

KS1 Reading and Writing Parent Workshop









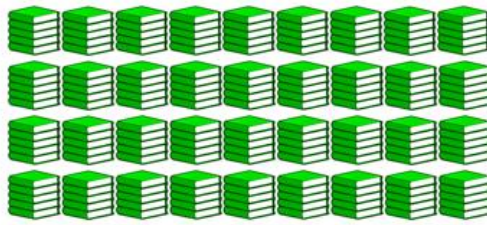



Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What do the colour bands mean?
- How can I support with reading at home?
- What should my child be able to do by the end of Year 1/2?



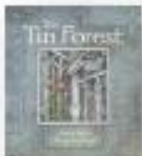














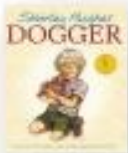














Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.




























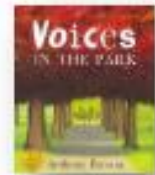






Child A reads for 20 minutes per night, 5 times a week		Child B reads for 4 minutes per night...or not at all	
In one week: 100 minutes of reading		In one week: 20 minutes of reading	
In one month: 400 minutes of reading		In one month: 80 minutes of reading	
In one school year (9 months): 3,600 minutes of reading		In one school year (9 months): 720 minutes of reading	
By the end of year 6: 28,800 minutes of reading (80 school days)		By the end of year 6: 5,760 minutes of reading (16 school days)	

Year 1 Bucket List Books

Beegu by Alexis Deacon	The Emperor of Absurdia by Chris Riddell	The Tin Forest by Helen Ward	Tyrannosaurus Drip by Julia Donaldson	The Snail and the Whale by Julia Donaldson	Green Eggs and Ham by Dr. Seuss	Horton Hears a Who! by Dr. Seuss	So Much by Trish Cooke
							
Astro Girl by Ken Wilson-Max	My Two Grannies by Floella Benjamin	Mr Grumpy's Outing by John Burningham	Jasper's Beanstalk by Nick Butterworth and Mick Inkpen	Look Out, Suzy Goose by Petr Horacek	The Teeny Weeny Tadpole by Sheridan Cain and Jack Tickle	Eric Carle Collection	Oops! By Colin McNaughton
							
Giraffes Can't Dance by Giles Andreae	Dogger by Shirley Hughes	Willy and Hugh by Anthony Browne	Farmer Duck by Martin Waddell	Some Dogs Do by Jez Alborough	The Ravenous Beast by Niamh Sharkey	Harry and the Dinosaurs by Ian Whybrow	The Pig in the Pond by Martin Waddell
							
Billy's Bucket by Kes Gray	Not Now, Bernard by David McKee	Funny Bones Collection by Allan Ahlberg	Suddenly by Colin McNaughton	Lucy and Tom's Christmas by Shirley Hughes	Lucy and Tom at the Seaside by Shirley Hughes	After the Fall by Dan Santat	The Egg by M. P. Roberston
							

Year 2 Bucket List Books

Caterpillar Butterfly Vivian French	Who's Afraid of the Big Bad Book by Lauren Child	Peace at Last By Jill Murphy	Cleversticks by Bernard Ashley	The Lonely Sea Dragon by Helen Dunmore	Duncan's Treehouse by Amanda Vesey	Shark in the Dark by Peter Bently	The Gruffalo's Child by Julia Donaldson
							
Dinosaurs Love Underpants by Claire Freedman	Monsters Love Underpants by Claire Freedman	The Cat in the Hat by Dr.Seuss	The Cat in the Hat Comes Back by Dr.Seuss	There's a Wocket in my Pocket by Dr.Seuss	Cops and Robbers by Janet and Allan Ahlberg	Amazing Grace by Mary Hoffman	Look Up by Nathan Bryon
							
Alfie and Annie-Rose Stories by Shirley Hughes	Once there were Giants by Martin Waddell	The Large Family Collection by Jill Murphy	Courage By Bernard Waber	Burglar Bill by Janet and Allan Ahlberg	The Lighthouse Keeper's Lunch by Ronda Armitage	Madeline in London by Ludwig Bemelmans	Winnie the Witch Collection by Valerie Thomas
							
The Zebra Who Lost his Stripes by Stasha	Princess Smartypants by Babette Cole	The Snowman by Raymond Briggs	Voices in the Park by Anthony Browne	Gorilla by Anthony Browne	Up and Down by Oliver Jeffers	The Story of Pinocchio	Mae Among the Stars by Roda Ahmed
							

