

## Y1 Parents presentation - Reading and Writing at Peak School

Thursday 11<sup>th</sup> September 2014

Anna Trunkfield, Cathy Boon and Annette Ainsworth

*Please use the sticky notes to write down any questions you may have about reading and writing.*

How can we help?

KWL chart



**K** - What do we know?

**W** - What do we want to find out?

**L** - What have we learned?

2 minutes - Post-its - review at end of session

## AIM OF THE SESSION

To share with Year 1 Parents the teaching of reading and writing at Peak School

To answer questions about reading and writing at Peak School

To provide some strategies for parents to support their child at home with reading and writing

# Reading at Peak School



- Reading skills taught through, shared texts, guided reading, individual, paired, group, class reading and explicit teaching of phonics.
- Reading opportunities given all the time
- Home readers given (95% accuracy in decoding and comprehension - colour coded)
- Reading skills reinforced across the curriculum
- Assessment - ongoing and thorough (Alpha Assess/PM benchmarks/Probe)

# Developing reading skills... What is involved ?

- PHONOLOGICAL AWARENESS - Rhymes, syllables, Phonemic awareness (the ability to hear and recognise sounds (phonemes) in a spoken word) making connections between written symbol and the sound.



Developing reading skills... What is involved ?

- **PHONICS** - method that teaches children how spoken words are composed of sounds called **PHONEMES** and how letters and words correspond to this



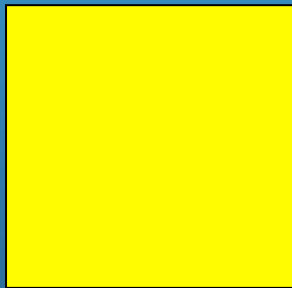
# Decoding

- Teaching the sounds of the English Language and how these sounds (phonemes) can be written as letters
- There are a total of 44 phonemes (sounds) in the English language

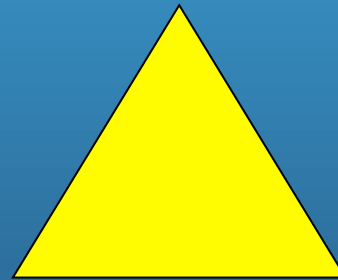


# 2 letters represent 1 sound

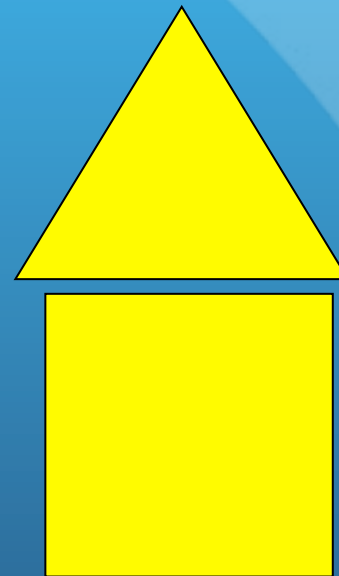
- Ability to understand that sometimes 2 or more letters represent a sound



c



h



ch



# Developing reading skills... What is involved ?

- GRAPHOPHONIC KNOWLEDGE - how the word looks
- VOCABULARY KNOWLEDGE
- FLUENCY
- COMPREHENSION



The ability to ....



..understand that some letters can represent more than one sound e.g.

hot      most      bow      ow

..understand that some words can be irregular and difficult to read

- sight words ('mieow' words Y1/2)

# Becoming a reader...

Decoding

Constructing  
meaning  
(Comprehending)

Transferring  
meaning  
(Critical  
thinking)

THE ASSESSMENT  
of  
READING  
at  
PEAK SCHOOL

PROFESSIONAL JUDGEMENT  
(based on teacher judgement)  
Classroom

ASSESSMENT  
of READING

PROFESSIONAL JUDGEMENT  
(base on criteria)  
School

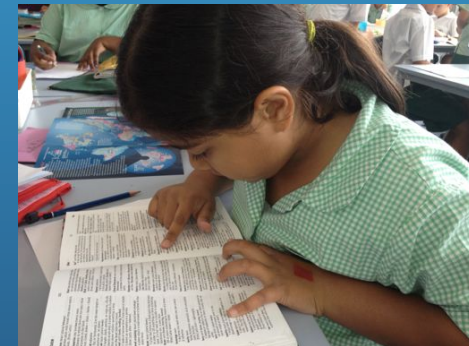
EXTERNAL ASSESSMENTS  
(standardised tests)  
External systems

# Reading Assessments

- Anecdotal notes / observations
- Sight words/ Phonics assessments
- Alpha Assess/ PM Benchmarks - Y1
- PM Benchmarks - Y2
- PM Benchmarks and Probe - Y3-6

## Standardised tests -

- Y1/2 Baseline Assessments - PIPS
- Y3-6 ISA Reading tests







# Looking at Assessments in Action

- Video - PROBE reading Assessment in action

# Role Play activity

- 'A reading session at home'
- Make a note of any positive/negatives
- Feedback

# How you can help at home?

When sharing a book...

