

Welcome to our Parent English **Workshop**



Our aims for today:

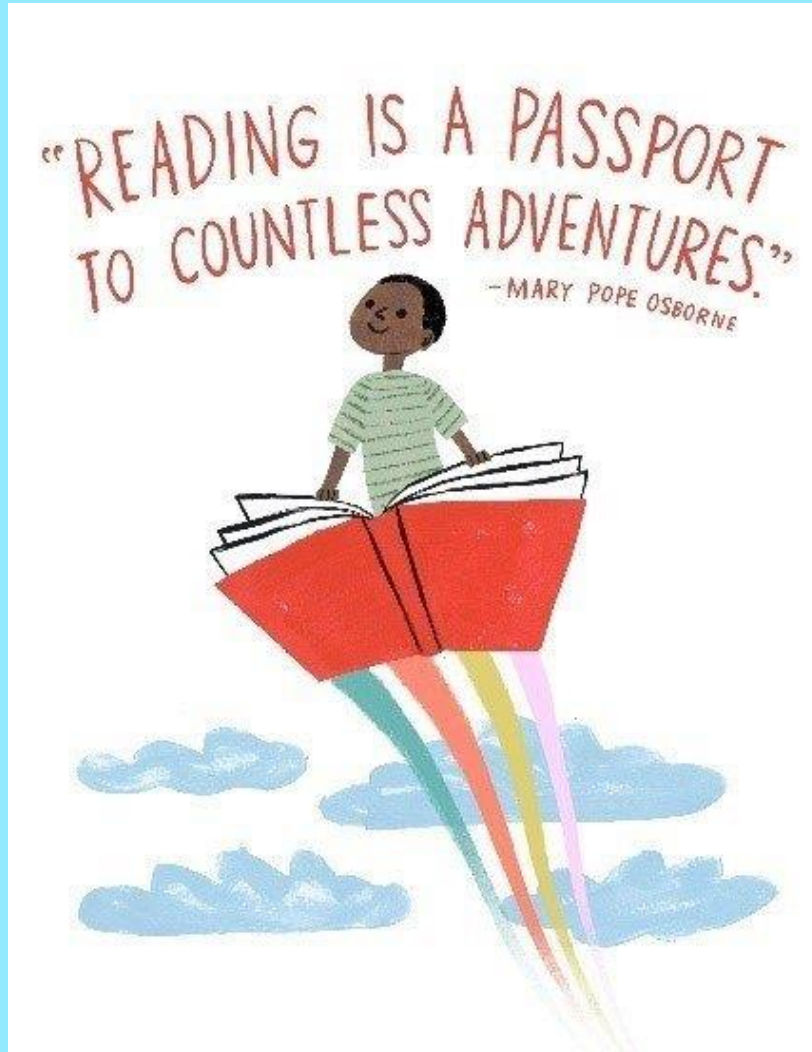
- **To gain an overview of the approach to teaching and progression in reading and writing from Reception to Year 6**
- **To provide you with ideas for supporting your child's English learning at home**
- **To enable you to join your child and take part in phonics & spelling learning activities in the classroom and look at their books to celebrate their work together**
- **To enable you to join in with inspiring your children to share their love of reading with you**

What I am going to try and cover!

- 1) Reading**
- 2) Phonics**
- 3) Spellings**
- 4) Writing**
- 5) Grammar**
- 6) Website signposting**



Reading



Reading

What are the stats telling us from The National Literacy Trust Annual Reading Survey 2023?



- **Reading enjoyment:** Just 2 in 5 (43.4%) children and young people aged 8 to 18 said they enjoyed reading in their free time in 2023. This is the lowest level since we first asked the question in 2005.
- **Reading frequency:** Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily in 2023, matching levels seen in 2022.
- **Children's reading environment:** Within the 8 to 18 age group, 1 in 2 (52.9%) told us they had been encouraged to read by their parents/carers. 3 in 5 (58.4%) had seen their parents/carers read, while 1 in 5 (19.9%) had read with their family.

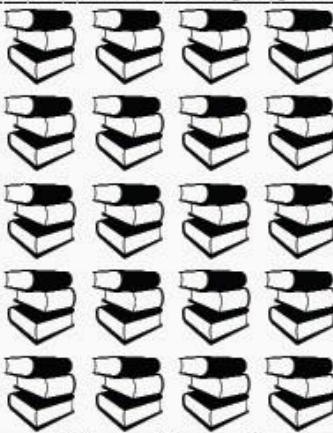


Reading

Why is there a decline in reading for pleasure?

- **Games and online distractions**
- **Rise in social media**
- **Find books boring**
- **Lack of time**
- **Not being read to from an early age by adults (at home and school)**
- **Seeing reading as a process for learning rather a pleasure activity**
- **'Reading for pleasure' is being confused with 'literacy' by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.**

Why is reading for pleasure vital?

