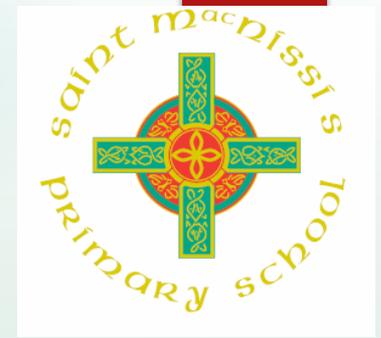
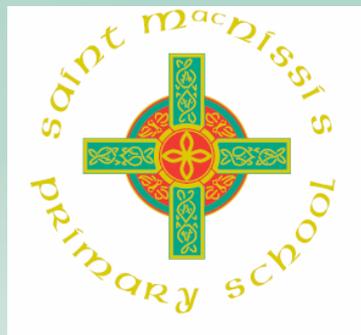


Reading at
St MacNissi's
Primary
School





**Welcome and thank
you for coming to
our Foundation
Stage reading
meeting**





Aims



- To share our approaches to reading at St MacNissi's Primary School.
- To give an overview of how we teach phonics and reading.
- To develop parents' confidence in helping their child with reading at home.





Phase One

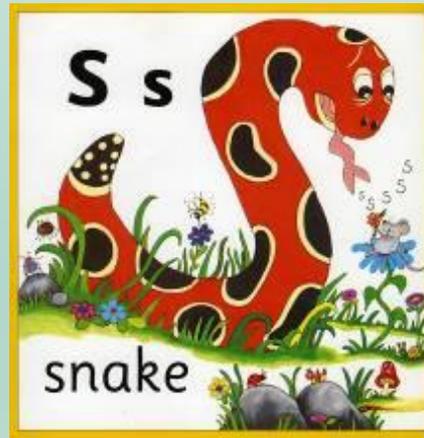


- Developing Listening skills - listening walks focusing on environmental sounds
- Musical activities- instrumental sounds
- Sound discrimination- body percussion, action songs
- Rhythm and rhyming activities

What is Phonics?



- Phonics is the understanding of how letter sounds combine to make words.



Phonics Lessons

Children are taught 5 key elements:

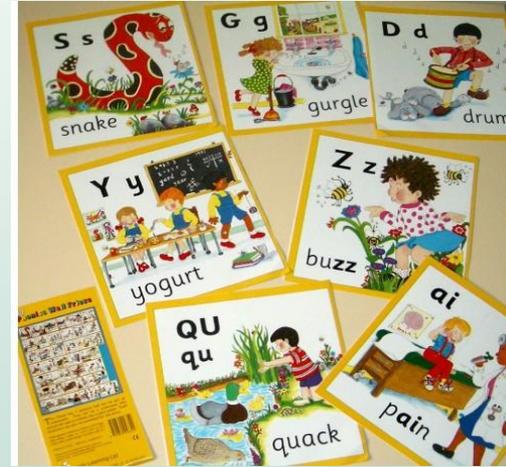
- Letter/ Sound correspondence
- Letter formation
- Segmenting
- Blending
- Tricky words





Letter/Sound correspondence

- ▶ Phonics is NOT taught in alphabetical order.
- ▶ In Primary One we follow the Jolly Phonics scheme, focusing on 42 letter sounds including single letter sounds and digraphs.
- ▶ Each sound has an action and a song to help the children remember the letter that represents it.





Phonics: Letter formation

- ▶ Children will begin to learn how to use and hold their pencil correctly.
- ▶ They will learn through play how to form letters.
- ▶ Children are encouraged to write in gloop, sand, jelly and with a variety of implements (sensory approach)
- ▶ Above all our aim is to encourage a desire to write.



Phonics: Segmenting



- ▶ To help children read and spell words, they must first listen to the sounds and segment (break the words up) the sounds e.g c-a-t.
- ▶ We also use sound buttons (dots and dashes) to help children to spot the sounds in a word.
- ▶ Games such as I spy and tapping out the sounds in a word can help.
- ▶ In school, children will be supported to spell words with magnetic letters, chalk, glitter and using Pencils.





Phonics Blending

- ▶ Blending is the process of saying individual sounds and then pushing them together to make words.
- ▶ To begin with, children will sound out letters individually and then say them more quickly to hear the word.
- ▶ Initially, this process needs a lot of modelling. Often, the teacher will sound out words so that the child is focused on listening to the sounds as they are “pushed” together.
- ▶ Words that we cannot blend, such as said, we call tricky words and must be learned by sight.





Let's have a go!

tap

• • •

Let's have a go!



