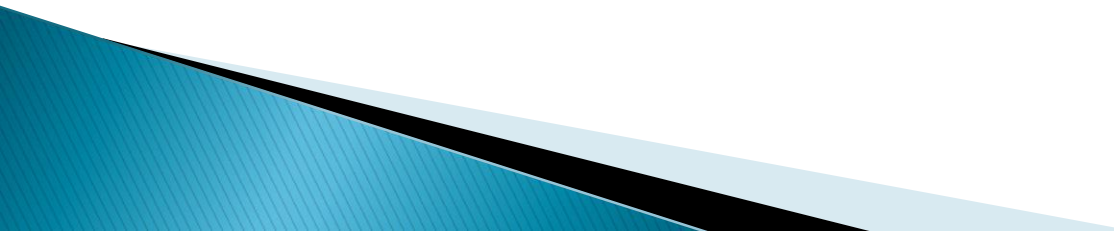
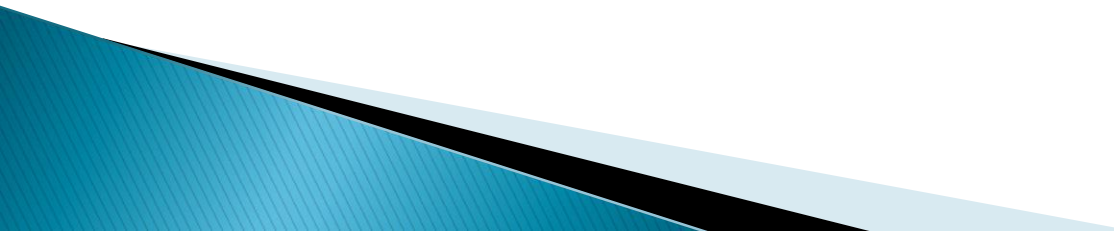


# KS1 Reading Information For Parents

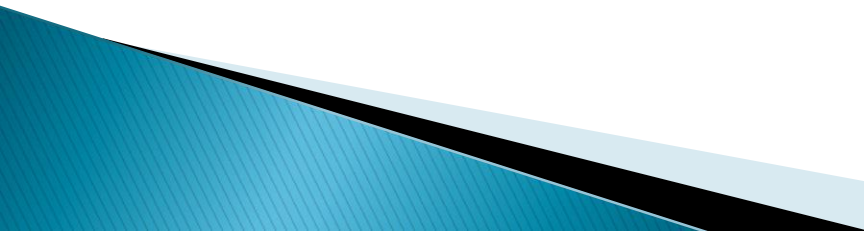
# The Power of Reading

- ▶ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
  - ▶ There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.
- 

# Reading

- ▶ Success in reading is fundamental to success in school and beyond.
  - ▶ Reading is all about acquiring meaning; for enjoyment, information and understanding.
  - ▶ It is not a performance.
  - ▶ It is not a test.
- 

# Reading in the National Curriculum

- ▶ There are three main elements of reading within the National Curriculum.
    1. Word Reading
    2. Comprehension
    3. Reading for Pleasure
  - ▶ This is across fiction, non-fiction and poetry.
  - ▶ Think about what access to reading your children have at home?
- 

# Reading requires two skills

## 1. Phonics and Word Recognition

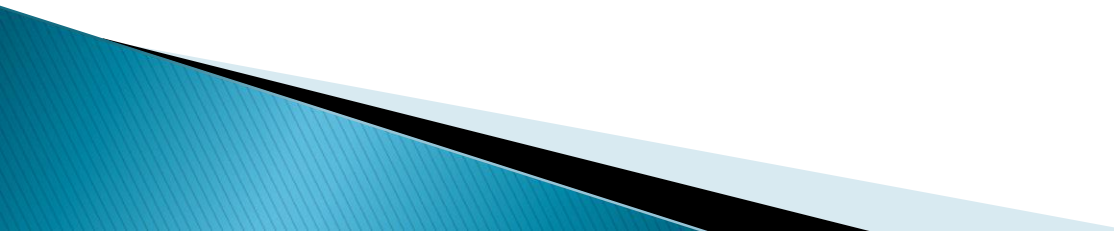
- ▶ The ability to recognise words presented in and out of context.
- ▶ The ability to blend letter sounds (phonemes) together to read words.

