

# Toftwood Infant School


## Reading and Writing Parent Workshop

Mrs Thompson  
English Subject Leader

# Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What are the different texts that are sent home with my child weekly?
- How can I support with reading at home?
- What should my child be able to do by the end of Year 1/2?

# What is phonics and how can I support with learning new sounds?



The screenshot shows the website for Toftwood Infant and Junior School Federation. The header features the school's logo, a tree with children's silhouettes, and the text 'Toftwood Infant and Junior School Federation'. Below the logo is a navigation menu with items: Welcome, Our Schools, Safeguarding, Curriculum, Year Groups, Children, Mental Health & Well Being, Special Events, Computing, Parents, SEND, and Vacancies. A 'Contacts' link is centered below the menu. The main content area is titled 'Parent Support for English' and includes a search bar, a 'Recent Posts' section with a link to '29.9.23 - Active Kids Festival', and a 'Workshops' section. A blue arrow points to the first workshop, 'Introduction to Phonics'.

**Toftwood Infant and Junior School Federation**

Welcome ▾ Our Schools ▾ Safeguarding ▾ Curriculum ▾ Year Groups ▾ Children ▾ Mental Health & Well Being Special Events Computing ▾ Parents ▾ SEND Vacancies

Contacts

## Parent Support for English

Search ...

### Recent Posts







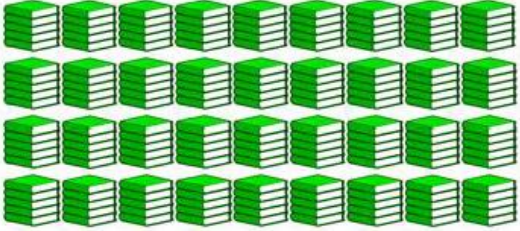



[29.9.23 - Active Kids Festival](#)

### Workshops

- [Introduction to Phonics](#)
- [Phonics test workshop for Year 1](#)
- [KS1 writing and reading workshop](#)
- [Literacy Workshop](#)
- [SPAG Workshop](#)

# When is reading taught at school?

- During guided reading time – everyday for 30 minutes.
- Individually – during guided reading sessions and weekly ‘reading for pleasure’ time.
- During daily phonics/grammar lessons based on the sound the children are learning.
- Day to day in all areas of the curriculum
- Daily story time read by an adult
- Poem of the day to end the school day

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

# How is guided reading taught at

school?

The children are in groups of similar reading ability so that each group are working on specific targets to improve their reading.

During each guided reading session the children will have time to read independently, read aloud and answer questions related to the VIPERS skills.

- Strategies that we use in class:
- Echo reading
  - Robot arms
  - Discussing word meanings
  - Reading the tricky words and phonemes that are going to be in the text
  - Re-referring to the book to answer questions

## VIPERS questioning

Throughout the federation we focus on the VIPER skills for reading. Here are some questions you may ask your child when reading a book with them to support their comprehension.

### Vocabulary

Which of the words best describes the character/setting/mood?

What does the word ..... mean in this sentence?

Can you think of any other words the author could have used to describe this?



### Infer

Why was ..... feeling.....?

Why did ..... happen?

Why did ..... say.....?

Can you explain why.....?



### Predict

What do you think this book will be about?

What do you think will happen next? What makes you think this?

What is happening? What do you think happened before?



### Explain

Who is your favourite character? Why?

Why do you think all the main characters are girls in this book?

Would you like to live in this setting? Why/why not?

Is there anything you would change about this story?

Do you like this text? What do you like about it?



### Retrieve

What kind of text is this?

Who did.....? / Where did.....? /When did.....?

What happened when.....?

Why did ..... happen?



### Sequence

What was the first thing that happened in the story?

What happened after.....?

Can you summarise in a sentence the opening/middle/end of the story?



# What are the different texts that are sent home with my child weekly?



A library book which links to your child's interests; chosen by your child.



A fully decodable e-book via Twinkl Go which links to the text we have used in guided reading and the sounds we have taught in phonics so far.



A supplementary reading book which can be shared with your child. Your child may need support to read some of the words and to understand the text

# How can I support with reading at home?

Hearing your child read regularly (we recommend 3 times per week) helps them to decode words quicker and this then helps develop their fluency when reading.

Reading stories to your children helps develop their love of reading and helps them encounter new vocabulary.

