



READING WORKSHOP

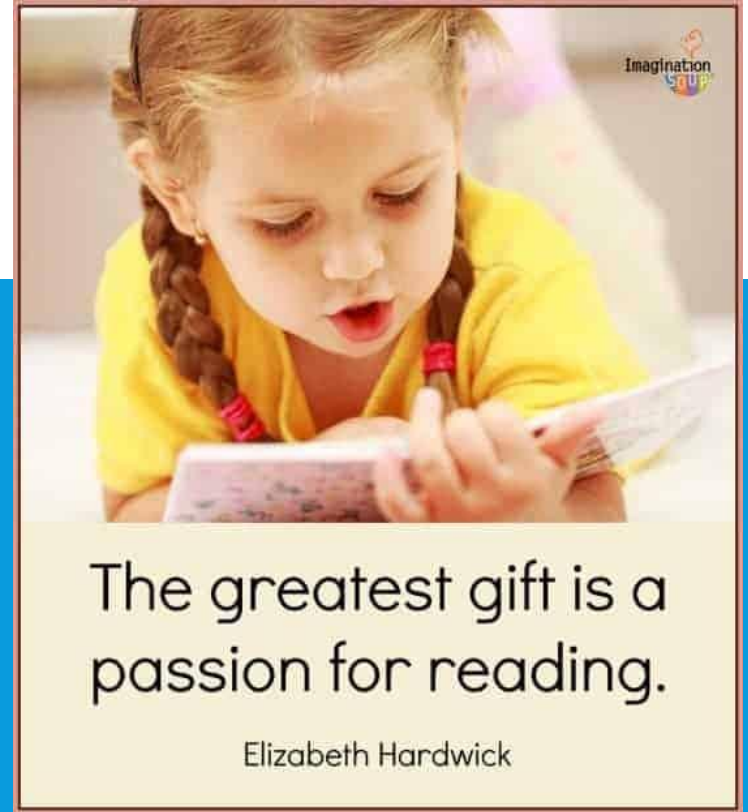
September 2025





AIMS OF SESSION

- Share the importance of reading
- Understand how we teach reading at St Andrew's
- Share our phonics scheme
- Share strategies to support your child/ren with reading at home
- How we support reading at school and how you can help
- Answer any questions that you may have



The greatest gift is a
passion for reading.

Elizabeth Hardwick

S+ A FEW QUESTIONS TO ASK YOURSELF

Are you a reading role model for your child? Does your child see you reading?

Do you have lots of different reading material available for your child?

Are you prioritising your child's reading?

Do you visit the library with your child?

Do you talk about books and reading with your child?

