

A row of five teddy bears, each wearing a white t-shirt with the school logo and the text "send you a bear hug". The bears are arranged in a line, with the middle ones slightly behind the front ones.

***Workshop for parents and carers -  
Reading***

# What today will cover

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- Phonics and a brief guide on how we teach it
- Reading fluency
- Reading comprehension





Phonics is a way of teaching reading and word recognition through building relationships between the sounds and letters found in the English language.



Each letter in the alphabet makes a single sound.

Some sounds are made using more than one letter, for example:

ch

sh

ph

When we reading using phonics, we segment (break) a word into its sounds.



Once we have segmented a word into its most simple sounds, we can begin to put it all together (blending).

The stages in blending include:

Remembering the sounds

Maintaining the correct order

Building a flow between the sounds

We use the Read, Write Inc. scheme of phonics.

In this scheme, sounds are split into sets that are progressive and taught in order.

This allows a range of sounds to be taught fluently without becoming overwhelmed with new information.

This also means that books are targeted to be a suitable level whilst learning new sounds, focusing on them and still giving practice to previously covered sounds.



## Speed Sounds Set 2



## Sound Sets:

### Set 1:

Mostly single letter sounds, and a few simple two-letter sounds

### Set 2:

These are all two-letter sounds, mostly long sounds

### Set 3:

Introduction to split-diagraph sounds

To support memorization of the sounds, they have been assigned rhymes and images that are used in each phonics session in school.



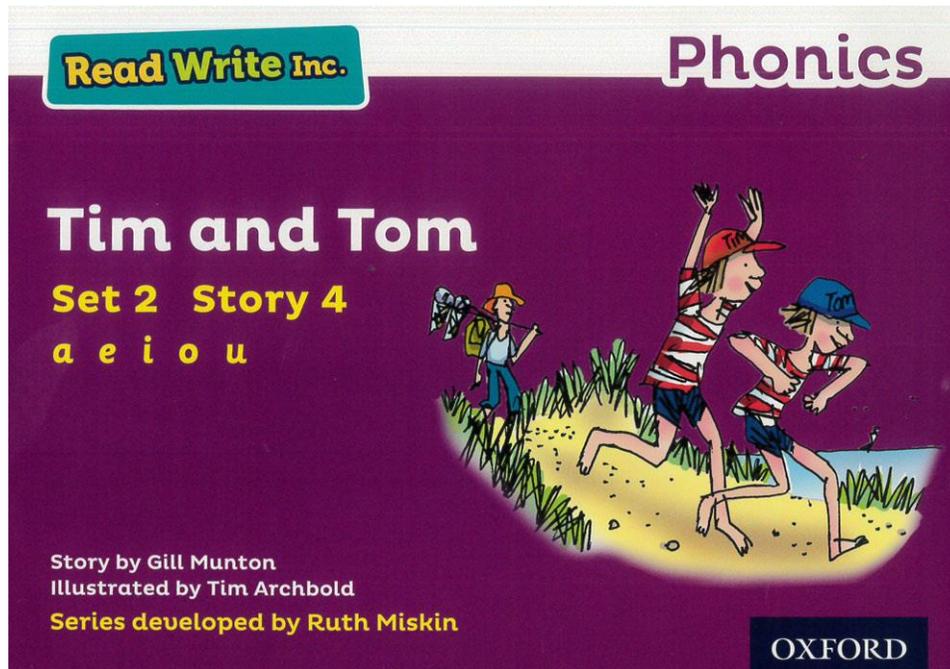
Books:

Books in Read, Write Inc. are banded by colour.

Each colour is linked to a part of either a Sound Set or a follow on to develop reading.

On the front cover, it details which sound will be covered most prominently to support sound recognition and use.

This is great to see which sounds each child has a good recognition of.



Structure:

Sound Recap

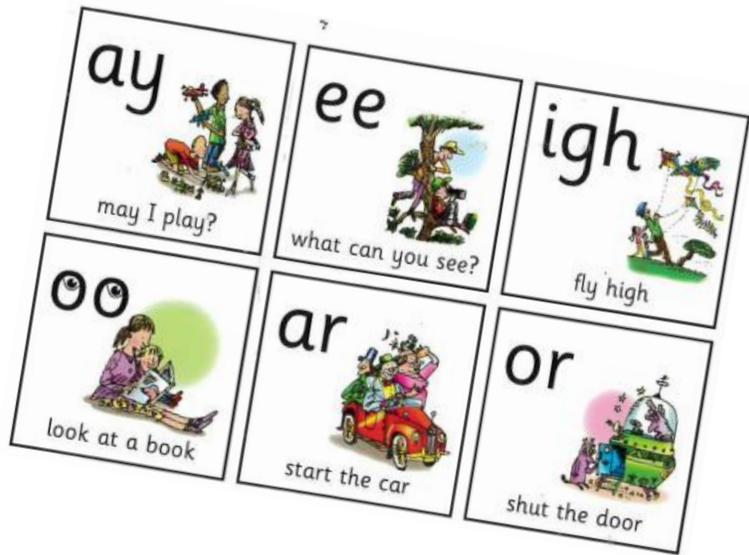
Introduction of New Sound

Reading (Including New Sounds)

Questioning About Book

Writing Using New Sound (Supported by Book)

Home with Paired Book Bag Book



## Phonics at home:



## Parent guide to Read Write Inc. Phonics | Oxford Owl

Read Write Inc. offer a range of resources that can be used at home alongside your Book Bag Book.

