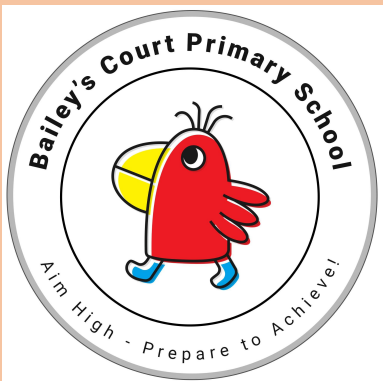


Reading Workshop

Bailey's Court Primary School

Aims of the workshop:

- *To explain the changes we have made to our reading systems*
- *To provide guidance in supporting your child read at home*



Phonics

SUPERSONIC
Phonic Friends



Blending Ben

SUPERSONIC
Phonic Friends

SUPERSONIC
Phonic Friends



Segmenting Seb

Since introducing our new phonics programme in September, there is a real buzz to our phonics lessons! Supersonic Phonics has already had a positive impact on the phonics teaching and learning.

For children who are reading phonetically decodable books, we have ensured that these match closely with their phonics learning.

Book Band Colours

Previously, when the children started on their reading journey with us, they would follow the book band colour system.

This is no longer the case. Instead of using the colour bands, the decodable books are now ordered by the progression of the phonics.

Inside each decodable book, there is a sticker which identifies how it correlates to Supersonic Phonics.

Colour Band
Lilac
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime

Phonics Progression

Reading books have been regrouped according to this phonics progression.

Wordless Books

Basics 2

Basics 2 Group 1
























Basics 2 Group 2

Basics 2 Group 3

Basics 2 Group 4

Basics 2 Group 5

Basics 2 Group 6

Securing The Basics 2	
CVC	
Group 1	  s a t p  
Group 2	  i n m d  
Group 3	  g o c k  
Group 4	  c k e u r  
Group 5	  h b f l  
Group 6	  l l f f s s 

Phonics Progression

Reading books have been regrouped according to this phonics progression.

Basics 3

- Basics 3 Group 1
- Basics 3 Group 2
- Basics 3 Group 3
- Basics 3 Group 4
- Basics 3 Group 5
- Basics 3 Group 6
- Basics 3 Group 7

Securing The Basics 3				
CVC				
Group 1			j v w x	 
Group 2			y z zz qu	 
Group 3			ch sh th ng	 
Group 4			ai ee igh oa	 
Group 5			oo oo ar or	 
Group 6			ur ow oi er	 
Group 7			ure ear air	

Phonics Progression

Reading books have been regrouped according to this phonics progression.






Basics 4

Basics 4 Group 1

Basics 4 Group 2

Basics 4 Group 3

Basics 4 Group 4




Securing The Basics 4 Adjacent Consonants	
Group 1	CVCC 
Group 2	CVCC & Polysyllabic 
Group 3	CCVC 
Group 4	CCVC & Polysyllabic 
Group 5	CCVCC CCCVCC & Polysyllabic 










Phonics Progression

Reading books have been regrouped according to the phonics progression.

Choose To Use

- Choose To Use Group 1
- Choose To Use Group 2
- Choose To Use Group 3
- Choose To Use Group 4
- Choose To Use Group 5
- Choose To Use Group 6

The Higher Levels	
Choose to Use Spellings	
Group 1 Choose to Use Two  	ai and ay ee and ea igh and ie oa and oe oo and ue
Group 2 Choose to Use – Split digraph   	ai ay and a_e ee ea and e_e igh ie and i_e oa oe and o_e oo and ue and u-e
Group 3 Choose to Use Two 	oi and oy ur and ir ow and ou or and aw w and wh








The Higher Levels	
Choose to Use Spellings	
Group 4 Choose to Use Two & Three  	air and are n and kn r and wr f and ff and ph or aw and au n kn and gn or aw au and ore ee ea e_e and ey ee ea e_e ey and y oo ue u_e and ew
Group 5 Choose to Use Three and Four   	air, are and ear ur, ir and or ch and tch j and dge ur, ir, or and er
Group 6 Choose to Use    	

Phonics Progression

Reading books have been regrouped according to this phonics progression.

