



# Reading and Phonics at Alma Park Primary School

Key Stage 1

## Aims of session

- To share with parents and carers how reading and phonics are taught at Alma Park.
- To help parents and carers to become more familiar with the different strategies and foci used to ensure children become fluent, enthusiastic readers who have a clear comprehension of what they read.



At Alma Park we use the 'Letters and Sounds' publication to deliver 6 phonic phases across EYFS and Key Stage 1.

What is  
phonics?

What is Letters  
and Sounds?

TES phonics  
Small subscription required

Year 1 Phonics  
Screening Check

These websites outline what letters and sounds is and gives an overview and introduction to each phase as well as providing resources and games.



Every child takes part in a phonics lesson daily (Although this is not the only time phonics is happening, it is constantly being applied and revisited). The children are split into groups to access different phases. Your child will not always stay with the same teacher or the same group. Careful assessments are carried out frequently to ensure they are working at the correct level.

## **Useful Apps**

Here is a list of useful Apps that are available to iPads and iPods that will inspire the children to learn. We have only listed those available for Apple products but there are also Android versions. N.B. These Apps are only suggestion. Please read the reviews carefully before purchasing.

<https://itunes.apple.com/gb/app/mr-thorne-does-phonics-video/id837062525?mt=8> – also available to view on internet

<https://itunes.apple.com/gb/app/abc-pocketphonics-letter-sounds/id299342927?mt=8>

## **Useful Websites**

<http://www.phonicsplay.co.uk/freelindex.htm>

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

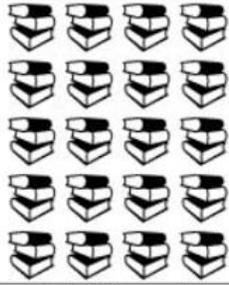
<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>



“After nourishment, shelter and companionship, stories are the thing we need most in the world.” Philip Pullman

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” Albert Einstein

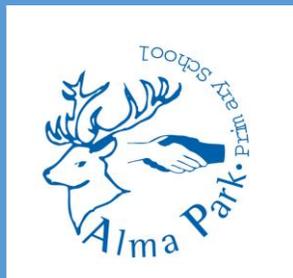
### WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Oracy and Literacy, 1997

**WANT TO BE A BETTER READER? SIMPLY READ.**



### At school: age 5-6

At this age, your child will start to become a more 'independent' reader, having preferences for types of books and making choices about what to read. Don't worry if progress seems to plateau for a bit; they make such progress in the first year of school that to continue at that speed would mean they would be doing A levels before they leave Primary School! They need time to consolidate what they've learned and to start to apply their reading skills to their everyday lives.

### At school: age 6-7

Take a moment to think about your child's progress. Think about that first week at school and where they are now. Most children at this age will be reading whole books on their own and some will be venturing beyond infant reading books to short chapter books. In Year 2 learning will be more formal and children will be reading much more widely for different purposes. Be supportive and don't worry if you feel your child wants to revert to books they read when they were younger. We all like to revisit favourites.

[Click here for more information from Oxford Owl](#)



Home readers – The books that children bring home are at an **independent level** (a colour below the book band they are reading in school), therefore they should be reading them with relative ease.

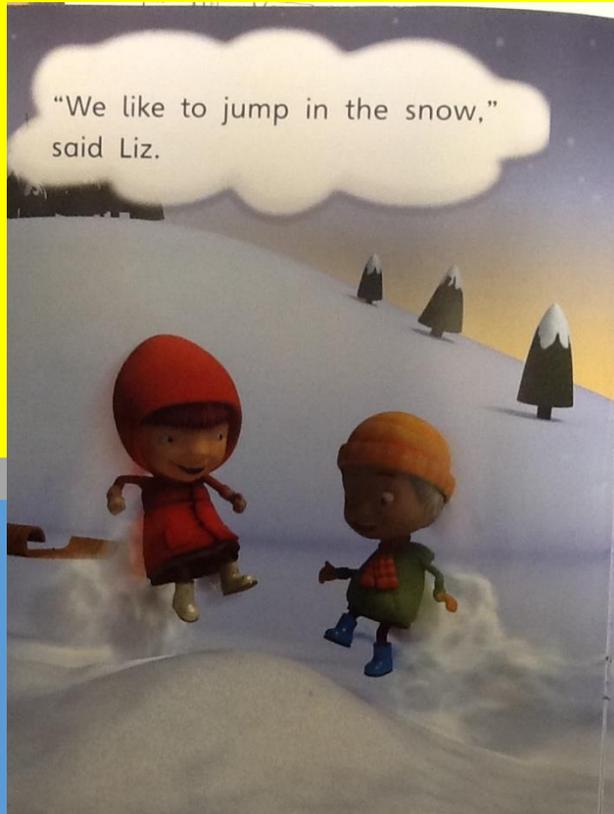
Guided reading books – The books they read at school are at an instructional level, which teach the children how to develop skills.

