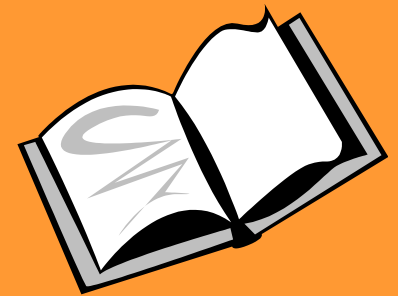


Foundation Stage 2 Reading

Gayton Primary School

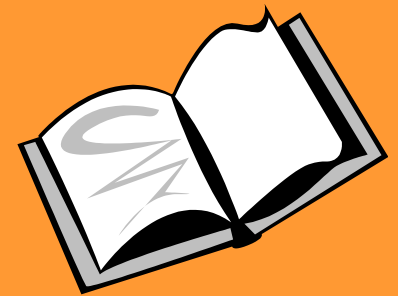
November 12th 2019



The Power of Reading!

·Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

·There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



Learning to Read

What strategies do we use when reading.

- *The children are already familiar in handling books:-*
 - Front and back of a book
 - Books have pages with pictures and words
 - Looking at the pictures and making up a story

Some children are now starting to

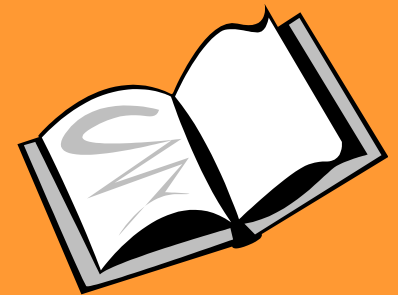
- Track in the right order, from left to right, top to bottom

Handling a variety of books/ reading material is very important for children to learn the purpose for reading.



Task

Read the following text
and think what strategies
you used.



The importance of pictures.

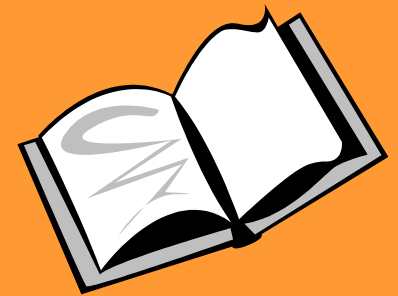


Strategies Used

- Using the picture
 - Children use the picture to help them decode new words
 - To gain an understanding of the story
 - To retell the story
 - Using sounds and looking at the picture to help find the word they want
 - Give your child time to look at the pictures.



- Prior knowledge
 - They may know the story , so will recite phrases - 'Who's been sitting on my chair?'
 - or use a word they think will make sense
- They may put in words that they think make sense for the story



- Using whole words

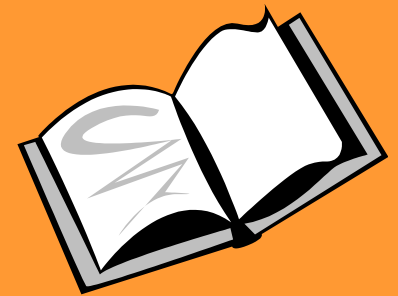
- The children will learn some tricky words, known as Key Words/ High Frequency Words
- At school we use 'Action words' to help the children learn the whole word
- They may recall the same word from a previous part of the story
- They often learn words by the shape

look



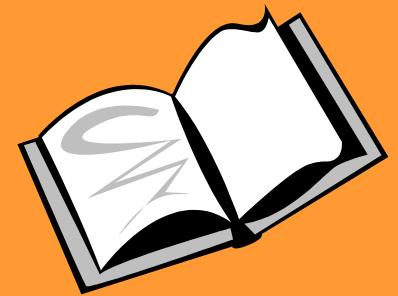
- Phonics

- Hearing the sounds (phonemes) in words.
- Recognising or writing the sounds (graphemes)
- Within school there is a daily programme of 'Letters and Sounds'.
 - The children learn the name, phoneme, grapheme and formation of the letters.
 - 44 sounds to learn.
 - Blending
 - Segmenting



Lesson Format

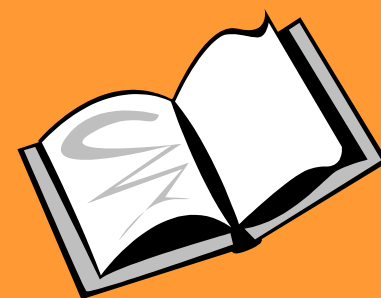
- Revise:** The children will revise previous learning.
- Teach:** New phonemes or high frequency or tricky words will be taught.
- Practise:** The children will practise the new learning by reading and/or writing the words.
- Apply:** The children will apply their new learning by reading or writing sentences.



•Saying the sounds correctly with your child is extremely important.

