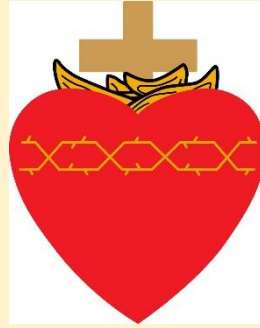
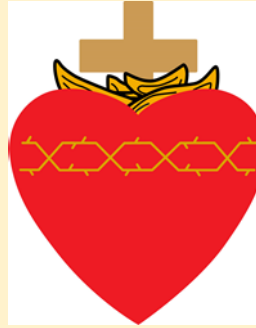


Aims for the Session



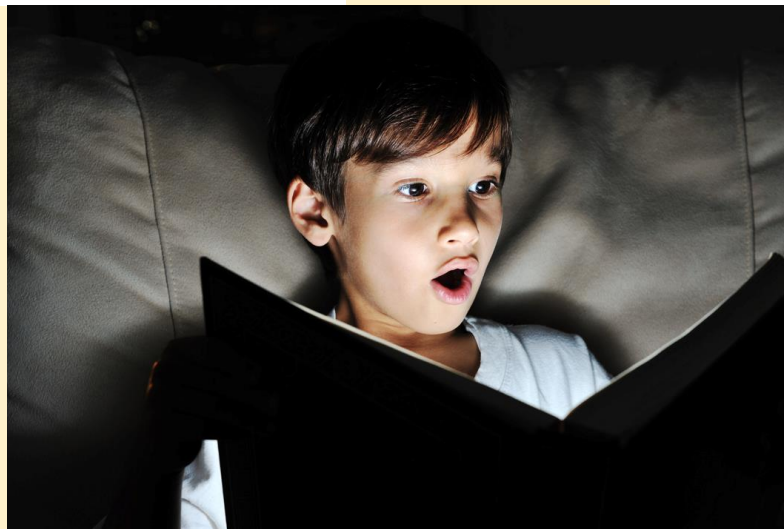
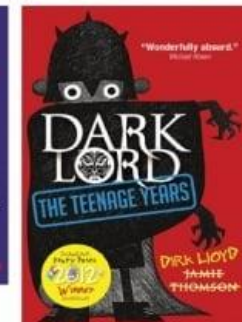
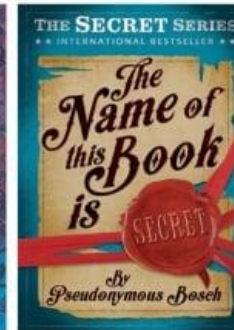
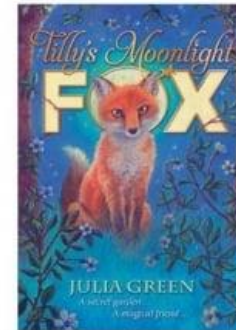
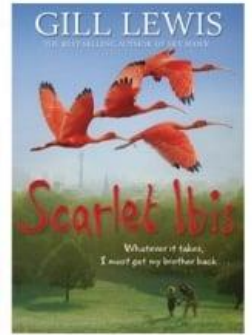
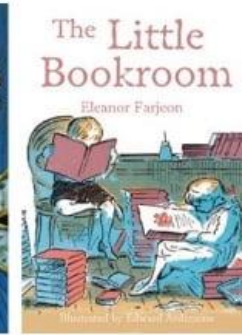
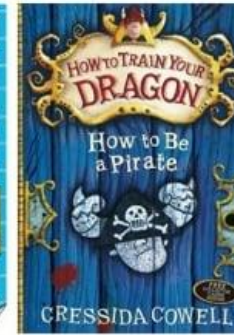
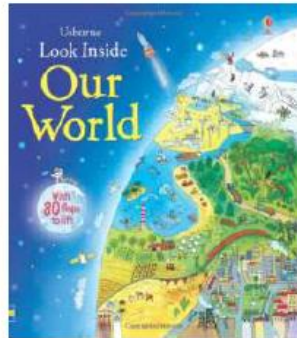
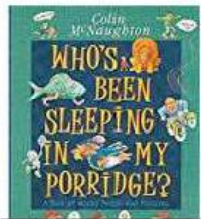
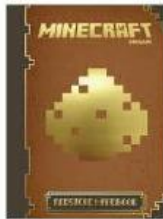
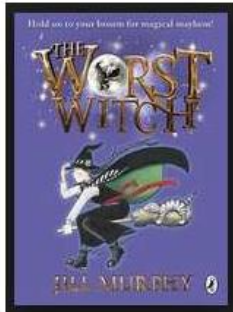
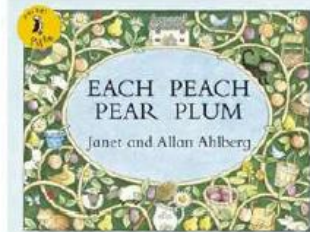
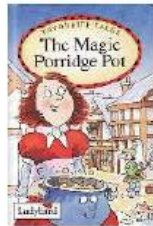
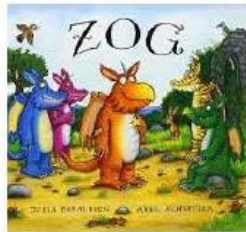
- To give parents and carers practical ideas of how to support your child's reading.
- To share helpful resources.
- To stress the importance of working together to ensure all children can read at the highest level.

Aims for your child



- To encourage a love of reading,
- To develop fluency and independence,
- To develop comprehension and understanding
- To be able to read fluently in order to 'read to learn.'

