



Gayton Primary School

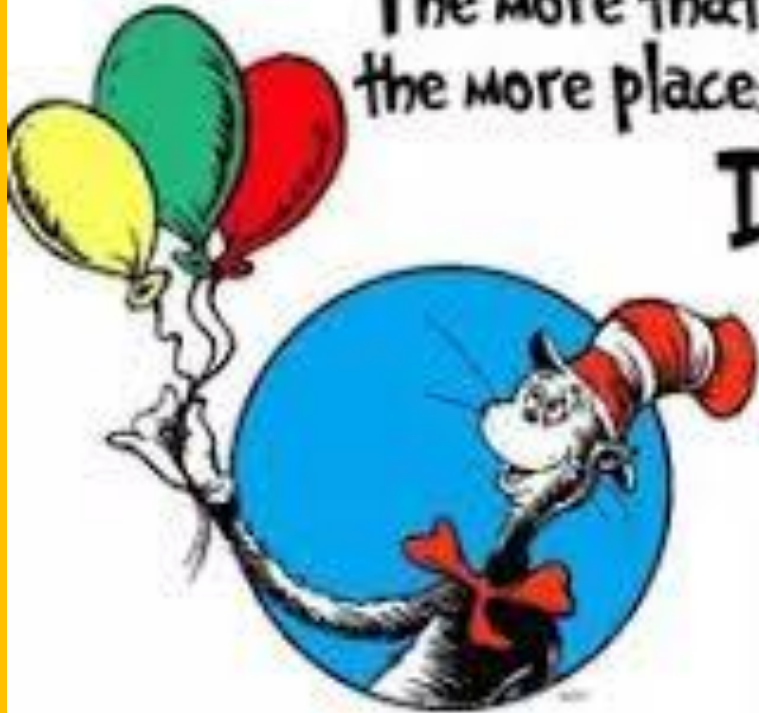
Reading Information session for parents.

