



# KS1 Reading Workshop

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15.11.23

# Reading Workshop

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- What we teach
- How we teach reading
- Promoting a love of reading
- How you can help at home



# National Curriculum

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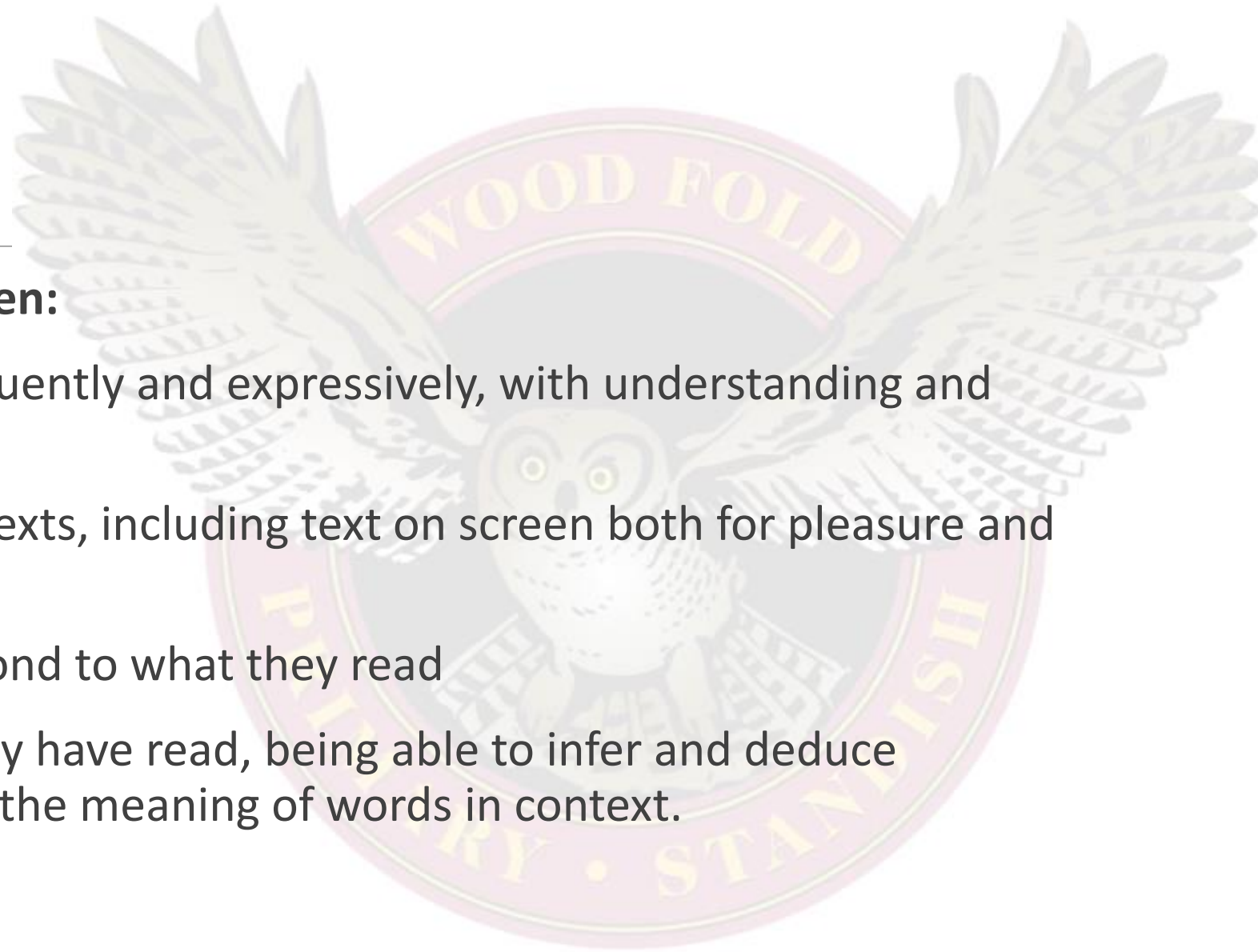
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# Our aims

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**We aim to enable our children:**

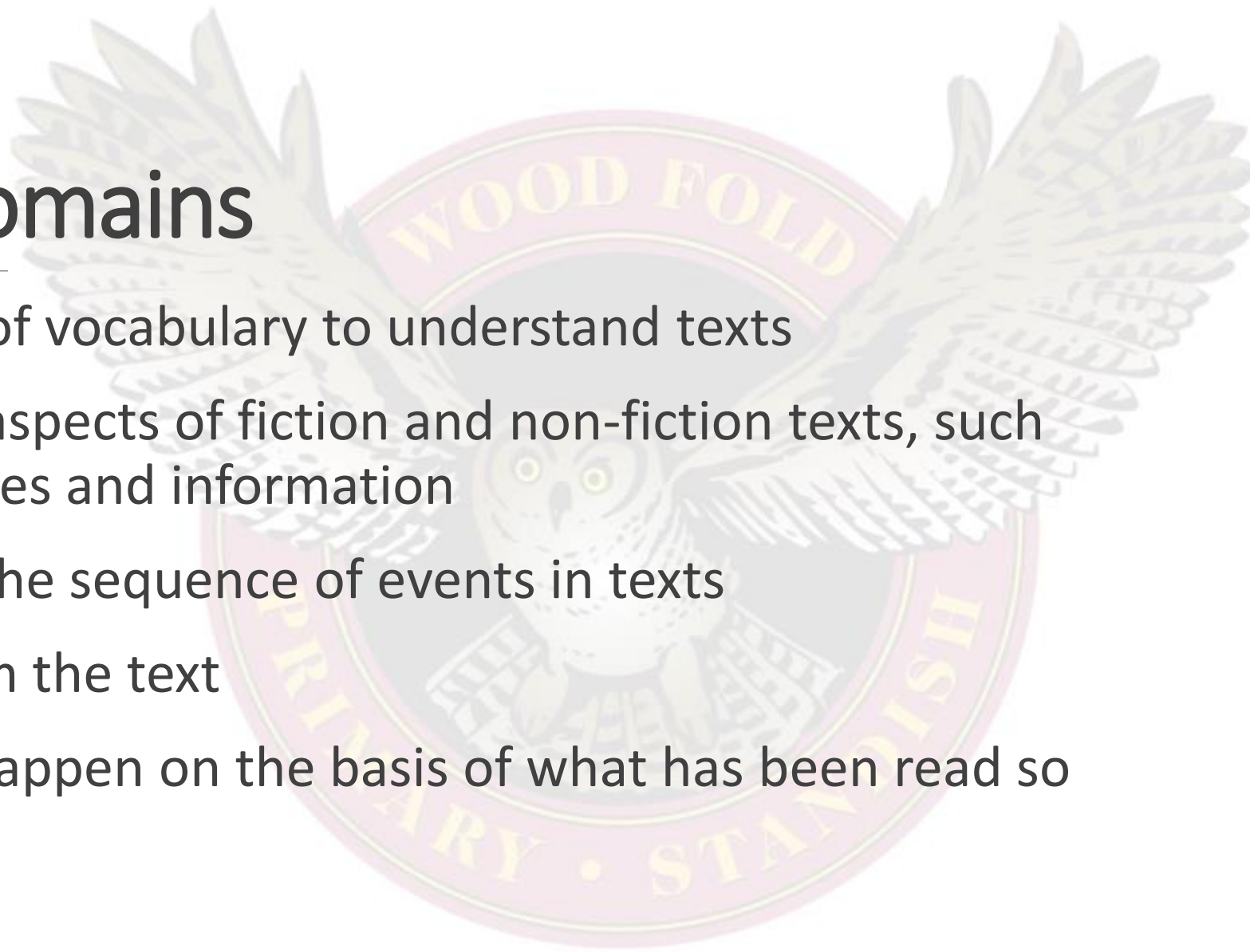
1. To read independently, fluently and expressively, with understanding and enjoyment
2. To read a wide range of texts, including text on screen both for pleasure and for information
3. To engage with and respond to what they read
4. To comprehend what they have read, being able to infer and deduce information, understand the meaning of words in context.



