

Welcome to our Parent Reading Workshop

Our aims to this morning:

To share our aim for all readers at St. Osmund's and how you can help at home.

Why should you **READ?!**



20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



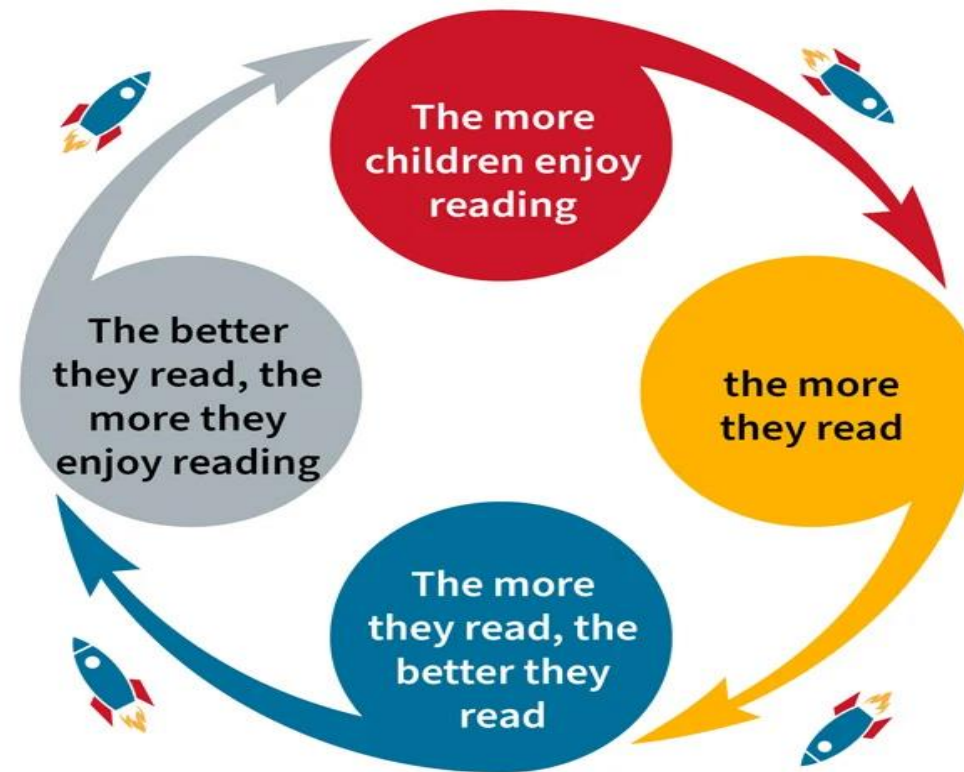
Will learn how to
develop empathy



Will improve their test
results



THE VIRTUOUS reading cycle



READING SKILLS KS1

PREDICTION

Looking into the future and thinking about what might happen next.



SEQUENCE

Putting the events in the correct order.



VOCABULARY

Looking at how authors have chosen to use certain words and phrases and finding out meanings to words.



RETRIEVAL

Looking carefully in the text to find important information.



EXPLANATION

Giving details or reasons about who, what, why, when, how or where.



INFERENCE

Hunting for clues that show how someone might be feeling or why something is happening.



What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important.
- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.
- Secure phonics and fluency all reduce cognitive load.



