# Toftwood Infant School

## KS1
## Reading and Writing Parent Workshop

Mrs Ponder and Mrs Adams
English Subject Leaders

# Reading

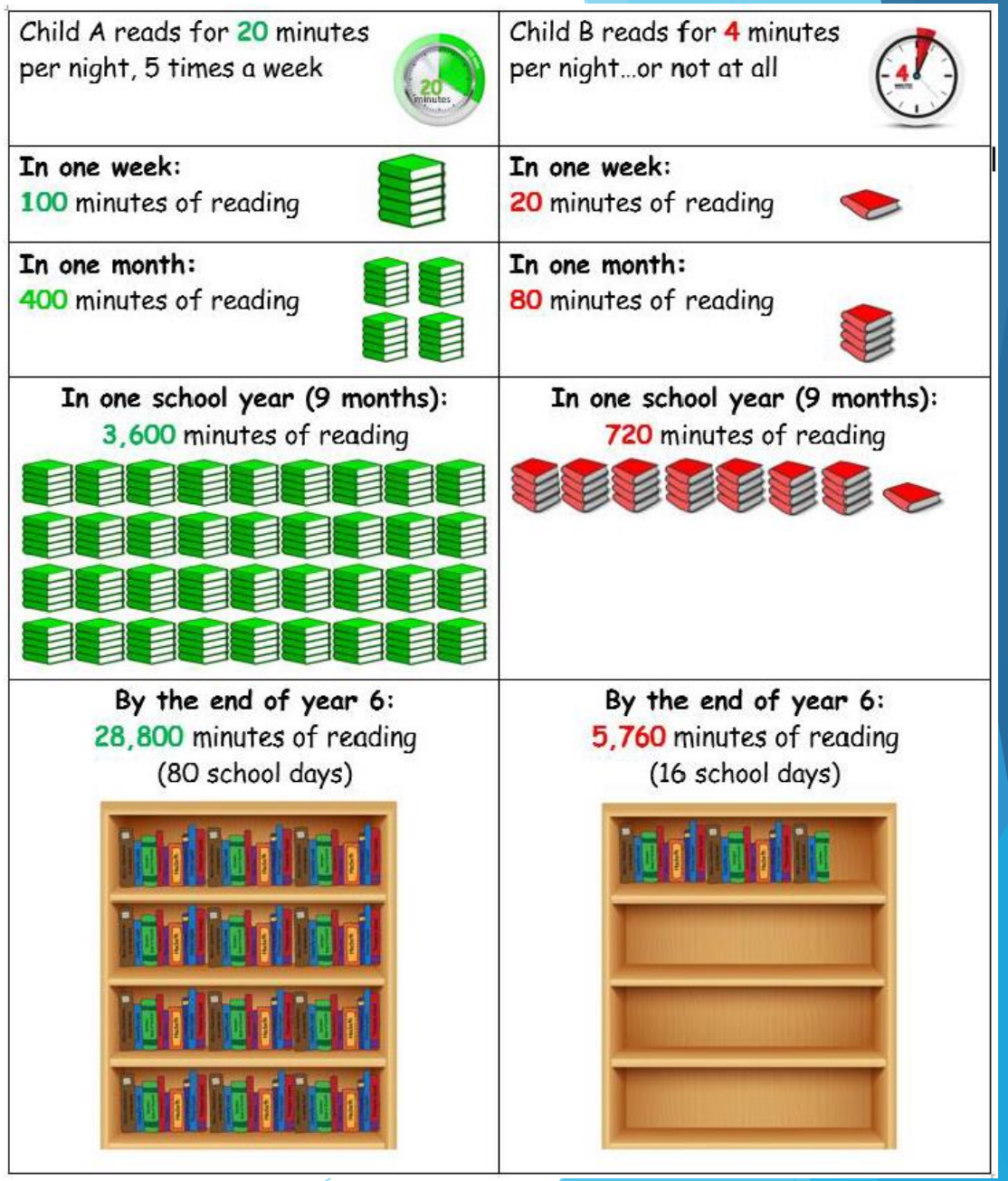
- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What are the different texts that are sent home with my child weekly?
- How can I support with reading at home?
- What should my child be able to do by the end of Year 1/2?

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



# 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



# 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

## 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?



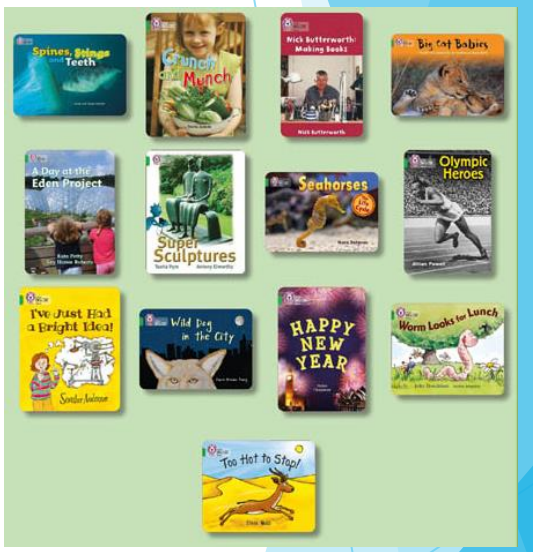
# What are the different texts that are sent home with my chi




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

Rhino Readers

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. This book is put on Twinkl Go when the text has been completed in class – not weekly.




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.