# KS1 Content domains

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- 1a. Draw on knowledge of vocabulary to understand texts
- 1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c. Identify and explain the sequence of events in texts
- 1d. Make inferences from the text
- 1e. Predict what might happen on the basis of what has been read so far





# Reading at Wood Fold

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# The importance of phonics

Phonics is a crucial building block in learning to read.

As sounds are introduced in phonics lessons, it is important that children have lots of opportunity to practise using them.

Once decoding speed increases – becomes automatic – children will appear to know words by sight.



# Sounds Write

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Sounds-Write is a synthetic phonics programme. It provides a comprehensive system to teach reading, spelling and writing. It is introduced in Reception and taught in Year 1 and Year 2. The letters we teach are pure sounds, in a specific order.

It is split into two codes-

Initial Code

Extended code and polysyllabic words.



# Sounds Write

<https://www.sounds-write.co.uk/> This website allows you to further understand the teaching of phonics, through Sounds Write, and the importance of following the programme rigorously. There is also a free course available to support your child with reading and writing.

## Help your child to read and write: New online course

'Help your child to read and write' is an online course in two parts - and the first part is free! It's aimed specifically at parents and carers who are interested in putting their children on the first steps to literacy. Part 1 covers the first seven units of the Initial Code, and Part 2 covers units 8 to 11 inclusive.


You can find the course by clicking on the graphic below, or go to: <https://www.udemy.com/course/help-your-child-to-read-and-write/>

### Help your child to read and write

Sounds-Write Initial Code, Units 1-7

★★★★★ 4.6 (132 ratings) 1,557 students enrolled

Created by John Walker Last updated 8/2017 English



Preview This Course

#### What Will I Learn?

- ✓ help your child take their first steps in reading and spelling;
- ✓ understand how to correct your child when they make a mistake in their reading or writing;
- ✓ understand how to help your child build, write and read words;
- ✓ have a basic understanding of how phonics works.

[View Curriculum](#)

#### Free

[Enroll Now](#)

**Includes:**

- 📺 1 hour on-demand video
- 📄 8 Supplemental Resources
- 🕒 Full lifetime access
- 📱 Access on mobile and TV
- 📜 Certificate of Completion

#### Requirements

- You don't need any prior knowledge.

#### Description

This course introduces you to the Sounds-Write phonics program, and gives you the knowledge, resources and activities you need to help your child to learn to read.

The course is designed for parents and carers of children aged 4 to 6 who want to know how to get their children started in their journey towards becoming literate.

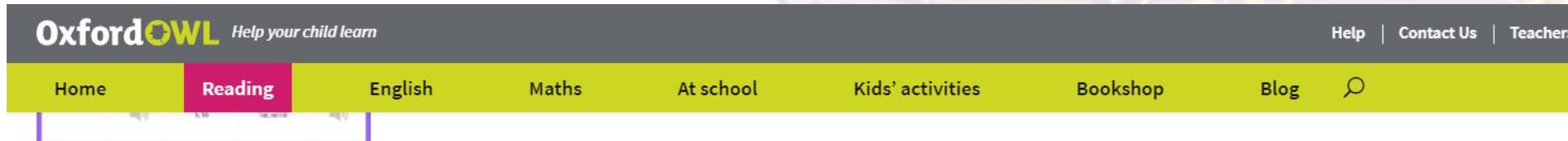
If your child is using Sounds-Write at school, this course will teach you how to support them with their homework. This course is also suitable for those who are homeschooling their children.

Who is the target audience?

[+ View More](#)

# Pure Sounds

[Learn to read with phonics](#) | [Oxford Owl](#)



## Video: How to say the sounds



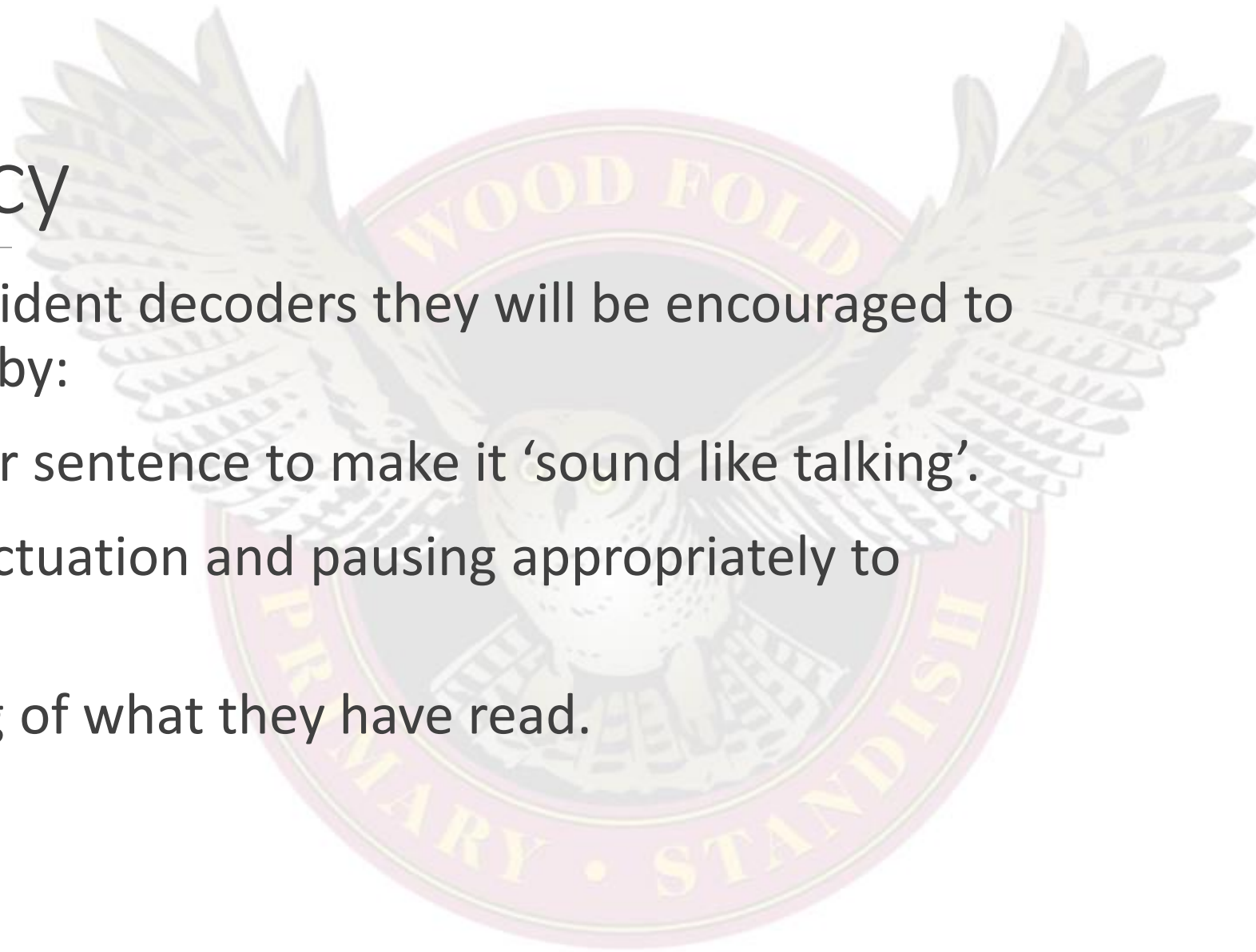
Learn how to pronounce all 44 phonics sounds, or phonemes, used in the English language with these helpful examples from Suzy Ditchburn and her daughter.