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

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



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

Travis

reads 20 minutes per night,
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

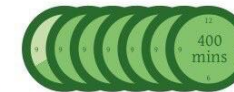
100
minutes of reading



20
minutes of reading

In one month:

400
minutes of reading



80
minutes of reading

In one school year (9 months):

3600
minutes of reading



720
minutes of reading

By the end of eighth grade:

28,800
minutes of reading



5760
minutes of reading

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?



GREER GENIUS
BRILLIANT DESIGN & DEVELOPMENT

Impact of reading

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

How to encourage independent reading at home

- **Having books that the child owns**
- **Using the library to help build variety**
- **Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books**
- **Taking control of screens – reading first and then screentime**
- **Show that you love reading... even if you have to fake it**
- **Give children books that matter to them (authors and characters, texts that excite them)**
- **Reward reading through extrinsic and intrinsic motivators**

Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

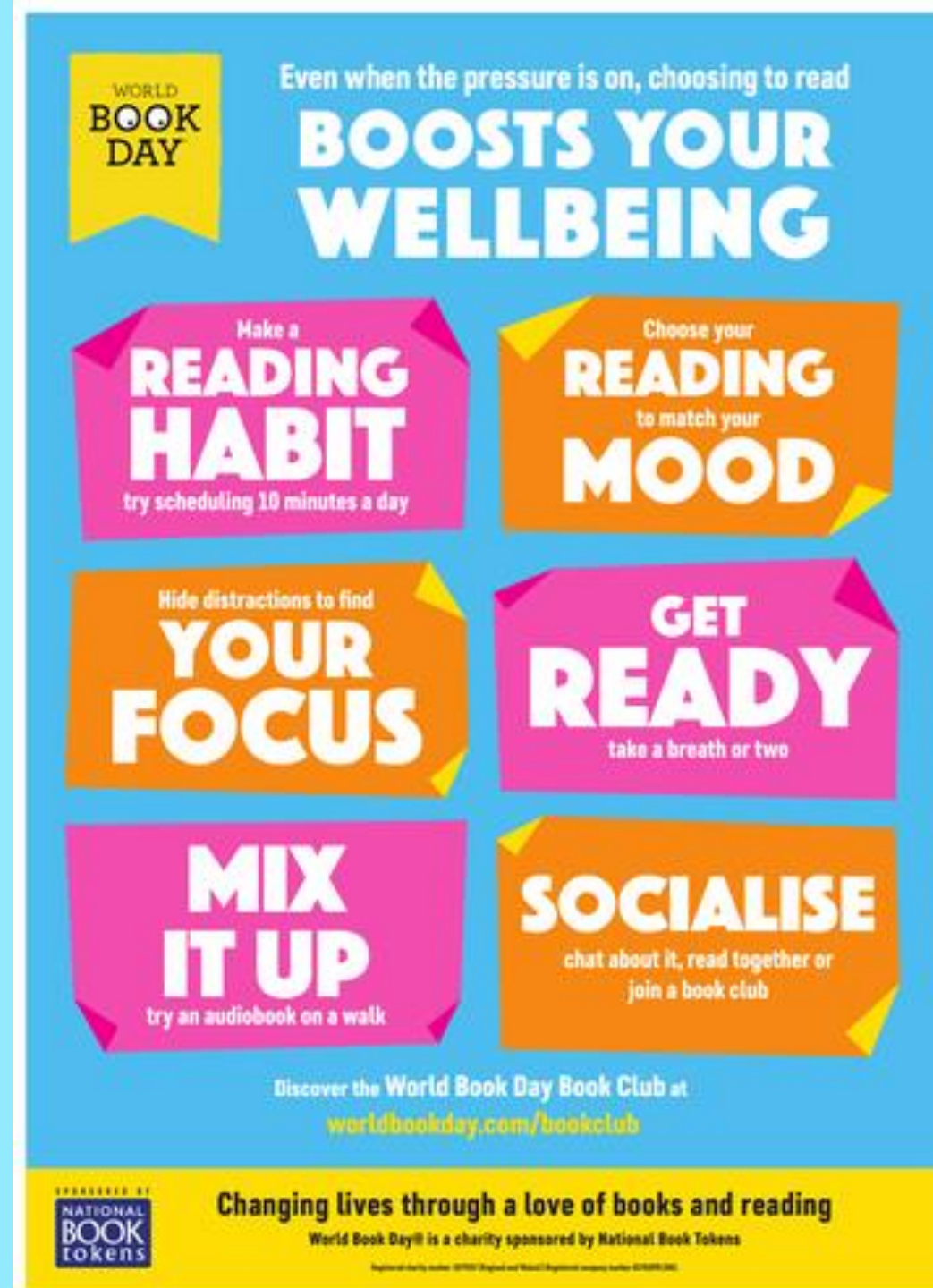
World Book Day 2024 theme

This years World Book Day theme is:

