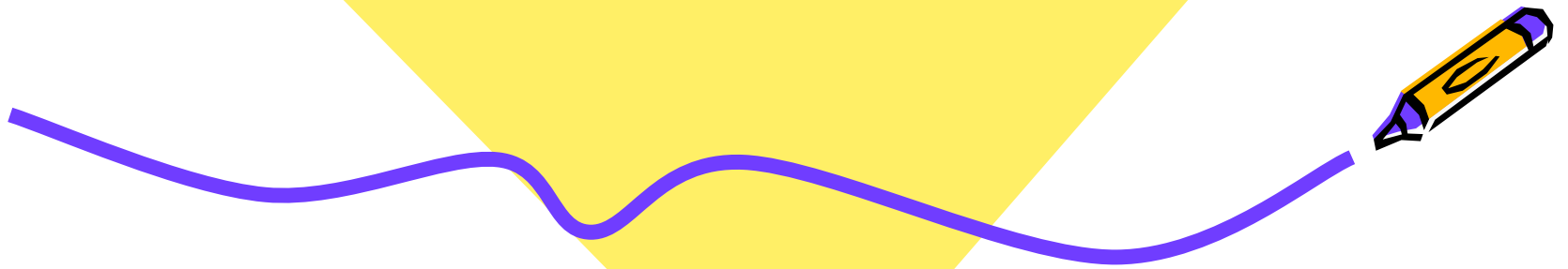
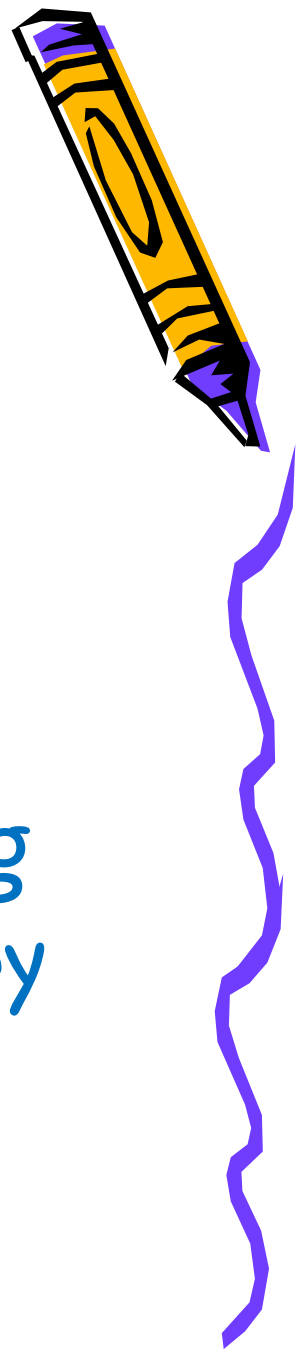
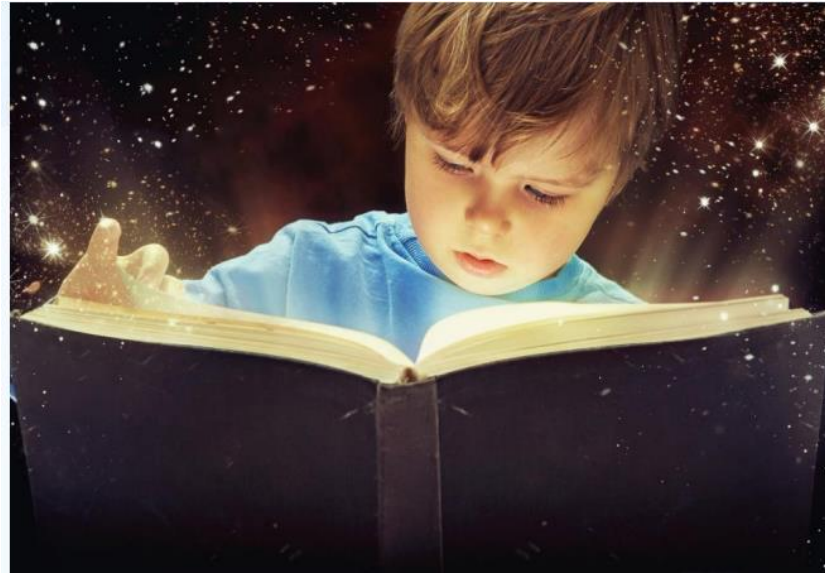


# Reading Workshop

*January 2023*





Our ultimate goal in teaching your child to read is that they develop a love of books and reading.





