



Early Reading Workshop

Mytchett Primary School

Intention of this workshop...

- How we teach your children to read in school.
- Your role in helping your child learn to read.
- Getting to grips with Phonics.
- Introduce you to our reading scheme.
- Understand the benefits of reading regularly and the impact it has on your child's learning.

Why is reading so important?

- We use it in everyday life.
- Communication.
- Builds vocabulary and language skills.
- Helps you to learn and broadens your knowledge.
- Helps to create bonds between people.
- Builds your imagination.





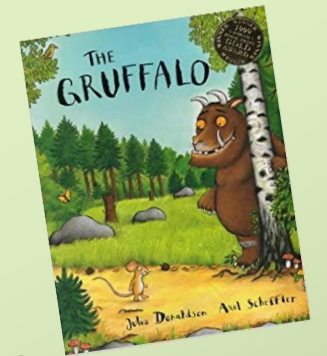
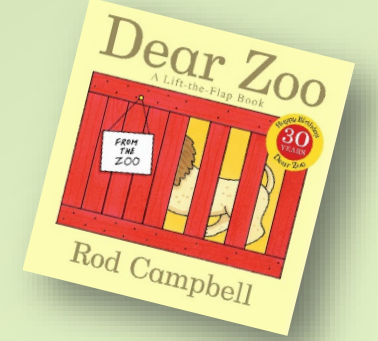
**The more that you read,
the more things you will know.**

**The more that you learn,
the more places you'll go.**

-Dr. Seuss

Up until now...

- Sharing books with an adult, where they have predominantly listened (and possibly joined in the phrases they know).
- Enjoyed looking at and discussing the pictures.
- Most likely have a favourite book.
- May have noticed print all around them (signs/ posters etc).
- Enjoyed Nursery rhymes.
- Phase One Phonics in Nursery/ pre-school.



Phonics

<https://www.oxfordowl.co.uk/for-home/reading/starting-to-read-ages-4-5/>

- Starts in Early Years, through KS1 (and sometimes into Year 3)
- **Phase 1**- in Nursery/ Pre-school. Listening skills, rhyme and alliteration.
- **Phase 2** – introducing the first set of phonemes (sounds) and how to blend/ segment them.
- **Phase 3** – introducing more phonemes, including digraphs (two letters making a new sound) and how to blend/ segment them.
- **Phase 4** – Consolidation of previous phonics learning, extending them into simple sentences both written and read).
- **Phases 5** – Learning alternative spellings (ai/ay etc) and alternative pronunciations for graphemes
- **Phase 6** – More fluent readers, tackling words they are unfamiliar with with more confidently.

Tricky Words

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

ink saving

Eco

Bringing books home

- When your child is ready, they will start bringing books home (2 books at a time).
- Listen to your child read every day (5 mins at a time).
- Try to let your child decode by themselves, but provide support (using phonics, rather than the pictures).
- Fill in the reading record to show you have listened to your child read. Please add comments if you feel it would be helpful.
- Keep the books and reading record in your child's bag at all times.
- The teacher/ LSA will change the books when we feel it is time to.
- Reading bands for the children to progress through.



Reading at School



- As part of a group in shared reading – which helps to develop listening skills and discussion around a story with their peers.
- Individual reading to an adult– at least once a week.
- Individual reading to themselves, either during book time or in the reading area.
- Shared reading as a whole class
- Incidental reading over the day (eg. reading signs and labels)
- With their Reading buddies.

Your role...

- Listen to your child read their reading book at least 5 times a week. Choose a time where you have time and are most comfortable.
- Continue to read other books – fiction/ non-fiction. Bedtime stories are the best!
- Make time to discuss the books. Comment on the characters, ask questions, predict what might happen next...
- Visit the library
- Use other media – audio books, comics, tablets.
- Promote a love of reading.



<https://www.youtube.com/watch?v=9TC8c2se0xs#action=share>

Bug Club



If you read a book a day
to your child from birth they will have
been read 1 825 books
by their 5th birthday

Every day counts
Every book counts