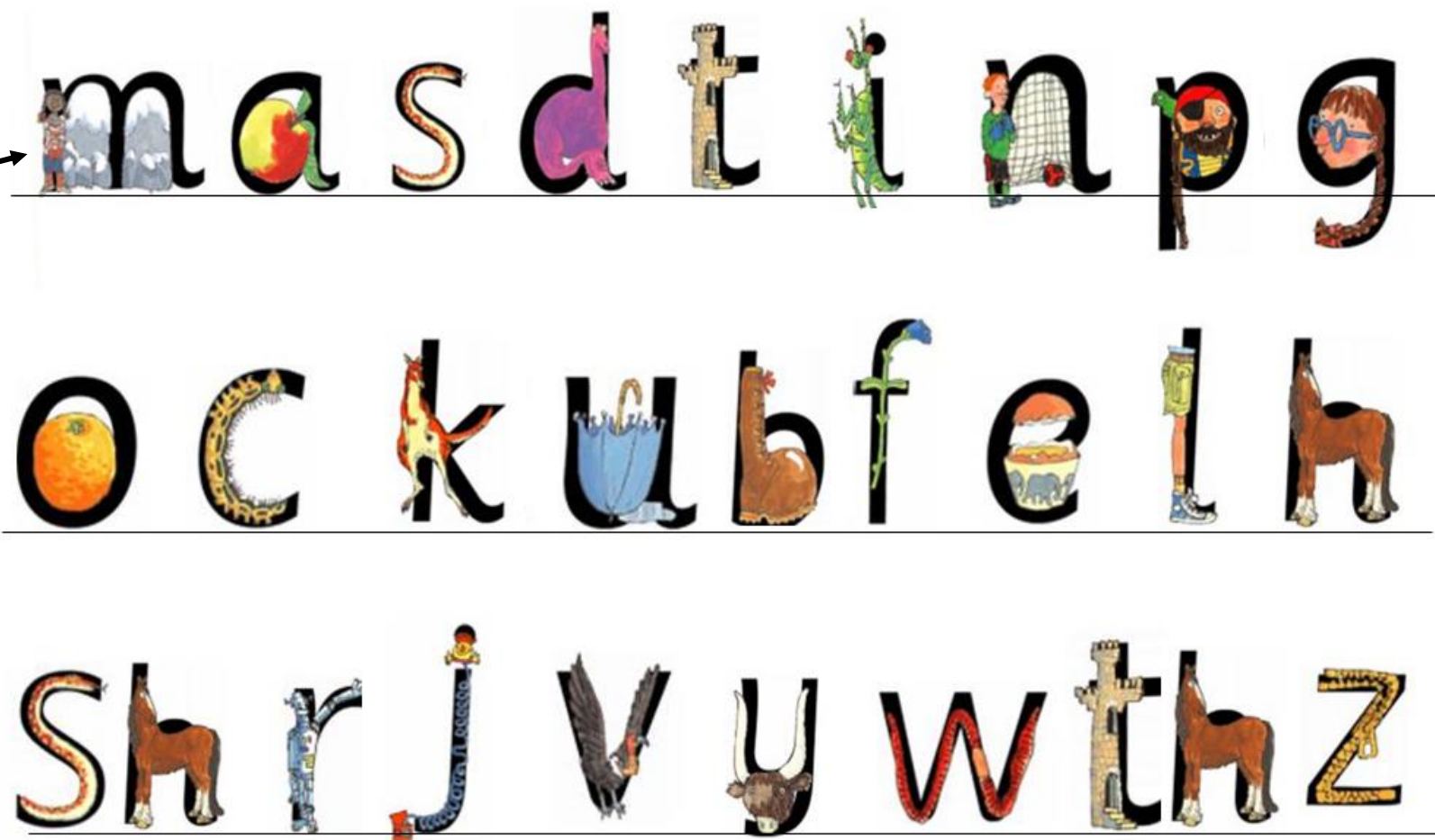


Set 1 sound mat!



“mmmmmmmm”

“Down the mountain
and over the
mountain.”






















