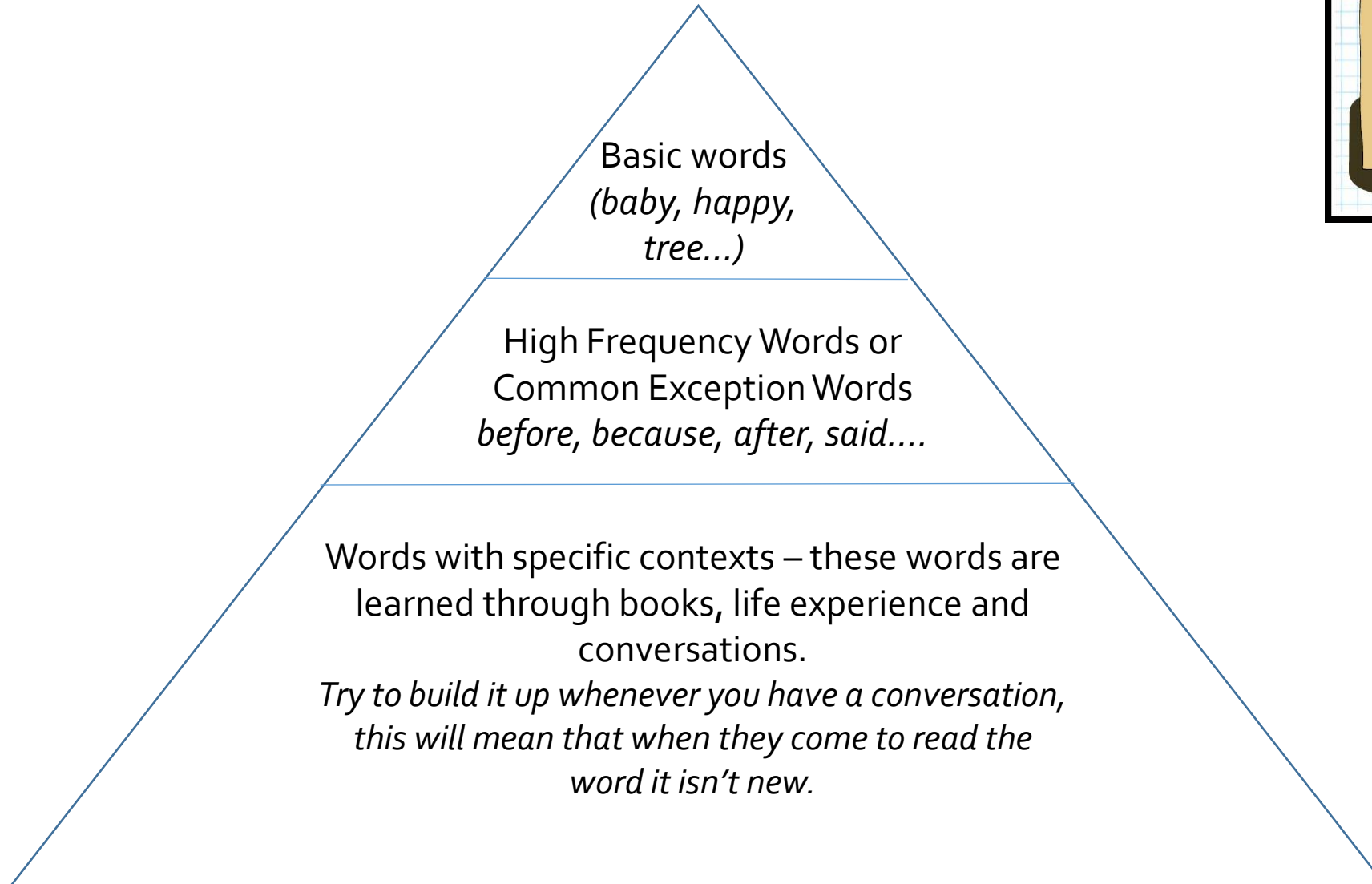


Wider Reading

- Children should be encouraged to become critical readers of a wide range of texts.
- 'Real books' and Oxford Reading Tree.
- Reading should include books from different cultures.
- Rhyme and poetry.