Switch It Spell Sounds

Switch It Spell Sounds Group 1
 Switch It Spell Sounds Group 2
 Switch It Spell Sounds Group 3
 Switch It Spell Sounds Group 4

The Higher Levels			
Switch it Spell Sounds			
 Group 1 Switch It 	i	sixth and wild	
	o	frog and old	
	c	crisp and cement	
	g	growl and gem	
 Group 2 Switch It 	u	underpants and tuba	
	ow	clown and yellow	
	ie	pie and chief	
	ea	dream and bread	
 Group 3 Switch It 	a	apple and angel	
	a	apple angel and watch	
	ou	mouse and mouldy	
	o	frog old and monk	
 Group 4 Switch It 	y	yellow and cry	
	y	yellow cry and crystal	
	ch	children and chef	
	ch	children chef and chorus	
	ou	mouse mouldy and soup	

Post Phonics

Once the children have progressed through the phonics decodable books, they will then move onto colour book bands, starting with turquoise.

Colours

Turquoise
Purple
Gold
White
Lime
Brown
Grey
Blue
Red

3 Reads...

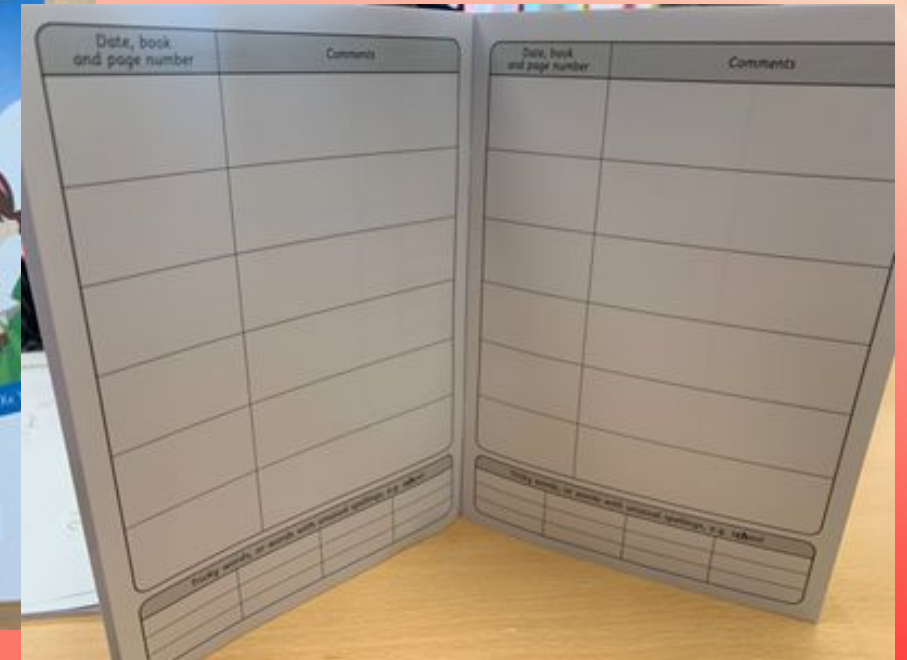
In school, we follow a '3 read' approach. For children on decodable texts, they will be given 1 book. This is so they can develop secure phonic knowledge, reinforce the phonics teaching in school and celebrate their phonics learning through reading a book that is appropriately matched. Celebration and consolidation will lead to early success.

1st read: Children to focus on **decoding** the text and reading any tricky words. If there are any words in the text that the children do not know the meaning of, please discuss this with them.

2nd read: Children to focus on reading with more **speed and accuracy**. Encourage the children to reread the sentences to become confident with all sounds and begin to ask comprehension questions.

3rd read: Children to focus on reading with more **fluency** and adding **expression** as well as building on their understanding of the text (comprehension). Children should know the text well by now and begin to read with expression and **intonation** into their reading.