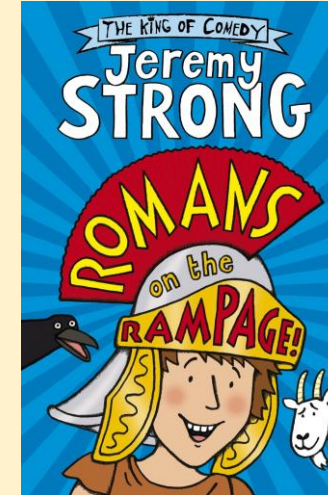
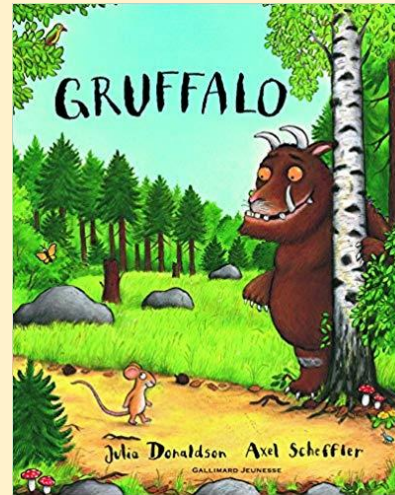
What books do your children enjoy?



How we teach reading at Sacred Heart Catholic School

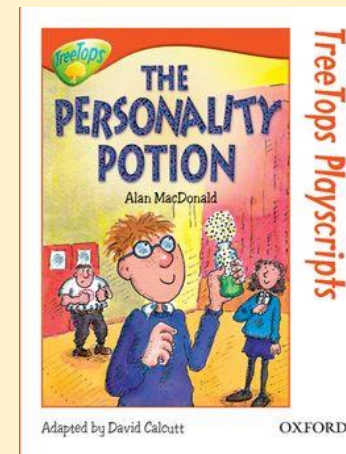
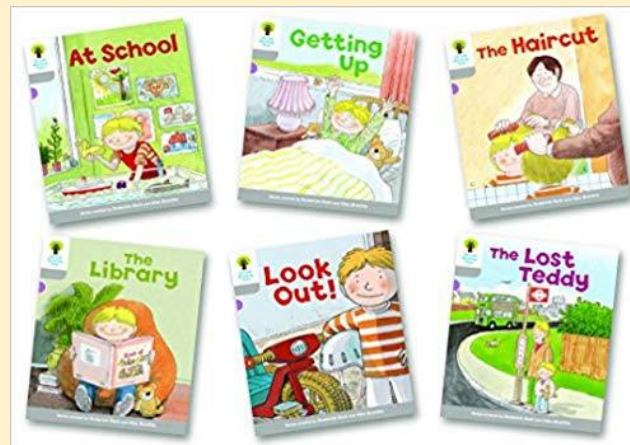
- Phonics

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti			
ph	le	mb	kn	wr	se		s	ci		nk	
					ce		se				
b	c	d	g	h	j	p	qu	t	w	x	y
bb	ck	dd	gg		g	pp		tt	wh		
	ck				ge						ch
	ch				dge						tch
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw	au							



- Guided Understanding

- Home reading



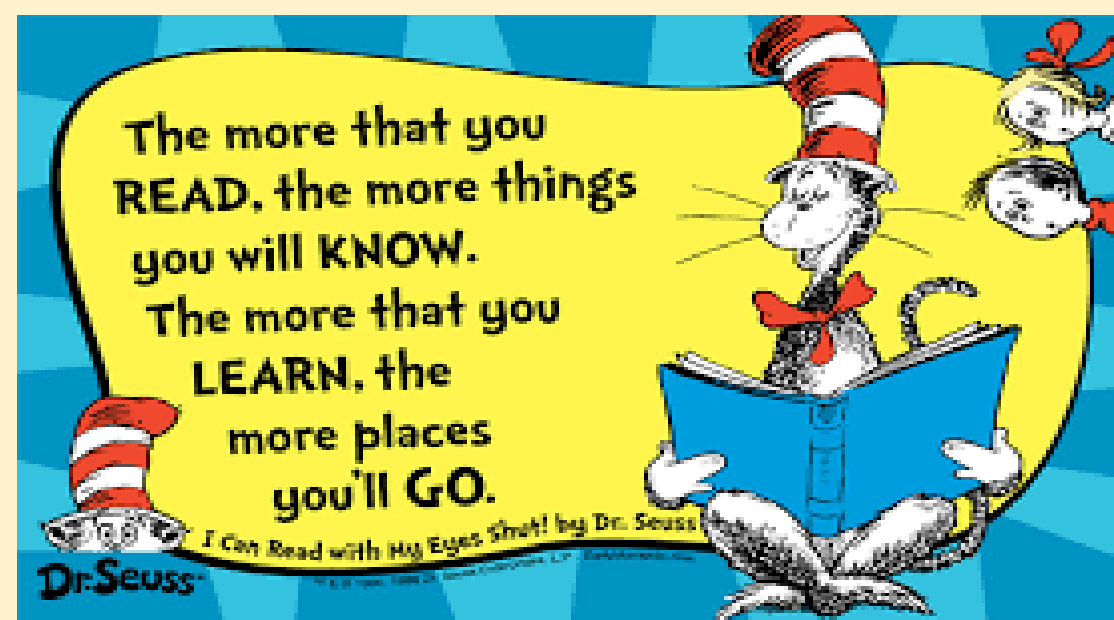
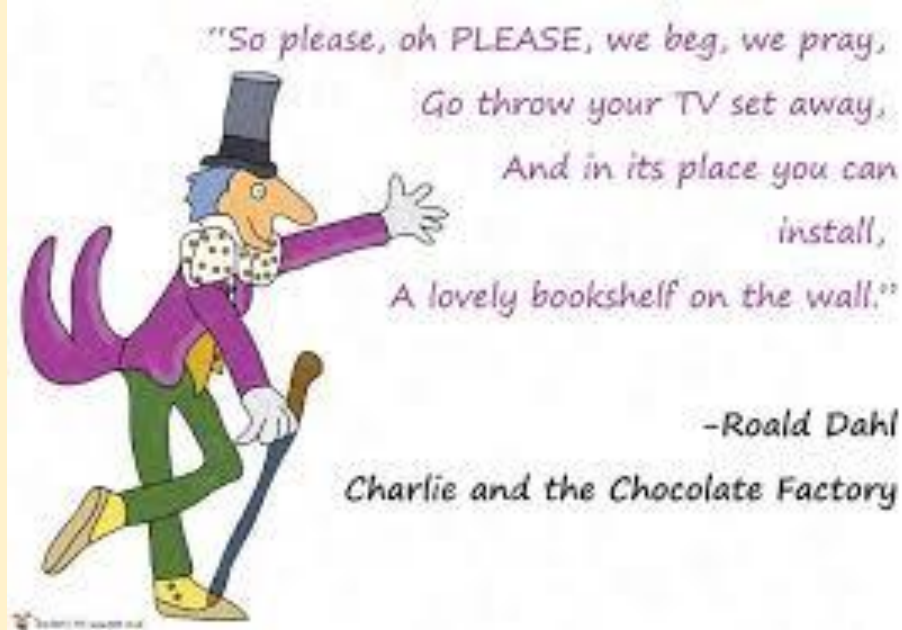
Why is reading so important?