Jack



Let's have a go!



march



Reading at home



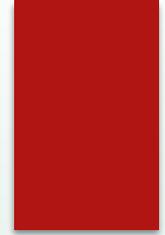
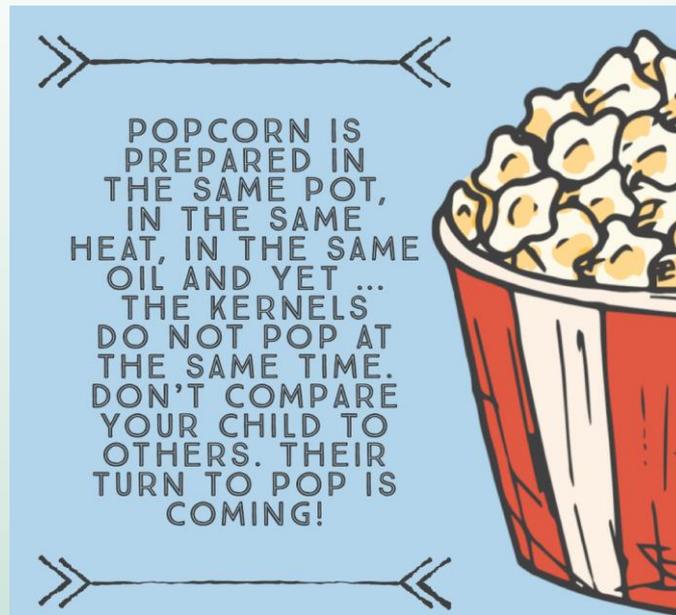
- ▶ We usually send home 2 reading books per week.
- ▶ Let your child talk about the pictures, point out characters and discuss what they think is going to happen.
- ▶ Listen to your child read the story. If they need help, encourage them to sound out the word. You could also sound it out for them. Tell the children the word if they are still unable to identify it. Modelling is key!