Bug Club & Reading Records



Bug Club will provide additional reading opportunities. The texts allocated will be closely matched to the children's reading ability.

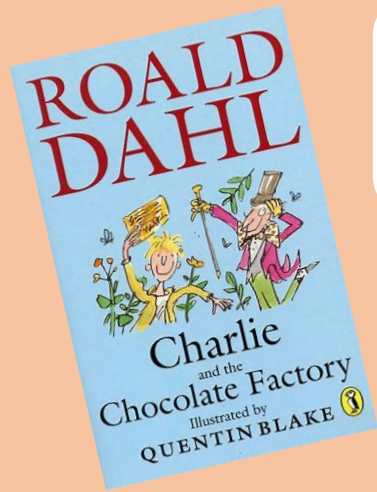
*Reading Record books are for **all** year groups.
Once the children have read, it needs to be recorded in here - only one entry per day.*

Reading Tips

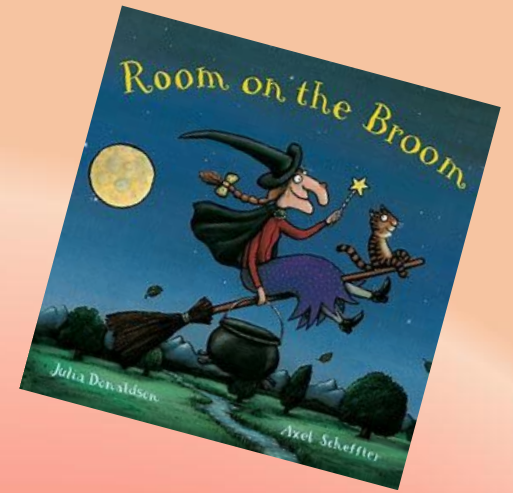
On the following pages, we have included a few tips to help your child with reading at home.

Some of these ideas are intended to develop your child's reading skills, while others are intended to help you support your child if they are struggling or reluctant to read.

All of the following tips can be adapted to suit older or younger readers.



Reading Tips



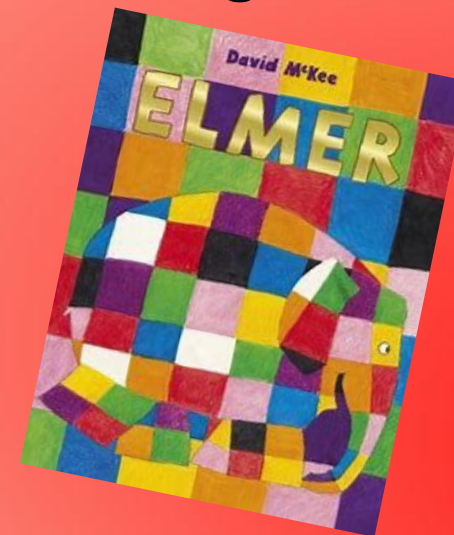
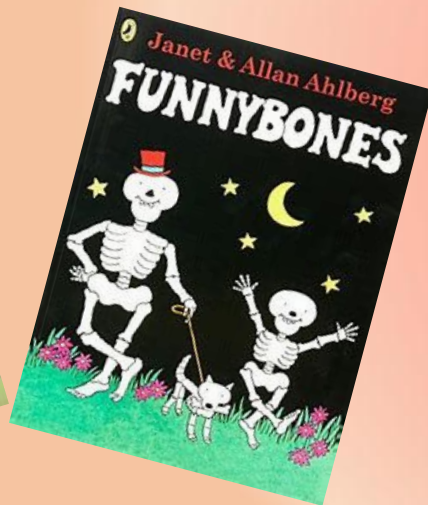
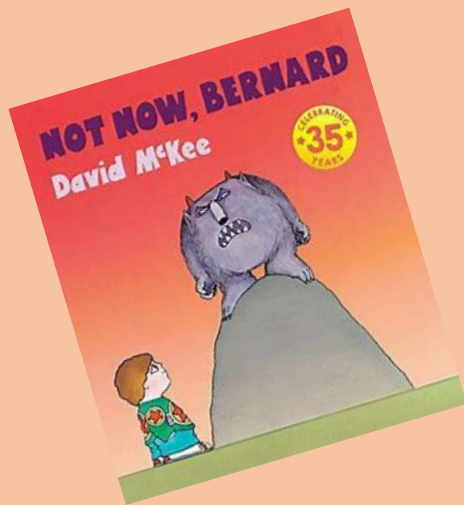
Reading for enjoyment