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments
- Evidence suggests that reading for pleasure is an activity that has emotional and social benefits.
- Other benefits to reading for pleasure include: pleasure in reading in later life, increased general knowledge

The books your child brings home...

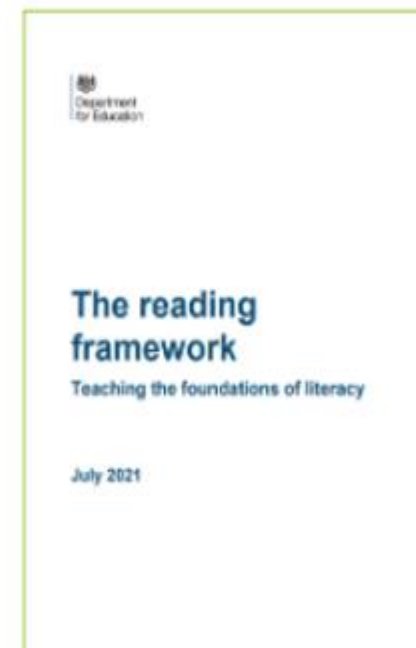
We ALL want the children experience success:

- We aim to provide books that are directly linked to phonics phases – ‘banded books’
- We aim to use a variety of schemes and text-types
- Prepare them for unfamiliar phonemes/words.



Here's how many words children would have heard by the time they were 5 years old:

Never read to	=	4,662 words
1-2 times per week	=	63,570 words
3-5 times per week	=	169,520 words
Daily	=	296,660 words
Five books a day	=	1,483,300 words.



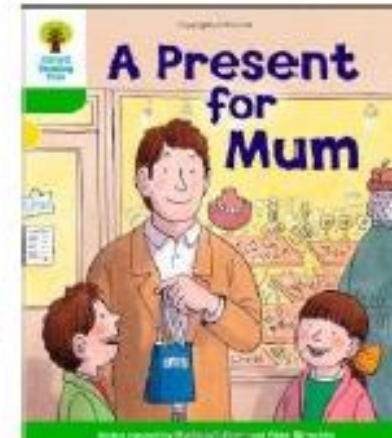
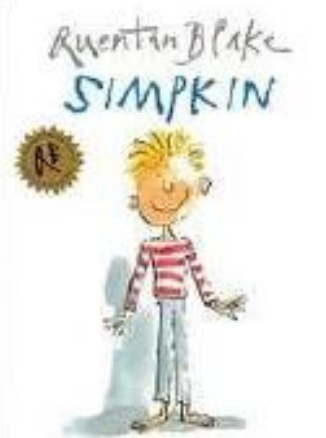
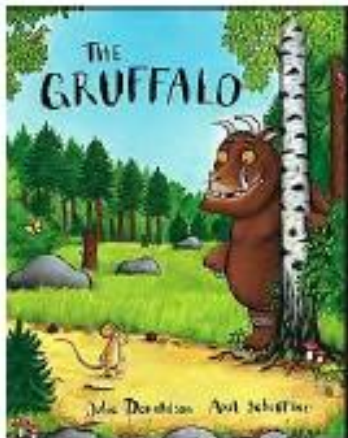
Reading at home with your child...

- Try to build this into your daily routine
- Let your children see you read
- Boys need to see that reading is something men do
- Have a set space you can read in
- Remember, both reading the school book and reading to your child are important.
- Make your own books
- Make it fun!
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.