“

**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”



Every time you read with your child they are learning...

Sparks imagination  
Boosts learning  
Improves listening and attention skills  
Social skills and values  
Cultural awareness  
Sharpens memory  
Vocabulary  
Mental health



# Number of words children would have heard by the age of 5 if they were:

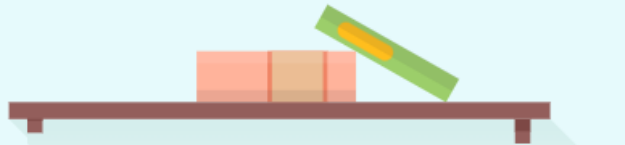
Never read to:

**4,662 words**



Read to 1-2 times per week:

**63,570 words**



Read to 3-5 times per week:

**169,520 words**



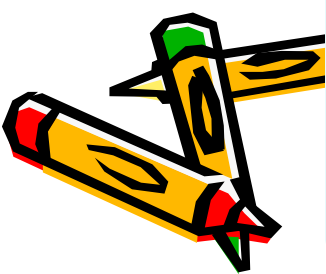
Read to daily:

**296,660 words**



Read 5 books per day:

**1,483,300 words**



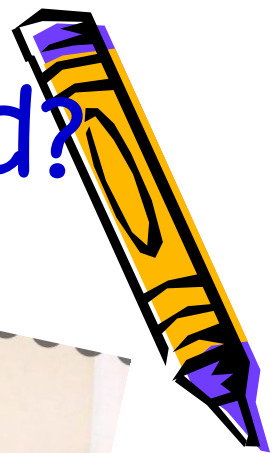
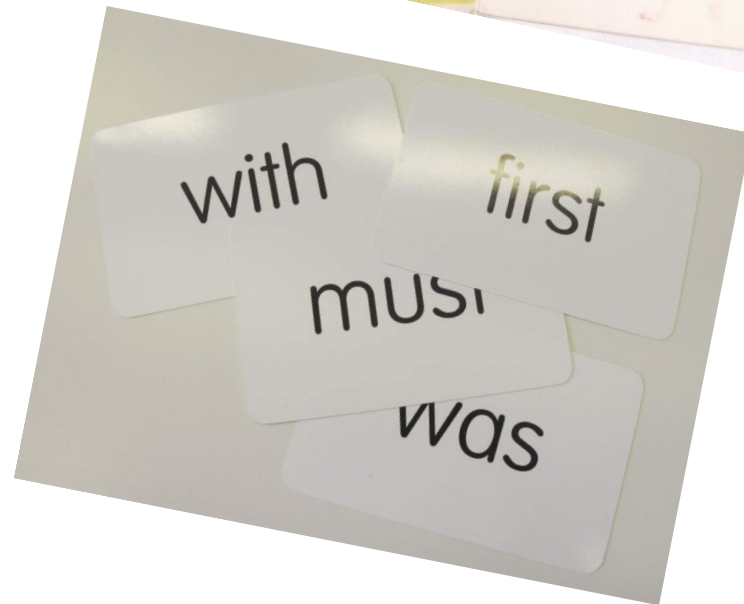
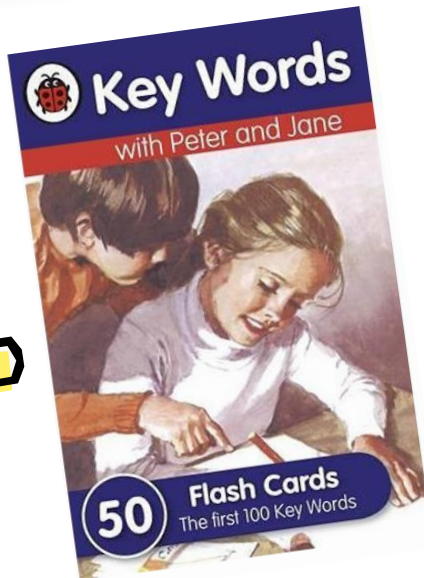
There are 2 main strands to  
learning to read...

