

# KS1 Reading and Writing Parent Workshop









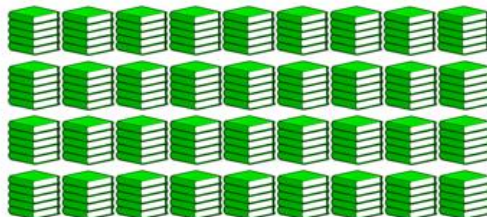



# Reading

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

# Reading Bucket List

## Year 1

Billy's Bucket  
The Snail and the Whale  
Suddenly  
Tyrannosaurus Drip  
Pig in the Pond  
Harry and the Bucket full of Dinosaurs  
Ravenous Beast  
Teeny Weeny Tadpole  
Some Dogs Do  
Beegu  
Mr Grumpy's Outing  
Lucy and Tom at the Seaside  
Lucy and Tom's Christmas  
Eric Carl Collection  
Farmer Duck  
So Much  
Two Grannies  
Willy and Hugh  
Jaspers Beanstalk  
Dogger  
Funny Bones Collection  
Not Now Bernard  
Look Out Suzy Goose  
Giraffes Can't Dance  
Oops!

## Year 2

Alfie and Annie-Rose Stories  
The Gruffalo's Child  
Dinosaurs Love Underpants  
Monsters Love Underpants  
Up and Down  
Voices in the Park  
Smartest Girl in Town  
Once There Were Giants  
The Large Family Collection  
The Cat in the Hat  
The Cat in the Hat Comes Back  
Who's Afraid of the Big Bad Book  
There's a Wocket in my Pocket  
Burglar Bill  
Cops and Robbers  
The Light House Keeper's Lunch Collection  
Madeline in London  
Winnie the Witch Collection  
The Zebra Who lost His Stripes



How we teach reading at school



Set 1 sound mat!



"Mmmmountain"