Set 2 Sound Mat

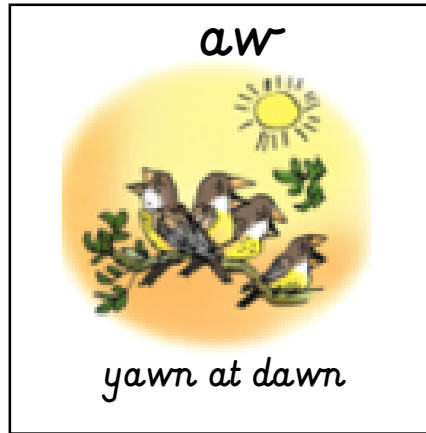


ay

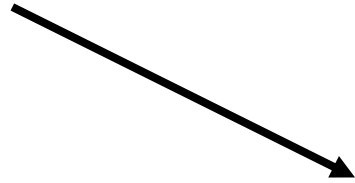
					
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ay	ee	igh	ow	oo	oo
					
ar	or	air	ir	ou	oy



Set 3 Sound Mat

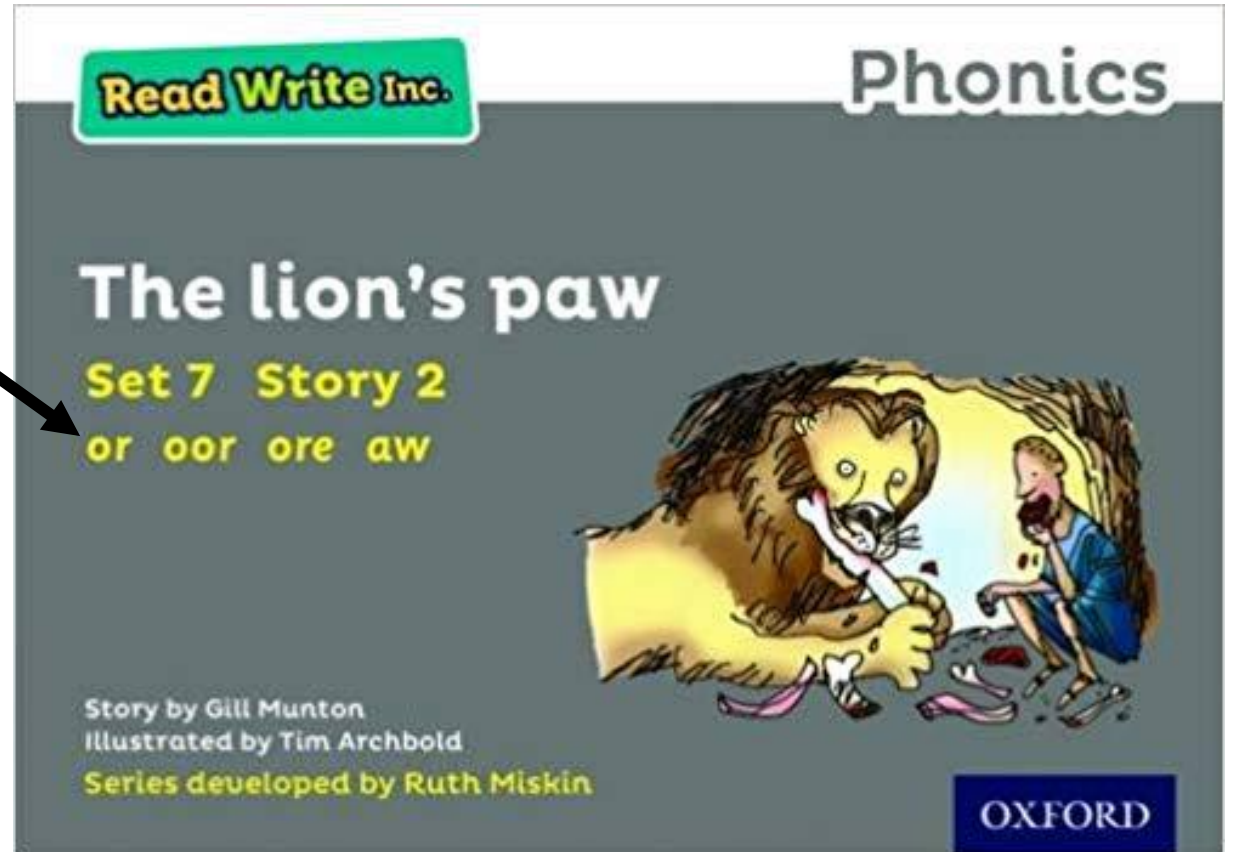
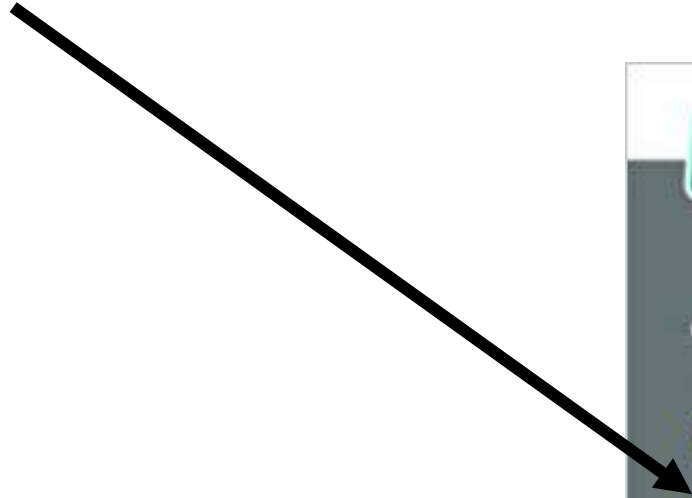


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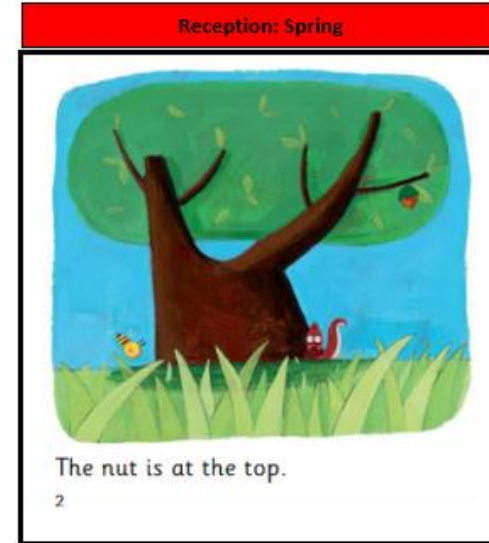
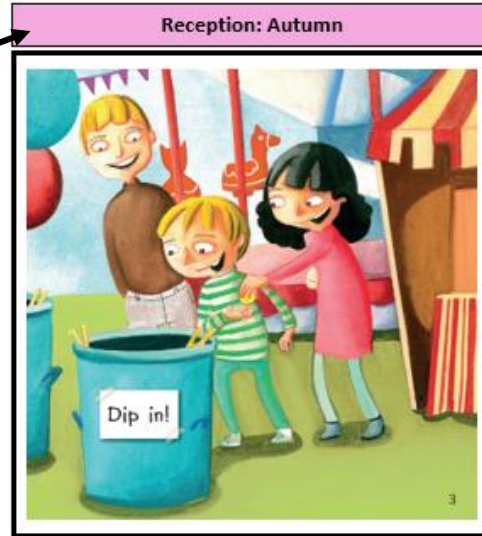
ea	oi	a-e	i-e	o-e	u-e
aw	are	ur	er	ow	ai
oa	ew	ire	ear	ure	

