



Reading at Home Workshop

Monday 30th January 2023



Reading at Standhill

During our school week:

Daily phonics lessons, guided reading, shared reading, 1:1 reading, quality story time led by our teaching assistants

Throughout the school year:

Reading Club (before school on Wednesdays), library visits, Reading Pup is sent home with the 'Child of the Day', World Book Day, National Storytelling Week

Interventions:

Phonics, additional small group reading, 1:1 reading



What a good reader looks like?

- Has good phonic knowledge
- Is able to read 'tricky words' by sight
- Reads as if they are talking
- Re-reads to check for understanding
- Self-corrects when they have initially read a word incorrectly
- When faced with an unfamiliar word, they can use their phonic knowledge to accurately sound out and blend to read the word
- Are able to talk about and answer questions about what they have read



Types of sounds

Phoneme: The smallest unit of sound in a word.

Grapheme: Letter(s) representing a phoneme.

Digraph: Two letters which make one phoneme.

A consonant digraph contains 2 consonants:

e.g. **sh** **ck** **th** **ll**

A vowel digraph contains at least one vowel:

e.g. **ai** **ee** **ar** **oy**

Trigraph:

Three letters which make one phoneme:

e.g. **igh** **ear** **air**

Split digraph:

A digraph in which the two letters are not adjacent:

e.g. **make** **bike** **cube**



Sounds

Reading

Spelling

Writing

Writing
Cursive

Follow-up



Blend

Undo

clay

c l ay



a b c d e f g h i j k l m n o p q r s t u v w x y z

say

s ay

stay

s t ay

spray

s p r ay



Reading skills and strategies	Tick and date when observed				
Reads words that contain Phase 2 & 3 graphemes					
Reads words containing adjacent consonants					
Recognises and reads automatically Phase 2, 3 and 4* tricky words (common exception words)					
Reads words without overt sounding and blending after a few encounters in the text					
Notices and self-corrects errors when reading					
Re-reads words, phrases or sentences to support their understanding					
Reads words together in phrases e.g. the man, "Look," said Mum					
Demonstrates understanding of what they have read					

Reading skills and strategies
Blends to read CVC words that contain Phase 3 graphemes*
Reads Phase 2 and 3** tricky words (common exception words)
Reads some words without overt sounding and blending after a few encounters in the text
Notices errors when reading and sometimes self-corrects
Sometimes re-reads words, phrases or sentences to support their understanding
Reads some words together in phrases
Demonstrates understanding of what they have read



How you can help at home:

Read with your child as often as you can. Please sign your child's reading diary so we know they have read. Additional comments help us to know how your child found the book.



Book Band and Phonics Phase Progression
December 2022



Each child has their own Active Learn account. Log in details can be found at the front of your child's reading diary.

Book Band	Phonics Phase	Year /Term
Lilac	Phase 1	Year R Term 1
Pink A	Phase 2	Year R Term 2
Pink B		
Red A	Phase 3	Year R Term 3
Red B		
Red C		
Yellow A, B	Phase 4	Year 1 Term 1
Yellow B, C		
Blue A, B	Phase 5	Year 1 Term 2
Blue B, C		
Green A, B		Year 1 Term 3
Green B, C		
Orange A, B		Year 2 Term 1
Turquoise A	Phase 6	Year 2 Term 2
Turquoise B		
Purple A, B		
Gold A, B		Year 2 Term 3
White extension A, B		
Lime extension A, B		