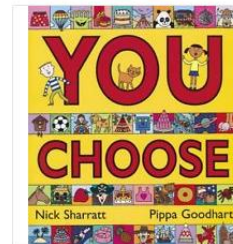
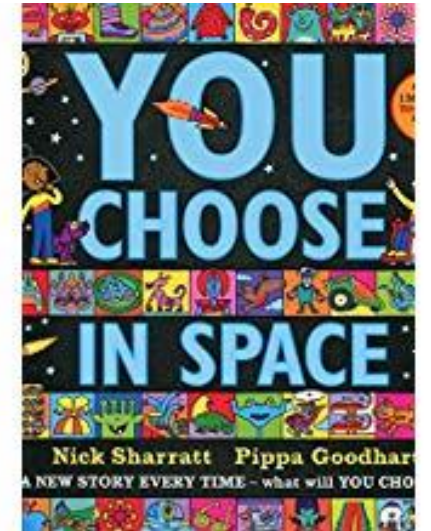


Building Vocabulary



Vocabulary

- Try to build vocabulary up whenever you have a conversation. This will mean that when children come to read the word it isn't new.



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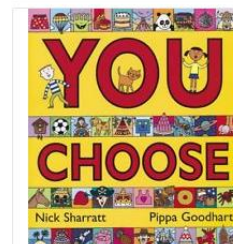
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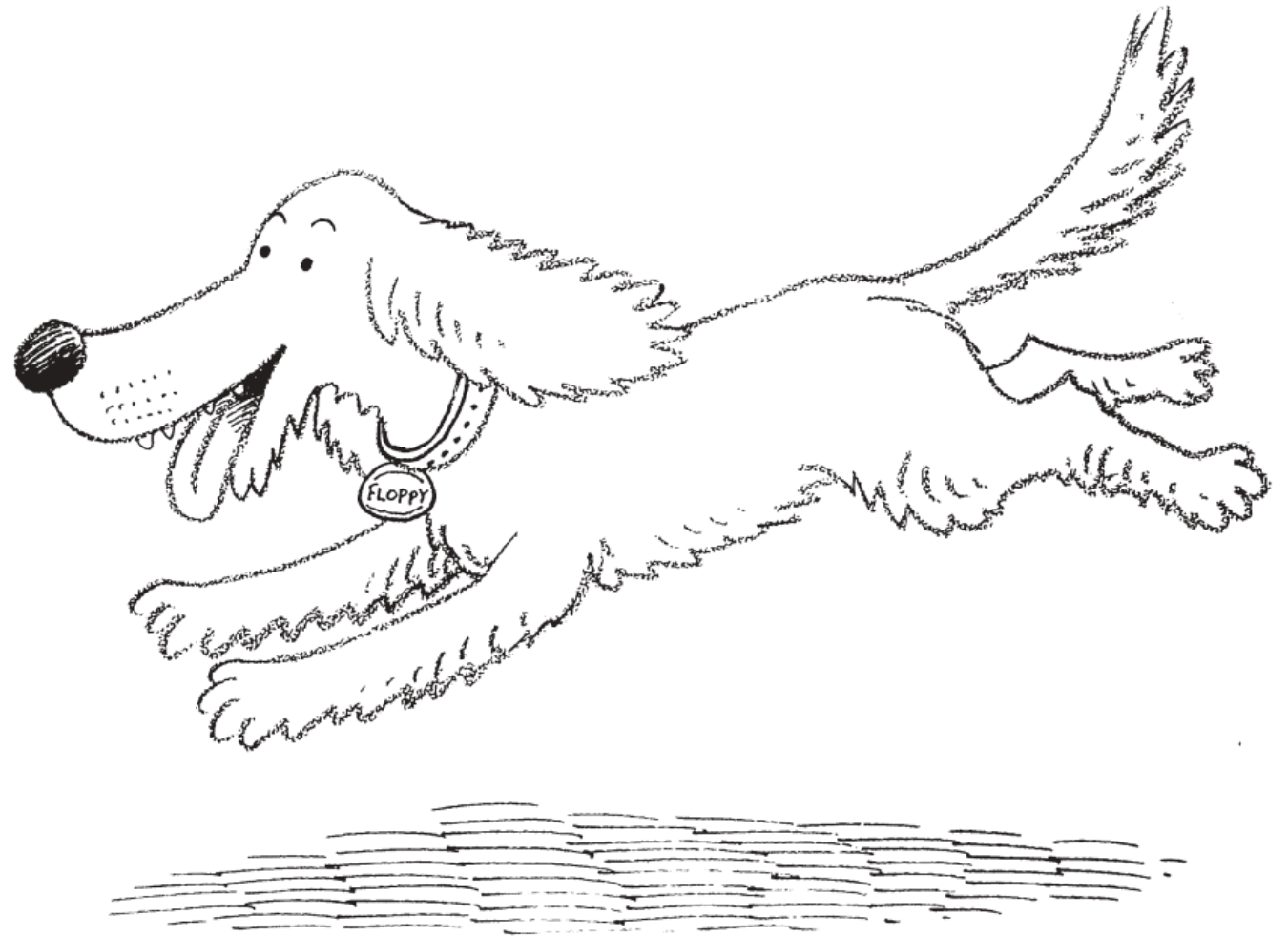
What we do in School?