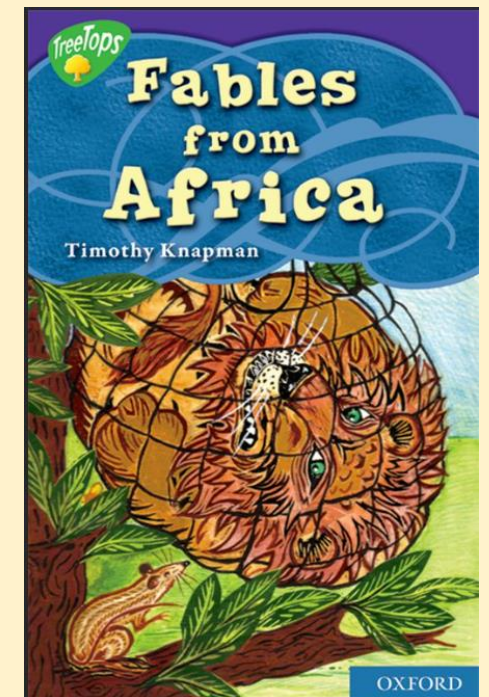
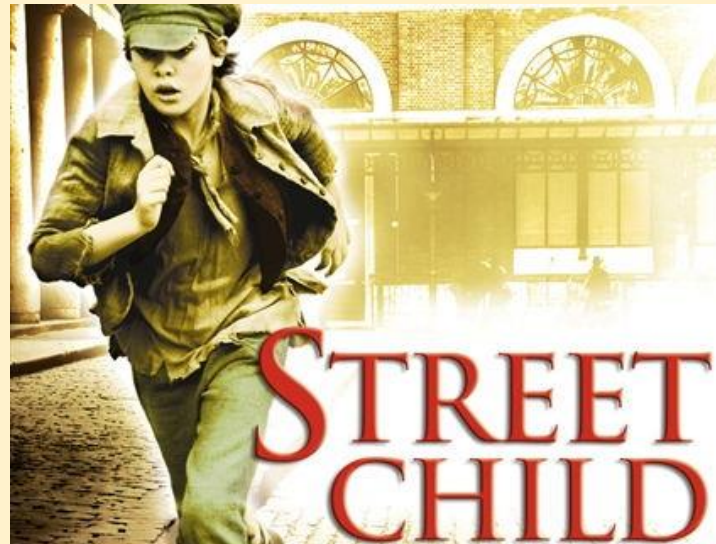
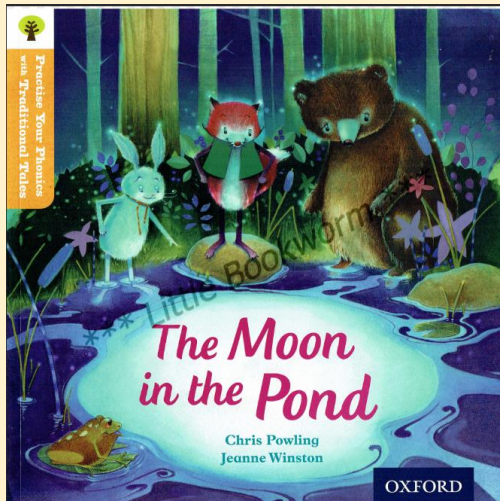
Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. (Do a picture walk.)



Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.





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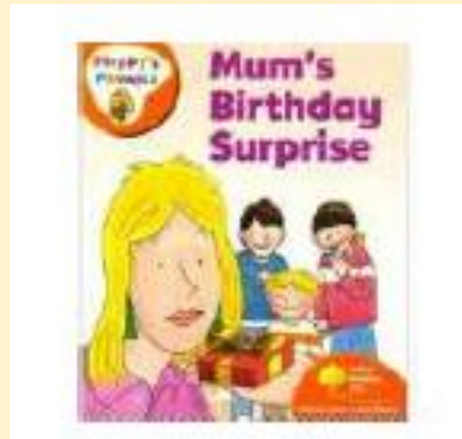
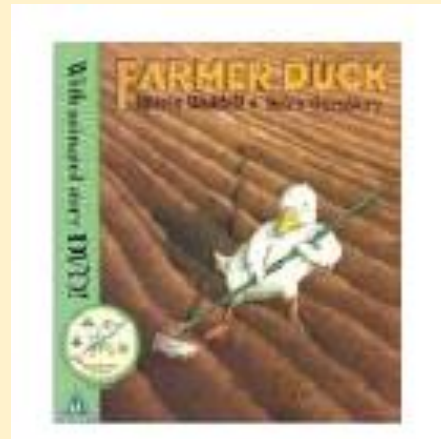
A Present for Mum



Series created by Roda Eick and Alex Brychta

During reading

- Ask your child many questions about the characters in the book as you read the story
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Have your child look at the sentences and see if he/she can find any of the sounds.
- Discuss the meaning of any unfamiliar words or words they do not understand.



Reading strategies

I read to the  of the sentence



I looked at the picture



sharp I sounded it out think

away
from

I recognised it

went
come

Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

Effective decoding

- If your child loses their place when reading, use a ruler to help them with their tracking along the page.
- If your child fails to recognise repeated words, try word hunting. Show them the word in isolation, talk about it, then have a word hunt. They scan through the book to find the word as many times as possible.

Decoding

Reading Strategies

To decode difficult words I can



Cut the word into syllables.
E.g. "en – joy – able"



Sound it out.



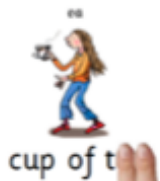
E.g.



Cover up the word and keep reading.
Then, go back and work out what it
could be.



Use the pictures to help me.



Look at the first letter for a clue.

It was a **complicated addition**. He **could** not add the numbers together.

$$278 + 12.68 = ?$$

Always use your own **parental judgement**. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

Prediction

What might children predict?

- Do you think Rachel is likely to go swimming again?
- Will Rachel listen to her grandmother in the future?
- Do you think Rachel and George will remain friends?

Why? How do you know?

Reading for Meaning

- If your child reads without expression, try 'echo reading.'
- If you are asking questions about what is written in the book, ask them,
 - 'Can you find the page that says that?' or
 - 'Which word in the story tells you that?'

Retrieval – 'Find it questions

Retrieval

- Engage in comprehension monitoring – does your child understand what they have read?
- Can they understand the causal link between desires, motives, actions, goals and consequences?
- For retrieval questions the answer is in the text.
- Children need to **skim** and **scan** for **key words** using their magic finger.



Reading for Meaning

If you are asking questions which your child must infer from the text (the answer is not stated) can you ask them,

- Why do you think that?
- Can you find the word or phrase that makes you think that?

Inference – ‘Prove it questions’

Inference



- Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).
- Relies on own understanding of world / experiences and on understanding of language.

How did Ahmed feel?

Sukie was a stubborn character. True or false?

Why did the man feel impatient?