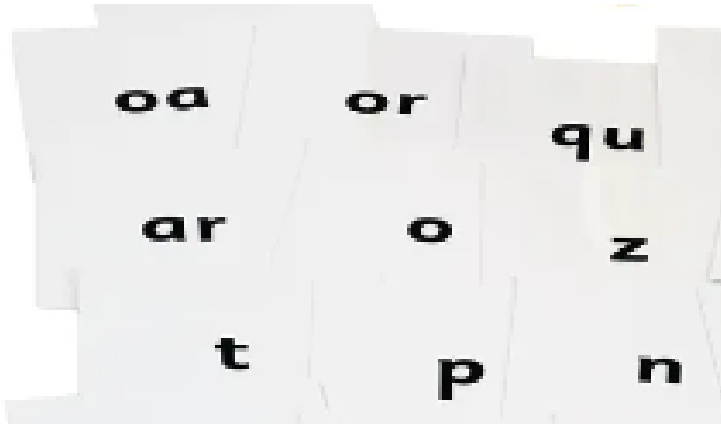
RED book band learning objectives

- Blends to read CVC words
- Reads words they know automatically including some tricky words
- Notices some errors when reading and sometimes self-corrects
- Demonstrates an understanding of what they have read
- Sequences a simple story or event

-
- ✓ Talk about the book together and ask your child questions
 - ✓ If they get stuck, model blending the sounds to read it and ask them to repeat. E.g. "sh-o-p...shop"
 - ✓ Remind them there are some words we cannot sound out. E.g. tricky words such as "the", "we", "go"

Station 1

Supporting your child to remember previously taught sounds



Bug Club Phonics Sound Board

abcdefghijklmnopqrstuvwxyz

ck qu ch sh th ng ai ee igh oa

oo oo ar or ur ow oi ear air ure er
Long Short

a	b	ck	d	e
f	g	h	i	j
l	m	n	o	p
r	s	t	u	v
w	x	y	z	

Bug Notes

Words
saw
came
called
asked

This book
practises



Sounds

ew (as in threw)
ou (as in ground)
aw (as in saw)
y (as in my)
i_e (as in wife)
ere (as in here)

Top Tip

Encourage your child to look at lots of different books independently.

Your child may need help with these words:

climb lives giant
chopped axe

Have a go!

Sound Thumbs

Ask your child to give thumbs up if they hear the 'ew' sound in these words:

wow blew chew
flew saw crew

Skill Builder

Ask your child if they have heard the story of Jack and the Beanstalk before. Ask them to retell the story before they start reading.

Bug Time fun is on the back page!

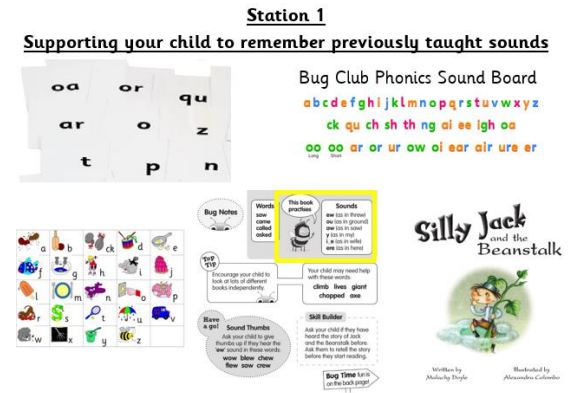
Silly Jack and the Beanstalk



Written by Malachy Doyle

Illustrated by Alexandra Colombo

Station 1 Activities



- 1) Pick 5 sound flashcards. See if you recognise and can say each sound to your adult.
- 2) Can you think of any words that contain some of the sounds you have picked up?
- 3) Use a phonics mat to play 'fastest finger'
- 4) Can you spot the sounds in a book?
- 5) Can you practise using your 'blending arms' to sound out and blend to read words?

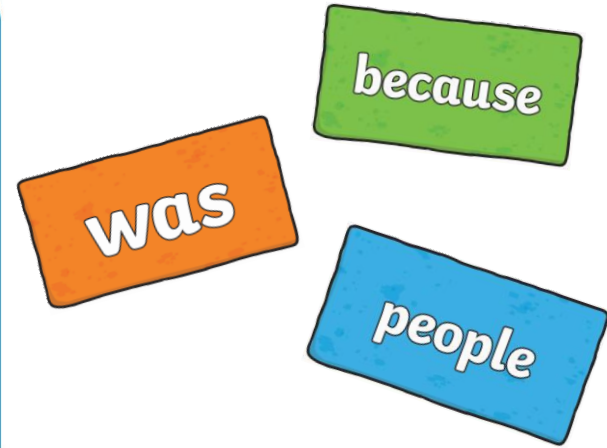
Station 2

Supporting your child to remember 'tricky words'



Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



Words
saw
came
called
asked

This book practises

Sounds
ew (as in threw)
ou (as in ground)
aw (as in saw)
y (as in my)
i_e (as in wife)
ere (as in here)

Top Tip
Encourage your child to look at lots of different books independently.