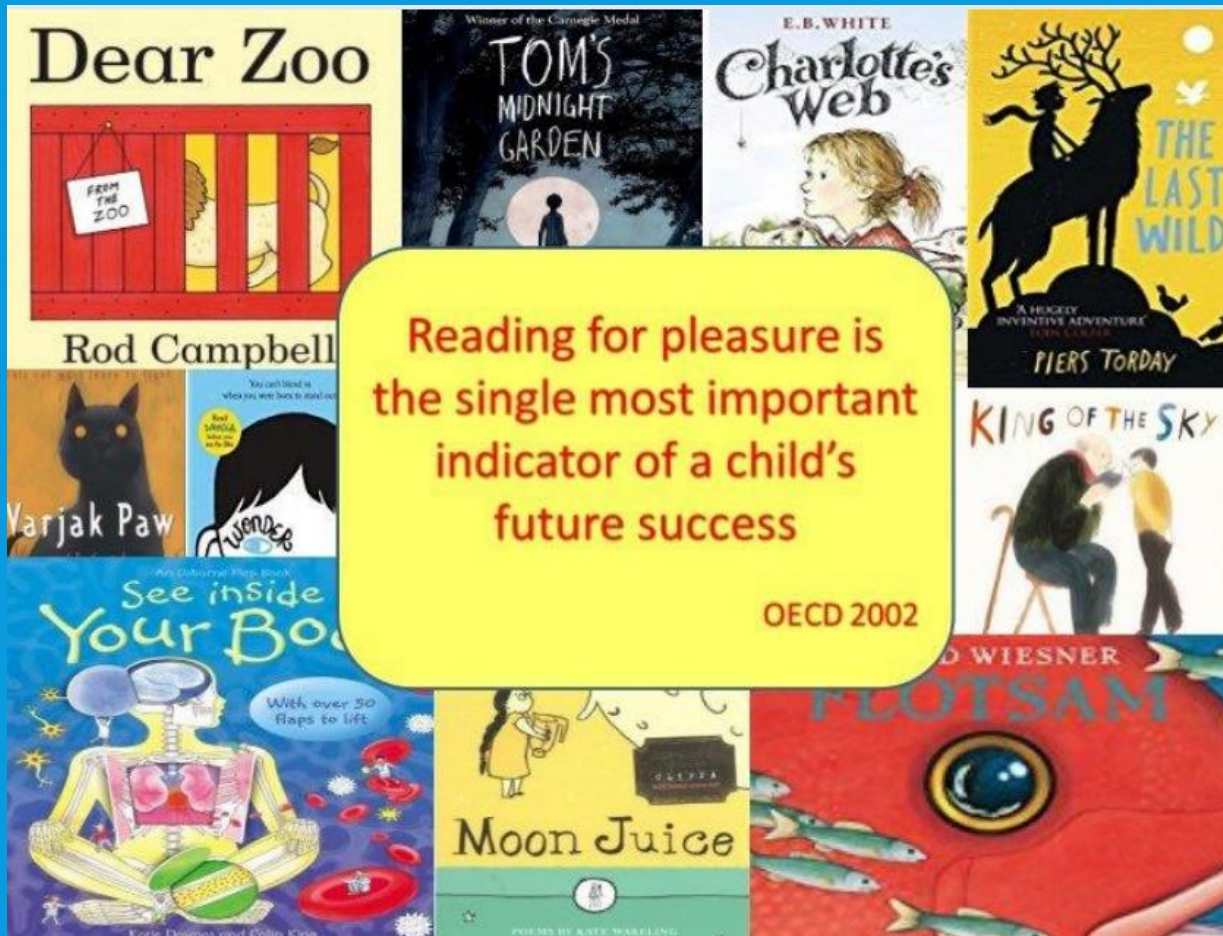
Reading is a key feature
in the life of every
single successful person
I have ever met

Mario Batali

PICTUREQUOTES.COM



WHY IS READING SO IMPORTANT?



Research consistently tells us that children who read for **10 minutes** a day can make **up to a year's additional** progress. It is a VITAL life skill.

Reading is at the heart of our curriculum. Our children need to be able to read as mathematicians, historians, geographers, scientists, musicians, etc



SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

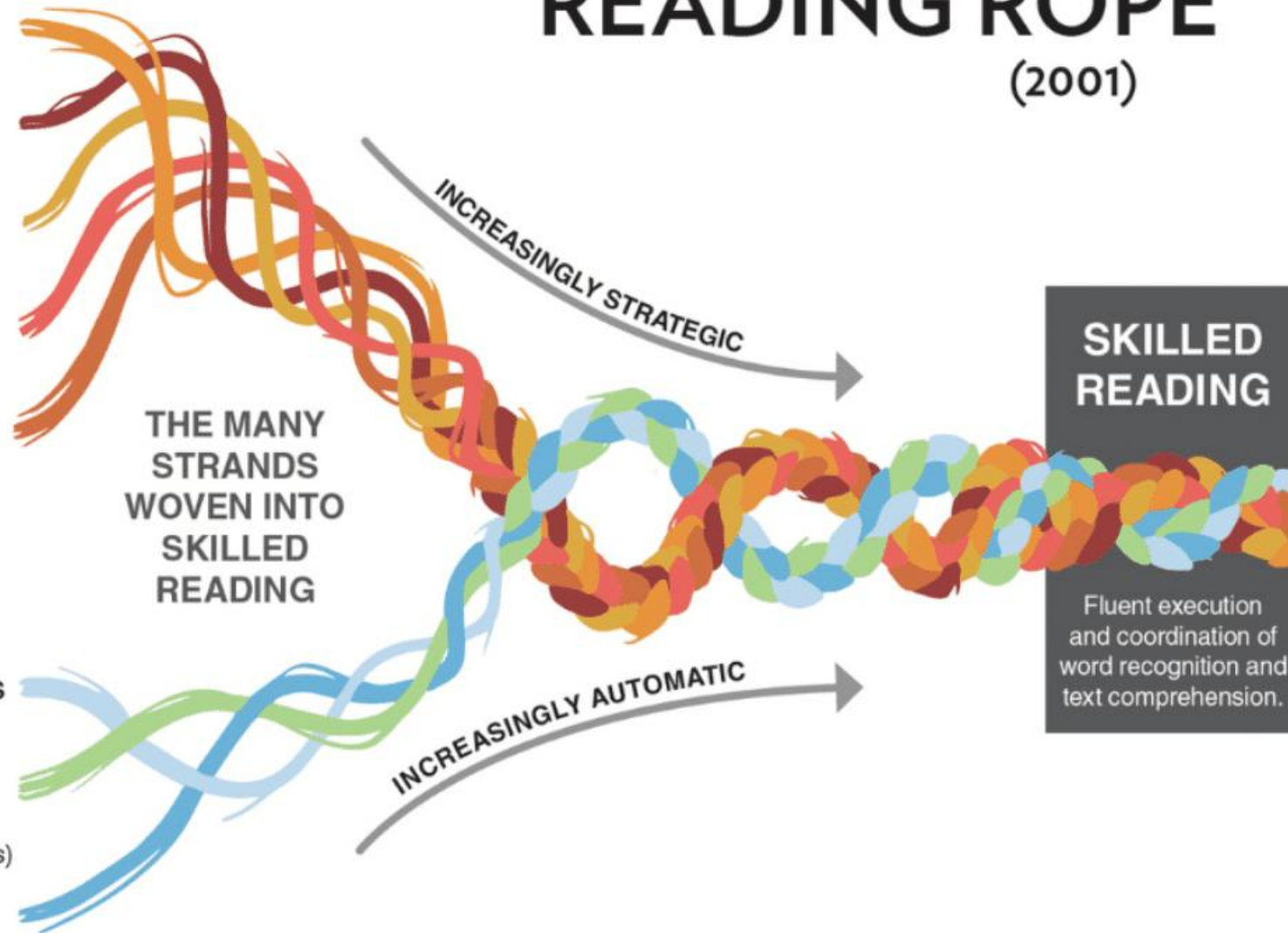
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

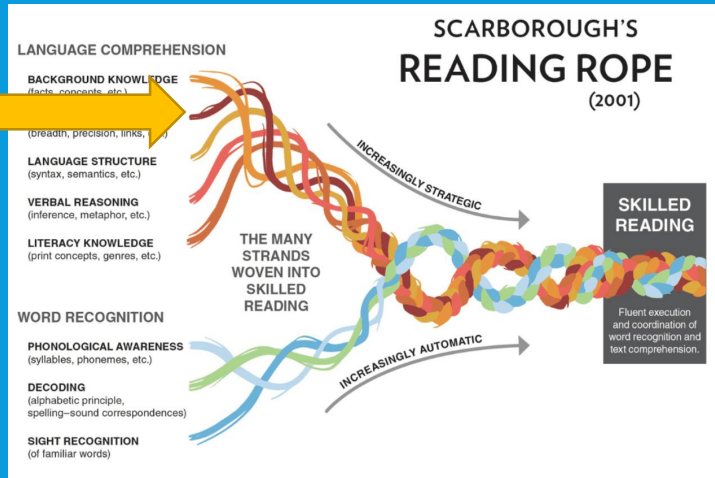
INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