Maisy mountain,  
mountain

**Set 2 Sound Mat**



ay

ch qu x ng nk



ay ee igh ow oo oo

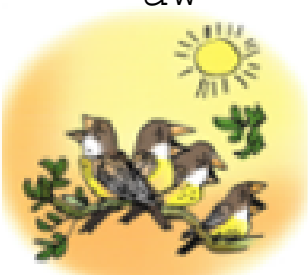


ar or air ir ou oy



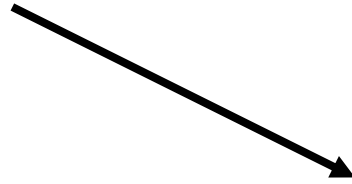
### Set 3 Sound Mat


















aw



yawn at dawn

aw

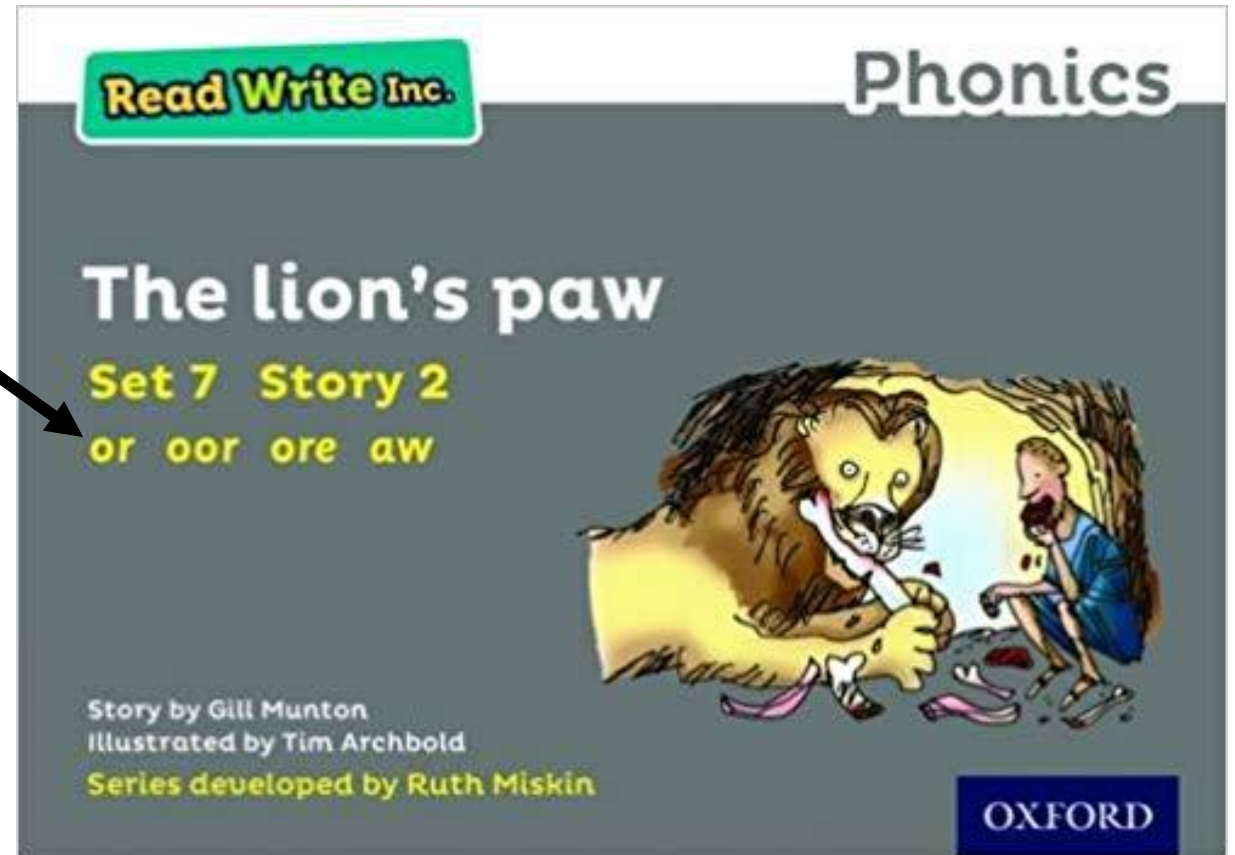
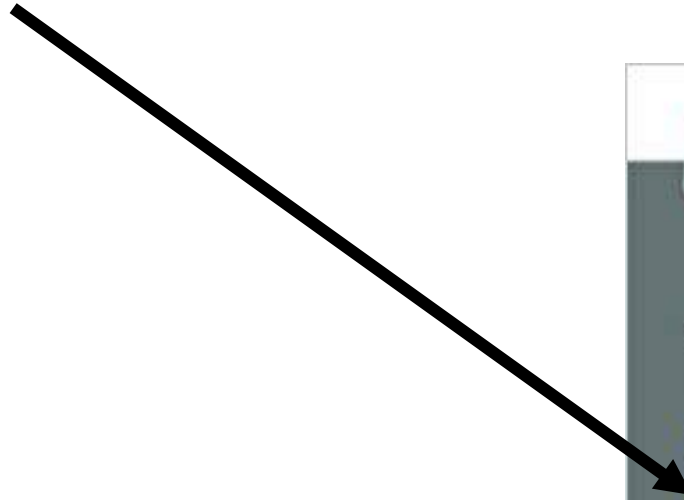


					
<i>ea</i>	<i>oi</i>	<i>a-e</i>	<i>i-e</i>	<i>o-e</i>	<i>u-e</i>
					
<i>aw</i>	<i>are</i>	<i>ur</i>	<i>er</i>	<i>ow</i>	<i>ai</i>
					
<i>oa</i>	<i>ew</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>	



# Reading

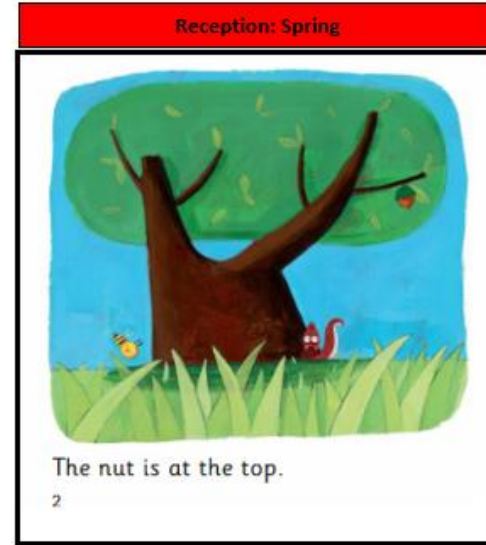
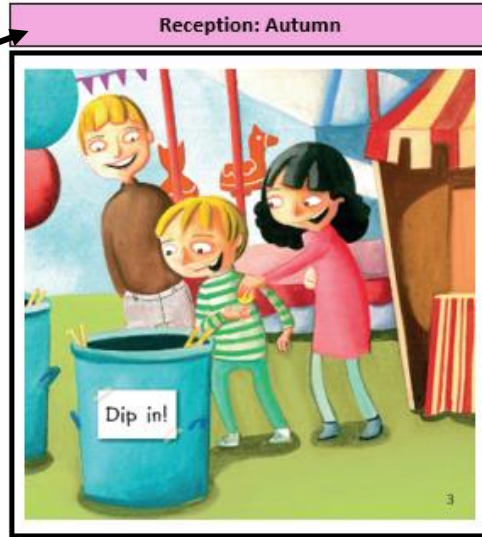
or, oor, aw, ore



