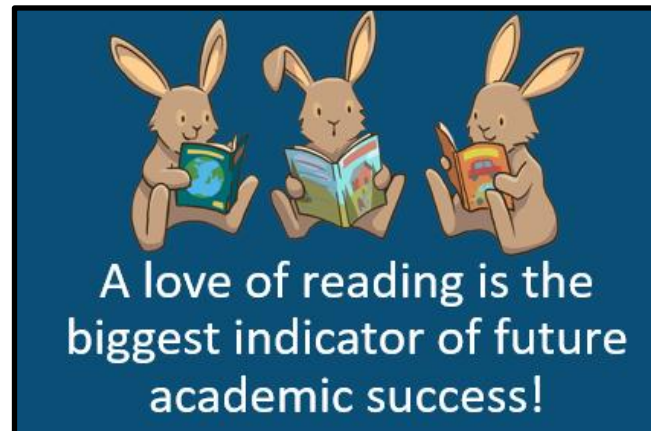




Welcome to **Westfields Infant School** **Parent Reading Workshop**

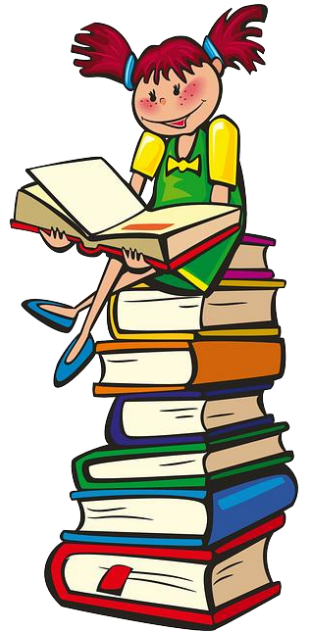


Reading is one of the most valuable and rewarding skills your child will learn. Based on extensive research and experience, we believe that children who read regularly to an adult at home, make greater and quicker progress in the development of their reading and comprehension skills. Any time you can spend hearing your child read will provide valuable support to their learning.

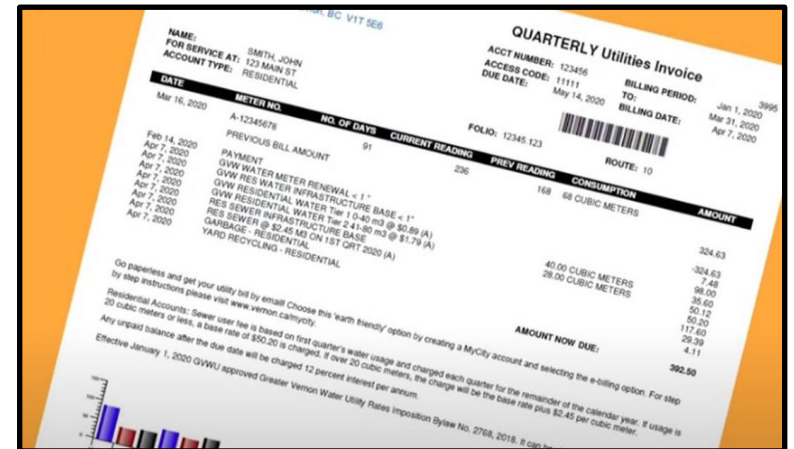


Workshop Aims:

- Talk about why reading is important
- Share Westfields Infants' Reading Journey including Little Wandle (phonics)
- Explain our reading reward system
- Share ideas about how you can help at home



How many times have you already read today?



The Importance of Reading...

Why is reading at home so important?

Children with access to 25 books at home complete an average of 2 more years of school than children from homes without any books.



Kids 4-5 years old gain 6 months of reading ability by being read to 3 to 5 times per week.



Reading is a critical skill for succeeding in most school subjects.



A child spends 900 hours a year in school and 7800 hours at home.



Research shows that just 20 minutes a day spent reading with a child helps them develop critical reading skills.



Learn more:
smartreading.org/parent-resources





Taught individual
letter sounds

Continue to learn all
44 sounds and 150+
graphemes

Fluency increases and the
focus moves towards
what the story is about -
Comprehension

Increase in
independence for
reading to promote
lifelong readers

Reception

and

Year 1

Year 2

Little Wandle

Learn to blend the
sounds into words
(by Christmas in
Reception)

Children are given
decodable books
with sounds and
words they know

Fluency Programme

Children then focus on six
core reading skills:
retrieval, inference,
vocabulary, summarising,
explanation and prediction

Children are read to each day by an adult; exposing them to high level texts, modelling how to read aloud and promoting reading for pleasure.

Westfields Infants Reading Journey

Little Wandle to fluency...



What is Phonics?

Pure sounds

We teach the **pure sound**, not the letter name.