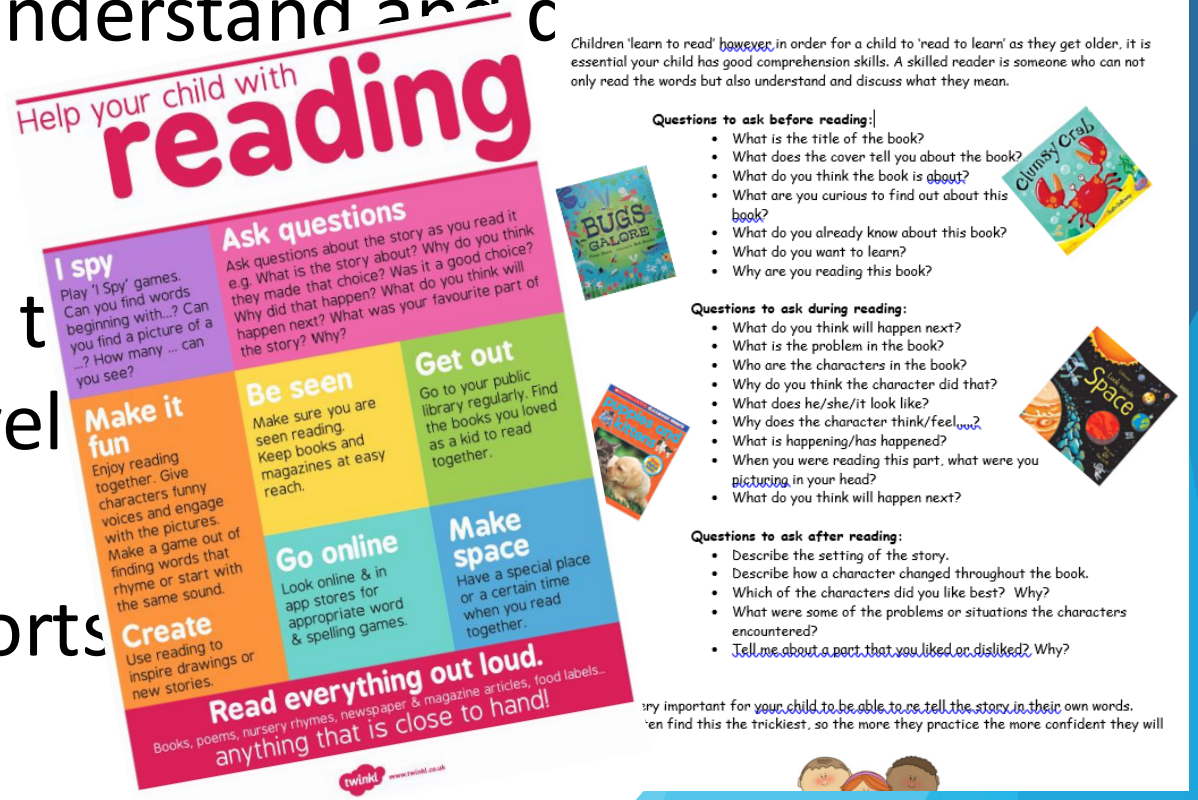
Reading stories to your children helps develop their love of reading and helps them encounter new vocabulary.

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?

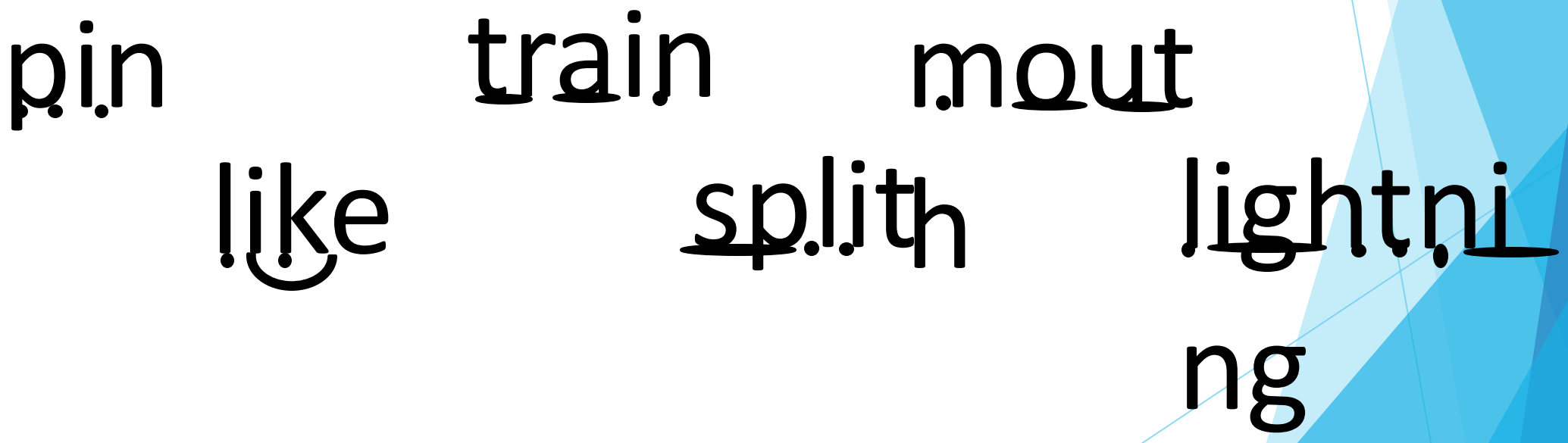
Children ‘learn to read,’ however in order for a child to ‘read to learn’ as they get older, it is essential your child has good comprehension skills. A skilled reader is someone who can not only read the words but also understand and d what they mean.

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



# 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:



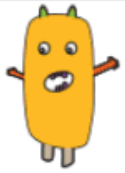
# Year 1 phonics screening check

Section 1

sut 

yad 

dop 

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Section 1

shop

yell

peel

check

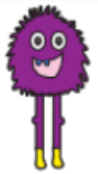
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Section 2

brend 

throst 

stret 

spraw 

Page 15 of 24

Section 2

label

vanish

blossom

thankful

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

| 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) | |

hem

# 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?



# How can I support with handwriting at home?



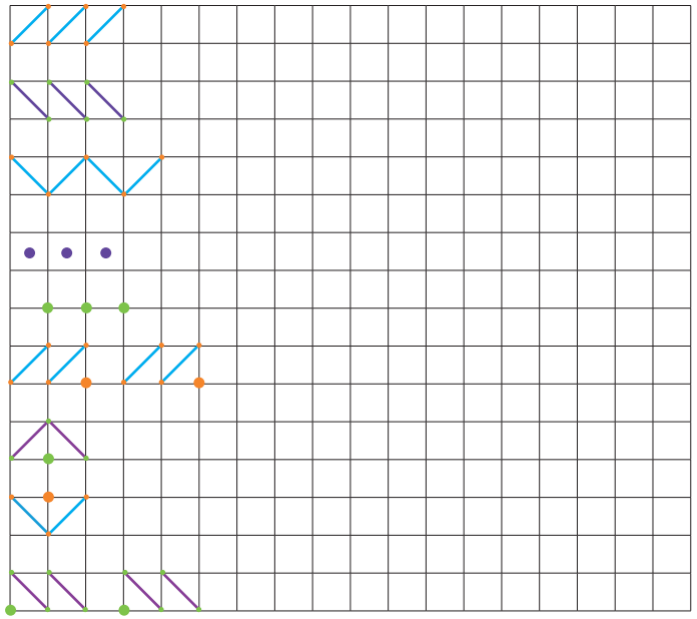

Joined handwriting is taught in year 2 when children show correct letter formation in their work.

