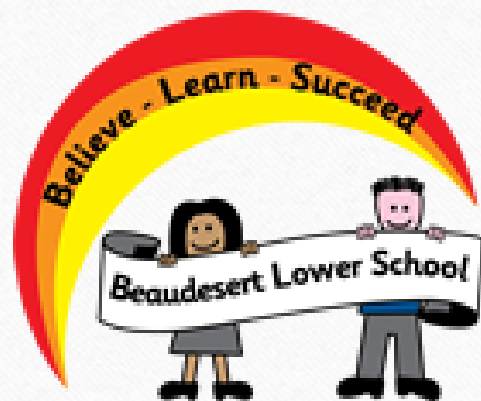


Welcome Year 1 Reading Workshop January 2023



Why do we encourage reading so much?

- Reading develops **self-confidence**
- Reading increases **creativity**
- Reading **enriches vocabulary**
- Reading creates a **focused learner**
- Reading helps children become **more articulate** to express themselves
- When you learn to read, you become an **independent learner**



This data shows many words a child will be exposed to if read to at these intervals.

Never read to : 4662 words

1-2 times per week : 63, 570 words

3-5 times per week: 169,520 words

Daily : 296,660 words

Getting started

- Regular book sharing
- Book repetition
- Books need to become alive



We use the 'Little Wandle' scheme which is a revision of Letters and Sounds

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

With the Little Wandle scheme we teach daily whole class phonics lessons, 3 reading groups each week and we follow their handwriting programme, this does mean that cursive writing now starts from year 2.



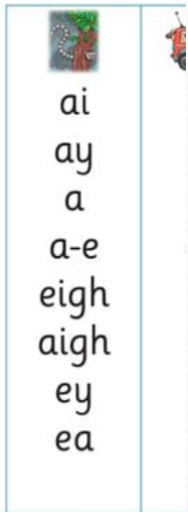
We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Learning the different graphemes/phonemes

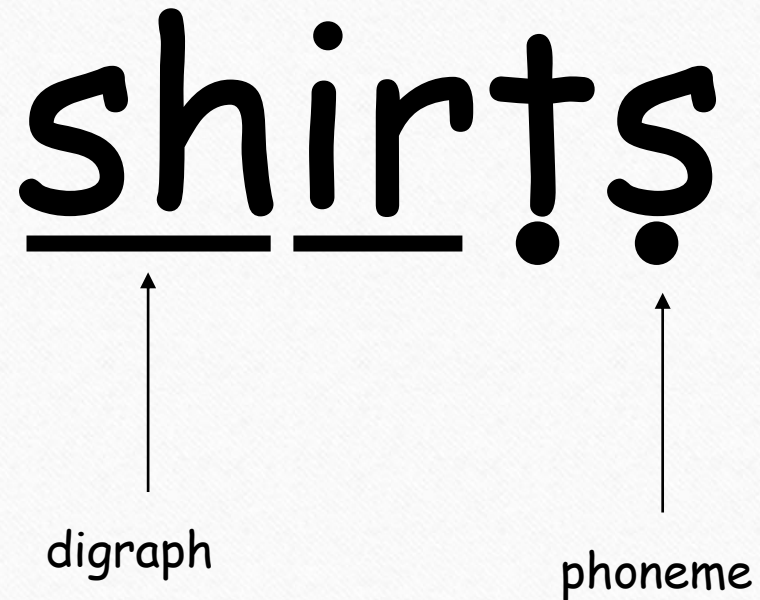
- Do you know what a grapheme or a phoneme is?
- The children learn a variety of ways different phonemes (the sound it makes) can be written (graphemes).



Please refer to your child's sound mat that we have recently sent home to see the amount of different graphemes there are for some sounds!

Decoding

- Children are encouraged to identify sounds within a word to help them decode it.
- We use sound buttons to support children in doing this.
- It helps allow them to practice sound speak or sound talk.
- This then enables them to blend words to read



Digraphs and Trigraphs

- Do you know what a digraph and trigraph is?
- **bird** (digraph 2 letters that make 1 sound.) **light** (trigraph 3 letters that make 1 sound.)
- What is a split digraph?
- **nose** **smile** **these** (a digraph with a letter in between them.)