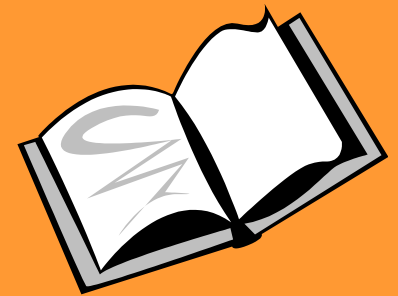
•The way we say the sound may well be different from when you were at school.

•We say the shortest form of the sounds.



- When they start reading, they need to sound out the letters and then blend them together.
- If they can't hear the sounds and blend them orally, they will find it difficult to blend them from the written word.
- Start with *cvc* words

c a t

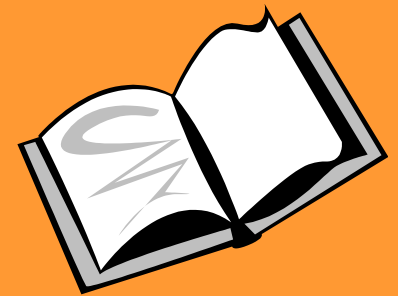


Phonemes are represented by graphemes.

A grapheme can consist of 1, 2 or more letters.

A phoneme can be represented in more than one way (cat, kennel, choir)

The same grapheme may represent more than one phoneme (me, met)



At present, not all words can be sounded out.

N i g h t

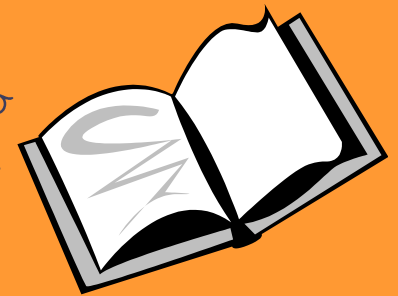


Once they are secure on cvc words, they then look at digraphs and trigraphs.

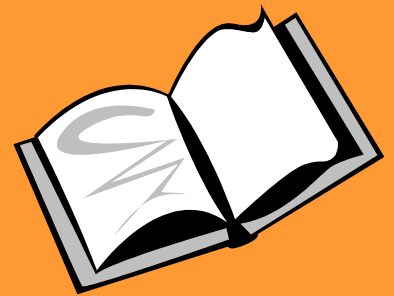
f e e d



To start with, the children will learn one way to represent a grapheme for a particular phoneme.
Eg ee, when it can also be written ea



Task



Reading at School

- Your child has a Guided reading session twice a week.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

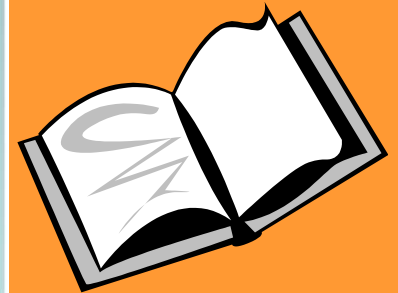


Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

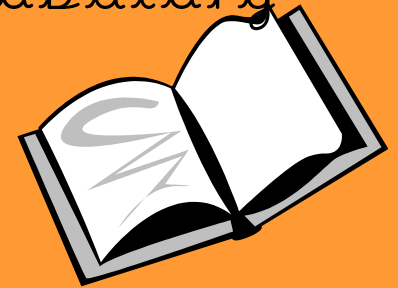
If a child understands what they hear, they will understand the same information when they read.



Structure of a Guided Reading session.

Book Introduction

- Looking at the cover and the blurb
- Making predictions
- What links to prior reading can be made?
- Links to own experiences.
- Recapping on what has happened previously
- Locating and explaining new vocabulary



Strategy Check

Recapping reading strategies that they can use to help them understand the text. These are the strategies that we encourage the children to use at home too!






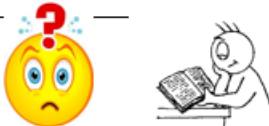
F2 strategies are weighted towards decoding and include:

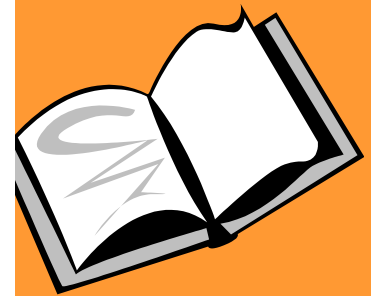
- Using pictures as prompts
- Sounding out new words
- Splitting up longer words
- Missing out the word and reading to the end of the sentence and then returning to it.



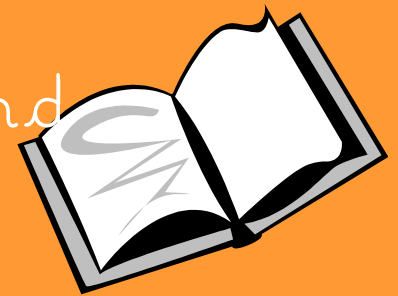
If I am stuck, I can be like...