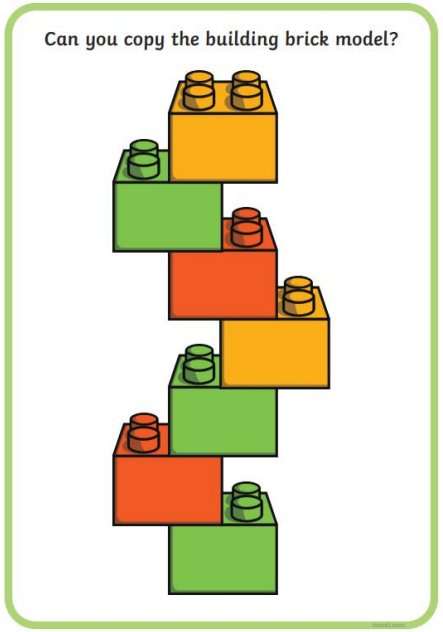
# What are fine motor skills and how can I support with developing my child's pencil gr

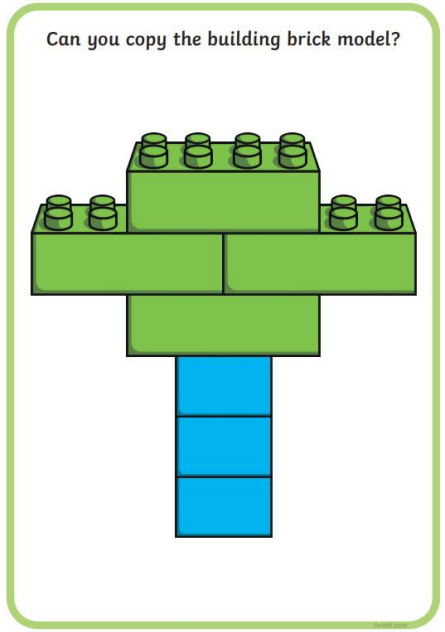


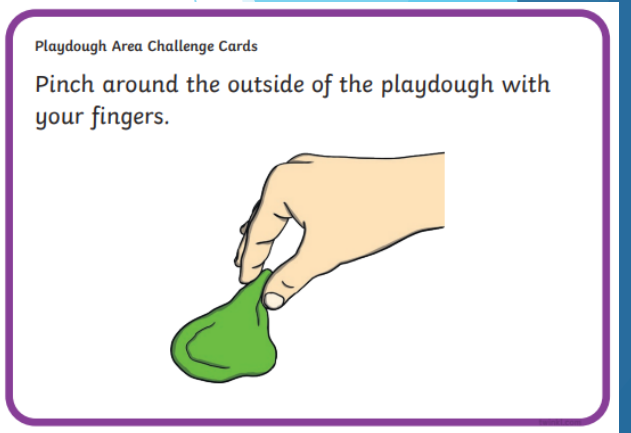


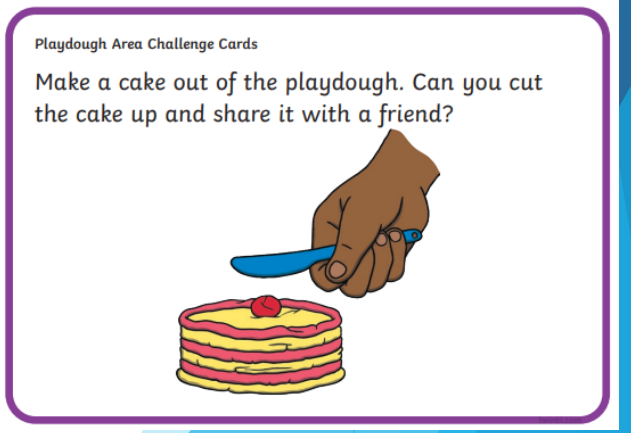






# How is writing taught at school?

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



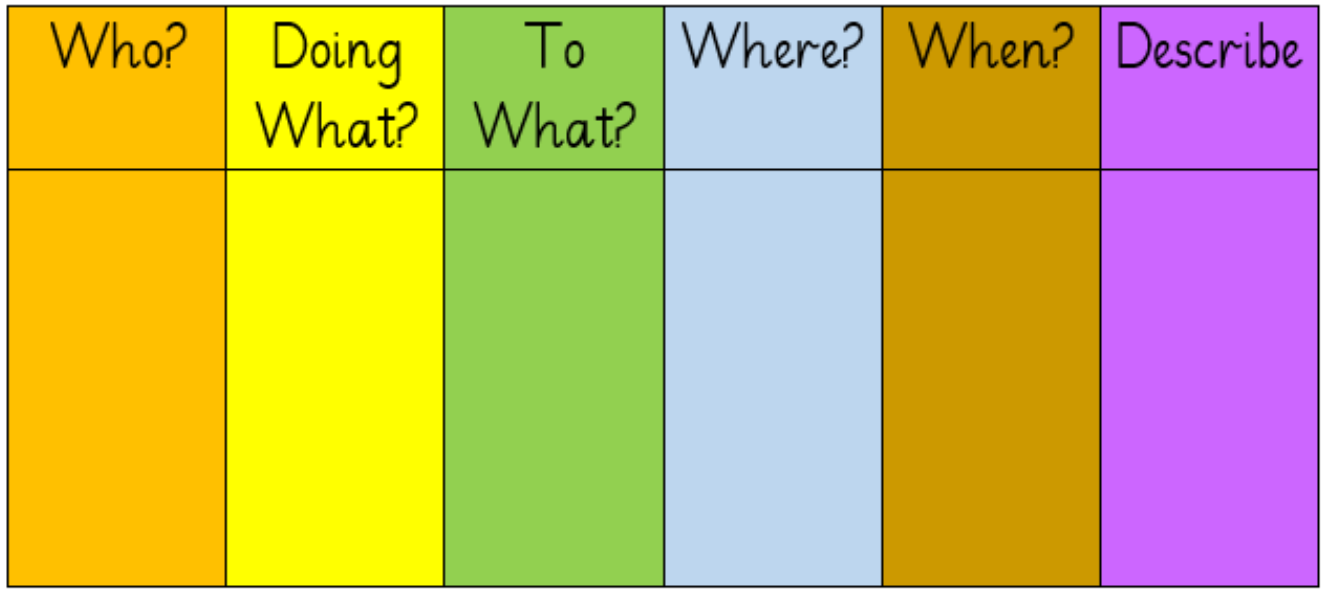
# How is writing taught at school? - continued

For each unit of writing we have a vocabulary dozen (12 words linked to the writing unit) and we encourage the children to 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.