Recognising words

Understanding words.



# How did you learn to read?



# We deliver our teaching of reading through... Phonics

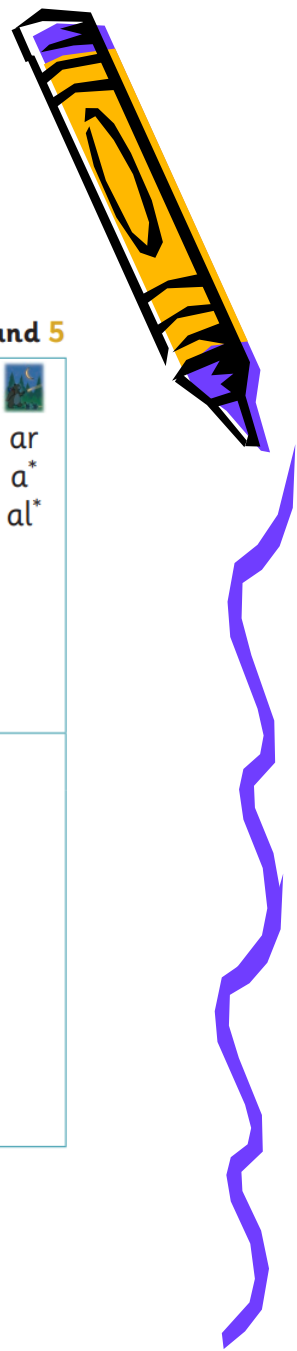
These are the building blocks of learning to read.

There are over 40 spoken sounds in English. Phonics teaches the children the letters or groups of letters that represent these sounds.






















# Gradually over Reception and Year 1 your child will learn the entire alphabet code.



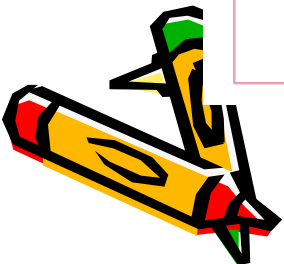
Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y zy s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 ou o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent



# How to make the learning stick...



Help to develop a **rapid recall** of each sound...

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 l	 j	 v	 w	 x
 y	 z	 qu	 th	 sh	 ch	 ng	 nk

Phase 3 Sound Mat

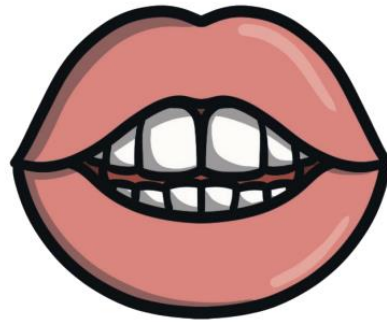
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or
 ur	 ow	 oi	 ear	 air	 er		



# How to support your child...

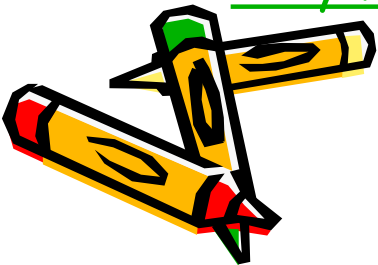


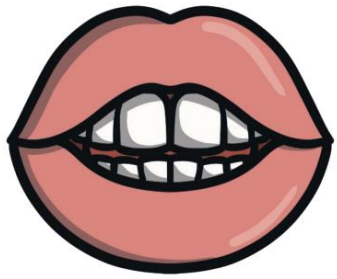
Correct **articulation** is vital...



