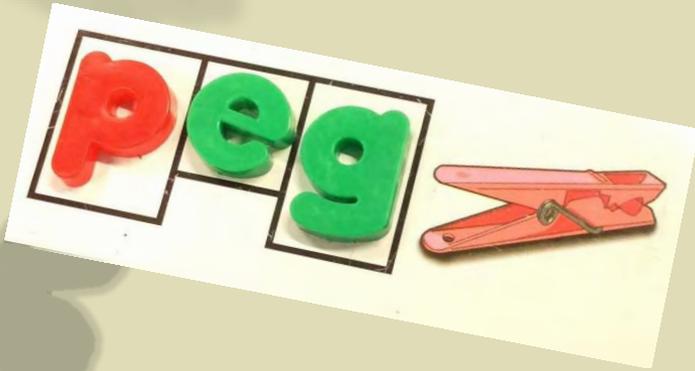


# Reading at SPJS



How do you think the character is feeling?



# Aims

- To develop understanding of phonics for early readers
- To understand why reading is so important
- To develop a love of reading
- To understand the importance of a rich vocabulary
- To learn some strategies for helping your child with their understanding.

# Why teach phonics?

- Gives children a tool to enable them to read and write independently.
- Early reading and writing - phonics is the first and main approach.
- Phonics is used beyond early reading and writing to keep moving children on.
- Keep a consistent approach to help children who find reading and writing difficult.
- Government are expecting high quality phonics being taught in schools.

# Terminology

- For consistency across the school and at home, it is really helpful if everyone is using the same, correct terminology.
- This terminology is also used at SPIS so the children are familiar with it.

# Terminology

What do they all mean?

- Phoneme -
- Grapheme -
- Digraph -
- Trigraph -
- Split digraph -
- Adjacent Consonants-
- Blending -
- Segmenting -

On your tables, can you match the words with their definitions?

# Terminology

- **Phoneme** - unit of sound
- **Grapheme** - way a sound is written
- **Digraph** - 2 letters making 1 sound
- **Trigraph** - 3 letters making 1 sound
- **Split digraph** - when a vowel sound is split by a consonant  
(a\_e, u\_e, i\_e, e\_e, o\_e)
- **Adjacent Consonants**- 2/3 consonants that group together (e.g went, spring).
- **Blending** - putting sounds together to read a word
- **Segmenting** - splitting a word up into individual phonemes for writing

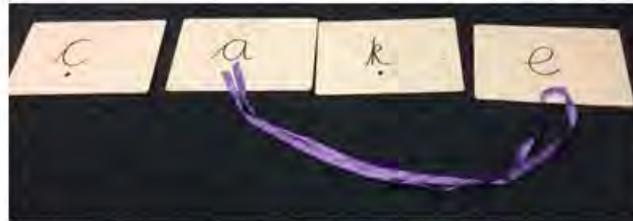
# Split digraph

time



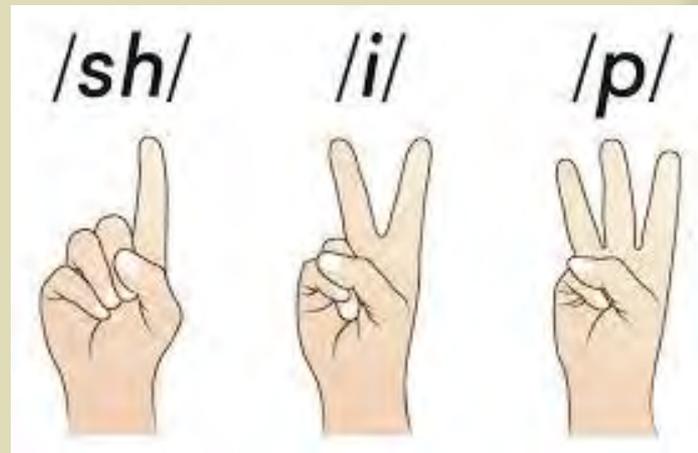
Two letters work together to make a sound  
but they are separated by another letter.

Letters and  
Sounds pg144



# Fred Fingers

- Children coming to SPJS from the infants' school are all familiar with Fred Fingers, where one finger represents one sound.



# Phonics at SPJS

## When children arrive from SPIS:

- If they passed the phonics screening with a score of 34 or more, they will be recorded on SIMS as phase 6.
- If they passed the screening but with 32/33 they will be recorded as phase 5.
- If they did not pass the screening, the infants will advise their current phase.
- Once children are at phase 6, they need to be able to read and spell the year 2 words before moving on to the year 3/4 words.

# Vocabulary

Developing a wide vocabulary and understanding of the meanings of words is essential, both to the enjoyment of reading and the writing that follows.

Examples of questions involving vocabulary:

Y3

Q5

*...they mysteriously died out.*

What does the word *mysteriously* mean?

Tick **one**.

without an explanation

very slowly

really obviously

very quickly

Y3

Q35

Something *enormous* was approaching the cave.

