

Parent Reading at East Sheen Primary School



happy curious resilient kind





Organisation

- lanyards
- signing in
- parent helper guidelines
- space and yeargroup procedures

East Sheen Primary School



Parent, Carer and Volunteer
Helper Guidelines

Safeguarding



Mrs Canner



Mr Page



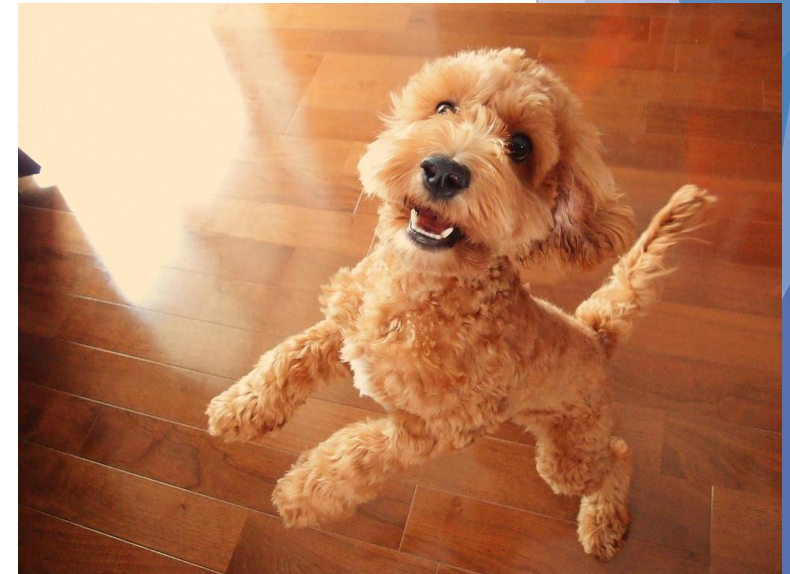
Mrs Connor

Please raise any concerns about children, big or small, to the safeguarding team, office staff or class teachers.



Reading

- all learners will be at different stages
- some find reading more difficult or may have other barriers (e.g. EAL)
- difference in confidence levels (this is why we have a reading dog and want to make sure everything is fun)
- limited use of reading diaries



Strategies

Reading Cues

- ▶ Using illustrations
- ▶ Context- sensible guesses are helpful
- ▶ Using the initial letter sound in a word
- ▶ Using phonic knowledge to sound out words
- ▶ Recognising word shapes
- ▶ Noticing patterns, rhymes and repetitions in texts



Phonics - a brief
look at the route
to decoding.



Phonics

- ▶ Read Write Inc. Phonics - Ruth Miskin
- ▶ Teaches sounds in a particular order
- ▶ 15 - 20 minute phonic lessons
- ▶ 4 lessons per week



The complex English alphabetic code



Consonants: stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

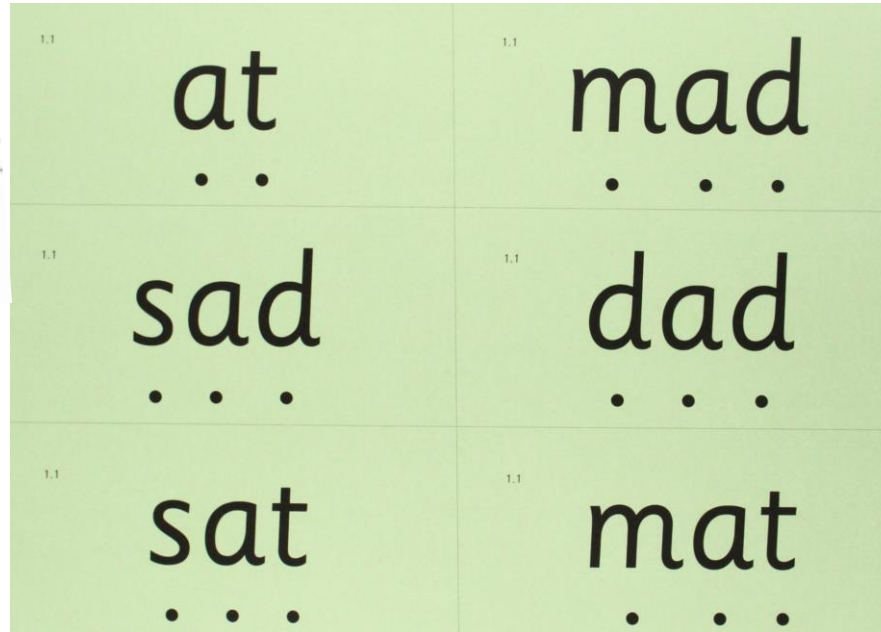
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u_e ue ew			oor ore aw au	are	ur er	ow	oi			



The structure of RWI



Fred talking or Oral Blending



Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say c_a_t, he can't say cat)

We call this *Fred Talk*



Fred...



If children understand Fred, they can
blend orally

Blending is needed for reading

Fred fingers or segmenting

- ▶ Fred helps children learn to write too!

Children convert words into sounds

They press the sounds on to their fingers...

We call this *Fred Fingers*



Beyond phonics...



- ▶ Summary questions
- ▶ Checking understanding (including predictions, character feelings and actions e.g. Why did the character do that? What do you think they will do next? Why is he/she feeling like that?)
- ▶ Check children understand to whom the pronoun refers.
 - ▶ Who is the 'he' talking about in this sentence?
 - ▶ 'She hid silently so that her nemesis wouldn't be able to find her' - Who is hiding from whom?

Reading levels

- ▶ Children's reading levels will be in their reading diaries.
- ▶ Children should have books with them ready to read with you.
- ▶ We want children to read books that they are able to read; this might involve re-reading a story.



Have fun!

- ▶ We want there to be a love of reading.
- ▶ Children see reading with visitors as such a treat!
- ▶ Ask for help or if you have any questions.

Questions?

