

KS1 Reading Workshop 26-27



Topics this year!

Autumn 1- Our Wonderful World

Autumn 2- Sensational Seasons

Spring 1- Toys

Spring 2- Amazing Animals

Summer 1- Me and My Community

Summer 2- Lighthouse Keeper's Lunch



READING IN BADGERS



- In school we have 'Love of Reading' once a day
- We also do guided reading sessions teaching children skills in reading
- Books will be changed every Monday relating to phonemes they are practicing. Books will only be changed after children have read to an adult the same book 3 times in the week.
- Reading for pleasure book from library on a Wednesday (1 taken home)
- There is strong evidence linking reading for pleasure and educational outcomes but also that reading for enjoyment can result in increased empathy, improved relationships with others and improved wellbeing. It is important that your child sees you reading too! Read every day at home - their school book and/or other material such as magazines, non-fiction books.
- We love recommendations so please do bring them into school!

READING AT HOME

Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



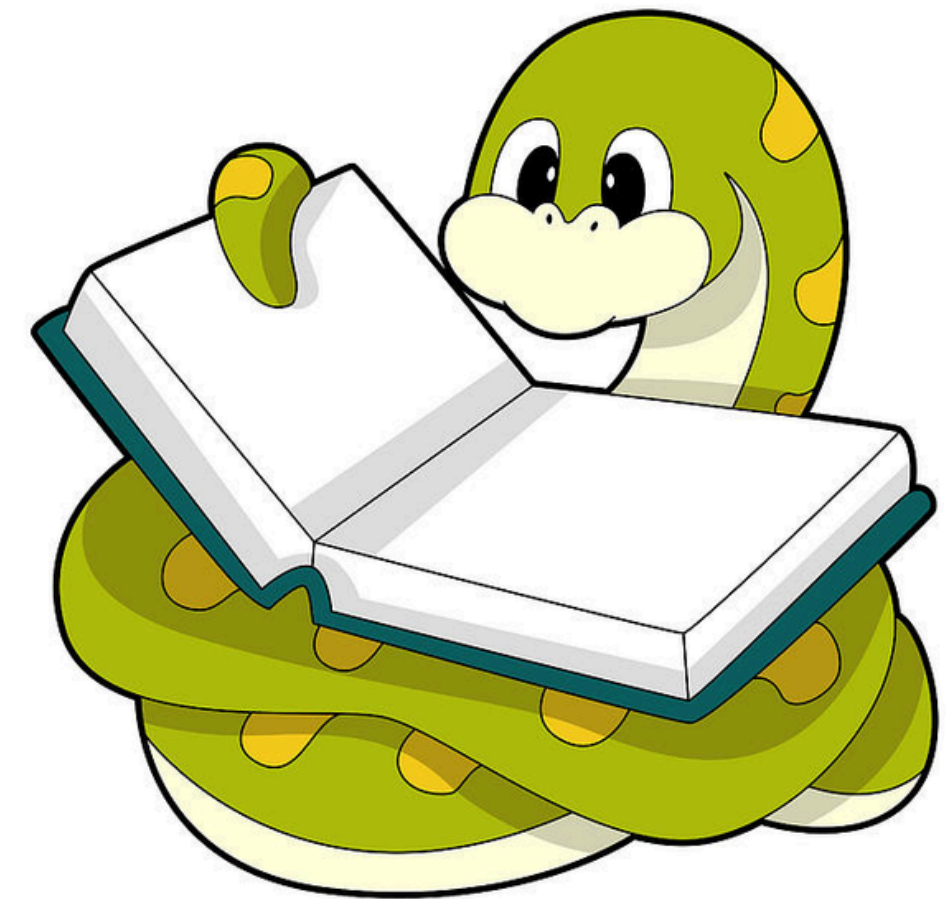
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VIPERS