Floppy Phonics

- Systematic Synthetic Phonics (SSP)
- Fully de-codable books
- Levelled at the readers needs
- Fun and interactive classroom activities
- Integrates with the class whiteboard



A Typical Floppy Phonics Session





Quiz!

In the chat function....

**USING PHONICS, what different ways
can you spell.....**

floor / flor / phloor / flore / phlore

witch / which / wich / whitch



Cracking the Code

Using synthetic phonics, children become code breakers. As we know, English is tricky code to crack.



- Although there are only 26 letters in the alphabet the children need to learn 44 phonemes.
- Over time, they then will find out that there are over 400 graphemes!



Terminology

- Phonemes - the smallest unit of sound in speech
- Graphemes - how these sounds are written (ai, ay, a_e)
- Segmenting - breaking the spoken word down into sounds
- Blending - identifying the graphemes from left to write, saying them and blending them together to read the word
- They will also learn about 'Tricky Words', also known as 'Common Exception Words'. These are words that are commonly used but do not always follow the rules of phonics.



The 44 phonemes

(45 when you count the hard and soft 'th' sound)

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

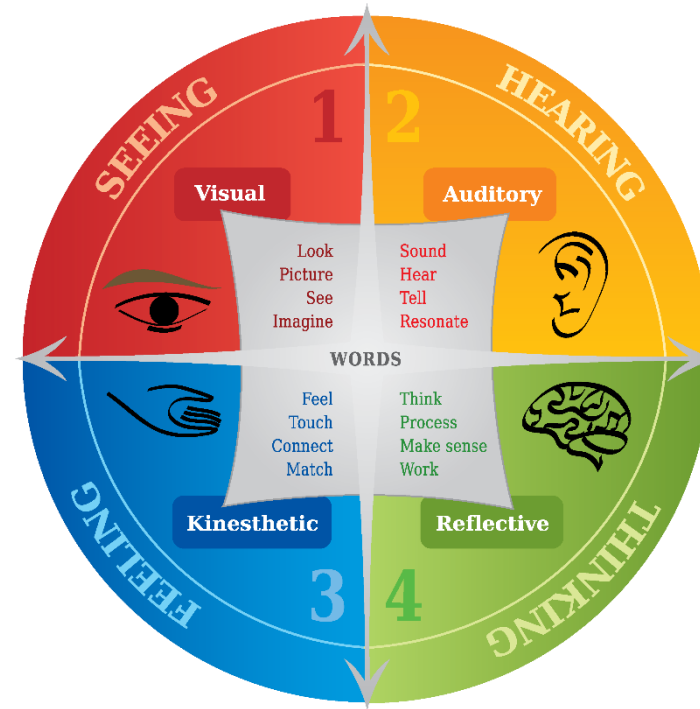
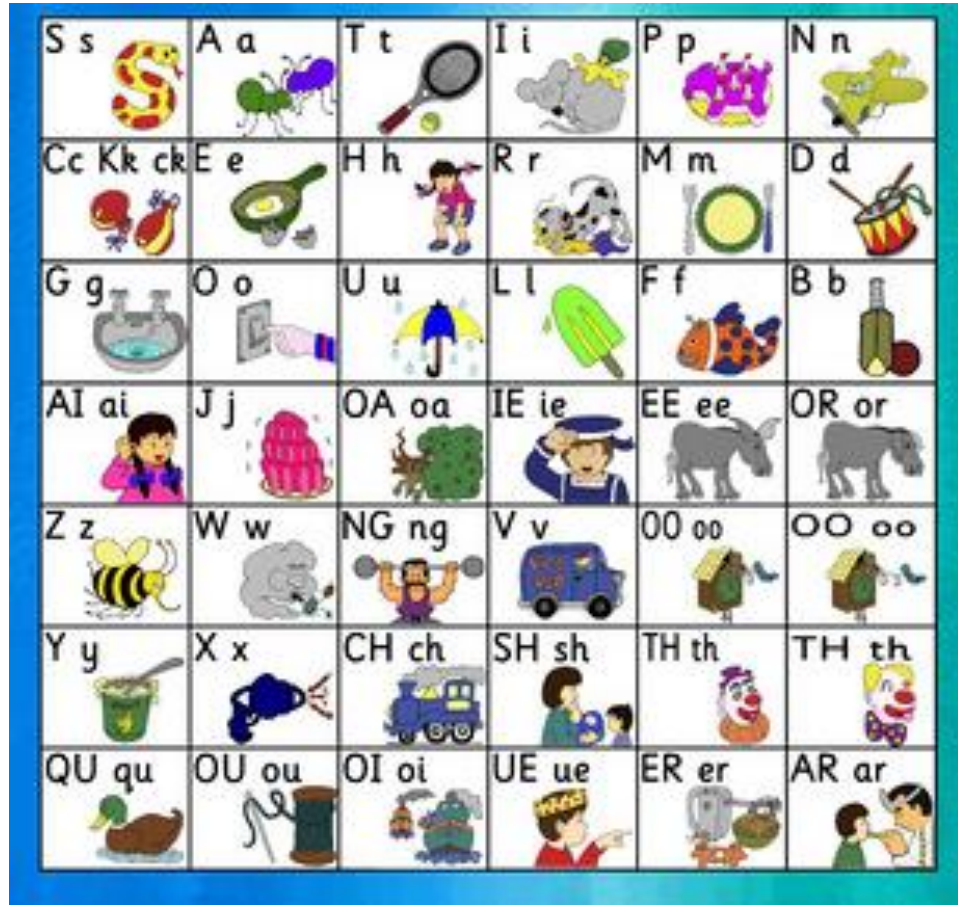
Letter Groups

