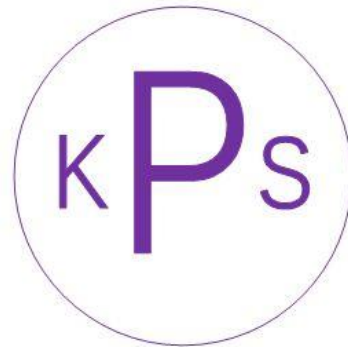
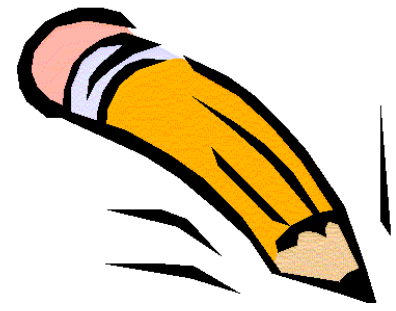
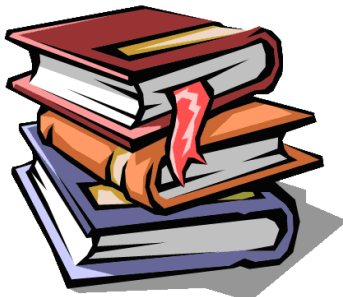


KS1 Reading and Phonics Workshop

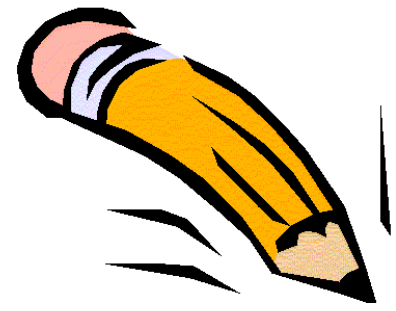


Keyworth Primary School

Jaime Long
Caroline Sargeant

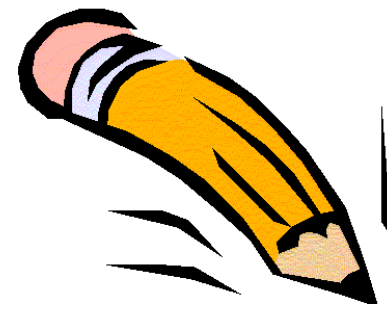


Agenda



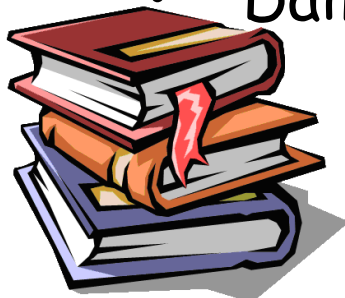
- Phonics
- Reading
- Writing
- Supporting your child at home





What do we do?

- Daily phonics sessions
- Daily handwriting and spelling sessions
- Daily English sessions
- Children read individually with an adult twice a week
- Daily opportunities for reading and writing through cross curricula topic work
- Daily story time



Letters and Sounds



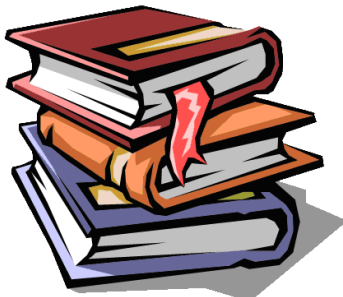
- Children in KS1 receive a daily (whole class) phonic session.
- We follow the Letters and Sounds programme. This is a national programme which takes place in schools and academies across the country.
- This is supported by group activities with the class.
- All classes are well resourced to support children with their developing phonetic awareness.



