

# *Literacy Workshop*

Parent Reading and Spelling Workshop  
Whole School

# *Welcome*

- EYFS/KS1 Literacy Co-ordinator – Miss M. Frith
- KS2 Literacy Co-ordinator – Miss H Glover

# *Areas of Literacy*

- Reading
- Writing
- Speaking and Listening
- SPAG

# Reading

**Reading is found throughout our curriculum as we want all children to be confident and successful readers that enjoy reading.**

- Teaching reading: phonics
- Shared reading
- Guided reading
- Genres: Fiction, non-fiction, poetry, plays
- Silent Reading
- Reading Buddies
- Individual reading books
- Library books
- 1:1 Reading
- Reading throughout the curriculum

# Reading

*‘Children are made readers on the laps of their parents’*

*Emilie Buchwald*

*Supporting your child at home ...*

- Focus on letter sounds and names (EYFS and KS1)
- Choose books that are interesting to your child
- Provide a comfortable area for reading enjoyment
- Set a routine time for reading, eg. at bed time or after dinner.
- Reading games
- Reading at least 10 minutes 5 times a week.
- Read to your child and model good practice



# WHY?



*Why do we encourage your child to read for 20 minutes every day at home?*



Child A



Child B

**JUST  
ONE  
MINUTE**

Child C

20 minutes a day

5 minutes a day

1 minute a day

3,600 minutes a school year

900 minutes per school day

180 minutes per school year

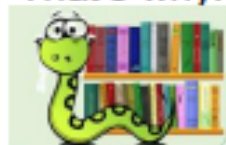
1,800,000 words a year

282,000 words per year

8000 words a year

If they start reading for 20 minutes per night in Nursery, by the end of Year 6, child A will have read for the equivalent of 60 days, child B will have read for 12 school days and child C will have read for 3.

That's why.



# Why?

**What is the % of words known in a text to ensure reading comprehension?**

**50%**

**60%**

**80%**

**90%**

**95%**

**'The Percentage of Words Known in a Text and Reading Comprehension',  
NORBERT SCHMITT, XIANGYING JIANG & WILLIAM GRABE (2011)**

# *Reading Homework*

## *Supporting your child at home ...*

Reading books should be read at least 10 minutes every day. This is now a priority and has been made one of the children`s main homework tasks.

Children can read their book or a section more than once so that they can focus on different elements of reading. At first, they might be focused on decoding and starting to understand the text. When they read it again, they will deepen their understanding and can then become more fluent and expressive.

Reading records - to be signed and dated by parent/ adult, detail on how your child has read, strength and difficulties. Add any new words that they find to the bottom of the record and discuss them together to develop their vocabulary.

# Phonics at Home

- The children will take home a decodable book each week that will contain the sounds that they have been taught in class.
- On their first read, encourage them to look for the sound that is found in the book- ar or ir
- If they find it difficult, ask them to spot the special friends in the word and then Fred Talk it out loud. – girl or snow
- When they have longer words, remind them to cover sections up so they can break it into smaller chunks and then blend it together. Play/ing

- Encourage them to try and retain words that they have already read so they don't have to sound out again.
- On the second read, the children should be more fluent as they have already decoded the words. They might be able to use Fred in Your Head to read the words.
- On the third read, they should be able to add more expression and they should be developing their understanding of the story. Ask them questions about what they have read using the prompts in the book and the bookmark.

# Extra resources

- Use the phonic flashcards to improve their fluency and their ability to recognise sounds in words.
- Use the red word bookmarks at the start of reading to help with their speed.
- Play phonic games using the sounds they know. –Bingo, sorting games and Phonics Play.