Read Your Way

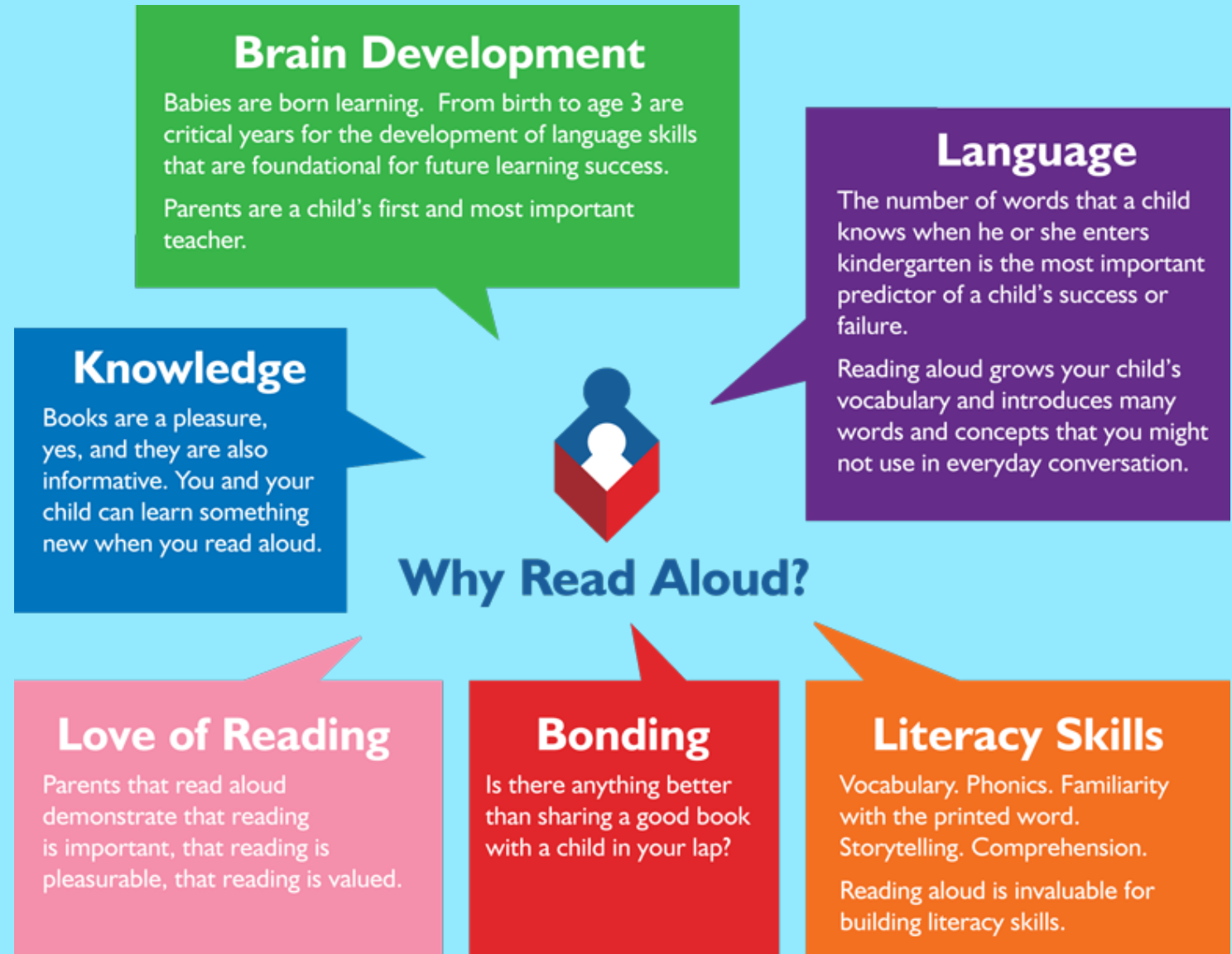
- **World Book Day 2024 will celebrate that children are more likely to enjoy reading when their choices are championed and we make reading fun.**
- **Read Your Way calls on everyone to let go of pressure and expectations, giving children a choice – and a chance – to enjoy reading.**

So how do we encourage this at Ashwell?