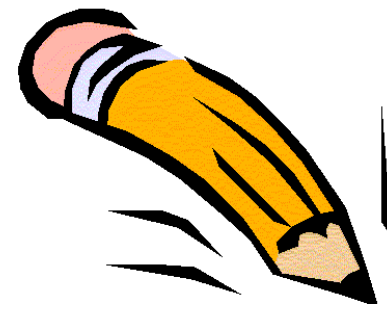
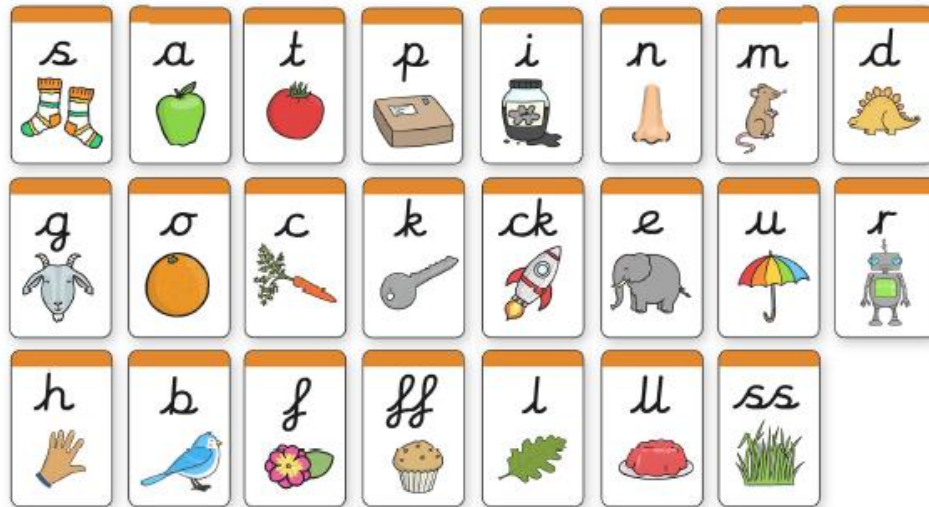
Phonics Sessions



- Children begin phonics by recapping previous sounds learnt
- Learn a new sound/spelling pattern each day through games, creating word banks, talk partners, generating sentences.
- They finish the session by having opportunity to apply the new rule.



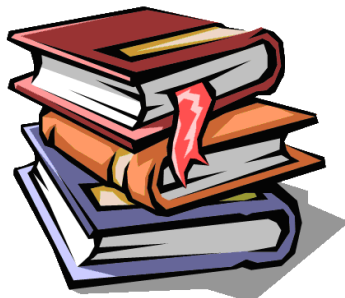
Phase 2 Sound Mat



The mat can be used when reading or writing at home.

Pictures help with the pronunciation.

Phase 3 Sound Mat





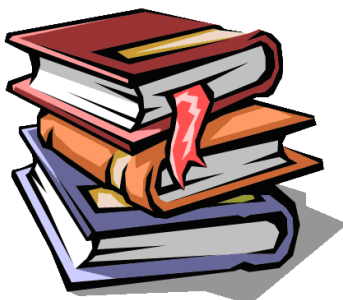
st nest	nd hand	mp lamp	nt tent	nk ink	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown
sl sleep	sp spade	st starfish	tw twins	sm small	pr printer	sc scarf	sk skunk
sn sniff	nch bench	scr screw	shr shrew	thr thread	str string		

Phase 4
Sounds

Year 1 Phonics screening check in June on real and nonsense words containing these sounds.

ay crayon	ou cloud	ie tie	ea bead	oy boy	ir girl	ue glue	ue queue
aw saw	wh whistle	ph elephant	ew pew	ew screw	oe toe	au haunted	ey monkey
a-e snake	e-e apple	i-e slide	o-e bone	u-e flute	u-e cube		

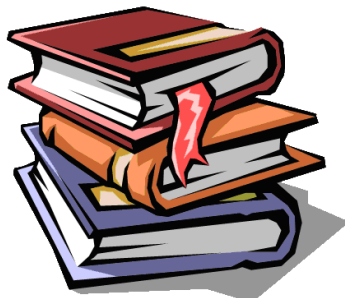
Phase 5
Sounds



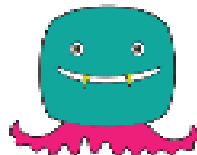
Nonsense Words



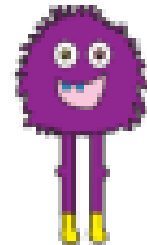
- Teaches children to use their knowledge of the alphabet (sounds) to read words rather than memorise them.
- Supports the skill of deciphering unfamiliar words in a text.
- Can increase a child's ability to read words accurately