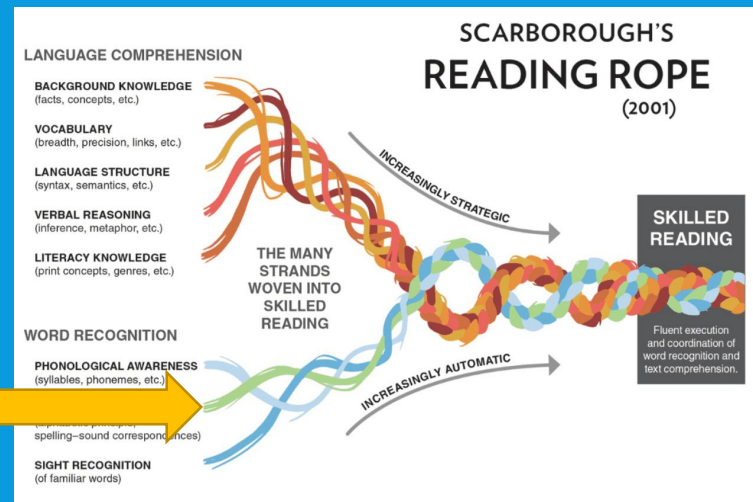
SKILLED READING
Fluent execution and coordination of word recognition and text comprehension.

S+ READING AT HOME- TWO BOOKS

Reading for pleasure sharing book



Phonetically decodable book



CHILDREN ARE
MADE READERS
ON THE LAPS
OF THEIR PARENTS.

- EMILIE BUCHWALD

THE READING JOURNEY

- Decoding (blending/phonics/reading skills)

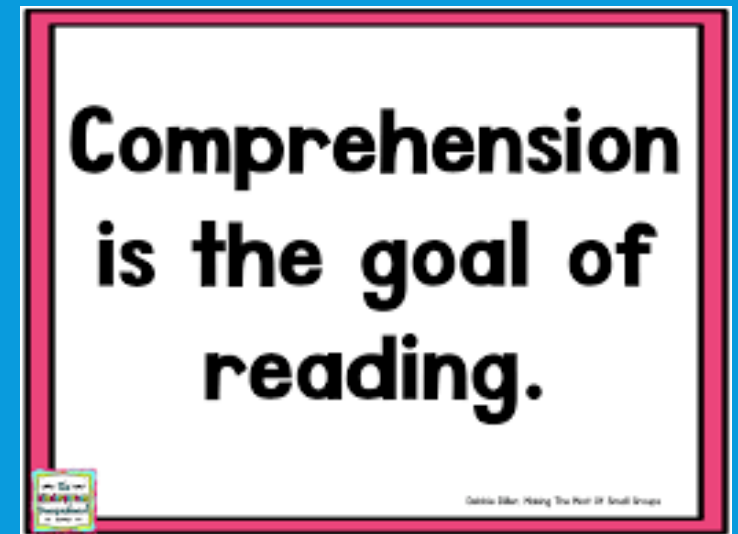


- Fluency and prosody –90% fluency

- reread sentences, using a readers voice, responding to punctuation. pace



Comprehension - Understanding and interpreting what is being said. Ask lots of questions before, during and after.



S+ HOW WE TEACH READING...



- **Unlocking letters and sounds- phonics scheme.** Phonics is the link between the words we say and the letters that represent each sound.

Blending/decoding

segmenting (writing)

Digraph

trigraph

pure sound

(er, ow, ai)

(igh, air)
























(mmmm not muh, ssss not suh)

- **Consistency** – the children will be exposed to the same terminology, resources, letter formation rhymes, displays, actions all the way through the school
- **Books are matched** to the order that we teach the phonemes, meaning that books are closely aligned to the children's developing phonics knowledge – focussing on success.
- Daily phonics lessons
- Weekly group reading sessions – may not hear each child read individually.





























RECEPTION

(Phase 1- Nursery)- oral blending – talk like a robot!

Phase 2- Reception

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

Phase 3 – Reception

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Phase 4 – Reception

Blends bl, fr, mp, nt – frog, lamp
Longer words - lunchbox, lighthouse
ing/er/est/ed – jumper, jumping, jumped


YEAR 1 AND 2- BUT PHONICS DOESN'T STOP!













Phase 5

Year 1/Year 2

- new graphemes
- alternative pronunciations for graphemes (ow/ow)
- alternative spellings for phonemes. (ai/ay/a-e...)