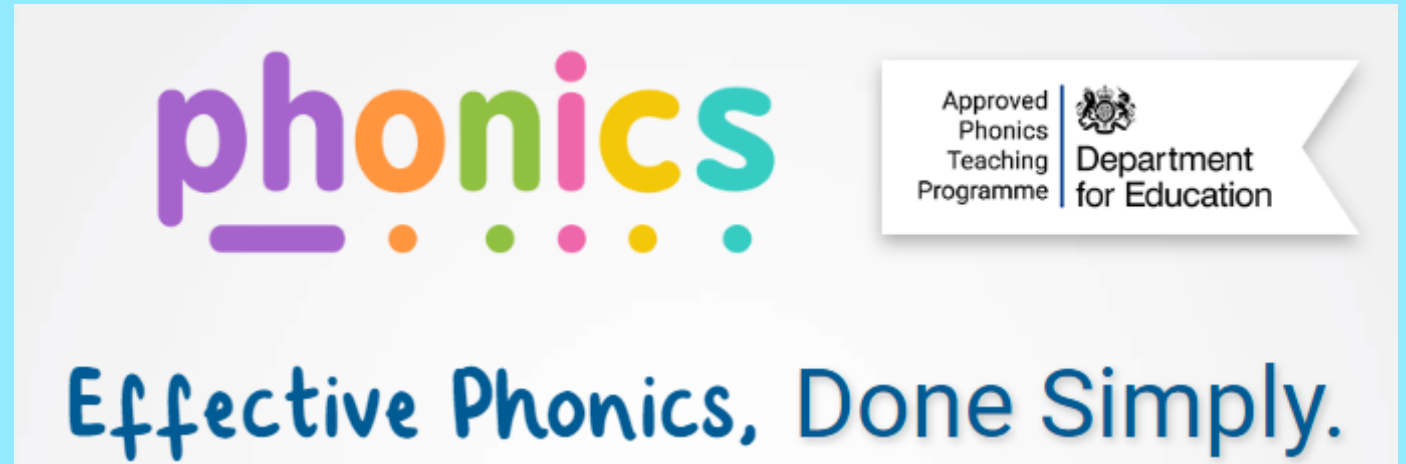
Reading from an early age and securing phonics

- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.
- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1. We follow a clear sequential phonics scheme that is followed robustly from Reception – Year 2.
- Read to children from day zero!



Phonics

- **Daily phonics lessons are taught in R, Y1 & Y2.**
- **Intervention phonic sessions are taught daily in KS2. Y3 – Y6 follow a specific intervention programme called ‘Codebreakers’ where any phonic knowledge gaps are identified and taught to try and close those gaps.**



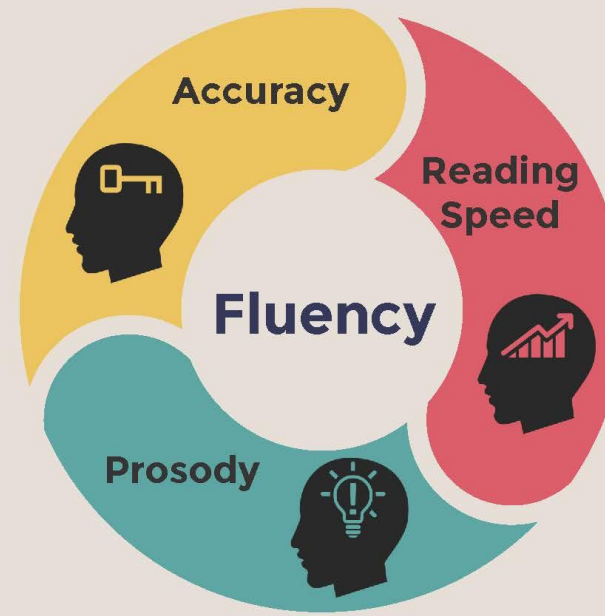
Secure phonics leads to confident decoding, which leads to that fluency goal!

So what is fluency and why is it important?

- **Fluent reading supports reading comprehension.**
- **When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.**
- **For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.**
- **Ultimately, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.**

What is Fluency?

Oral reading fluency includes 3 parts.



Accuracy

Reading with few errors.

Reading Speed

The rate at which a student reads.

Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

Why should we focus on Fluency?

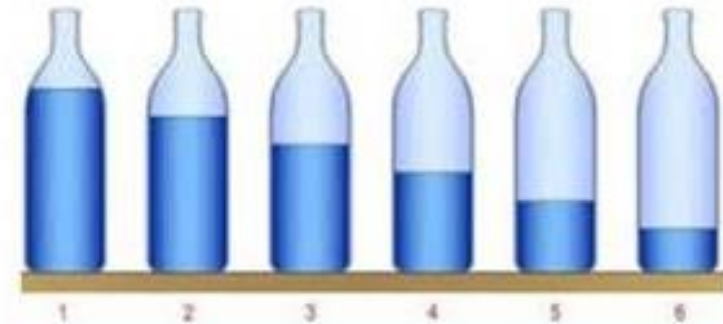
Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

What is fluency and why is it important?

- **For a child to be fluent, phonic knowledge is important.**
- **When a child is fluent, we can focus on understanding and comprehension.**
- **When comprehension is secure, the child will enjoy what they read.**
- **Secure phonics and fluency all reduce cognitive load.**
- **This is why you child will come home with books that they can read fluently. We want you at home to work more on the comprehension of the book than the decoding.**

The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.



Three ways you can help build fluency at home...

- 1. Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
- 2. My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
- 3. Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.



Record the reading you do on Boom Reader – PLEASE!! Including page numbers in particular for R/KS1/LKS2 so teachers can avoid re-reading the same pages repeatedly!

