



# Reading in KS1

# The Power of Reading!

- ▶ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

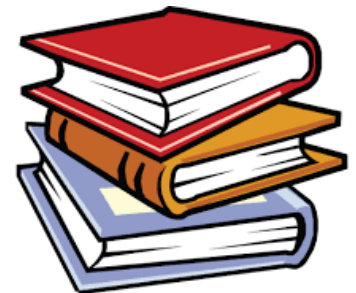


Reading is all about acquiring meaning; for enjoyment, information and understanding.

# How do children learn to read?

## 3 – 5 year olds

- ▶ Introduce them to books at a young age. Create the right atmosphere.
- ▶ Find a comfortable and quiet place to look at books.
- ▶ Read them a bedtime story every night.
- ▶ Let them pretend to read. If your child is familiar with books.
- ▶ Help your child to join in with reading. Let them turn the pages and guess what happens next.
- ▶ Use funny voices, toys and actions to make the characters come alive.



# How do children learn to read?

## 5– 8 year olds

- ▶ Set aside a specific time for reading every day and make reading a priority.
- ▶ Try not to do the reading when you are both tired!
- ▶ Walk through the book first and discuss the pictures and the important words.
- ▶ Always remember to keep reading aloud to your child even when they can read independently.
- ▶ Encourage your child to read to you. Follow the words with your finger and sound out the words (c–a–t: cat)
- ▶ See if they can pronounce each sound and then blend them together
- ▶ Be positive. Praise your child for trying hard at their reading.
- ▶ Let them know it is alright to make mistakes.
- ▶ It's not just about books.
- ▶ Tell them the meaning of words they do not understand.



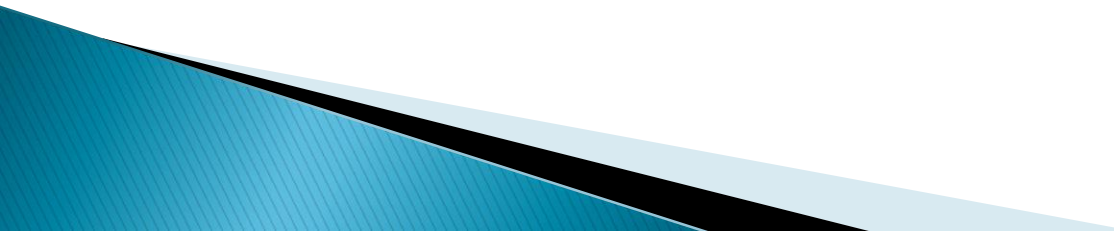
# Reading Skills

- ▶ Recognising words in a range of contexts.
- ▶ Blend letter sounds (phonemes) to read words.
- ▶ c-l-ow-n says clown
- ▶ Understand the meaning of the words read.
- ▶ Understand the ideas and information in the text.

Phonics and word recognition

Understanding

# Phonics explained

- ▶ How many letters? **26**
  - ▶ How many sounds (phonemes)? **44**
  - ▶ How many spellings of the sounds? **144**
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# Reading at school

Reading is taught in many ways in KS1

- ▶ Phonics
- ▶ Bug Club and Reading Eggs
- ▶ Shared reading
- ▶ Guided reading
- ▶ Independent reading
- ▶ Personal reading
- ▶ Focused reading activities
- ▶ Reading across the curriculum
- ▶ Class novels and stories



# Reading at home



- ▶ Have books, magazines, poetry and comics at home to make reading visible.
- ▶ Share books
- ▶ Children need to see that reading is for everyone – boys and girls!
- ▶ Talk about stories
- ▶ Sit and actively listen (don't do chores at reading time)



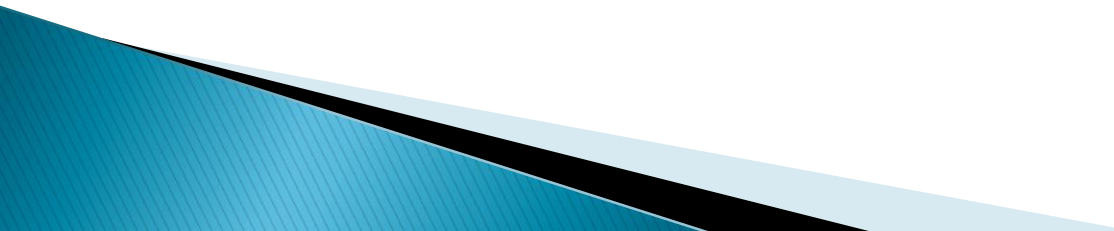
# What to do if you are stuck

- ▶ Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- ▶ Read to the end of the sentence. What would make sense?
- ▶ What is the text about – what might fit here?
- ▶ Does it sound right?
- ▶ Look at the picture. Does it help?

Help! This word is too hard to read.



# If a child is unable to read a word

- ▶ James lost his pen. It \*\*\*\*\* across the grass.
  - ▶ *What is the first sound?*
  - ▶ It r\*\*\*\*\* under the table.
  - ▶ *What would make sense?*
  - ▶ It **rolling** under the table.
  - ▶ *Does that sound right?*
  - ▶ It **rolled** under the table.
  
  - ▶ James lost his pen. It **rolled** under the table.
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# Ask questions



- ▶ Do you like this story? Why?
- ▶ Which character is your favourite?
- ▶ What do you think might happen at the end?
- ▶ How do you know this character is angry. Which words tell you (**he stamped his feet**).
- ▶ Does this story remind you of any other stories that you have read?
- ▶ Tell me what happened at the beginning, middle or end of the story?
- ▶ How would you feel if you were this character?
- ▶ Would you like to be friends with this character?