



Hunters Hall Reading Workshop October  
2018

**Welcome!**

# Aims

- To outline the different stages of reading development.
- To teach the basics of reading and some useful reading terms.
- To develop parents' confidence in helping their children with reading.
- To share activities and resources to support the teaching of reading.



Learning to read is the most important skill children will learn during their early schooling and has far reaching implications for lifelong confidence and well being.

**What  
is decoding?**

**There are the 40+ speech sounds that children need to know to help them**

**to decode**

s, a, t, i, p, n

c k, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo, oo

y, x, ch, sh, th, th

qu, ou, oi, ue, er, ar

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Understanding these relationships gives children the ability to recognise familiar words quickly and to figure out words they haven't seen before.

**Decoding can be taught through;**

- **phonics sessions**
- **word flashcards**
- **using picture clues**
- **finding/searching for certain words in a text**



# Decoding: vocabulary development

- Check understanding – don't assume!
- Build oral vocabulary to strengthen decoding
- Create word families
- Combine words
- Add prefixes and suffixes to known root

## Word families

★ Do you know the meaning of the root word?

Can you work out what the other words mean too?

play

If we know how to read play and what it means, then we can guess what these words mean too:

playing      playful  
played

## Using what you already know

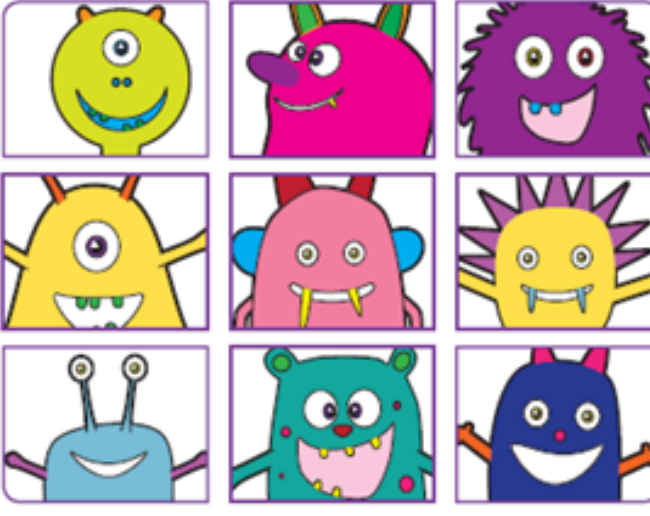
★ What do you know about this word already?  
How does that help you to work out what it means?

playground



We know that to play is to have fun doing different activities. We also know that ground means floor or land. We can put these two meanings together to work out the meaning of the whole word.

# Phonic Screening

Ph	Phonics
KEY STAGE 1	
	Phonics screening check Pupils' materials
<b>JUNE 2015</b>	 A 3x3 grid of nine colorful cartoon monsters. The top row features a yellow monster with one eye and a blue smile, a pink monster with a purple horn and a pink smile, and a purple monster with spiky hair and a blue smile. The middle row features a yellow monster with two eyes and a white smile, a pink monster with two horns and a yellow smile, and a yellow monster with spiky hair and a blue smile. The bottom row features a blue monster with two antennae and a white smile, a teal monster with a red horn and a yellow smile, and a blue monster with a red horn and a white smile.
	National curriculum assessments



Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



# Year 1 Phonics Screening

tight

home

firl



hoin



## Teaching split digraphs

Blend the graphemes to read each word. What does it say? Explain that in a split digraph, the 'e' on the end of the word is a partner to the previous vowel, but has been separated by a consonant. The job of this 'e' is to make the previous vowel say its letter name, rather than its letter sound. Experiment with the examples that link to the relevant split digraph for each week.