Year 2

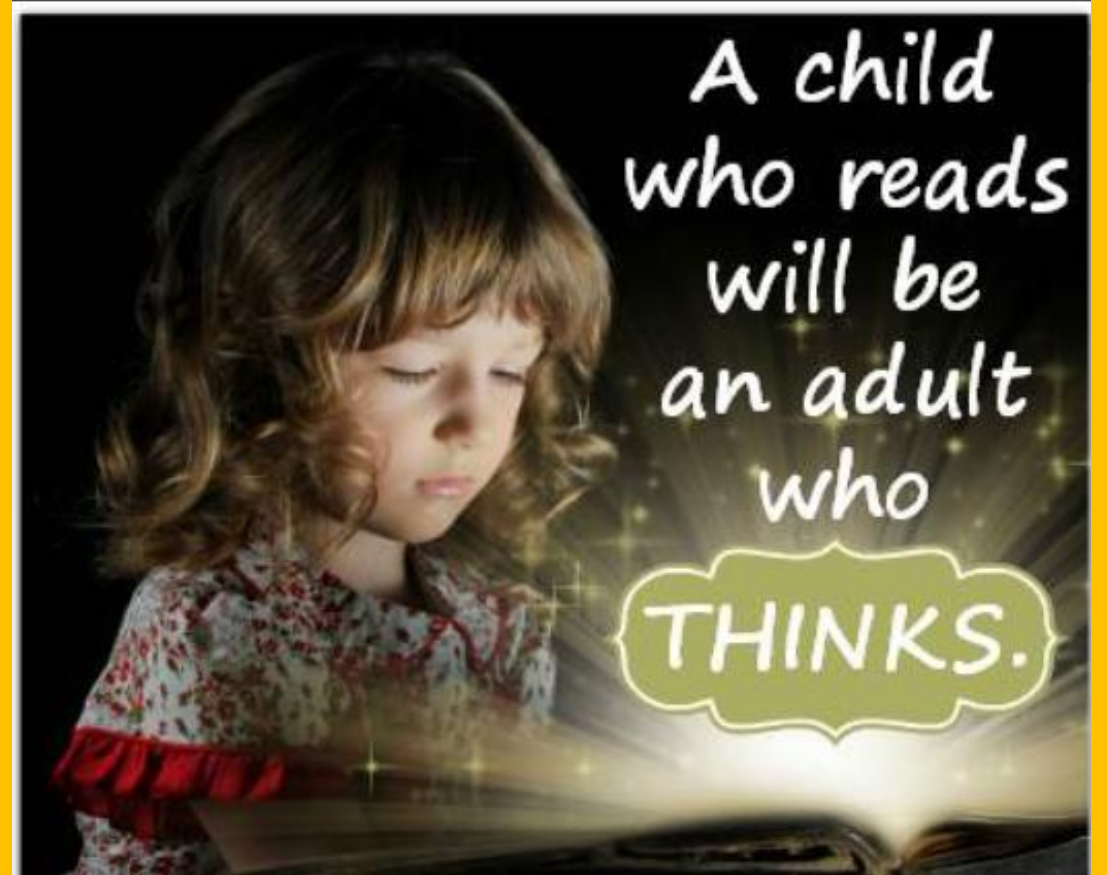
November 2019

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss



A child
who reads
will be
an adult
who
THINKS.



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.

Reading in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

Home readers

The hearing of reading is NOT the teaching of reading

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.

Word Reading


National Curriculum (Y2)

Reading – word reading



Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.






Y2 Reading Comprehension



Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- 
- 
- 

Scaffolding reading

Teacher reads and makes overt what good readers do through modelling.

80 – 89% accuracy (hard)

Shared Reading

Group reading.