or, oor, aw, ore

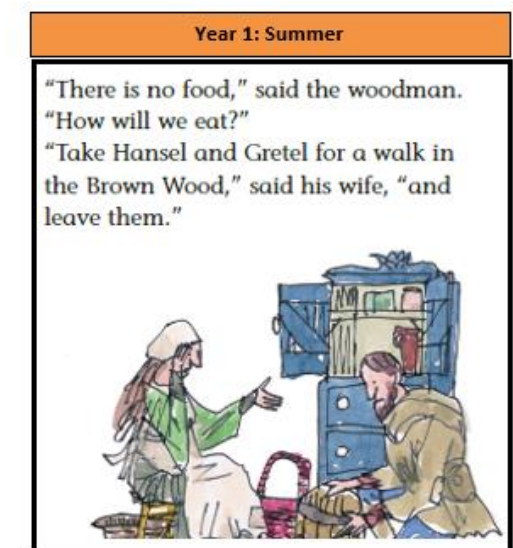
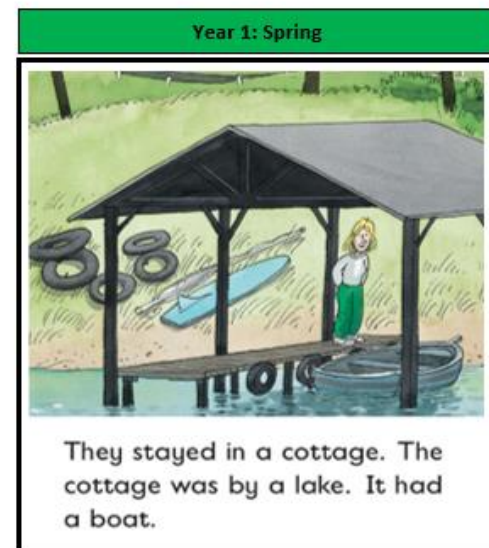
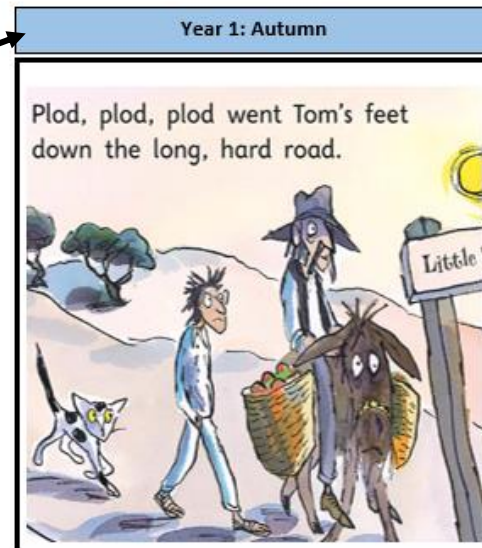


What do the colour bands mean?