# Reading Fluency

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As children become confident decoders they will be encouraged to develop reading fluency by:

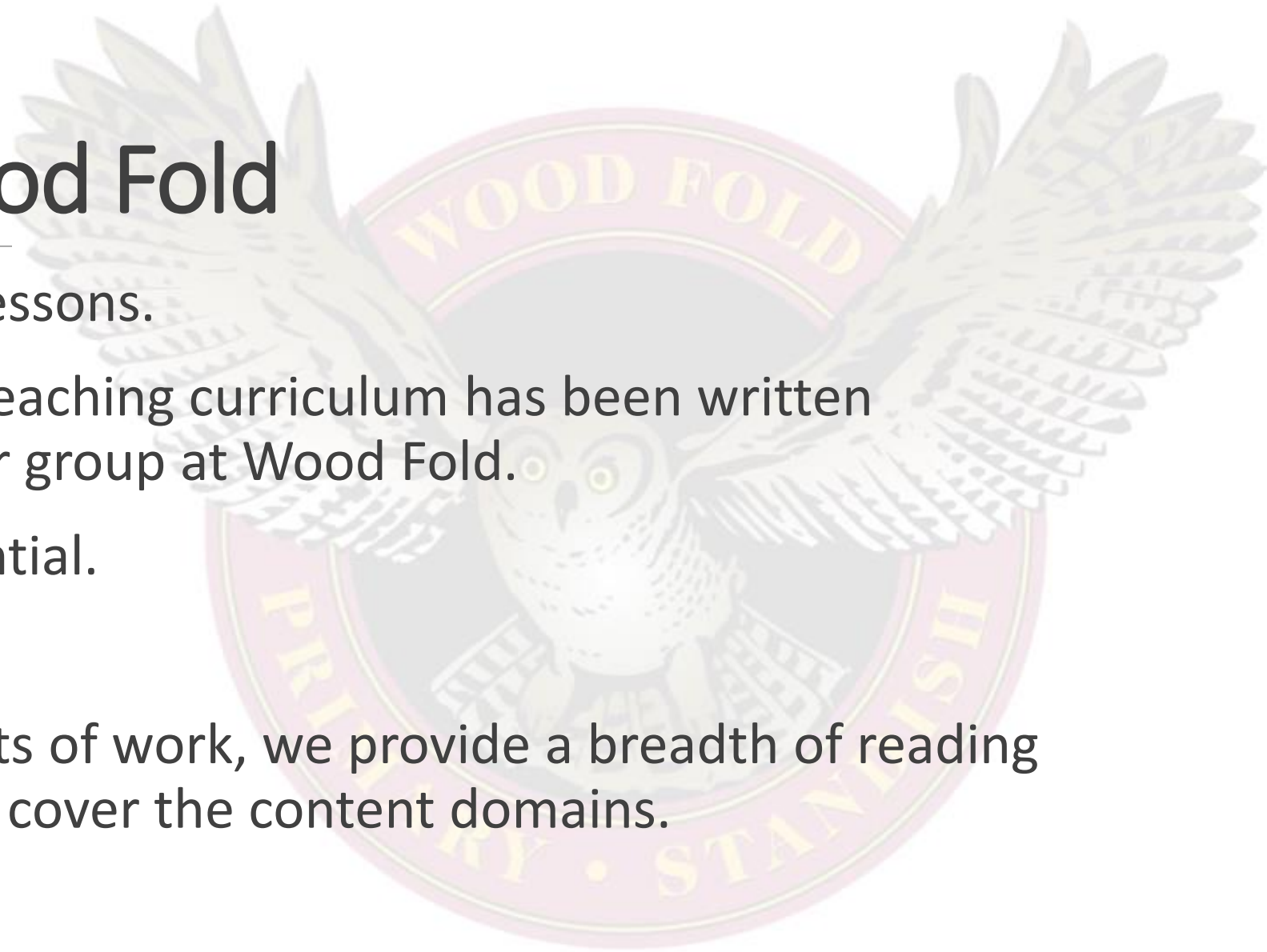
- Rereading the phrase or sentence to make it 'sound like talking'.
- Paying attention to punctuation and pausing appropriately to develop phrasing.
- Checking understanding of what they have read.



# Reading at Wood Fold

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- Taught within English lessons.
- Our complete English teaching curriculum has been written specifically for each year group at Wood Fold.
- Progressive and sequential.
- Challenging.
- Across the planned units of work, we provide a breadth of reading analysis activities which cover the content domains.