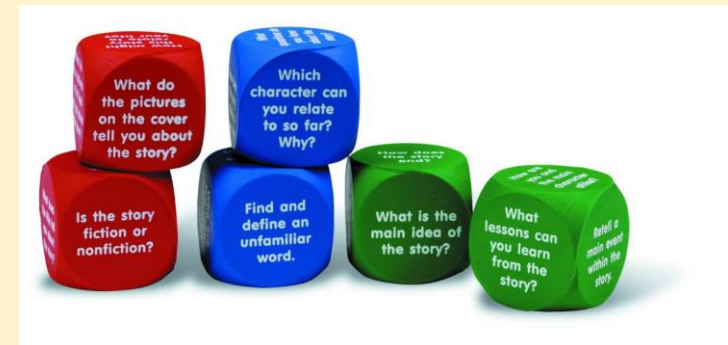
In what way was the gang like a family?

Reading for Meaning

There is always the opportunity to ask your child:

- How is the character feeling at this point in the story?
- Why is he/she feeling that way?
- How do you know?

Sometimes children need help developing their feeling words vocabulary.



Reading for meaning

Reading Strategies

To understand words I can



'Kung Fu Panda' the word!

Spot a word inside a word to help.

E.g. "enjoyable" – joy – happiness



Cover up the word and keep reading.
Work out what it could be.



Use the pictures to help me.



If it has a CL we don't need to
know what it means, because it is
a name.

Next to his house was
wasteland.

Suddenly, he spotted the
glint of silver and gold.
The **arrogant** Prince was
rude to everyone.

The meeting in **Kyoto**
lasted all day.

FROM THE MAKER OF LOST AND FOUND



Up and Down

OLIVER JEFFERS





Once there were two friends...



and they always did
everything together.



Until one day the penguin decided
there was something important he
wanted to do all by himself...



...fly!





He did own wings after all,

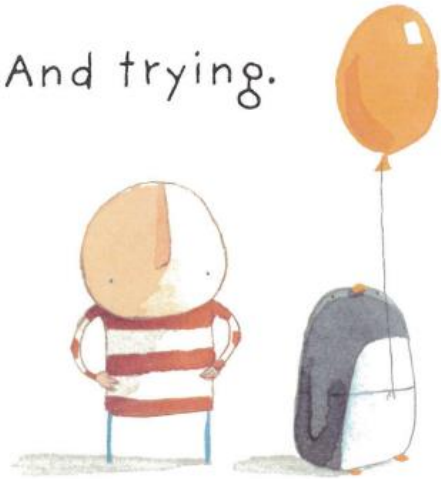


even if they didn't work very well.



Although that didn't stop
the penguin from trying.

And trying.



But nothing worked,
and it wasn't long before
he ran out of ideas.



The boy even offered him a go
in his plane, but the engine hadn't
recovered from its last flight.



And besides, it wasn't the same.
The penguin wanted to do this by himself.



After doing a bit of homework,
it seemed as though the odds were
against him.





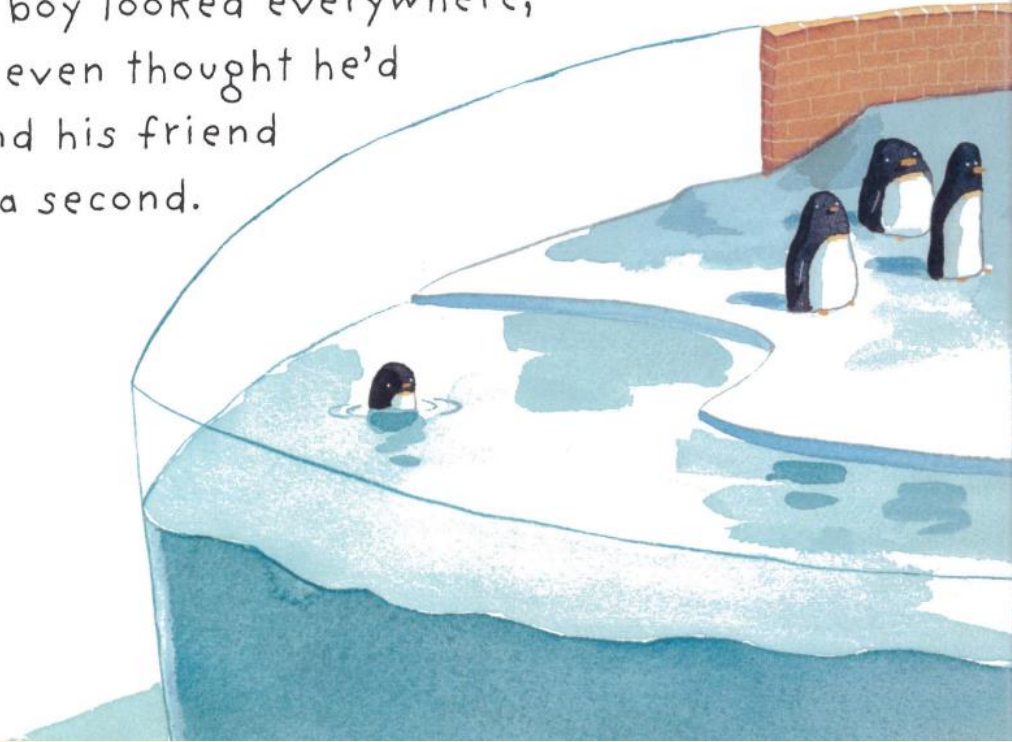
when something
caught the penguin's eye
and he knew this was
his chance.



