# Developing the Lifelong Reader



## Workshop for Reception Parents

Part 1 – information about how we teach phonics

Part 2 – information about how we practise reading

# Reading

We want children to love reading

Learning to read should be a positive experience

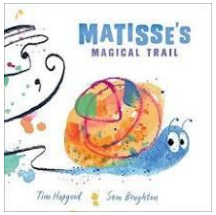



Reading should be enjoyable

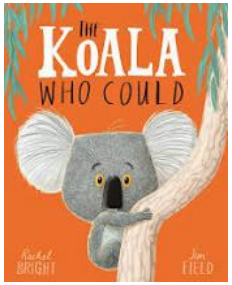
We want children to read for pleasure

Reading underpins children's access to the curriculum and clearly impacts on their achievement

# Sharing Books



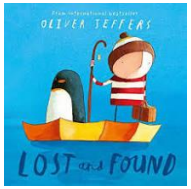

Children can take home a 'sharing book' from our class library box each week/ few days. Parents to support the swapping of books.

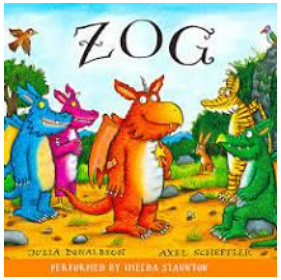



To become lifelong readers, it is essential that they listen to stories or information for pleasure.

These books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading "pair and share"






# How we teach phonics

Daily short sessions

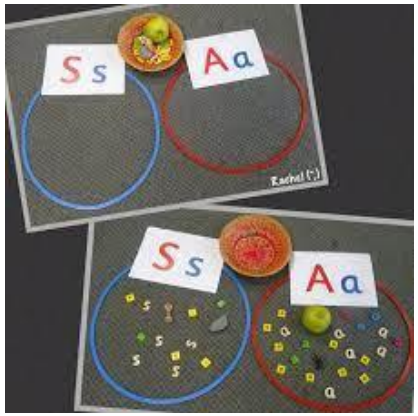
Specific order of teaching




Little Wandle Parent Support

Repeated practice

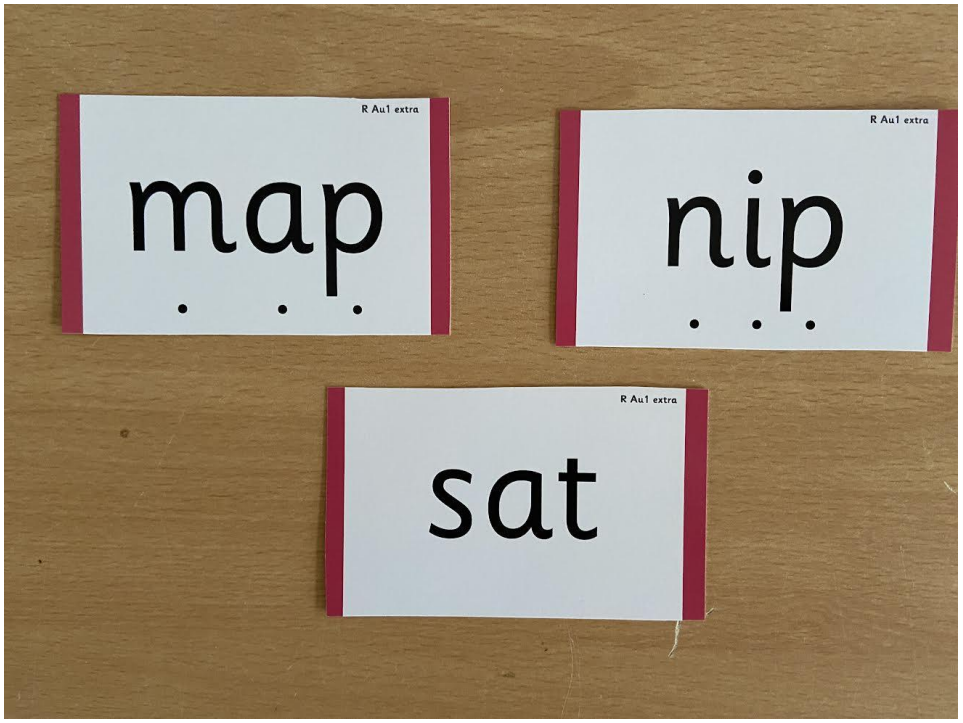
**Revisit previously taught sounds at start of each lesson**