Write a word you could use instead of *enormous* without changing the meaning.

Something \_\_\_\_\_ was approaching the cave.

Y4

Q7

...others **migrate** to warmer countries in the winter.

What does the word *migrate* mean?

Tick **one**.

journey

live in

dislike

prefer

Y5

Q3

*Even the rich families were **not immune** to diseases like smallpox and measles.*

What do the words *not immune* mean in this context?

**1**

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B.Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

**17** Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

**Find** and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.

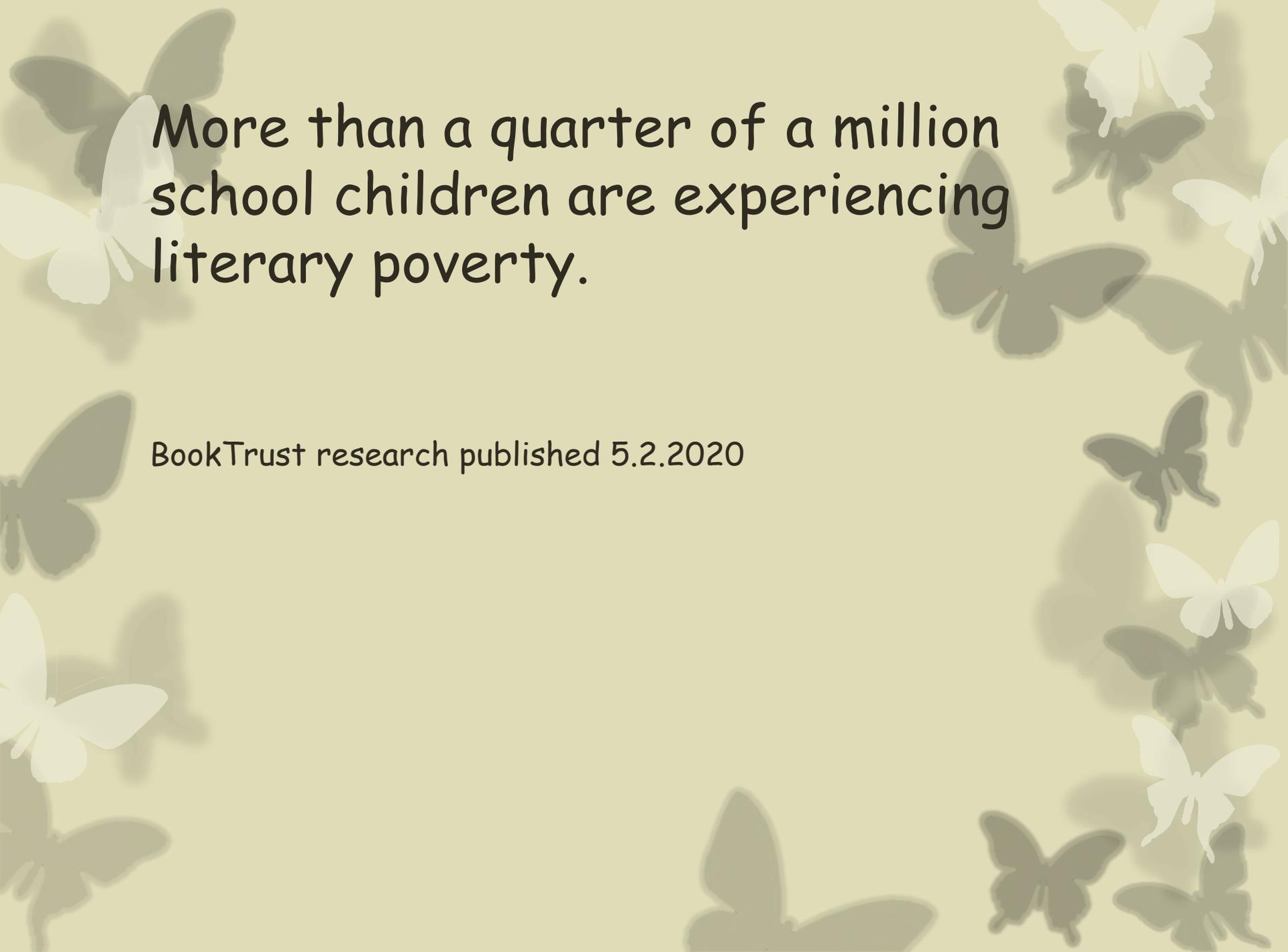
**32**

Look at page 8.