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Holy Family Catholic Primary - Reception Class (holy-family.surrey.sch.uk)





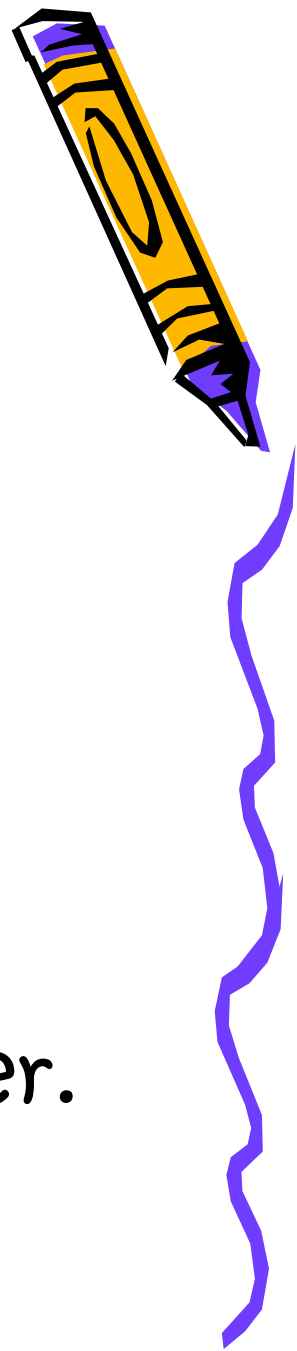
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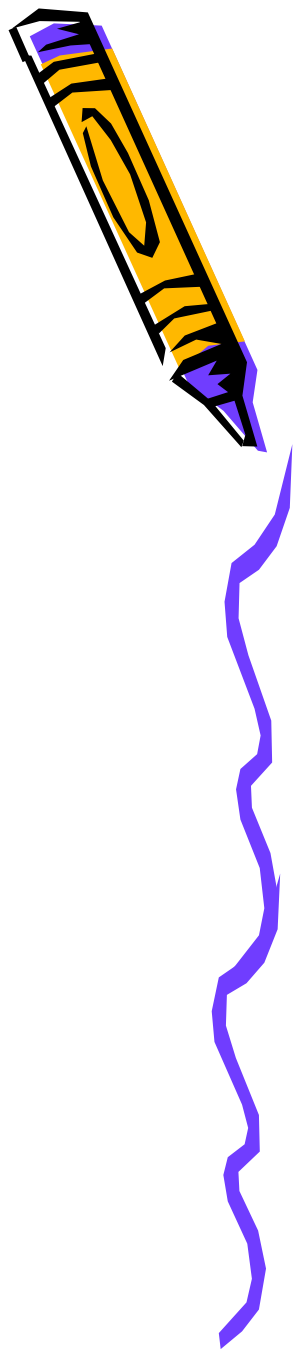


# Practise oral blending



Some children learn to blend really quickly, and others take a little longer.







Robot talking “let’s get ready for  
b - e - d”

Simon says “c - l - a - p”

Car journeys - my turn your turn...

“I can see a sh - o - p”



