

Reading Workshop



Oak Meadow Primary School



Reading Workshop
Years 1/2

Wednesday 8th October

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

A student who reads

5:00

minutes per day

A student who reads

1:00

minute per day



Research underpinning the importance of reading

- Just **2 in 5 (43.4%)** children and young people aged 8 to 18 said they enjoyed reading in 2023. This is the lowest level since we first asked the question in 2005



- **Half (52.9%)** of 8 to 18-year-olds told us they had been encouraged to read by their parents/carers.

- **Fewer than 3 in 10 (28.0%)** of children and young people aged 8 to 18 said that they read daily, matching levels seen in 2022.

Reading National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of 2 areas:

- word reading (blending and sight reading)
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both areas; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in

Early readers



- Within school, we use the **RWI scheme** to teach children how to read.
- This phonics scheme teaches children how to **segment and blend words**.
- Children are **grouped** depending on their retention of sounds and they are **assessed half-termly** to measure progress and ensure they are being accurately supported or challenged.
- Once children have learnt to read their sounds, we aim for all children to have the ability



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore	aw	er					
ew			au							

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shoot it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Expectations

- Set 1:
By the end of the Autumn term, we would like all children in Reception to have a secure understanding of Set 1 sounds..

- Set 2:
By the end of the summer term in Reception, we would like all children to have a secure understanding of Set 2 sounds..

- Set 3:
By the end of the Spring term in Year 1, we would like all children to have a secure understanding of Set 3 sounds..

Interventions: If your child has not reached these standards, 1:1 interventions are put in

secure understanding – read, apply and spell.

Fluency and speed:

- **Improving children's reading speed** is a vital way of developing their **fluency, authors voice** and ability to **enjoy** reading.
- **Echo Reading** can be used at home to improve reading speed, if children are blending aloud.
- **Reading daily** supports children's fluency skills.



Comprehension

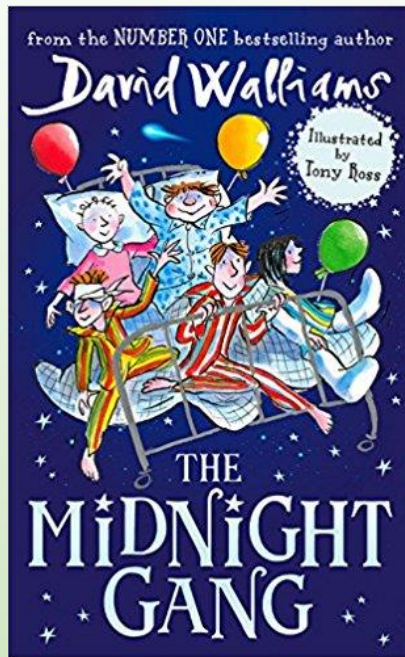
- Before children can read independently, when they are being **read to by an adult**, it is important to **check** children's understanding.
- Try using the following phrases:
 - 'How do you know?' 'How is this character feeling?'
 - 'Because this character did this, what might happen next?'
- When children are able to read **independently**, use the **question strands** at the back of your child's diary to check their understanding.



Developing comprehension skills

- When children are able to decode words and read independently, it is important that they are able to understand the texts that they have read.
- Some children are able to decode and fluently read texts, but lack the inference skills that are needed to enjoy, question and understand what they have read.
- The National Curriculum (SAT's) test children's comprehension skills and therefore it is important that children are taught these skills in a range of ways from a young age.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	Dark red
		19	
		20	



- Year 1: Which word makes you think that the man's face was scary?
- Year 6: What does the word 'monstrous' suggest about how the character is being portrayed?

“Aaarrggghh!” screamed the boy.

The most monstrous face he had ever seen was peering down at him. It was the face of a man, but it was completely lopsided. One side was larger than it should have been, and the other was smaller. The face smiled as if to calm the boy down, only to reveal a set of broken and rotten teeth. This made the boy even more scared than before.

“Aaaaarrrrrgggggghhhhh!!!!”

he screamed again.

“You will be all right, young sir. Please try and be calm,” slurred the man.