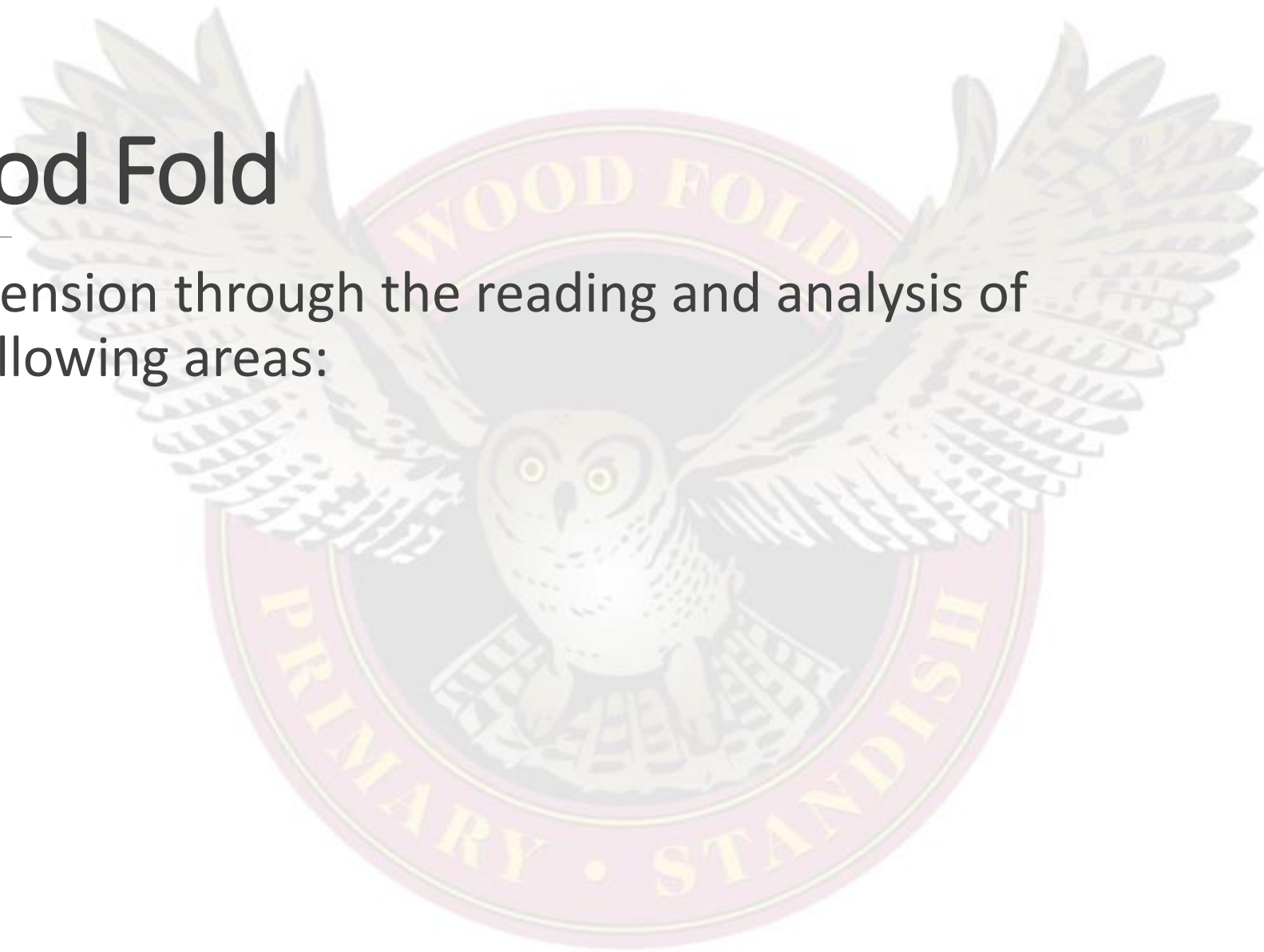


# Reading at Wood Fold

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When teaching comprehension through the reading and analysis of texts, we focus on the following areas:

- Fact Retrieval
- Language
- Inference
- Summary
- Sequence
- Prediction

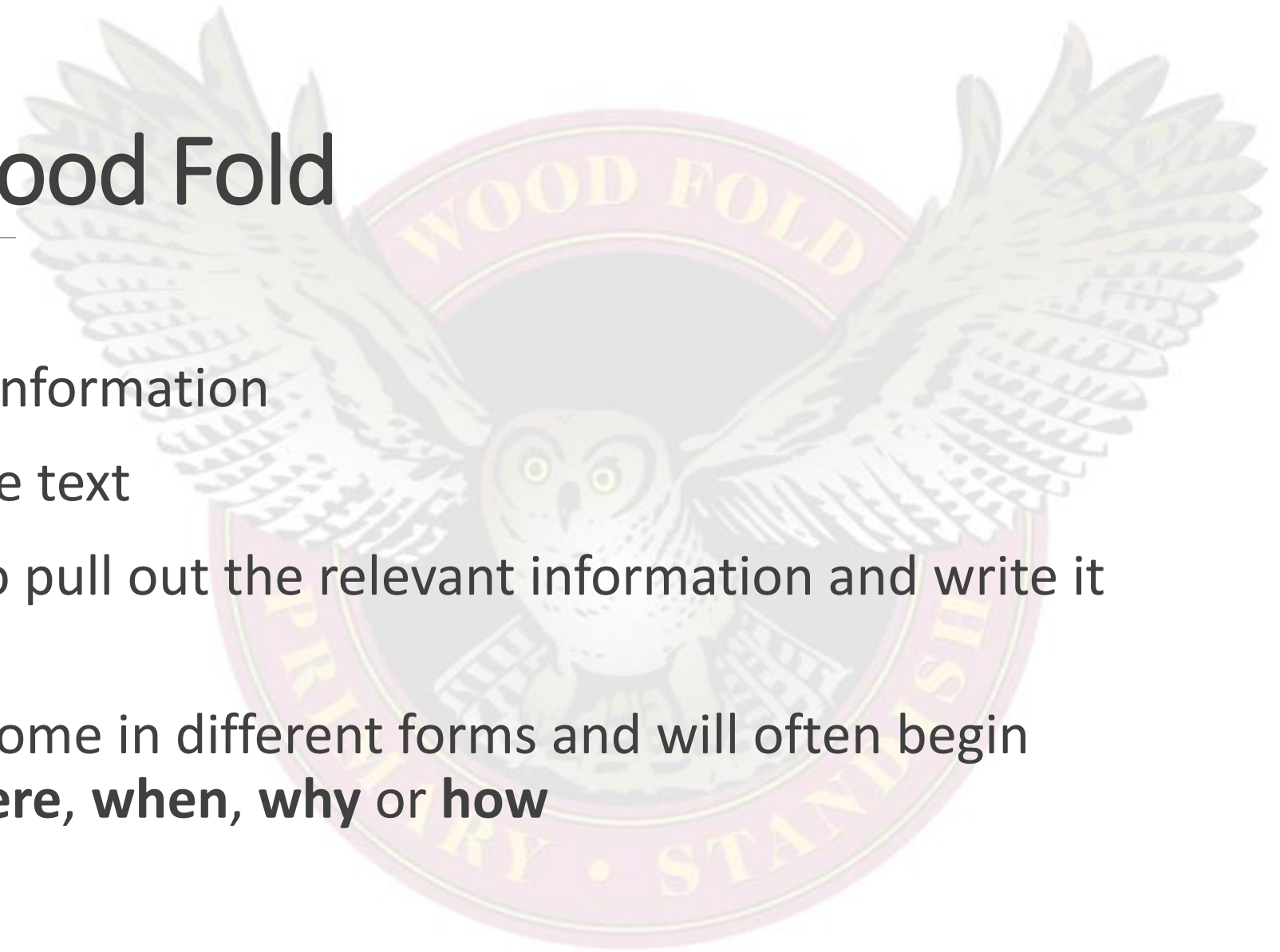




# Reading at Wood Fold

## Fact retrieval

- Retrieve and record information
- What is already in the text
- Asking for children to pull out the relevant information and write it down as their answer
- Retrieval questions come in different forms and will often begin with: **who, what, where, when, why or how**



# Reading at Wood Fold

## Fact retrieval at home

### Retrieval Example Questions

- Where is the story set?
- How does the main character look/behave/speak?
- When is the story set?
- Where would you find a section about \_\_\_\_\_?
- Can \_\_\_\_\_ have more than one meaning?
- What does the word \_\_\_\_\_ mean?
- What did \_\_\_\_\_ do when \_\_\_\_\_?
- Where did \_\_\_\_\_ go?
- Find a word or phrase which tells us how the character is feeling.
- Where in the book would you find \_\_\_\_\_?
- Who are the key characters in the book? (fiction)
- What happened at \_\_\_\_\_?
- Describe...
- Which paragraph tells us \_\_\_\_\_?
- Which section tells us \_\_\_\_\_?
- Where does the story take place? (fiction)
- When did the story take place? (fiction)
- What did (s)he/it look like? (fiction)
- Who was (s)he/it? (fiction)
- Where did (s)he/it live? (fiction)

### Retrieval questions...

Find and copy one word meaning...  
Which word most closely matches the meaning of the word .....?  
Find and copy one word/group of words that suggests/tells you that ... ?  
What does the word ..... suggest about .....?  
What does (group of words) mean?  
Explain three things you are told about .....  
What was revealed at ..... place in the story?  
Give two reasons why ..... was .....  
Use the word ..... correctly in a sentence  
Summarise the events in chapter....

