



KS1

Reading at home

A guide for parents.

Reading



*"The more that you **READ**,
the more things you will **KNOW**.*

*The more that you **LEARN**,
the more places you'll **GO**."*

-DR. SEUSS



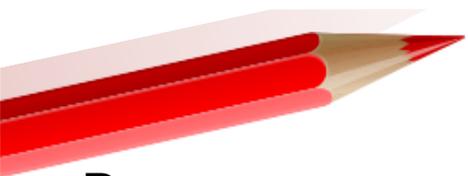
**At Manorbrook, we see learning to read
as the key first step
in a life of reading to learn.**

Early Reading



At Manorbrook, we follow 'Letters and Sounds'.
This is a systematic way to teach reading using phonics.
It is split into six phases, from starting to learn about sounds at nursery to becoming fluent readers around the age of 7.

This approach helps children learn to read at a quick pace.



But...

They need opportunities to apply these skills.



How we do this – What is phonics?



Children are taught to read by breaking down ('segmenting') words into separate sounds or 'phonemes', as we call them in class. For example, d-o-g.

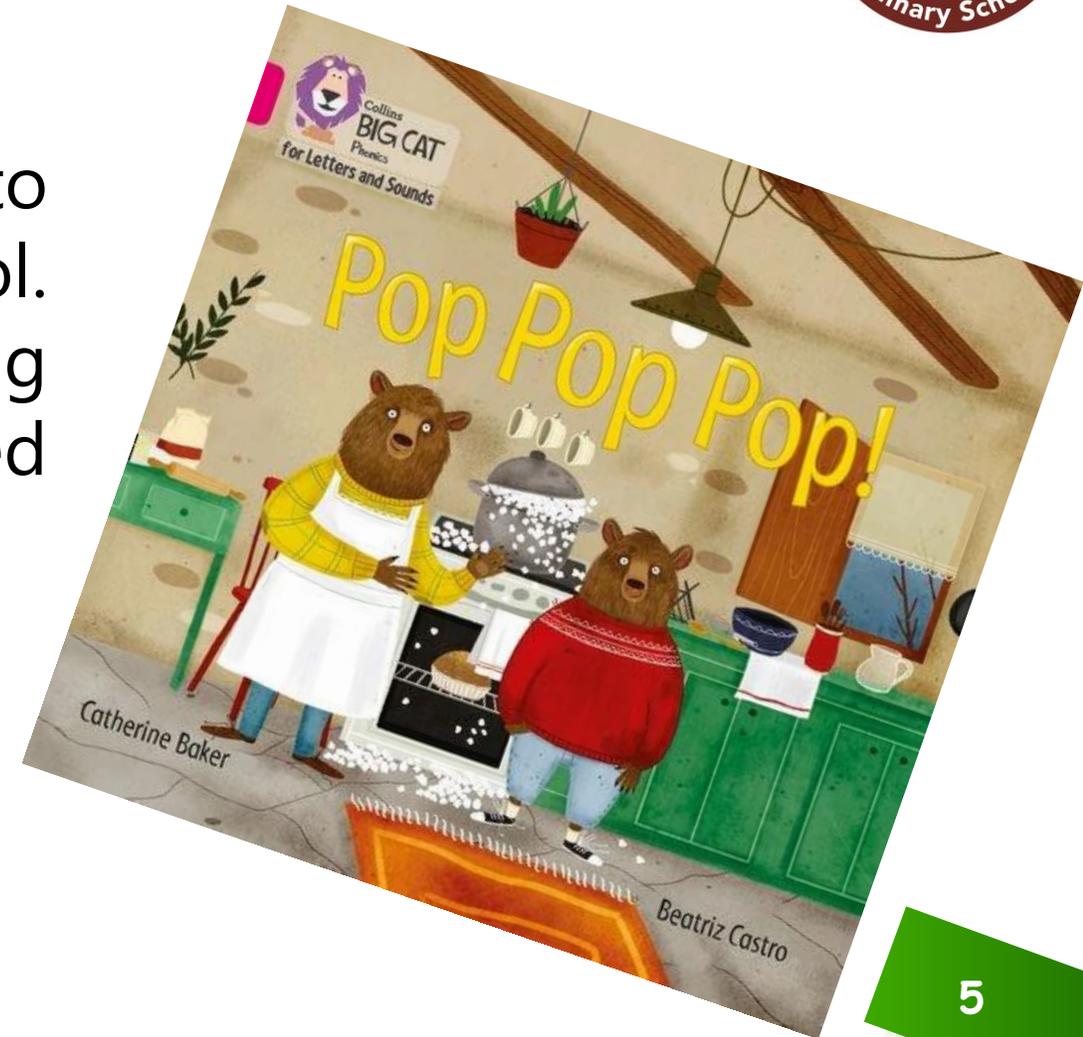
They are then taught how to 'blend' these sounds together to read the whole word (dog).