**Find** and **copy two different** words that show Michael enjoyed the feeling of the cool water.

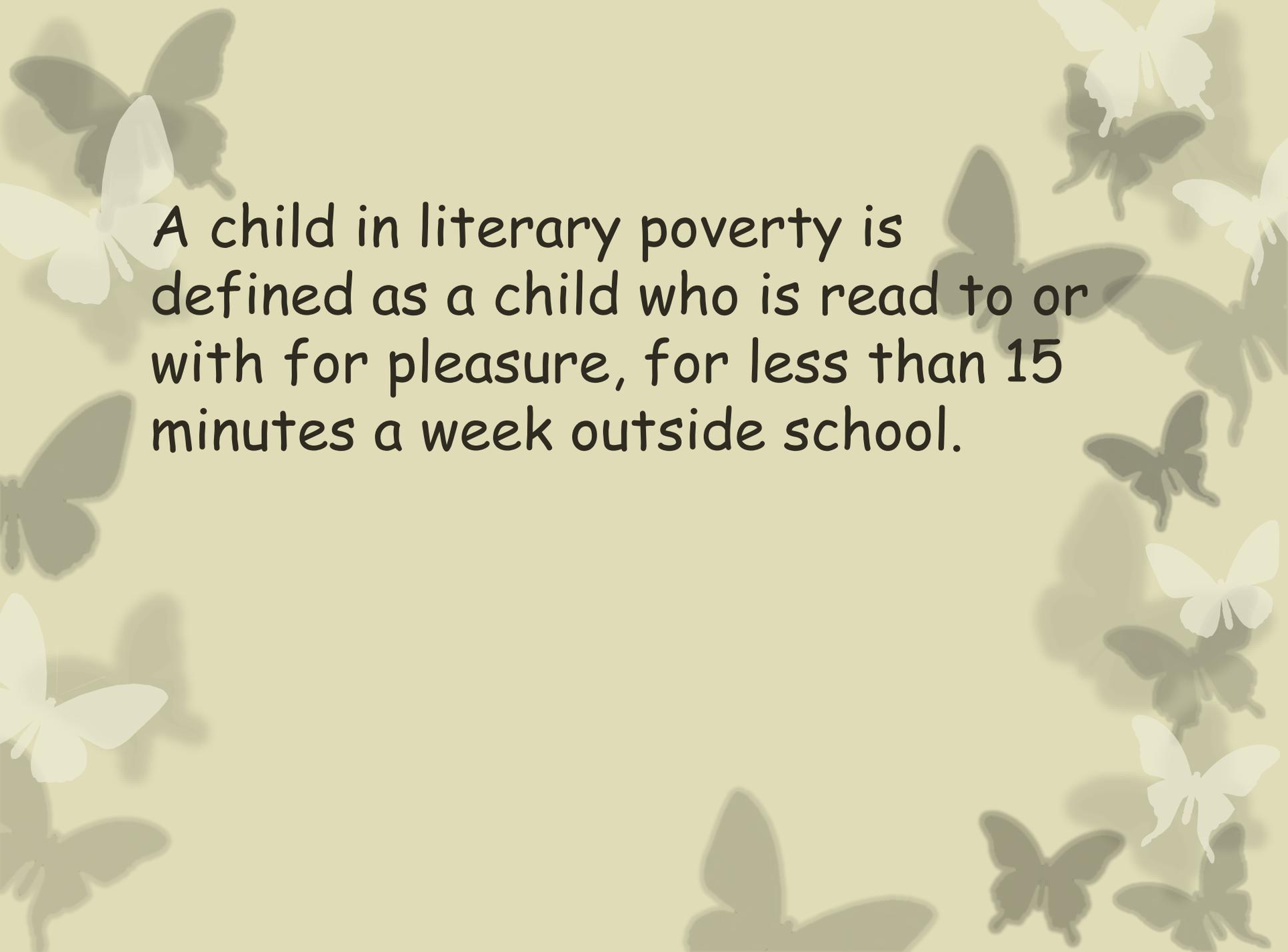
1. \_\_\_\_\_

2. \_\_\_\_\_

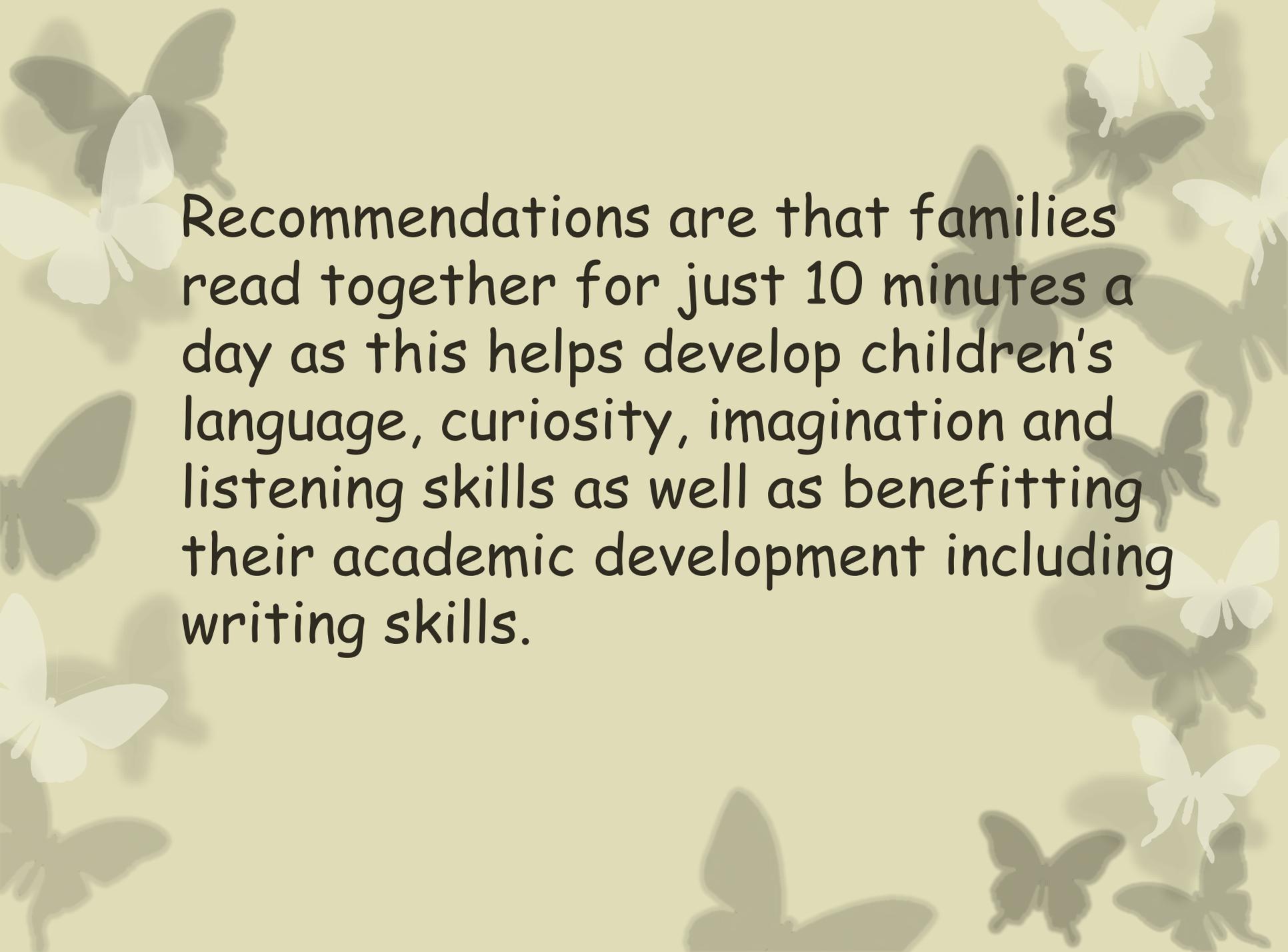
The background of the slide is a light beige color, decorated with numerous butterfly silhouettes in various shades of grey and white, scattered across the frame. The main text is centered in the upper half of the slide.

More than a quarter of a million  
school children are experiencing  
literary poverty.