The letters are taught in groups of six. They have been carefully selected to help the children build words as fast as possible.

Group 1	s a t p i n
Group 2	ck e h r m d
Group 3	g o u l f b
Group 4	ai j oa ie ee or
Group 5	z w ng v oo oo
Group 6	y x ch sh soft th hard th
Group 7	qu ou oi ue er ar

Group 1.... How many words can you make?

sat pin pat tin sit nap tan tip pan sip tap sin nan pip



- Children learn in different ways and not all children have a good visual (seeing) memory.
- For more kinesthetic learners (feeling), each sound is accompanied by a movement. This movement can sometimes aid memory to the sound.



Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

tools

J j



jug

jet
jam
jacket
just



k -ck e u r h b f -ff l -ll -le -ss j



quit



save



load



print



sound



menu



back



next





Listen to the sounds and match them to the graphemes.

tools



k -ck e u r h b f

-ff l -ll -le -ss j



play



restart



quit



save



load



print



sound



close



back

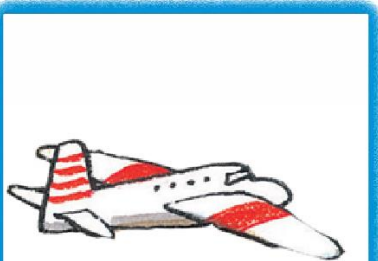


next





Select the graphemes to listen to the sounds.
Select 'blend' to blend the sounds and listen to the word.



jet

hide

blend



quit



save



load



print



sound



close



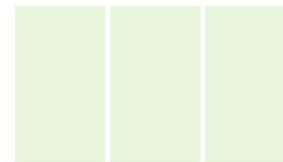
back



next



Select the picture to listen to the audio.
Drag the correct graphemes to make the word.