Children in Key Stage 1 have a phonics lesson daily and they are encouraged to use these strategies to read and write in other lessons.



How we do this – Decodable readers

Children read fully decodable books to consolidate the phonics teaching in school. When the child has read their reading book 3 times at home, it will be changed by a member of staff in school.





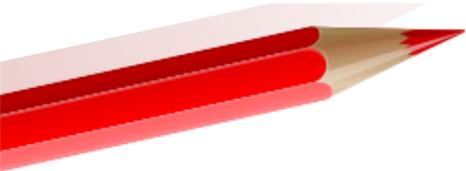
Book read 1 - decoding



Practise the words through the whole book
Rehearse blending each word



Model decoding the words and sentences;
support children as they try for themselves



Move into independent reading, with the child
reading the text and adult checking and supporting
accurate and fluent decoding

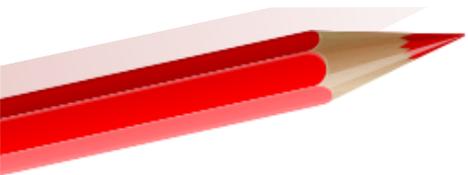
Book read 2 – 'expression'



A 'my turn, your turn' session:
The adult reads some of the text to the child modelling how to
read with appropriate expression then the child practises
reading expressively



The child reads the full text while the adult checks
and supports fluent, expressive reading



Book read 3 - Comprehension



Why do you think _____?

Where/when is the story set?



Read some of the text, modelling the thought processes leading to comprehension and asking questions

What do you think the word _____ means? Why do you think that?

Which is your favourite/worst/funniest/scariest part of the story? Why?

What do you think will happen next?



What happened next/in the middle/at the end of _____?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

Can you find a word/sentence that backs up what you have just said about _____?

Move into independent reading, with the adult checking and supporting fluent reading and accurate comprehension

What do you think the author meant when _____?

Why is this word written in bold/italics/capital letters?

Use 20 words to sum up this story or non-fiction text.

Is there a good/bad character? Who is it? How can you tell?

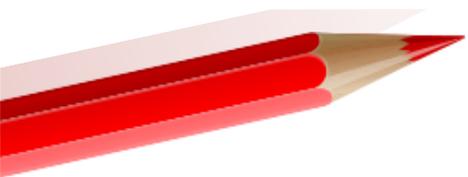
How do you think this will end?

What does this word/sentence tell you about _____?

Why use fully decodable books?



- ❖ Books match the children's phonics levels.
- ❖ Children can then read without needing to guess.
- ❖ This builds independence and with confidence.
- ❖ The only strategy required for reading visually unfamiliar words is all-through-the-word sounding and blending
- ❖ Books with a phonics focus reinforce the knowledge and skills required for spelling
- ❖ Progress is rapid when children can practise and apply the specific knowledge and skills as they are taught in class



What does fluency mean?



- ❖ If children are spending all their time decoding words, they are not fluent readers.
- ❖ Children need to be able to access 90-95% of a text to be fluent readers.
- ❖ Only when children are fluent at reading their text can they easily focus on comprehending what they have read.



Thank
You!



Thank you for your ongoing support. If you have any questions, please speak with Mrs Haines.

