



St White's Primary School

Reading Evening

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Aims of session:

- To support parents in understanding how we teach reading to children...
- and how this impacts on the development of writing.

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Pre-reading Skills

- Knowing how books work
- Telling stories from pictures using story language
- Talking in sentences rather than pointing and using single words
- Resources and information with Mrs

Clowes

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Phonics

Our language system consists of 26 letters of the alphabet which are used to form phonemes.

These phonemes can be written in over 120 combinations – for example, i-e side, ie pie, igh high, y fly.

We use the Letters and Sounds programme to teach all the combinations by the time children leave Year 2.

Orange books will be sent home weekly with new sounds. Please practise as many times a week as you can. 5 minutes will be plenty of time!

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Enunciation

- It is important that phonemes are articulated clearly.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

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Phonics for reading Sounds (phonemes) are pronounced in isolation and blended together.

For example c-a-t, g-ar-d-e-n,

Once the children have learned individual sounds they will be given lists of words to blend and read

Please visit Mrs Barrow on the phonics table for further information.

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Phonics for writing

Words are segmented into sounds orally,
and a letter (grapheme) written to represent
each sound (phoneme).

mat = m + a + t

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Preparing children to write

- Development of fine motor skills
- Letter formation. At St White's we teach cursive letter formation. This can be seen in the orange books
- Visit Mrs Self to find out more and collect resources

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How we teach phonics at St White's Primary School

- All children experience a daily lesson following the Letters and Sounds programme. This means that from very early in the Reception year, they begin to learn to read and write.
- In Reception we provide opportunities for them to practise and apply the phonics they know across the curriculum.

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Types of Reading

3 different types of reading undertaken within school

- Shared Reading
- Guided Reading
- Independent Reading

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Common Exception Words

- These are words that CANNOT be sounded out and need to be learned by sight
- the, to, no, go, me, be, he, was
- These will be sent home as flashcards and need to be practised as often as possible
- Visit Miss Underwood for further information and word lists

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How you can help your child

- Book sharing and playing games.
- Rhymes, chants and songs.
- Plenty of opportunities to talk and listen to develop language structures and vocabulary.
- Provide opportunities to mark-make.

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When writing begins to take the form of letters

- Continue to provide opportunities to write.
 - Correct letter formation.
 - Tripod grip – froggy legs.

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Home activities

- Library / picture books
- Word lists (all words can be segmented and blended)
- Common exception flashcards (these words can not be sounded out and need to be learnt by sight)
 - Reading books
 - Practise daily or as often as possible
- EXCEPT... when your child is tired and fed up. We don't want to put them off !

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Meaning

- No point in learning to read if you are unable to understand what it is you are reading
 - Decoding is more than just working out what the words mean
 - Context of the word helps to explain its meaning
 - Retell the story after reading
 - Act out the story and pretend to be different characters
 - Question your child about the story
 - Predict what might happen next
 - Discuss how the characters might be feeling

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Fluency vs. Understanding

- Certain children may decode to a high level and display characteristics of a fluent reader
 - HOWEVER...
- It is vital to develop a good level of understanding at an early age so that children can easily understand the meaning of the text
- It is better to stretch children across a range of texts and ask searching questions to clarify their understanding and address misconceptions

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Finally...

- Celebrate their success – WOW vouchers
 - Please always ask if you have any questions
 - And have fun together!

Thank you for coming

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