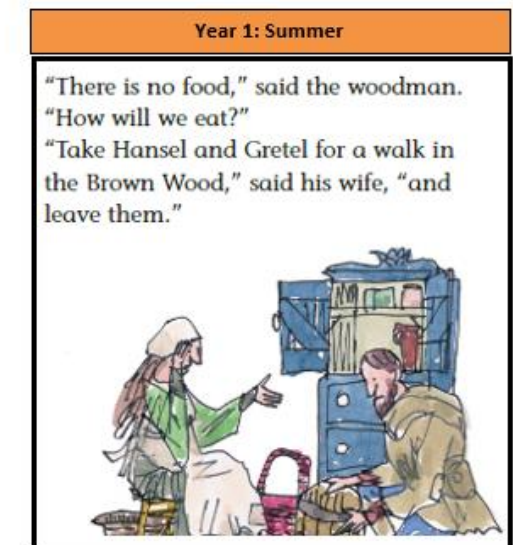
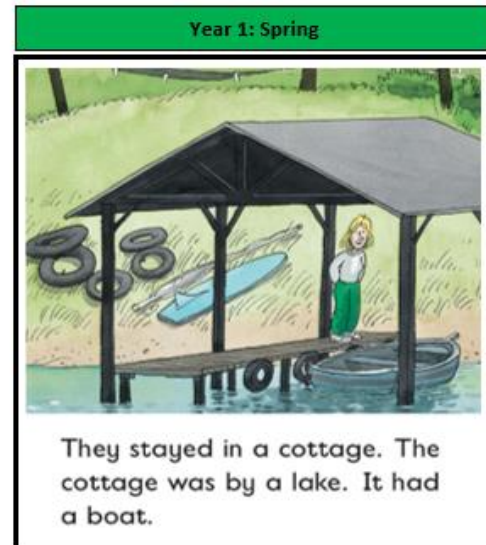
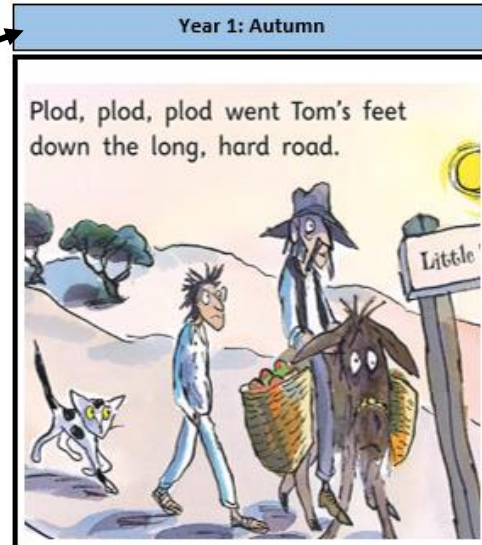
# Home Learning