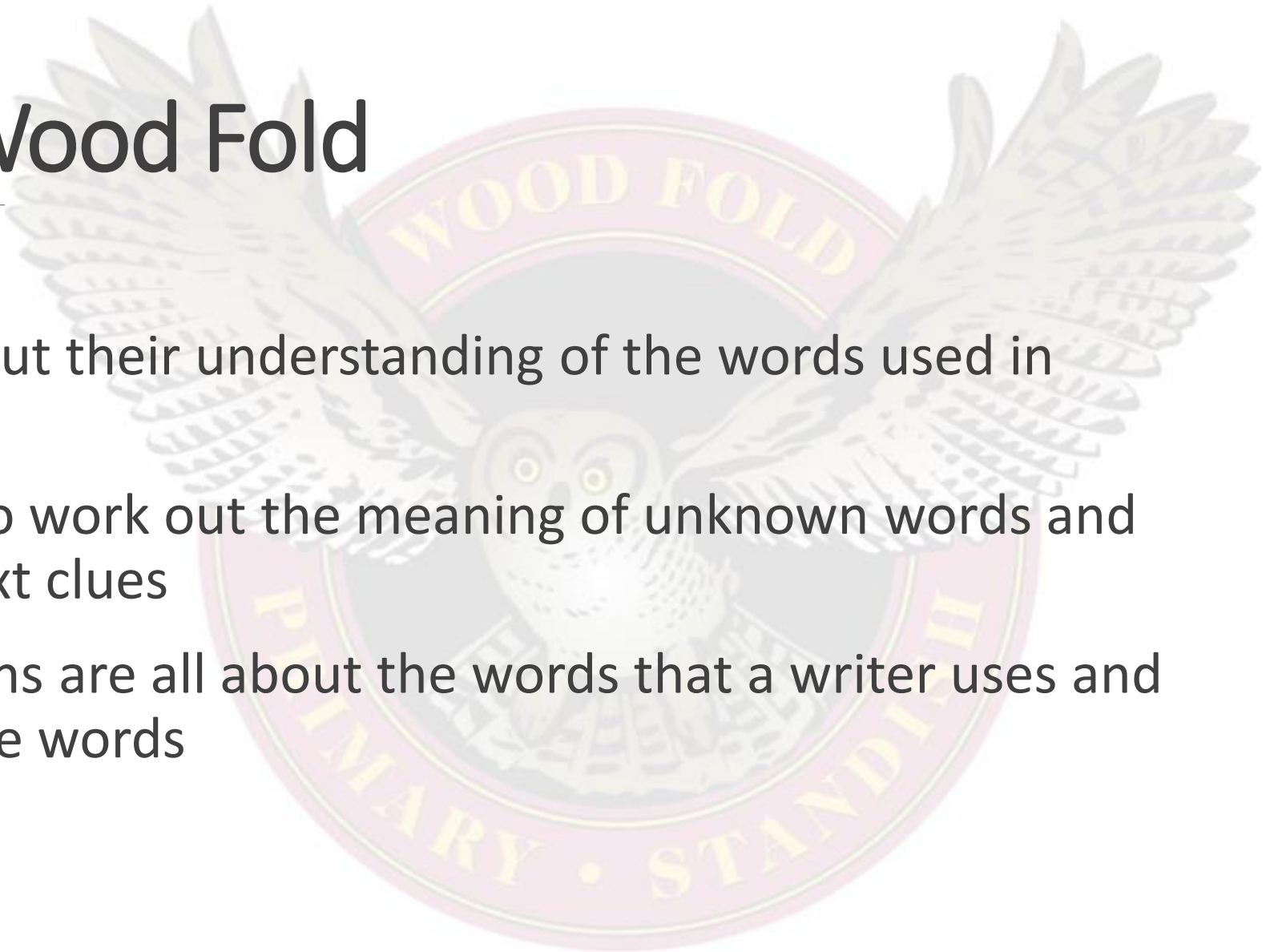
- The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them.
- Encourage your child to focus on what the question is asking.
- For example, if you ask, “Who is the main character in this story?” They shouldn’t just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

# Reading at Wood Fold

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## Language

- Asking children about their understanding of the words used in texts
- Will help children to work out the meaning of unknown words and phrases using context clues
- Vocabulary questions are all about the words that a writer uses and the meaning of these words



# Reading at Wood Fold

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## Language

- This can include the children's ability to:
  - Explain and understand the meaning of words in a text
  - Decipher the meaning of unfamiliar words by using clues from the text
  - Identify the correct usage of a word by its context (i.e. bat – a piece of sports equipment or an animal)
  - Recognise synonyms (words with the same meaning) and antonyms (words with the opposite meaning)



# Reading at Wood Fold

## Language

- The best way to support the development of your child's vocabulary is through lots of talk and lots of reading.
- Don't be afraid to use more advanced vocabulary and to explain its meaning to your child (which teachers do all the time).
- When reading to you child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

### Vocabulary Example Questions

- What does this word tell us about the character/setting/atmosphere?
- Look at that sentence/passage and circle a word/phrase that means the same as \_\_\_\_\_.
- Which words/phrase in this text give us the impression that the main character is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the setting is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the atmosphere is \_\_\_\_\_?
- The author uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What impression does this give us of the character/setting/atmosphere?
- The author describes the main character as \_\_\_\_\_. Think of another word that could be have been used instead.
- Why did the author use the word \_\_\_\_\_ to describe \_\_\_\_\_?
- How does the author make the reader feel \_\_\_\_\_ in this part of the text?
- How has the author's choice of words created the feeling \_\_\_\_\_?
- What do phrases such as \_\_\_\_\_ tell you about \_\_\_\_\_?
- What might that mean?
- What do you think the writer is saying, when they \_\_\_\_\_?
- What does that imply/suggest/indicate about \_\_\_\_\_?



# Reading at Wood Fold

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## Inference

- Reading between the lines
- Making an educated guess about something you don't know for sure, based on the information available
- A writer doesn't always state certain facts about a character or situation. We can use the information given to us to figure certain things out for ourselves
- Inference questions are very much about asking children what they think but they must be able to justify their answer by referring back to the text

# Reading at Wood Fold

## Inference

- Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text.
- To support your child with inference questions talk about what you have been reading together and ask lots of questions that begin with ***‘why’, ‘where’, ‘who’, ‘how’, ‘what’, ‘do you think...?’***
- Encourage your child to explain why they think something and to refer back to the story to find evidence to back up their ideas.

### Inference Reading Questions

- What makes you think \_\_\_\_\_? Give evidence for your opinions.
- Which words/phrases give you that impression?
- Why do you think the author chose to \_\_\_\_\_? Give reasons for your answer.
- How was \_\_\_\_\_ different after \_\_\_\_\_? Why?
- Explain why the author chose this word to describe...
- What impression do we get of \_\_\_\_\_? Why?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- Why is \_\_\_\_\_ important?
- What does the word \_\_\_\_\_ imply about \_\_\_\_\_?
- Which character would you most like to meet? Explain why.
- Why did the character behave like this?
- What do people usually do when \_\_\_\_\_?
- Does that remind you of \_\_\_\_\_?
- Why do you think (s)he \_\_\_\_\_?
- What do they seem to think about each other?
- Can we work out how \_\_\_\_\_ feels about \_\_\_\_\_?
- Which characters seem to \_\_\_\_\_?
- Why do you think \_\_\_\_\_ tells \_\_\_\_\_?
- What does \_\_\_\_\_ think?
- How did \_\_\_\_\_ react?

# Reading at Wood Fold

## Summary and Sequence

- Sequencing is the order in which information/events take place in a text.
- It enables retelling, which in turn enables summarising.
- Summary questions will test your child's ability to summarise (or retell) the most important points of a text without giving a detailed and in depth summary of what they have read.

# Reading at Wood Fold

## Summary/Sequence

- To support your child at home, ask them to summarise the key points of a chapter or section of a book they have read.
- You could also ask them to summarise films and television shows (or segments of them) that they have watched to reinforce this skill.

