

Reading Workshop



Presented By Mrs Kesavji

Aims of the session

- Look at expectations in Reading for the Early Years Foundation Stage and National Curriculum for Key Stage One
- Develop an understanding of the importance of early reading and phonics and the key skills children need to become competent readers
- Understand the importance of fluency and how you can build this at home
- Give you ideas about how to support your child at home
- Give you the opportunity to ask questions

How many times have you read today?

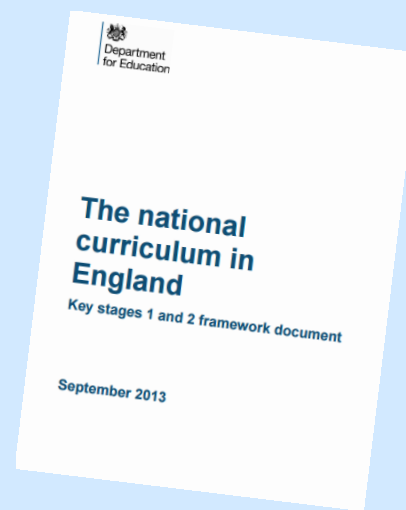


Reading for pleasure

What does this mean to you?



Take a few minutes to talk about what you enjoy reading...



recognised in the
National Curriculum



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



Research shows...

Reading enjoyment:

In 2025, the percentage of children and young people who told us they enjoyed reading was its lowest in 20 years.

- Just 1 in 3 (32.7%) children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2025. This marks a 36% decrease in reading enjoyment levels since we started asking about this in 2005.

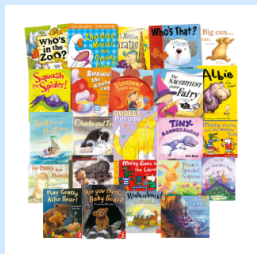
Reading for pleasure isn't just a hobby. It's linked to a range of benefits including **stronger writing skills, improved wellbeing and confidence**, and even **higher future earnings...**

Education Secretary urges parents to swap scrolling with reading as she launches a **National Year of Reading for 2026** to boost kids' literacy and life chances.

<https://www.gov.uk/government/news/parents-urged-to-read-more-to-boost-childrens-life-chances>

Developing Reading for Pleasure

Talking about books is supportive to all readers and writers but is especially empowering for children who find literacy difficult.



There are books which lend themselves to being talked about, thought through, returned to and which are engaging for children for a variety of reasons. They tend to be texts with powerful stories which engage children, stir ideas and feelings and excite the reader's interest and imagination.

Reading aloud slows written language down and enables children to hear the words and take in tunes and patterns. It enables children to experience and enjoy stories that they might not otherwise meet.



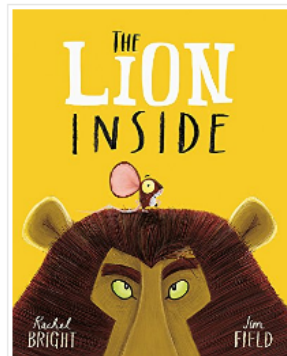
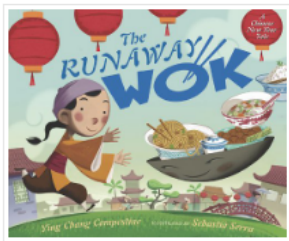
Browsing and choosing are visible ways of establishing and promoting a positive ethos for reading for pleasure.

Illustrated and picture books are tremendously important resources for all readers. Understanding how pictures and illustrations work with the text to create meaning for the reader is a high level reading skill. Opportunities to draw in response to texts can help and encourage children to move into an imaginary world or understand a character.