# Colourful Semantics

Colourful semantics is a teaching approach that aims to teach children how to build and understand sentence structures.



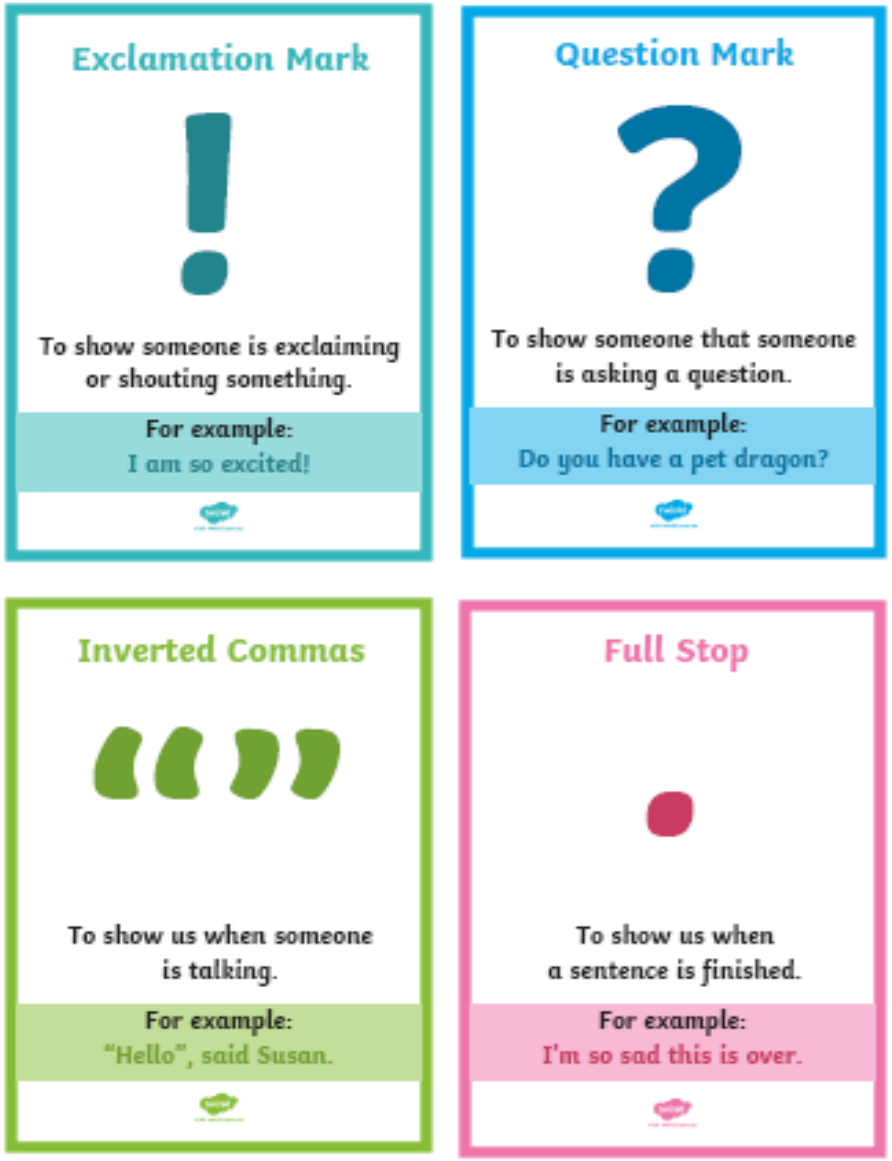
10.9.25

| Who? | Doing What? | To What? | Where? | When? |
|---|---|---|---|---|
| slug | kicing | apple | sield | besore bed |

the slug is kiting the apple on the sield besore bed.

→ dddddd

# How is SPAG taught at school?




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 1/2?

| 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, | Use the past and present tense correctly |