Help your child to learn the words and sounds that are sent home on Dojo each week.



# How can I support with reading at home?

Children 'learn to read' however in order for a child to 'read to learn' as they get older, it is essential your child has good comprehension skills. A skilled reader is someone who can not only read the words but also understand and discuss what they mean.

Re-reading is also an essential skill that children need to develop. This develops fluency and recall of the words they often encounter. It also supports their comprehension skills.

## Help your child with reading

### I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a...? How many... can you see?

### Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

### Create

Use reading to inspire drawings or new stories.

### Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

### Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

### Go online

Look online & in app stores for appropriate word & spelling games.

### Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

### Make space

Have a special place or a certain time when you read together.

### Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

#### Questions to ask your child when sharing a book

Children 'learn to read' however in order for a child to 'read to learn' as they get older, it is essential your child has good comprehension skills. A skilled reader is someone who can not only read the words but also understand and discuss what they mean.

#### Questions to ask before reading:

- What is the title of the book?
- What does the cover tell you about the book?
- What do you think the book is about?
- What are you curious to find out about this book?
- What do you already know about this book?
- What do you want to learn?
- Why are you reading this book?

#### Questions to ask during reading:

- What do you think will happen next?
- What is the problem in the book?
- Who are the characters in the book?
- Why do you think the character did that?
- What does he/she/it look like?
- Why does the character think/feel...?
- What is happening/has happened?
- When you were reading this part, what were you picturing in your head?
- What do you think will happen next?

#### Questions to ask after reading:

- Describe the setting of the story.
- Describe how a character changed throughout the book.
- Which of the characters did you like best? Why?
- What were some of the problems or situations the characters encountered?
- Tell me about a part that you liked or disliked? Why?

It is very important for your child to be able to re-tell the story in their own words. The more often they find this the trickiest, so the more they practice the more confident they will be.

## Sound buttons

When the children come to a word that they are unsure of, we encourage them to use sound buttons and robot arms to blend the letters together. Here are some examples:

p.in

tr.ain

m.ou.t

l.i.ke

sp.li.th

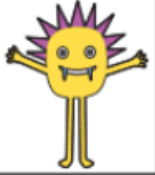
li.ghtn.i

ng

# Year 1 phonics screening check

## Section 1

sut



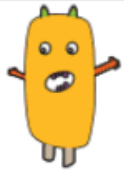
yad



dop



uct



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## Section 1

shop

yell

peel

check

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## Section 2

brend



throst



stret



spraw



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## Section 2

label

vanish

blossom

thankful

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# What should my child be able to do by the end of Year

Year 1	Year 2
Blend words using their phonics knowledge	
Read year 1 common exception words	Read year 2 common exception words
Read words with suffixes –ing, -ed, -est.	Read words with common suffixes –er, -ment, -less, -ful
To discuss words and their definitions.	Make inferences and talk about what has already happened.
Join in with repeated phrases in the book.	To make links between the book they have read and other texts they are familiar with.

Re-read a text to help with comprehension, fluency and expression.

Answer questions about what they have read (VIPER skills)

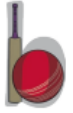
# Writing

- 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 I support with handwriting at home?



Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



Criss, cross.



Swing the yoyo up, drop it all the way down and underneath.



Zig, zag, path.

# How can I support with handwriting at home?

## Handwriting

We use the "Nelson" handwriting joins.

ai oi ou sh str  
ar ng ee ch ie

## Break letters

Joins are not made from these letters:

b g j y q p

## Mean letters

These letters are mean letters because they don't want to join hands.

Joins are not made to or from these letters:

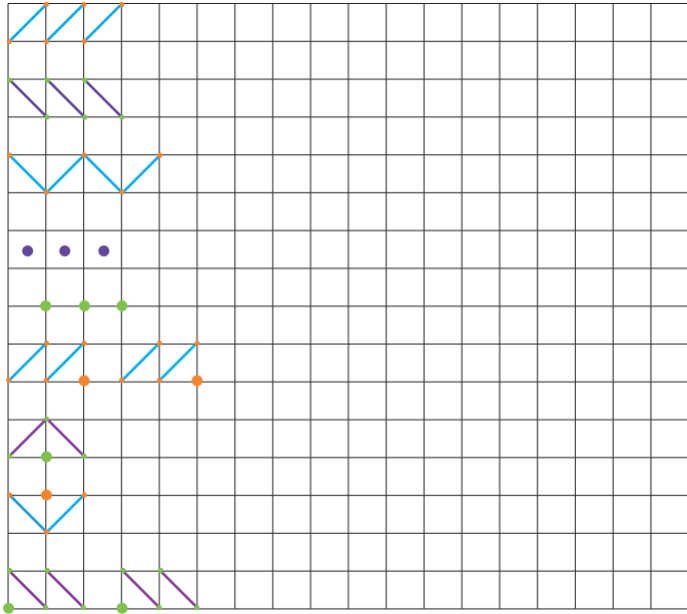
x y

Joined handwriting is taught when children show correct letter formation in their work.

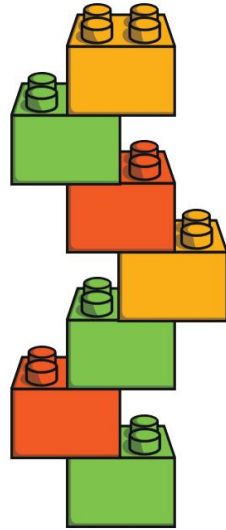
This starts in the Spring term and begins with making joins between two letters, rather than the whole word.

# What are fine motor skills and how can I support with developing my child's pencil

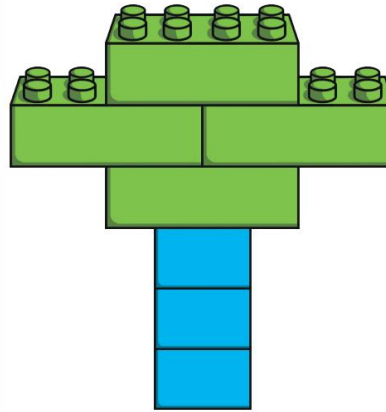
gr



Can you copy the building brick model?

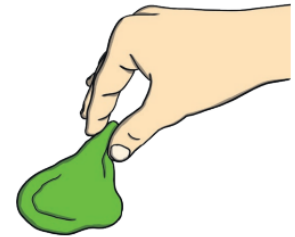


Can you copy the building brick model?



Playdough Area Challenge Cards

Pinch around the outside of the playdough with your fingers.



Playdough Area Challenge Cards

Make a cake out of the playdough. Can you cut the cake up and share it with a friend?