Your child may need help with these words:
climb lives giant chopped axe

Have a go!
Sound Thumbs
Ask your child to give thumbs up if they hear the 'ew' sound in these words:
wow blew chew flew saw crew

Skill Builder
Ask your child if they have heard the story of Jack and the Beanstalk before. Ask them to retell the story before they start reading.

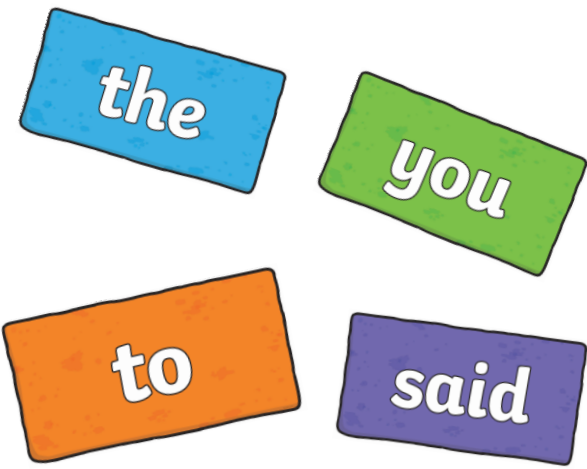
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Silly Jack and the Beanstalk



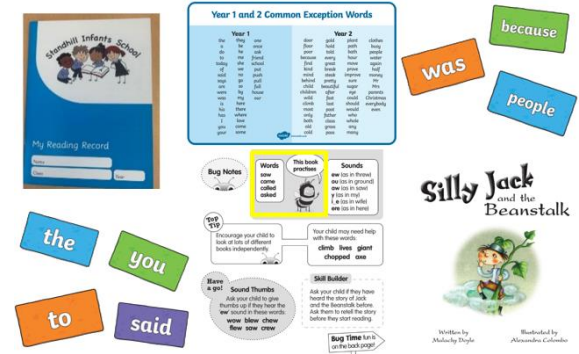
Written by Malachy Doyle

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Station 2 Activities

Station 2 Supporting your child to remember 'tricky words'



- 1) Choose a book and see how many 'tricky words' you can find.
 - 2) Pick 5 flashcards and see how many you can read by sight.
- Can you learn to read any new 'tricky words' today?

Station 3

Supporting your child to develop their comprehension skills

Where and when did the story take place?

Who are the main characters?

How did the main character feel during the book? How do you know?

What is the book about?

Can you think of another story character similar to a character in this book?


Which character in the book would you choose for a friend? Why?


If you were the main character, how would you have reacted to...?

What did you think was the most interesting part of the book? Why?

Station 3

Supporting your child to develop their comprehension skills

Bug Notes

Words said where went from so

This book practises


Blending and segmenting adjacent consonants*
 *Consonants are letters that are not vowels (a, e, i, o, u).

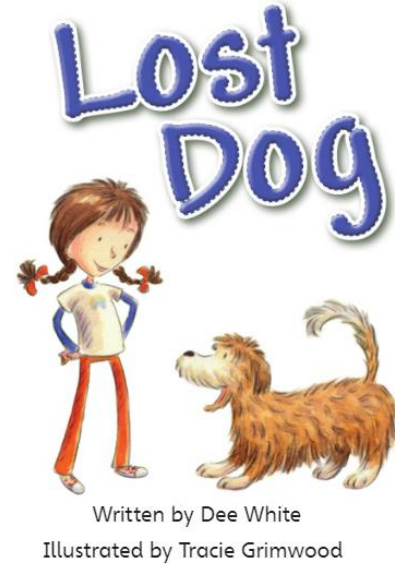
Top Tip
 Re-read favourite books again and again. Re-reading will help your child to develop their fluency and will build confidence.