For example:

c = /c/ (not "kuh")

a = /a/ (not "ay")

t = /t/ (not "tee")

Grapheme

The letter or letter group that represents a phoneme.

a

GPC

Grapheme-phoneme correspondence. The link between the two.

a → /a/

m

a

s

d

t

i

n

p

“

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

”

We aim to eliminate the 'uh' at the end of the sound. This is called a 'schwa' sound.

Blending and Segmenting

Blending

Join the sounds
to read a word.

/c/ /a/ /t/ → cat

Segmenting

Break a word into
individual sounds.

cat → /c/ /a/ /t/



We do this
orally first, then
in print.

Key Terminology

Phoneme

Grapheme

Digraph

Trigraph



<https://vimeo.com/838284266>

Little Wandle Daily Sessions



- In Reception children start with Phase 2. These are the first group of letters and sounds your child will learn
- Your child will progress through Phase 2, 3, 4 and then 5 throughout Reception and Year 1 and review them in Year 2
- The lessons are fun, interactive, engaging and have been designed to gradually build over time

Phase 2

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				



<https://player.vimeo.com/video/876351125>

Tricky Words

- These words have unusual spellings e.g. he, the, was
- They are taught in a systematic way
- Reception Children start to learn to read the Phase 2 tricky words:
is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be



Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught.
- They will practice the correct formation of letters. They will also have handwriting lessons and in Reception daily 'Dough Disco' sessions.



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.

How do we teach spelling?

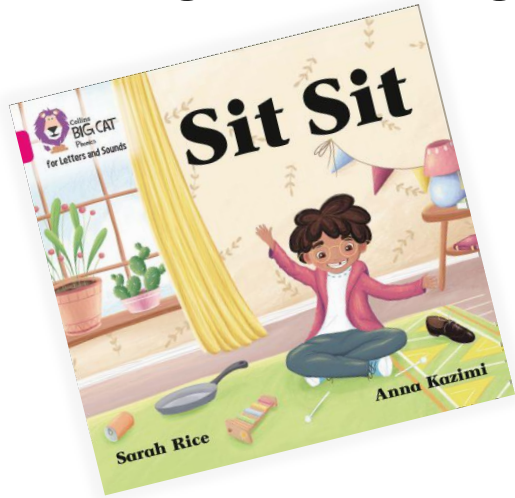
- Say the word
- Segment the sounds
- Count the sounds
- Write them down



How do we practice reading in books?

Reading practice sessions are:

- Three times a week and taught by a trained teacher/learning support assistant
- Taught in small groups



Year 2 Fluency Programme:

- Continues to provide structured support as children encounter increasingly complex texts, helping them to read with greater speed, accuracy, and expression.

The Three Reads approach

Each book is read three times, with a different focus.

1

Decoding

Read the words accurately.



2

Prosody

Read with expression, pausing and phrasing like a storyteller.



3

Comprehension

Understand what has been read.

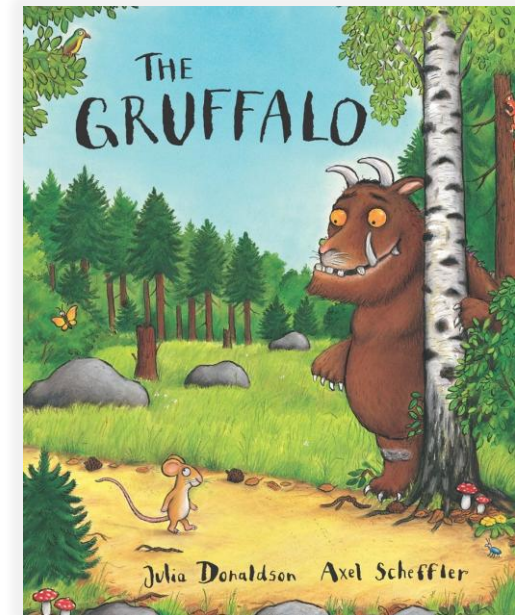
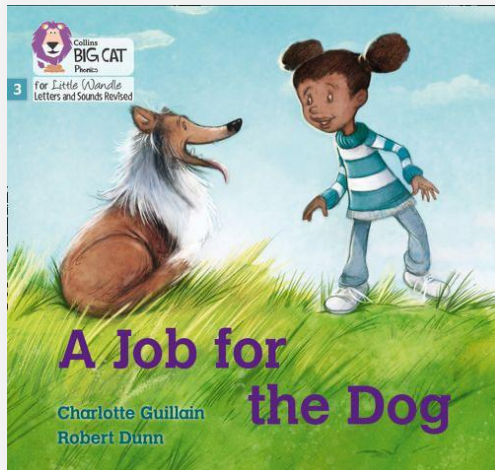


Three reads = accuracy + fluency + understanding

Books going home

The children read the book three times in school and then will bring them home. Your child will bring home one phonics decodable book and one sharing book.