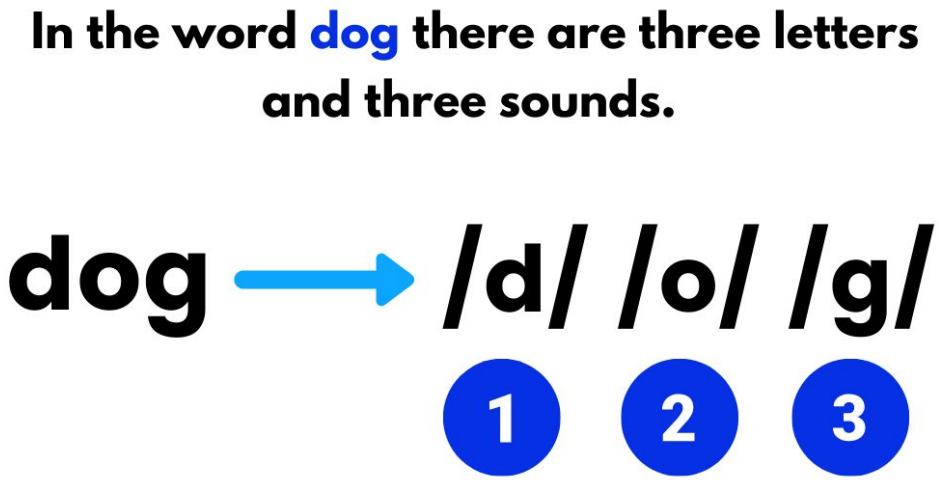

# Blending

Blending is the process of combining sounds together to create a word. For example, the word cat is made up of three sounds */c/-/a/-/t/* together these sounds produce the spoken word cat.



# Segmenting

Segmenting is the process of breaking a word down into its individual sounds. For example the word cat is made up of three sounds. You can break it down into its three sounds */d/-/o/-/g/*. These sounds are referred to as phonemes, which are individual sounds. For example, the word **dog** is made up of 3 phonemes.