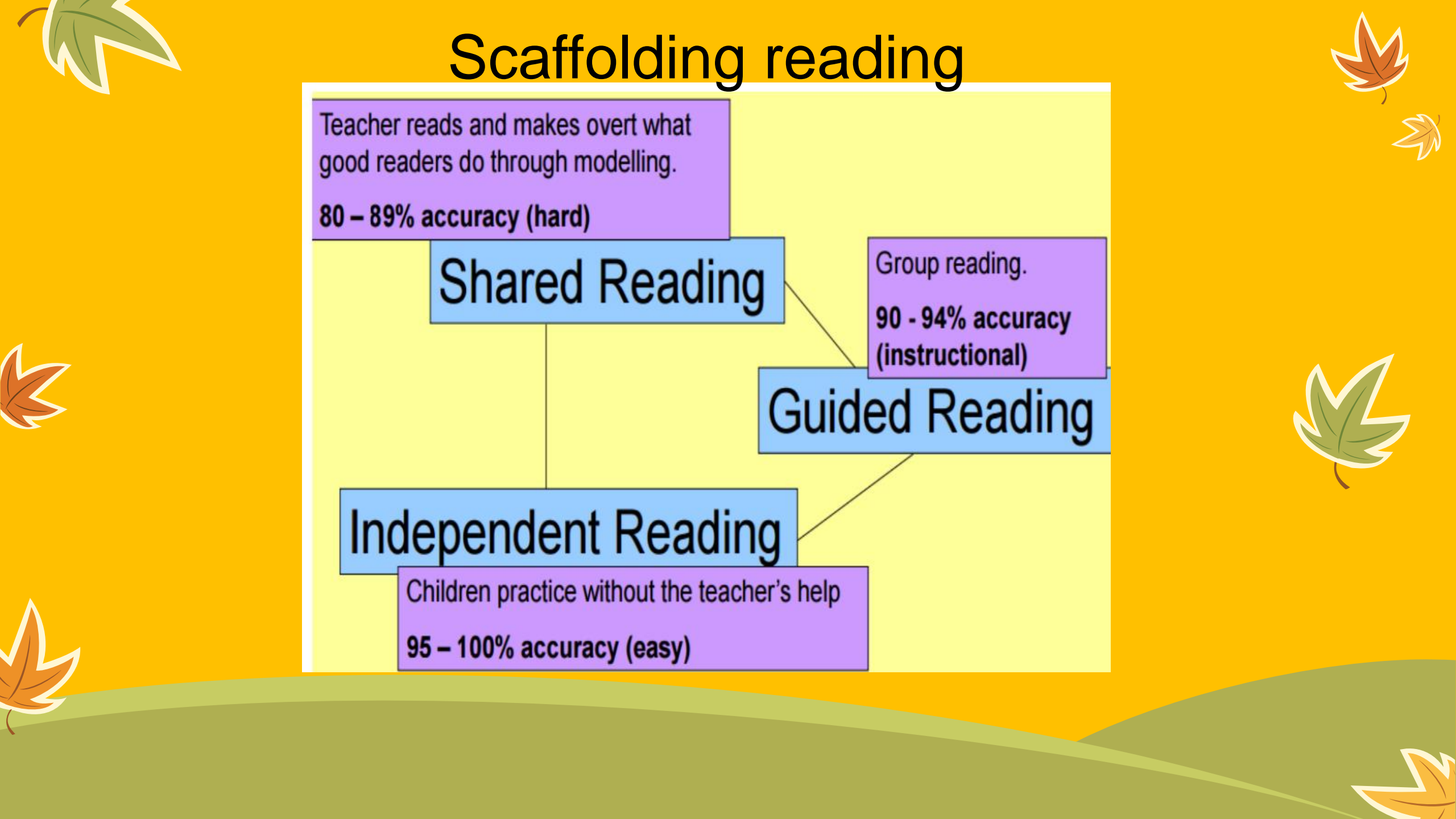
**90 - 94% accuracy
(instructional)**

Guided Reading

Independent Reading

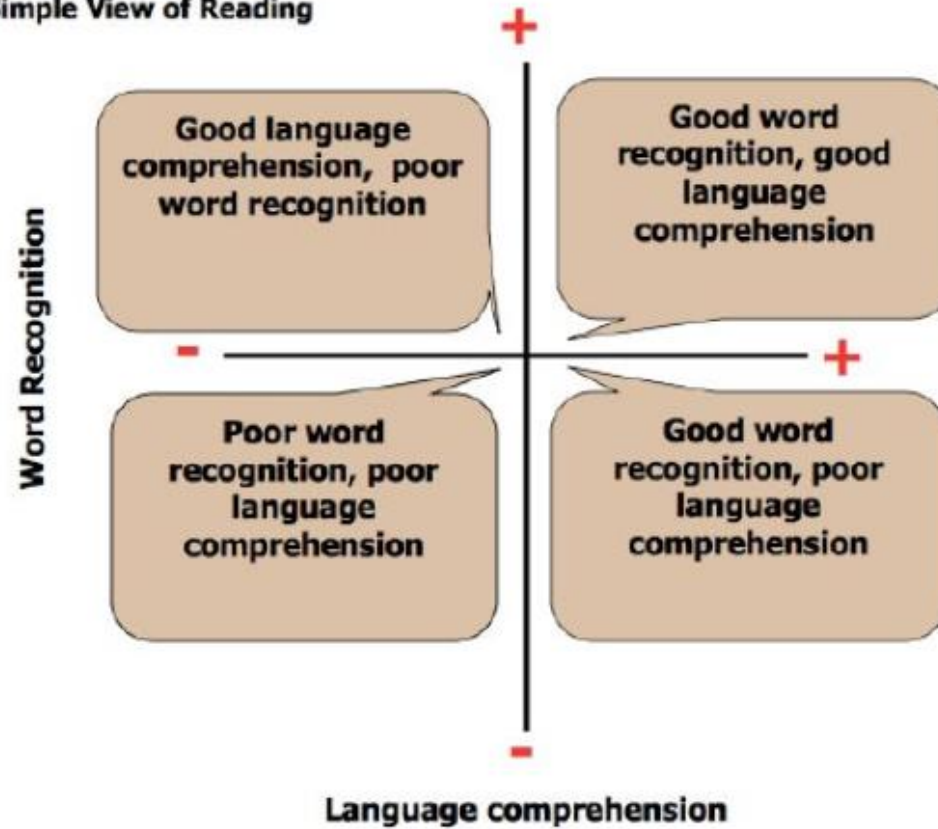
Children practice without the teacher's help