# What do the colour bands mean?

Pink  
Red  
Yellow  
are books for  
reception  
children



Blue  
Green  
Orange  
are books for Year 1  
children



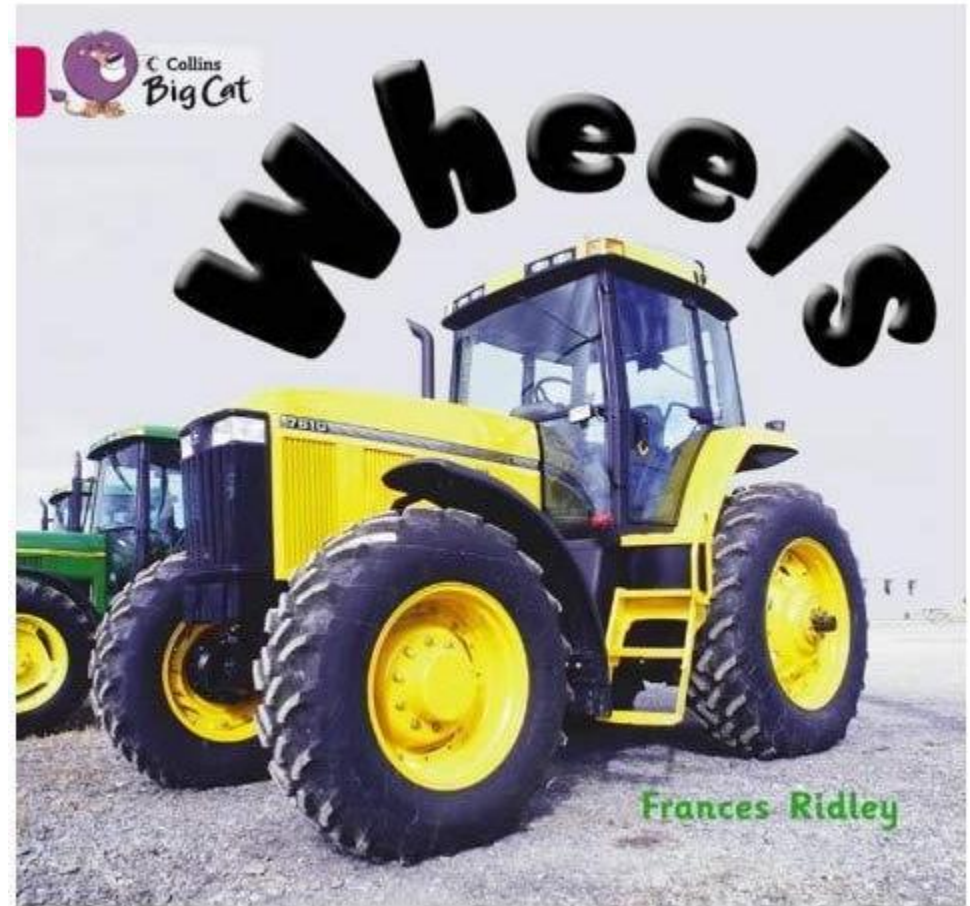
# Pink and Red Books

Some words can be sounded out.

Some words the picture will prompt.



Sam




# 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 hood 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 leaping 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	
 ay	 ee	 igh	 ow	 oo	 oo
 ar	 or	 air	 ir	 ou	 oy

## 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.



# Home Learning

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

ai

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

Read in Fred talk, then read the word:

snail

paid

tail

train

paint

stait



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

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 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



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



# 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.



Cursive handwriting practice sheet for letters a, c, o, d, g, q, e, s, f. The sheet features a central illustration of a green caterpillar with red spots and the text "Caterpillar Letters" in a green, cursive font. The letters are presented in three rows: the top row shows the letters a, c, o, d, g, q, e, s, f in a large, hollow cursive font with a starting dot and an arrow indicating the direction of the stroke; the middle row shows the same letters in a smaller, hollow cursive font; and the bottom row shows the letters in a solid cursive font. The entire sheet is enclosed in a green border.

Caterpillar Letters

a c o d g q e s f



Ladder

Letters



l i t u j y

r

b

n

h



One-Armed  
Robot  
Letters

m

k

p

r b n h m k p



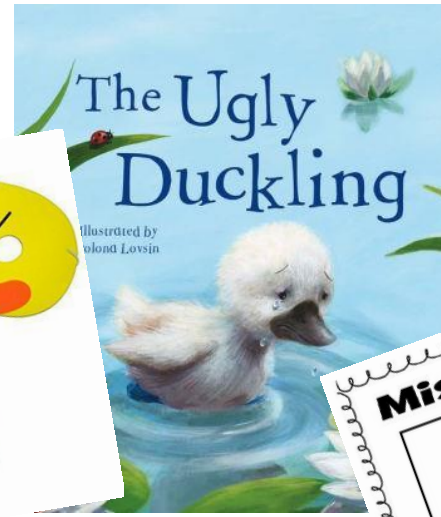
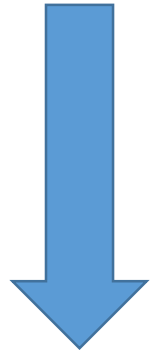


# Zigzag Monster Letters

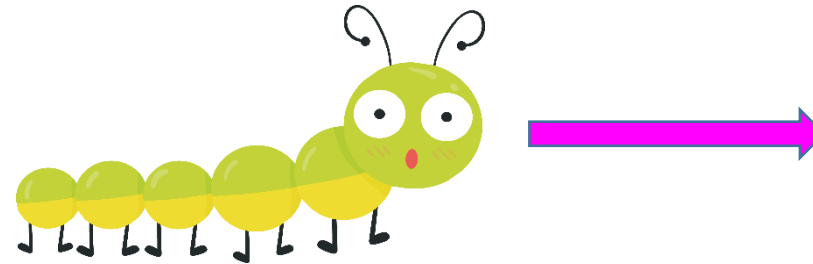
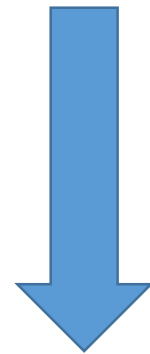


# 3 Phase Approach to Writing

Learn a story through drama and immersion.



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 carried on. I went to the forest. I still carried on. I carried 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~~<sup>snack</sup>. 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 sticky prohibition 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 because she is too old and in return <sup>get</sup> 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 furious and she was so



# KS1 Reading and Writing Workshop