Use the pictures	
Sound talk and blend new words "c-a-t" "j-ar" "d-r-e-ss"	
Go back and read a word or sentence again if I don't understand it	
Read on to try and work out a new word	
Listen to my reading to make sure it makes sense	
Made a mistake, go back and try to put it right!	

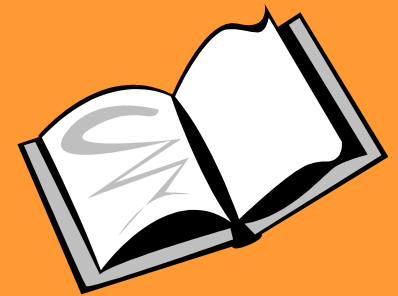


- Adult brings the group back together to discuss the text and responses to the key question(s) posed.
- Adult will encourage children to explain their answers using evidence from the text.
- Discuss any questions generated by the children that haven't already been discussed.
- Encourage children to answer and discuss each other's questions.

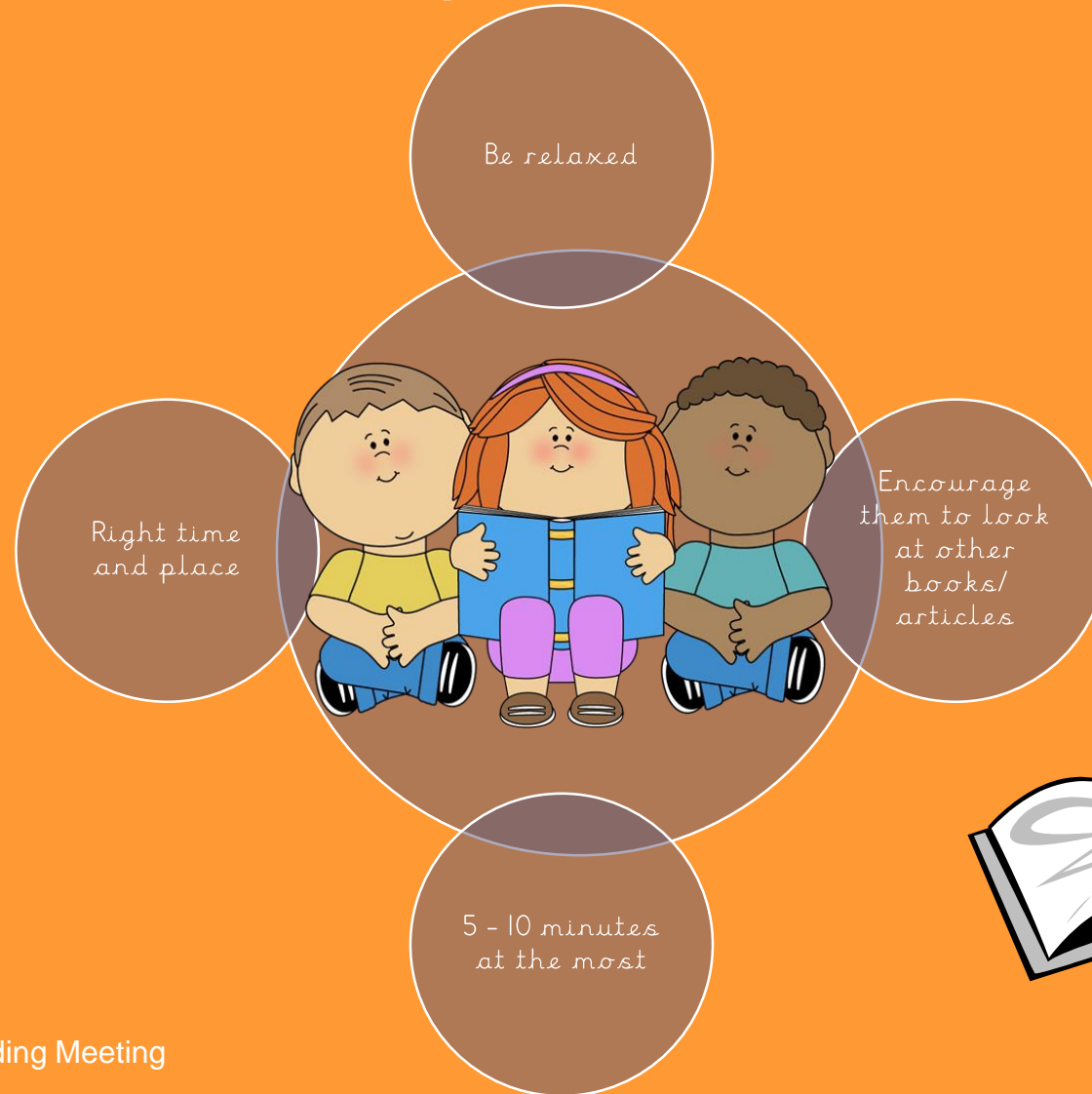


Reading at Home

- Children will be given a book and booklet
 - Please
 - sign the booklet
 - return the book and booklet to school everyday
- Action words/ Key words
 - Fun games to learn key words
- Sounds
 - Please practise the sound and names
- Blending practise cards