One night, the cobbler spotted the elf helping.
She was in rags, and shivering!

Spot the digraphs in this
text.



Use an old home

Hermit crabs don't make new shells. They use an old shell as a home.

Spot the split digraphs in this text.

Little Wandle Reading

- Session 1 - Decoding
- Session 2 - Prosody
- Session 3 - Comprehension

Let them show off!

Before reading

Inside the front cover - we review this every time we read the book.

Practising phonics: Phase 5, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

/ai/ ay	/ee/ ea
/igh/ ie	/oo/ ue
/oi/ oy	/ow/ ou
/ur/ ir	

Read the words

found cried beads
glue girl day joy

Read the tricky words

the one he was
of to into she we
what's I some all
here my come you

Vocabulary

Ask the children to read these words.
Check understanding.

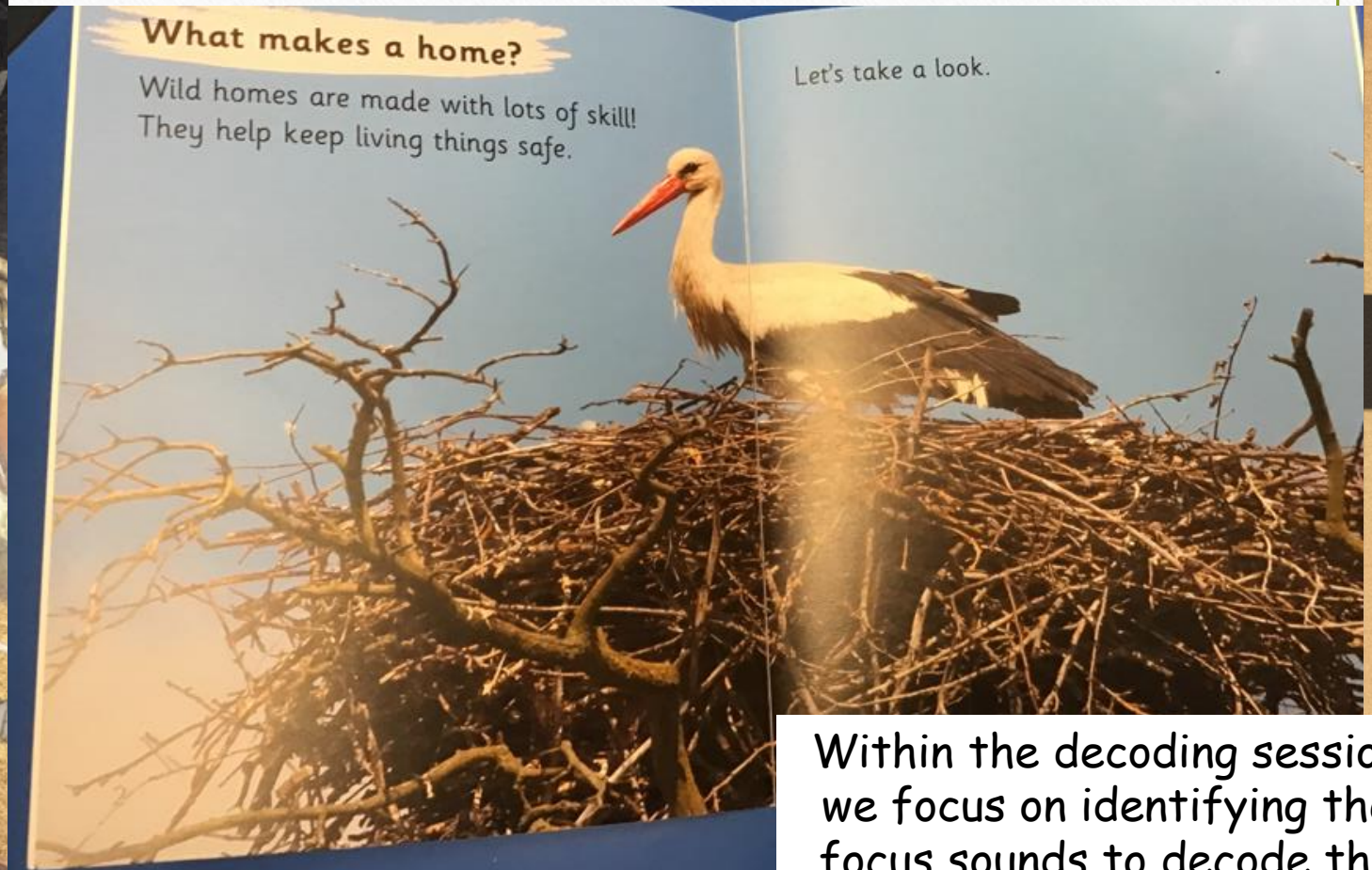
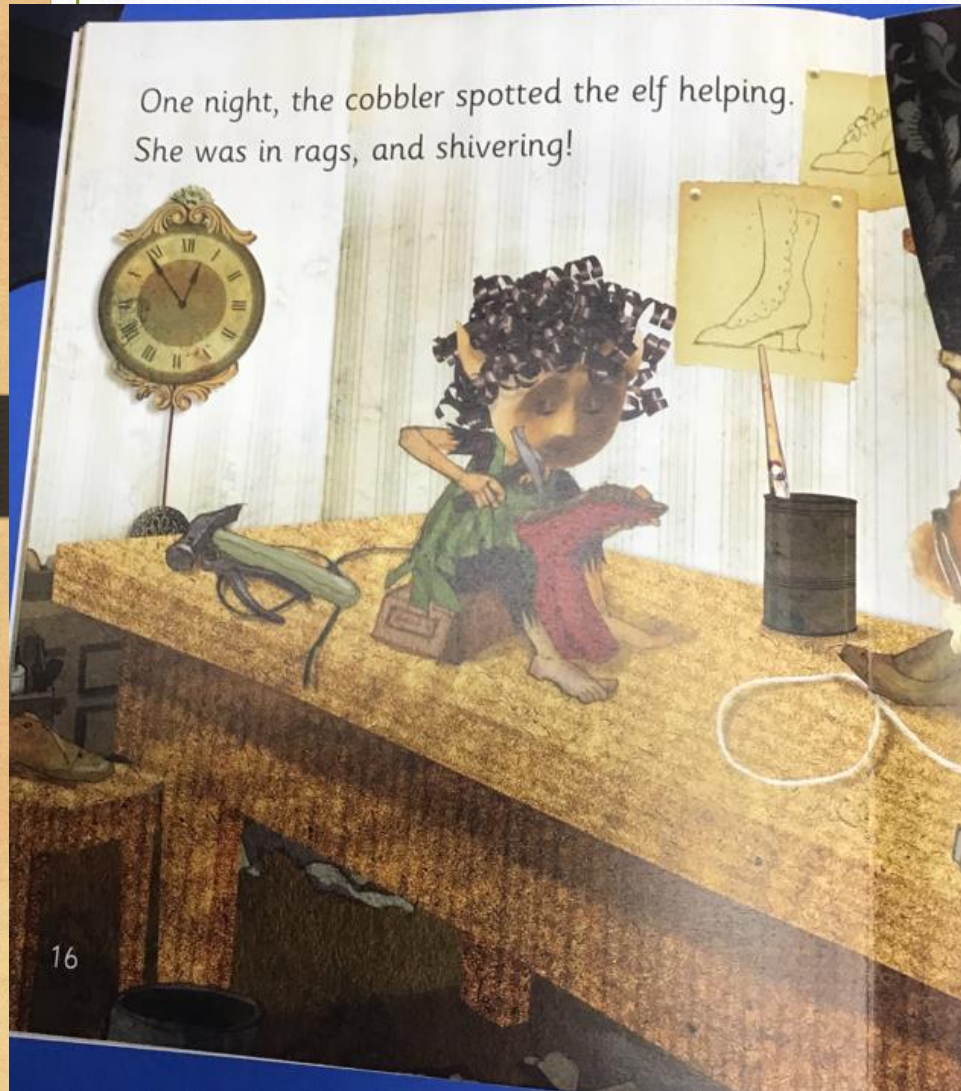
fabric swirl elegant
twirl

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Each reading session is started by practising the graphemes included within the book which can always be found on this inside cover. This helps to guarantee successful reading for the child

Decoding example



Within the decoding session we focus on identifying the focus sounds to decode the words.