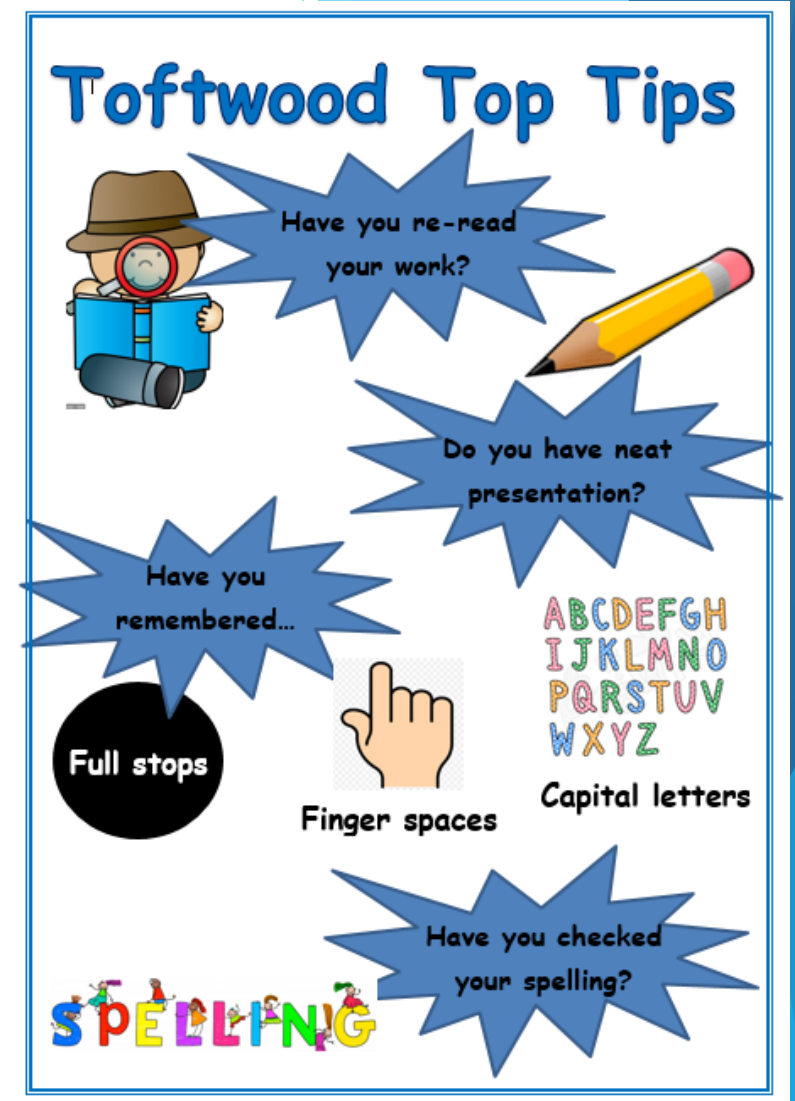


# How is writing taught at school?

We model the writing that the children are going to complete, getting the children to share their ideas, helping spell words, apply punctuation rules and develop vocabulary.

We encourage the children to use their phonics/spelling knowledge to spell the words they want to write.

They have spelling mat and common exception words on the tables to support their writing.



# How is writing taught at school? - continued

For each unit of writing we have a vocabulary dozen (12 words linked to the writing unit) and we encourage the children can use these words in their writing. Word banks and mind maps are also used to provide ideas for their work.

After each piece of writing the children have next steps which could be a few common words which they spell incorrectly in the work.

# How is SPAG taught at school?

## THE VERB BIRD

**ACTION**

The Verb Bird can be or do anything! He is always involved in the action! So, what is a verb?  
 A verb is an action word. It expresses a state of being (to wait) or to do a physical action (to exercise, to run) or to single or connect another (for example, to think or to agree). Without verbs in our sentences, nothing would happen! There would be no action!

**Get it?** verbs are powerful, you can use them to make a one-word sentence with a verb.  
 For example:  
 / "to wait" or "to run" - "You cannot do this with any other type of word. How amazing is that?"  
 A verb always has a subject. If this is the "subject" what is the subject in or does "he seems cool" or "the ball" "the ball".  
 Now it's your turn! How many verbs can you think of, and write down in one minute! Go for it!

## ABBIE ADVERB

**ADV**

Got to go!  
 A verb needs my help!

Abbie Adverb is a superhero sent by the Legends of Literacy to save millions of verbs around the world. She works day and night linking adverbs to verbs.

**So, what is an adverb?**  
 An adverb specifically modifies and qualifies a verb. It is a very important word class that tells us more about a verb and, with interesting questions such as, "when?", "where?", "how?", "how often?", "how many?", "how often?"

**Get it?**  
 / Do you quickly say? The verb in the sentence is "saves". The adverb is "quickly". On this occasion, the adverb tells the reader "how she saves". Adverbs can also "modify" other adverbs or adjectives.  
 / She almost always brings them to work on adverbs.  
 / She was really very nice. (used to modify an adjective)  
 Now it's your turn! How many times can you use the adverb in the sentence below? Remember to make sure that it still makes sense. Go for it!  
 Example: The excited crowd had cheered.

## AGENT ADJECTIVE

**TOP SECRET**  
**CONFIDENTIAL**

**THE GRAMMAR POLICE**  
 MODIFY AND DESCRIBE

Agent Adjective is a secret investigator employed by the Grammar Police. He has only one mission to modify and describe nouns.

**So, what is an adjective?**  
 An adjective is used to describe a noun to modify it, giving it a description, which is necessary to make the meaning of a sentence clearer or more precise.

**Get it?**  
 / The word "car" is a noun (a common noun). To add more detail to this noun, we can modify it by linking it with an appropriate adjective. In the example below, "the word" "fast" or "the colour" of "the car" are both effective.  
 The "fast" car or "the fast, yellow car".  
 Simply put, adjectives add detail.  
 Now it's your turn! How many appropriate adjectives can you think of to describe the noun below? Go for it!  
 a) cat b) cowboy c) mammal d) cake

## THE NOUN CLOWN

**PLACE THE NOUN**

The Noun Clown is Famous For Juggling names, places and other super-cool things.