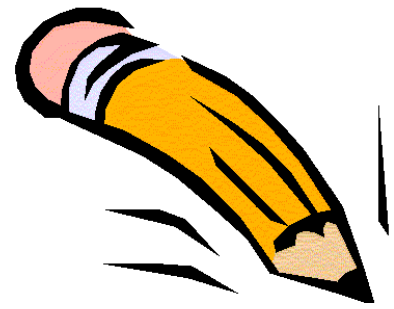
beff



doil



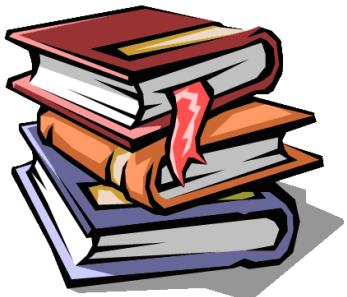
Real words



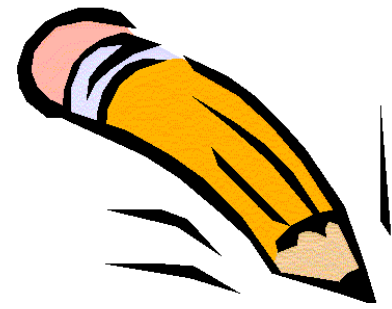
chin

deck

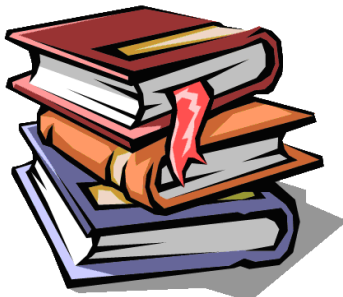
horn



High Frequency Words



- High frequency words are words that are very common in the English language
- Some of these words are easy to sound out and read and spell, some are not. For example:
- Words like **he, said, was**, are called tricky words



High Frequency Words



100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you



Reading

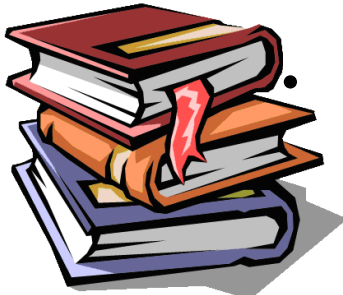


Guided Reading

- Children are read with twice a week in a Guided reading session.
- Reading activities during session


PACT Reading Diaries

- Home reading for 15 - 20 minutes a night
- Books changed 2 times a week
 - 1. decode 2. comprehension 3. fluency
- Comment on children's ability to sound out (decode), comprehension (understanding), fluency and intonation.

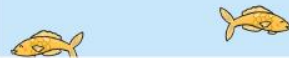






Questions to Support Reading



What is the story about?



Is this fiction or non-fiction?



Who is telling the story?



What characters are in the story?



Describe the setting of this story.




Retell this story using the key points.



What type of text are you reading?



Why are you reading this text?



Writing



- Opportunities for writing -
 - shopping lists, invitations, known stories & fairy-tales, letters, cards, postcards
- Strategies and expectations
 - Say out loud what they are about to write
 - Compose a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading to ensure it makes sense
 - Discuss with a friend what they have wrote



Writing

Spelling, Punctuation and Grammar (SPaG)



Children will be learning things like...

How to add suffixes- adding **ing, ed, er, est**

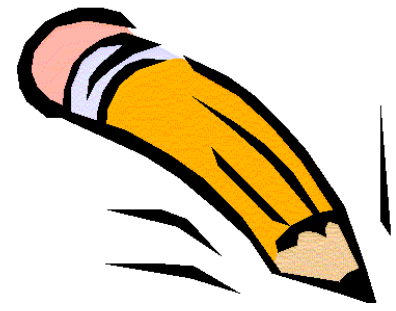
Using Grammatical Terminology- **adjectives, capital letter, exclamation mark, question mark** - Year 1

Verb, tense, noun, -Year 2

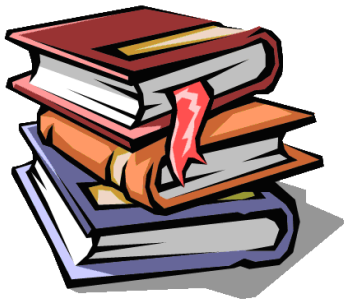
Using Connectives- to join sentences, such as **but, because, and**