## 2. Understanding

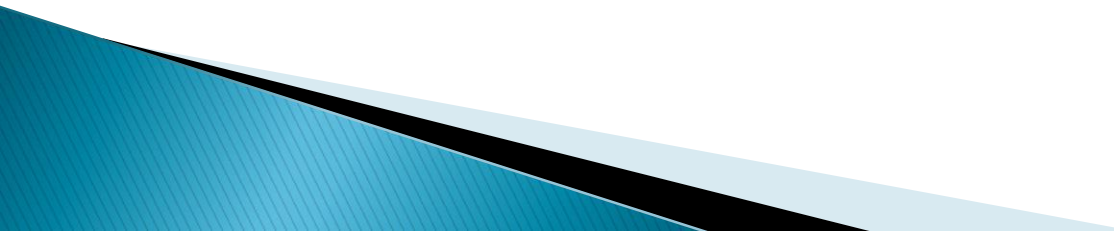
- ▶ The ability to understand the meaning of the words and sentences in a text.
- ▶ The ability to understand the ideas, information and themes in a text.
- ▶ If a child understands what they hear, they will understand the same information when they read.

# Phonics – word reading

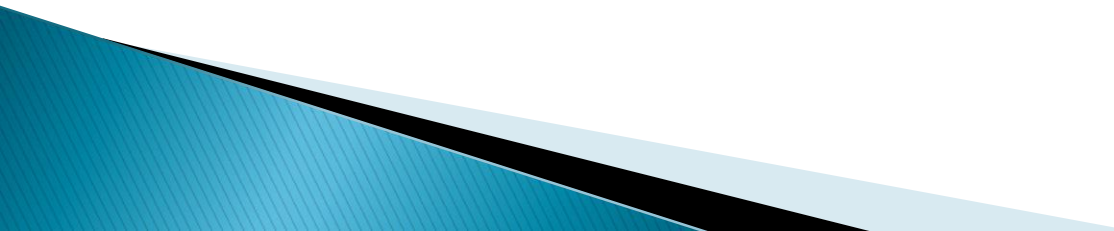
## Cracking the English Language Code

- ▶ How many letters? 26
  - ▶ How many sounds (phonemes)? 44
  - ▶ How many spellings of the sounds? 144
- 

# Understanding – Comprehension


- ▶ Being able to read does not mean you understand what you read.
  - ▶ Your child might sound like a good reader but may not necessarily understand what the text means.
  - ▶ The best way to develop understanding is to talk about texts.
- 

# Reading at Canon Popham

- ▶ Teaching reading: phonics
  - ▶ Shared reading (SMARTboard)
  - ▶ Subjects across the curriculum linked to books
  - ▶ Reading across the curriculum
  - ▶ Genres: Fiction, non-fiction, poetry, plays
  - ▶ Home reading books - phonically decodable
- 



# How we teach word reading

- ▶ Phonics - saying the sounds in a word and blending them to read a word (Fred talk, Fred fingers, Fred in your head)
  - ▶ KS1 'Common Exception Words' - words that need to be read by sight without being sounded out (as this is not possible)
  - ▶ Vocabulary - understanding the meaning of words
  - ▶ Fluency - Reading speed of 90 words per minute with expression and understanding.
- 



# Read, Write, Inc.



- ▶ Our school follows 'Read, Write Inc.' which is a literacy programme by Ruth Miskin.
- ▶ The whole programme covers phonics, reading, writing and spelling and is used across EYFS and in KS1.

# A bit of technical vocabulary...

**Phoneme** - spoken sounds - there are about 44 in the English language

**Grapheme** - how we write each of the spoken sounds e.g. the spoken sound 'f' is written using the graphemes f, ff, ph.