e

j

u

a

ff

m



quit



save



load



print



sound



close



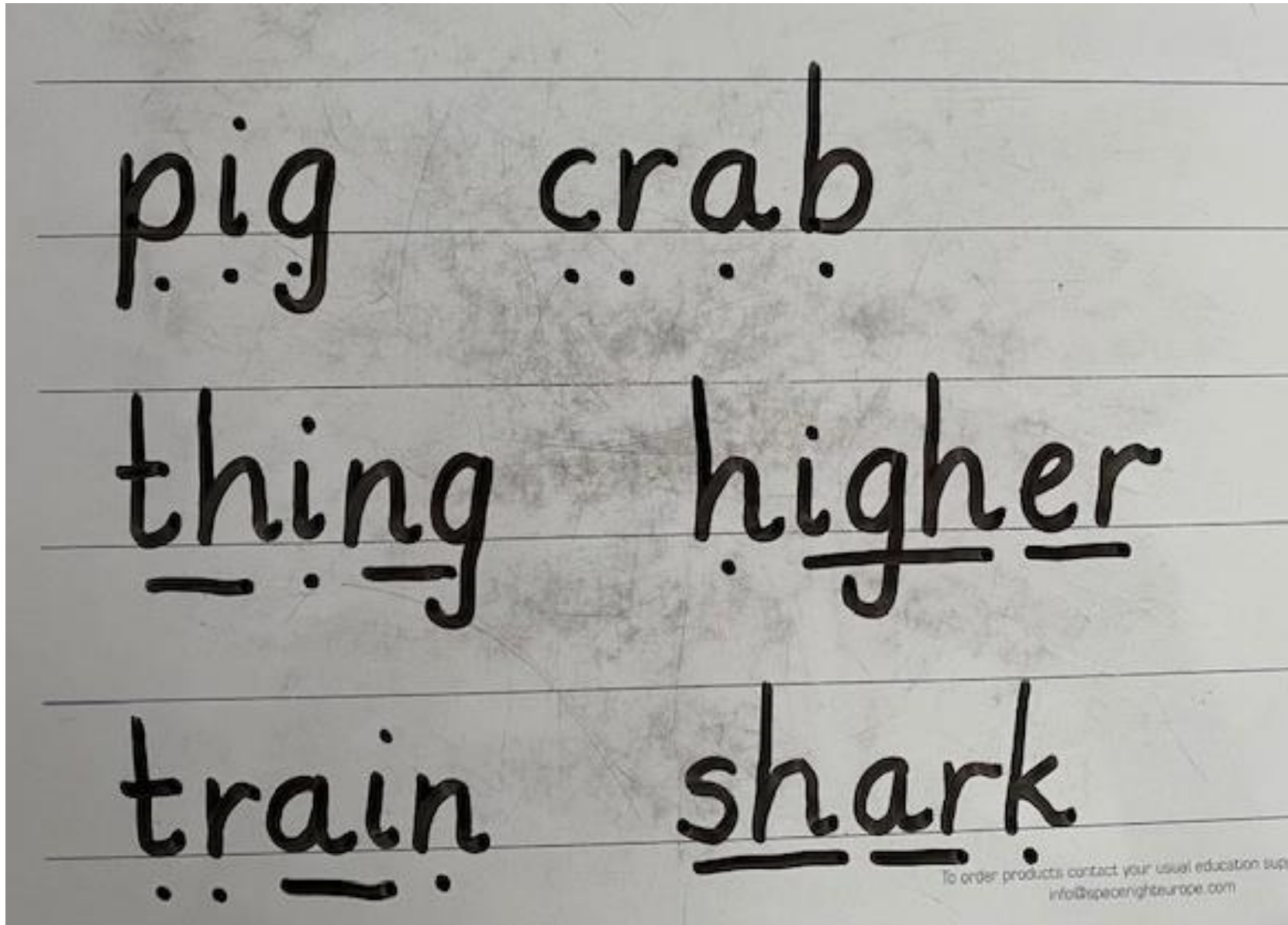
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next



When children begin writing they need to be able to segment the word, or break it in to the different sounds.