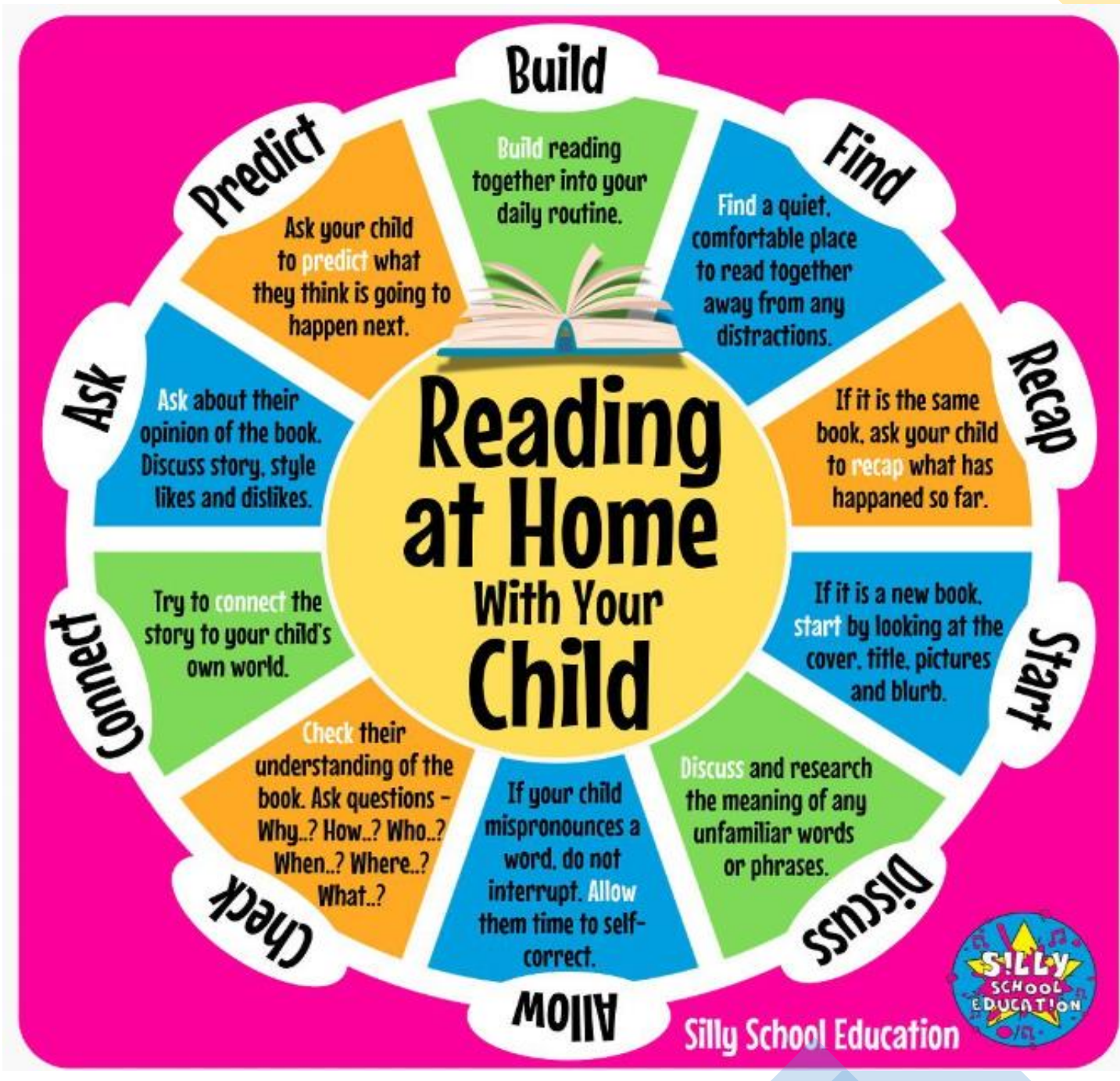
What is Fluency?

- ✓ The ability to decode words accurately at a glance and with little effort
- ✓ Reading aloud, or in our heads, at an appropriate pace for the text
- ✓ Adding expression and intonation whilst considering punctuation

Fluency is not...

- ✗ about being a fast reader! Faster reading does not lead to better reading!



An infographic titled "Reading at Home With Your Child" is presented as a circular wheel with ten segments. The central circle is yellow and contains the title. The segments are colored in alternating shades of green, blue, and orange. Each segment has a label around its outer edge and a specific instruction inside. An illustration of an open book is positioned at the top of the central circle. The entire infographic is set against a pink background with decorative geometric shapes in the corners.

Reading at Home With Your Child

Build

Build reading together into your daily routine.

Find

Find a quiet, comfortable place to read together away from any distractions.

Recap

If it is the same book, ask your child to recap what has happened so far.

Start

If it is a new book, start by looking at the cover, title, pictures and blurb.

Discuss

Discuss and research the meaning of any unfamiliar words or phrases.