How we teach focused reading skills at school and how you can help at home with these

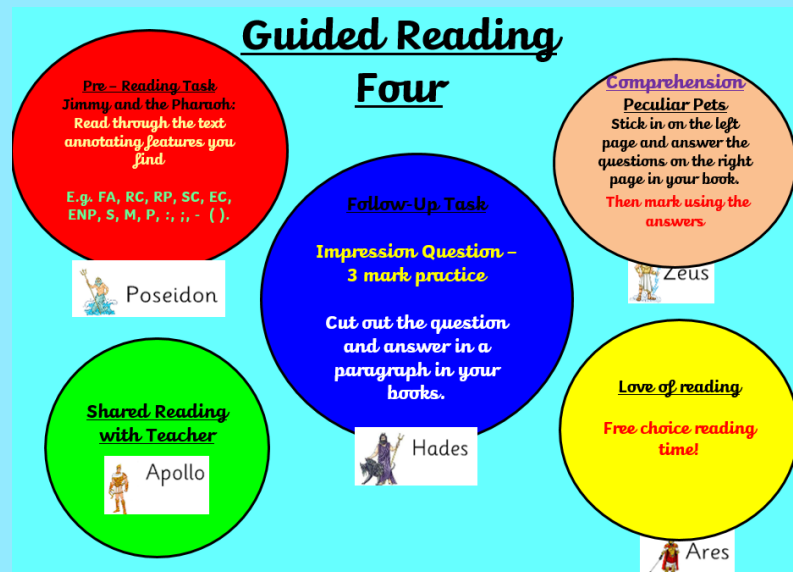
Please remember we are not expecting you to teach them – remember we are trying to foster that love of reading above all else – but these are the skills they need to know and ways you can enrich your conversations around the books you read at home...



How do we teach reading skills in school? A more formal process...

We split our dedicated Guided Reading lessons (which are often 3x a week 30 minute sessions) into 2 types:

- 1) **Whole class:** in these sessions we use this book – Complete Comprehension – to really model, unpick and teach focused skills around an extract as a whole class. Teachers will model reading it under the visualiser and the whole class will complete reading analysis together through debate and discussion – these lessons are so powerful to help children to learn this key skill of comprehension. We then cover all strands of reading comprehension through questioning (more on following slides)
- 2) **Carousel:** in these sessions children are split into smaller groups and work around a carousel of activities including:
 - pre-read (analysing a text and making notes – often with TA support)
 - reading with teacher (rich discussion and bespoke teaching)
 - follow up task (applying comprehension skill practice independently to see have they got it/ do they need support/ are there gaps we need to close with further teaching?)
 - further comprehension practice on another shorter text
 - free choice reading (to help foster that love of reading)



Comprehension overview

- **This refers to the understanding of a text.**
- **There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read. They are often able to mask this with their fluent reading.**

COMPREHENSION SKILLS


DEFINITION

Comprehension skills are cognitive capabilities that allow individuals to process and understand written or spoken information. They encompass a range of abilities, from identifying main ideas and supporting details to making inferences and drawing conclusions. Mastery of these skills is essential for effective reading, listening, and overall communication.

EXAMPLES

- Summarizing
- Paraphrasing
- Drawing Conclusions
- Sequencing Events
- Ranking Information
- Recognizing Author Purpose
- Interpreting Figurative Language
- Identifying Cause and Effect

What you can do to help develop comprehension...



That's something lacking in a lot of modern-day families – just talking. It's almost a lost art form.

Ryan Kwanten

Comprehension of the world will develop comprehension in reading...

Ways you can develop comprehension:

- **Talking a lot at home... about everything**
- **Develop cultural capital by going out (this does not have to cost money)**
- **Reading together and discussing books together**
 - **Why do you like this book?**
 - **What do you think will happen next?**
 - **What do you think about this character?**

The comprehension reading skills in detail that we teach



Vocabulary



Interpreting words in context and deciphering the meaning of words unknown based on the context they are written. When sharing stories at home can you try and ask these types of questions when children are faced with trickier vocabulary?

Mr Ali loathes wearing a tie as he finds it uncomfortable.

We may not know the meaning of the word 'loathe' here but based on the context and other evidence within the sentence, we can guess it means 'doesn't like'. How have I arrived at this conclusion?

Beowulf was incensed by Grendel's attack and vowed revenge.

We may not know the meaning of the word 'incensed' here but we can guess it means 'angered'. How have I arrived at this conclusion?

Inference



Is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge. More question styles to focus on at home:

The police find a threatening letter addressed to the victim.

- We could **infer** that someone didn't like that person.

The bike lay on the floor next to her as she held her leg and cried.

- We could **infer** that the girl fell off her bike.

My stomach rumbled as the smell of dinner wafted from the kitchen.

- We could **infer** that this person is hungry.

Predict



What has or what will happen based on information stated or inferred (linked closely to inference). Again, background knowledge here is important.

Beowulf snatched his sword from the armoury and ran towards the mountains.

- **What do predict Beowulf is going to do? What evidence have you used to make your prediction?**

Mr Ali woke up with a terrible headache and severe cough. He picked up his mobile and began to dial.

