



Parent Reading Information Meeting Wednesday 27th March 2024

Why reading is such a high priority?

Mrs Sprawson – Introduction - Why is reading so important and a high priority at SPS?

Teaching Phonics

Miss Lawton – Teaching through Phonics – blending and segmenting and whole sentence reading. Modelling with a group of year 1 children

Teaching automaticity – echo reading

Mrs Sprawson – Sharing strategies for reading fluency and understanding. Use of the term automaticity. Focus on echo reading and prosody. Modelling with a group of children from Swans Class (Yr3/4).

Reading at home

Mr Pawlett – What does reading for pleasure look like at home? What can parents do to support their child at home?

Parents listen to their children read

Parents read with their child in their classroom.



Swavesey Primary School

Reading at Swavesey Primary School

Parent Workshop

28th March 2024





The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Dr Seuss

"To learn to read is to light a fire; every
syllable that is spelled is a spark."

Victor Hugo

"You cannot open a book without
learning something."

"Once you learn to read, you will be
forever free." Frederick Douglas

"If you are going to get anywhere in
life you have to read a lot of books."

Roald Dahl

"There is more treasure in books
than in all the pirate's loot on
Treasure Island." Walt Disney



Why is reading such a high priority at SPS?

Teaching children to read is about empowerment.

Reading feeds into every aspect of our curriculum and gives children the tools to understand the world around them.

All of the writing our pupils engage in stems from their reading.

Our Vision is for all children to leave our school with a love of reading and the English Language and for all children to be able to read and write fluently and with enjoyment.

What are the benefits of reading and encouraging your child to read for pleasure?



Benefits of reading for pleasure

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- **Reading attainment and writing ability;**
 - **Text comprehension and grammar;**
 - **Breadth of vocabulary;**
 - **Positive reading attitudes;**
 - **Greater self-confidence as a reader;**
 - **Pleasure in reading in later life;**
 - **General knowledge;**
- **A better understanding of other cultures;**
 - **Community participation; and**
- **A greater insight into human nature and decision-making.**

Evidence from OECD found that reading enjoyment is more important for children's educational success than their family's socio-economic status.

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

Regular readers for pleasure report fewer feelings of stress and depression than non-readers, and stronger feelings of relaxation from reading than from watching television or engaging with technology intensive activities

There are many benefits of reading for pleasure!

Pupils who find it difficult to learn to read are likely to struggle across the curriculum.

Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.

A greater proportion of primary aged readers and non-readers (than secondary aged) believed that their friends saw readers as happy and people with a lot of friends (Clark and Osborne, 2008).

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Why is parental engagement so important?

Parental involvement in a child's literacy has been reported as a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004 – cited in Clark and Rumbold, 2006)

Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read (Baker, Serpell and Sonnenschein, 1995 – cited in Clark and Rumbold, 2006)

Children whose parents reported that they had read a book with their child "every day or almost every day" or "once or twice a week" during the first year of primary school performed higher in PISA 2009 than children whose parents reported that they had done this "never or almost never" or "once or twice a month".



How do we teach reading at our school?

Miss Lawton – Phonics Teaching



Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



“

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

”

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

In Reception we begin with Phase 2

- These are the first group of letters and sounds your child will learn.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order










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 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 a a a	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 t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

We teach blending so your child learns to read



- Teacher-led blending is taught throughout Phase 2.



Next we teach Phase 3

















In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa
oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



In Year 1 Children learn Phase 5 sounds – Children to model a sample

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 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 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a ea	 e y	 o a ou	 u 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	 oo 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 say Phase 5 sounds

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al

Reading words – Children to model fluency

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.



Tricky words are taught throughout

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- There are new tricky words in Phase 2, 3 and 5

