



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss

Reading Paradise



READING WORKSHOP



AIMS

- Overview of the reading curriculum for YR, Y1 & Y2
- Overview of how we teach early reading at CCH
- Look at the different books that children read in school and at home
- Understand the purpose of each book
- Know how best to support your child at home with their reading
- Ask questions & clarify understanding

Early Learning Goal: Reception

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

They demonstrate an understanding when talking with others about what they have read.

Communication and language

Listening and attention: Children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding:

They answer 'how' and 'why' questions in response to stories

Speaking:

They develop their own narratives and explanations by connecting ideas or events.

National Curriculum: Year 1

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

National Curriculum: Year 1

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

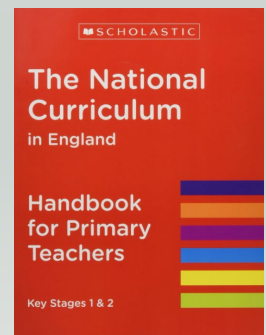
National Curriculum: Year 2

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.



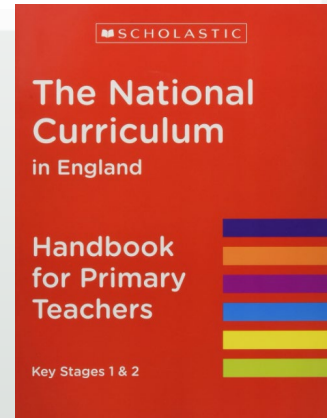
National Curriculum: Year 2

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.





PHONICS



The National Curriculum states that children must use phonic knowledge as their primary approach to reading unfamiliar words.

- Phonics is a method used to teach children how to read and spell.
- We teach phonics everyday in school using (RWI) Ruth Miskin.

PHONICS

- Set 1 sounds: 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, qu, x, ng, nk

Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

in

at

beg

sum

SCREENING CHECK

vap



osk

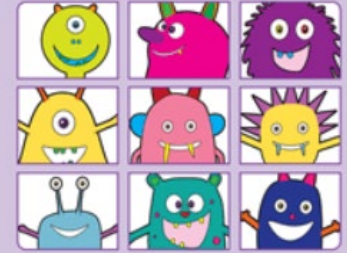


2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



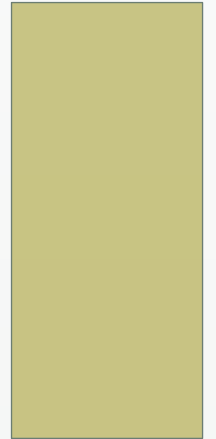
In June all Year 1 children are expected to complete a phonics screening test.

The assessment is compulsory and is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.



THE BOOKS

STORYBOOKS – FULLY DECODABLE



The image displays a variety of educational resources for young learners. At the top, there are several books: 'Handbook 1' and 'Handbook 2' (spiral-bound), 'Ditty Phonics Book', and a series of 'Get Writing!' books in different colors (Green, Purple, Pink, Orange, Yellow, Blue, Grey). Below these, there is a large grid of colorful flashcards, each featuring a small illustration and a word or phrase. To the left, there is a 'Speed Sounds Set 1' book and a card with the words 'mad', 'dad', 'at', 'mat', 'sad', 'sat'. To the right, there are more flashcards, including one with the word 'ure' and another with the word 'ure' and a small illustration of a person. The overall layout is a collage of these educational materials.

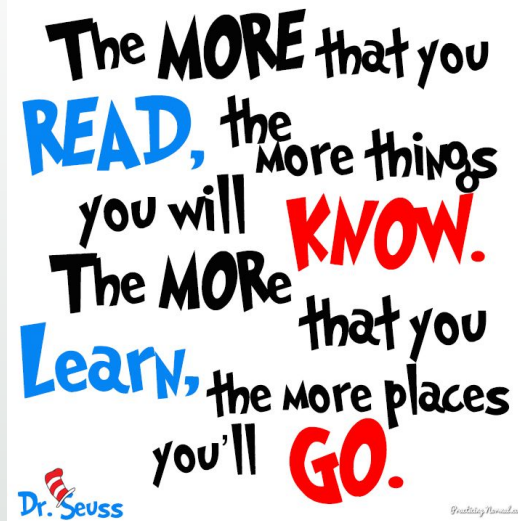
STORY BOOKS

- Every child will start a new story book each week.
- The cycle is as follows:

| | Introduce/say the sound | Read the sound | Review the sound | Read the words | Reading nonsense words/Speedy Green | Spell with Fred Fingers | Hold a sentence | Reading Activity |
|------|---|---|--|--|---|--|---|---|
| Mon | <p>Introduce the sound/special friends (do not show grapheme yet)</p> <p>Show A4 card picture side.</p> <p>Bounce or stretch <u>ay</u> and say... 'ay may I play?' (MTYT, TTP)</p> <p>Fred talk each word on the card.</p> <p>Day, play, may, way, lay, say, tray, spray</p> <p>Ch repeat in Fred</p> <p>Talk then say whole word.</p> | <p>Draw a simple mnemonic (only for single sounds - same as the card).</p> <p>MTYT</p> <p>Write the grapheme.</p> <p>Ch draw in the air/partner's back (perfect pencil grip).</p> <p>Flip between the picture and grapheme.</p> <p>Play hide and seek.</p> <p>"I can say the sound <u>ay</u>."</p> <p>TTP</p> | <p>Hide the new sound.</p> <p>(Review recent sounds or tricky sounds).</p> <p>Keep tricky sounds to the side (review later).</p> | <p>Green ay words.</p> <p>Point to sounds (sound buttons) – ch blend and say whole word.</p> <p>Say with exaggerated pronunciation with the ch.</p> <p>Display and repeat.</p> <p>Flash red words.</p> | <p>Either nonsense or green words.</p> <p>Nonsense words – sound buttons. Ch segment and blend.</p> <p>Speedy green words – Fred in your head, CT push forward and ch read at speed.</p> <p>Can use online resource or cards.</p> | <p>Ch to write the grapheme.</p> <p>(3 or 4 words)</p> <p>Say the spelling.</p> <p>Fred the word (hide).</p> <p>Ch spell in their books.</p> <p>way tray play</p> | <p>Related to the focus sound and words (unlike the book).</p> <p>You may play with the clay.</p> <p>CT says sentence over and over.</p> <p>MTYT</p> <p>Introduce CL . actions.</p> <p>Ch to guide CT to write the sentence.</p> <p>CT to think aloud whilst writing.</p> <p>Tick the sentence.</p> <p>Rub it off.</p> <p>Children write sentence independently.</p> | <p>Playday.</p> <p>Speed sounds from story book as a class (visualiser).</p> <p>Story green words (partner practise).</p> <p>Story red words (partner practise).</p> <p>CT to read introduction</p> <p>First read – children</p> <p>Read Aloud – Teacher</p> |
| Tues | <p>Introduce the sound/special friends (do not show grapheme yet)</p> <p>Show A4 card picture side.</p> <p>Bounce or stretch _____ and say... '_____' (MTYT, TTP)</p> <p>Fred talk each word on the card.</p> <p>Ch repeat in Fred</p> <p>Talk then say whole word.</p> | <p>Draw a simple mnemonic (only for single sounds - same as the card).</p> <p>MTYT</p> <p>Write the grapheme.</p> <p>Ch draw in the air/partner's back (perfect pencil grip).</p> <p>Flip between the picture and grapheme.</p> <p>Play hide and seek.</p> <p>"I can say the sound _____."</p> <p>TTP</p> | <p>Hide the new sound.</p> <p>(Review recent sounds or tricky sounds).</p> <p>Keep tricky sounds to the side (review later).</p> | <p>Green _____ words.</p> <p>Point to sounds (sound buttons) – ch blend and say whole word.</p> <p>Say with exaggerated pronunciation with the ch.</p> <p>Display and repeat.</p> <p>Flash red words.</p> | <p>Either nonsense or green words.</p> <p>Nonsense words – sound buttons. Ch segment and blend.</p> <p>Speedy green words – Fred in your head, CT push forward and ch read at speed.</p> <p>Can use online resource or cards.</p> | <p>Ch to write the grapheme.</p> <p>(3 or 4 words)</p> <p>Say the spelling.</p> <p>Fred the word (hide).</p> <p>Ch spell in their books.</p> | <p>Related to the focus sound and words (unlike the book).</p> <p>CT says sentence over and over.</p> <p>MTYT</p> <p>Introduce CL . actions.</p> <p>Ch to guide CT to write the sentence.</p> <p>CT to think aloud whilst writing.</p> <p>Tick the sentence.</p> <p>Rub it off.</p> <p>Children write sentence independently.</p> | <p>Story green words (partner practise).</p> <p>Story red words (partner practise).</p> <p>Play jump in.</p> <p>Children read (much quicker).</p> |