- **Who do you think Mr Ali is going to call? Why?**

Predictions, like inferences are neither right or wrong, they may be strong (with secure evidence to back them up) or weak (with little or poor evidence to back them up).

Retrieve



- Retrieval of information is often the starting point for discussing a text. This means picking the **exact** (spelling and punctuation too) information out of the text that they have just read. E.g.
- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did...

Summary



- **Summarise main ideas from more than one paragraph**
 - **What is the main point of the first paragraph?**
 - **What heading would be appropriate for this paragraph?**

Explain



KS2 only

Identify/explain how information/narrative content is related and contributes to the meaning as a whole.

Identify/explain how meaning is enhanced through choice of words and phrases.

Make comparisons within the text.

*****See handout for example questions*****

Author



KS2 only

Identify/explain how meaning is enhanced through choice of words and phrases.

This means being able to spot examples of ambitious vocabulary and figurative language within the text.

When you find them, they need to think about why the author made those vocabulary choices and how they give a certain meaning to the text.

For example, an author could say that the water in a lake was still and reflective. However, for effect, they could describe the water as ‘like a sheet of glass’.

And all of that is easily prompted from the children's Guided Reading dog bookmarks that teachers sent home in the Autumn Term!

(More available to take away today)

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?



More questions you can ask at home...

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- 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.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

Spellings

How do we teach the children to spell?!

How do we make it fun?

How do we develop that 'have a go' mindset?



Spellings

- Reception do not receive spellings – their learning is all through their phonics as this needs to be secure first!
- Year 1 spellings are directly linked to their phonics sounds each week.
- Year 2 – Year 6 have weekly spelling rules taught (from the National Curriculum) through 3-4 mini spelling lessons every week.
- This year we have worked hard to remove the outdated ‘rote learning’ spelling lists to really deepen children’s learning of not just 10 words but of the true spelling rule.
- We were finding children were able to learn and spell 10 words but then within their writing could not apply that rule to other words that they came across trying to spell. We had to re-look at our teaching and make a change.



Spellings: how we have changed the rules:

Purple/ Yellow/ Green

Purple: Age related rule (taken from our spelling scheme)

Yellow: A revision backtrack rule.

This should link directly to the purple rule. As teachers, we look back at what prior learning should be secured in order to access the purple rule – and we start there! We identify where would be a suitable place to back track to/ from according to the needs of our class and devise our yellow spelling rule from there.

Green:

KS1: A couple of words from the weekly rule + pupil specific words which may include tricky words (HFW)/ catch up words from previous phases

KS2: Words are taken from the Twinkl Codebreakers KS2 phonic spelling intervention. To be completed separately every day.


Spellings: how can you help at home?


- **Check google classroom on a Friday to see what the following weeks rule/s are going to be. Work with your child to explore the rule prior to Monday. (teachers will put example words to help you get started)**
- **Make a brainstorm of words that you think will fit into that rule with your child and bring them in on a Monday (Y4 parents: Miss Clark thinks you are brilliant at this!)**
- **Use the spelling resources section on your google classroom and let your child choose an activity to practise with words you have brainstormed together.**
- **Let them do any spelling work you/ they feel is helpful! There is no one way that works for all – every child is different.**




Spelling Resources

Spelling Activities & Tips Posted 14 Aug 2023

 **Spelling Activities.pdf**
PDF

 **Spelling Activity Challeng...**
PDF

 **KS2SpellingMenu.pdf**
PDF

[View material](#)

Writing

This year our whole school focus is on raising the attainment of writing at Ashwell - through both accuracy of sentence construction as well as instilling a love of writing within our children.



**IT'S A VERY COOL
THING TO BE A
WRITER**

—BRYAN HUTCHINSON, AUTHOR OF,
WRITER'S DOUBT

POSITIVewriter.com

Writing: why do we teach what we teach?

Reception

A new approach being trialled in reception. This focuses on developing children's vocabulary and love of writing from the very start of their school life!



KS1 & KS2

We follow guidance from Herts For Learning on what units to teach in each year group.

We then adapt this to suit our own curriculums as we love to inject our topics/ current themes/ special events into our units to really give our writing purpose and excitement!

English Modules – Year 3									
Term 1			Term 2			Term 3			
Narrative	Traditional Tales - Fables (2 weeks – or 2 + 2 weeks)	Writing and performing a Play (2 weeks)	Traditional Tales – fairy tales (alternative versions) (3 weeks)			Adventure stories (5 weeks)			
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story.	Write a traditional tale from a key characters perspective.			Write an adventure story, focusing on plot.			
Non-fiction	Recount 2 weeks	Instructions – giving directions 2 weeks	‘Take One Book’ (2 weeks)	Explanations 2 weeks	Report 3 weeks	‘Take One Book’ (2 weeks)	Persuasion - persuasive letter writing 3 weeks		‘Take One Book’ (2 weeks)
Suggested final written outcome	Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
Poetry	Vocabulary building (2 weeks)	Structure – limericks (1 week)		Vocabulary building (1 week)	Structure – haiku, tanka and kennings (2 weeks)		Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Grammar: our teaching structure

This year we have introduced a new weekly standalone Grammar session after the great success of our weekly arithmetic sessions.