# Year 1 and 2 Common Exception Words

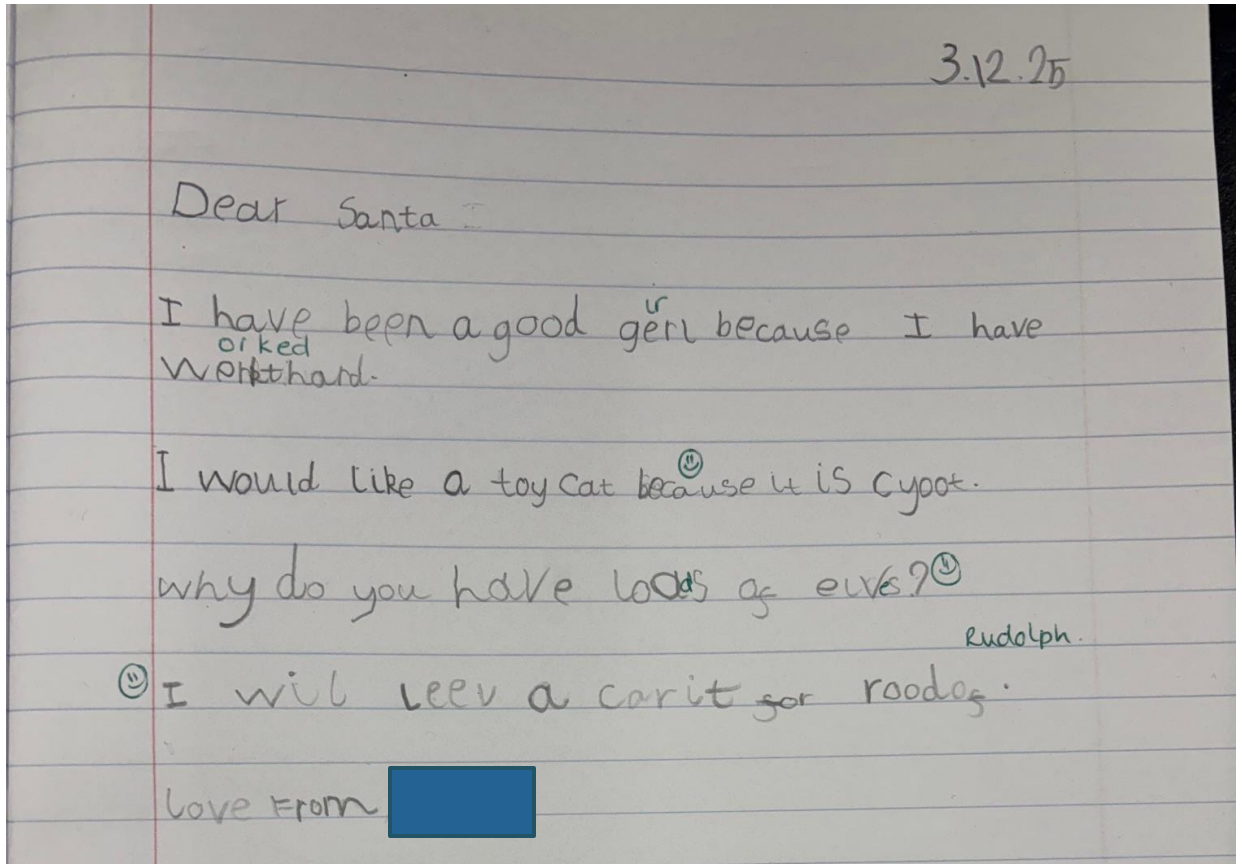
## Year 1

| | | | |
|---|---|---|---|
| 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



3.12.25

Dear Santa

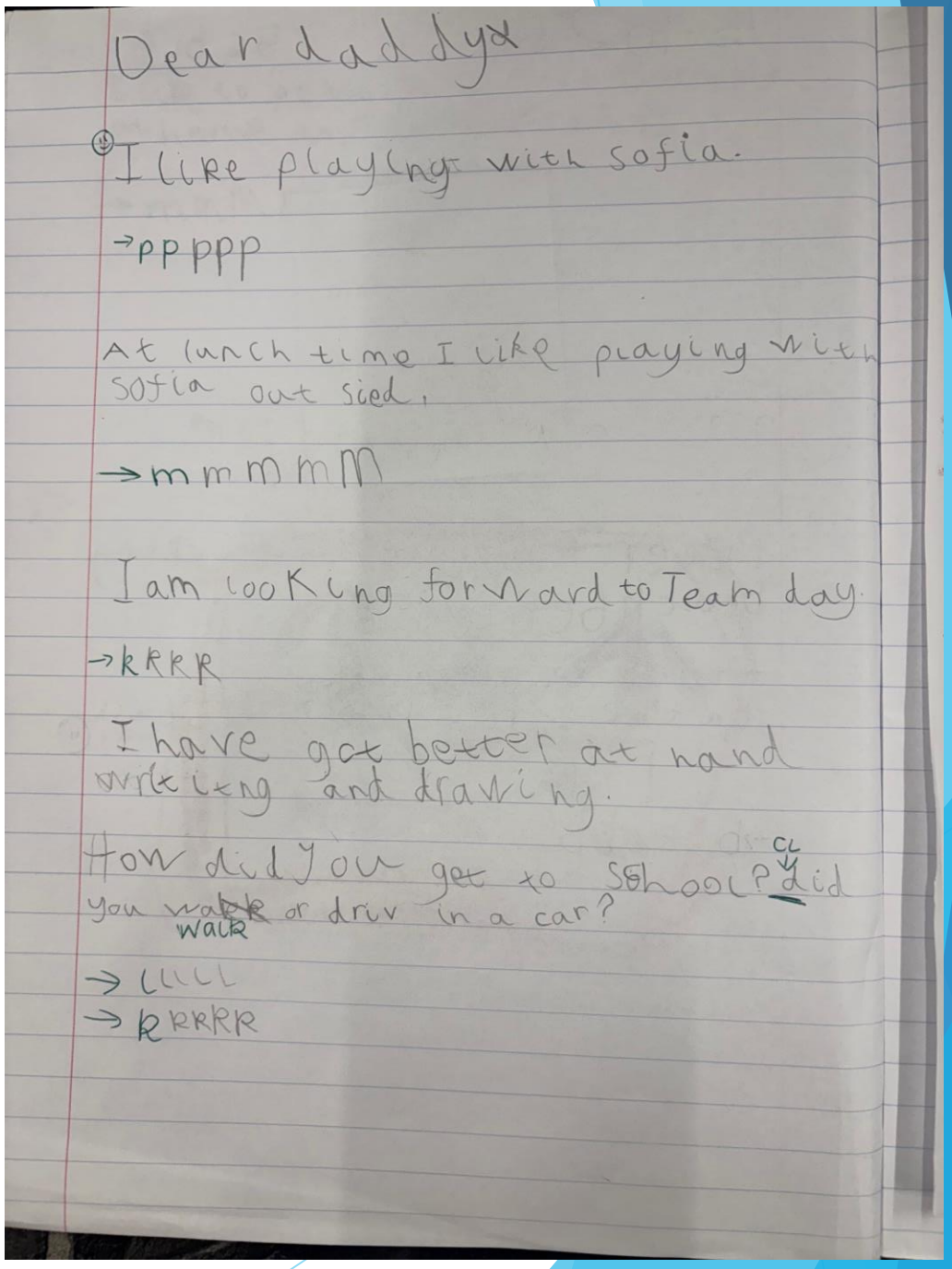
I have been a good girl because I have worked hard.

I would like a toy cat because it is cyoot.

why do you have loads of elves?

I will leev a carit for roodog. Rudolph.

love from [redacted]



Dear daddy

I like playing with sofia.

→ppppp

At lunch time I like playing with sofia out sied.

→mmmmm

I am looking forward to Team day.