**So, what is a noun?**  
 A noun is the name of a person, place or thing. Simply put, nouns are naming words. There are lots of different types of nouns.

**Get it?**  
 / A noun will often be the name of something we can physically sense with our five senses (people, animals, places, or objects).  
 / However, sometimes a noun will be the name of something we cannot physically sense with our five senses (like joy, sadness or bravery). Nouns are all around us!  
 Now it's your turn! How many nouns can you name around you now? Go for it!

## Grasshopper Word of the Day

**Word of the Day:** **cycle** **Word Class** (verb)

**Pronunciation / Syllables:** (cy-clé)

**Definition:**

If you cycle, you ride a bicycle.

Mr Henson began to cycle to school.

- Phrases:** cycled along the      cycled quickly to
- Synonym:** ride      **Antonym:**      **Rhyme:** recycle      **Link Word:** race, travel

raged  
 shore  
 supper  
 belonged  
 noticed  
 sneak  
 drawing in  
 wondered  
 distance  
 breach  
 mammal  
 surface

# What should my child be able to do by the end of Year 1

Year 1	Year 2
Write year 1 common exception words	Write year 2 common exception words
Write for different purposes e.g. diary, narrative, newspaper report, fact file, poem	Write for different purposes e.g. diary, narrative, newspaper report, fact file, poem
To begin to use full stops, capital letters, question marks and exclamation marks	Use full stops, capital letters, question marks and exclamation marks accurately
Use the conjunction 'and' to extend sentences.	Use conjunctions to extend sentences e.g. but/if/because/when
Spelling words using phonics knowledge	Spelling many words correctly with phonically –plausible attempts
Leaving spaces between words	Writing letters of a consistent size with the correct formation with some joins evident
Beginning to form letters correctly, remembering to start and finish in the	Use the past and present tense correctly