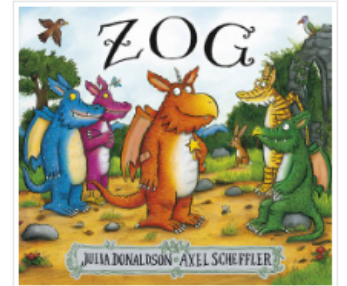
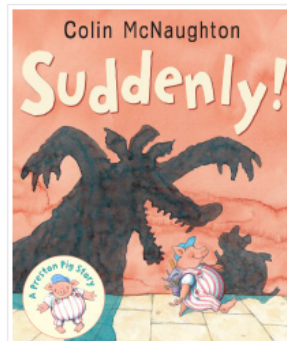
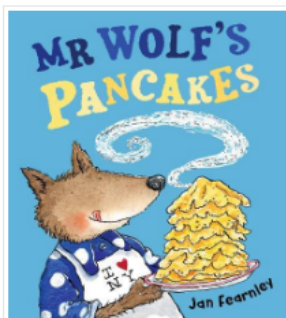
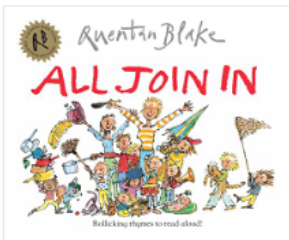
(Taken from CLPE, Reading for pleasure, what we know works)