95 – 100% accuracy (easy)



Re-cap of the simple view of reading

The Simple View of Reading



How we teach Reading: Word Reading

- **Blend** (vb) — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph.
vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.
- **Split Digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site.
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').
- **Grapheme-Phoneme Correspondence** (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
- **Segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant- vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

Why teach phonics?

- Phonics helps children to develop good reading and spelling skills.
- The ability to read and write is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- We use a synthetic phonics approach called 'Letters and Sounds'.

What is synthetic phonics?

- Synthetic Phonics is a way of teaching reading.
- Children are taught to read letters or groups of letters by saying the sound(s) they represent - so, they are taught that the letter s sounds like s when we say it.
- Children can then start to read words by blending the sounds together to make a word.

Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

*Sir Jim Rose, Rose Review of Reading
2006*

Although there are 26 letters in the English alphabet, there are 44 speech sounds (phonemes).

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/

A Phoneme

This is the smallest
unit of sound in a word.



How many phonemes can you hear in *cat*?

Some Definitions

A Grapheme

This is a letter or group of letter that represents a sound

The grapheme could be 1 letter, 2 letters or more! We often refer to these as sound buttons:

t

ai

igh



How many graphemes can you see in cat?

- A phoneme you hear



- A grapheme you see



A word doesn't always have the same number of phonemes and graphemes!

Segmenting Activity

Using 'sound buttons' can you say how many phonemes are in each word.





- cat
- sun
- dog
- back



Challenge: How many graphemes?



Did you get it right?

- C-a-t = 3 phonemes 3 graphemes
 - S-u-n = 3 phonemes 3 graphemes
 - D-o-g = 3 phonemes 3 graphemes
 - B-a-ck = 3 phonemes 4 graphemes
- 
- 
- 
- 

Reading the words

Sounding out

c-u-p

Blending

cup






























Phase 2

Sounds are introduced in sets

- ❖ Set 1: s a t p
- ❖ Set 2: i n m d
- ❖ Set 3: g o c k
- ❖ Set 4: c k e u r
- ❖ Set 5: h b f ff l ll ss























Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Phase 4



- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
 - CVCC words: tent, damp, toast, chimp. For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
 - CCVC words: swim, plum, sport, cream, spoon.
- They will be learning more tricky words and continuing to read and write sentences together.

Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		



Tricky Words

- Some everyday words in English have tricky spellings and can't be read by blending.
 - These are sometimes called high frequency tricky words.
 - These words just have to be learned by sight and flashcard-type games are a good way to practise these.
- 
- 



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	


Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	




Things to practice at home:

*Fluency- Developing your child's reading fluency (reading speed) with expression and understanding.



*KSI 'Common Exception Words' - Words that need to be read by sight without being sounded out (as this is not possible)



* Vocabulary- Understanding the meaning of words.



Reading: Understanding

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read – does anyone understand what it means?

An extract taken from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

How we teach Reading: Comprehension

QUESTIONING IS KEY

- What type of text is this book? (Fiction/Non-Fiction)
- Have you read any other books by this author?
- What do you think the book will be about? (Prediction)
- Can you find an example of an adjective/adverb on this page?
- Why did [the character] feel sad?
- What do you think might happen next? Why? (Based on what read so far)
- What does the word [insert word] mean? What is another word for [word]?
- Why did {character] do that?
- What features can you see on the page? (Non-Fiction)
- What does the word say? Use your sounds.
- What digraph is in that word?