# Year 1 and 2 Common Exception Words

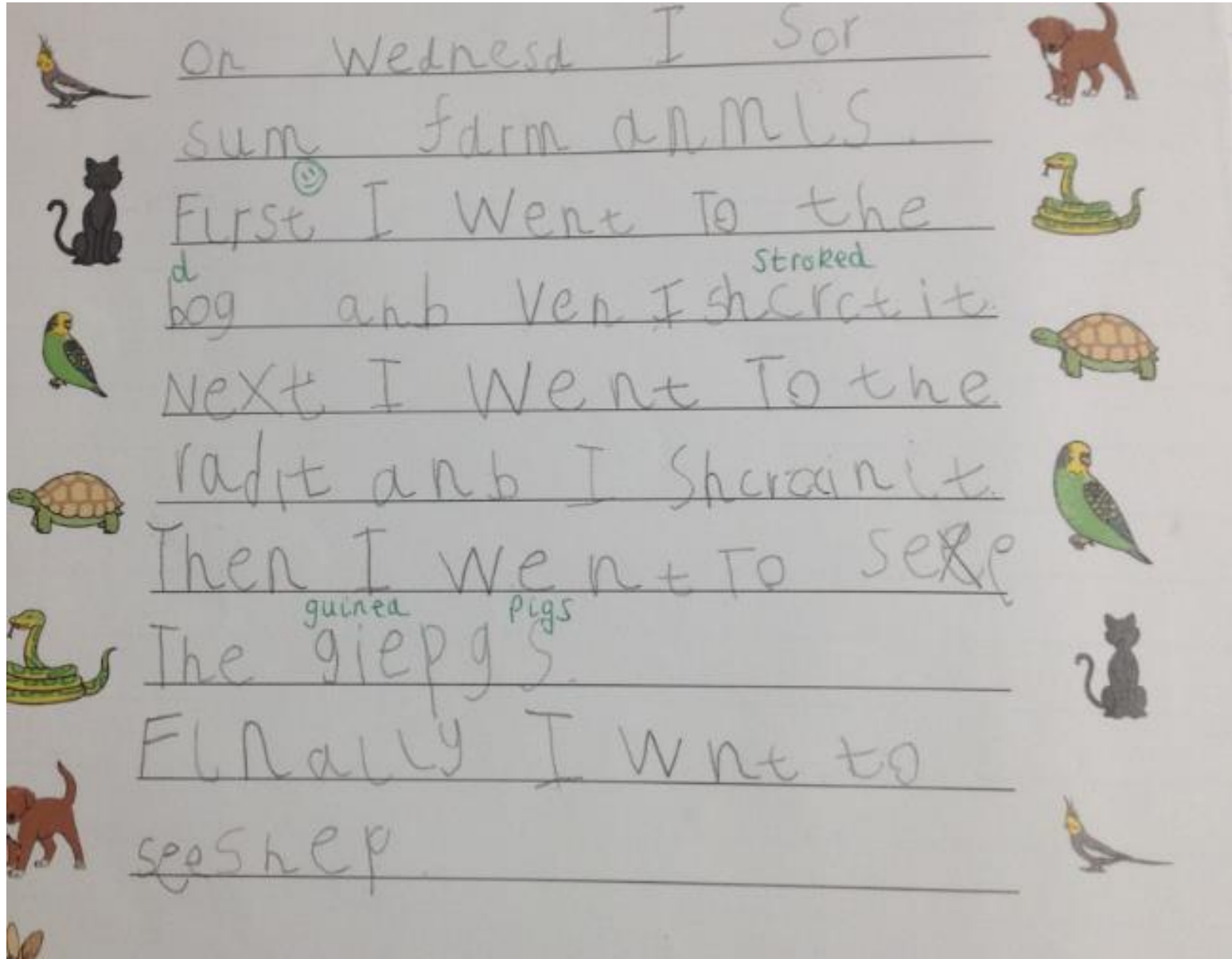
## Year 1

said	want	work	Wednesday
so	their	house	brother
have	Mr	many	more
like	Mrs	laughed	before
come	love	because	January
some	your	different	February
were	people	any	April
there	looked	eye	July
little	asked	friend	scissors
one	called	also	castle
do	water	please	beautiful
when	where	once	treasure
what	who	live	
could	why	coming	
should	thought	Monday	
would	through	Tuesday	

## Year 2

door	poor	pretty	sure
floor	great	neighbour	sugar
bought	break	England	half
favourite	steak	tongue	quarter
autumn	busy	group	touch
gone	clothes	country	straight
know	whole	heart	caught
colour	listen	dangerous	daughter
other	build	special	journey
does	earth	enough	area
talk	delicious	aunt	heard
two	fruit	father	early
four	learn	prove	
eight	search	improve	
world	famous	hour	
work	shoe	move	

# Year 1 expected at Autumn



# Year 1 expected at Spring

lo mu and dad  
I am have na luvlee  
time on holiday  
I was building  
a lego tower  
with Sam.  
we went on  
The bus and  
played hide and seek  
on Christmas Sam  
gave me a companion.  
from Montee