Within this we are able to teach either very clear statements that have come directly from the statutory National Curriculum statements OR focuses that the teacher has worked out are the need of the class to close gaps OR preparation of skills needed for an upcoming writing unit.

So far feedback from the children has been 'Grammar lessons can be hard but are helping me with my writing!'

We follow the Deborah Myhill approach:

PRINCIPLE	EXPLANATION
L INKS	Make a <i>link</i> between the grammar being introduced and how it works in the writing being taught
E XAMPLES	Explain the grammar through <i>examples</i> , not lengthy explanations
A UTHENTIC TEXTS	Use <i>authentic</i> texts as models to link writers to the broader community of writers
D ISCUSSION	Build in high-quality <i>discussion</i> about grammar and its effects

Deborah Myhills thoughts...

Writing: the Big Picture

- ❑ Teaching grammar terminology will not improve children's writing: knowing what a noun is, or what a clause is will not make a learner a better writer.
- ❑ Embedding attention to how grammatical choices craft and shape meaning within the teaching of writing does help to improve writing;
- ❑ But teaching writing is more than teaching grammar - even when the grammar is meaningfully embedded. There is a need to:
 - create space for engagement, imagination, freedom of choice
 - treat children as authors with something to say
 - give time for writing
 - address other skills such as spelling, or how to revise effectively
 - provide effective feedback that learners understand
 - establish a positive community of writers in your classroom

Deborah Myhills thoughts...

Grammar as Choice

Effective teaching of grammar as choice in writing has the following characteristics:

- It fosters understanding of **how language works** in written texts, rather than emphasising the naming and identification of aspects of language;
- It uses authentic texts **to model how** texts work to communicate and create meaning and **to make connections between reading and writing**
- It seeks to develop learners' knowledge about language (metalinguistic understanding) to facilitate **effective decision-making** as writers;
- It focuses **explicit attention on particular aspects of language**, such as establishing character in narrative, foregrounding information at the front of a sentence with an adverbial; or using metaphors to evoke visual images;
- It uses teaching strategies which promote **dialogic metalinguistic talk** and teachers' skill in managing dialogic metalinguistic talk is crucial.

Grammar

Why is it so important to be able to write a good sentence?

**A sentence is more than its meaning. It is a line of words where logic and lyric meet
- a piece of both sense and sound. Even if that sound is heard only in the head.**

Joe Moran - First you write a sentence 2018

**Let me read to you another extract – can you hear why we are focusing on children's
writing?**

Grammar: did you know?

SENTENCE STRUCTURE BY THE END OF Y2?



- Has a capital letter at the start
- Has end of sentence punctuation
- Contains a noun (as the subject)
- Contains a verb
- Use co-ordinating conjunctions
- Use subordinating conjunctions



Makes sense on its own (doesn't sound unfinished or incomplete)

Grammar: food for thought...

Focus on ‘the why’

Let's take the fronted adverbial which takes pride of place in year 4. I would hedge my bets that many children would be able to explain the function of this piece of grammar quite confidently:

‘It tells us where, when or how...’

I wonder, however, if we posed this question to the children: ‘So why do authors choose to use them?’ whether they could answer so confidently? We must consider that if children are not taught how to apply grammar through their writing - the effect the device creates and, consequently, how the grammar choice affects the experience of the reader - they cannot truly understand its purpose.

Writing: what can you do at home to help develop your child as a writer?

➤ Let them be free and just write!

Sometimes just being able to free write without the pressure of the teacher marking it/ changing it can be really encouraging for the child.

(New free write books will be being sent home for this very purpose)

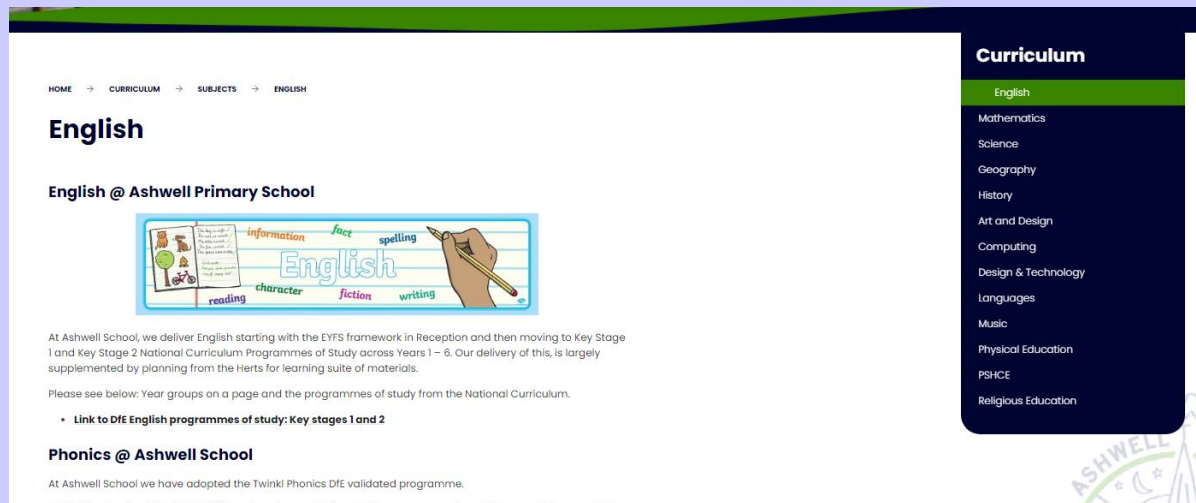
➤ Practice writing together!