**Red words** - words that cannot be sounded out e.g. I, said, they

**Green/blue words** - words that can be sounded out using our phonics

**Fred talk** - (Fred is the frog) he can only talk in sounds e.g. sh-o-p

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

*Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

## Complex Speed Sounds chart

### Consonants: stretchy

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					
					ce					

### Consonants: bouncy

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

### Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

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

# How we teach reading comprehension

## QUESTIONING IS KEY

- ▶ What type of text is this book? (Fiction/Non-Fiction)
- ▶ Have you read any other books by this author?
- ▶ What do you think the book will be about? (Prediction)
- ▶ Can you find an example of an adjective/adverb on this page? (grammar)
- ▶ Why did [the character] feel sad?
- ▶ What do you think might happen next? Why? (Based on what read so far)
- ▶ What does the word [insert word] mean? What is another word for [word]?
- ▶ Why did {character} do that?
- ▶ What features can you see on the page? (Non-Fiction)
- ▶ What does the word say? Use your sounds.
- ▶ What digraph is in that word?

# Reading Content Domains

## V.I.P.E.R.S

### Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



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# V – Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

## Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?



# I – Inference

Make inferences from the text.

## Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

# P – Predict

Predict what you think will happen based on the information that you have been given.

## Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

# E – Explain

Explain your preferences, thoughts and opinions about the text.

## Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

# R – Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

## Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

# S – Sequence

Sequence the key events in the story.

## Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# Reading at home

- ▶ Reading is a skill your child should practise every day for at least 15 minutes.
- ▶ Discuss what has been read (V.I.P.E.R.S)
- ▶ Your child can read their school book, magazines, comics or any other book that they have at home.
- ▶ Practise reading common and tricky words. (Common Exception Word mat)
- ▶ Practise Set 1, 2 and 3 phonemes (Phonics)
- ▶ Vocabulary - Discuss the meaning of unknown words
- ▶ Fluency - Aim for a reading speed of 90 words per minute with expression and understanding.
- ▶ Stamina - Encourage children to read for longer periods of time / read longer texts
- ▶ Reading Records should be communicated in by parents / carers / any adult who has listened to the child read!

# How do children learn to read – 5 to 8 year olds

- ▶ Set aside a specific time for reading every day and make reading a priority. Try not to do the reading when you are both tired!
- ▶ Walk through the book first and discuss the pictures and the important words. Always remember to keep reading aloud to your child even when they can read independently.
- ▶ Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat) See if they can pronounce each sound and then blend them together
- ▶ Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.
- ▶ It's not just about books.

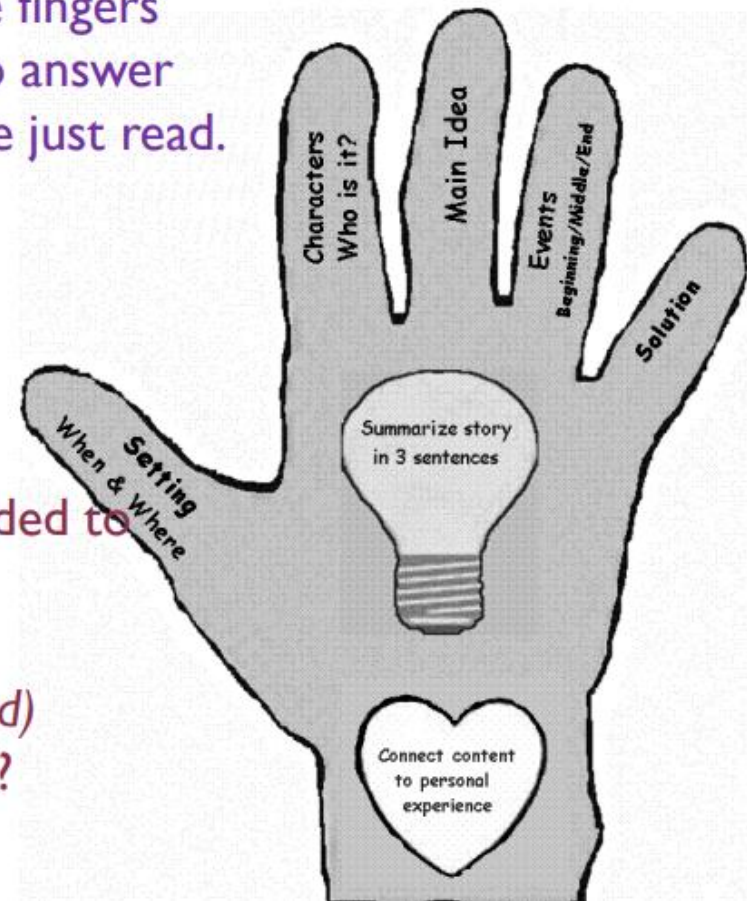
# Five Finger Reading

## – a comprehension activity

Using the text, ask each of the five fingers questions, encourage your child to answer them based on the story they have just read.