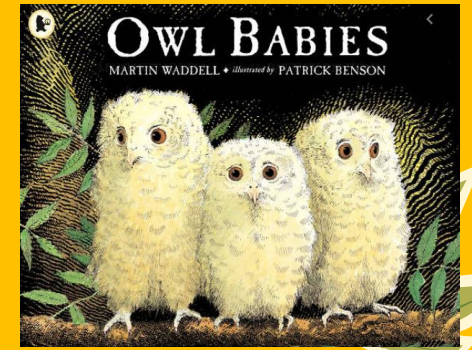
Guided Reading at Gayton



Structure of a Guided Reading session.

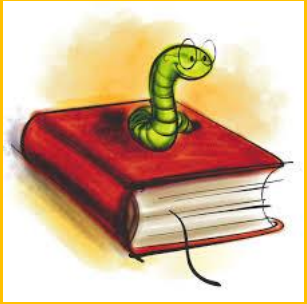
1. Book Introduction

- 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



2. 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!



KS1 strategies are weighted towards decoding and include:


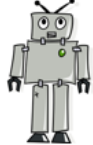




- Using pictures as prompts
- Sounding out new words
- Splitting up longer words
- Missing out the word and reading to the end of the sentence and then returning to it.

KS2 Strategies often lean towards comprehension and include:

- Skim reading for key information
- Cross checking by using a number of strategies
- Context (making a sensible guess)

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!	

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.

How to use these strategies at home

John let his pet frog go.

It ***across the grass.**

What is the first sound?

It h*** across the grass.**

What would make sense?

It hopping across the grass.

Does that sound right?





It hopped across the grass.

3. Independent reading with a focus

- The teacher will pose a question for the children to answer through their own independent reading of the text.
- The children will read a section of the text independently whilst the adult will circulate and listen & question individual children.



4. Return and respond to the text.

- 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.
- 
- 
- 
- 

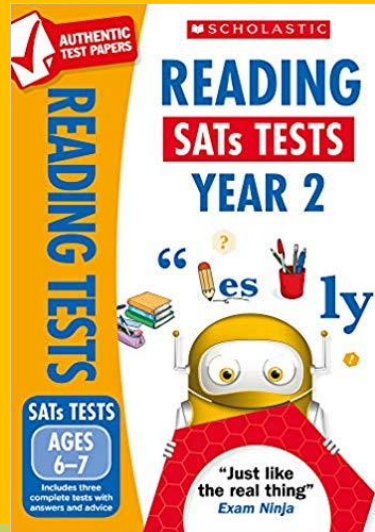
Reading assessment at Gayton.