Useful Websites

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

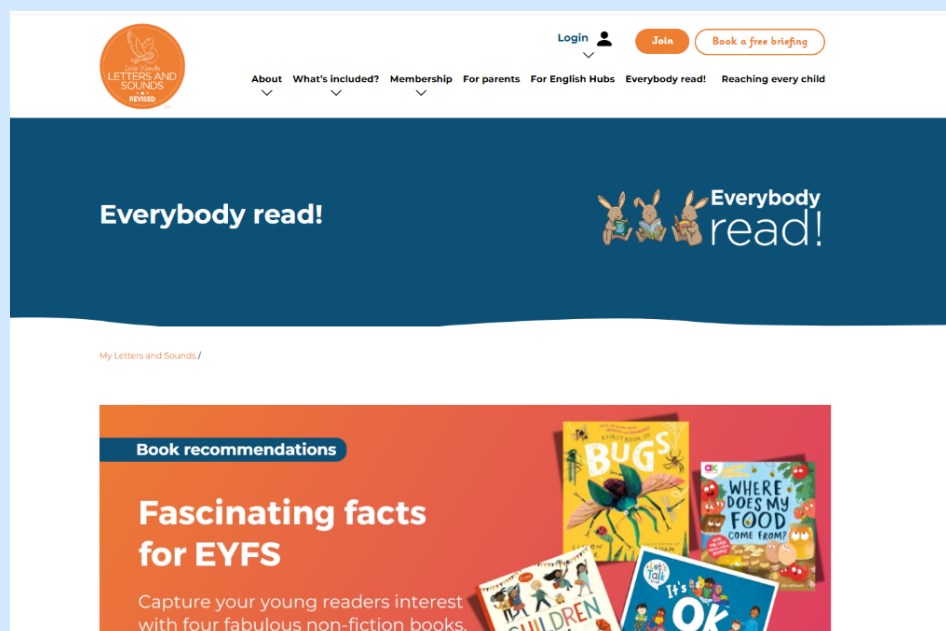


Recommends a great selection of books for different age groups and age group

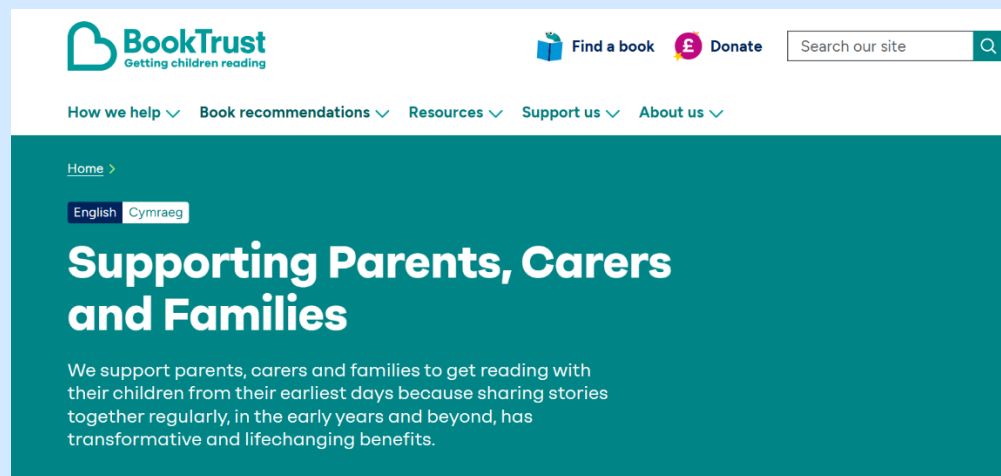


<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

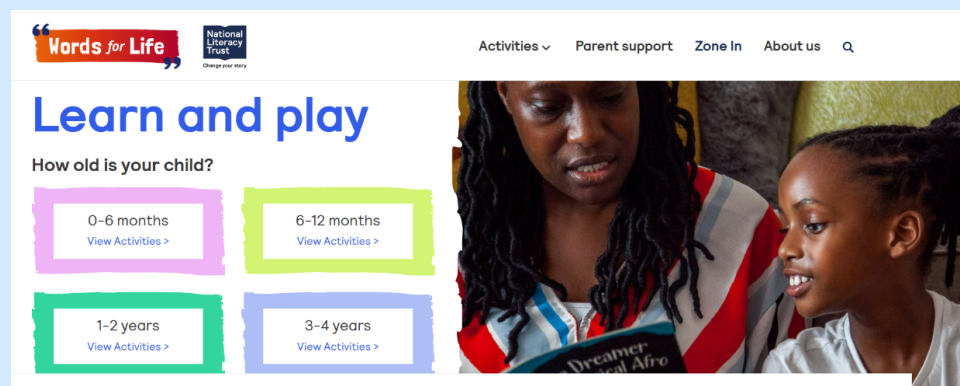
Useful Websites



<https://www.littlewandle.org.uk/resources/my-letters-and-sounds/everybody-read/>



<https://www.booktrust.org.uk/how-we-help/parents-families/>



<https://wordsforlife.org.uk/>

What are the
expectations in
Reading?

Reception: The Early Learning Goal for Reading

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading



- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Sharing stories,
poems and rhymes

Retell familiar stories
in their own words

Predict what will happen
next in stories, using
clues

Use and understand
new vocabulary

s s	ai	 tail in the rain
a a	ee	 sheep in a jeep

Run and tell mum.

is	the	his	has
I	put	her	no
pull	full	go	to
as	and	into	she

Reading in the National Curriculum

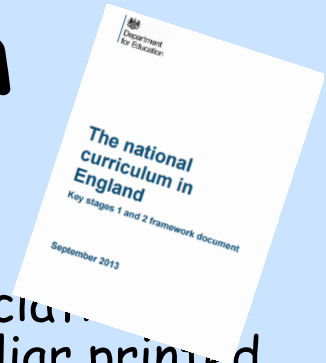
The National Curriculum also recognises two dimensions of reading:

- **Word reading**

"Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words."

- **Comprehension** (both listening and reading)

"Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world"



Phonics

Our school have chosen Little Wandle Letters and Sounds Revised as our systematic synthetic phonics (SSP) programme to teach early reading and spelling.





“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.

Grapheme: A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

Trigraph: A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

Digraph: A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

Split-vowel digraph: A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound. The vowel sound is pronounced at the position of the first of the two letters of the digraph (that is, in the middle of 'take').