Your child may need help with these words:
wagged gave call know came

Skill builder
 Talk to your child about Pippa and the lost dog. What things did Pippa do in the story to look after Spot?

Have a go!
Rhyming words
 Ask your child to tell you 4 words that rhyme with each of the following:
pet dog


Bug Time fun is on the back page!





But Shaun was not happy.
 Shaun was cold!

How many?
 How many chicks does Shaun look after in the story?

Bug Time!


Make it!
 Make your own chick! Take a woollen pompom.
 Fold a piece of orange card in two and cut out a triangle. Stick it to your pompom.

Answer: How many? Shaun looks after four chicks.

Visit www.bugclub.co.uk

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You Are My Mum!
 Aired at: Who's the Mummy?
 Written by: Trevor Ricketts
 Animation Directed by: Dave Edmund
 Series Director: Richard (Galy) Galeszewski
 Posted in: China (GCCG)

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Aardman

Station 3

Supporting your child to develop their comprehension skills



On what page can you find out about your tongue?
Drag one label to the box.

Page 14

Page 5

Page 8

Page 11

Page 2



Done



What is the hen looking for?
Click on a picture.



Shaun



nest



chicks

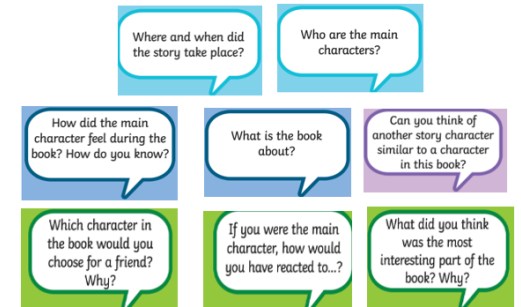


eggs

Done



Station 3 Activity



Choose a book and pick up a question sheet.

As you read the book, see if you can answer any of the questions.

How many questions can you answer?
Can you tick them all off?!

Station 4

Getting the most out of our banded reading books

RED book band learning objectives

- Blends to read CVC words
- Reads words they know automatically including some tricky words
- Notices some errors when reading and sometimes self-corrects
- Demonstrates an understanding of what they have read
- Sequences a simple story or event

- ✓ Talk about the book together and ask your child questions
- ✓ If they get stuck, model blending the sounds to read it and ask them to repeat. E.g. "sh-o-p...shop"
- ✓ Remind them there are some words we cannot sound out. E.g. tricky words such as "the", "we", "go"



Bug Notes



Words you see now

This book practises



Sounds
z (as in zip)
y (as in you)
b (as in big)

Top Tip

Try to find a quiet, cosy place to read together.



Your child may need help with these words:

trees birds
what monkeys
lizards

Have a go!

Sound thumbs

Read out these words:

zip zap sat sit
zoo sad pin

Ask your child to give you a 'thumbs up' when they hear the sound 'z' (as in 'zip').

Skill Builder

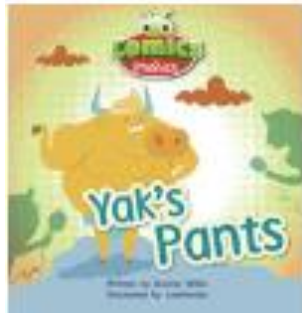
Together, look at pages 2 and 3.

Tell your child that this book is all about spotting animals in the jungle. Ask them what animal the image on page 3 might be.

Bug Time fun is on the back page!

What Can You See?

Kate McGough



Station 4 Activity

Station 4

Getting the most out of our banded reading books

Read like a champion

- Blends to read CVC words
- Reads words they know automatically including some tricky words
- Notices some errors when reading and sometimes self-corrects
- Demonstrates an understanding of what they have read
- Sequences a simple story or event

✓ Talk about the book together and ask your child questions if they get stuck, model blending the sounds to read it and ask them to repeat. E.g. "sh-in-s, shup"

✓ Remind them there are some words we cannot sound out. E.g. tricky words such as "the", "we", "go"

Bug Holes
Watch the book preview
Sounds
See in egg
See in shell
See in egg

What Can You See?
Kara McQuinn
Binoculars

Use Rubbish

Yak's Pants

Lots of Legs

What Can You See?