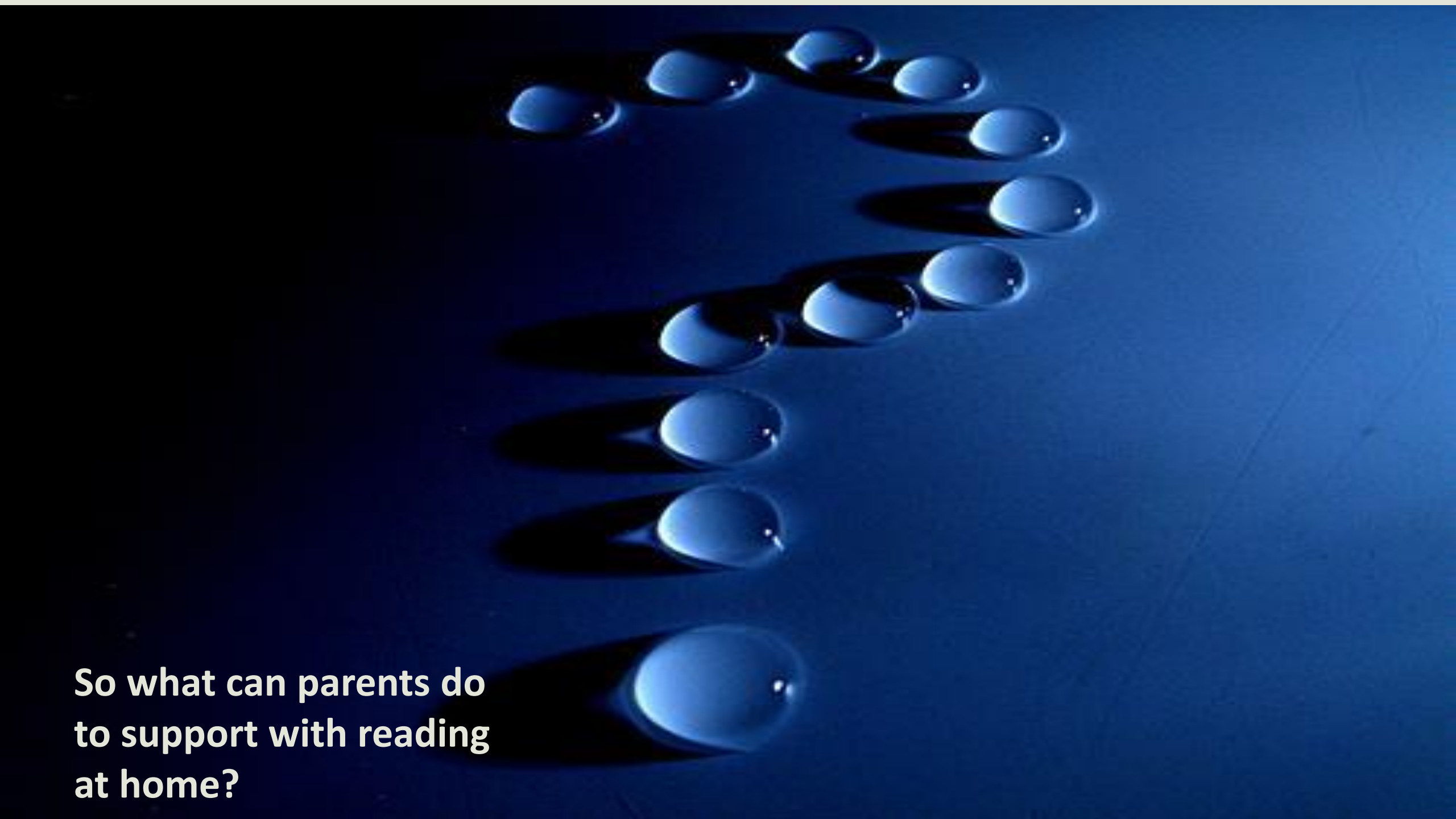
- Ongoing formative assessment through guided reading sessions.
- Ongoing phonic assessments.
- Introduction of PM benchmarking- allowing teachers/adults to assess pupils' instructional and independent reading levels using unseen, meaningful texts.
- Introduction of NFER reading assessments- will provide concrete evidence to support teacher assessment of a child's attainment and enable them to identify areas of strength and areas of weakness.



Year 2 SATS

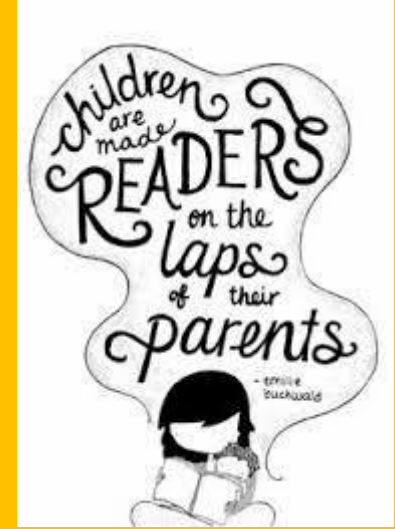
- May 2020
- Two reading papers with extended time if necessary
- Avoid past papers online as I will be using these in class but the homework comprehension will help.



A series of water droplets on a dark blue surface, arranged in a shape resembling a large letter 'E'. The droplets are of varying sizes and are positioned to form the vertical and horizontal strokes of the letter. The lighting creates highlights on the droplets and shadows on the surface.