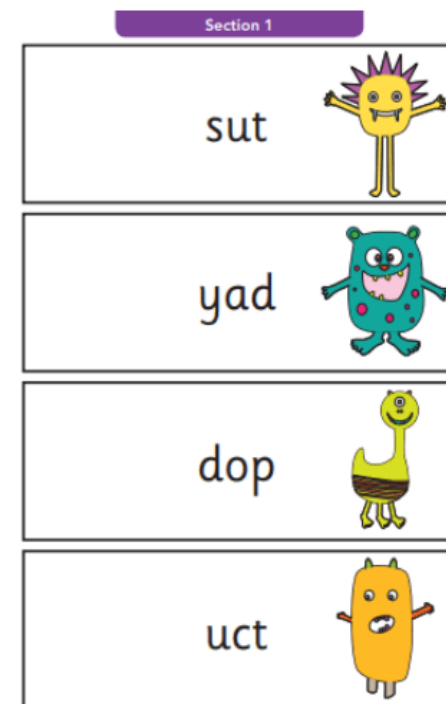


In June of Year 1 children will sit the Phonics Screening Check

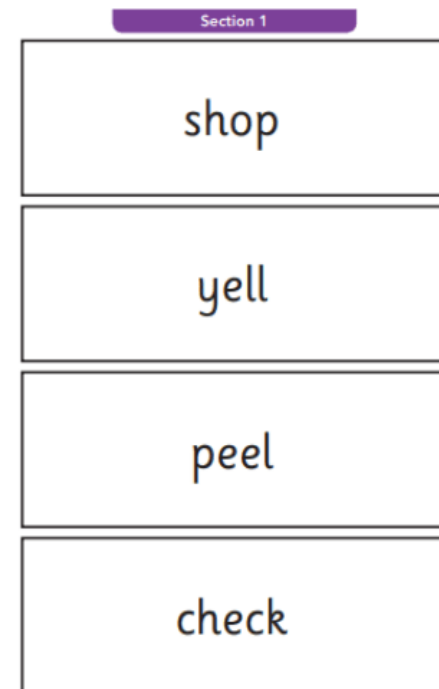
What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.



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Useful resources for parents



Login



Join

Book a free briefing

What's included?



Membership



For parents

For English Hubs

Everybody read!

Work with us

About



Teach reading: change lives!

Little Wandle Letters and Sounds Revised is the **fastest growing** Department for Education-validated phonics programme, already supporting **over 5,000 schools** to teach every child to learn to read!



Teaching automaticity.

In reading, automaticity is the ability to rapidly, effortlessly and accurately recognise or decode words.

This will aid enjoyment of as text and by doing so, enhance meaning.

Mrs Sprawson – Echo Reading with a focus on prosody (the rhythm and intonation of language).

The following slide shows the text used to demonstrate echo reading. Echo reading is when the teacher reads aloud a text line by line or sentence by sentence modelling appropriate fluency. After reading each line, the children echo back the reading of the line with the same rate and prosody.

The slide after the texts shows the types of questions and discussion points we would use to explore the text with the children.



The Chimney Boy

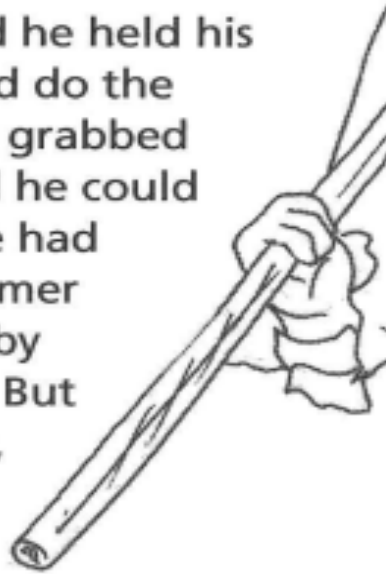
Pip froze to the spot, the hairs on the back of his neck standing to attention like tiny soldiers. A chill ran down his spine and his eyes opened wide to stare at the black figure coming towards him. He gasped for air, his breathing becoming heavier and heavier. Harder and faster his heart beat.

'What have I told you?' the man bellowed. 'Now climb that chimney and get to work!'

Mr Weasel was a large greedy man - greedy for both food and money. He was a man with ice-cold hands and a beastly temper. His clothes were moth eaten and smelt of rotten cabbage. He never smiled and when he spoke his crooked black teeth danced in his mouth like a broken piano.



Pip's bony legs began to shake and he held his lips tightly shut for fear they would do the same. His knuckles whitened as he grabbed hold of the chimney brush. And all he could think about were happier times he had had with his mother, of warm summer days filled with laughter. Days sat by the fire eating hot buttered toast. But those days were gone, lost forever, and a dark gloom now wrapped around him like a witch's cloak.



With tiny eyes that had lost their sparkle a long time ago, he peered up into the sooty hole, the chimney towering above him.

'What am I going to find up there?' Pip thought. 'Spiders? Bats? Monsters?'

'Don't just stand there boy! Your laziness is costing me money! Do I have to get my belt to you?'

And without another word Pip began to climb.