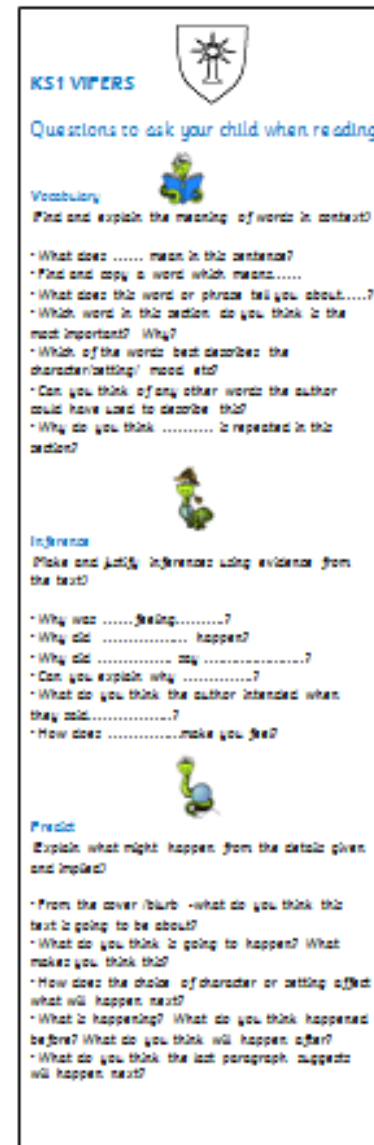
# Reading bookmarks

- We have put together reading bookmarks to keep with reading record books.

The question stems can be used to ask your child a variety of different questions. In EYFS and KS1 they may respond verbally, but as they progress through the year and then into KS2, they can answer with a written response in their record.

We will also use the VIPERS symbols in class so the children will be familiar with these.

By asking your child different questions, it will help to develop their comprehension skills and it will highlight if they have a good understanding of the text.



**KS1 VIPERS**

Questions to ask your child when reading

**Vocabulary**  
(Find and explain the meaning of words in context)

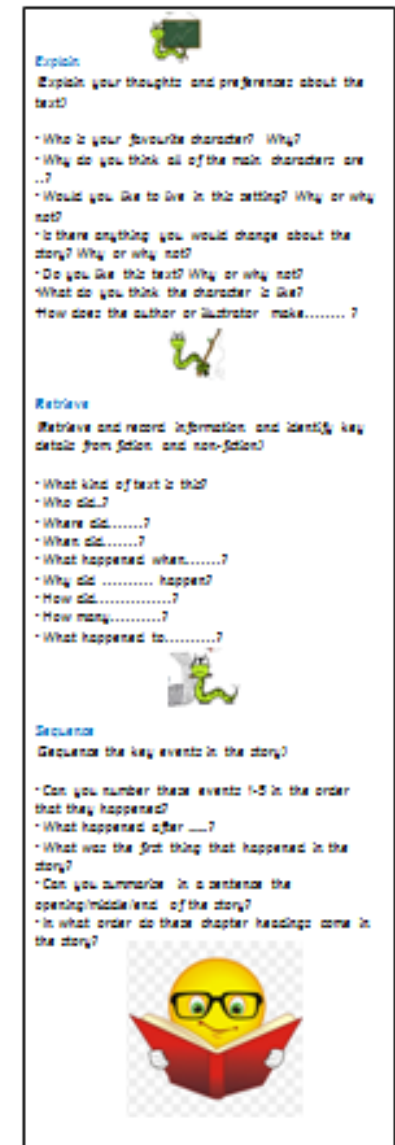
- What does ..... mean in this sentence?
- Find and copy a word which means.....
- What does this word or phrase tell you about.....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/ mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

**Inference**  
(Make and justify inferences using evidence from the text)

- Why was ..... being.....?
- Why did ..... happen?
- Why did ..... say.....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

**Predict**  
(Explain what might happen from the details given and implied)

- From the cover /blurb -what do you think this text is going to be about?
- What do you think is going to happen? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



**Explain**  
(Explain your thoughts and preferences about the text)

- Who is your favourite character? Why?
- Why do you think all of the main characters are...?
- Would you like to live in this setting? Why or why not?
- Is there anything you would change about the story? Why or why not?
- Do you like this text? Why or why not?
- What do you think the character is like?
- How does the author or illustrator make.....?

**Retrieve**  
(Retrieve and record information and identify key details from fiction and non-fiction)

- What kind of text is this?
- Who did...?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did..... happen?
- How did.....?
- How many.....?
- What happened to.....?

