

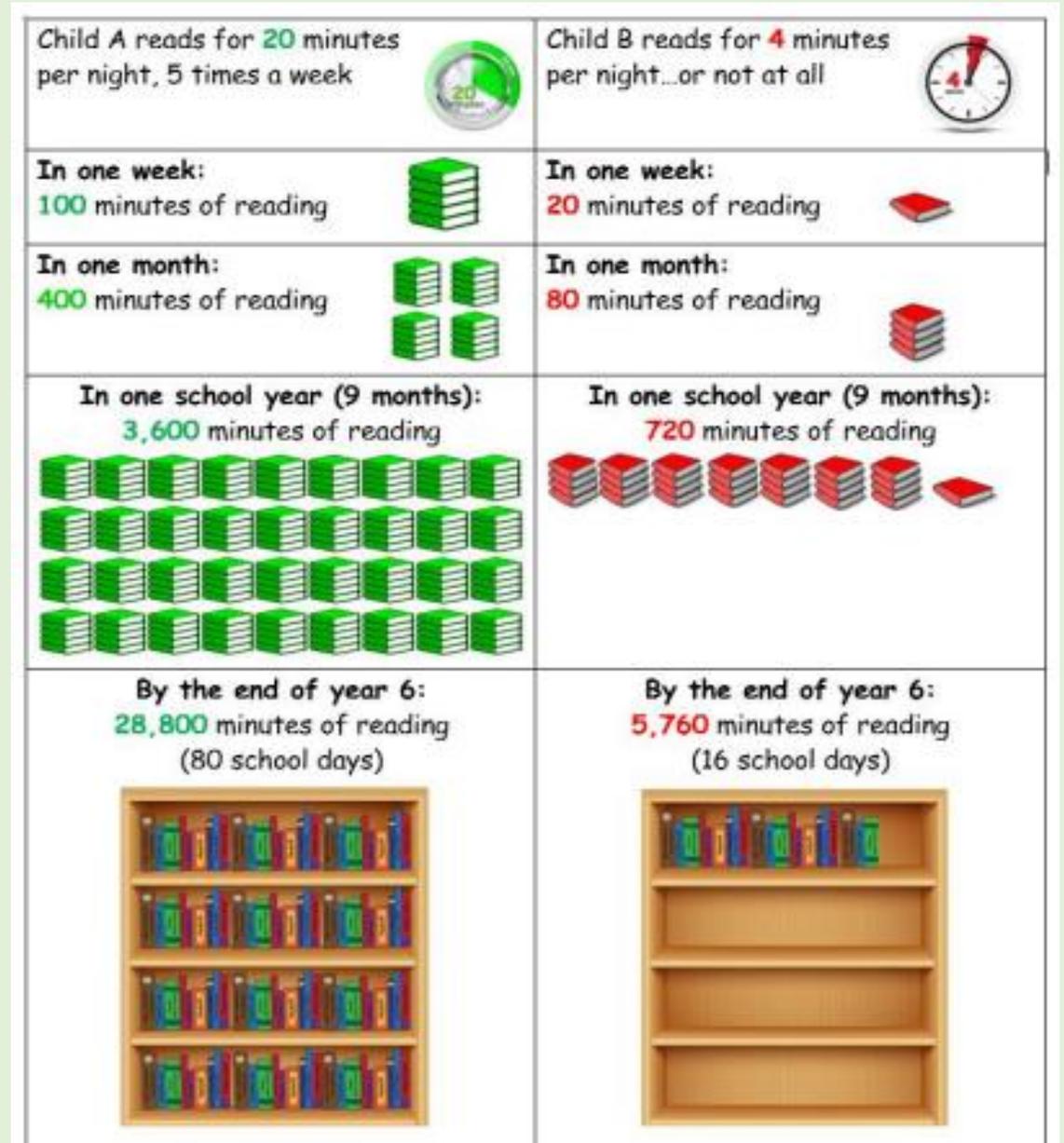
Key Stage 1

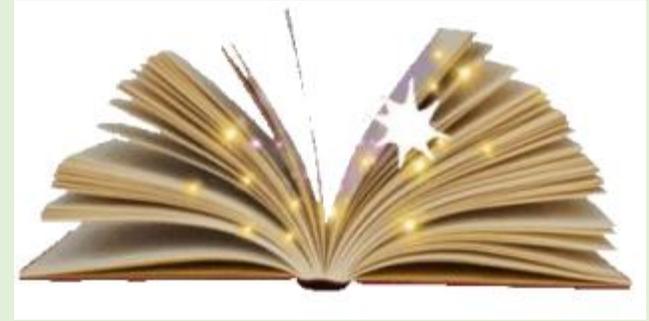
English Workshop

Reading

# Why is it important to read at home?

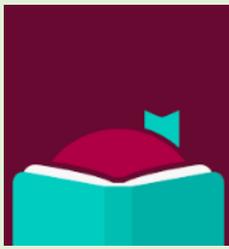
- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.