Main Questions:

1. Is Pip scared of Mr Weasel? (yes)
Highlight two pieces of evidence that tell you this in the first paragraph.
2. What would happen to Pip if he didn't work? (hit with Mr Weasel's belt)
3. Draw Mr Weasel. Label all the negative points showing he is bad.
4. Is Pip big or small? (name suggests small)
5. Why is Pip cleaning the chimney and not Mr Weasel? (small enough to fit)
6. Which character is thin, Pip or Mr Weasel? How do you know? (Pip was thin, 'bony legs' or 'scrawny legs'.)
7. Is the chimney dark?
8. Is the chimney dirty?
9. Does Pip believe that his life will get better in the future? (No, 'those days were gone forever')

Essential Vocabulary:

- Highlight the names of the two characters. Which name is warm and friendly and which is cold and unfriendly? Why do you think the writer chose these names?
- Pretend you are Mr Weasel speaking? Should you speak quietly, loudly, softly, deeply? (loudly and deeply) Show your teacher.
- Which word tells you how Mr Weasel speaks? (yelled, bellowed)
- Are Pip's eyes happy or sad? (sad – 'lost their sparkle')
- When Pip looks up the chimney for the first time, does he look quickly or slowly? (slowly, 'peered') Show your teacher.
- Why do you think he does this?

Evaluative Questions:

- Is this a happy or a sad story?
- Do you feel sorry for Pip? Why?
- What is Pip more scared of? Mr Weasel or the dark? (Mr Weasel)
- Why do you think Pip thinks about his mother when he is scared?
- What would you say to Pip if you were his friend and wanted to cheer him up?
- What do you think happens to Pip when he grows up?

What reading for pleasure can look
like at home.

Mr Pawlett

What reading for pleasure can look like at home

Choosing what to read

Being proactive – taking an interest

What does your child love? How can I turn this into a reading opportunity?

Providing opportunities to be excited about choosing what to read

Libraries

Bookshops

Online

Friend book swaps

School

Encouraging discovery

New author

New topic

Enjoying things again!

It's good to re-read things for pleasure! Or the next in a series! Or same author different series

Level of the text

Be aware...but not too strict when reading for pleasure. Be clear with the purpose!

What reading for pleasure can look like at home

Daily reading time

Find a short slot in your daily routine (bedtime works well for many families)

Read one or two books/chapters together every day. Key – short, doable and regular

Find a quiet, [cosy place](#) to snuggle up, and switch off distractions for a few minutes **so you and your child have each other's full attention.**

Sharing a book

Sharing a book with your child can be a magical experience. Spending time together

- Developing your child's imagination
- Learn new information (if non-fiction)
- Introducing new words
- Expanding their knowledge of the world
- Giving them the chance to ask questions
- Helping them to relax and calm down
- Developing their love of books and reading
- Having fun together!

What reading for pleasure can look like at home

How to read

Your child reading

You reading to them

You taking it in turns (echo reading)

Siblings reading to each other...perhaps

Grandparents/family friends/peers....whoever will inspire them!

What reading for pleasure can look like at home

Repeat, repeat, repeat

[Reading the same book again and again](#) will help your child get to know the story. Once they know it well, ask them about what's happening or what's going to happen next, and praise them when they respond.

Look at the pictures

The beauty of children's books is that it doesn't matter if you don't read all the words - you can tell a story from the pictures! If your child knows the book well, or even if they don't, let them have a go at becoming the [storyteller](#) just from looking at the pictures on the page. It will help improve their speaking skills and self confidence.

Let them choose

Your child will enjoy [choosing books for themselves](#) from a bookshelf they can reach, a book box at home, or even e-books on a phone or tablet. This will help you both discover the kinds of books and stories they enjoy the most.

What reading for pleasure can look like at home

Don't just be limited to books! Don't be limited to daily reading times!

Eg. Reading recipes

The benefits of reading recipes with your children

Find a simple recipe and have a fun time baking together. It's a good chance for your child to practice reading and following instructions.

Show the recipe to your child before you begin and read out the ingredients. Talk about what you need. They can help you fetch the ingredients and mix them together.

You can also take the recipe to the shop and look for ingredients together. Say things like: 'We need flour. Where do you think it is?'.

When you're baking, help your child measure out ingredients. Measuring will help them learn about numbers. Let your child know what each ingredient is so they can learn the words.

What reading for pleasure can look like at home

Reading non-fiction with your child

Why is reading non-fiction so important?

Providing children with the opportunity to read and explore high-quality non-fiction texts plays a vital role in helping them to learn about the world around them. (It will also help them become better writers!)

It encourages reading for pleasure and sparks curiosity and in turn, conversation.

Non-fiction can be a way to inform others about our planet - and how to look after it.

Providing your child with a wide range of topics and exciting non-fiction texts is key to meeting their varied interests.

They can also help to inspire new ones and help them develop new interests and knowledge about the world around them.