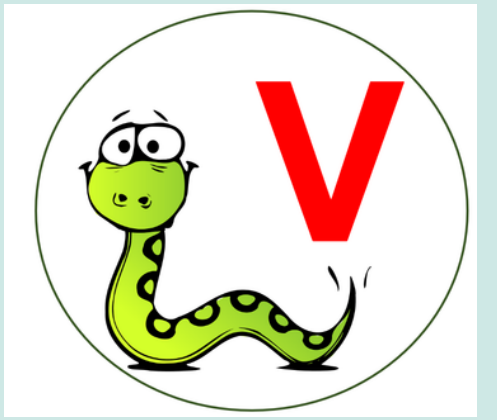
VIPERS

You may have heard your child using the term 'Reading VIPERS' and wondered what snakes have to do with reading! This is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum.

The term 'Reading VIPERS' was created by Rob Smith from The Literacy Shed, a website which provides a wide range of interesting and engaging resources for teaching English.



VOCABULARY



Children are taught to draw upon knowledge of word meanings in order to understand the text. This may also include finding and explaining the meaning of words in the context of what they have read. These conversations are a great way to discover which words children know and fill gaps in this knowledge, expanding their own repertoire of vocabulary.

Questions you could ask:

What does _____ mean?

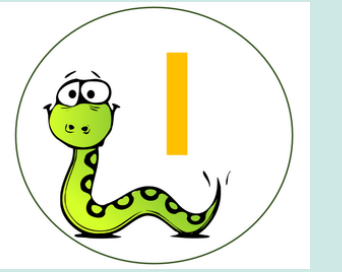
Can you tell me another word that means _____?

Which word tells you that the character is angry?

Which word tells us something bad is about to happen?

Which word in this section do you think is the most effective in building the suspense?

INFER



To infer is to find meaning that is not made explicit in the text.

Children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read. As children get more confident, they should start to increasingly back these inferences up with evidence from the text. They may paraphrase or even directly quote to justify what they think.

Questions you could ask:

Why was the character feeling happy?

Why did the character run away?

What kind of person is _____?

How does the author show that?

How can you tell the animal is in pain?

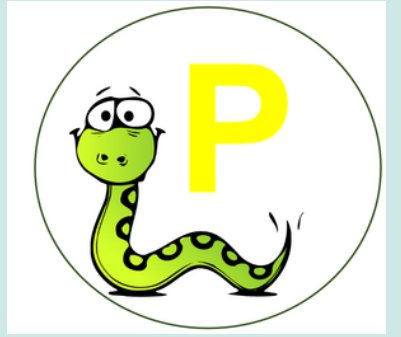
How can you tell this house has not been looked after?

How is the character feeling?

How do you know that?

What impression do you get of this setting?

PREDICT



Children are encouraged to predict what they think might happen based on the events so far and details that are implied in the text. The emphasis here is not to necessarily be right – if all books were predictable, that could become very dull – but to engage with the plot and actively think about where the journey of the story might go.

Questions you could ask:

- Look at the cover. What do you think this book will be about?
- What do you think will happen next?
- What makes you think this?
- Do you think they will be successful in their quest? Why / why not?
- How do you think the character is going to react? Why do you think that?
- Look at the chapter title.
- What do you think might happen?

EXPLAIN



Children are encouraged to explain their preferences, thoughts and opinions about a text. As they get more confident, children should also be able to explain themes and patterns across a text as well as why authors have made certain choices and the impact of these on the overall effect of the writing.

Questions you could ask:

Who is your favourite character? Why?

Would you like to live in this setting?

Why / why not?

Is there anything you would change about this story?

How does the author build up the tension here?

Why do you think the author doesn't name the villain yet?

Why has the text been arranged in this way?

RETRIEVE



This skill concerns finding and recording information located in the text. It tends to cover some of the more straightforward and closed questions that don't require as much inference (often beginning with who, what, when and where). However, the challenge can lie in children having to skim back over large quantities of text. You can support your child by helping them to narrow down sections to search and scan for key words that will help them look for the information they need.

Questions you could ask:

In what year did the astronauts land on the moon?

What did the parents decide to name their baby?

Who was the first character to climb on the boat?