**Sequence**  
(Sequence the key events in the story)

- Can you number these events 1-5 in the order that they happened?
- What happened after....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

V

ocabulary



I

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P

redict



E

xplain



R

etrieve



S

equence



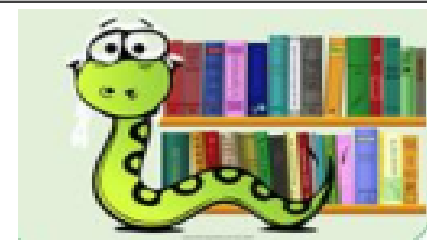
S

ummarise





ocabulary



- What do the words \_\_\_\_\_ and \_\_\_\_\_ suggest about the character/setting/mood?
- Which word tells you that..... is about to happen/is a horrid person/is a cat?
- Which keyword tells you about the character/setting /mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to .....
- Find a word or phrase which shows/suggests that..... (it is terrible weather/...is terrified/...a kind person/....in a new setting)



nfer



- Find a group of words which show that \_\_\_\_\_ is angry/the story is set in a different country to this/the plan will go wrong/the animal is a carnivore
- How do the descriptions of \_\_\_\_\_ show that they are \_\_\_\_\_?
- How can you tell that.....?
- What impression of \_\_\_\_\_ do you get from these paragraphs?/What sort of person do you think \_\_\_\_\_ is / Why?
- What voice might these characters use?
- What was.....thinking when they.....
- Who do you think is telling the story?



redict



- What does the front cover suggest the book might be about?
- What is happening now? What will happen?
- Which paragraph suggest will happen to .....next?
- Do you think the choice of setting will change the way the story goes?
- Yes/No/maybe? Do you think ..... will happen? What tells you that?



xplain



- Explain how the first and the last chapters link
- Explain how the authors choice of words makes their meaning really clear
- Why is the text arranged in this way?
- What is the purpose of this feature? (Photo/bullet point/text box/italics etc)
- What is the author's point of view?
- Which words and phrases make you feel\_\_\_\_\_effectively, why?
- Explain which part was the most exciting and why.

# R

etrieve



- What genre is this text? How do you know?
- How did....? (the dog escape?)
- How often does the word \_\_\_\_\_ appear? (why?)
- What date did \_\_\_\_\_ happen?
- What happened to .....?
- What colour is the .....?
- Give one example of a word used that means ....
- Which words tell you who is telling this story?
- How many green bottles were there?

# S

ummarise



- What happened after/before....?
- Which order did the events happen in?
- What was the first thing that happened in the story?/Text?
- In what order do the chapter headings come in the story?
- What did the main character say about.....?

I

Is a ship's horn loud or quiet?

Which word is a place where ships 'park'?

V



He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

E

Explain what you would do if you found a penguin on your doorstep

How did they get down to the harbour?

R

S

In what order did they ask these people for directions?

Who do you think they ask next?

P



It was the closest kingdom to the queen's, as the crow flies, but not even the crows flew it. The high mountain range that served as the border between the two kingdoms discouraged crows as much as it discouraged people, and it was considered impassable.

More than one enterprising merchant, on each side of the mountains had commissioned folk to hunt for the the mountain pass that would, if it were there, have made a rich man or woman of anyone who controlled it. The silks of Dorimar could have been in Kanselaire in weeks, in months not years. But there was no such pass to be found, and so, although the two kingdoms shared a common border, nobody crossed from one kingdom to the next.

Even the dwarfs, who were tough, and hardy, and composed of magic as much as of flesh and blood, could not go over the mountain range.

This was not a problem for the dwarfs. They did not go over the mountain range. They went under it.

The questions for this section could be:

V: Which word shows that it was impossible to cross the mountain range?

P: What do you think the next paragraph will be talking about? Dwarfs.

R: Where would someone in this story get silk from?

S: What purpose does this paragraph serve? How does it do it?

Three dwarfs, travelling as swiftly as one through through the dark paths beneath the mountains:

"Hurry! Hurry!" said the dwarf at the rear. "We have to buy her the finest silken cloth in Dorimar. If we do not hurry, perhaps it will be sold, and we will be forced to buy her the second finest cloth."

"We know! We know!" said the dwarf at the front. "And we shall buy her a case to carry it back in, so it will remain perfectly clean and untouched by dust."

The dwarf in the middle said nothing. He was holding his stone tightly, not dropping it or losing it, and was concentrating on nothing else but this.



E: Explain why the author chooses not to name the person that they are buying the silks for.

I: Tell me something about the stone that the dwarf is carrying. - It is precious - how do we know?