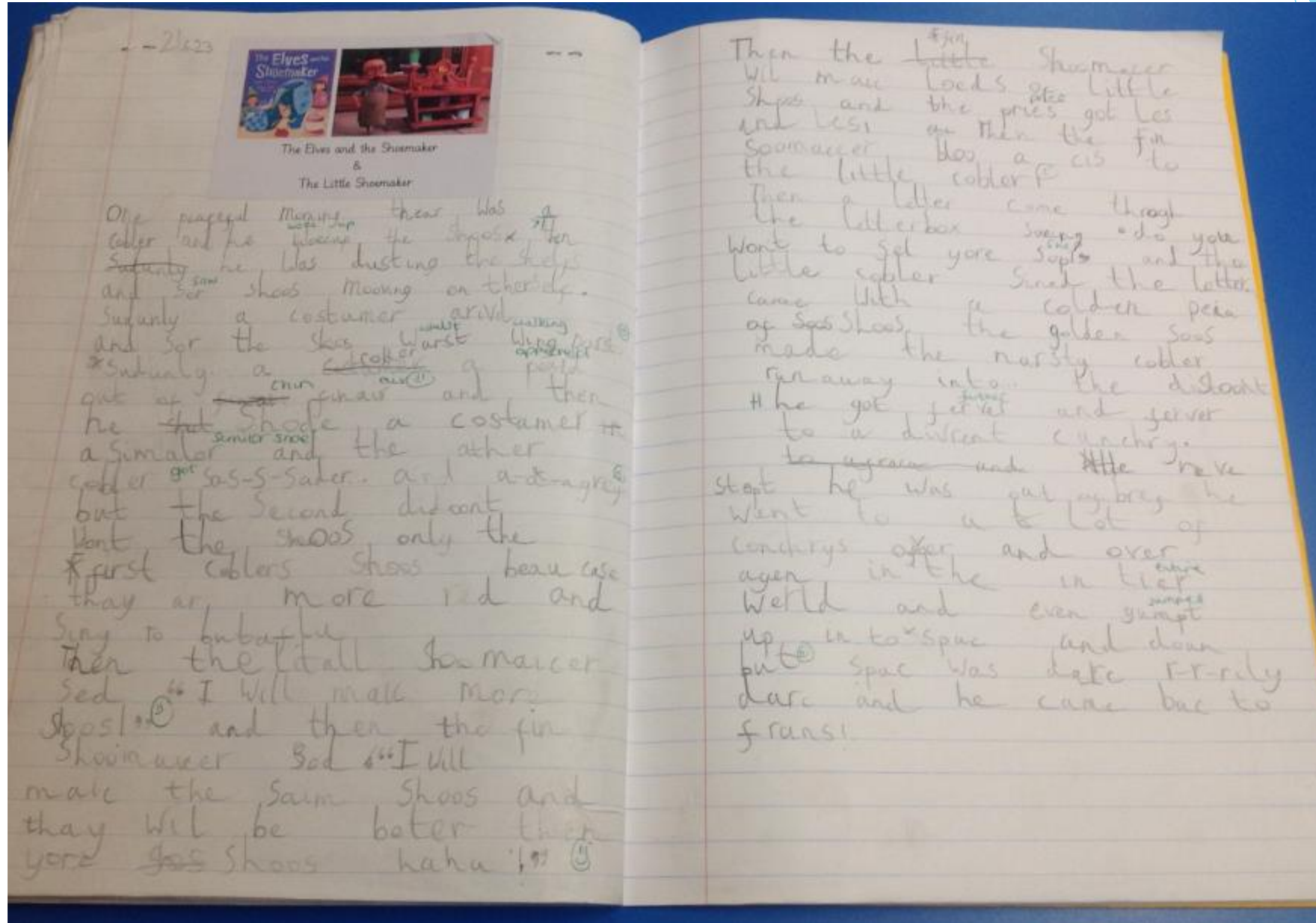
@handwriting

→ gave



Mr & Mrs P Guin,  
12 Freeze Lane,  
Antarctica,  
P3N GUIN

# Year 1 expected at Summer





# Year 2 expected at Autumn



## Meerkats



What do meerkats eat?

Meerkats eat  
scorpions and  
they eat lizards  
and they eat  
insects.

Where do meerkats live?

Meerkats live  
in the Kalahari  
desert.

How do meerkats survive?

Meerkats survive ☺  
they have a great nose and  
they can smell food under  
the sand. And they dig  
→ have have have have.

# Year 2 expected at Spring

## The Wolf's Second Story

Why don't you come closer? I just want to tell you a story... It was the stinky boy's fault.

I went to a different wood because I was scared of the woodcutter. The wood is called the Evil Wood.

→ promise promise  
I am a vegetarian now... I promise! I work at a store for a Grampar.

I met the Grampar's granddaughter. Her name was Little Red Riding Hood. She looked very yummy.

I thought she was a girl but she was a boy. A very very naughty boy called John. He was too clever for me that he got a woodcutter.

# Year 2 expected at Summer

Naturalist  
Sir David Attenborough got a full time making natural history TV programming in 1972. A naturalist is someone who takes. He also made stories like the life of a birds in and the blue planet in 2006 he also supports charities.

## Childhood

Sir David Frederick Attenborough was born on the 8th of May 1926 in London. He loved collecting fossils! Sir David Attenborough had a really big collection of fossils.

## BBC

Sir David Attenborough in 1950 he was getting trained to a TV producer in BBC. In 1965 he became the Director of TV programming.

## Education

In 1944 he got a degree in Natural Science at Cambridge. But he didn't just want to ~~see~~ <sup>study</sup> animals he wanted to see them!

## Family

Sir David Attenborough was not the only famous person in his family his brother Lord Richard Attenborough who is a actor and he played in Jurassic park and the Great Escape. He married Jane Oriel and had two children Robert and Sara.

## Other

Sir David Attenborough became the naturalist presenter in Britain. He got knighthood in 1985 and that's how he became Sir David Attenborough he also got 15 species named after him. David went into the Royal Navy for 2 years!

tenborough