These include sound cards, sound activities, letter formation sheets and addition free e-books.

[Home](#) » [Reading](#) » [Reading schemes, Levels, and Stages](#) » [Read Write Inc. guide for parents](#)

### **Read Write Inc. guide for parents**

Welcome to the *Read Write Inc.* page on Oxford Owl for Home. Here you can find lots of free resources to support your child's learning.

[Free eBooks](#) | [Videos](#) | [Set 1 resources](#) | [Set 2 resources](#) | [Set 3 resources](#) | [Kits and flashcards to use at home](#)

### **Read Write Inc. Phonics**

We have lots of free *Read Write Inc. Phonics* resources to help your child, including eBooks, practice sheets and parent films. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#)

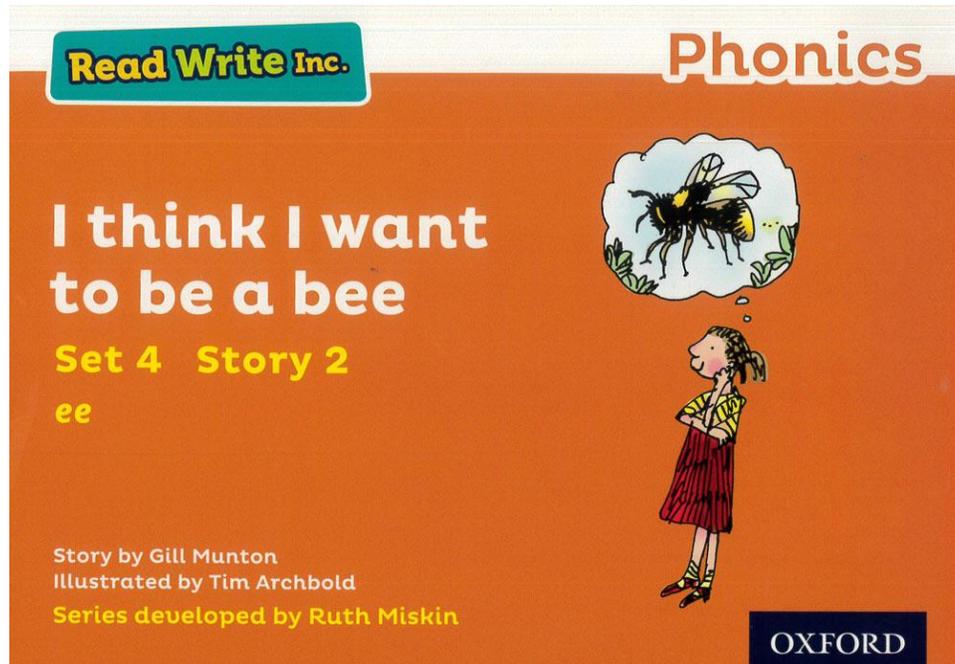
Further than just phonics...

Each book at school contains question  
to support:

Comprehension

Retrieval

Book Use and Navigation



# Fluency in Reading



# What is Fluency?

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Fluency in reading is the ability to read a text without overt sounding out and blending.

It relies on the child having a good level of word recognition and the ability to include expression in their reading.

This leads to accuracy and smoothness in their reading.

Fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Fluent reading is described as 'sounding like speech—smooth, effortless, but not 'as fast as you can.'

# Why is it important?

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Fluency is the critical bridge between word recognition and comprehension.



Children who read orally with good expression are more likely to comprehend deeply what they are reading when they are reading independently.



It is important for learning in all subjects to understand information.



How often do children appear to be reading independently but without much comprehension of what is being read?

# What does it look like?

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They read aloud effortlessly and with expression

Their reading sounds natural, as if they are speaking.

When they read silently, they recognise words automatically.

They group words quickly to help them gain meaning from what they read.

They can make connections among the ideas in the text and their background knowledge.

They recognise words and comprehend at the same time.



# How to develop Fluency

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Secure understand of the phonics sounds and the ability to blend

Lots of Reading!