### Questions:

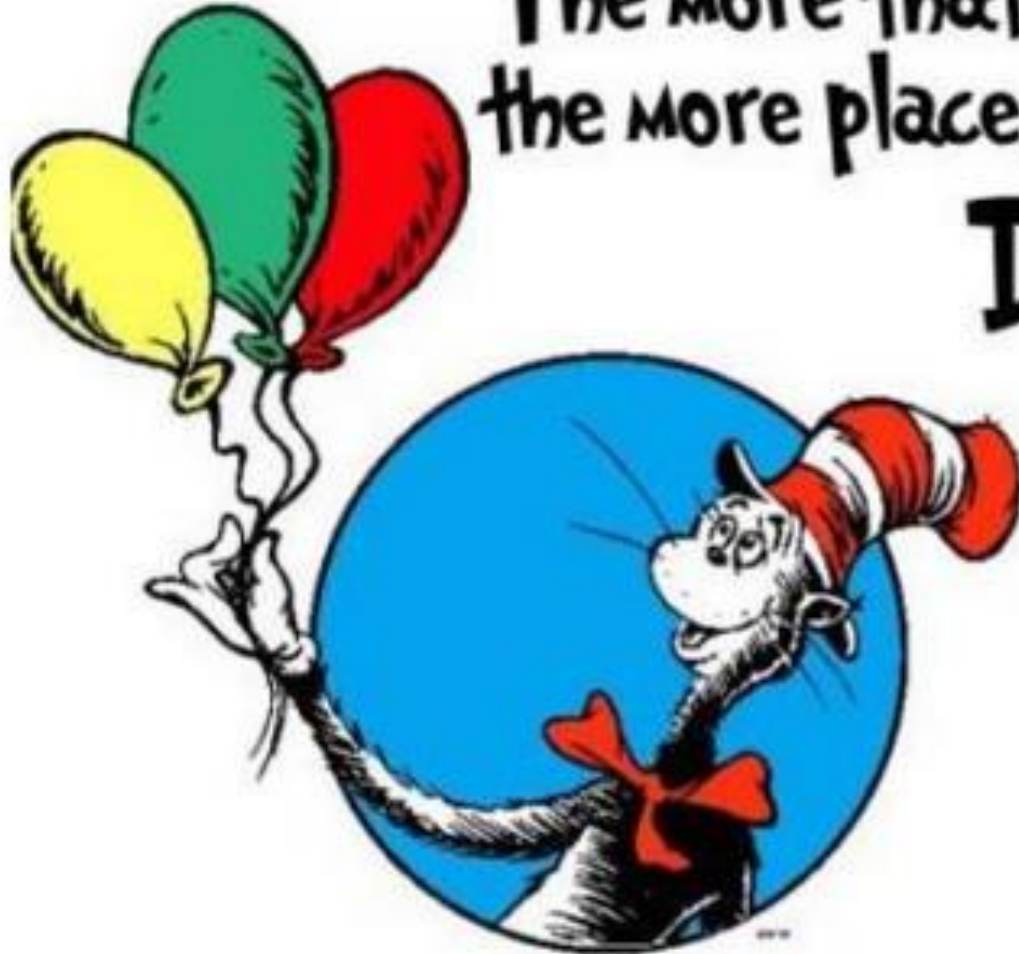
- What happened at the beginning of the story?
- Who are the main characters?
- What was the problem they needed to solve?
- What happened in the story?  
(Ask about beginning, middle, and end)
- How did they solve the problem?





The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

**Dr. Seuss**



# Questions?

If you have any questions or would like further information about reading, please email your child's class teacher:

Year 1 - [year1@cpa.dsat.education](mailto:year1@cpa.dsat.education)

Year 2 - [year2@cpa.dsat.education](mailto:year2@cpa.dsat.education)