### Sequence Example Questions

- What is the main theme/argument in this paragraph?
- What is the main message in this paragraph?
- Can you describe what has happened in this paragraph/chapter?
- Using less than 20 words, could you write a new blurb for this book..
- Which is the most important message in this book?
- Can you describe what happened in three sentences?
- Why do you think that might be important?
- Is there anything you know now which you didn't know before?
- What sticks most in your mind about \_\_\_\_\_?
- What moment do you remember most from \_\_\_\_\_?
- Can you remind us about \_\_\_\_\_?
- How would you sum up \_\_\_\_\_?(fiction)

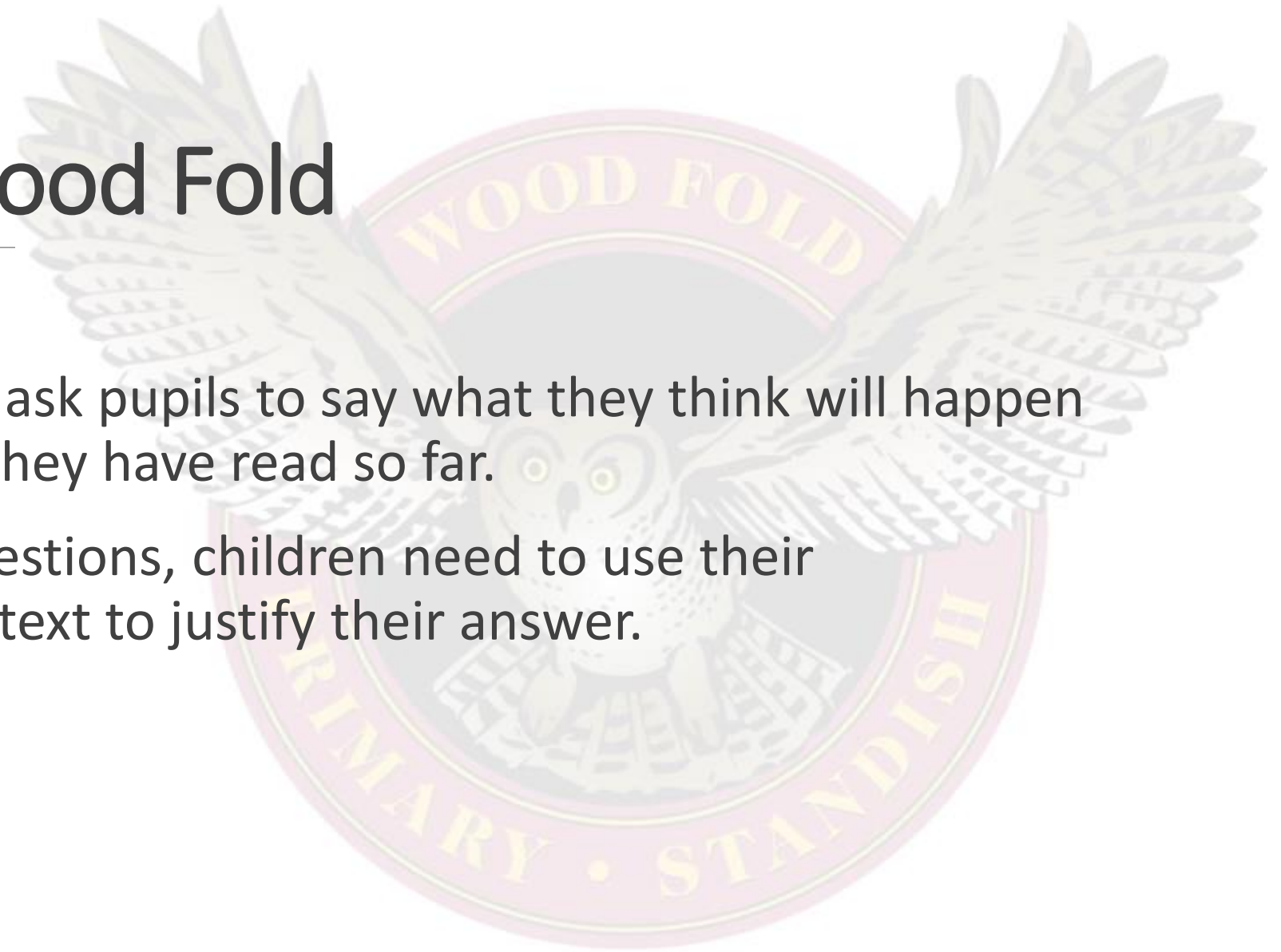


# Reading at Wood Fold

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## Prediction

- Prediction questions ask pupils to say what they think will happen next, based on what they have read so far.
- As with inference questions, children need to use their understanding of the text to justify their answer.





# Reading at Wood Fold

- Where does the tunnel lead?
- What is the source of the light?
- Do you think the rabbit will go through?
- Has it been through before?
- How did it find out about the tunnel?
- Would you go through it?
- Write/explain the rest of the story.



# Assessment of Reading

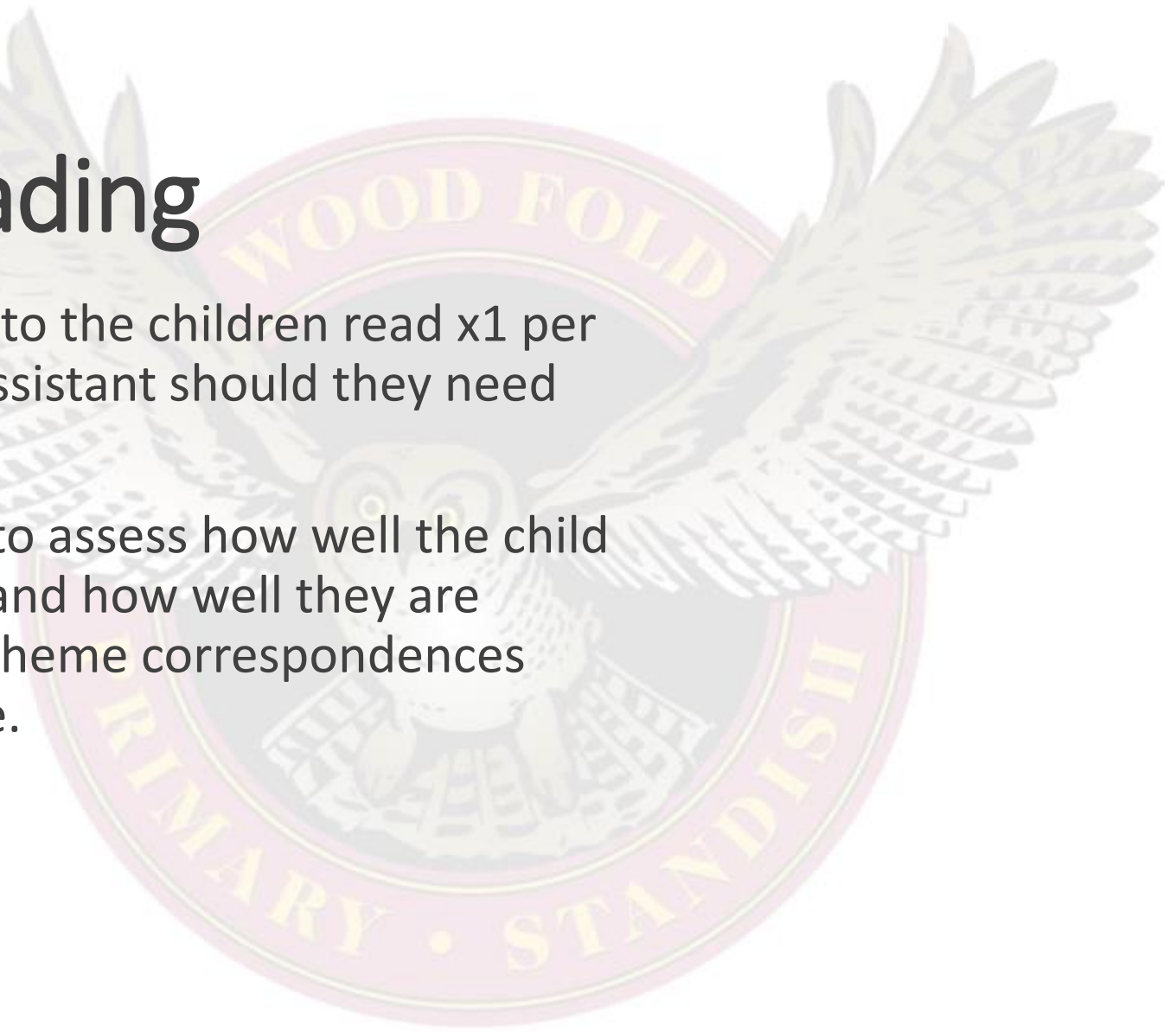
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# Assessment of Reading