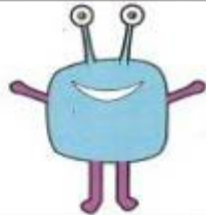
Alien Words

Allows children to confidently segment and blend sounds that they read
(these words will always show an alien by them to show they are not 'real' words)

bluns



skarld



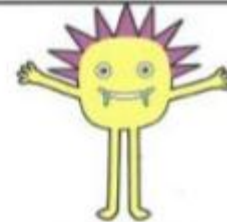
splot



strabe



quigh



herks



jorb

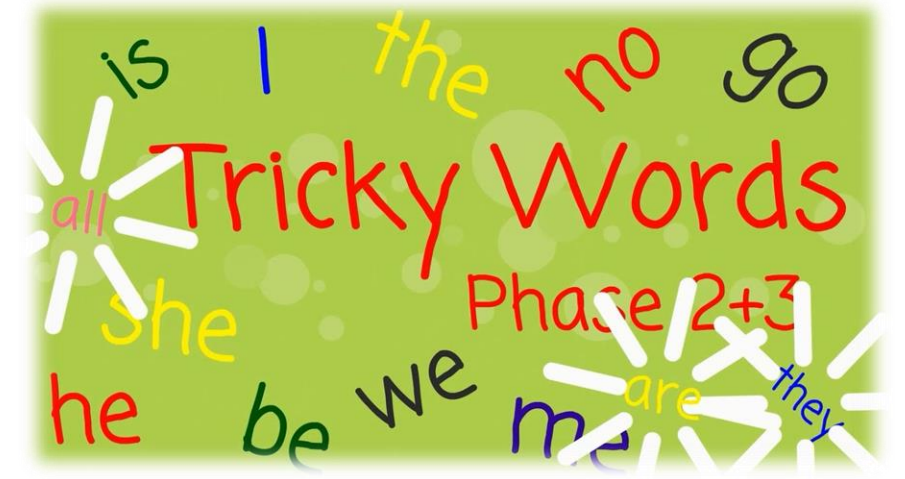


zale



Why are there so many tricky words?

- The faster children learn common exception words, the more fluent they become and the faster they are able to put real meaning to the text.
- Phonics does not always apply here and we have to become more creative in the way we teach them.



Some ideas...

- Flashcards
- Snap
- Word Bingo
- Matching games
- Foam letters in the bath
- Magnetic letters on the fridge
- Word searches
- Look Read Copy Cover Write

- Tricky word Hunt – find all the hidden words around the room... *or...* go and stand on the word_____
- Memory games- e.g. Look at all the words on the tray. Close eyes, take one away, which one is missing?
- Misspell words and get children to spot the mistakes
- Look Read Copy Cover Write



Year 1 and 2 Common Exception Words

Year 1

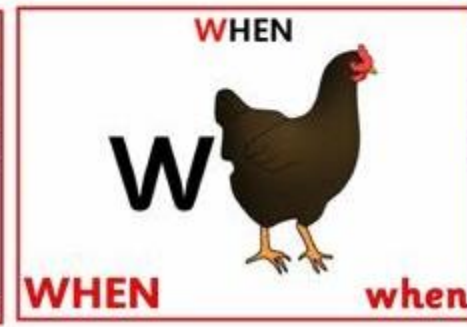
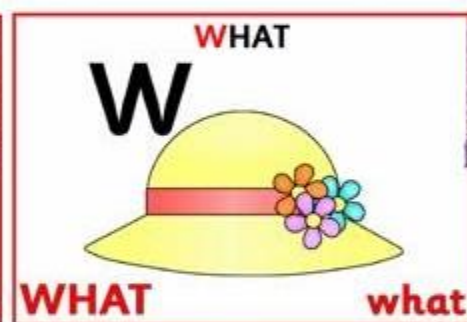
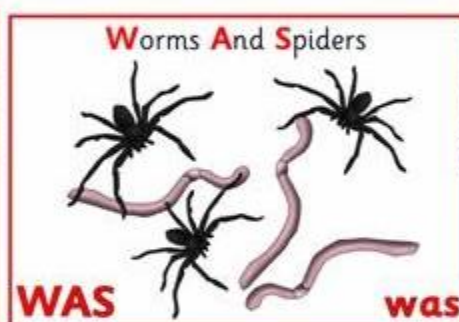
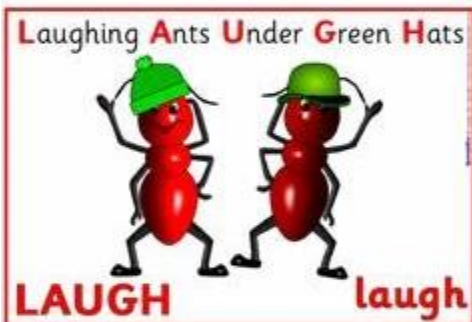
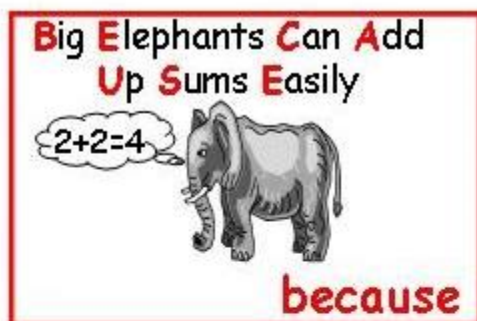
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Mnemonics