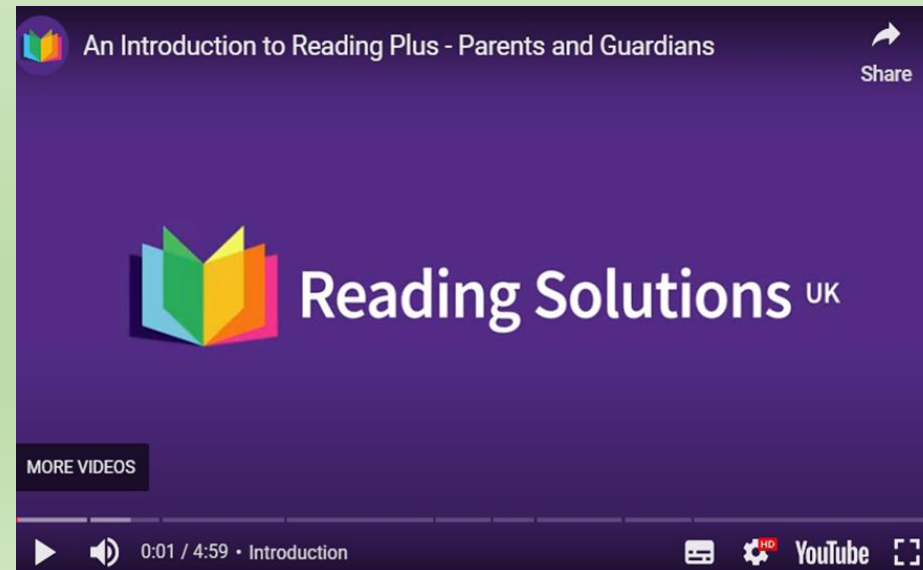


Reading Plus- Developing fluency

This year we have invested in an AI program called 'Reading Plus'. Reading Plus is an integrated reading program for all learners.

The program includes:

- adaptive assessment
- personalised instruction and practice
- easily accessible resources that enable teachers to meet the needs of every student.



Reading Diaries

- Within school, Reading Diaries have been purchased for all children.
- We really encourage parents to reading daily with their child.
- Use the comment pages to write comments about how well your child has read, commenting on their understanding or fluency.



