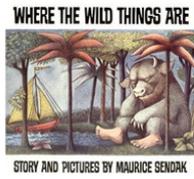
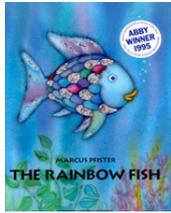


## Reading Workshop ~ Thursday 16<sup>th</sup> October

Speaking and listening are the foundations for learning to read. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading journey later on.



### Create a time to share and enjoy books together

- Read quality texts to your child.
- Get them to take part in any repetition or in speaking parts.
- Model the direction of reading by running your finger along the text as you read.
- Pick out key words that they can read with you i.e. a characters name.

### Our Reading Scheme

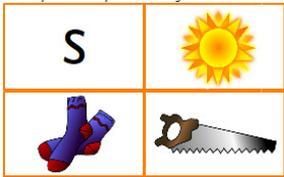
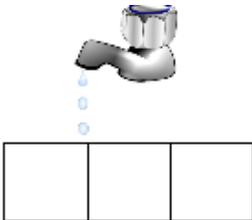
#### **Activity Packs**

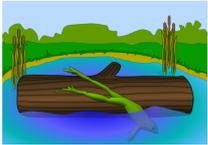
Before the children start reading books from our reading scheme we want them to be confident with sounds and being able to blend and segment.

Blending: We teach the children how to blend or merge sounds together to read each word, in the right order, to read a word. E.g. c-a-t = cat.

Segmenting: We teach the children how to segment or break the word into individual sounds in order to read a new word. E.g. cat = c-a-t

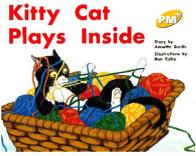
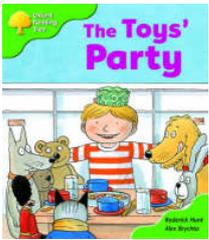
These packs are designed to develop your child's confidence with these important skills.

Activity	How to use it	Extension Activities
<p style="text-align: center;"><u>Sound Match</u></p> 	<p>Inside the pack are a mixture of pictures and a selection of sounds. The children are to:</p> <ol style="list-style-type: none"> <li>1. Lay out the sound cards, saying each sound as they do so.</li> <li>2. Match the picture cards to the initial sound of that picture (sun = 's').</li> </ol>	<ul style="list-style-type: none"> <li>• Children to make the shape of the letters in the air with their finger.</li> <li>• Challenge your child to find other objects around your house starting with these letters.</li> <li>• Play 'I spy' with the sounds in the pack.</li> </ul>
<p style="text-align: center;"><u>Word Building</u></p> 	<p>Inside the pack are a selection of picture cards with a word frame and individual letters. The children are to:</p> <ol style="list-style-type: none"> <li>1. Lay out the letter cards, saying the sound that each of these letters make.</li> <li>2. Then take one picture card at a time and say what it is slowly – stretching out the word so that all of the sounds can be heard.</li> <li>3. Children then find these sounds and place them on the word frame to build the word.</li> <li>4. Say the sounds individually and then blend them together to say the word (t-a-p, tap).</li> </ol>	<ul style="list-style-type: none"> <li>• Talk like a robot to help your child recognise the sounds in words: 'I spy a p-e-g' 'Let's put on your s-o-ck-s' 'Put your hands on your h-ea-d.'</li> </ul>

Activity	How to use it	Extension Activities
<p style="text-align: center;"><u>Word Match</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">man</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">map</div> </div>	<p>Inside the pack are a selection of picture cards and their matching word cards.</p> <p>The children are to:</p> <ol style="list-style-type: none"> <li>1. Lay out the picture cards, saying what they are pictures of.</li> <li>2. Look at each word card in turn. Children to segment the word (break it a part into individual sounds: m-a-n) and then find the matching picture.</li> <li>3. Children to then say the word without sounding out the individual letters.</li> </ol>	<ul style="list-style-type: none"> <li>• Look for patterns in the words – do they all start with the same sound? Is the middle sound the same?</li> <li>• Can they think of ways to create new words by changing one letter on the card? (map – change the 'p' to a 't' – it becomes mat).</li> <li>• Think of words which rhyme with the word cards.</li> <li>• Create sentences using individual words or by grouping a few together.</li> </ul>
<p style="text-align: center;"><u>Sentence Match</u></p>  <p style="font-size: small;">The frog jumps in the pond and swims off.</p>	<p>Inside the pack are a selection of picture cards and a sentence card to match each picture.</p> <p>The children are to:</p> <ol style="list-style-type: none"> <li>1. Lay out the picture cards, saying what they are pictures of.</li> <li>2. Take each sentence in turn. Children to read the sentence, segmenting where necessary.</li> <li>3. Children match the sentence to the correct picture saying the sentence again without sounding out individual letters.</li> </ol>	<ul style="list-style-type: none"> <li>• Write the sentence out onto paper and cut them into individual words for your children to reassemble into the correct order.</li> <li>• Children to continue the story verbally.</li> </ul>

### Reading Scheme – Book Boxes

Our reading scheme is in colours. Your children will progress through these levels at their own pace. Within each colour level there are numbers 1-4. This enables the class teacher to direct the children to specific books within their level.

	How to use the book:	Extension activities
<p style="text-align: center;"><u>Reading books</u></p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<p>Look at the front cover of the book and together and discuss what you think the book might be about.</p> <p>Children to read each page in turn. Encourage them to:</p> <ul style="list-style-type: none"> <li>• segment and blend unknown words.</li> <li>• use picture clues to identify new words.</li> <li>• listen to what they say, if they recognise it does not sound right get them to go back and self correct. If they do not recognise it does not sound right, read it back to them how they said it and support them with finding the mistake.</li> <li>• re-read sentences to improve fluency and pace.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask your child questions about what they are reading – how might the character feel in this situation? If they were that character how might they feel? What might they do? What could happen next?</li> <li>2. Model how to use expression by taking parts of the story which are spoken and explore how they might be said in different ways – shouting, whispering, laughing, crying.</li> </ol>

The most important part of helping your child on their reading journey is to make the experience a fun and daily activity. Please remember that teaching your child to read is a partnership between the school and yourself. If you have any questions or worries about your child's reading please come and speak to one of the team.