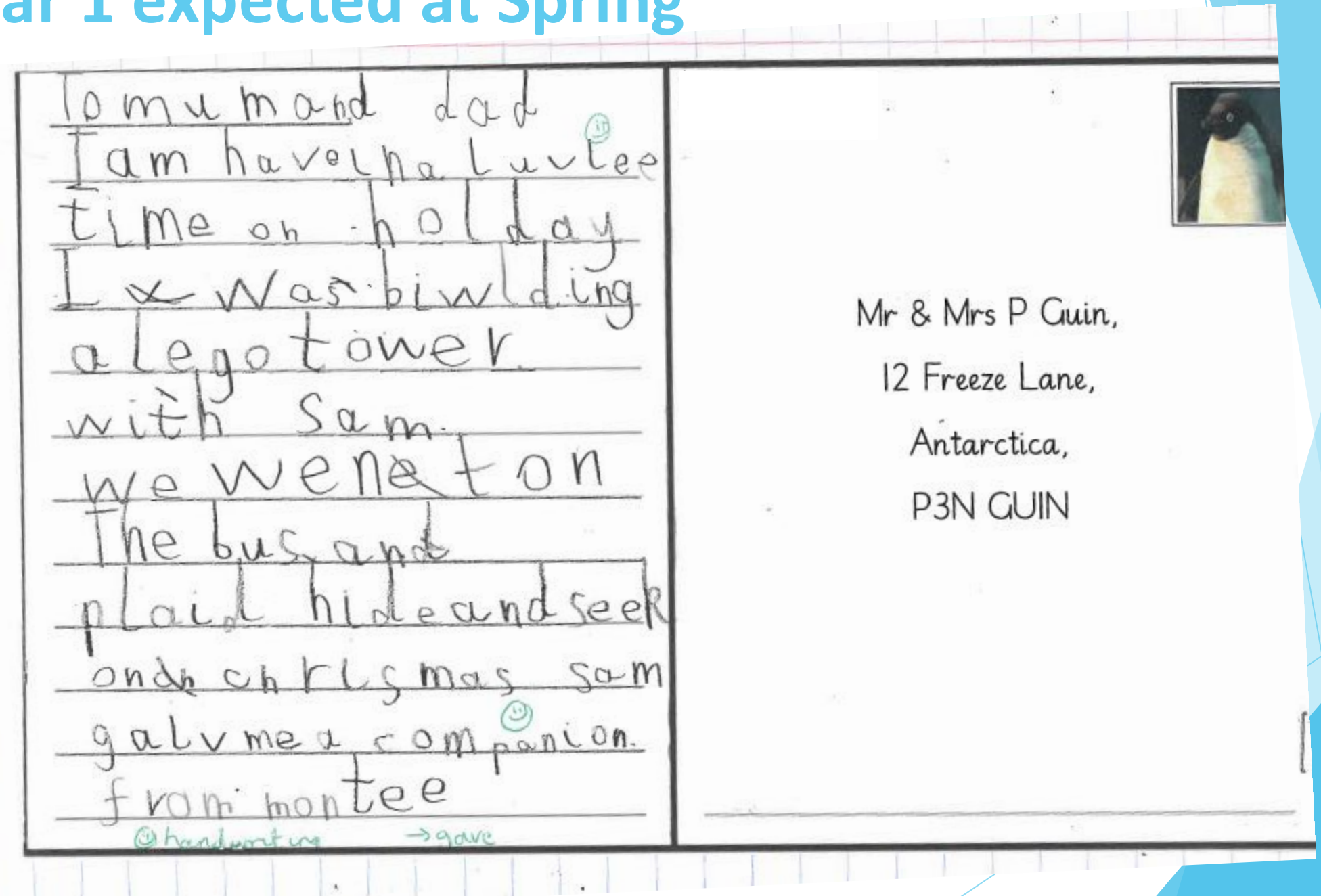
→kRRR

I have got better at hand writing and drawing.

How did you get to school? Did you walk or driv in a car?

→ llll
→ kRRRR

# Year 1 expected at Spring



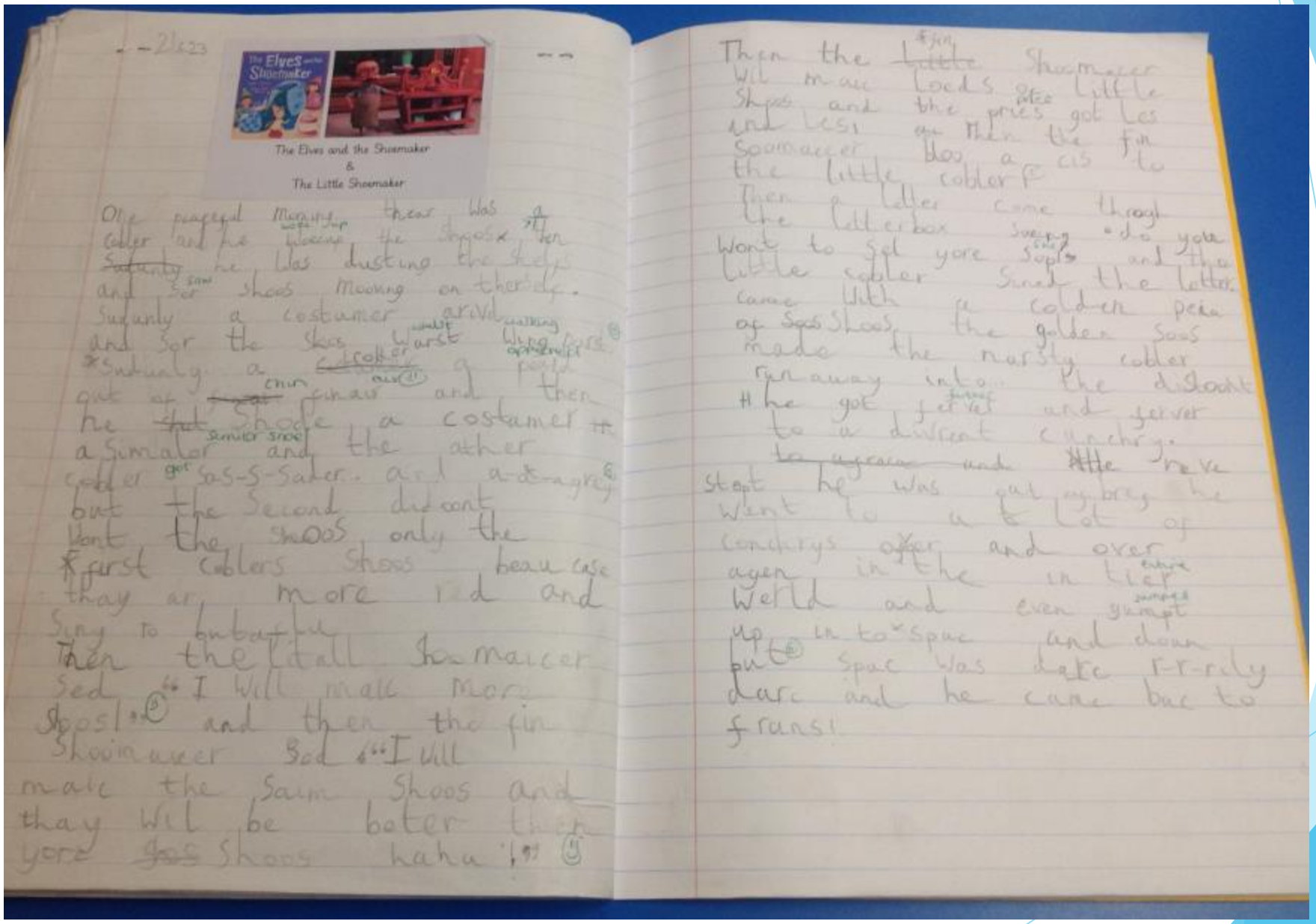
To mum and dad
I am having a luvlee
time on holday
I was building
a lego tower
with Sam.
We went on
the bus and
play hide and seek
and christmas sam
gave me a companion.
from montee