Phonics first approach to reading and spelling in EVERY class.



 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou	 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our ough oor ore	 air are ear ere
 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u	 f ff ph	 l ll le	 m mm mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ci s/ss
 th	 ng bb	 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y	 ch tch t

COMMON EXCEPTION WORDS (CEW)



“They are not tricky words they have tricky parts.”

Can you find the tricky part?

Some of these words will become decodable when you learn further GPC's.

Phase 2

the	to	into
no	I	go

Phase 3

me	we	be	he
she	was	you	they
all	are	my	her

Phase 4

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

Phase 5

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

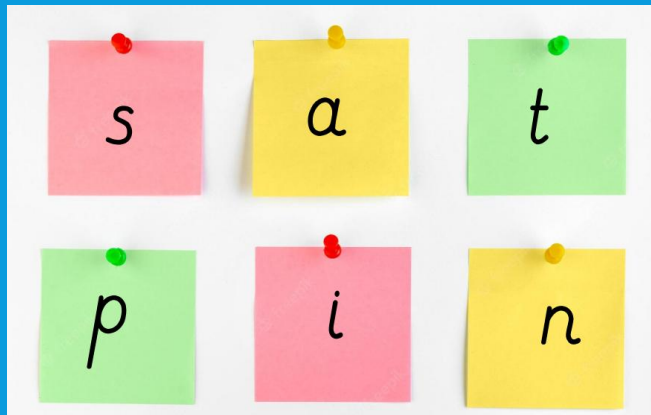
HELPING AT HOME- BLENDING IS KEY



Magnetic letters



Post-it notes



How many words can you make?

sat pat
tap tip
sap sip
nap nip

Flashcards of sounds and
common exception words-
passwords.

Singing nursery rhymes.

Oral blending

Look at the picture taken from our reading books and
see what words you can segment. e.g. 'I spy a sh- ee- p'



DECODING

- Spotting digraphs and trigraphs in words before blending.

fright shake

Chunking up long words

sham / poo

FLUENCY

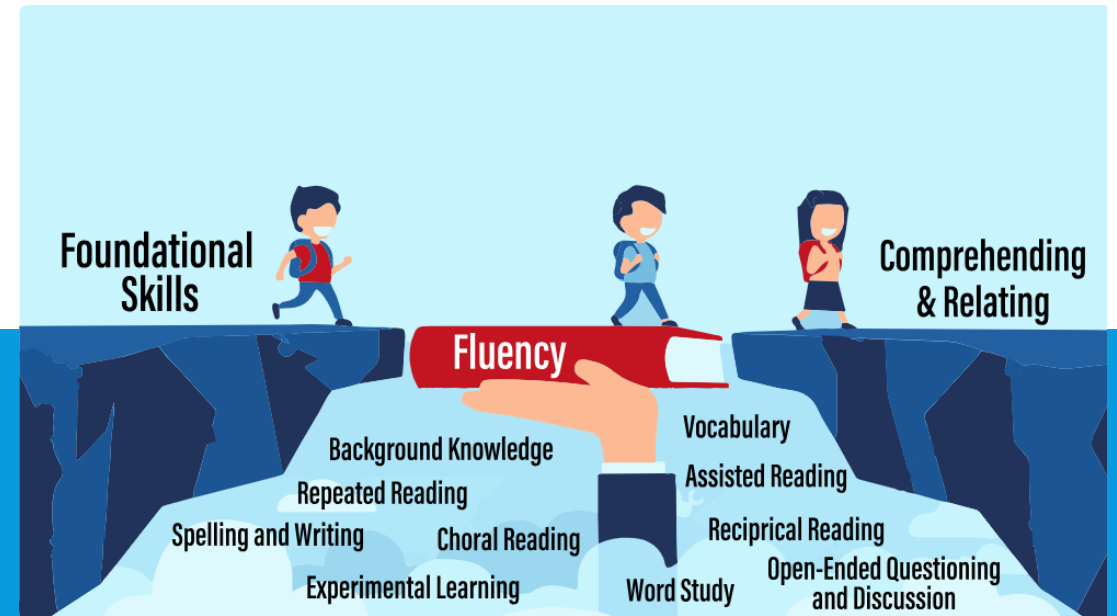
- Fluency is vital for enjoyment and understanding.