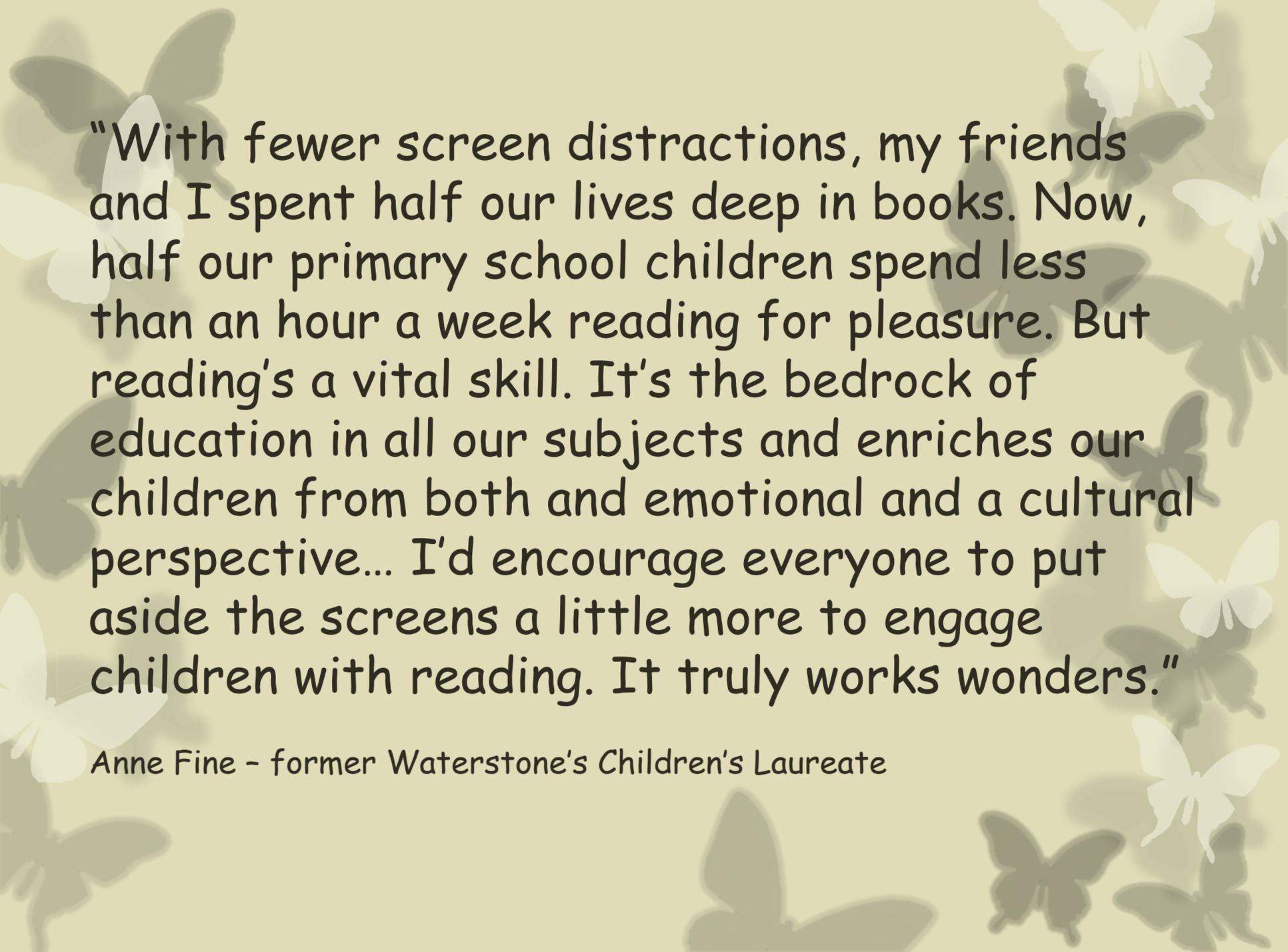
BookTrust research published 5.2.2020

The background of the slide is a light beige color, decorated with numerous butterfly silhouettes in various shades of grey and white, scattered across the frame. The text is centered in the upper half of the image.

A child in literary poverty is defined as a child who is read to or with for pleasure, for less than 15 minutes a week outside school.

The background of the slide is a light beige color, decorated with numerous butterfly silhouettes in various shades of grey and white, scattered across the entire surface. The text is centered in the middle of the slide.

Recommendations are that families read together for just 10 minutes a day as this helps develop children's language, curiosity, imagination and listening skills as well as benefitting their academic development including writing skills.

The background of the slide is a light cream color, decorated with numerous butterfly silhouettes in various shades of grey and white, scattered across the entire surface.

"With fewer screen distractions, my friends and I spent half our lives deep in books. Now, half our primary school children spend less than an hour a week reading for pleasure. But reading's a vital skill. It's the bedrock of education in all our subjects and enriches our children from both an emotional and a cultural perspective... I'd encourage everyone to put aside the screens a little more to engage children with reading. It truly works wonders."

Anne Fine - former Waterstone's Children's Laureate

# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



# KS2 Reading Vipers

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



# KS2 Reading Vipers

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



# KS2 Reading Vipers

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



# KS2 Reading Vipers

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# What can and should your children read?

We want all children to experience success  
We aim to introduce the child to a variety of text-types and authors in school.

Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.