handwriting → gave

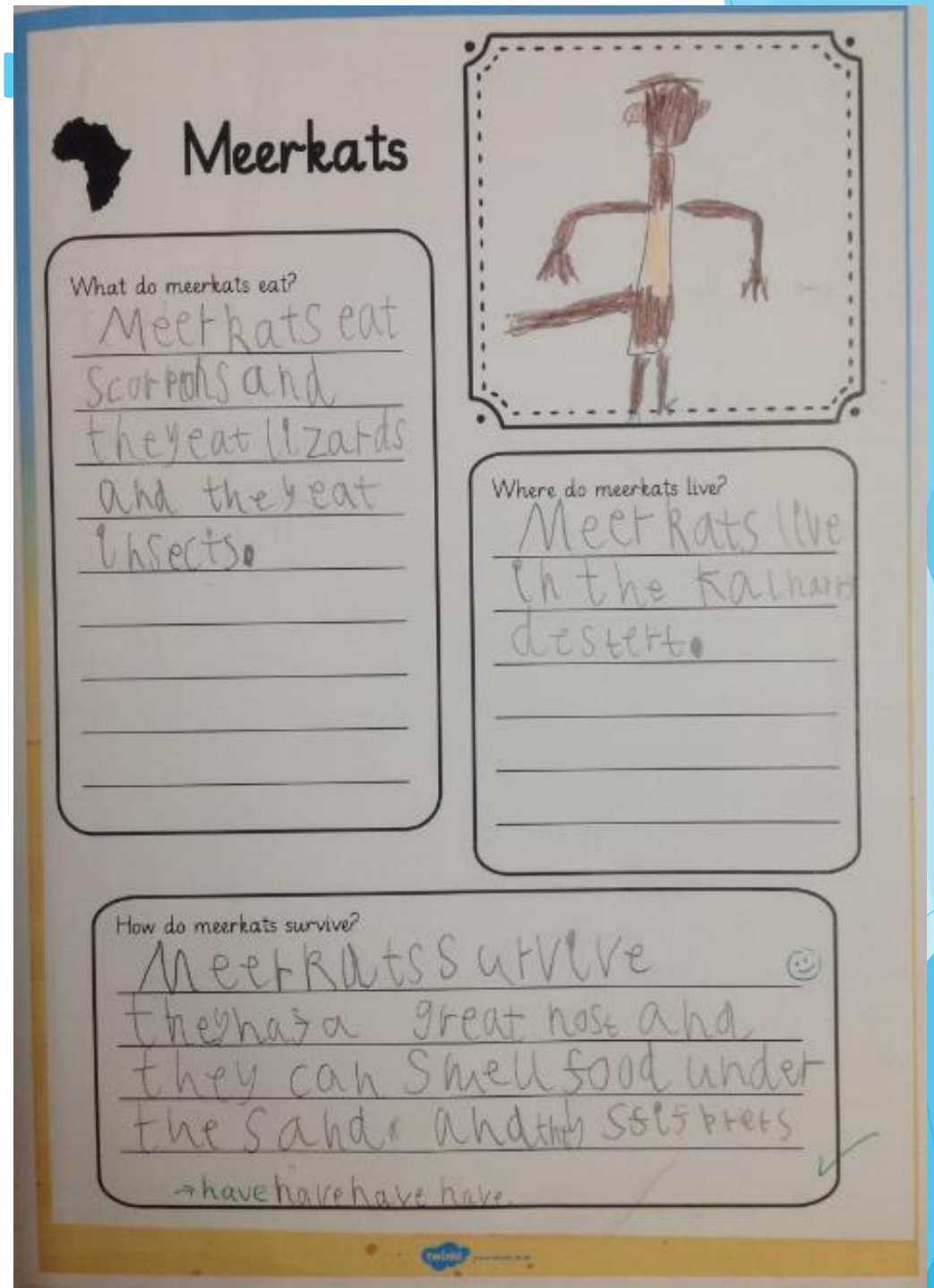


Mr & Mrs P Guin,
12 Freeze Lane,
Antarctica,
P3N GUIN

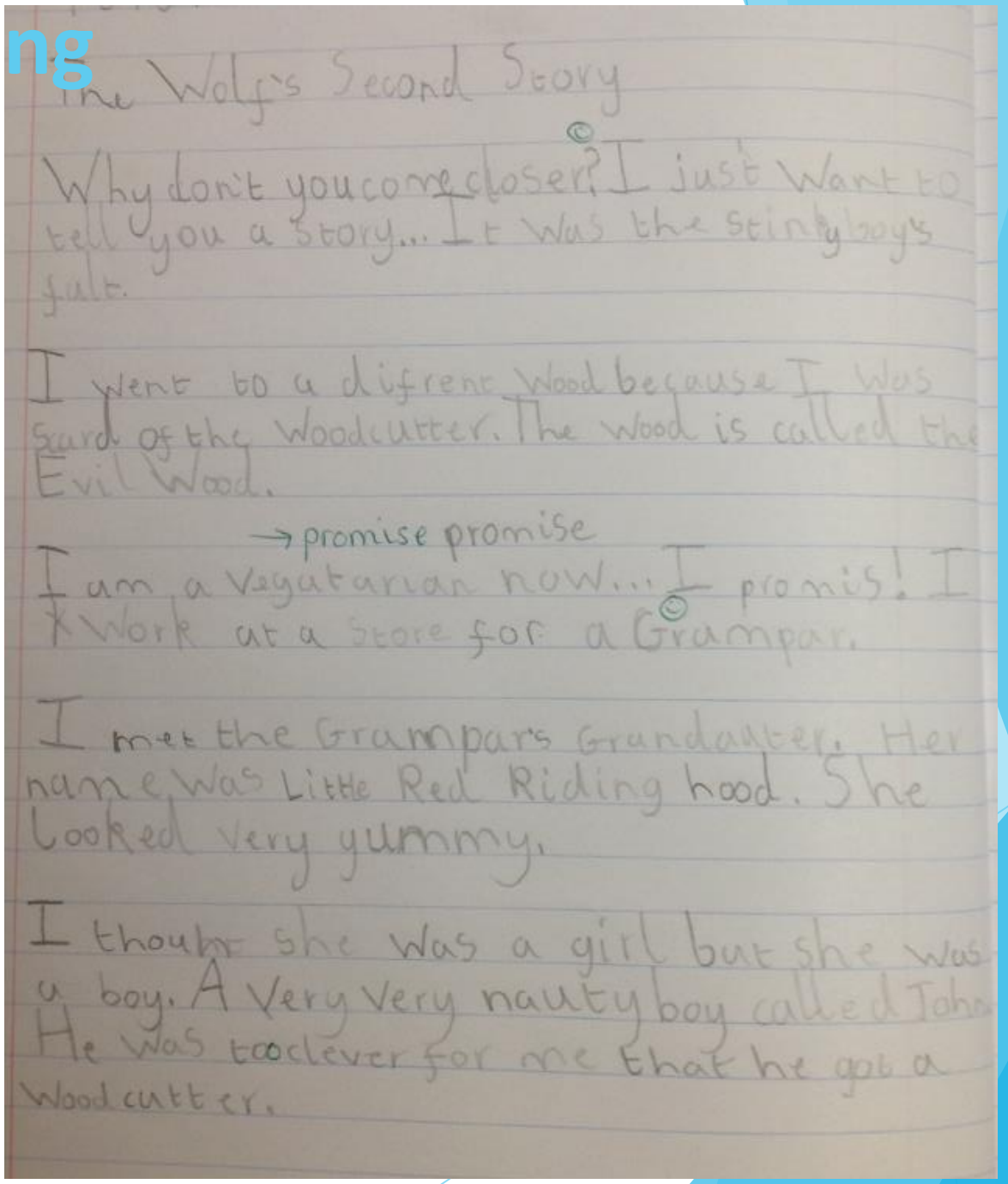
# Year 1 expected at Summer



# Year 2 expected at Autu



# 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 fult.

I went to a difrent Wood because I was sard of the Woodcutter. The wood is called the Evil Wood.

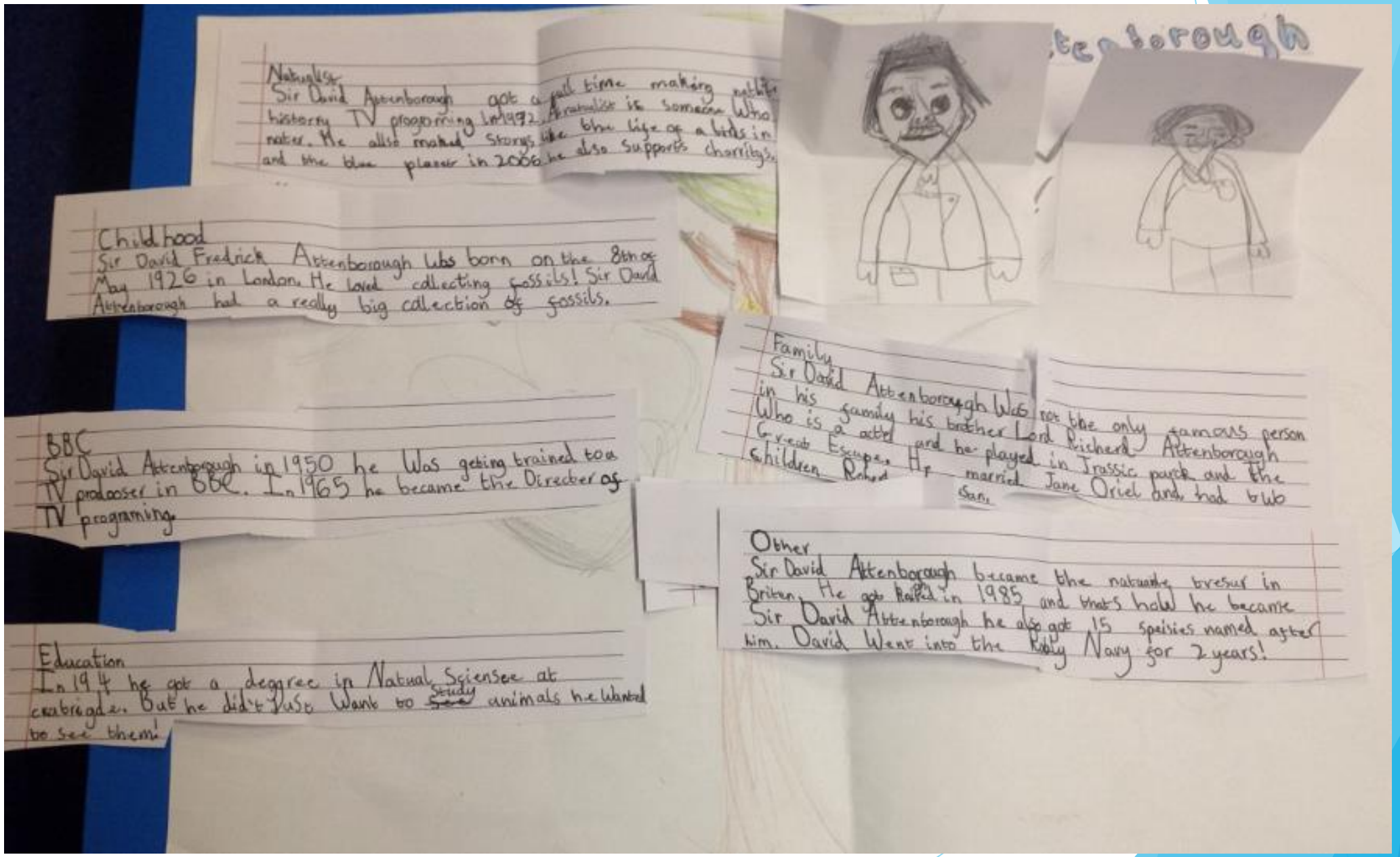
→promise promise

I am a Vegatarian now... I promis! I Work at a Store for a Grampar.

I met the Grampars Granddatter. Her name was Little Red Riding hood. She looked very yummy.

I thoubt she was a girl but she was a boy. A Very Very nauty boy called John He was tooclever for me that he got a Wood cutter.

# Year 2 expected at Summer



# Thank you for joining us today.

# Any questions?