Prosody example

This session we teach the children how to read with expressions. Have a go at reading like a robot and then try with expression to see the difference. Encourage your child to identify the punctuation indicating a change in expression.



Comprehension example

This image is in the back of the book for support. It offers questions that you can ask, you can ask some of your own.



Review: After reading



Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Ask the children to sound out each of the following words:
t/w/ir/l g/ir/l t/ur/n/ed
- Ask the children:
 - Can you tell me which sound is the same in each word? (/ur/)
 - Can you remember different ways to write the phoneme /ur/? Can you point to the grapheme (letter or letters) that represent the /ur/ sound in each word? (*ir, ur*)

Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- On pages 5, 11 and 17 show the children how you read the questions with appropriate expression.

Read 3: Comprehension

- Turn to pages 22 and 23 and look at the items that came out of each bag. Can the children remember what the things were used for?
- For every question ask the children how they know the answer. Ask:
 - How did the elf help the cobbler? (*by making boots for him that he could sell*)
 - Why do you think the elf helped the cobbler?
 - How do you think the elf felt at the end of the story? Why?
 - What do you think will happen next?

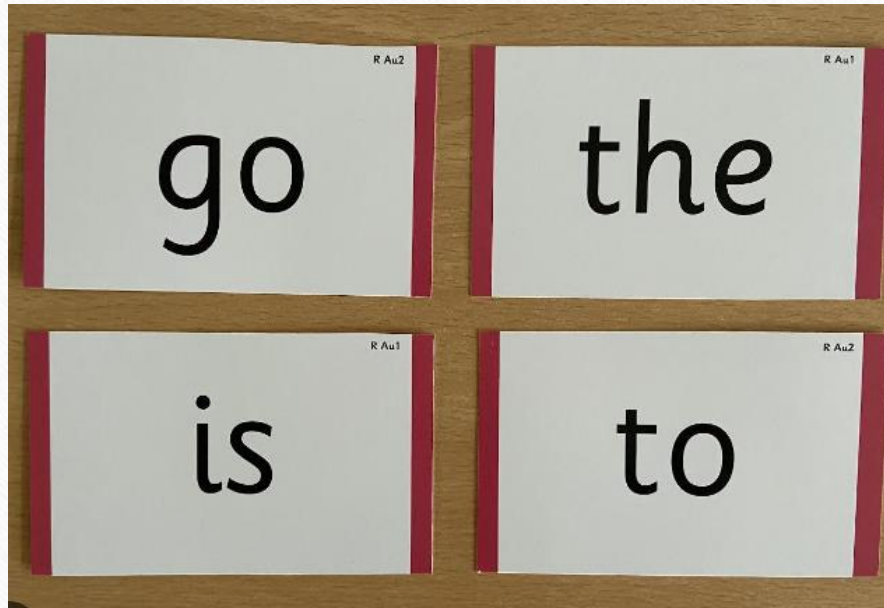
Picture Talk

- Use the pictures!
- Discuss the pictures and make links to real life experiences
- Refer back to the pictures



What's happening in the picture?