Re-reading the same book helps children become confident readers. Each time they re-read, they build their fluency/speed and comprehension.

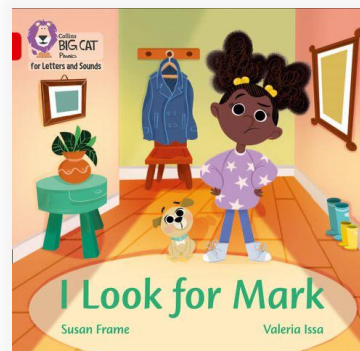


- We have an online subscription for the Collins Hub
- You can access Little Wandle books via the website or download the app to have access on your phone and tablets
- Class Teachers will allocate books at your child's reading level
- The app is not compatible with Kindle or Amazon Fire tablets
- Login details are in your child's reading record



Listening to your child read their phonics book (or book at their level, Year 2)

- Your child should be able to read their book without your help
- They might sound out words and blend them before they read them fluently
- If they can not read a word, read it to them (record in reading record to review)
- Talk about the book and celebrate their success



Reading aloud and developing comprehension

- Ask questions (who, what, where, when, why, how).
- Talk about characters, settings and feelings.
- Make links to your child's own experiences.
- Encourage them to predict, infer and give opinions.
- Explore new vocabulary.



The more you talk about books,
the stronger their comprehension becomes.

Reading Wordless Books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures
- Point to the images in the circles and find them on the page
- Encourage your child to make links from the book to their experiences



Reading to your child

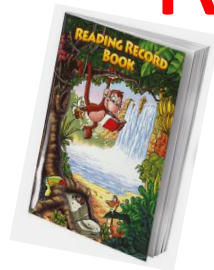
The **shared book** is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see



Reading Top Tips

Reading Records



Please record:

- Only books your child has read independently. This can also be any books you have at home, as long as they have read it to you
- Include the name of the book and strengths and any challenges e.g. words they struggled with



Be positive and encouraging effort matters more than speed.



Remember, reading is a skill and like any skill it takes practice.

Tip 1: Make regular time together

Why not try:

- including regular story time into bedtime routines;
- sharing your favourite stories from when you were younger;
- making up stories;
- reading to your child as well as hearing them read.

Tip 2: Strike a balance between perfection and correction

- let children have time to attempt words they are unsure of before you give them the word;
- making a mental note of words often read incorrectly and focus on these before reading;
- coming back to 'tricky' words at the end of reading so you don't disrupt the flow or focus.

Tip 3: Talk about what you have both read

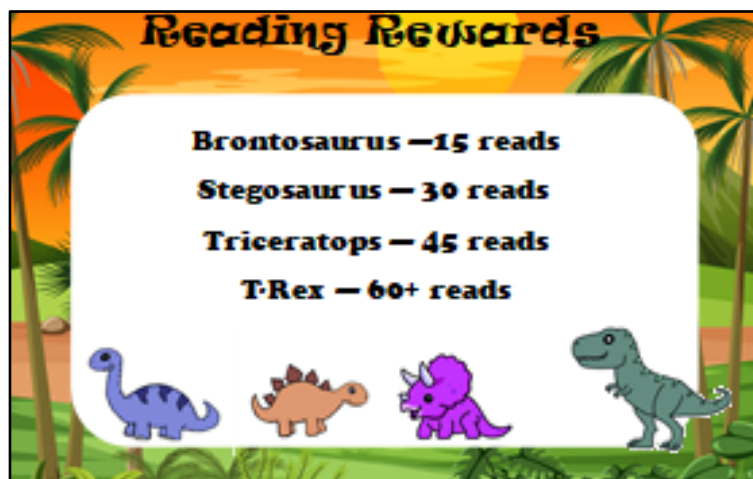
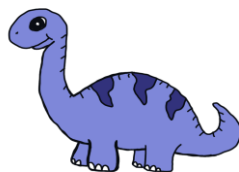
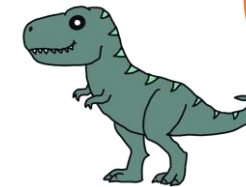
Talking develops vocabulary, imagination and confidence. Why not try:

- getting your child to think of questions they can ask you to test if you've been listening;
- asking how a particular character might be feeling;
- making predictions together about what will happen next or how a story will end.

Tip 4: Enjoy reading everywhere!

- Find different, fun places to read. You don't always have to read books. There are so many everyday opportunities to encourage your child to get reading.

Our Dino Reading Adventure Reading Rewards



- Children are encouraged to read at least 3 times a week at home
- Whenever they read to you at home it is recorded in their reading record
- Teaching staff will monitor each week to check how many reads have been achieved – maximum of 2 per day will be counted
- Reading certificates will be rewarded
- Re-starts every term



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”