- Once children have phonics knowledge to decode words we can support fluency by..

- Modelling fluency – you read then they read

- Reading back a sentence once they have decoded words.

- Repeating reads so they have a real sense of achievement



PROSODY- READING ALOUD (AND SILENTLY IN READERS HEAD)
WITH APPROPRIATE USE OF STRESS, INTONATION AND EXPRESSION.

- Looking for text clues as to when you change your voice.
- Eg/ ? ! ... “ ” bold letters, capital letters

Robert borrowed my new bicycle.

Robert *borrowed* my new bicycle.

Robert borrowed *my* new bicycle.

Robert borrowed my *new* bicycle.

Robert borrowed my new *bicycle*.

S+ COMPREHENSION

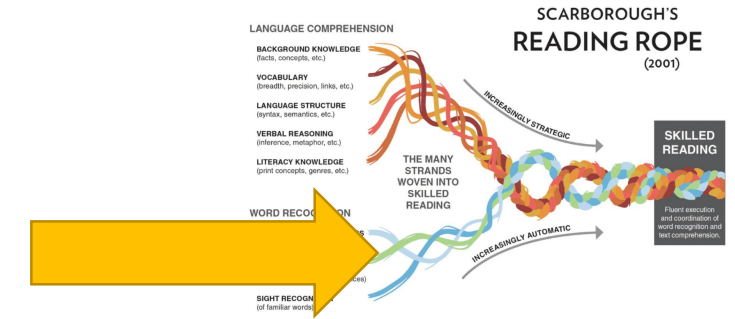
- Once the children are confident and fluent readers the focus shifts to comprehension. Understanding and interpreting what is being said.
- Focus on comprehension when reading with your child.....
 - Answering questions
 - Asking questions
 - Inferences- how the character might be feeling
 - Summarising
 - Predicting
 - Retrieval of information
 - Give reasoned justification for their views
 - Lots of discussion

**Comprehension
is the goal of
reading.**





READING AT HOME- PHONICS BOOK

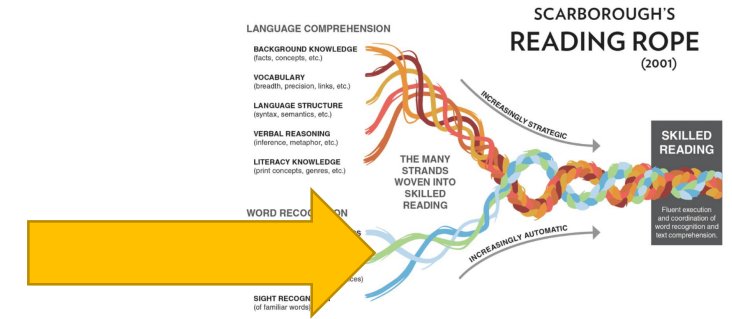


- Sharing a love of reading- model how important it is!
- 3 x then book is changed.
- 10 minutes- Choose a time that works for you and try to stick to it
- Celebrate successes
- Tracking with a finger or bookmark
- Spot digraphs and trigraphs in words before blending
- Be patient and let them try and work it out
- Read back the sentence
- Recognising common exception words by sight
- Reading as often as possible really is **key to helping children to progress**

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.
- KATE DICAMILLO
BilingualKidspot.com