Give an example of one of the grandmother's warnings.

Where did the squirrel hide the food?

What were the three things Bob was asked to pack?



SUMMARISE

Children are taught to recap the events of a narrative and put them in order (sequence)

or sum them up (summarise). This can be an effective way to remind children of the story so far in a longer text or to build familiarity with a shorter book or traditional tale.

For younger children, the ability to retell a well-known story from their head is an important step in their development and will give them the foundation on which to build their own stories later on.

Questions you could ask:

How did the story start?

What happened next?

Number these events 1 – 5.

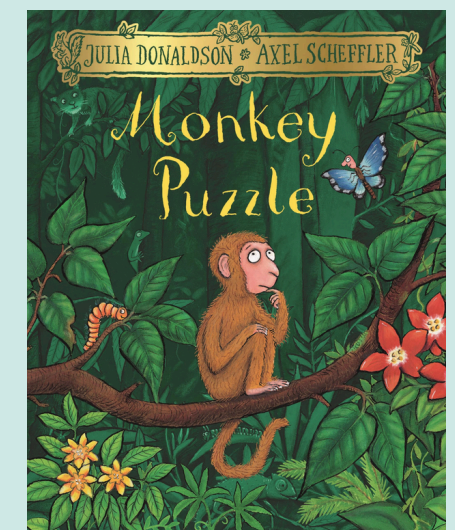
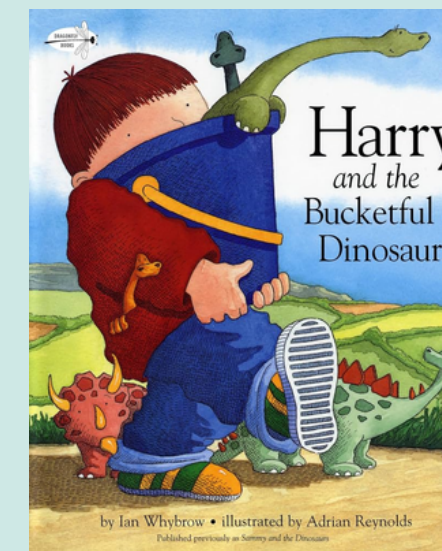
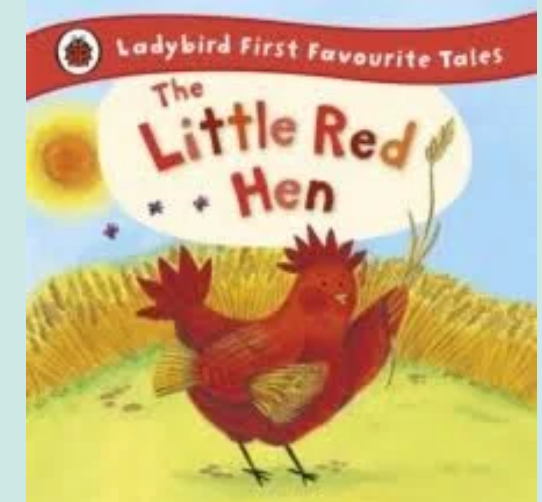
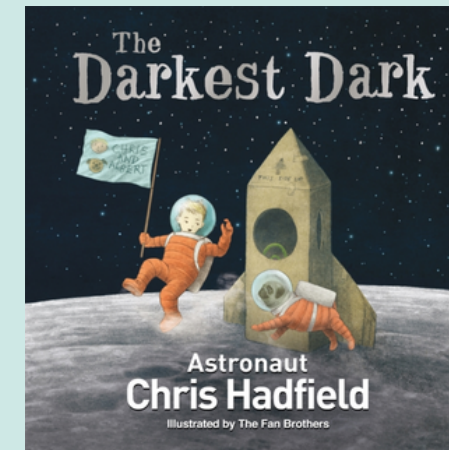
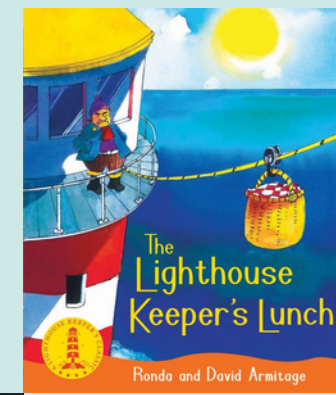
Can you summarise the story so far?

