

Reading at Barnack Key Stage 1

Tuesday 17th September 2019



Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.

As a school we want our children to develop a lifelong love of reading whether for learning or leisure. To encourage children to look beyond the text, see text as a tool and to use text as a springboard for their own writing.

“Every hour spent reading is an hour spent learning to write.”

The skills of reading

Phonics and Word Recognition

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

Comprehension (understanding)

- The ability to understand the meaning of 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.
-
- Retrieval- finding the answers
 - Inference- being a detective and reading between the lines
 - Prediction- what's going to happen based on what they have read

Figure 1: The Simple View of Reading (Source: DfES, 2006, p. 53)



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

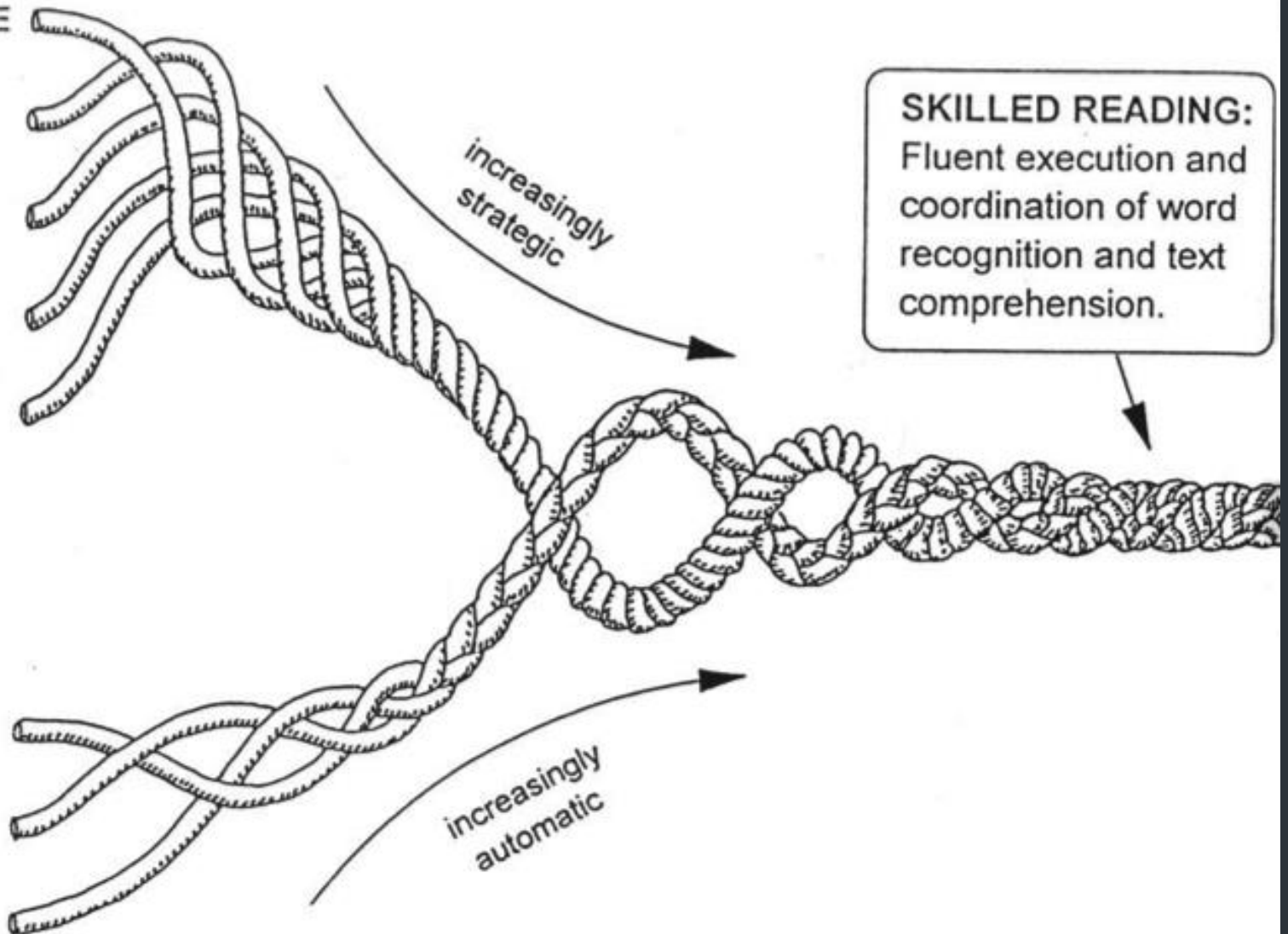
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