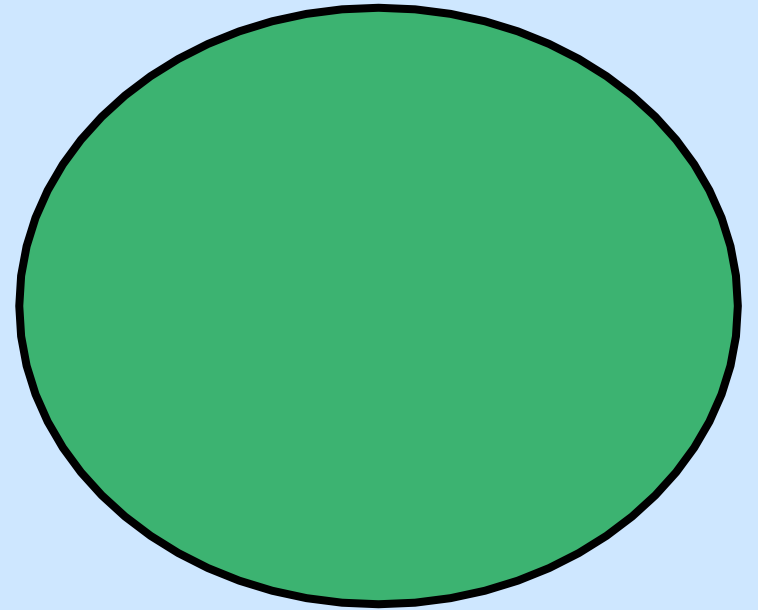
Blend: To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.

Segment: To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Why do we use phonics to teach children to read?





The alphabetic code




- English is an alphabetic language
- There are 26 letters in the English alphabet
- There are approximately 44 sounds (phonemes) in the English language
- Combined they make in excess of 140 letter combinations (graphemes)



Reception - This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- The lessons are fun, interactive, engaging and gradually build over time.
- They will run for roughly 20 minutes daily.
- We usually teach four new sounds a week and have a review lesson. You will get a list of the sounds that we are learning to have at home.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s S		Slide your teeth and slide let the s hiss out sssss	Slide the snake's skin, slide down and round its tail.
a a		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Pucker your lips and show your teeth as you sing jjj	Put the wiggly down the jellyfish. Dig on its head.
v v		Put your teeth against your bottom lip and make a buzzing vvvvv	Down to the bottom of the volcano and back up to the top.
w w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

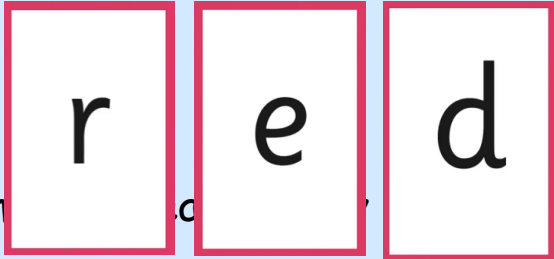


Phase 3 sounds taught in
Reception Spring 1

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

We teach **blending** so your child learns how to read

- Teacher-led blending is taught throughout Phase 2.



- Our aim is for all children to be able to blend by Christmas.
- Some children learn to blend quickly and others it takes a little longer. All children will be at various stages.
- Some children will use blending practise books for additional practise with blending sounds into words.
- Your child will only read books with sounds they are confident with.