*See explanation below.*

bak

+ e =

bake

cap

+ e =

cape

mad

+ e =

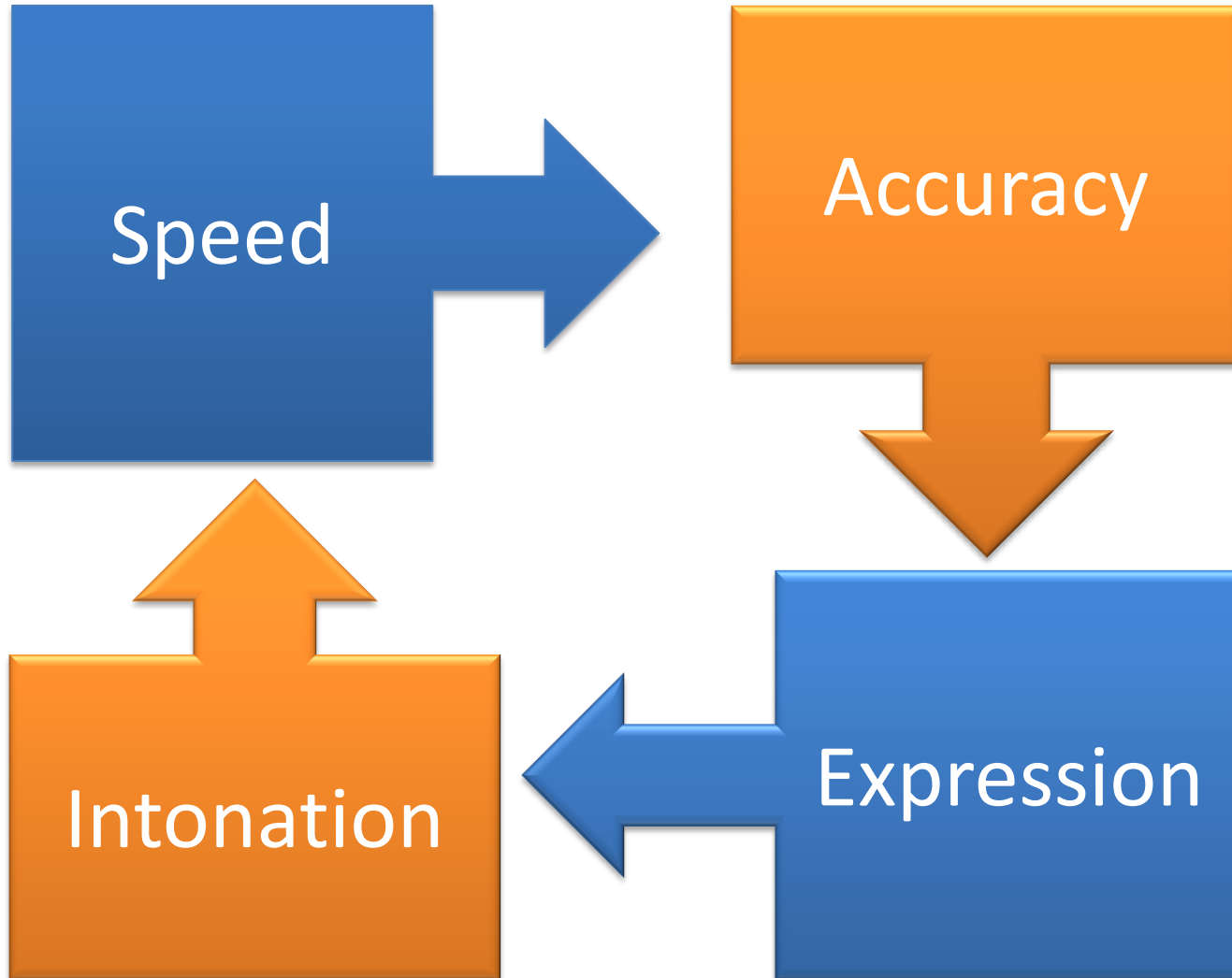
made

shak

+ e =

shake

# What is fluency?



# What is fluency?

Speed

90 words per minute by the end of year 2

Accuracy

Very few mistakes in age related texts, self correcting for sense.

Expression

Changes voice according to punctuation cues. This indicates comprehension.

Intonation

Rise and fall of our voice as we read. Also indicates comprehension.

# Reading Fluency Progression Ladder

4

Use of punctuation to cue expression and appropriate inflection e.g. voice rising at end of question.

3

Reading groups of words, where groupings preserve syntax but may lack expressive interpretation.