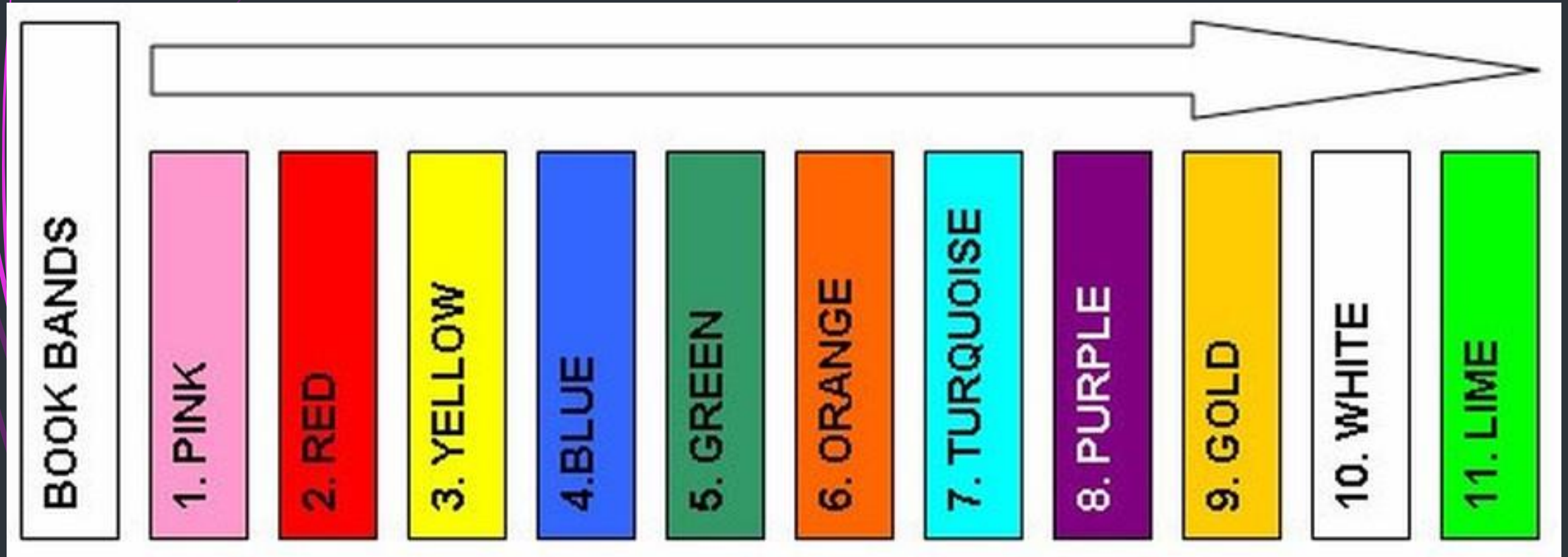
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Book Bands- it's not a race:
Reading first read, read for fluency and
reading for understanding.



How can I help my child?

Sounding out words using phonics: segment into phonemes and then blend. Ask them to repeat the word blended too. Try to work towards not having to segment out loud but 'Fred in their head'- segment in their head and then say the blended word.

When they can't sound it out: Read the sentence and try out a different word. Let them read it with the incorrect word- does that make sense? Support them if they're not sure- give them the word or correct them. Re-read the sentence to help with this- supporting their comprehension. Break it into parts with/in- 'within'

How to correct them when they get it wrong: Tell them and move on- don't worry about them correcting every word- it should be a positive experience!

Don't panic if you're not sure of the sound- use the RWInc website to find support for parents: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Video on website of Mrs Maxwell reading/correcting some reading at home (please do not read sat at the kitchen table in a 'formal' way like we are- keep it relaxed and natural!) Choose the right time for reading.


Spellings- <https://www.youtube.com/watch?v=MAL9VD6Lz9Y>

- ▶ Year 1 and 2 should have new spellings coming home are focused on spelling patterns and rules with the Common Exception Words (words that by the end of Year 2 children should be able to read and spell correctly in their writing).
- ▶ Look for patterns i.e. words with 'all'- ball, call, fall or 'ould'- could, should, would
- ▶ Use mnemonics- 'Oh You Lucky Duck' for ould words, 'Snakes And Insect Dance' for said, 'Big Elephants Can Always Understand Small Elephants' for because.
- ▶ Break it into syllables:
- ▶ So, for **two-syllable** words...

Danger	Dan / ger
Windmill	Wind / mill
Option	Op / tion
- ▶ And for **three-syllable** words...

Relation	Re / la / tion
Beautiful	Beau / ti / ful
- ▶ Make the word into a picture to help them remember- If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep"
- ▶ Are there words that DON'T fit the rule (i before e except after c.... Weird, feisty, heist)
- ▶ Use post-it notes of words they struggle with
- ▶ Looking for these words in their reading
- ▶ It's not about scoring 10/10 on a test but being able to apply the rules and apply it to their writing.

Where to find support with spellings...

- ▶ Education City has lots of spelling games and investigations. Search for spellings in your child's year group or for a specific rule.
- ▶ Oxford Owl website- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/>
- ▶ The Spelling Shed App-  (Apple)
- ▶ Your Spelling (Apple)
- ▶ Magic Spell (Apple)
- ▶ Ladybird I am ready to....Spell! (Apple and Android)- EYFS/ KS1
- ▶ Squeebles Spelling Test (Apple and Android)

That was a whistle-stop tour of reading and a bit of spelling. Please take the handouts and have a look on the website for more support- the videos and Power Point are on the website and there is a phonics page to support with phonics sounds.

Choosing books- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

If you have any specific questions please do try and grab me at school or check with your child's class teacher.

Thank you so much for
your support