Blending Activity



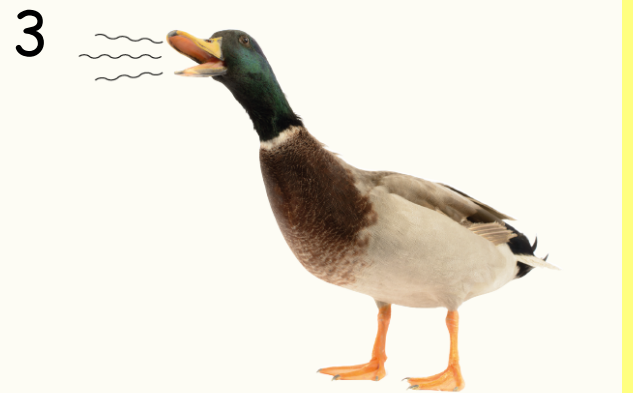
Blend from the box R Au2 wk2

web



Blend from the box R Au2 wk2

jet



Blend from the box R Au2 wk3

quack



Blend from the box R Au2 wk2

box



Blend from the box R Au2 wk2

yap



Blend from the box R Au2 wk3

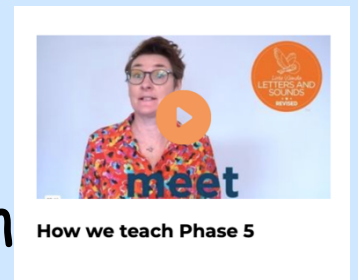
zigzag

Year 1 - This term we are teaching Phase 5

In Phase 5 children learn:

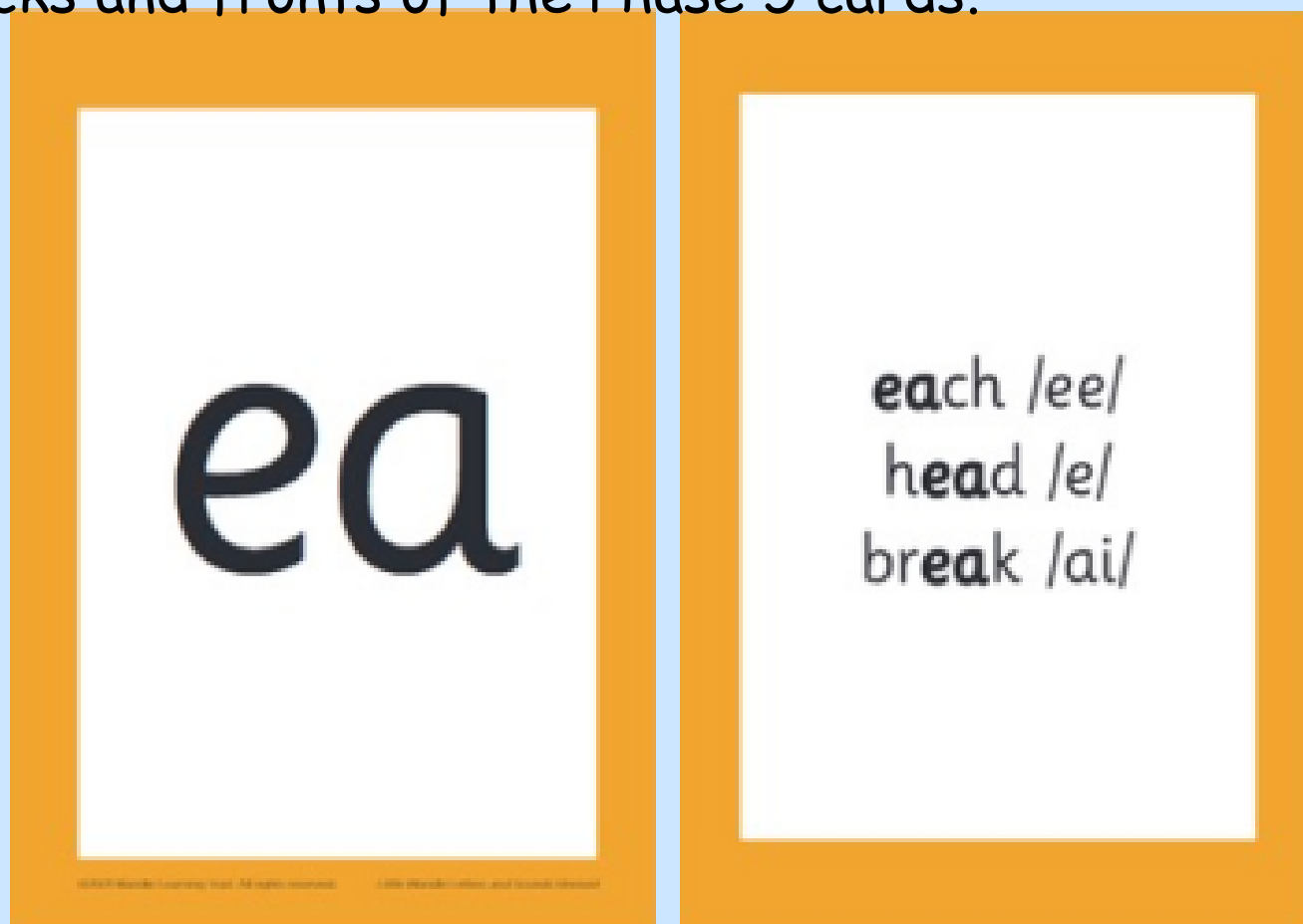
- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations

They will also learn to 'Grow the code' where they will explore different ways of spelling the same phoneme and reading the same grapheme. This will allow them to read increasingly harder books and vocabulary.



This is an example of what the children learn in Year 1 and we continue with in Year 2. Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

Use the backs and fronts of the Phase 5 cards.



Year 2 - Phase 5 Review

As the title suggests, we recap all phase 5 graphemes previously taught in Year 1, with an emphasis of spotting where in the word the grapheme is and noticing patterns.

claim .. <u>ai</u> ..	eight <u>ei</u> gh
drain .. <u>ai</u> ..	break .. <u>ea</u> ..
spray .. <u>ay</u> ..	great g.. <u>ea</u> ..
astray a.. <u>ay</u> ..	they t <u>ey</u>

Beginning	Middle	End
a acorn	a-e cake	ay play
a-e ape	ai rain	eigh weigh
ai aim	a amazing	ey they
eigh eight	eigh weight	
	ea great	
	aigh straight	

Grow the code grapheme mat Phase 2, 3 and 5									
S	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	cc	rr	hh
c			kn	mb		gg	ck	wr	
se			gn				cc	ch	
st									
sc									
b	f	l	j	v	w	x	y	z	qu
bb	ff	ll	jj	vv	ww	xx	yy	zz	qu
	ph	al	dge	ve				se	ze
			ge					ze	
ch	sh	th	ng	nk	a	e	i	o	u
tch	sch	th	ng	nk	a	e	i	o	u
ture	ti				ea	ea	y	a	o-e
	ssi								ou
	ci								

Grow the code grapheme mat Phase 2, 3 and 5									
ai	ee	igh	oa	oo	yoo	oo	ar		
ay	ea	ie	o	ue	ue	u'	a'		
a	e	i	o-e	u-e	u	oul	al'		
a-e	e-e	i-e	ou	ew	u-e				
eigh	ie	y	oe	ou	ew				
aigh	y	y	ow	ui					
ey									
ea									
or	ur	ow	oi	ear	air	zh			
aw	er	ou	oy	ere	are	su			
au	ir			eer	ere	si			
aur	or				ear				
oor									
al									
a									
oar									
ore									

*Depending on regional accent

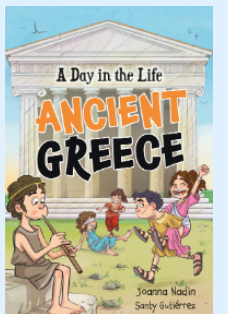
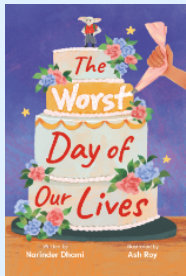
Year 2 - Rapid Catch Up

We use the *Little Wandle Rapid Catch-up Programme* to support children not currently reading at age-related expectations in Year 2. The programme is fast pace, so that children can access the curriculum and enjoy reading as soon as possible.