Pink
Red
Yellow
are books for
reception
children



Blue
Green
Orange
are books for
Year 1
children

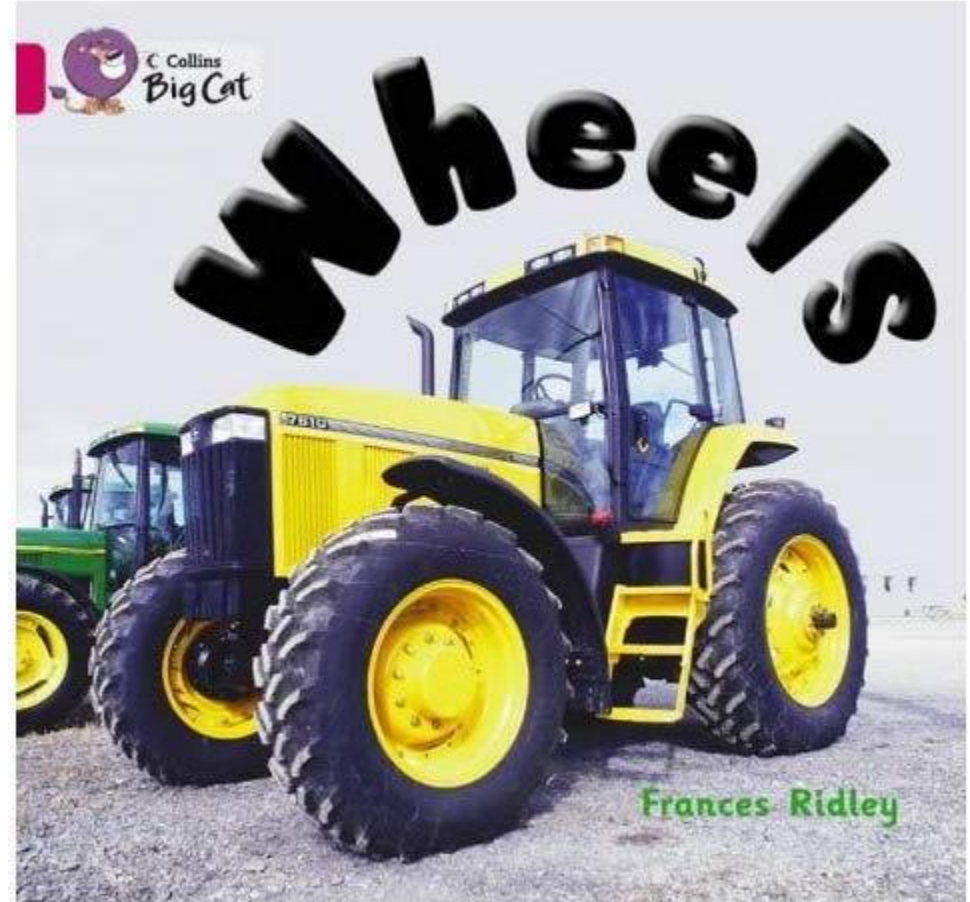


Pink and Red Books

Some words can be sounded out.



Some words the picture will prompt.



What do the colour bands mean?

turquoise

purple

gold

are books for
Year 2 children

Year 2: Autumn

The King was delighted and summoned Lily to the castle. There, he took her to a turret and showed her a bale of straw.



"Spin it into gold by morning and you may marry my son," he said. Then he locked the door.

Year 2: Spring



The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.

"I hope we don't forget what to do," said Chip.

Year 2: Summer

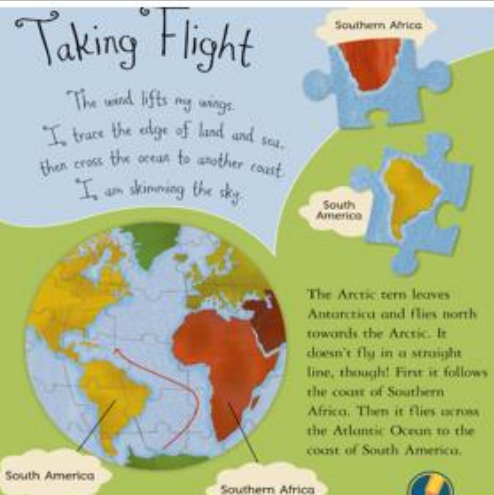


As soon as Max stepped off the ship, his whole body felt heavy.

Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.

"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.

Year 3: Autumn



Taking Flight
The wind lifts my wings.
I trace the edge of land and sea,
then cross the ocean to another coast.
I am skimming the sky.

The Arctic tern leaves Antarctica and flies north towards the Arctic. It doesn't fly in a straight line, though! First it follows the coast of Southern Africa. Then it flies across the Atlantic Ocean to the coast of South America.

Year 3: Spring



"Here's a letter for you all," said Mr Cox. "Don't lose it and don't forget to give it to your parents. There's good news inside."

Lenny wanted to know what the good news was. He rushed across the playground to meet his mum.

"Quick! Open this letter," he said. "Mr Cox says there's good news inside."

"Say hello to me first!" laughed his mum, but she opened the letter. She read it and told him, "Class 3 is going to have football lessons. Next week. The school will lend you some boots."

Year 3: Summer



The head keeper, Mr Otterbuck, had lost his big bunch of keys. And a monkey had found them! An urgent meeting was called about it.

The meeting was held that night at the tree of Milton Grizzlefur, the cleverest monkey in all of Monkey Land.

He doesn't look clever though. That's because he spends all day in a tyre hanging from an old tree.



"I say it looks like he's fast asleep. 'No, no,' says Mum. 'Not asleep. Milton Grizzlefur is thinking.'") We all stood waiting for Milton Grizzlefur to wake up - I mean, to stop thinking.

At last he opened one yellow eye. "Ah, yes, as I was saying," he said, his grey whiskers looking a bit like a human's beard.

"You weren't saying anything at all," I thought. But I kept quiet about it.

white

lime

copper

are books for
Year 3 children

Yellow and Blue books

Set 2 Sound Mat

ch	qu	x	ng	nk
ch	qu	x	ng	nk
ay	ee	igh	ow	oo
ar	or	air	ir	ou

Set 3 Sound Mat

ea	oi	a-e	i-e	o-e	u-e
aw	are	ur	er	ow	ai
oa	ew	ire	ear	ure	

Dad put the toad down.

You will not
get hurt, now.

oa

ow

ur



Home Learning

Here, your child can practise how to write the grapheme (letters that make up the sound).

The sound we are learning this week is ai - snail in the rain.

ai

This is the phrase or rhyme that helps the children remember the sound.

Read in Fred talk, then read the word:

snail

paid

tail

train

paint

stait



These words should be sounded out and then blended together. We call this 'Fred Talk' (t-ai-l).

When you see an alien, it is not a real word; these types of words will appear in the phonics screening check in June.