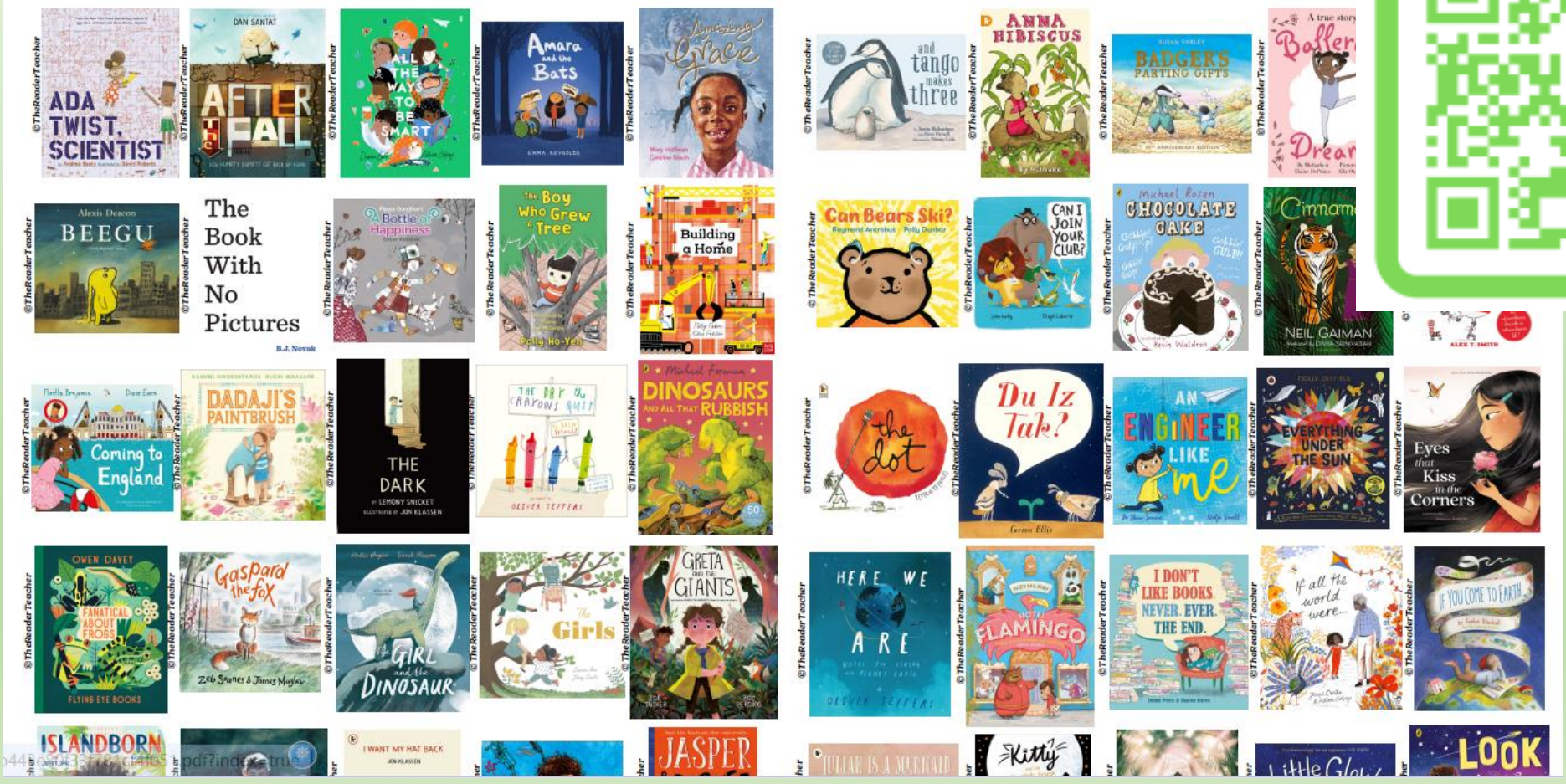
Quiz time

How many children's authors can you list?



Recommended Reads

The Reader Teacher Top 100 Recommended Reads for Year 1
www.TheReaderTeacher.com/Year1 for ages 5-6+