**So what can parents do
to support with reading
at home?**

Reading at home





- Expectation- ideally daily
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember both reading and hearing texts read aloud are important.





Top tips for reading at home:

*Remember, try to avoid a pressurised environment around reading



*We can teach reading skills in school. We just want your support in encouraging independent reading and encouraging your child to develop a love of reading.

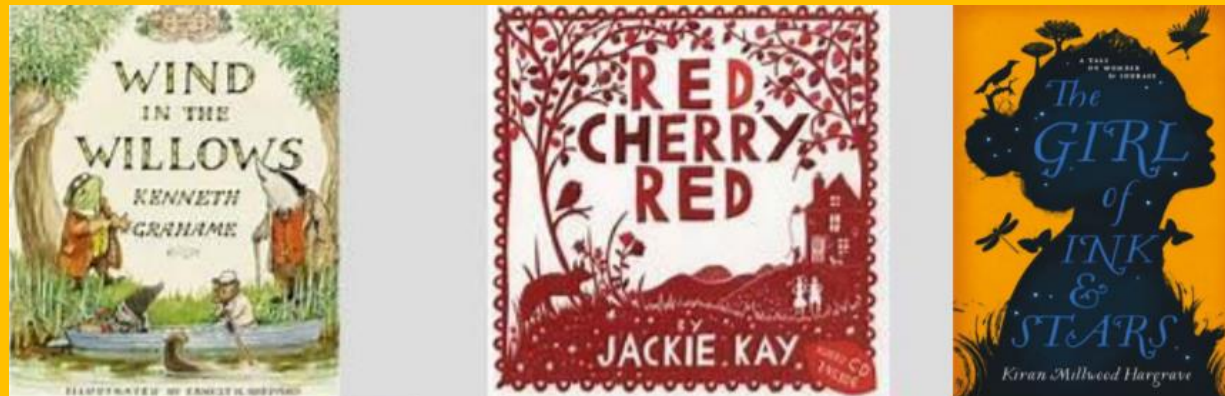


Share more advanced books with your child

It is also important to read to your child.

This is an opportunity for them to hear stories and language at a higher level than they can read alone.

Research shows the hearing texts read aloud is a significant source of vocabulary acquisition.



Focus on Language

Table 1

*Selected Statistics for Major Sources
of Spoken and Written Language
(Sample Means)*

	Rank of Median Word	Rare Words per 1000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
II. Television texts		
Popular prime-time adult shows	490	22.7
Popular prime-time children's shows	543	20.2
Cartoon shows	598	30.8
<i>Mr. Rogers and Sesame Street</i>	413	2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

Adapted from Hayes and Ahrens (1988).

Due to the lexical poverty of spoken language, most new vocabulary is acquired through reading.

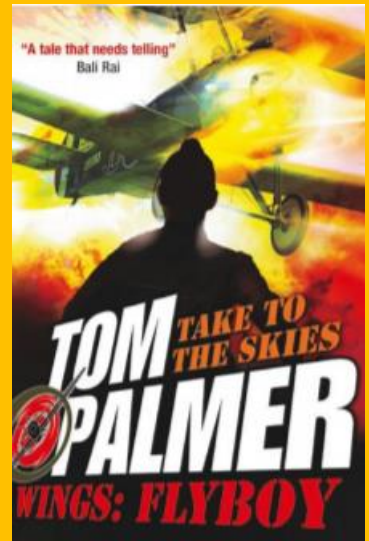
Adult spoken language ranks lower in word complexity than that found in children's books.

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, look at the pictures and read the blurb.



During Reading

Encourage children to track the words with their finger or use a reading ruler.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read- who, what, where, when, why, how?



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



j.t. lowery

Michael Rosen 2012



**We need time for
reading...**



**“You’re never
too old, too wacky, too wild,
to pick up a book and
read to a child.”**

-Dr. Seuss



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.