

KEY STAGE 1 READING WORKSHOP

AIMS

- To understand how children learn to read
- To be able to support your child in learning to read
- To be able to ask your child questions to develop their learning

LEARNING TO READ

At Preston Manor Lower School children learn to read using the Ruth Miskin Read, Write Inc scheme. Children learn each of the 44 sounds in turn and how to blend these to read words.

mat

chop

sand

say

late

snail

TRICKY WORDS

Some words cannot be spelt phonetically. We call these Tricky Words or Red Words. Children need to learn these 'by heart'.

the

said

some

are

was

who

Look, say, cover, write, check!

READING AT SCHOOL

- Guided reading with the class teacher
- Guided reading activities
- Daily phonics sessions
- Class book
- English lessons
- Weekly library session
- Independent reading in class

READING AT HOME

The expectation is that your child will read everyday and that this is noted in their yellow Reading Record book.

- 3 day school reading book
- Library books – from the school and your local library
- Books from home

THE FIRST READ

Before reading the book talk about the front cover, discuss the blurb and ask your child what they think the book is about.

The First Read focuses on decoding the words in the book.

What if your child gets stuck?

- Phonics – sound it out
- Use visual cues – look at the pictures
- Read around the word
- Check that your child understands what the word means
- Encourage children to self-correct

THE SECOND READ

Today your child is re-reading to develop fluency.

- Remember new words from The First Read
- Use expression, taking note of punctuation

You could:

- Model reading with enthusiasm
- Take turns, asking your child to copy you or join in
- Ask your child to retell the story

THE THIRD READ

Today you are working on developing your child's understanding of the text.

- Give children 'Find It' questions and 'Prove It' questions.
- 'Find It' questions are literal questions – what colour was the ball?
- 'Prove It' involves inference and deduction – why was the boy sad?
- Always ask children to refer back to the text
- Take some time to reflect on the book together

ANY QUESTIONS?