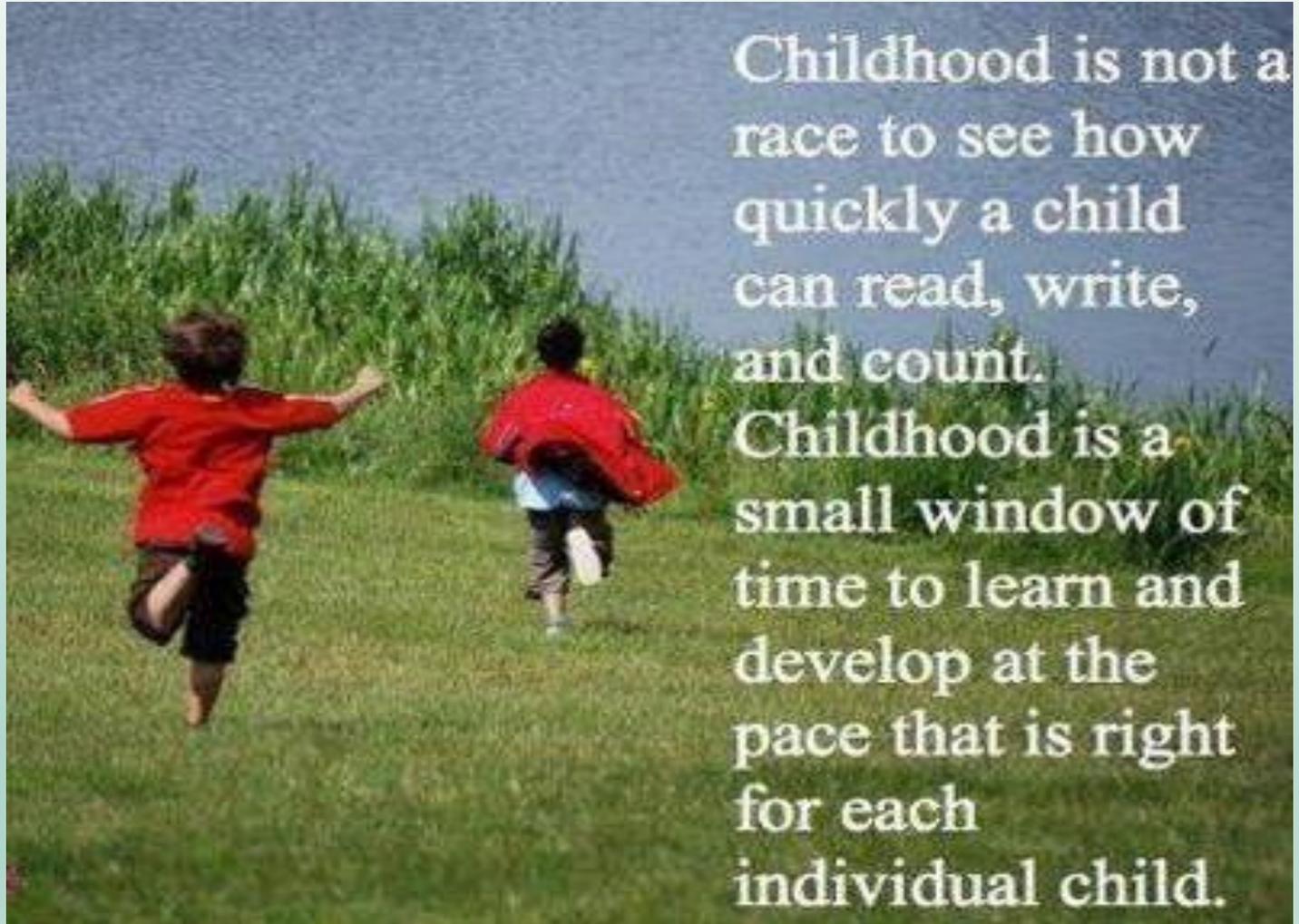
Reading Assessments



- ▶ Teachers use a range of continuous assessment processes and tasks to gauge a child's reading level / attainment (e.g. sound checks, high frequency word checks.)
- ▶ A massive part of reading is comprehension. Children will not be moved on until they can read texts at a working level and also comprehend the texts.
- ▶ Children will be assessed on unseen texts so that we can ensure that they are not simply memorising text.
- ▶ It is a fine balance between books being challenging enough so that progression is always being made and books being so hard that the child is "put off". A love of reading is crucial!



- ▶ Avoid comparing your child's books with other parents or against their sibling(s)
- ▶ All children learn in their own time and the "lightbulb" moment happens in its own time
- ▶ Not all children will learn exclusively through Phonics – "Phonics First" approach



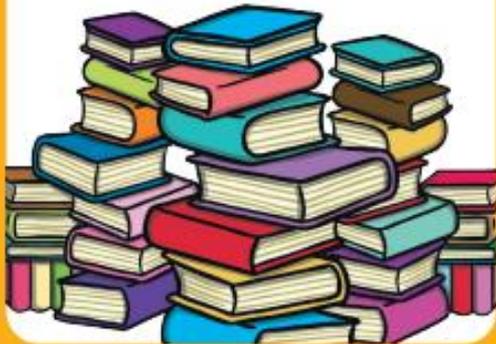
Childhood is not a race to see how quickly a child can read, write, and count.

Childhood is a small window of time to learn and develop at the pace that is right for each individual child.

Reading Every Day Goes a Very Long Way

Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



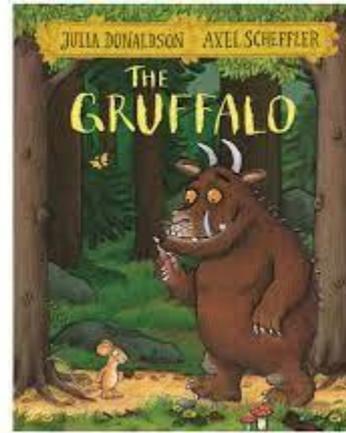
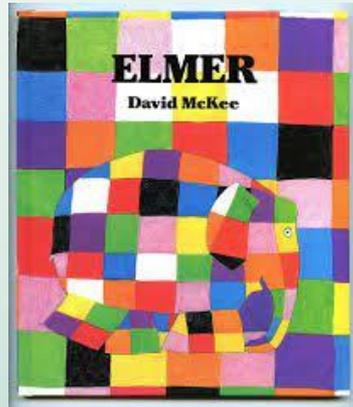
Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

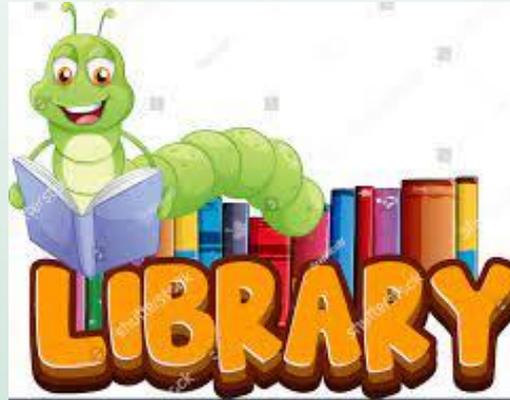
Reading for Enjoyment



- ▶ Continue to read to your child every day, even when they are beginning to read for themselves
- ▶ Make this a quality time of day to look forward to
- ▶ Reading quality texts together builds vocabulary, a love of reading and shows the adult as a reader too
- ▶ Modelled reading also supports improved speech and language
- ▶ Reading is the key to the curriculum and beyond



Primary 1 Class Library



- ▶ To help boost the children's interest in reading, every Friday your child will be allowed to choose a book from our class library to take home for you to read together. This book should be returned on the following Friday when the children may choose another one.
- ▶ Books **MUST** be returned before another one can be chosen.



Thank you for coming to our Foundation
Stage reading meeting.
Thank you for your on-going support.