Year 2 - Fluency Programme

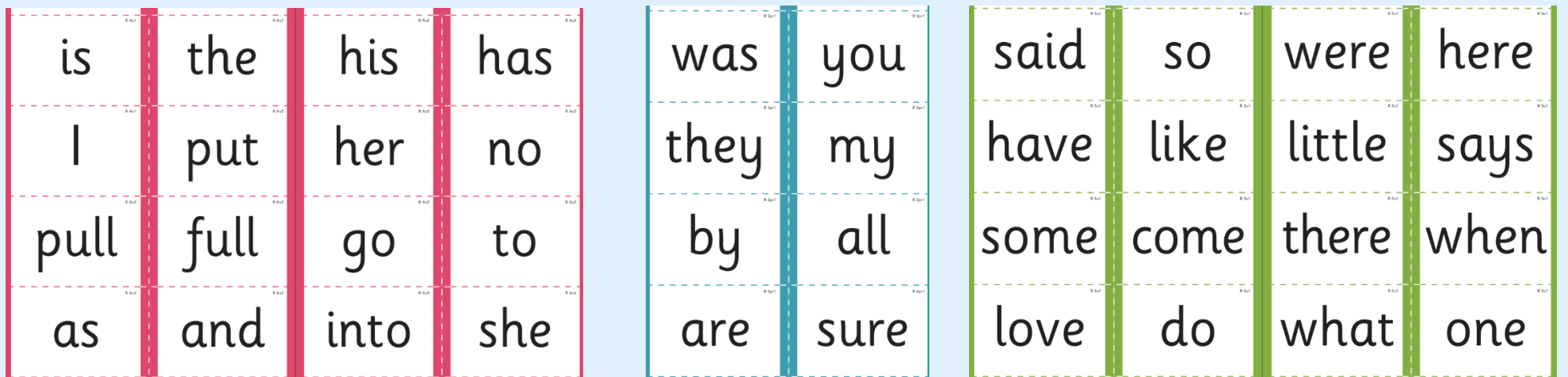
We are using the *Little Wandle Fluency Programme* for children who have finished the main Little Wandle Programme and no longer need phonics.

The fluency books are short chapter books and each week, two chapters are read. The session focuses on discussing key vocabulary, spelling patterns, events so far and making inferences, predictions and sharing opinions.



Tricky Words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.



<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabHowWeTeach>

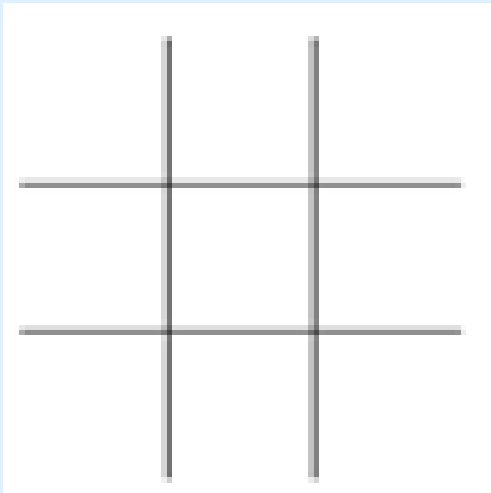
Tricky Words Practice

is	the	his	has
I	put	her	no
pull	full	go	to
as	and	into	she

said	so	were	here
have	like	little	says
some	come	there	when
love	do	what	one

was	you
they	my
by	all
are	sure

Noughts and Crosses
using tricky words



Make up a sentence
with a tricky word and
say it out loud



Play splat, who can splat
the correct word first
gets a point



a red hat

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a red sock in
a van

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Run and tell mum.

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Little Wanda Letters and Sounds Review

The girl has some birds on her skirt.

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I looked at the pie and tried not
to eat it!

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I found a spider in my post!

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Little Wanda Letters and Sounds Review

Progressively moving
from short phrases to
sentences

We will work our way through the programme until your child can read fluently

Reception	
Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	
Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far

Year 1	
Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoof/ ue blue rescue /yoof/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoof/ u-e rude cute /ee/ e-e these /oo/ /yoof/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want
*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.	
Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

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

How we make learning stick



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.