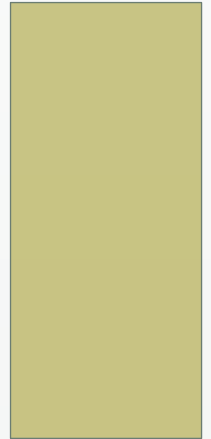
STORYBOOKS

| | | | | | | | | |
|--------------|--|---|--|--|---|--|---|---|
| Weds | <p>Introduce the sound/special friends (do not show grapheme yet)</p> <p>Show A4 card picture side.</p> <p>Bounce or stretch _____ and say... '_____' (MTYT, TTYP)</p> <p>Fred talk each word on the card.</p> <p>Ch repeat in Fred</p> <p>Talk then say whole word.</p> | <p>Draw a simple mnemonic (only for single sounds - same as the card).</p> <p>MTYT</p> <p>Write the grapheme.</p> <p>Ch draw in the air/partner's back (perfect pencil grip).</p> <p>Flip between the picture and grapheme.</p> <p>Play hide and seek.</p> <p>"I can say the sound _____"</p> <p>TTYP</p> | <p>Hide the new sound.</p> <p>(Review recent sounds or tricky sounds).</p> <p>Keep tricky sounds to the side (review later).</p> | <p>Green _____ words.</p> <p>Point to sounds (sound buttons) – ch blend and say whole word.</p> <p>Say with exaggerated pronunciation with the ch.</p> <p>Display and repeat.</p> <p>Flash red words.</p> | <p>Either nonsense or green words.</p> <p>Nonsense words – sound buttons. Ch segment and blend.</p> <p>Speedy green words – Fred in your head, CT push forward and ch read at speed.</p> <p>Can use online resource or cards.</p> | <p>Ch to write the grapheme.</p> <p>(3 or 4 words)</p> <p>Say the spelling.</p> <p>Fred the word (hide).</p> <p>Ch spell in their books.</p> | <p>Related to the focus sound and words (unlike the book).</p> <p>CT says sentence over and over.</p> <p>MTYT</p> <p>Introduce CL . actions.</p> <p>Ch to guide CT to write the sentence.</p> <p>CT to think aloud whilst writing.</p> <p>Tick the sentence.</p> <p>Rub it off.</p> <p>Children write sentence independently.</p> | <p>Story green words (partner practise).</p> <p>Story red words (partner practise).</p> <p>Children read (with fluency and accuracy). </p> <p>Thinking about the story (CT to lead) – ch close storybooks, CT reads, freeze frame expression, MTYT, TTYP, ask questions, word wave, responses, CT picks up on punctuation using actions).</p> <p>Send ditty/story book home.</p> |
| Thurs | <p>Introduce the sound/special friends (do not show grapheme yet)</p> <p>Show A4 card picture side.</p> <p>Bounce or stretch _____ and say... '_____' (MTYT, TTYP)</p> <p>Fred talk each word on the card.</p> <p>Ch repeat in Fred</p> <p>Talk then say whole word.</p> | <p>Draw a simple mnemonic (only for single sounds - same as the card).</p> <p>MTYT</p> <p>Write the grapheme.</p> <p>Ch draw in the air/partner's back (perfect pencil grip).</p> <p>Flip between the picture and grapheme.</p> <p>Play hide and seek.</p> <p>"I can say the sound _____"</p> <p>TTYP</p> | <p>Hide the new sound.</p> <p>(Review recent sounds or tricky sounds).</p> <p>Keep tricky sounds to the side (review later).</p> | <p>Green _____ words.</p> <p>Point to sounds (sound buttons) – ch blend and say whole word.</p> <p>Say with exaggerated pronunciation with the ch.</p> <p>Display and repeat.</p> <p>Flash red words.</p> | <p>Either nonsense or green words.</p> <p>Nonsense words – sound buttons. Ch segment and blend.</p> <p>Speedy green words – Fred in your head, CT push forward and ch read at speed.</p> <p>Can use online resource or cards.</p> | <p>Ch to write the grapheme.</p> <p>(3 or 4 words)</p> <p>Say the spelling.</p> <p>Fred the word (hide).</p> <p>Ch spell in their books.</p> | <p>Related to the focus sound and words (unlike the book).</p> <p>CT says sentence over and over.</p> <p>MTYT</p> <p>Introduce CL . actions.</p> <p>Ch to guide CT to write the sentence.</p> <p>CT to think aloud whilst writing.</p> <p>Tick the sentence.</p> <p>Rub it off.</p> <p>Children write sentence independently.</p> | <p>Children read (expression and intonation).</p> <p>Questions to talk about – quick finger point or time to think questions.</p> <p>Ch say their answer in a full sentence.</p> <p>Uplevel responses.</p> |
| Fri | <p>Introduce the sound/special friends (do not show grapheme yet)</p> <p>Show A4 card picture side.</p> <p>Bounce or stretch _____ and say... '_____' (MTYT, TTYP)</p> <p>Fred talk each word on the card.</p> <p>Ch repeat in Fred</p> <p>Talk then say whole word.</p> | <p>Draw a simple mnemonic (only for single sounds - same as the card).</p> <p>MTYT</p> <p>Write the grapheme.</p> <p>Ch draw in the air/partner's back (perfect pencil grip).</p> <p>Flip between the picture and grapheme.</p> <p>Play hide and seek.</p> <p>"I can say the sound _____"</p> <p>TTYP</p> | <p>Hide the new sound.</p> <p>(Review recent sounds or tricky sounds).</p> <p>Keep tricky sounds to the side (review later).</p> | <p>Green _____ words.</p> <p>Point to sounds (sound buttons) – ch blend and say whole word.</p> <p>Say with exaggerated pronunciation with the ch.</p> <p>Display and repeat.</p> <p>Flash red words.</p> | <p>Either nonsense or green words.</p> <p>Nonsense words – sound buttons. Ch segment and blend.</p> <p>Speedy green words – Fred in your head, CT push forward and ch read at speed.</p> <p>Can use online resource or cards.</p> | <p>Ch to write the grapheme.</p> <p>(3 or 4 words)</p> <p>Say the spelling.</p> <p>Fred the word (hide).</p> <p>Ch spell in their books.</p> | <p>Related to the focus sound and words (unlike the book).</p> <p>CT says sentence over and over.</p> <p>MTYT</p> <p>Introduce CL . actions.</p> <p>Ch to guide CT to write the sentence.</p> <p>CT to think aloud whilst writing.</p> <p>Tick the sentence.</p> <p>Rub it off.</p> <p>Children write sentence independently.</p> | <p>Children read (expression and intonation).</p> <p>Questions to read and answer (back of the book) – CT to model Q1</p> <p>Ch swap roles to read, find and answer.</p> <p>Check answers.</p> <p>Praise (specific).</p> <p>Comprehension.</p> |