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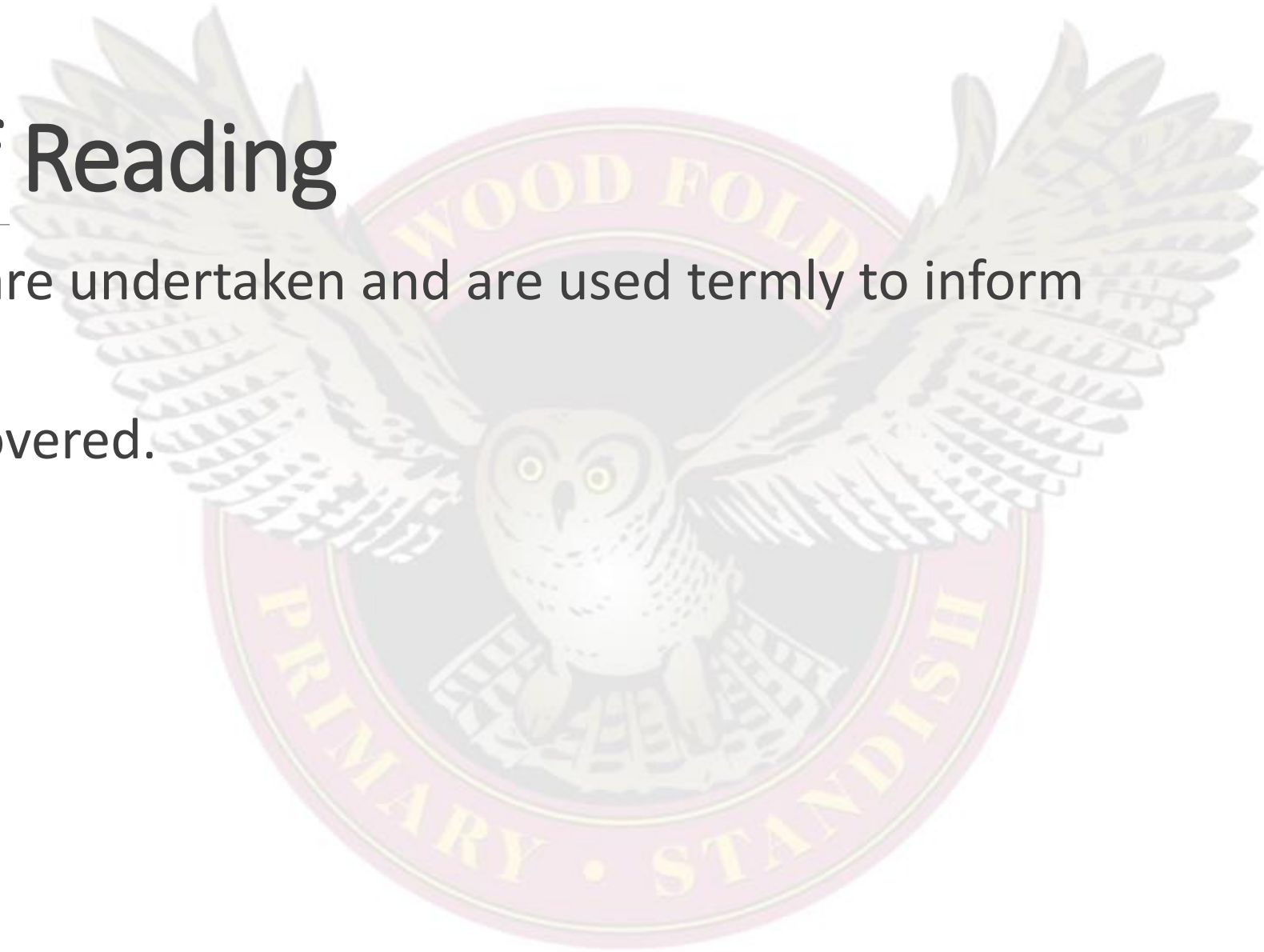
- In Year 2, the class teacher listens to the children read x1 per week, as well as by the Teaching Assistant should they need further support.
- These 1:1 sessions allow teachers to assess how well the child is reading using taught strategies, and how well they are reading the taught phoneme/ grapheme correspondences from the Sounds Write Programme.



# Assessment of Reading

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- Reading assessments are undertaken and are used termly to inform Teacher Assessments.
- All content domains covered.