2

Reading groups of words, but groupings unrelated to context of sentence.

1

Blending sounds together to form words.

# Reading Fluency Progression Ladder

7

Reading with speed, accuracy, expression and intonation that allows the reader to construct the meaning of the text.

6

Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in text.

5

Use of a variety of phrase boundaries to pause appropriately e.g. conjunctions, prepositional phrases, subject-verb divisions....

## Developing Fluency – Repeated Reading

For each slide, read from the beginning and do not move to the next slide until you are reading fluently and accurately.

Timed  
challenges

In a soggy, dark forest, a grumpy wolf lurked about. He had not eaten for days because it had been raining for weeks and he hated getting wet. His tummy was rumbling as loud as thunder. He crawled cautiously up to the farmhouse.

Can you reach a target of 30 seconds for this passage?

# Developing Fluency – Top tips

Regular Flashcards – sight/tricky words in particular

Detective games to find a range of words from different word classes within texts

Reading along with audio books

Read aloud, read aloud and read aloud some more.

Practice, practice, practice. The more we read, the better we get

Reading to pets, puppets and peers



# 1. The Child as a Reader





**1a. Is increasingly familiar with a wide range of stories, fairy stories and traditional tales**

**Can you tell me what happened in this story?**

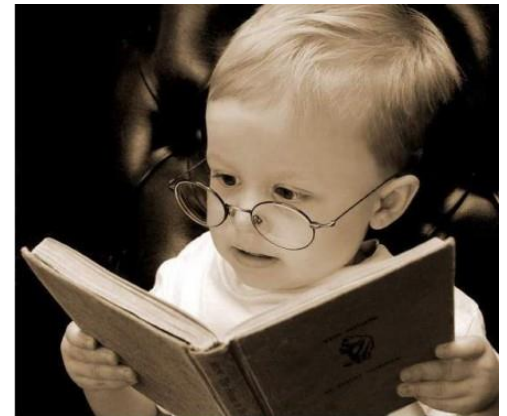
**Who are the characters in the story?  
Are any of the characters similar to characters in other stories you know?**

**How would I know if a story is a traditional story?**

**Do you know any stories that are similar/different to ...?**

**Where does the story take place?**

# 1b. Is developing pleasure in reading



**Tell me about a story or information book you enjoyed reading.**

**Where/when is your favourite place/time to read?**

**How does reading make you feel?**

**If you could choose to read a book about anything, what would it be about?**

**1c. Can participate in discussion  
about both books that are read to  
them and those they read for  
themselves**

**1d. Can recognise recurring  
literary language in poems and  
stories**

**Can you predict how this story will start / end?**

**Do you notice a pattern?**

**What is special about the words at the end of each line?**



# Question stems

## 1a Draw on knowledge of vocabulary to understand texts

The word ..... means ...(could be multi-choice)

Which word means the same as .....

**Find** and **copy** one word that means....

Look at the paragraph beginning....**find** and **copy** a word that means/shows...

Give the meaning of the word...in this sentence.

Read the sentence... this means it...

**1b Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.**

What was/is .....

Why was ....

Why did ... do...?

What happens when ....?

Give two places where ....

Where did...take...?

Name two .....

At the beginning/end of the story ... was feeling...? Why?

Who did...?

How did ...?

Explain why .....

When did...?

Give two things that...?

What are three types of...?

Tick true or false for each statement...

Complete the table with...

Draw lines to match the boxes to describe .....

Which...is...?

What made the...?

**Find and copy two** things ....

## **1c Identify and explain the sequence of events in texts.**

Number the sentences to show the order they happened in the story/poem/text...

Draw 3 lines to show .....

## **1d Make inference from the text**

What is the main difference between ....?

Why did .....

**Find** and **copy** two words that...

How is the ... like a ...?

How do you think x felt? Why?

The story shows that ..... (link to characters)

Why did this person/character do this?

Tick one box that tells us why...

The .... did this because... (tick one)

Molly thought ..... why?

**1e Predict what might happen on the basis of what has been read so far.**

Which of these (tick statements) is the character most likely to say.

Do you think that ... will change his/her/their behaviour in the future... Why?