Repetitive reading of the same books

Mirrored reading or Joint reading

Continue to develop this skill as your child moves through school

Subtitles





# Something to remember

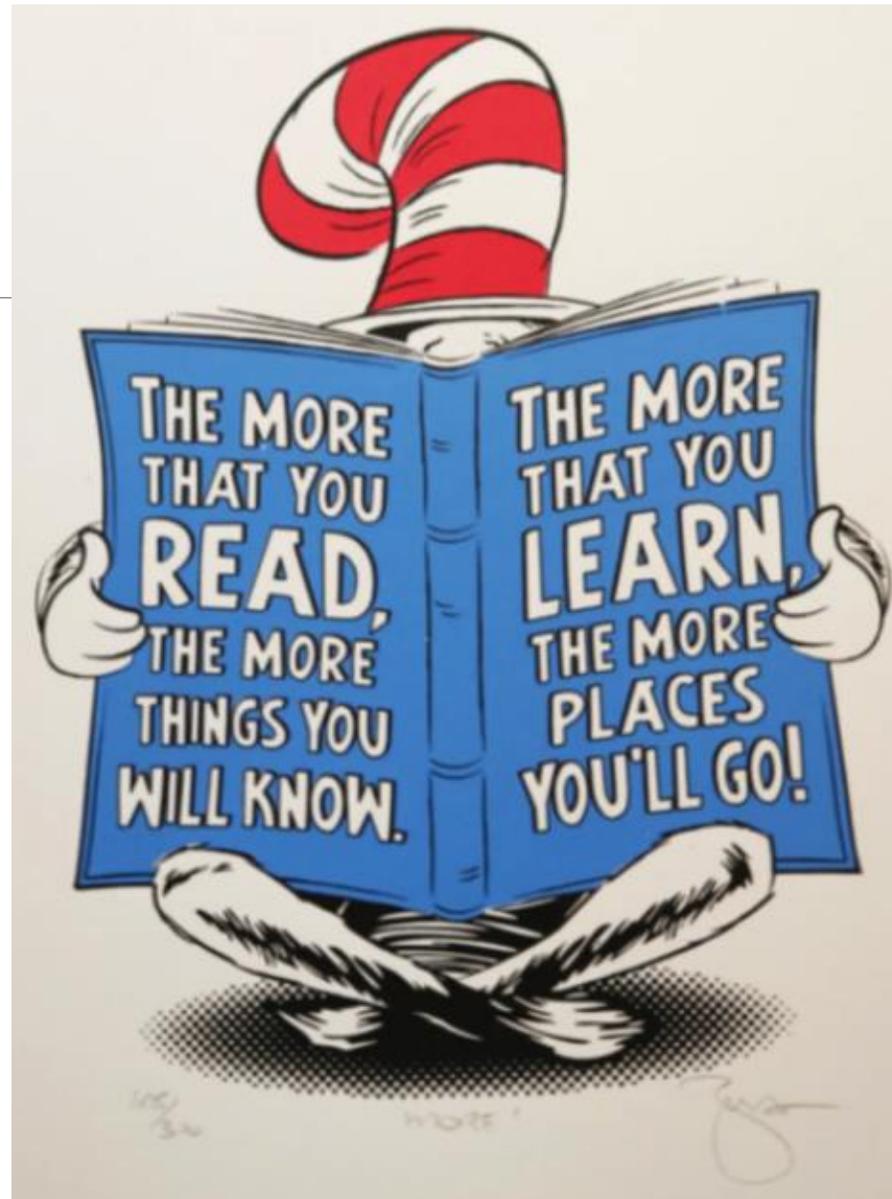
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Not all children have a natural love of reading – find the things that interest them. Game instructions, magazines... anything that gets them reading.

In Reception and Year 1, the children bring home books from the library, and these are books for pleasure and should be read in a way that is enjoyable and a shared experience at home.

Getting the children to read in everyday life, such as when you go shopping, signs, recipes etc gives the child real life experience in why and how reading is so important!

And as Dr Seuss famously said...



# Reading strategies

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Sight reading

Shapes of words

Comprehension of the sentence to know the word

Combination of the sentence and other strategies

Analogy – letter patterns

Picture cues

\* Self correction



Each piglet found some land  
To build the house he'd planned.  
The first used straw that was light as fluff.  
The second used sticks that were straight and rough.  
The third used some bricks that were strong and tough.  
Each home looked very grand.



	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
3	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
2	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
1	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions</i> , and/or multiple attempts.	Reads <i>slowly and laboriously</i> .



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Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.



## When we read we:

- activate prior knowledge predict
- ask and answer questions of the text
- construct mental images (visualisation)
- sequence the text mentally
- make deductions and inferences
- summarise
- empathise
- give a personal response
- understand vocabulary and grammatical structures





1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far
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## How to help at home:

- <https://home.oxfordowl.co.uk/reading/>
- Ask questions about what you've just read
- Make the book come alive!
- Enjoy the time reading together – it's magical!

### Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



### If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

### If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



### Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



### Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



### Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



### If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



### Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



### If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

### Remember:

- Enjoy this moment.
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- Model good reading.
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