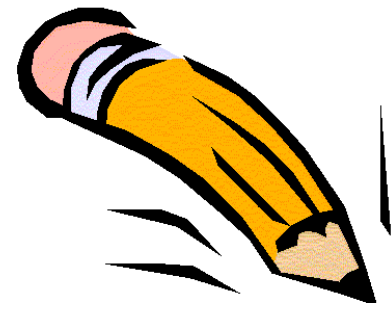
Spellings



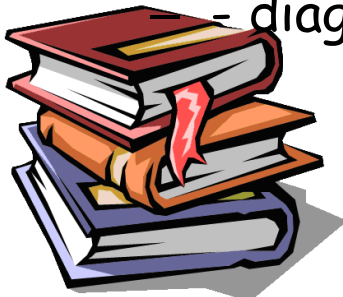
- Children learn a new spelling rule each week.
- Children are given spellings to learn every Friday and will be tested the following Friday.



Handwriting



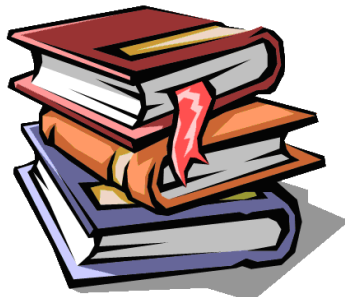
- Cursive
- Handwriting scheme- letter Join
- Children will be taught to;
 - Sit correctly at the table
 - Form lower case letters in the correct direction
 - Use capital letters correctly
 - Use correct spacing between words
 - Form digits
 - Letters are appropriately and consistently spaced (Year 2)
 - diagonal and horizontal strokes are used to join letters (Year 2)



Supporting English at Home



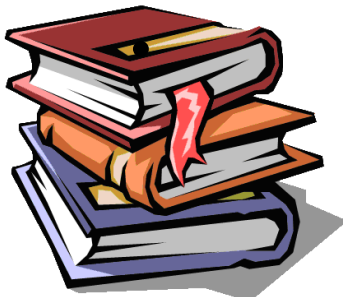
- Phonics - sounding out, breaking words down
- High Frequency Words - recap, use the word mat
- Reading - read every night with your child
- Spelling - use dictionary's, learn spellings



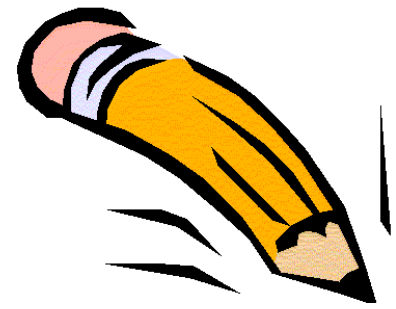
Supporting English at Home



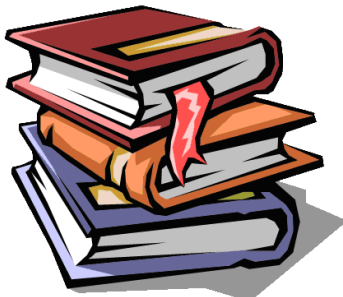
- Writing Opportunities
- Handwriting - Practise cursive
- Homework - Writing tasks given in topic homework
- Encourage children to plan what they are going to write with a beginning, middle and end when writing stories.



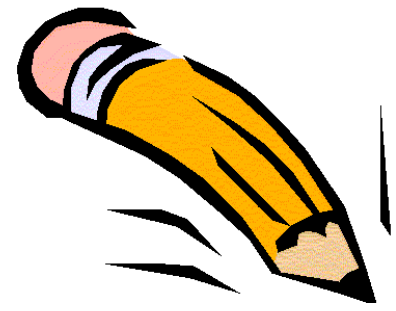
Useful Websites



- Internet activities:
 - www.ictgames.com
 - www.bbc.co.uk
 - www.crickweb.co.uk
 - www.woodlands-junior.kent.sch.uk



Questions?



Raffle ticket!