*Why is correct  
spelling so  
important?*

I take it you already know of tough and bough  
and cough and dough? Others may stumble but  
not you on hiccough, thorough, slough and  
through. Well done! And now you wish perhaps,  
to learn of less familiar traps? Beware of heard, a  
dreadful word that looks like beard and sounds  
like bird. And dead, it's said like bed, not bead for  
goodness' sake don't call it 'deed'! Watch out for  
meat and great and threat (they rhyme with suite  
and straight and debt).

# Spelling at School

- Phonics (Nursery– Year 2)
- The children spell words in their daily phonics sessions using the sounds they have been taught.
- They say the word out loud.
- They use Fred Fingers to count the sounds they can hear.
- They then write the word and draw on the sound buttons.
- In KS1, children are set spellings based on their phonics on Spelling Shed each week for their homework.



# Spelling at Home

- Use Fred Fingers at home to help them to count the sounds.
- Focus on saying each sound clearly.
- Use the phonics mat to help them to remember the letters that are found in each sound.
- Use a range of materials to make it fun- magnets, foam, sand or games.
- Use a method that works for them- writing, speaking, playing games or a mixture.

# *Spelling at School*

- As a school we use Spelling Shed to teach spellings in year 2-6.
- Each week, the children learn a new spelling rule in class using verbal and written activities and through games.
- They are then set the same spelling rule for their homework using Spelling Shed.
- The children are then tested on their spellings in class each week.

# Spelling at School

Syllable Maps

Can you clap out the 'beats' for each syllable?



Etymology  
peace



Let's look at where the syllable breaks are in this week's two syllable words.

accept  
ac|cept  
2

weather  
weath|er  
2



Peace can be a state or feeling of calm and quiet or a state without fighting or war.

In the mid-1100s, the word *pes*, meant 'freedom from civil disorder, internal *peace* of a nation'.

From the Old French word *pais* meaning '*peace*, reconciliation, silence, permission'.

The sense of 'spiritual *peace* of the heart, soul or conscience; *peace* of mind' is from around 1200.



Phoneme Maps

Where do the sound buttons go in these words?

piece

knot

plane

Choose the correct homophone for each sentence.