Exploring Rock Pools

Choose a book and see if you can find on the inside cover:

- A list of 'tricky words'
- A list of sounds that are practised in the book
 - New vocabulary
 - A question to answer

Station 5

Active Learn



Welcome to Bug Club

Dear parent or carer,
Our school has recently acquired a reading programme called **Bug Club** that we'd like to share with you. Below you will find key information about the scheme and how you can get involved. We hope that you and your child will love these books and enjoy reading them at home.

What is Bug Club?

Bug Club is a finely-levelled reading scheme, which ensures that all children can find books at exactly the right level for them. What's more, there are online versions for every printed title and a personalised website for each child.

Using the printed books

Inside every printed book there are notes to help you make the most of reading with your child.



Inside Front Cover: for younger children, these notes identify difficult words with which children may need help and give ideas and strategies to help you feel confident that you know how best to help. For older children, the notes are intended to deepen each child's understanding of the book. They provide background information about the time or place the book was written or sometimes information about the author or illustrator.

Inside back cover: these notes suggest puzzles and challenges that help children think about their reading. These include 'Find It!' activities that encourage children to revisit the text, 'Share It!' tasks that may involve making or writing something, and other tasks that offer ideas for further reading.

Using the online reading world

If you have access to an internet connection, your child can enjoy reading **Bug Club** books online as well as in print. Each child has a unique homepage, and can log into it by following these steps:

1. Go to www.activelearnprimary.co.uk
2. Enter the login details.
3. Your child's homepage will appear.



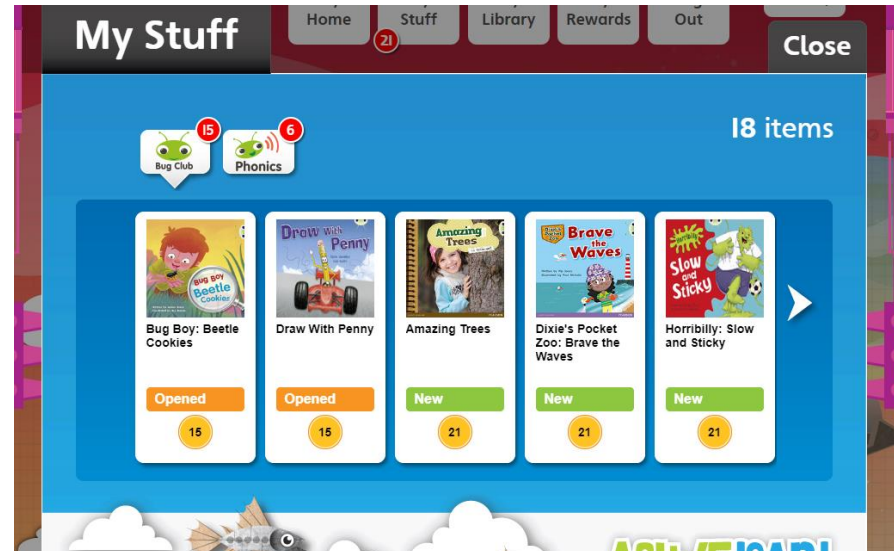
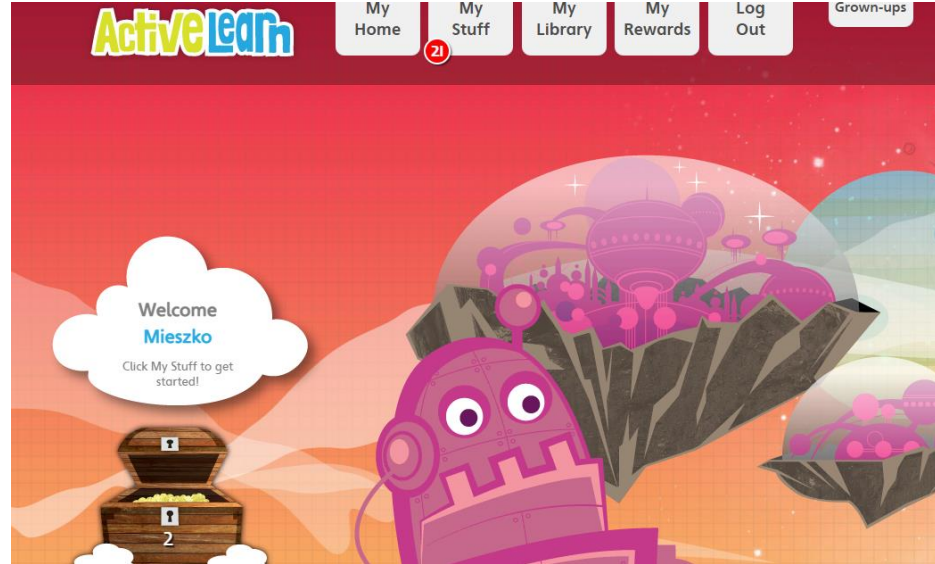
Login details