THE BOOKS

BLACK & WHITE BOOKS – 'READ TO YOU BOOKS'





BLACK & WHITE BOOKS

- Every Wednesday, every child will be sent home with a black and white copy of the ditty or storybook they have been reading since Monday.
- Children have had 3 days of practising blending, reading red words and segmenting and blending unfamiliar words.
- The purpose of sending the black and white books home is for children to read with growing accuracy and speed.
- The black and white books must be returned to school the following **Monday** ready to take home a new ditty or storybook.



THE BOOKS

BOOK BAG BOOKS – 'READ TO YOU' BOOKS



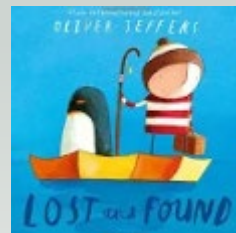
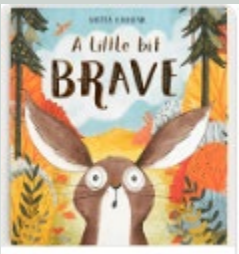
BOOK BAG BOOKS – ‘READ TO YOU’ BOOKS

- Every child will be sent home with a book bag book each week on **Wednesday**.
- Books are fully decodable.
- 1 book for the week.
- 10 fiction books per colour.
- Non-fiction books in yellow, blue and grey.
- Books are progressive.
- Books must be returned the following **Monday**.



THE BOOKS

BEDTIME BOOKS – 'READ WITH ME BOOKS'



‘READ WITH ME’ BOOKS

- Every child will be sent home with a ‘read with me’ book.
- This will give your child opportunities to listen to a range of stories.
- This will give your child opportunities to have conversations about books.
- This will give your child opportunities to learn repetitive language and join in.
- This will give your child opportunities to learn and retell stories.

= A love of reading!

ANY QUESTIONS?