- Talk about front cover/title - what might the book be about?
- Look at the illustrations - use vocabulary from the page when looking at each picture
- Child to hold book
- Use picture cues to help work out the text
- Encourage the child to look at the initial sound of a word and then work through it together
- Ask your child to re-tell the story - how much detail do they remember?
- Show your child that you really enjoy reading with them
- Predict 'what's going to happen next'
- Talk about the characters

# Ten read-aloud commandments



## Mem Fox's Ten Read Aloud Commandments

1. Spend at least ten wildly happy minutes every single *day* reading aloud.
2. Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read.
3. Read aloud with animation. Listen to your own voice and don't be dull, or flat, or boring. Hang loose and be loud, have fun and laugh a lot.
4. Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.
5. Read the stories that the kids love, over and over and over again, and always read in the same 'tune' for each book: i.e. with the same intonations on each page, each time.
6. Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games.
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.
9. Never ever *teach* reading, or get tense around books.
10. Please read aloud every day, mums and dads, because you just love being with your child, not because it's the right thing to do.

## Frequently asked questions about reading

- My child doesn't like reading what shall I do?
- My child is a fluent reader - do I still need to hear them read?
- My child always wants to look at the pictures when s/he is reading a book!
- My child likes to choose books s/he can't even read!
- My child brings home books s/he has read before.

## If a word is too difficult...

- Read on through the sentence - can you guess what word is missing?
- Write it down - can you find it on another page?
- What sound does it begin/end with? Can you think of a word that would fit?
- Read it for your child and come back to it when you've read through the book again - can you remember this tricky word? Do you remember what it says?

# The writing process

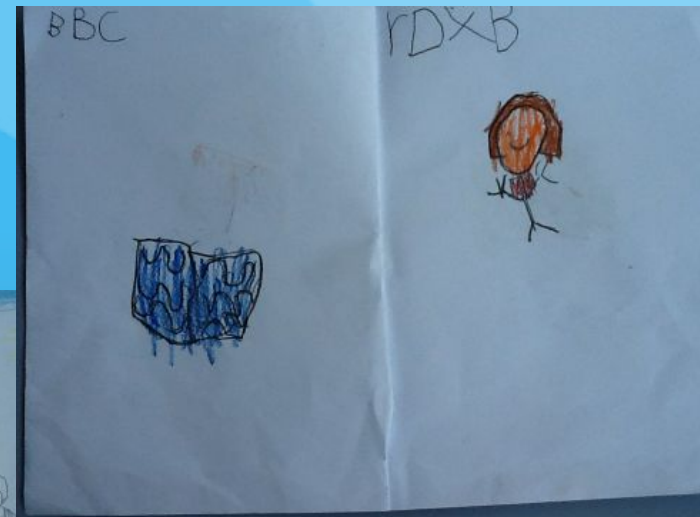
- scribble , letter strings, random letters together , , beginning letters (consonants ) - as knowledge of letter sounds develops.



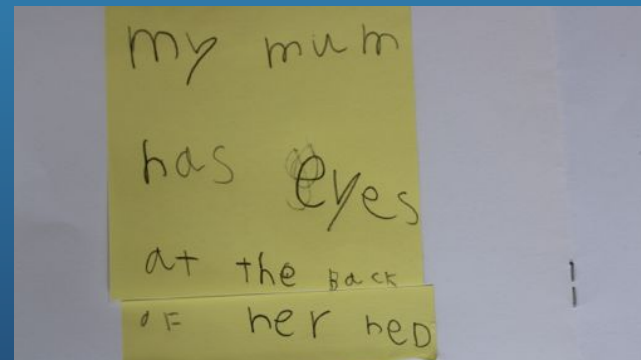
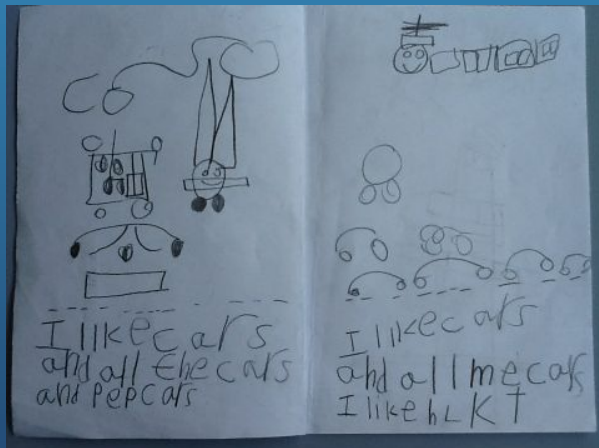


# Stages of writing

- Role Play writing



- Experimental writing



# How can you help your child in the writing process

- Spend quality time each day talking with your child.
- Read to your child - not just stories but a wide range of fiction and non-fiction texts - and discuss the ways that authors use words to shape their ideas.
- Be a writing model and encourage your child to write alongside you.
- Create real opportunities for your child to write, such as letters, posters or invitations.