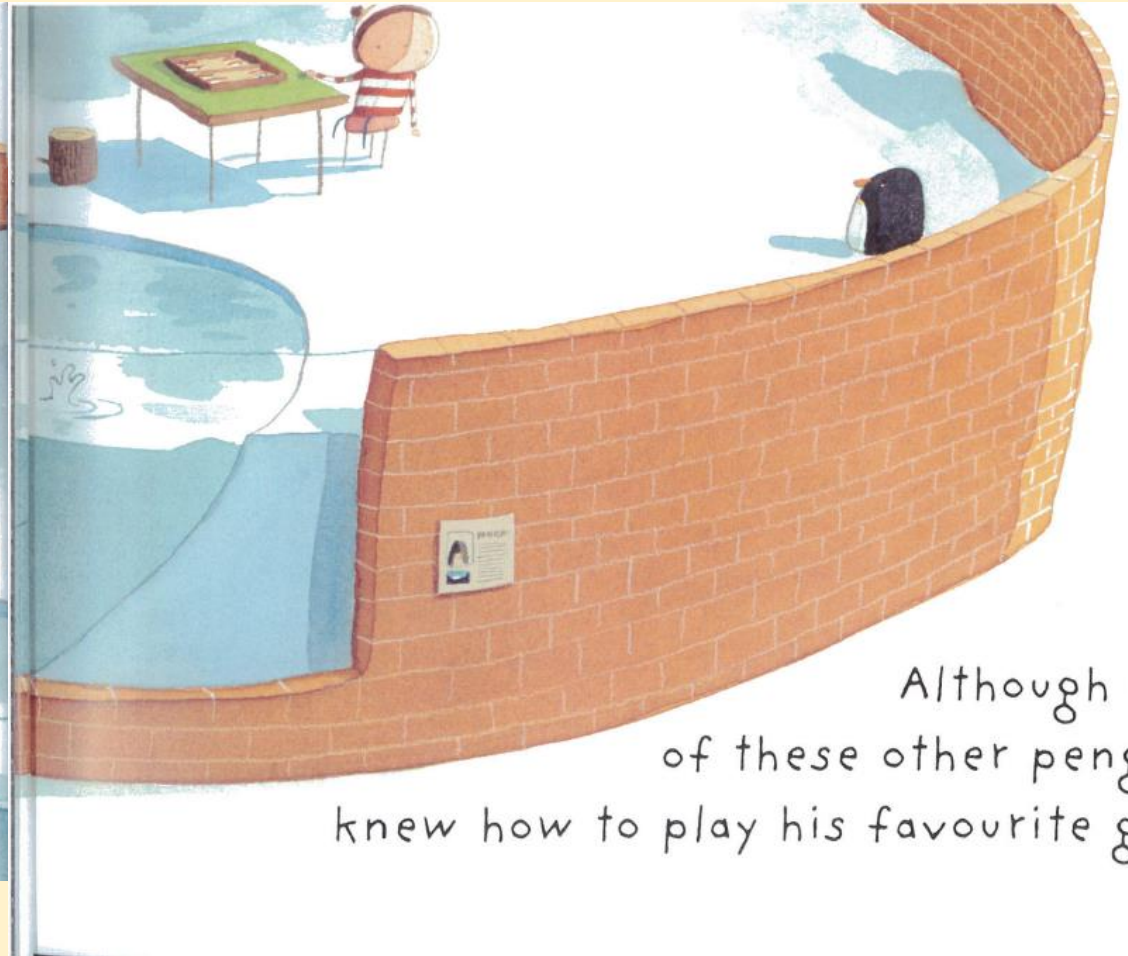
In his
excitement,
he rushed off
without a word.

The boy didn't know
where he had gone.

The boy looked everywhere,
and even thought he'd
found his friend
for a second.



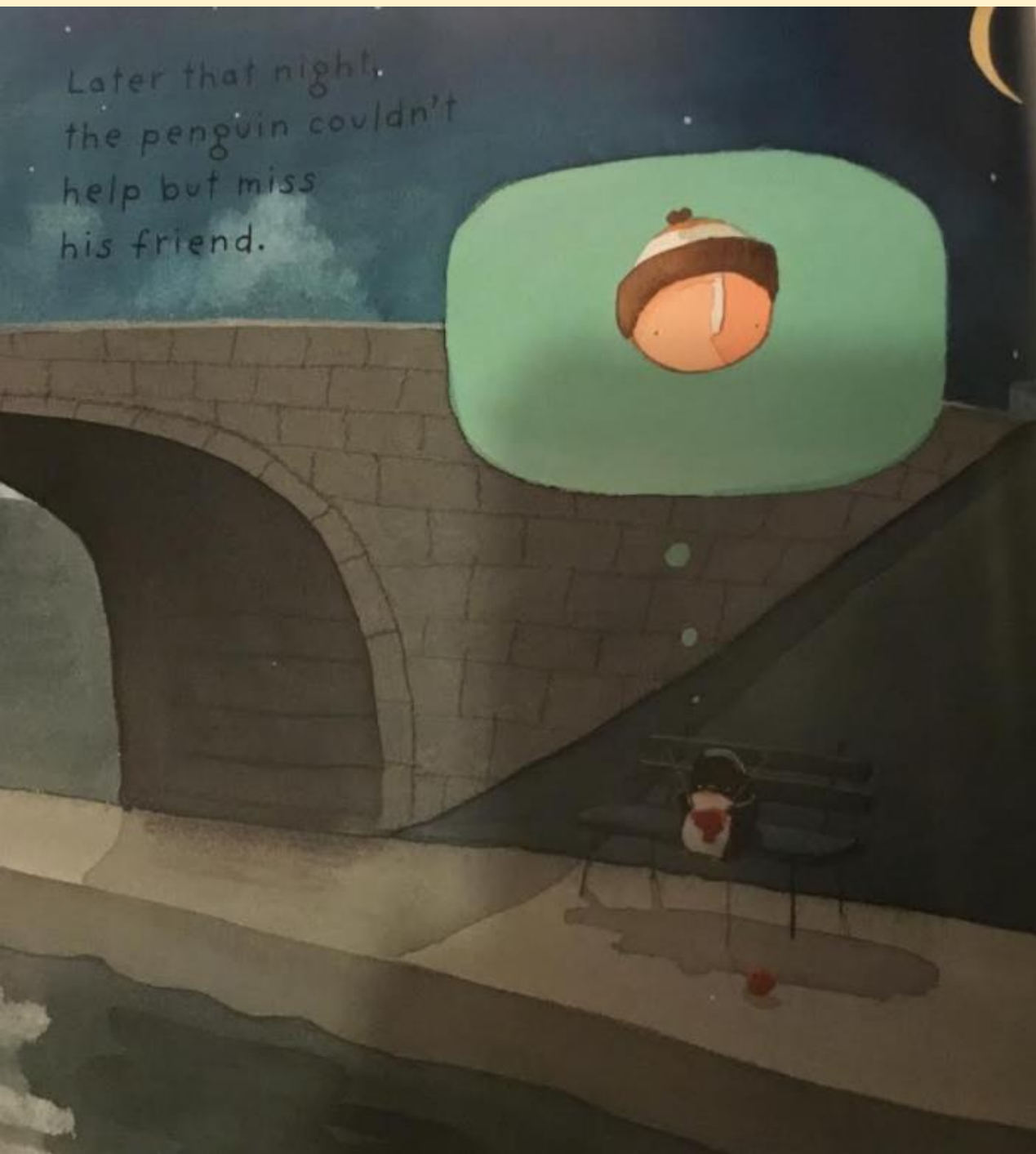
Although none
of these other penguins
knew how to play his favourite game.



