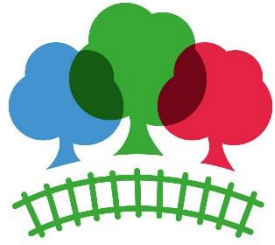




SCHOLES

Scholes (Elmet)
Primary School

**Welcome to
our reading
workshop**



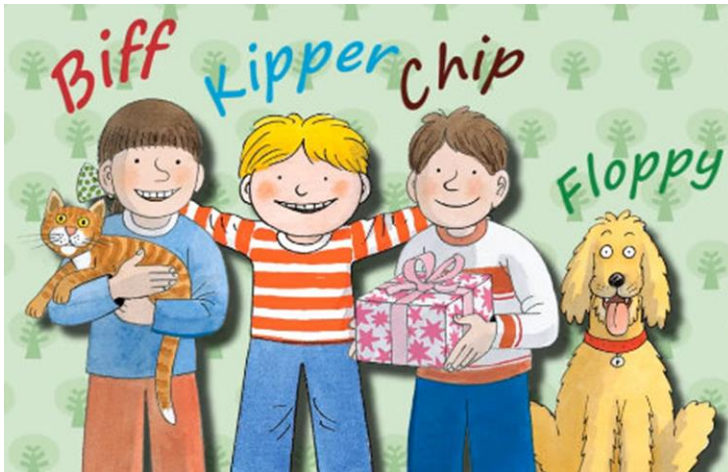
SCHOLES

Scholes (Elmet)
Primary School

Early Years

Reading and Phonics Information

Oxford Reading Tree (ORT)



Here are
Kipper, Biff and
Chip's Parents –
they are called
Mum and Dad.



Picture Books

Support your child to make up their own stories about Biff, Chip, Kipper and Floppy.



Stage 1 – First Words

Kipper

Chip

Biff

Dad

Mum

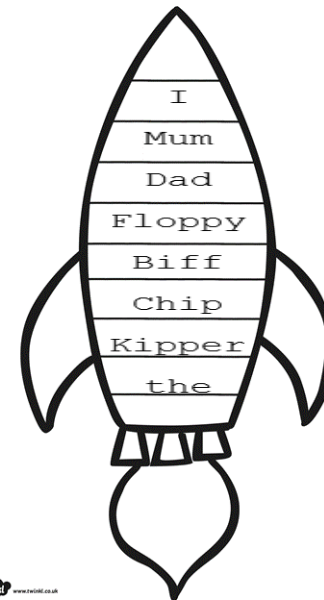
Floppy

I

the

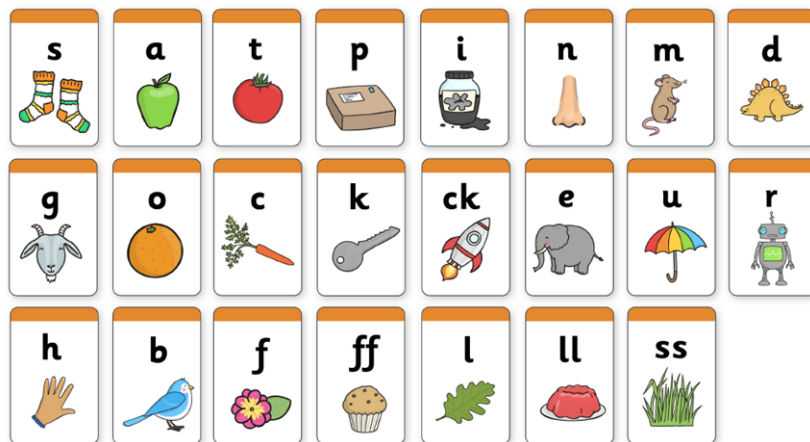
Stage 1+

- Contain high frequency/ sight vocabulary words e.g. **me**, **I**, **come**, **said**, **was**.
- 45 words to learn to read on sight (by end of F2).
- Children will learn the sight vocabulary words needed for each stage.
- Also read a variety of other books e.g. stories, poems and non-fiction.



Phonics

- DFE Letters and Sounds
- Daily 15 – 20 minutes session
- Phase 1 – Nursery
- Phase 2 – Foundation 2



Jolly Phonics

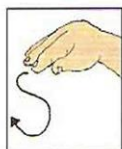
S (Tune: *The Farmer in the Dell* Track 1)

The **snake** is in the grass.

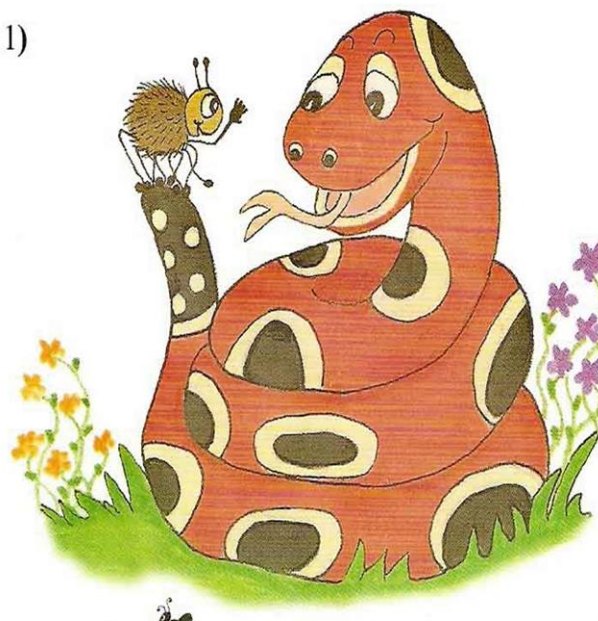
The snake is in the grass.

/sss/! /sss/!