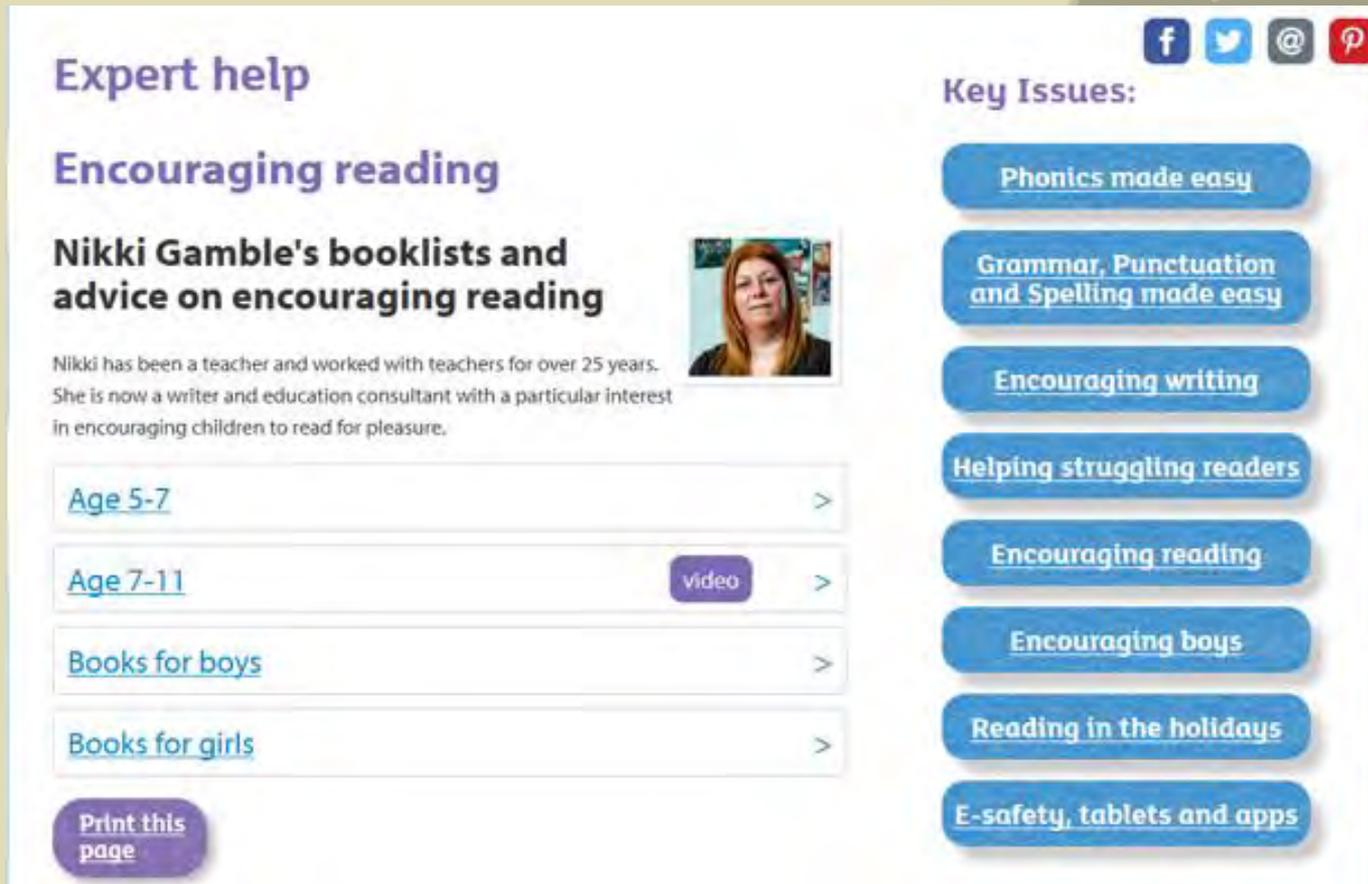
Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines).

# Good Websites

- Kate Greenaway Medal and Carnegie Medal  
<http://www.carnegiegreenaway.org.uk/home/index.php>
- Book Trust - amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.  
<http://www.booktrust.org.uk/books-and-reading/children/booklists/>
- 'Books We Like'  
<http://www.booktrust.org.uk/books-and-reading/children/books-we-like/>
- 'Best Book Guide'  
<http://www.booktrust.org.uk/books-and-reading/children/best-book-guide/>

# Oxford Owl

<https://www.oxfordowl.co.uk/pages/encouraging-reading>



The screenshot shows a webpage with a light green background and butterfly illustrations. At the top right, there are social media icons for Facebook, Twitter, Instagram, and Pinterest. The main heading is 'Expert help' in purple, followed by 'Encouraging reading' in a larger purple font. Below this is a section for 'Nikki Gamble's booklists and advice on encouraging reading', featuring a small portrait of Nikki Gamble. A short bio follows, stating she is a teacher and education consultant. Below the bio are four dropdown menus for 'Age 5-7', 'Age 7-11', 'Books for boys', and 'Books for girls'. A 'Print this page' button is at the bottom left. On the right side, under 'Key Issues:', there is a vertical list of seven blue buttons: 'Phonics made easy', 'Grammar, Punctuation and Spelling made easy', 'Encouraging writing', 'Helping struggling readers', 'Encouraging reading', 'Encouraging boys', 'Reading in the holidays', and 'E-safety, tablets and apps'.

**Expert help**

**Encouraging reading**

**Nikki Gamble's booklists and advice on encouraging reading**

Nikki has been a teacher and worked with teachers for over 25 years. She is now a writer and education consultant with a particular interest in encouraging children to read for pleasure.

[Age 5-7](#) >

[Age 7-11](#) [video](#) >

[Books for boys](#) >

[Books for girls](#) >

[Print this page](#)

**Key Issues:**

- [Phonics made easy](#)
- [Grammar, Punctuation and Spelling made easy](#)
- [Encouraging writing](#)
- [Helping struggling readers](#)
- [Encouraging reading](#)
- [Encouraging boys](#)
- [Reading in the holidays](#)
- [E-safety, tablets and apps](#)

# A Mighty Girl

<https://www.amightygirl.com/books>

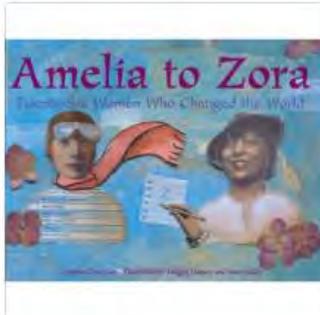
Mighty Girls & Women	785
Fiction	3549
General Interest	2370
History / Biography	1387
Personal Development	3759
Social Issues	1531