What happened in the story so far?

How has the character's life changed throughout this book?

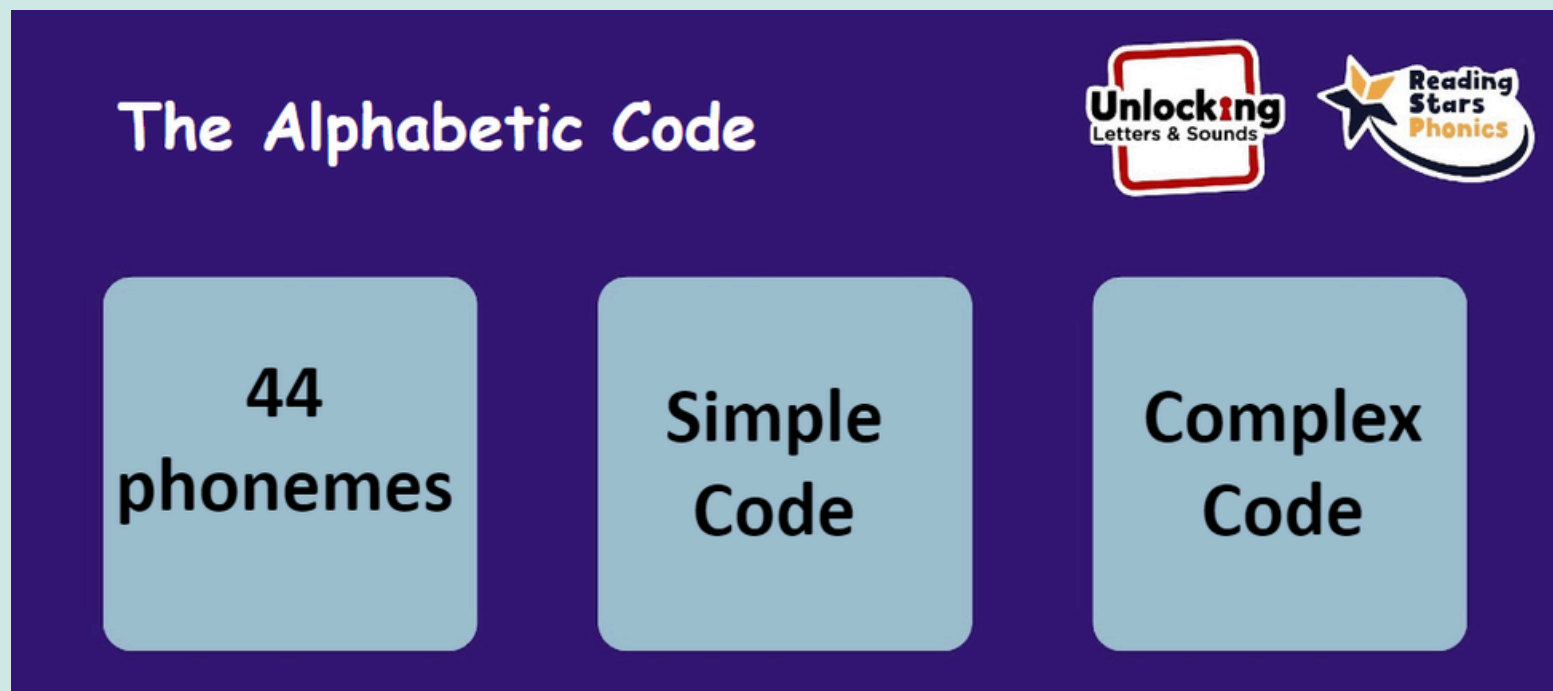
ENGLISH

- Rich text-based curriculum makes it more exciting for the children and model text for their own writing
- Purposeful writing tasks
- Topic-based to make it an immersive curriculum
- Focus on CEW words and rich vocabulary from the text
- Using phonics sound matts each lesson to support writing.