# Blending for reading

longer



chicken

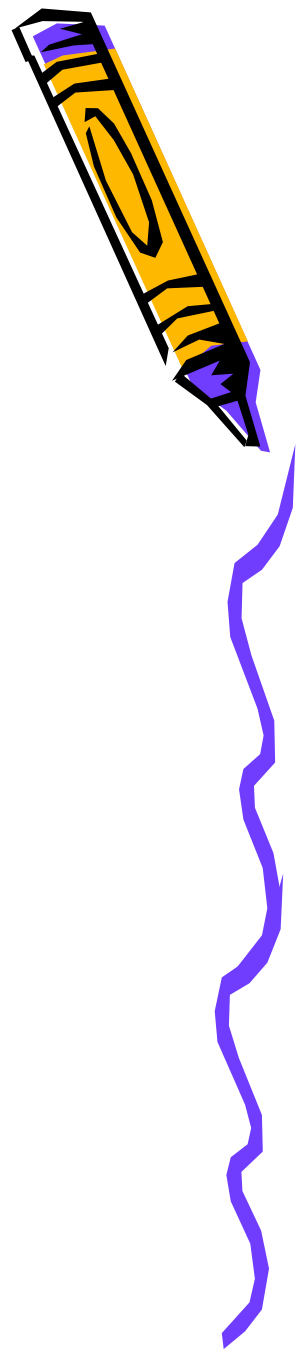


sheep

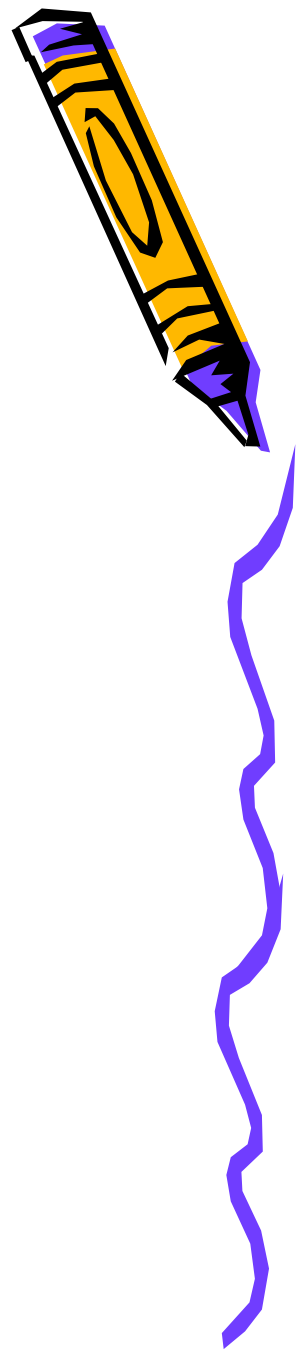




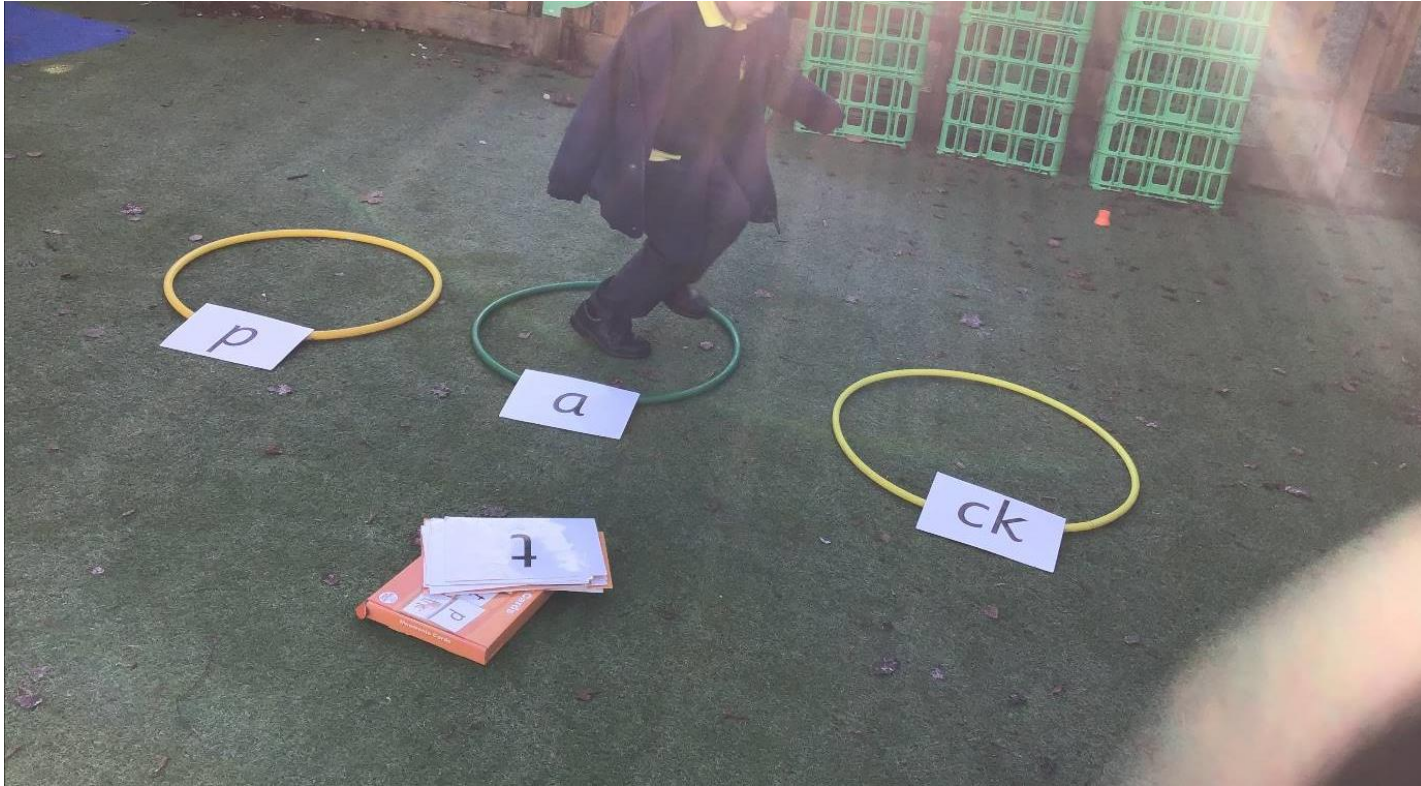
# Blending for reading



# Blending for reading



# Blending for reading



# Blending for reading

Try this at home...