## Recommended Age

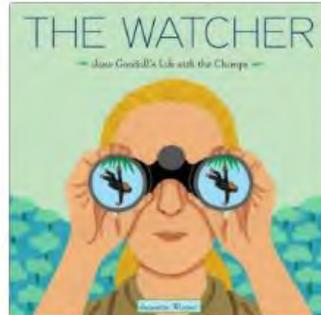
Birth - 2 (Baby)	133
3 - 5 (Preschool)	1573
6 - 8 (Elementary)	2061
9 - 12 (Pre-Teen)	1751
13+ (Teen)	1232

## Price

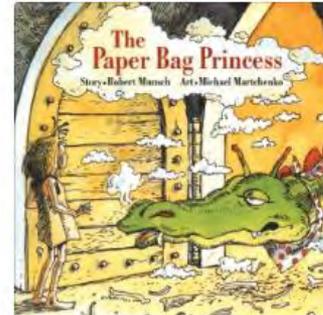
## Award Winners



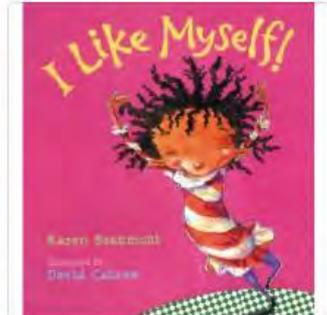
Amelia to Zora: Twenty-Six Women Who Changed the World  
\$6.36



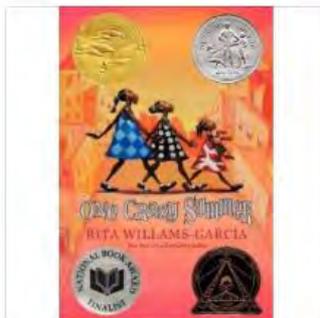
The Watcher: Jane Goodall's Life with the Chimps  
\$13.43



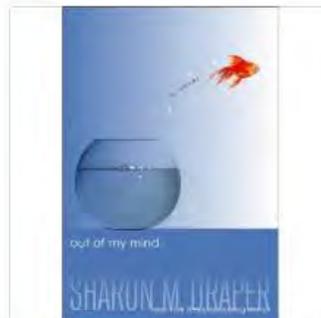
The Paper Bag Princess  
\$5.51



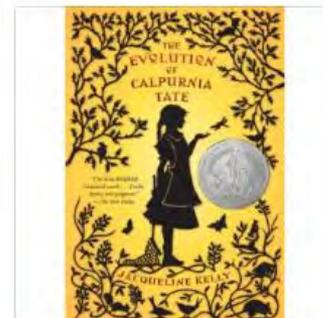
I Like Myself!  
\$14.39



One Crazy Summer



Out of My Mind



The Evolution of Calpurnia Tate



Miss Rumphius

# Reading Eggs

<https://readingeggs.co.uk/>



How Reading Eggs and Reading Eggspress can work for your child!



**3-4 Years**

## First Steps

The playroom is perfect for getting 3 and 4 year olds started.

**5 Years**

## Ready for School

Your child can build on the reading skills they have been introduced to at school.

**6-7 Years**

## Fun Practice Makes Perfect

Your child can take a simple placement test that will ensure they start at a suitable level.

**7-13 Years**



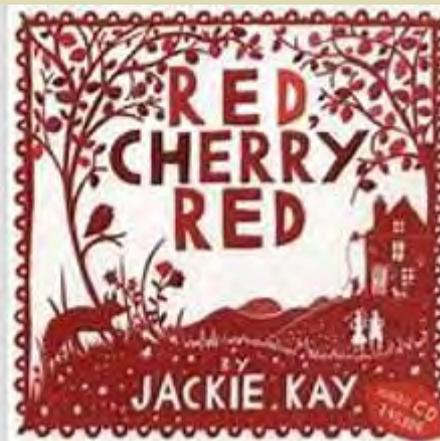
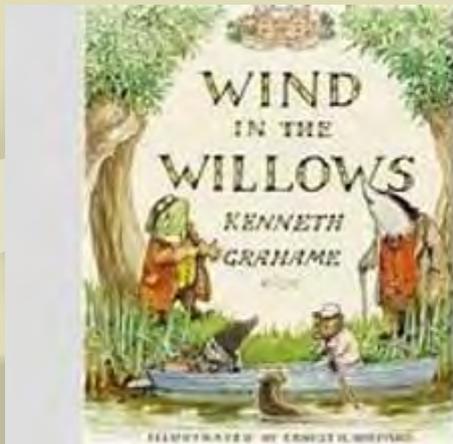
## Continue the Reading Journey