PHONICS LANGUAGE



Single Phoneme 'J'

Diagraph 'ai' (2 letters make one sound)
Trigraph 'igh' (3 letters make one sound)

Blending for reading

Pushing the phonemes together to make a word.

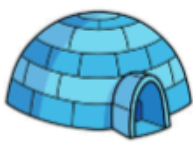
Cat
Tree

Segmenting for Spelling

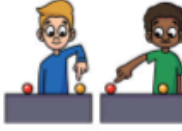
Breaking words down into their individual sounds or phonemes

ENUNCIATION

[HTTPS://WWW.UNLOCKINGLETTERSANDSOUNDS.CO.UK/INSTITUTE/TEACHER/COURSEVIEW/13/VIEW](https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/13/view)

									
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f ff ph	l ll le	m mm mb	n nn gn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ch ti ci s/ss	 th	ng

												
b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch t

COMMON EXCEPTION WORDS

the

to

into

no

I

go

Unlocking
Letters & Sounds

CEW Sound Mat Phase 2

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me

we

be

he

she

was

you

they

all

are

my

her

Unlocking
Letters & Sounds

CEW Sound Mat Phase 3

Copyright ©2022 Unlocking Letters and Sounds

said

have

like

so

do

some

come

were

there

little

one

when

out

what

Unlocking
Letters & Sounds

CEW Sound Mat Phase 4

Copyright ©2022 Unlocking Letters and Sounds

oh

their

people

Mr

Mrs

looked

called

asked

water

where

who

again

thought

through

mouse

work

many

laughed

because

different

any

eyes

friends

once

please

Unlocking
Letters & Sounds

CEW Sound Mat Phase 5

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PHONICS SCREENING

- All Year 1 pupils will take the phonics screening check in June
 - It comprises of a list of 40 words; 20 real words and 20 nonsense words.
 - It will assess phonics skills and knowledge learnt through reception and year 1.
 - Your child will read the test in a one to one situation. They will read up to 4 words per page and they will probably do the check in 10-15 minutes. They will be asked to 'sound out' a word and blend the sounds together to read the word. The children have plenty of exposure to nonsense words so they are well prepared for the test.

pib



vus



stop

truck

ULS SPELLING YEAR 2

In Year 2 Spring Term the children will finish recapping their Ph5 a, b and c phonemes and move onto ULS Spelling! This is where they will learn different spelling rules to support them in thier independent writing. Last year was the first year this came out and it has been really successful!



YEAR 2 READING

- From Spring Term Year 2 will be on book band books from school – colour coded
- Children are able to change the books themselves on a Monday.
- Reading for pleasure book from the library where we will make recommendations



Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Lilac level
 Pink level
 Red level
 Yellow level
 Blue level
 Green level
 Orange level
 Turquoise level
 Purple level
 Gold level
 White level
 Lime level
 Brown level
 Grey level
 Blue level
 Red level

Turquoise level

Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace 'said'. There is an increased proportion of space allocated to print rather than pictures.

Turquoise level books include words chosen for appropriateness and impact rather than decodability, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included.

How to support your child reading Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.



Purple level

Purple level books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina.

Purple level books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

How to support your child reading Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.





Gold level

Gold level books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading.

Children reading at this level are confident independent readers who can tackle increasingly complex language, story structures and text layout. However, Bug Club books have been carefully levelled to ensure success, even at this level, and include motivating texts with just the right level of challenge to encourage children to maintain their progress.

How to support your child reading Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.



White level

In White level books there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading.