but suddenly, he realised
he didn't know where
his friend was or how
to get home.

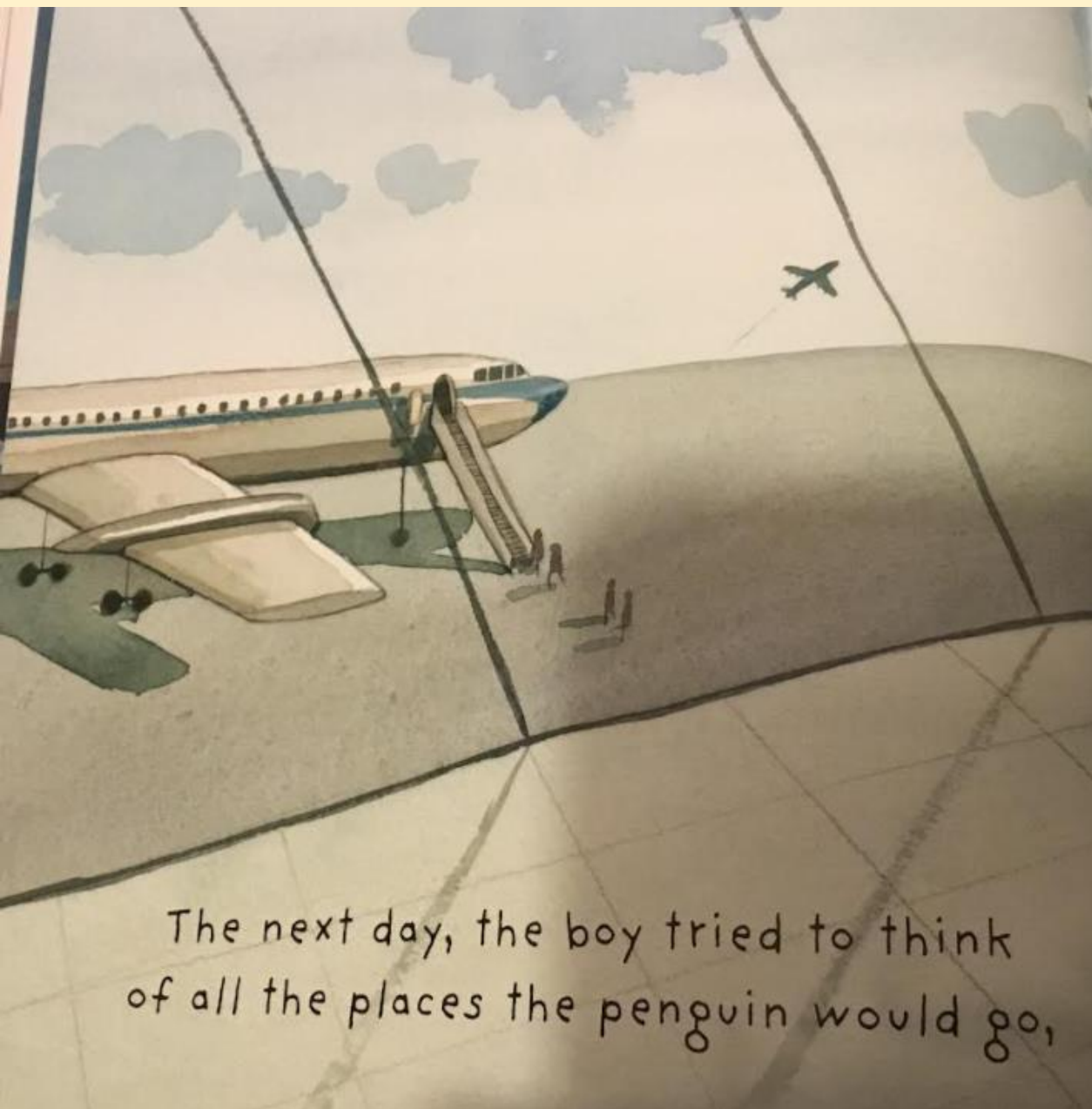


Later that night,
the penguin couldn't
help but miss
his friend.