This ensures that we maintain a balance of challenge, confidence and enjoyment!



Please request a leaflet from in school for more information about reading strategies and decoding words if you didn't attend the reading workshop.

Does it look right? Does it sound right?  
Does it make sense?



Text: "We like to jump in the snow," said Liz.

Child reads: "We like to bounce in the snow," said Liz.

It sounds right and it makes sense but does it look right? Look closely at the letters.



Does it look right? Does it sound right?  
Does it make sense?



Text: Plants need water, so water the soil.

Child reads: Plants need w'a'ter, so w'a'ter the soil.

Ask does this make sense? Does it sound right? What word would make sense? What word would fit in the sentence? Can you use the pictures to help?



The ability to read the words on the page is only the tip of the iceberg (Assessment focus 1). There are other reading strategies which need to be equally developed (assessment focuses 2-7).

Assessment foci are detailed on next page.

In the initial stages of reading children need to develop fluent and confident reading. Children will discuss the story / text at this level but the teacher's role will be to ensure the children can decode at speed, using a variety of strategies. At this stage the children will be expected to talk about the text and show they understand what they read.

When fluent and confident reading is established the teacher will begin to focus more on developing the comprehension and higher order reading skills. Initially some children find it difficult to express their opinions about text and may need some prompts to support their responses. These prompts have been developed to encourage children in their responses and help them to develop their language skills.



## The Reading Assessment Focus - Overview grid



AF	Strategies	Key phrase
1	Use a range of strategies, including accurate decoding of text, to read for meaning	Decode accurately. Read with understanding.
2	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Seek, find and understand. Literal responses to text. Text reference.
3	Deduce, infer or interpret information, events or ideas from texts	Between the lines Inference and deduction. Interpret. Put yourself in their shoes. Text reference.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	Structure. Commenting on presentational features. Why is the text presented and organised as it is?
5	Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level	Language. Why did the writer use that word / phrase / image / sentence etc. Literary awareness. Impact on reader.
6	Identify and comment on the writers' purposes and viewpoints, and the overall effect	The Writer. Writer's purpose. Writer's attitudes and values. Big messages about life.
7	Relate texts to their cultural and historical contexts and literary traditions.	The Text and the World. How the text fits into its social, historical, cultural, literary heritage context.



Assessment Focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Discuss the main events in the story with the children and ask them to draw each event. Each picture should be labelled with a caption to indicate the event.

AF2

# "Woof! Woof!" questions

Just like a dog retrieving a stick, we need to go into the text to find, pick up and use information quickly and accurately.



Susie Phillips. Churchdown  
Parton Manor Junior School 2009

Discuss the story with the children, focusing on the sequence of events and what happened after each one. Help the children to identify the main event, what had led to it, and what happened afterwards. This discussion will sow the seeds of understanding cause and consequence in stories.



Assessment Focus 3:  
deduce, infer or  
interpret  
information, events  
or ideas from texts

AF3

"Hmm...."  
questions

For these questions we are text "detectives" searching for "clues" so that we can comment on characters, motives, events and ideas as well as making predictions.



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Parton Manor Junior School 2009



Discuss the terms 'title', 'cover', and 'blurb' with the children and ask them to use these to predict what the book might be about.

Discuss the characters in the children's book. Talk about their appearance and their responses to events and other characters. Encourage the children to give reasons for their observations. The picture the children draw can reflect their response to the character rather than be a copy of an illustration.

Assessment Focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Discuss what the children already know about the subject of the book. Encourage them to think about things they would like to know. Help them to pose questions that have a good chance of being answered. However, it is useful for children to realise that sometimes they have to find another source of information if a book does not contain all that they need.

Rounded Rectangle

AF4

## "Sort it! Sort it!" Questions

Imagine a tidy tray with everything in its place to help us find just what we want. For these questions, we are explaining how texts are organised to guide a reader, using correct names such as "glossary, captions and sub-headings."



Susie Phillips. Churchdown  
Parton Manor Junior School 2009

Help children to decide upon four headings to separate what they have learned from their non-fiction book, e.g. a book on hedgehogs could be separated into appearance, diet, habitat, babies. Encourage the children to use single words or short phrases to list what they have learned on the spider diagram.