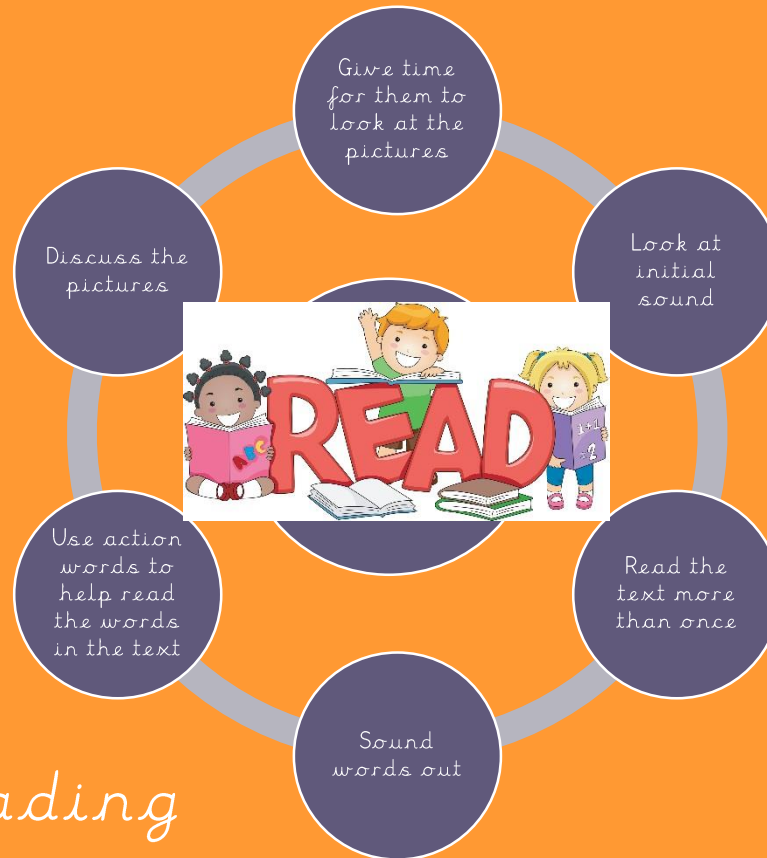


Reading at Home

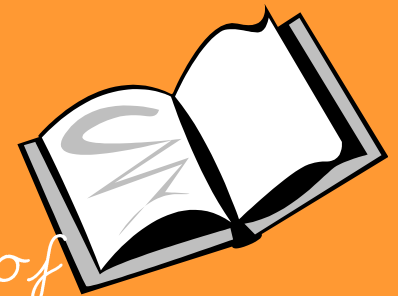


Reading at Home.

- When hearing your child read



- Shared reading
- Tell them words they are unsure of



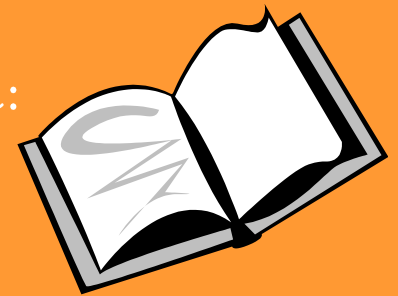
Points to remember

- All children progress at different rates
- Try not to compare your child with others in his/her peer group or siblings
- Let the reading experience be one of awe and wonder, excitement and enjoyment.
- Any difficulties , please ask



How can I help at home?

- By reading lots of books with your child.
- Praise your child for trying.
- Sing an alphabet song together.
- Play 'I spy'...This will help them to hear the initial sound in words.
- Continue to read rhyming books and sing nursery rhymes.
- Play phonics games on www.letters-and-sounds.com
- Play rhyming games.
- Watch Jolly Phonics phase 2 on You Tube:
<http://www.youtube.com/jollyphonics>
- Watch Letterland (megamix) on You Tube:
<https://www.youtube.com/letterland>



“Parents must remember its not their job to teach kids to read, it is to encourage them to love books.”



j.t. lowery

Our Reading Journey

Fifteen minutes a day is all that I ask,
To spend with you on my special task.
I'm excited but nervous as it's strange to
me,
To make sense of the pictures and marks
that we'll see.
I ask for your patience on my reading quest,
And in return I will try my best.
Tell me you're proud of how hard I have
tried,
And I'll glow with pride as I sit by your side.
As time passes by I'll be reading alone,
And you'll look at me thinking how much I
have grown.
And when I'm an adult I'll look back and
treasure,
The happy memories I have of us reading
together.