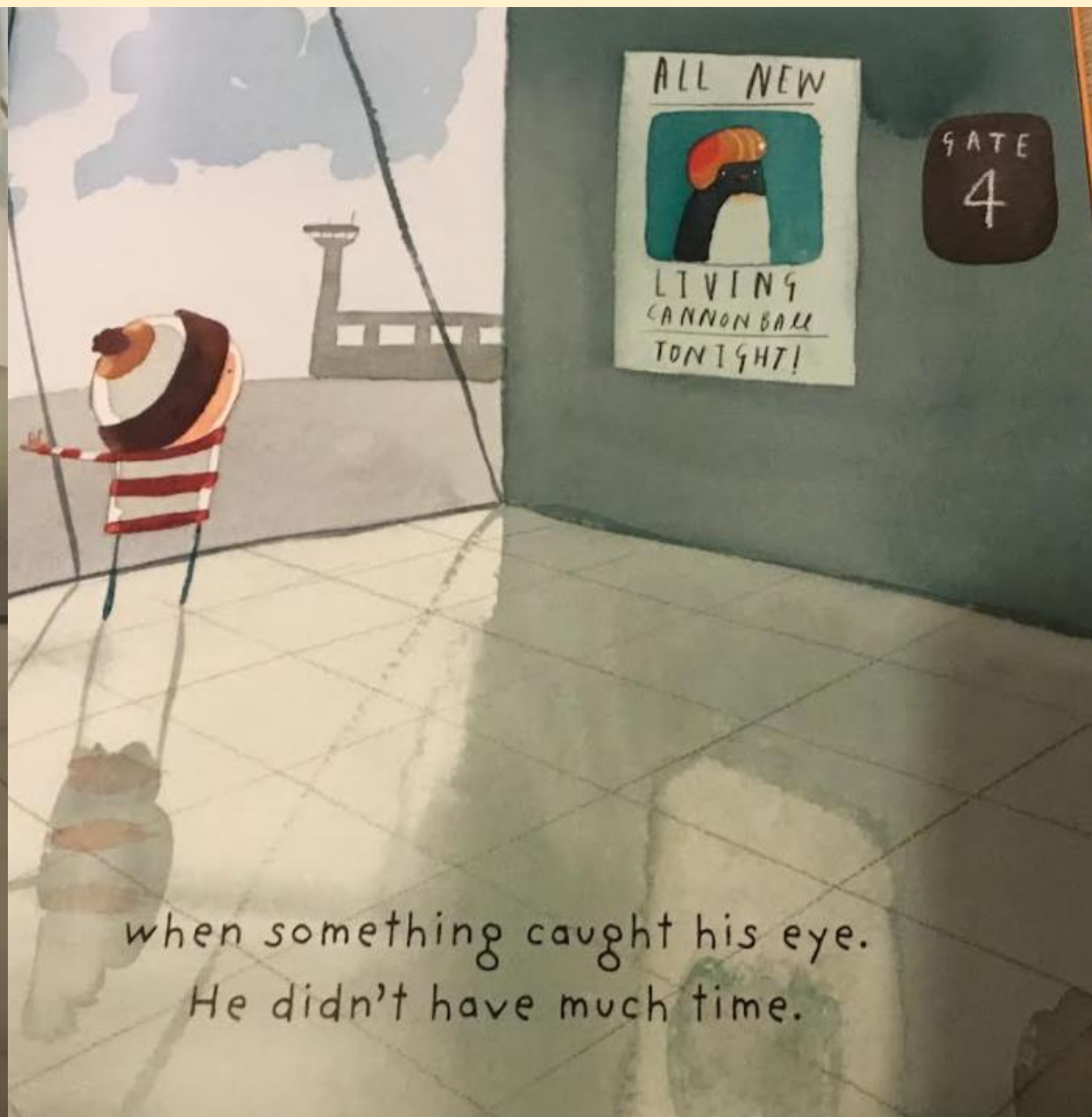


Likewise, the boy
could barely sleep
for worrying about
his friend.





The next day, the boy tried to think
of all the places the penguin would go,



when something caught his eye.
He didn't have much time.



The penguin's big moment had come but somehow he wasn't so sure about flying anymore.



He wished the boy were there and even wondered if his friend had noticed he'd gone?

But it was too late for thoughts like that.

BAM!



He took off like a bullet!



The boy rushed in hoping he could still catch his friend.



The penguin couldn't believe
how high and how fast he was flying,
and he had no idea how he was
going to land.



He was terrified and wished
his friend was there to help him.





The boy was there to catch him.



The friends agreed that there was
a reason why his wings didn't
work very well...



because penguins don't like flying.

So together
the two friends
made a break
for home...





to play their favourite game.



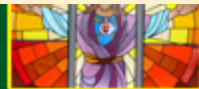
After reading

- Discuss with your child what they liked/disliked about the story
- Can your child think of another title for the book and why?
 - Did the story have a sad or happy ending?
- Can your child think of a different ending for the story?
 - Can your child think of another character which he/she might want to add to the story and why??'

Think of something new you have learnt today about the importance of reading.

Consider one thing that you will try and do with your child this week to support their reading.

All the activities and this powerpoint will be on the school website.



Our School Curriculum

Sacred Heart School Curriculum

Subjects

Reading

Phonics

FY (Foundation Year)

Year 1

KS1 Reading with your child workshop for parents

Sacred Heart School Curriculum

Our Aims for Your Children

We aim to achieve the school's Mission by working towards the following goals for all the children in our care. (Not in order of priority)

1. To encourage them in the achievement of the highest standards in all curriculum areas.
2. To promote their spiritual, moral, cultural, intellectual and physical development.
3. To develop lively enquiring minds leading to an understanding of the world and the interdependence of individuals, groups and nations.
4. To provide skills that will enable them to continue learning throughout their lives.
5. To inculcate within them a love of learning.
6. To develop within them a sense of self-respect, the capacity to live as independent, self motivated individuals and the ability to function as contributing members of cooperating groups.
7. To develop their self discipline, their ability to accept responsibility for their own actions and the realisation that orderly behaviour is essential for effective learning.