# Assessment Focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

My Favourite Words Collection

Character appearance words

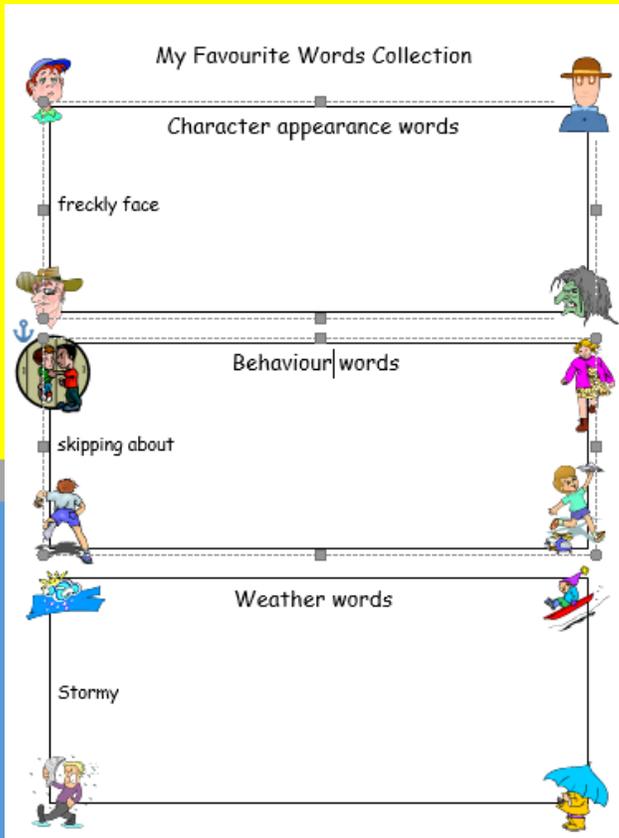
freckly face

Behaviour words

skipping about

Weather words

Stormy



My Favourite Words Collection

Time words

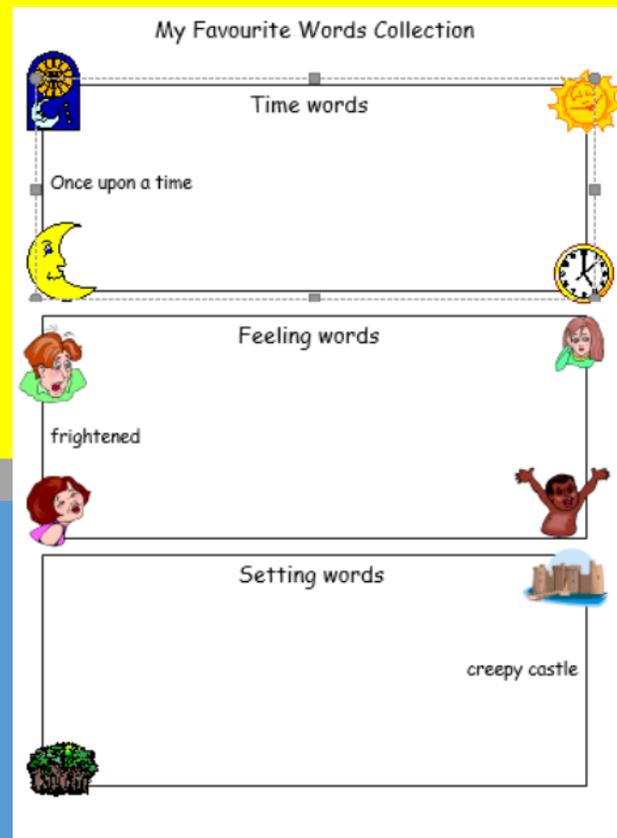
Once upon a time

Feeling words

frightened

Setting words

creepy castle



AF5

## "Gabble, gabble!" questions

For these questions we need to think about and explain how writers use words and how particular words and phrases make a text more powerful.

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Parton Manor Junior School 2009



Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.

# Assessment Focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

Encourage the children to discuss their likes and dislikes in the books that they have read. Ensure that they justify what it is that they like or dislike. Help them to articulate their preferences by giving them 'hooks':

I liked the part when . . . because . . .

I didn't like it when . . . because . . .

AF6

"Write, write, yippee, boo hoo!" questions

For these questions we are thinking about why the writer has written the text, what the writer thinks and what we as readers think about a text.



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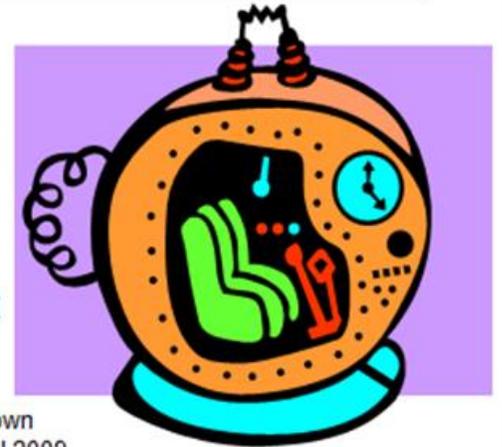


Assessment Focus 7: relate  
texts to their social,  
cultural and historical  
traditions

AF7

## "To boldly go" questions

For these questions we are thinking about what the text tells us about other cultures, times and places. What makes this writer special and how does their writing compare with that of others? What do we know about this type of text.



Susie Phillips. Churchdown  
Parton Manor Junior School 2009