Learning to read is not like climbing a ladder, one step at a time getting higher and higher, it is more like building a wall, it needs a secure foundation and a lot of hard work goes into this foundation!



phonic knowledge

blending

segmenting

new graphemes

alternative
pronunciations

Reading at school
and home

How do we teach reading with books

Reading practice sessions are:

- timetabled two times a week
- taught by a trained teacher / teaching assistant
- taught in small groups



We work on decoding (sounding out) the words, prosody (reading with expression) and comprehension.

We repeat the book because we want to develop fluency.

The more children see words, the more they begin to read them automatically without having to sound them out.

Once your child is reading a Phase 3 book, we encourage them to 'blend in their heads' - you will remember that this is one of the strategies we use to help develop children to become fluent readers. (Blending in your head means children say the sounds quietly in their heads and then read the whole word out loud. Eventually, this will become automatic and children can read words that they know fluently.)

Comprehension

During our reading practice sessions we also focus on develop the children's comprehension skills by:

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction.

When answering comprehension questions, children should be encouraged to develop accuracy and depth in their answers by finding the answers in the text.

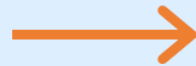
We use assessments to match your child to the right level of book. We assess every 6 weeks to check progress.

**Little Wandle Letters and Sounds Revised Reception
Child assessment**

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- We are building up their fluency so they should only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.

Fluency

'Pupils do not pass through a magic barrier and suddenly become fluent. There is no point in pupils reading speedily if the words they read are wrong - for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.'

Reading Framework 2023

Fluency

Automaticity: Rapid word reading without conscious decoding. Can read at a glance without sounding it out. Errors can be made.

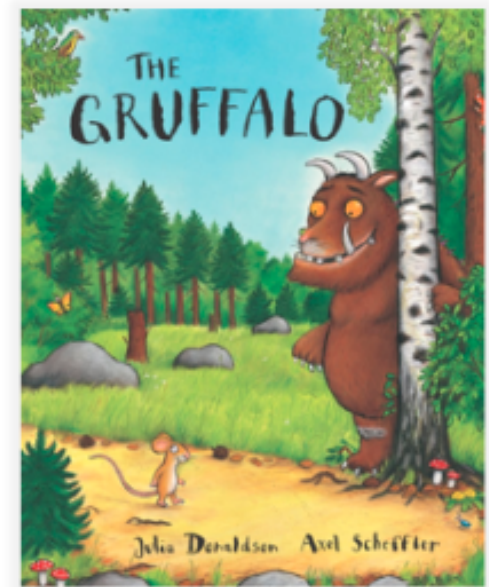
Accuracy: Often measured as correct words per minute. 60+ words per minute in Phase 5 books by the end of Year 1. This moves up to 90+ words per minute in Year 2.

Prosody: Expressive, phrased reading: the child must be able to put meaning into the text as they read it - reading with the eyes and brain

A delicate balance between speed and understanding

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabBooksComingHome>

Books going home



Listening to your child read their phonics book



- Your child should be able to read their book without your help
- They might sound out words and blend them before they read them fluently.
- If they come across a word they can't read straight away, ask them to sound it out and then blend. Ask them if they can spot and digraphs or trigraphs before decoding the word. Never ask your child to guess the words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.
- Talk about their book and celebrate their success.

The shared book is for YOU to read:

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting vocabulary
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see



Collins
hub

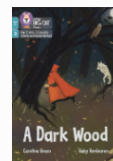
<https://www.collinshub.co.uk/login/>



A Body Owner's Guide:
Fluency 8



A Cat, a Kid and a Dog:
Phase 2 Blending practice



A Dark Wood: Phase 3
Blending practice



A Day in the Life: Ancient
Greece: Fluency 1



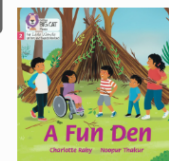
A Dip: Phase 2



A Fantastic Trip: Phase 4
Set 2



A Full Bag: Phase 2
Blending practice



A Fun Den: Phase 2
Blending practice





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



Thank you for listening