Year 1 Key Words

I
go
to
the
you
of
no
a
one
pull
push



Year 1 Key Words

he
she
me
they
we
was
are
and
my
two
when
ask



Year 1 Key Words

this
for
be
off
your
want
what
do
does
all
come
with



Year 2

Year 2 start learning a spelling rule once they have finished RWI.

If your child is learning the spelling rules, the format looks like this:

Some words
to practise
the spelling
rule with.

The rule we are learning this week is adding *ing*.

Remember: If a word ends with e, drop the e to add *ing*.

hide → *hiding* like → *liking* slide → *sliding*

Have a go at adding *ing* to these words:

fall shake smile hope rain have

Common exception words:

because could should

This is the rule
and an
explanation or
reminder will be
provided.

Common
exception
words to
learn

Writing

- How can I support with handwriting at home?
- What are fine motor skills and how can I support with developing my child's pencil grip?
- What should my child be able to do by the end of Year 1/2?
- How is writing taught at school?
- How can reading support my child's writing?

What are Fine Motor skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.



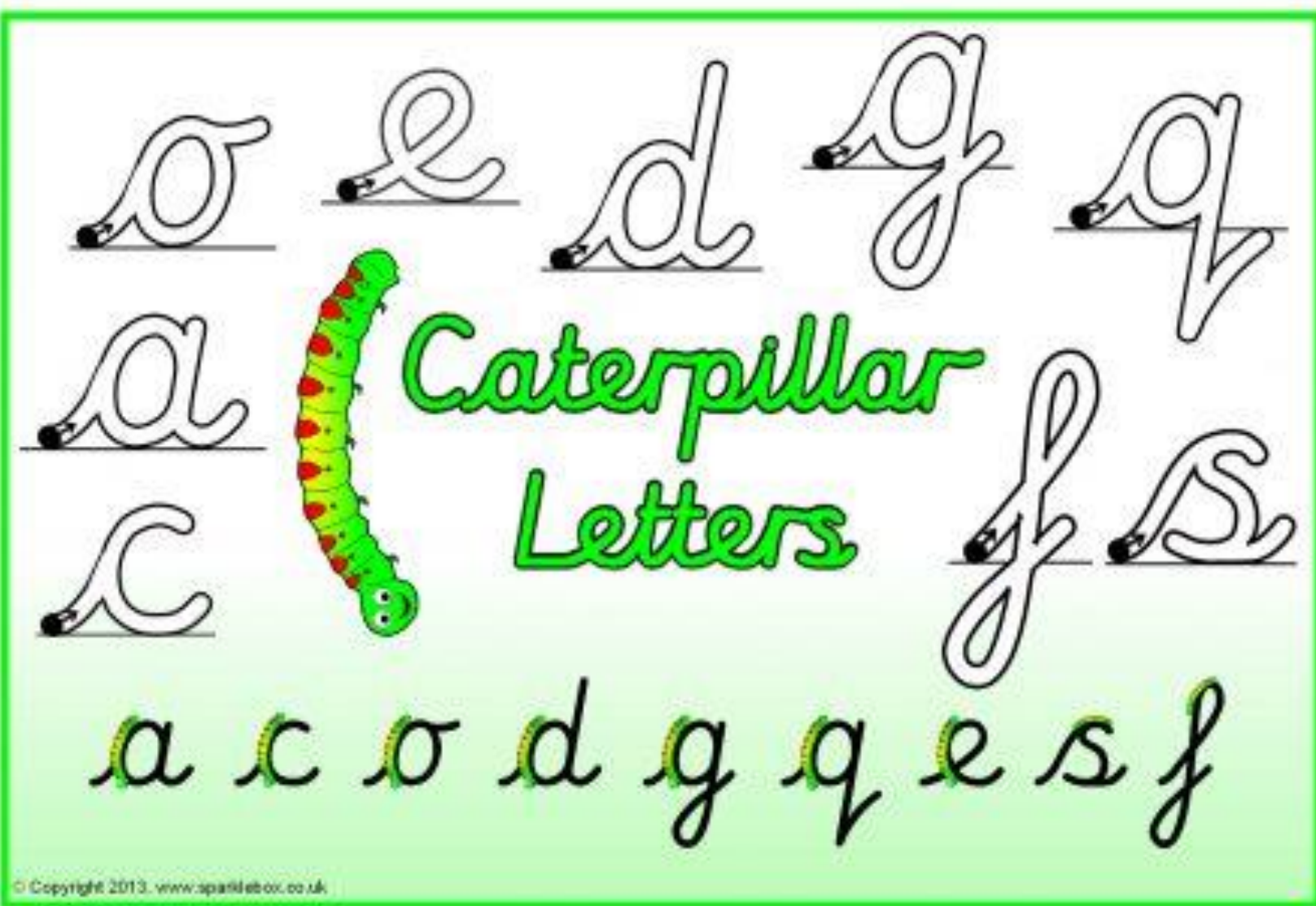
Fine Motor Skills

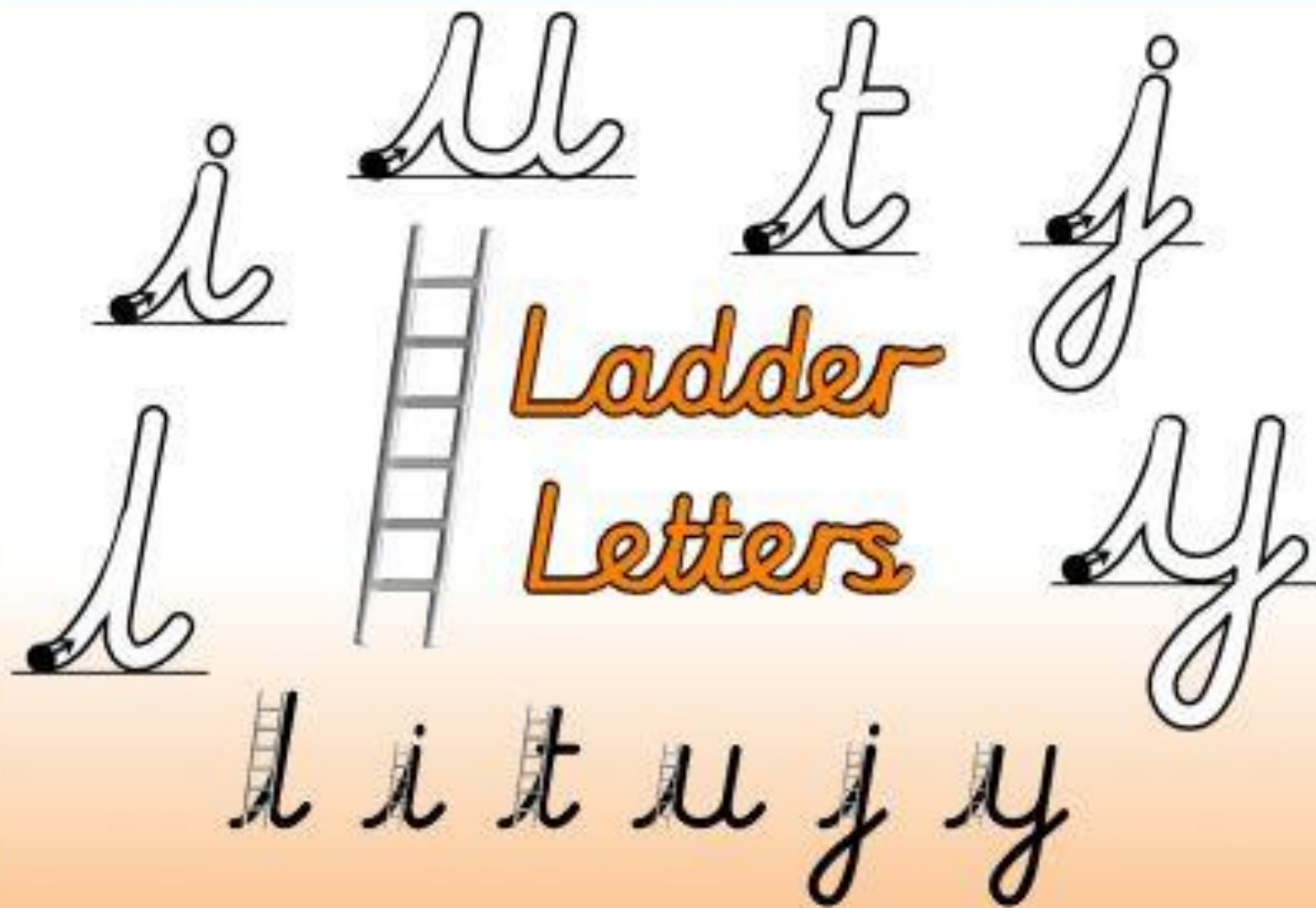


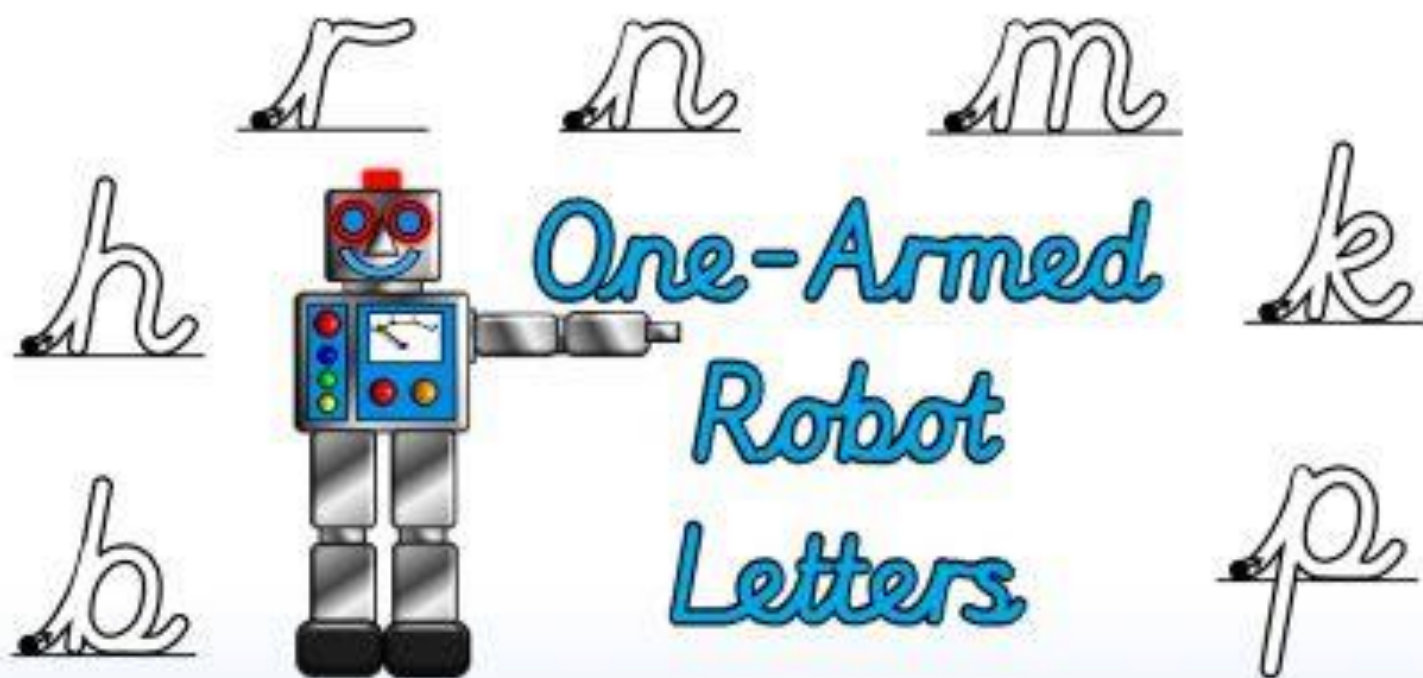
Pencil Grip

How a child holds a pencil is also dependent on their age and the stage of their development.









r b n h m k p

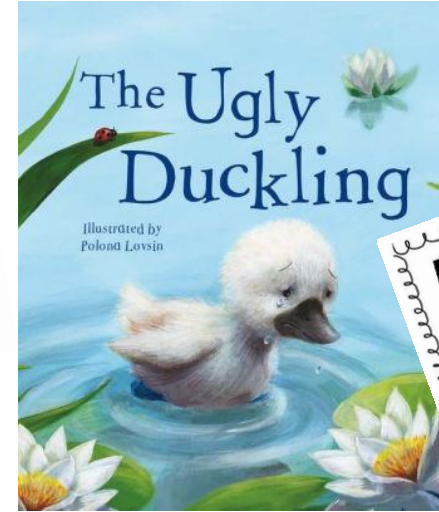
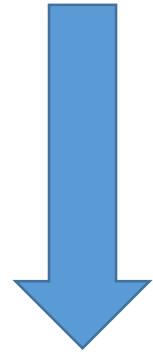


Zigzag Monster Letters

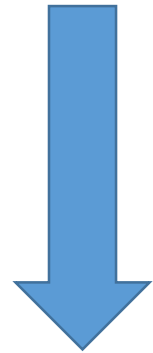


Learn a story through drama and immersion.

3 Phase Approach to Writing



Plan a new story based on the structure of the original story.

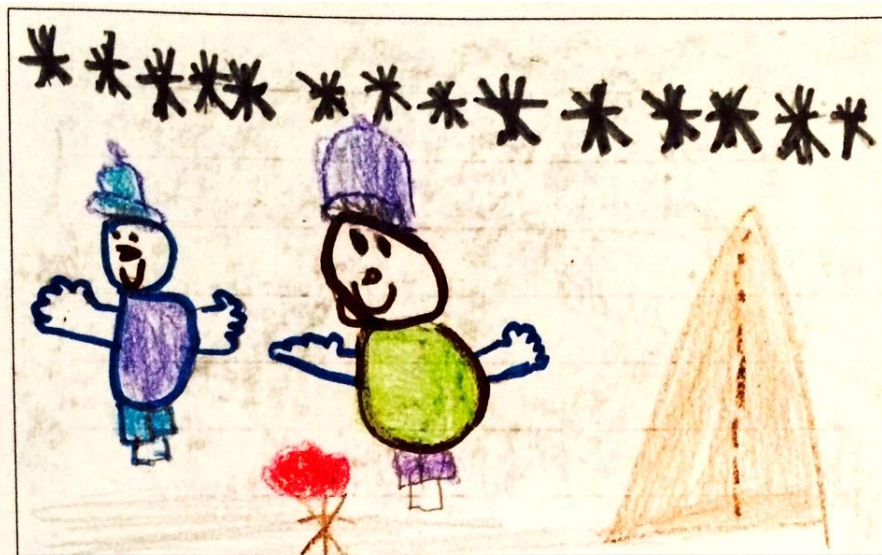


Write the new version of the story.

Year 1

- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember about spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.

I was outside in the garden picking flowers. my mum and dad told me not to. but i still carid on. i went to the forest. i still carid on. i carid on until the hairy wolf came. sing me this sweetest song.



One winter Day
I went to the snow with my brother.
I saw a lot of snowflakes. First
I played a snowball fight. Then
I build a snowman. Next we
made a snow angel. We ate an
chicken soup. Then we made a
camp fire. Next I made a tent.
After that we made a flower. I

Year 2 Expected Standard.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{Snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly pronunciation party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the

Year 2 Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a kricky, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy beause she is too old and in returnst some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furios and she was so