The snake is in the grass.

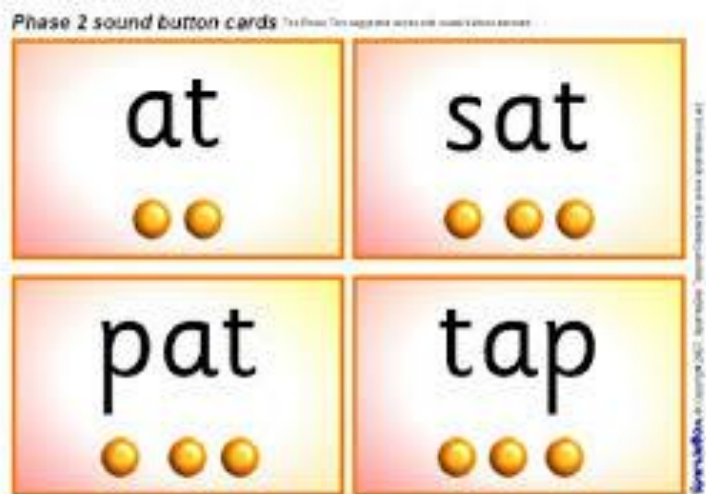


Action: Weave your hand in an 's' shape, like a snake, and say ssssss.



- Picture prompts and letters sent home.
- Begin to blend letter sounds to read words eg: t-a-p tap.
- Jolly Phonics - visual/auditory/kinesthetic

Sound Buttons



Phase 3

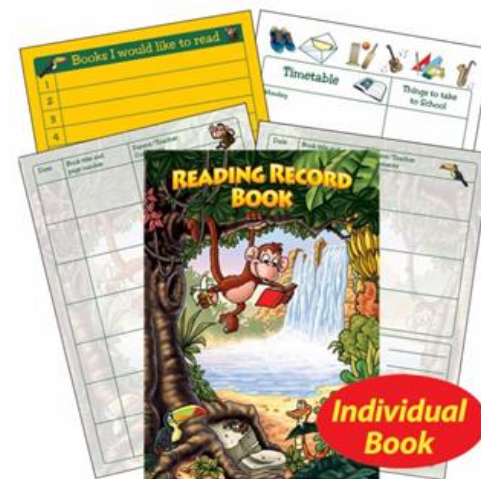
- Children learn the remaining single letter sounds and some digraphs.

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

My Phase 3 Sound Mat

Reading Record

- We will endeavour to change books twice a week.
- Re-read books, practise high frequency words and letter recognition.
- Please return reading book and reading diary each day – we may use them in school.



Guided Reading

- Teacher-led guided reading sessions each week.
- Work in small groups, each child has a copy of the same book.
- Apply strategies e.g. reading the pictures, using the first letter sound, sounding out and blending or choosing words that make sense.
- We discuss and ask questions to develop their comprehension and understanding.

Most importantly...

- Make reading a fun activity in a relaxed environment.
- Enjoy reading together, take turns reading as they can point to the words, talk about the story, use different voices

Enjoy sharing
your child's
journey as they
learn to read!

Key Stage 1

- Continuous process building on the range of experiences and knowledge that children bring from Foundation Stage.
- Children learn best when they are actively engaged in the process of **constructing meaning** which is the key purpose of reading.

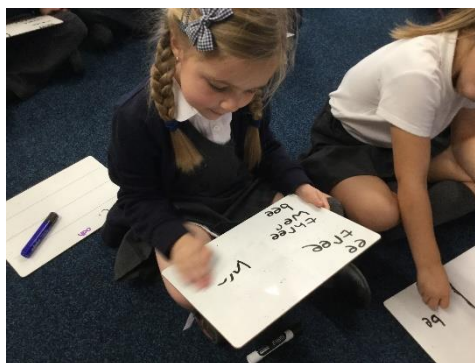
Strategies

Fluency develops as reading strategies are acquired and integrated, such as :

- Phonic knowledge
- Sight vocabulary
- Awareness of punctuation and grammar
- Contextual clues – themes, connections to own experiences

Phonics

- Daily phonics sessions
- Children continue to work through DfE Letters and Sounds
- Year 1 Phonics Screening, w/b 10th June 2018. Statutory check of children's decoding skills but does not check for understanding.



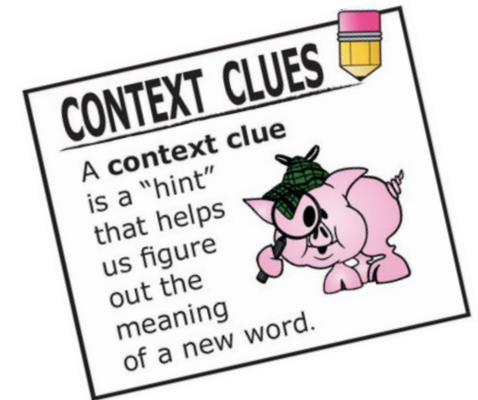
High Frequency Words

- Make up 75% of what we read and write
- Common exception words/tricky words – partially decodable (words in which the English spelling code works in an unusual or uncommon way, so words are recognised by sight)
- Daily reading and writing
- Word walls
- Word mats
- Spelling homework
- Step up time

*First 100 High Frequency Words
in frequency order reading down the columns*

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Syntactic and Contextual



- Awareness of punctuation and grammar
- Making sense
- Sentence construction
- Contextual clues – themes, connections to own experiences
- Pictures
- What has already been read, reading on
- Own experiences/knowledge

Reading-rich environment

- Library – school and Scholes
- Guided reading and follow up activities
- Word of the week
- Class novel
- Story/poetry reading
- Choosing own scheme book
- Reading exercise book