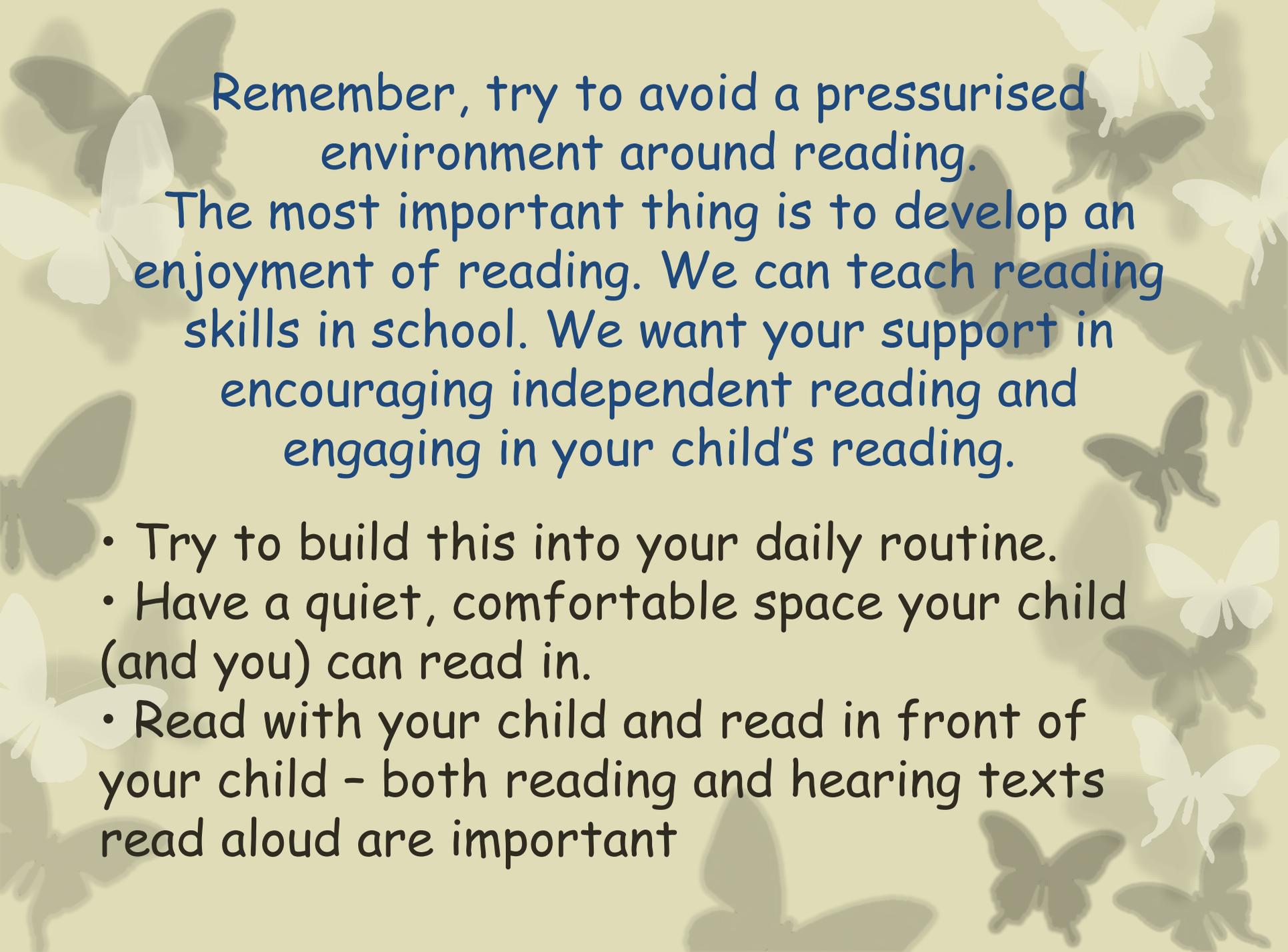
Packed full of hundreds of great online activities & games, Reading Eggspress is a great way for your child to continue developing their reading skills.

# 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.

Use audio books/ Amazon Audible.



The background of the slide is a light beige color with several butterfly silhouettes scattered across it. Some butterflies are white, while others are a darker grey or brown. They are in various positions, some appearing to fly towards the left and others towards the right.

Remember, try to avoid a pressurised environment around reading.

The most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and engaging in your child's reading.

- 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 - both reading and hearing texts read aloud are important

# After Reading

If you could go into space with one person, who would you pick?

If one character was going to go on the X factor, who would it be and why?

Can you retell the story in 30 words or less?

Can you retell the story backwards?

If you were going to write a sequel, what would happen?

Who would you like to be in the text?

If you were going to give it an alternative title what would it be?

Who would your family or friends be if they were a character in the text?

Name one similarity and one difference between this text and the last text you read.

Match these adjectives with the character they describe:

- Brave    - Stubborn
- Admirable    - Kind

Who would you recommend this text to and why?

# What are you going to do as a result of this workshop?

- Please take a moment to consider any key points you will take away from this workshop.
- Please share this, if you are happy to, with the person next to you.
- The sooner you implement something you have learned today, the sooner it might become routine!!