Reading a book together for enjoyment is above any other reason for reading a book. This alone will help you raise a child who loves to read. Have fun spending time with one another, using voices for characters, admiring illustrations and bonding over a good book. Read everything and read often, even if that means reading a favourite story over and over and over again!

Reading Tips

Search and Find

If your child is an early reader, use the text and pictures to find letters, words, colours and shapes. For example, search for the letters or sounds in your child's name. Alternatively, ask your child to find a particular key word that they have been practising. This helps them to see things used in context and make meaning of the world around them.



Reading Tips

I read / you read

Share the fun of reading with your child. You can alternate pages or even sentences. If your child is still learning to read or the text is a little challenging for them, read the sentences and let them repeat it after you. This is a great way to model fluency (reading smoothly without errors).

This is also a useful way to make longer texts less onerous for more confident readers (while also listening to them read). For example, read a page or chapter each.





Reading Tips



Find time to read every day

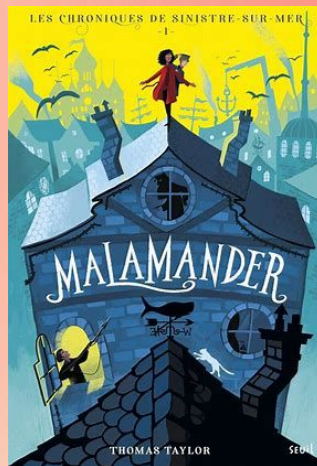
Like most things, learning to read well needs practice. Have books available in the car so children can look at them on journeys. Ask your child to help read directions, instructions or signs. A few pages before bed time is a great way to do some reading and calm the mind ready for a good night's sleep. Older readers should be encouraged to read from a range of sources: newspapers, magazines, recipes, instructions, fiction and non-fiction texts. Use your child's interests to motivate them to read daily. An avid football fan could read match reports or information about a favourite player. Comics and age-appropriate magazines are great motivators for reading too!



Reading Tips

Talk about the pictures

Illustrations and book covers are such a rich source of information for the reader. In school, we talk about pictures with all children from Reception to Year 6. Illustrations work with the text to give the reader clues about the story. Asking your child questions about the pictures will help you identify whether they fully understand the text. Can they identify characters, colours and facial expressions. Talk about the setting and the action happening on the page.



Reading Tips

Ask questions

Before, during and after reading, ask your child questions. This will help them to fully understand and enjoy the text while also helping them to develop essential comprehension and reading skills.

WH questions are a good place to start.

Who are the characters?

What happened?

Where did the story take place?

When did the story take place?

Why did the character do what they did?

What do you think will happen next?

What would you have like to have happened?

What do you think the character was thinking?

VIPERS

In our daily Guided Reading sessions we focus on developing key reading skills, which we refer to as VIPERS.

Vocabulary - understanding the meanings of words or why a certain word has been chosen by the author.

Infer - the ability to use clues from the text to understand something that is not specifically mentioned. For example, how is that character feeling? How do we know?

Predict - Using what has already been read to make sensible predictions as to what might happen next.

Explain - Explain clearly what or why something has happened or why a character has behaved in a certain way..

Retrieve - Scanning a text to retrieve information.

Summarise - Being able to recall the order of events and to identify significant events in a story.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

VIPERS

Follow the link below to find year group specific examples of question stems which you could use to help develop your child's key reading skills.

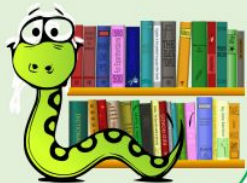
KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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Learning - Our
Curriculum - English

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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