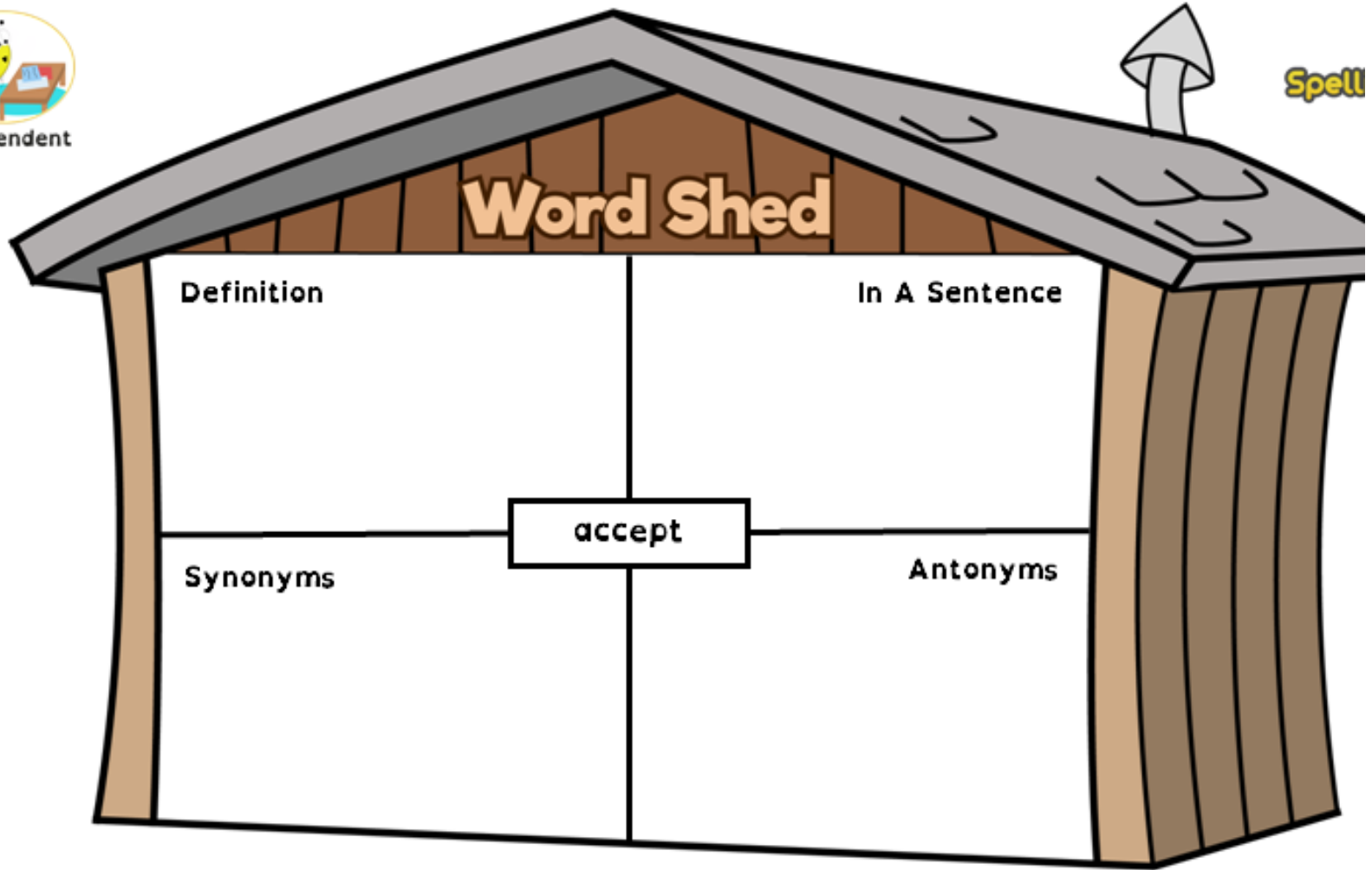
plain/plane

I used a \_\_\_\_\_ piece of paper to sketch the landscape.



Independent

Spell



# *Spelling at Home*

- Create a quiet, relaxing environment for spelling practice.
- Build spelling practice into your daily routine – how can you integrate 10 minutes practice a day?
- Provide encouragement and use your parental judgement. Does your child need more or less adult support?
- Can they spell the words? Do they need fewer or easier words? Do they need further challenge?
- Keep it fun and engaging by using different methods. –verbally spelling the words, writing them down, writing using different materials- sand or foam, playing games and using Spelling Shed.
- We know that all children learn differently and it's ok to go with the method or methods that work for them.

# Spelling



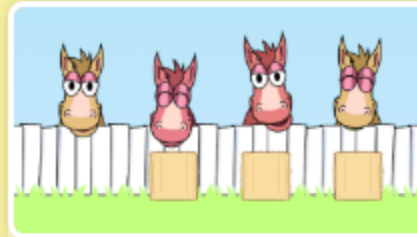
## Spelling Bee

The original Spelling Shed game!



## Penalty Spell-out

Score goals and spell words!



## Hungry Horses

Feed the horses!



## Shed Load

Load the bee hives on the truck!

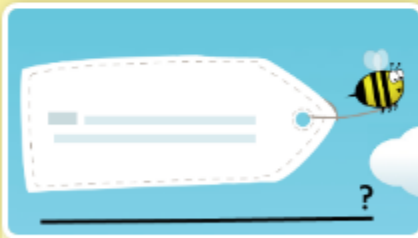


## Word Games



## Missing Word

Can you spell the missing word?



## Definitions

Match the words with the definitions!





## Spelling Bee

The original Spelling Shed game!

Year 1 & Year 2 KS1 Full  
List



Phonics



Easy

Medium

Hard

Extreme

# *Parent Booklets and Support*

- Reading and Writing - Expected by the end of the year booklets are available on the school website.
- Common exception words to be learnt throughout the year. The list will be sent home by the class teacher and can be found on the website.
- Phonic support materials are sent home in EYFS and KS1 and can be found on the website. – booklet, sound mat and bookmarks.
- Phonic cards can be purchased in EYFS and KS1 to support them at home.
- There are lots of resources and guides on our website to support you in all areas.

# English

*Home >> Key Information >> Curriculum >> English*



2022 - 2023  
Writing  
Competitions



Virtual Library



Useful sites for  
parents



Read Write Inc



School  
Workshops and  
guides for  
parents



2021 - 2022  
Writing  
Competitions



Literacy School  
Events



Curriculum



Year group  
Spellings Word  
lists

*Any Questions?*