When writing/spelling tricky words, learning a silly rhyme helps some children



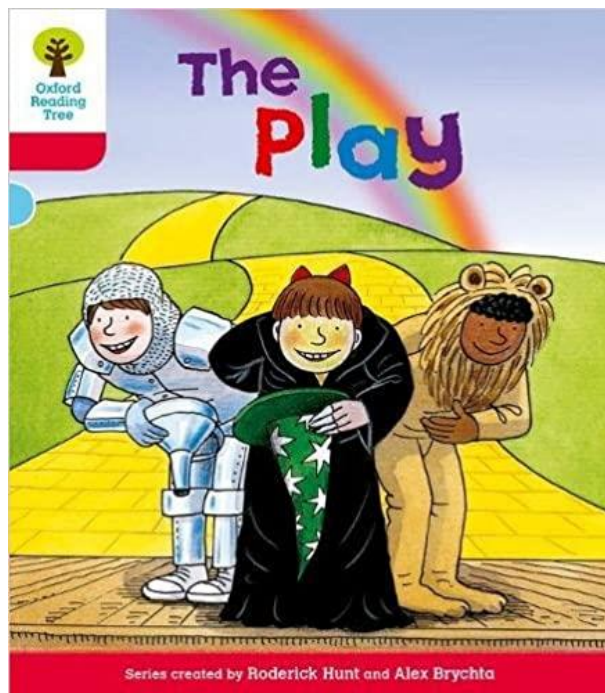


Orientation

- Build some understanding before you start and you will find it easier to navigate your way through the text

Sometimes...

- Before you even open a book, find out what the children know about the topic/subject they will be reading about.
- You will find out not only about their knowledge but also what vocabulary they can use and what vocabulary you can add to their repertoire.
- ...it is fascinating!



What if they
are not
getting it?

All children learn at different rates

Level envy

What more can be done?

It is not a competition!

BARKING V COMPREHENSION

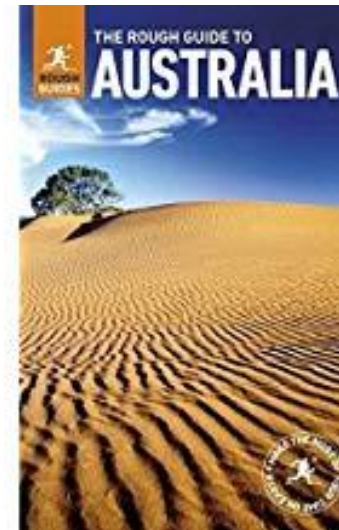
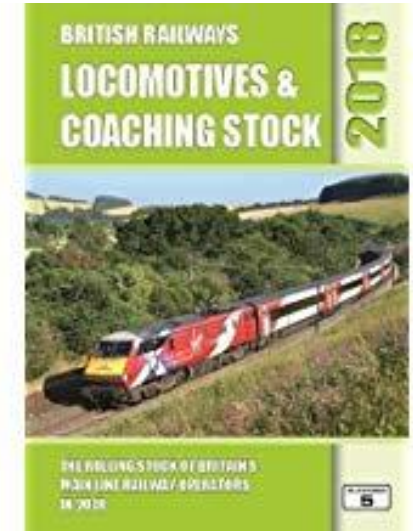


What can you do?

- If children see adults reading at home they are more likely to read from an earlier age
- Visits to the library encourage independence and decision making about books – support them with it!
- Read at least 5 times a week with your child – little and often is key

Did you know:

"Turning on subtitles while children are watching TV can greatly improve their reading skills. A quick, simple, free way to make TV time, reading time" #turnonthesubtitles



Recommended Reading



Book trust



Oxford Owl



Charity Shop



Our Library



Books for Topics Website



booksfortopics.com

If you read 2 books a day with your child before bed, every night, they would read over 700 books a year!





Question Time

Thank you for joining us!