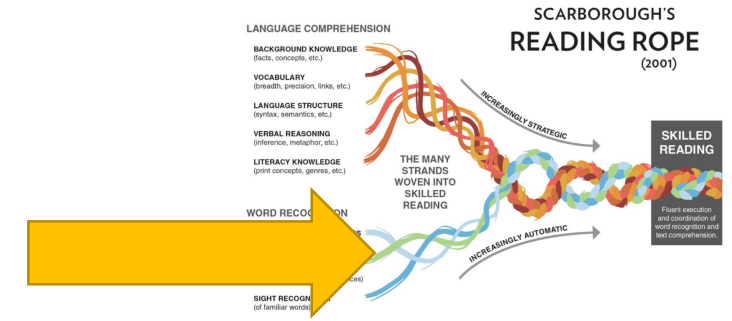
READING AT HOME- PHONICS BOOK



- Reading the book 3 times- ensuring reading success!
- **Read 1**- focus on decoding the words and reference any new vocabulary. Encourage the child to use their own finger to track each word. If there is a digraph (2 letters 1 sound eg/ 'er') or trigraph (3 letters 1 sound eg/ 'igh') encourage your child to spot that before sounding out the word. Encourage your child to reread the sentence once they had sounded out to support fluency and understanding. You can model reading it back with fluency.
- **Read 2** – fluency and prosody- . Children should be able to read more words with fluency and start to gain a better understanding of the story. Encourage your child to notice any punctuation clues to change their voice (!, ?, speech bubbles) Model it for your child and get the to repeat.
- **Read 3**- Comprehension- your child should be able to read the story with more fluency and use prosody you practised in read 2. Ask them some questions about the story. How did the character feel when...? Does it remind you of something you have done..? Why did that happen?



READING AT HOME- BEYOND PHONICS



- No more book bands! Readers choice.
- We want children to love reading and call themselves a reader.
- After phonics they should be able to read 85% of words in the English language.
- We therefore want them to choose what they read to promote that love of reading.
- The skill v's The will
- Five Finger rule
- Please support your child to choose a book at their level.
- They need to be successful. They should be able to read and understand it independently.

Choosing the perfect book

S+

Five Finger Rule

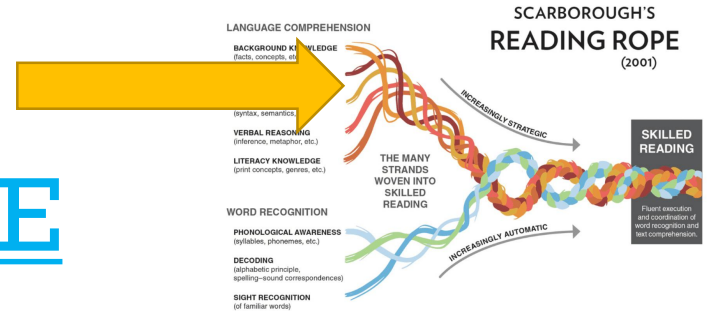
1. The Thumb
2. The Index
3. The Middle
4. The Ring
5. The Pinky

- 1) Choose a book you would like and read any page.
- 2) Hold up a finger for every word you find hard to read or do not know the meaning of.

0/1 finger— too easy
2/3 fingers— **Great choice**
4 fingers— Give it a try
5 fingers— too difficult at the moment.



READING AT HOME- READING FOR PLEASURE



- Continue to read stories every night to your child – make it a special time.
- Ask questions about what has happened and characters' feelings

- Support vocabulary
- Predict what will happen next

Find books that interest you child

- Make connections
- Model your love of reading!

All reading is great- recipes, magazines, instructions, poems, non-fiction comic books etc



S+ WE LOVE READING!

- Weekly visit to the school library.
- Book time every day
- Staff as influencers
- Book club – children as influencers
- Author visits
- Book fair
- Book celebration days – dressing up
- Family breakfast
- Library club
- Reading ambassadors



S+ HOW CAN YOU HELP US?

- Reading at home – record every time you hear your child read.
- Author/illustrator visits- are you or do you know anyone who is?
- Be a mystery reader
- Volunteer to hear the children read
- Library volunteers
- Donate magazines/graphic novels.





CONCERNS ABOUT PROGRESS...



- All children are different
- Reading is not a race
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support the child in the specific skill they are struggling with.
- All reading is great- recipes, magazines, instructions, comic books etc
- Continue to read to your child to ignite a love of reading



THERE IS NO SUCH THING AS A CHILD
WHO HATES TO READ,
THERE ARE ONLY CHILDREN WHO HAVE
NOT FOUND THE RIGHT BOOK.

– FRANK SEBAGINI



QUESTIONS?



Thank you so much for your time and for working in partnership with us.

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