Recommended Reads

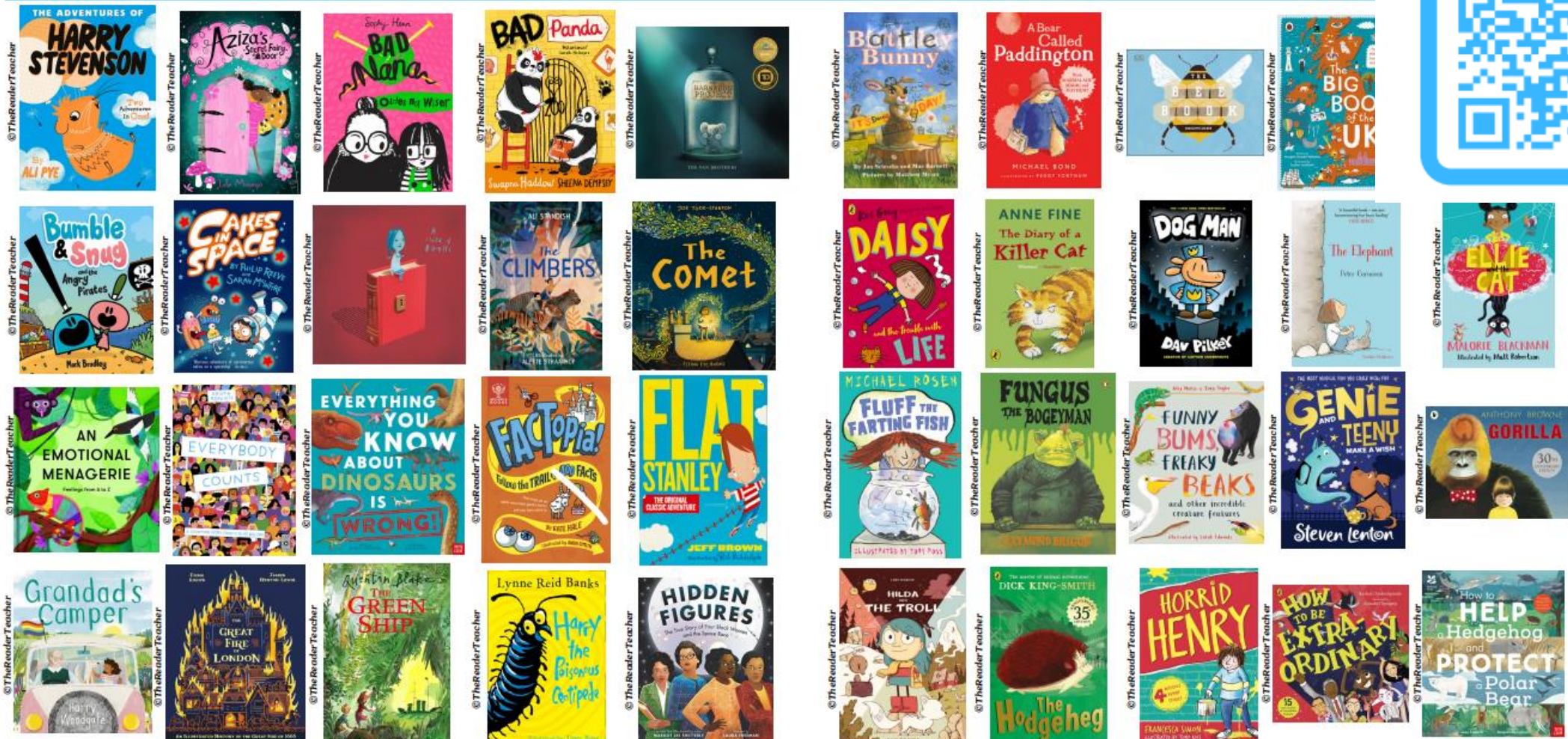
The Reader Teacher

Top 100 Recommended Reads for Year 2

www.TheReaderTeacher.com/Year2

for ages 6-7+

SCAN ME



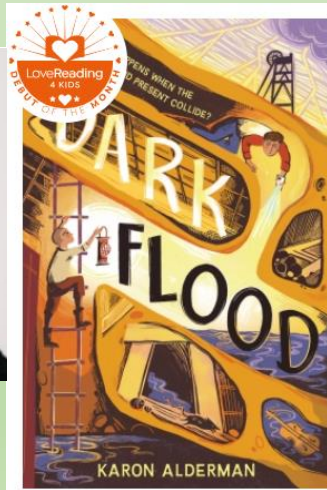


Rowan Foxwood



Radhika Sanghani

**New and upcoming
Authors**



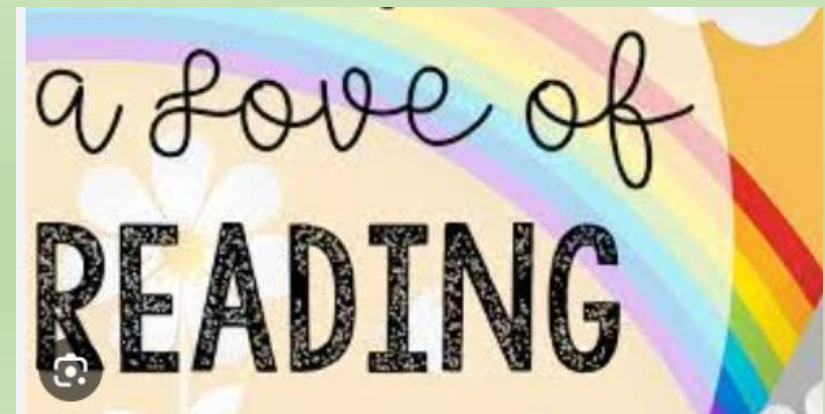
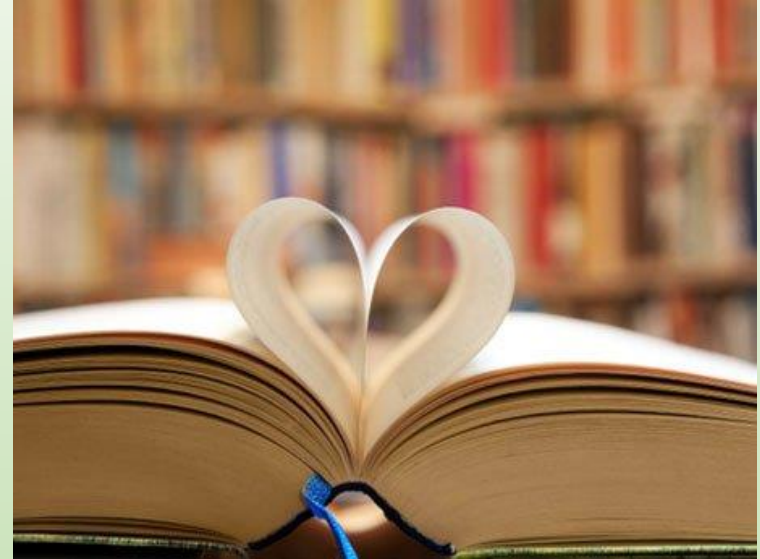
Karon Alderman



Piu DasGupta

How school is helping to develop a love of reading within school!

- Reading celebration days, including World Book Day, Poetry week
- Class reading session at the end of the day
- Autumn and Spring Book Fair (11th- 14th November= Autumn)
- Teacher sharing books within assemblies and classes.
- Reading lessons (rapid text turn over)
- We incorporate reading a range of texts into our topic lessons which allows children to apply their reading skills.
- Children recommended reads
- Reading interventions
- Librarians
- KS1 & KS2 reading club.
- Reading Buddies
- Class reading library
- Online subscriptions



To encourage a love of reading we recommend ...

- Allowing children to read a wide range of texts including; stories, articles, poems and newspaper reports.
- Visiting book shops to explore any new releases.
- Sharing stories that others have recommended.
- Using Amazon to preview new releases.
- Using the school library to borrow texts.
- Visiting your local library
- Reading yourself... when you have time!



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Finding books: Socials

- No Shelf Control - <https://www.facebook.com/NoShelfControlReviews/>
- The Reader Teacher - <https://www.thereaderteacher.com/>
- Love Reading 4 Kids - <https://www.lovereadng4kids.co.uk/>
- Books for Topics - <https://www.booksfortopics.com/>
- Book Trust book finder - <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

- Book Bairn – Instagram
- National Literacy trust- Instagram
- Badger Learning – Facebook
- Book Trust- Instagram and Facebook



Any Questions?

You are now invited to visit your child's class 😊