Make up stories/ newspaper articles on a day out you did/ write a poem about the weather outside – anything! Younger children – you do the physical writing but get them to really engage and come up with the ideas!

➤ Notice great writing in the books you read together – talk about it, draw their attention to it, celebrate it!

Website signposting

Please do check our new website as every document that you need relating to English is there:



English Subject Curriculum Overview 2022-23	PDF	↓
EYFS English Curriculum	PDF	↓
Year 1 English	PDF	↓
Year 2 English	PDF	↓
Year 3 English	PDF	↓
Year 4 English	PDF	↓
Year 5 English	PDF	↓
Year 6 English	PDF	↓
Phonics Scheme	PDF	↓
Parent Reading Guide	PDF	↓
Herts for Learning Progression in Skills for Reading	PDF	↓
Boom Reader Parent APP Guide	PDF	↓
Boom Reader Parent Quick Start Guide	PDF	↓

Documents to highlight

Ashwell Parent Reading Guide

Why is reading important?

Reading improves all of a child's literacy skills and can offer them a lifetime of enjoyment and learning. At Ashwell we aim to promote a love of reading and feel that children discovering books and how to use and enjoy them is crucial to their development.



Through guided reading sessions, one to one reading, group reading and whole class work in English lessons around a variety of genres, we aim to give children high quality reading experiences that support and challenge them to delve further into the texts they are encountering and develop confidence in being able to discuss them.

How can you help your child with reading?

Reading with your child at home is a crucially important way to support their learning. Reading books together, reading to your child, hearing them read, discussing reading technique, stories, poems and non-fiction texts are all key ways to will help your child to develop into an able and accomplished reader and writer.



In this guide we are giving you lots of tips and ideas for reading and a resource bank of ideas for questions and activities that may help you when sharing books and reading activities both from school and home.

Remember that children need to read a variety of texts such as stories, reports, information texts, poems, etc. They also love being read to by adults, particularly if you can do the voices! If you show children you enjoy reading it will have such a positive impact.



phonics Whole Scheme Overview					
Level 1					
Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus	
1 My House	Sleepy Sofa Sounds	1	Let's Shake	2	
	Sounds Around the House	6	Bubbles in the Bath	3	
	Crash the Truck Has a Box	1	Pyjama Palaver	5	
	Ted's Footsteps	2	Silly Socks	5	
	Happy Sounds	3	Rabbit Rock and Roll	4	
2 My Family	Family Footsteps	2	Sound Bingo	1	
	Listen to My Family	1	Auntie's Awful Soup	5	
	Things We Do	3	My Noisy Family	1	
	Family Chatter	6	My Musical Family	2	
	A Family Walk	4	Trip to the Shops	5	
3 My Local Area	What Do You Hear?	1	Drum Sounds	2	
	Sounds Where I Live	4	I Heard...	1	
	The Pied Piper	3	What Can I Find?	5	
	Corners of My Town	5	Local Rhymes	4	
	At the Bus Stop	2	Sound Trumpets	6	
4 Pets	Pet Sounds	6	Rhyming Pairs	4	
	Which Pet?	2	Guess the Pet	1	
	Keep the Beat	3	Pets at the Vet's	5	
	Clog the Dog	4	Musical Pets	2	
	The Pet Shop	5	Pet Movements	3	
5 Things I Like to Do	Who's Under There?	6	Loud or Quiet?	1	
	Move and Groove	3	Little Drummers	2	
	I Like to Dance	2	Copy Me	3	
	Funny Sounds	6	I Like to Explore	1	
	Missing Rhyme	4	Dana Dinosaur's Word Walk	5	
6 All About Me	I Like Being Me	4	My Listening Ears	1	
	I Am Happy	4	My Sound	2	
	My Body	4	My Noisy Feet	3	
	My Name Is	5	Silly Mouth Dance	6	
	How Are You Feeling Today?	2	What I Like to Eat	6	



Using the app





Next Step of this mornings workshop

- **Reception – Year 6:** To join your child and take part in phonics & spelling learning activities in the classroom and look at their books to celebrate their work together.
- **Nursery:** To enable you to join in with inspiring your children to share their love of reading with you – please head straight to the Library!

Any questions?



Thank you!