# Blending for reading



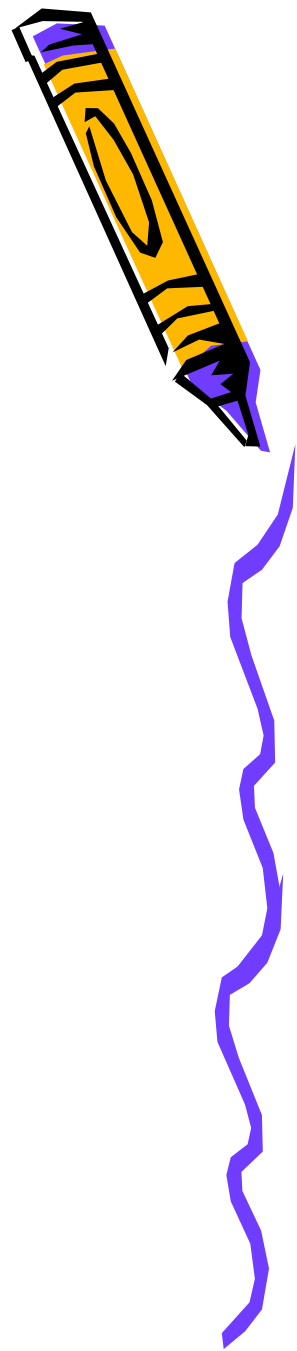
# Blending for reading

Try this at home...



# Blending for reading

Try this at home...



# Blending for reading

Try this at home...





# Blending for reading

Try this at home...

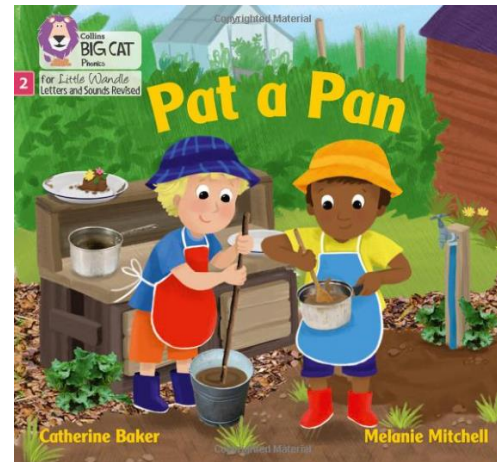
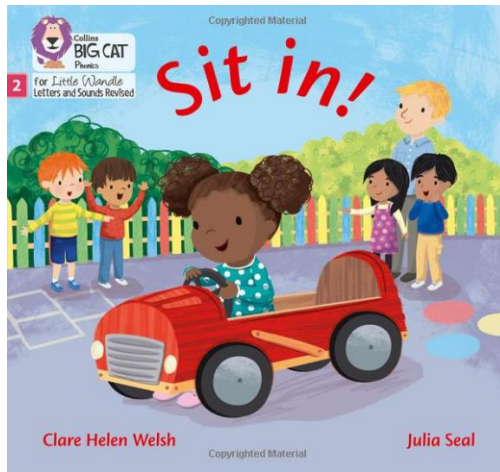