**Little Wandle cards for home Phase 2**

ar

oi

or

ai



soap that goat



sheep in a jeep



zoom to the moon



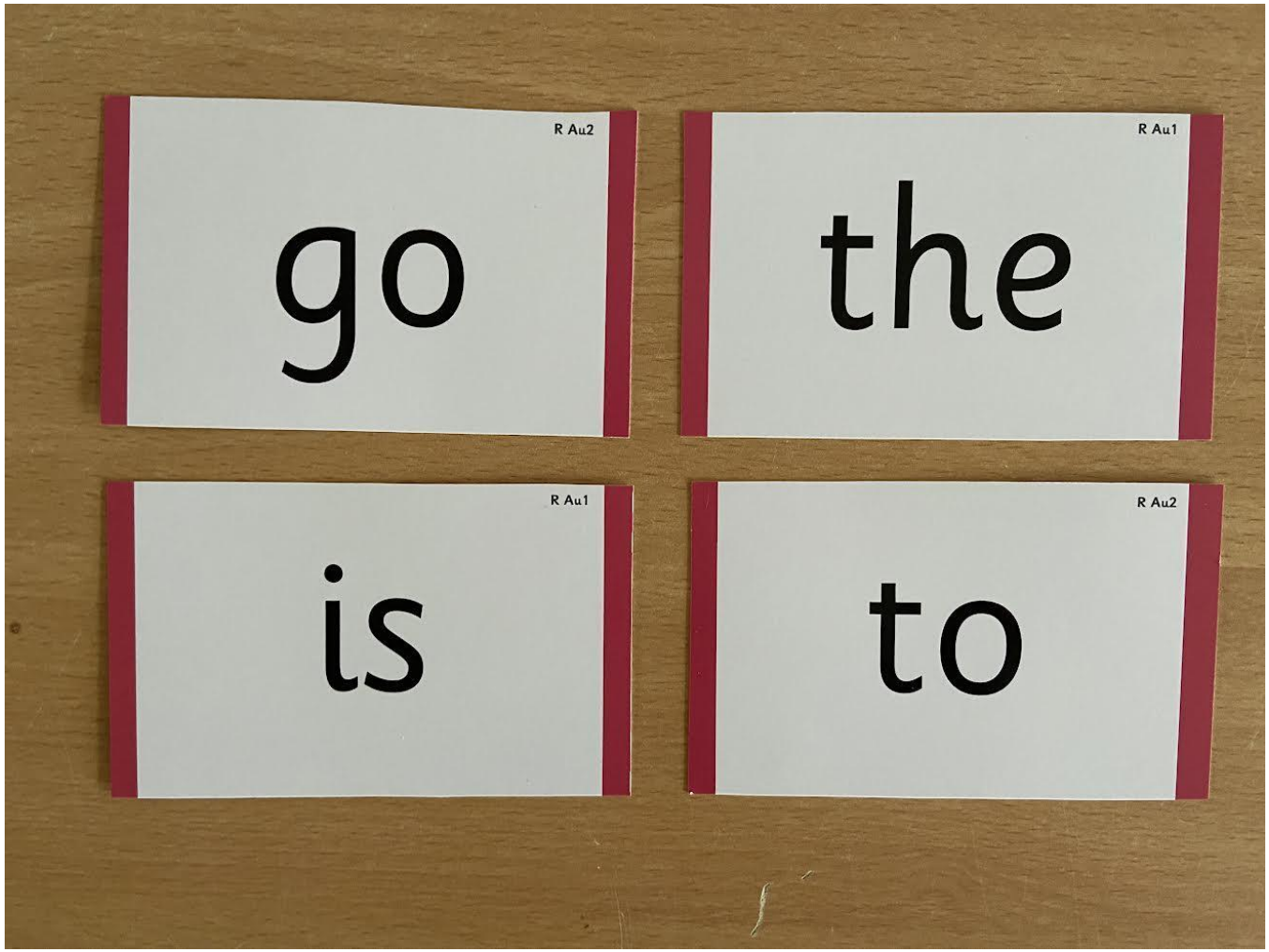
hook a book


R Sp1 wk1
meet

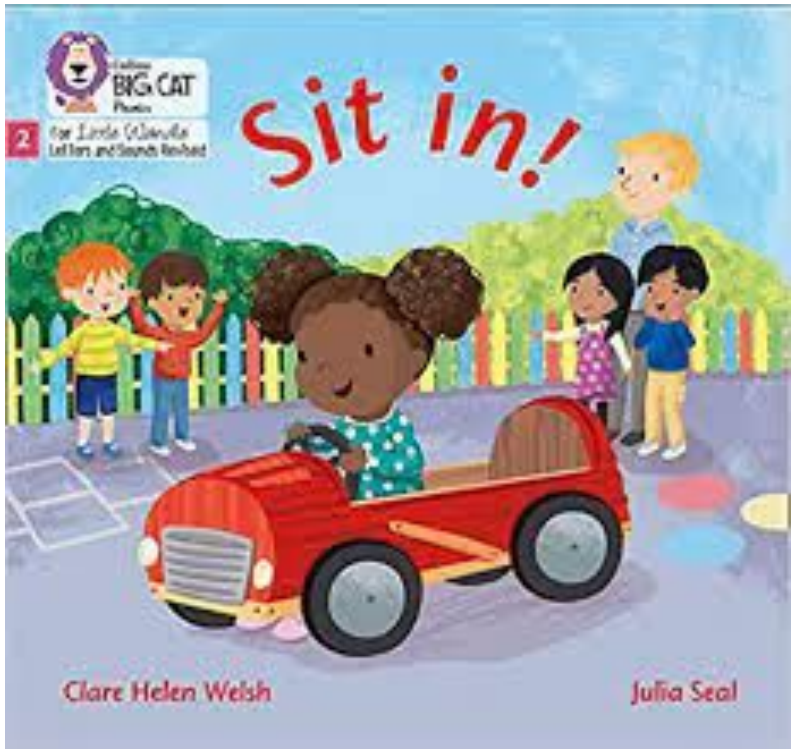

R Sp1 wk1
rain


R Sp1 wk1
sheep

# Tricky Words



Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.



# How we practise reading

## Reading practice sessions are :

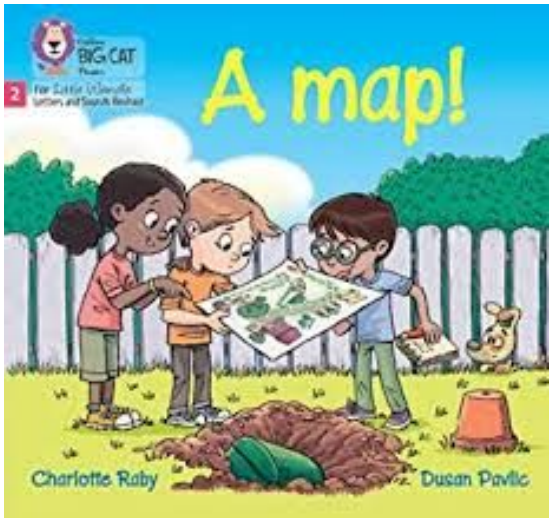
Timetabled 2 times a week

Taught in small groups
and individually



## Books are :

Matched to children's secure phonic knowledge and word reading



**Reading Practice Books are carefully matched so children can read fluently and independently.**

Each session begins with some quick phoneme and words practice

1. **Decoding**

2. **Prosody**
   (intonation, expression)
   and Comprehension



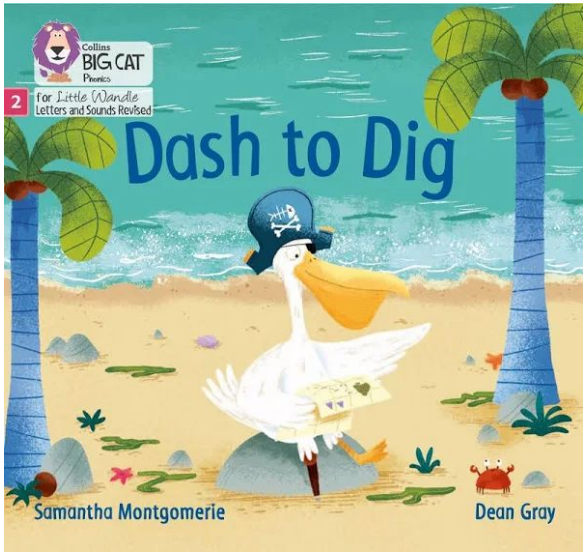

Teachers hear children read individually once a week.

When children take their book home to read they should be **90% fluent**
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before
helps develop fluency – this is the goal.

Celebrate their success!

# What else can parents do?

Listen to your child read their book banded books (the ones with the coloured labels on the spines). Daily practise will help embed blending, word recognition skills and comprehension of simple words e.g. sip. Your child may be able to read sip but can they explain the difference between taking a sip of a drink compared to having a gulp?







Each time you listen to your child read please record the date, title and write a short comment.

Let your child "show off" their reading to you and celebrate and praise all the way!

They are required to bring in their reading book and reading record every day.

Little Wandle videos and guidance for parents [Little Wandle Parent Support]

Thank you for joining us.

Any Questions?