# Love of Reading

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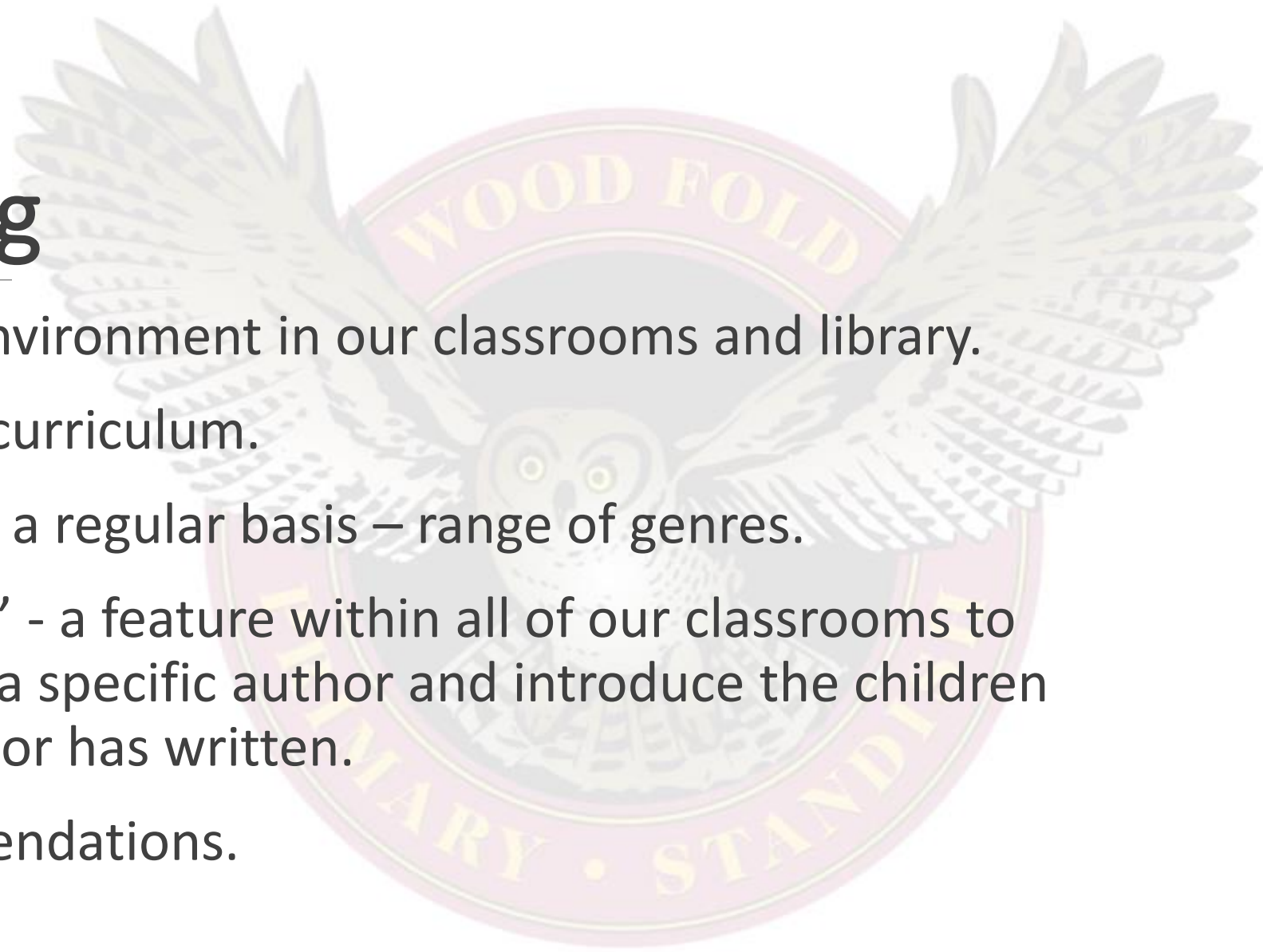




# Love of Reading

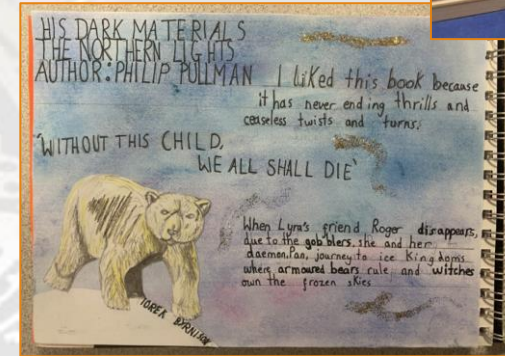
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- Create a rich reading environment in our classrooms and library.
- Books used across the curriculum.
- Teachers read aloud on a regular basis – range of genres.
- ‘Author in the spotlight’ - a feature within all of our classrooms to showcase the profile of a specific author and introduce the children to other books this author has written.
- Share reading recommendations.



# Love of Reading

- Newsletter feature
- KS1 libraries
- Reading sketchbooks (Y2 - Y6)
- Just Read
- Recommended books  
(school website)



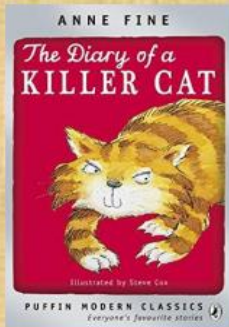


# Recommended Reads

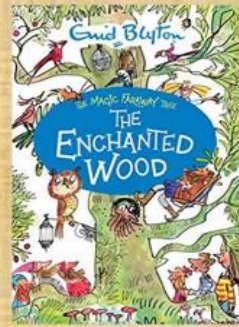
On the school website.



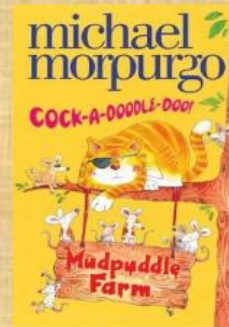
## Year 2



Diary of a killer cat  
Anne Fine



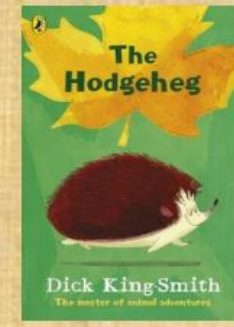
The Enchanted Wood  
Enid Blyton



Mudpuddle Farm  
Michael Morpurgo



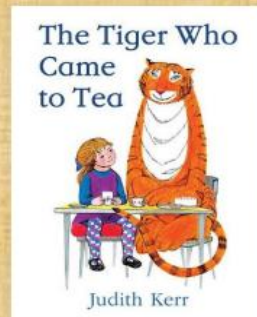
Esio Trot  
Roald Dahl



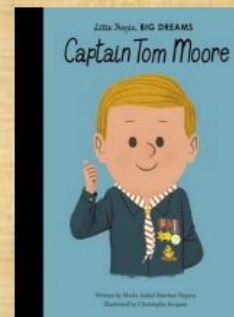
The Hodgeheg  
Dick King-Smith



Fantastic Mr Fox  
Roald Dahl



The Tiger who came to tea  
Judith Kerr



Captain Tom Moore  
'Little People Big Dreams'



101 Poems for Children  
Carol Ann Duffy

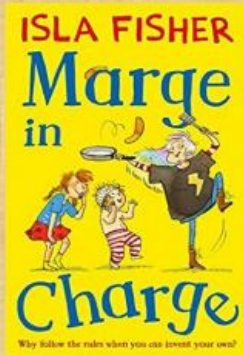


The Bear and the Piano  
David Litchfield

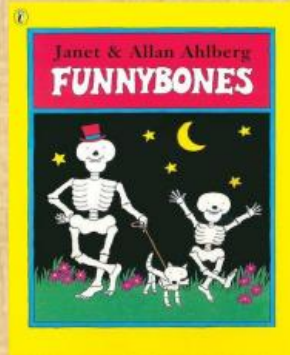




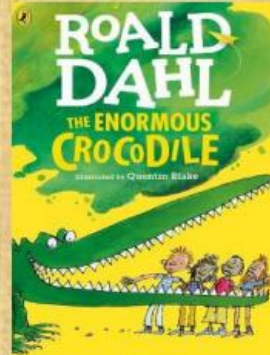
# Year 2



Marge in Charge  
Isla Fisher



FunnyBones  
Janet and Allan Ahlberg



The Enormous Crocodile  
Roald Dahl



The Worst Witch  
Jill Murphy



There's a Rang-Tan  
James Sellick & Frann  
Preston-Gannon

# Questions or queries

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# Book recommendations

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[Children's Book Reviews, Recommendations and Free Opening Extracts | Lovereading4kids UK](#)

[Books for Topics](#)

[Oxford Owl for Home: help your child learn at home | Oxford Owl](#)

[The Reader Teacher | Children's Books | Reads, Reviews & Recommendations](#)

# Useful Websites for Reading

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[Active Learn](#) Pearson online learning environment, with lots of fun books for children to read/share.

[BBC Nursery songs](#) A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts

[Book Trust](#) Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club etc.

[Love Reading](#) Expert recommendations and opening extracts of books.

[Oxford Owl](#) Phonics advice and access to free E-Books. Free to register.

[Pearson](#) Publisher's website designed to give parents help and advice for reading with children.

# Thank you

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