# Blending for reading

Try this at home...



# Phonics homework book



Fully de-codable books read at school 2-3 times per week.

We focus on decoding, building fluency and comprehension.

If they can't read a word model the blending

Spend as much time talking about the book as reading it



# Building Comprehension



Talk about the pictures

Get children to re-read the sentence

Meaning of words – don't presume

Make predictions – what will happen next? What happens at the end? What do you think...?

Talk about characters – How does he feel? How do you know? What do you think he is saying?



# Early Learning Goal:



## Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

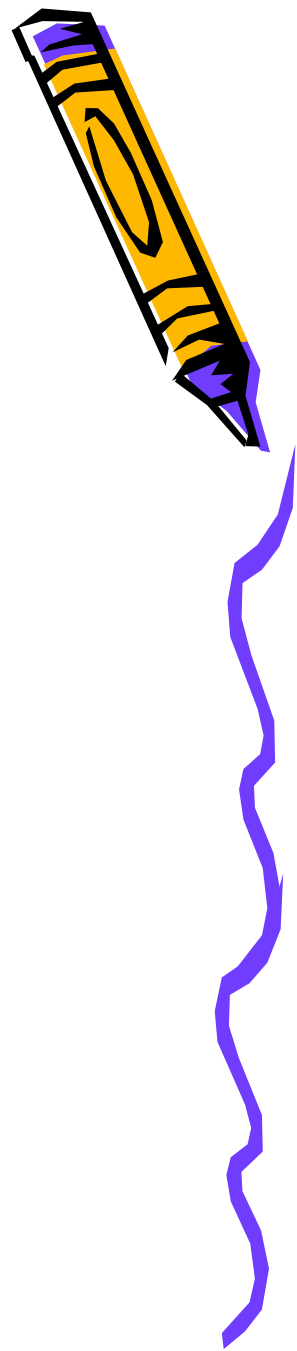
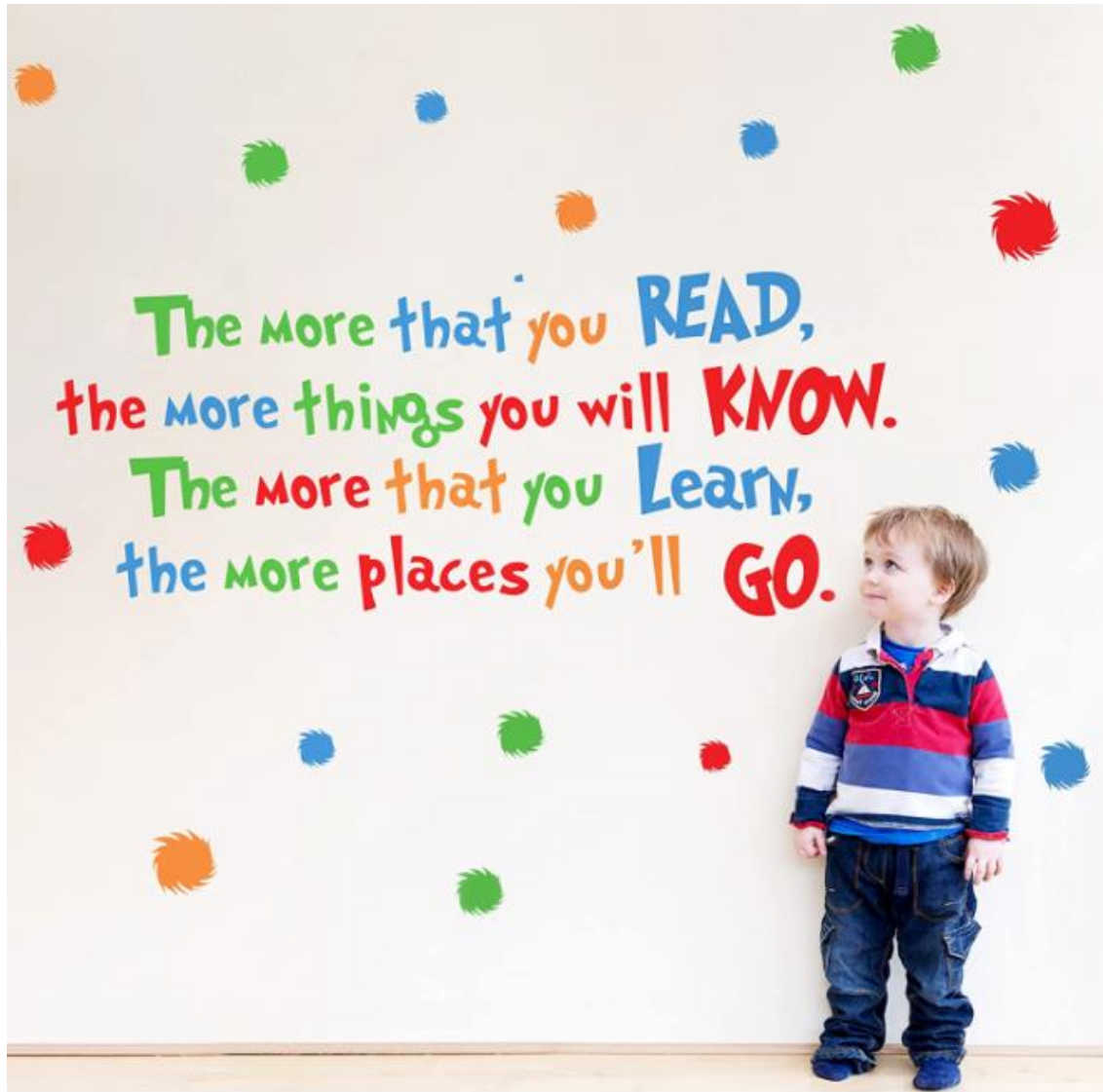
## Word Reading

