READING CAFÉ
– YEARS 1 AND 2

TUESDAY 26TH NOVEMBER
WHAT IS THE IMPORTANCE OF READING?

Reading with young children helps them to succeed in all areas of the curriculum and in life.

Reading develops language skills.

Exposure to reading exercises your child’s brain.

Reading enhances a child’s concentration.

Reading together encourages a thirst for knowledge.

A range of books teaches children about different topics.

Reading develops a child’s imagination and creativity.

Reading books with children helps develop empathy.

Books are a form of entertainment.

Reading together helps to create a bond.
Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
Year 2

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading
Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
I will learn to read but first I need to...

**Rhyme**
I need to recognise the sounds that letters make before I can read

**Look at books**
I need to be interested in words and books to read

**Track**
I need to follow objects with my eyes to read

**Talk**
I need an extensive vocabulary to understand what I read

**Do puzzles**
I need to differentiate size, shapes, lines and directions to read

**Build**
I need to use my fingers and hands independently to hold books and turn pages
HOW TO HELP YOUR CHILD READ

• Remind the children to start from the left-hand side of the page.
• Show them how to track the words with their finger and eyes.
• Look at the pictures and words together to help build meaning.
• Show them how to sit up ready to read a book.
• If they are stuck on a word, help them to segment and blend it.
• Make it fun – read a page each, use repetitive books, have books that you read to them etc.
USING PHONICS TO SEGMENT AND BLEND

• If you want to help your child to decode words that they know the sounds for, then it is important to say pure sounds.

• By the end of year 1, children should know all of their 42+ initial sounds.

• https://www.youtube.com/watch?v=hCBzNnSSxds
HOW TO ENCOURAGE RELUCTANT READERS

• Read funny books together.

• Read books that are on screens e.g. Kindles, iPads etc. You can logon to the website www.oxfordowl.co.uk using the username and password RPYear1/2 to access hundreds of online books.

• Read for a purpose e.g. origami, cooking books, Pokémon cards etc.

• Read graphic novels and comics together.

• Read non-fiction books or books that follow their interests.

• Go to the library or a bookshop and let them choose.

• Take turns with reading – read some books to them and some together.
MAKING READING FUN

- Read in different places.
- Make a den to read in – under the covers etc.
- Talk to your child about books and what they enjoy about them or didn’t like.
- Listen to audiobooks – especially good for trips out!
- Use reading together as a reward.
- Read every day – make a routine such as reading before bedtime.
- Change your voice to go with the characters and actions.
SKILLS FOR READING

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summarise

In the moment of reading we...

- Use background knowledge
- Predict or ask questions
- Visualise
- Use inference
- Notice meaning breakdown...
- ...and repair it
- Spot VIP words
- ...and put together to build meaning
Mr Wolf did not always tell the truth.
He was tricky.

Years ago, he would dress up as a sheep, and try to be their worst friend.

But when he grew up, the sheep's clothing was far too small for him.

So nowadays, if he wanted a nice, plump sheep for his dinner, he put a bag over his head so no one would know that he was a wolf, then he lied about his name.
CAN YOU HELP US?

• Sun newspaper – collect the tokens and send them in with your child.

• thebookpeople.co.uk – if you spend over £10, they donate £1 to school – just search for Rise Park at the end.

• Birthday books – children can bring a book into school (old or new) to give to their class to celebrate their birthday. It will go onto their bookshelf with a plaque inside to say who donated it.

• Reading volunteers – let your class teacher know if you can volunteer to read with some children during the week.
ANY QUESTIONS?
With your children, you are now going to have time to share books together.

Allow your child to choose the book, and as you read together, ask them some questions about what they are reading.

Use the question booklet to help you.