What do you think will happen next? Why?

What do you think...would do about...?

# Key Stage 1 reading

The new reading test for Year 2 pupils is made up of two separate papers:

Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed

Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30-40 minutes, but children are not strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers cover a range of fiction, non-fiction and poetry**, and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

**There are a variety of question types:**

- 🏠 Multiple choice
- 🏠 Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- 🏠 Matching, e.g. 'Match the character to the job that they do in the story'
- 🏠 Labelling, e.g. 'Label the text to show the title'
- 🏠 Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- 🏠 Short answer, e.g. 'What does the bear eat?'
- 🏠 Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.

**2** Why was William cross with Bella?

---

**7**

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.

# Winter Parcel

Today I'm like a parcel,  
wrapped up from top to toe,  
protected from the icy winds,  
the rain, the sleet and snow.

My head has got a hat on,  
my neck hides in a scarf,  
and on my hands some puppet gloves,  
a tiger and giraffe.

My coat is thick and furry,  
and does up very high.  
And on my feet I've special boots,  
to keep me warm and dry.

So though there's little of me  
that anyone can see,  
this walking, talking parcel is  
most definitely ME!



16 What are **three** types of weather in this poem?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck  
is hurting.

The child's neck  
is covered.

The child is playing  
hide and seek.

The child's  
scarf is lost.

18 What **two** animals does the child wear on her hands?

1. \_\_\_\_\_
2. \_\_\_\_\_

# Tony Ross, in his own words

## Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



(page 5)

What job did Tony Ross want to do before he became a writer and illustrator?

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## Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

## How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

(pages 4 and 5)

Complete the table with the names of the writers and the characters they write about.

## Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

## Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



(page 5)

Why does Tony Ross like to illustrate his own books more than books by other people?

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Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	



Why did the greedy man start *clapping his hands in delight*?

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Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find and copy one** word that means the same as *sparkle*.

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The greedy man's first surprise was that there was no gold or silver on the moon.

On page 11, what was the **second** big surprise for the greedy man?

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**Before long**, the seed had grown into a strong vine. Every day, it grew higher and higher. It seemed to the greedy man that the vine was reaching up to the moon itself! But why were there no pumpkins on the vine?

"Maybe my reward is going to be greater than the farmer's. Perhaps I am meant to go up to the moon itself and collect my riches," he said to himself, clapping his hands in delight.

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



# Progression - Book Band Levels

Book Band Colour	Oxford Levels	Approx. Phonic Phase	Reading Recovery Level	Guided to Average Year Group	Integris Code
0. Lilac	1	Phase 1/2		Nursery/YR	30/40i
1. Pink (or Magenta)	1+	Phase 2	1 - 2	YR T1	40i/40ii
2. Red	2	Phase 3	3 - 5	YR T2	40ii/40iii
3. Yellow	3	Phase 3/4	6 - 8	YR T3	ELG/RE/1.0
4. Blue	4	Phase 4/5	9 - 11	Y1 T1	1.1
5. Green	5	Phase 5	12 - 14	Y1 T2	1.2
6. Orange	6	Phase 5/6	15 - 16	Y1 T3	1.3 / 1E MINIMUM
7. Turquoise	7	Phase 5/6	17 - 18	Y1 T3 Y2 T1	1E CONFIDENT /2.0/2.1
8. Purple	8	Phase 6	19 - 20	Y2 T2	2.2/2.3
9. Gold	9	Phase 6	21 - 22	Y2 T3	2E/3.0
10. White	10	Phase 6	23 - 24	Y2 T3 Y3 T1	3.1/3.2
11. Lime	11		25 - 26	Y3	3.3/3E
			27	Y4	4.0/4.1/4.2

# Websites to help and for games

Twinkl good for printable resources

Sparklebox good for printable resources

<http://www.ictgames.com>

Mr Thorne does phonics

<http://www.mrthorne.com>

Letters and Sounds

<http://www.letters-and-sounds.com/>

Phonics Play

<http://www.phonicsplay.co.uk/>

Family Learning

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)



# Thank You!

- Many thanks for your time and patience
- Any questions?



- Please complete the feedback form to help us improve the reading workshop next time.