Allow

If your child mispronounces a word, do not interrupt. Allow them time to self-correct.

Check

Check their understanding of the book. Ask questions - Why..? How..? Who..? When..? Where..? What..?

Connect

Try to connect the story to your child's own world.

Ask

Ask about their opinion of the book. Discuss story, style likes and dislikes.

Predict

Ask your child to predict what they think is going to happen next.

Silly School Education



<https://richmond.gov.uk/services/richmondcard/apply-for-a-richmondcard>

Richmond.gov.uk

Services

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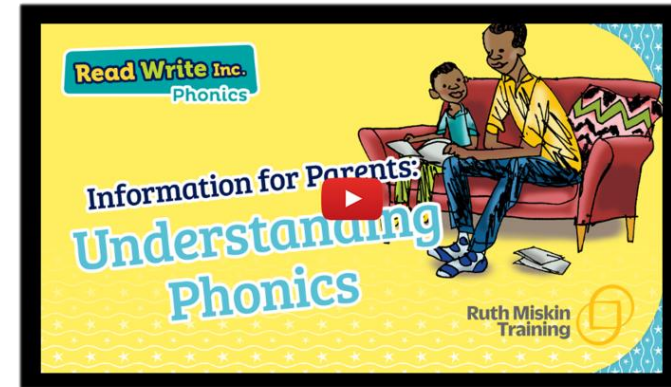
Joining a library



Read Write Inc.

Phonics

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>



Read Write Inc.
Phonics

Grouping children to their individual needs

Baseline Assessment at the start of the academic year

Children will be assigned a phonic group tailored to their individual needs

Groups are fluid – children can be moved; teachers do conference with each other and assessment results are discussed

Children assessed every 6 weeks

Quick assessment task with an adult – usually their class teacher

Groups led by a trained Read, Write, Inc. member of staff.

Teachers do not always teach the same group!

Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



To help the children write the sounds we use a rhyme to help -
these link the letter to the picture

Pure Sounds

It is vital that we teach our children to pronounce the sounds correctly - PURE SOUNDS

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

Blending sounds

Once the children have learnt a few sounds they can start to blend them together to begin to read words



Segment or Fred Talk to sound out and spell words

f i sh



Alongside reading we are starting to write short captions, using Fred Fingers helps us to identify individual sounds within a word.

They help us with writing and spelling words.

REMEMBER - A special friend is a sound made with more than one letter.

We are also using finger spaces to separate words.

ch a t



Storybooks

- A RWI book will be sent home alongside an Oxford Reading Tree Book - The Oxford book is sent home to enjoy together with your child, it may contain sounds they have not encountered at school. The RWI book will be linked to their phonic group
- They will talk a lot about what they have read in phonics groups
- They will listen and discuss other ideas to deepen understanding through 'partner talk'
- This leads to better comprehension.



Home Reading

The expectation is that you read with your child every day. We will change books x2 each week

The national curriculum requires children to re read texts. So your child will re-read some books.

The books may not look very exciting, but the aim of the programme is to build up basic skills and confidence.



Year 1 Phonic Screening Check

- Year 1 in June
- Alien and real words
- Children don't do anything extra - all covered in RWI

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

KS1

PHONICS SCREENING CHECK

2025

WHAT

- The test is administered 1:1 to each pupil in school by a teacher
- The check contains 40 words divided into two sections of 20 words
- Both sections contain a mixture of real words and nonsense words (nonsense words are phonically decodable but are not actual words)
- Each pupil is awarded a mark between 0 and 40
- There is no formal time limit, but each check takes about 10 minutes

WHO

- The phonics screening check (PSC) is a test for Year 1 pupils
- The school will report each child's results by the end of the summer term
- If a pupil does not meet the expected standard at the end of Year 1, a programme of support should be put in place
- The teacher will consider a re-take for the pupil in Year 2

WHY

- The phonics screening test is a statutory assessment that confirms whether or not pupils have met the expected standard in phonic decoding
- It reveals which pupils may need additional support

WHEN

- **9th - 13th June:** Schools can choose a day within this week to complete the test
- The test can take place on one day or across several days
- **16th - 20th June:** Timetable variation week for pupils who were absent during PSC week