The stories included at White level encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

How to support your child reading White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

Lime level

Lime level books include a widening range of writing styles and an increased variation in sentence structure, including –ing clauses and longer sentences with more than two clauses

Children reading at Lime level are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

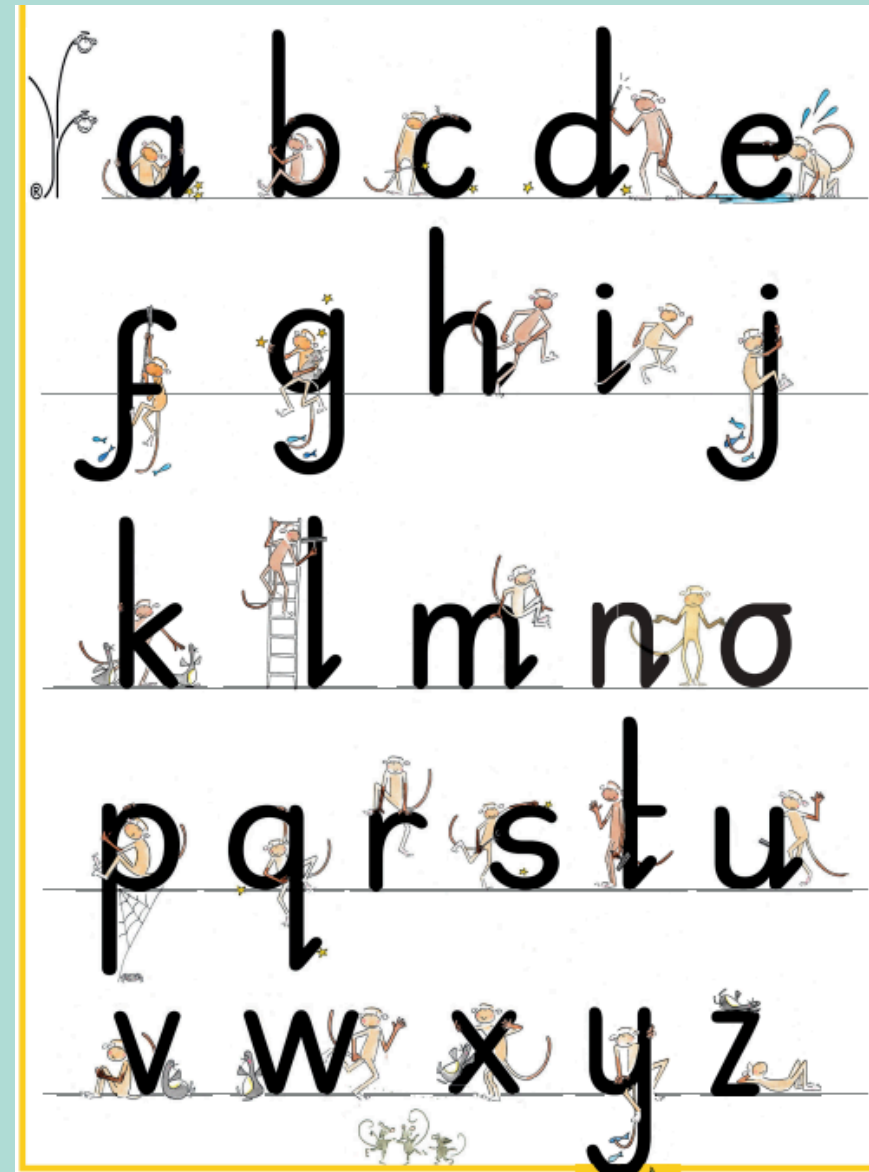
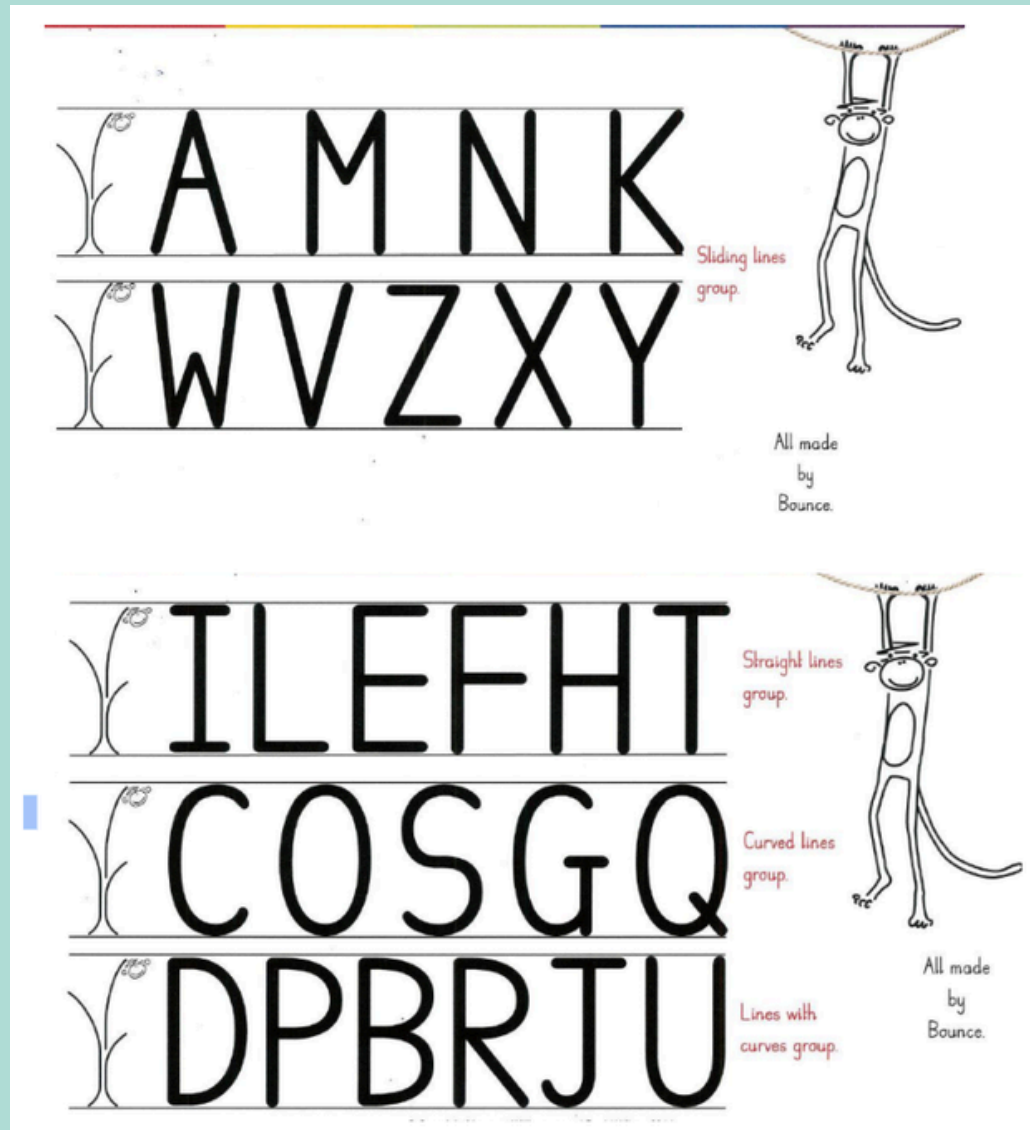
How to support your child reading Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.



KINETIC LETTERS



<https://lms.kineticletters.com/login/index.php>



HOME LEARNING

- Daily: Reading a school book, writing in reading record.
- Weekly: Home learning folder on a Friday which will have a spelling/ handwriting task as well as a Maths task.
- Laminated number and letter formation sheets.

There is also the option for using Sumdog to practise tasks.





[https://www.cgpbbooks.co.uk/primary-books/ks1?
srsltid=AfmBOorQC6YLKkgQG2MLJGMK5vUhsVii73jRtP7zUYW
mRjrP0lff1AtQ](https://www.cgpbbooks.co.uk/primary-books/ks1?srsltid=AfmBOorQC6YLKkgQG2MLJGMK5vUhsVii73jRtP7zUYWmRjrP0lff1AtQ)