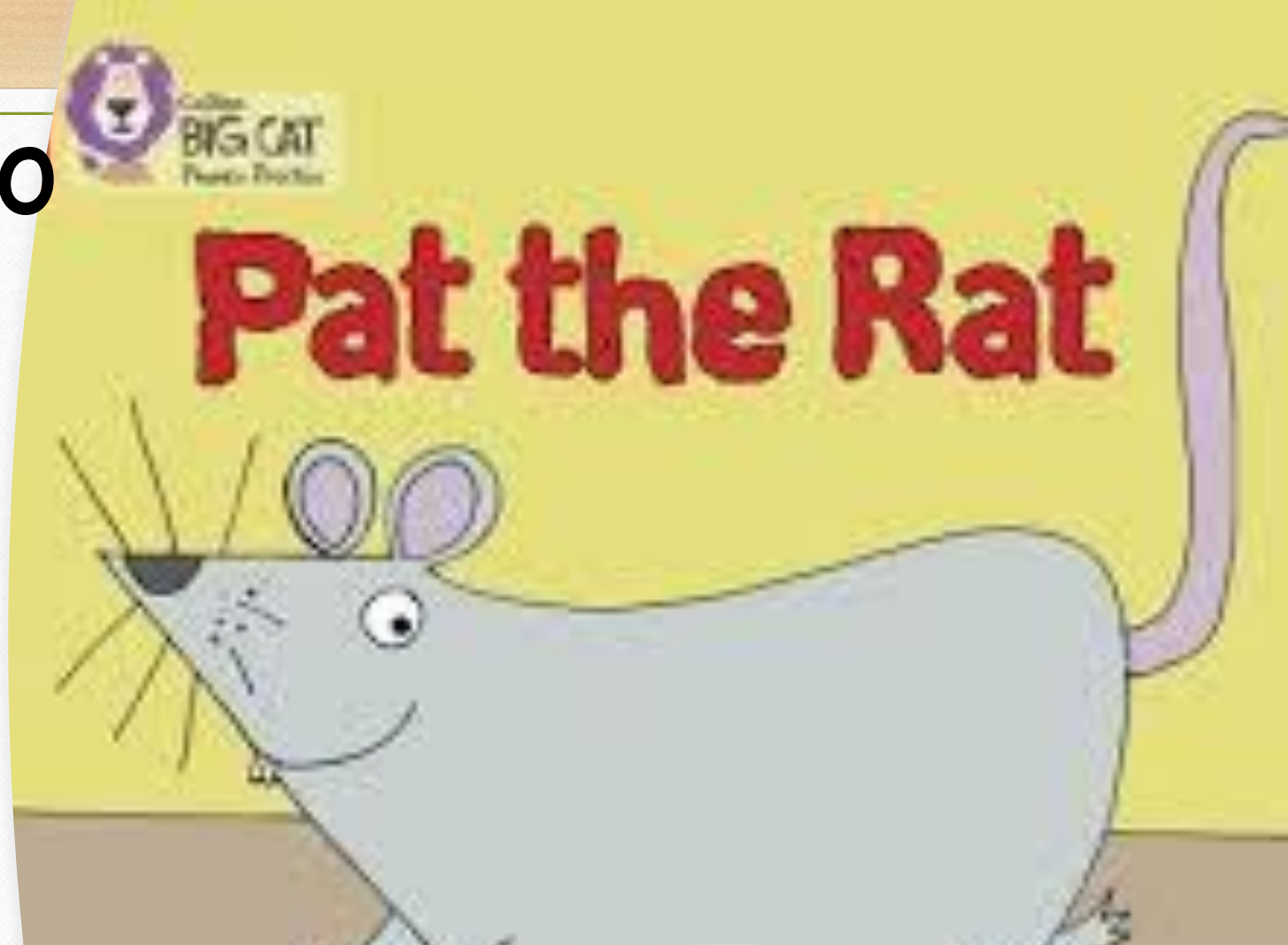
Tricky words!



- There are some words that you can't blend - e.g. I, the, to, go etc. Your child will have to learn these from memory.
- Regular practice will help them to learn these.
- They need to know them so that when they are reading it does not break their flow

What do you do at home?

- Share the books
- Ideas
- Showing off!



Each week your child takes home 3 books: a library book, a daily reading book and a little wandle reading book. We do not expect these to all be read at once, just a couple of pages is enough! Let us know what they read, even if it isn't one of those books, in their reading diary.

Pure sounds

- <https://www.beautesert.school/phonics/>

Have a look and make sure the children are saying their sounds correctly.

Common misconception is f and th.

For 'th' tell them they can stick their tongue at the teacher.

The sound 'w' can also be a tricky one to say correctly, check the support on our website to ensure you are using it in the correct way!

Reluctant readers

Play games such as:-

- Pairs
- Hide the letters or words and ask the children to help you find them around the house.
- Allow the child to be the teacher
- Letter board games
- Get them to read to their teddies/ pets
- Try to make the games exciting
- Don't get frustrated, children will all get there in the end!





Any
questions?