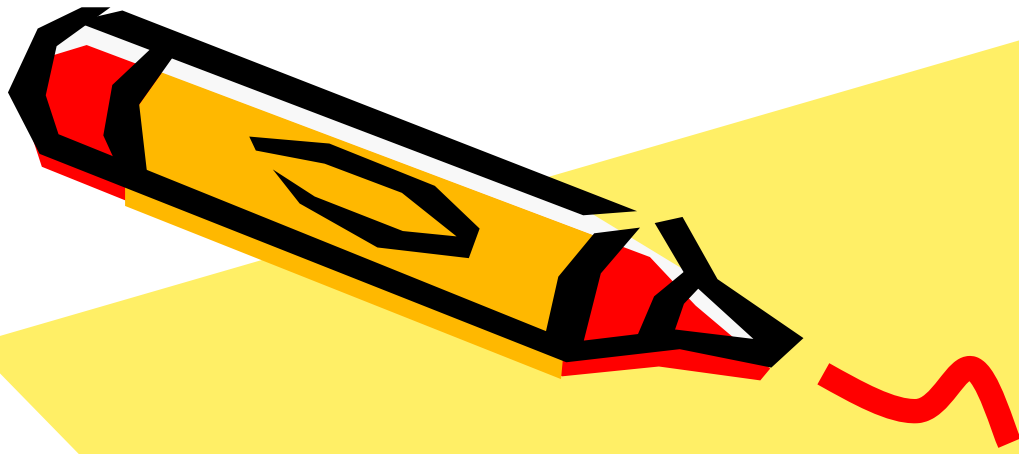
Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.







Thank You  
Any Questions?