School ID: _____

Username: _____

Password: _____

Pupil homepage



Bug Club Phonics Sound Board

abcdefghijklmnopqrstuvwxyz

ck qu ch sh th ng ai ee igh oa

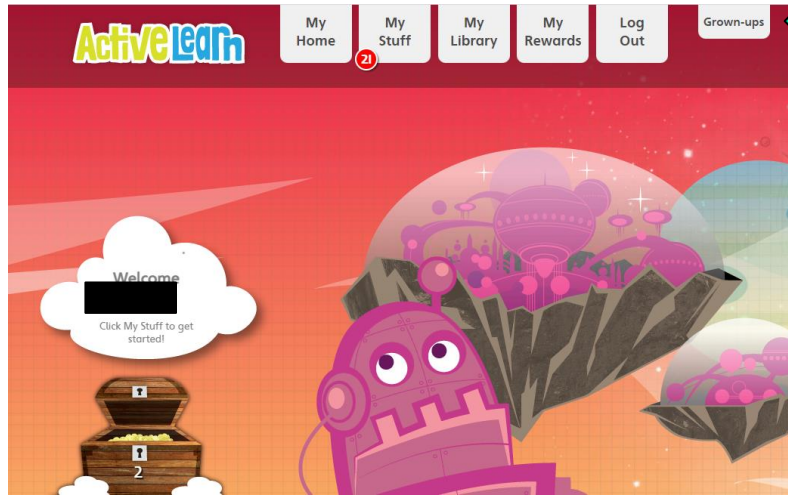
oo oo ar or ur ow oi ear air ure er

Long Short

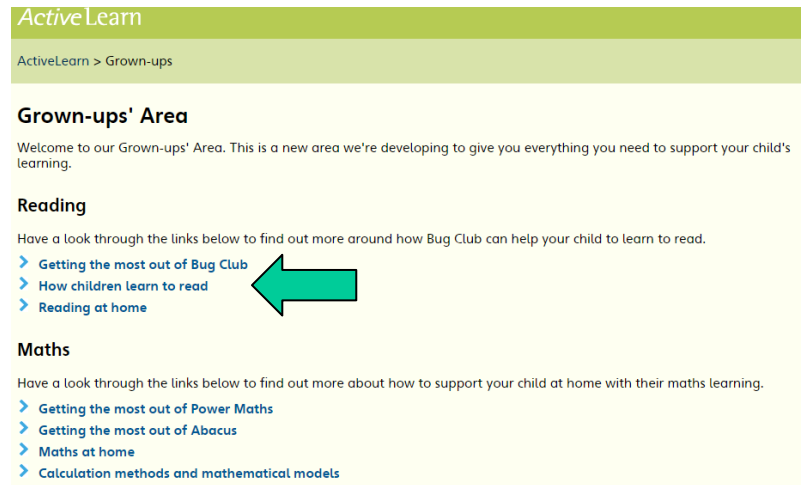
Bug Club Phonics Sound Board

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oo oo ar or ur ow oi ear air ure er
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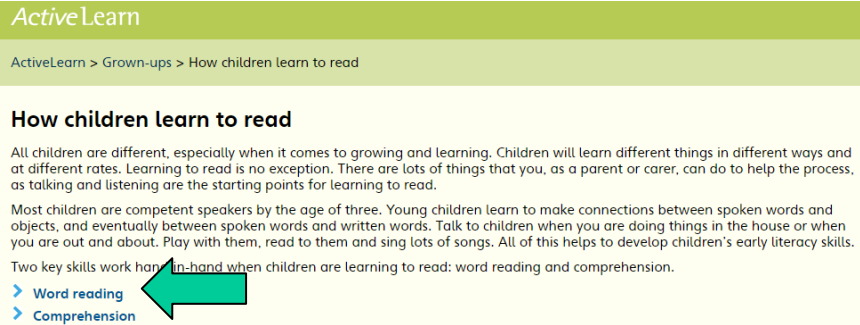
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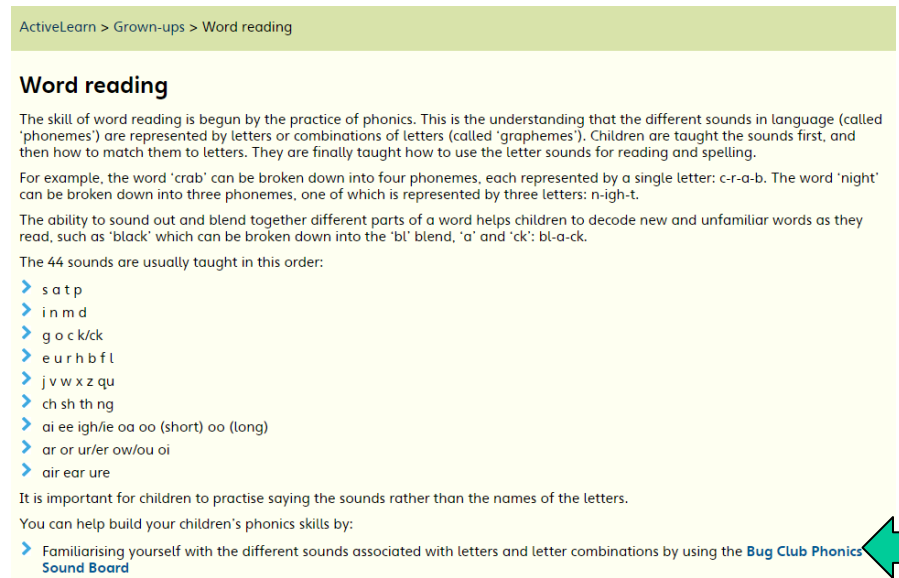
2.



3.



4.



Station 5 Activity



Bug Club Phonics Sound Board
abcdefghijklmnopqrstuvwxyz
ck qu ch sh th ng ai ee igh oa
oo oo ar or ur ow oi ear air ure er



Practise logging in to your Active Learn account.

Choose a book to read and answer the questions.

See if you have any coins to spend in the
'My Rewards' section!



How you can help at home:

- Play lots of sound and listening games.
- Games while reading:
e.g. “How many ‘ay’ digraphs can you find in the book?”,
“How many times can you find the tricky word ‘the’ in the book?”
- Read as much as possible to and with your child.
- Encourage and praise your child.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds together by pointing to each letter.
For example, “s-i-ng...sing”
Move your finger under the whole word as you say it.



How you can help at home:

- If your child is struggling to sound out and blend words share the reading! Read a word/sentence each, that way you are modelling how you would like them to read – point to the sounds whilst sounding aloud, exaggerating the blending.
- Point to tricky words as a whole saying the word out loud.
- With longer words, ask your child to point to the digraph/trigraph/split digraph in the word first before sounding out.
- If your child comes across a word they have already sounded out and blended correctly on a previous page, remind them of this and that they don't need to sound it out again. This will help to develop their fluency.