### Reading regularly will also:

- Build confidence
- Build a wider range of vocabulary
- Help with spelling
- Build a rich imagination



Libby App- Through local library

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

<https://gllibraries.overdrive.com/library/kids>



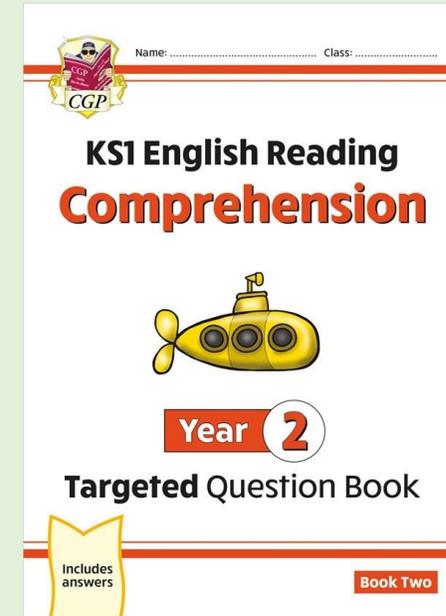
<https://www.audible.co.uk/>



<https://www.lovereadng4kids.co.uk/>



<https://www.booksfortopics.com/>

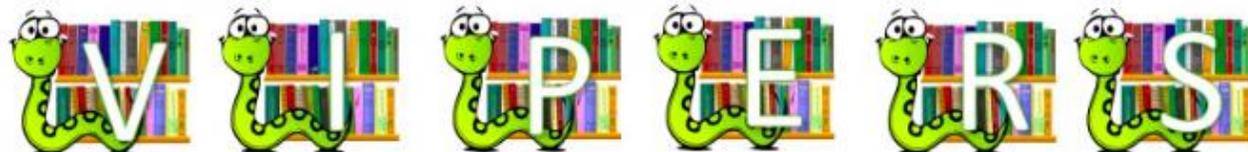




Please note: There is no correlation between the Read Write Inc. group colours and the Book Band Reading Scheme colours. They are separate programmes with a separate colour progression.

Read Write Inc. colour progression		Book Band colour progression
Red	Ditties	Lilac
Green	Purple	Pink
Pink		Red
Orange		Yellow
Yellow		Blue
Blue		Green
Grey		Orange
Off book		Turquoise
		Purple
		Gold
		White
		Lime
		Brown
		Grey
		Dark Blue
		Burgandy
		Black

# VIPERS - key skills for readers!



<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text. 	<b>Infer</b> Make inferences from the text. 	<b>Predict</b> Predict what you think will happen based on the information that you have been given. 	<b>Explain</b> Explain your preferences, thoughts and opinions about the text. 	<b>Retrieve</b> Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	<b>Sequence</b> Sequence the key events in the story. 
<b>Example questions</b> <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word, which means .....</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/ mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb - what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

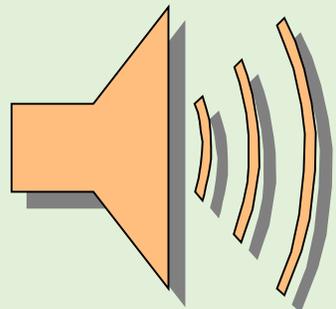
# Sounds

All words are made up of sounds

In English there are 44



<https://youtu.be/TkXcabDUg7Q?si=0L9kSqp05PwUHXrj>



Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
oo	oo	ar	or	air	ir	ou	oy	

Set 1 sounds

Set 2 sounds

Set 3 sounds

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u_e ue ew			oor ore ow ou	are	ur er	ow	oi			



If English had a simple code spelling and reading would be much easier!!

**play** mayk trayn cafay strayt wayt brayk

**green** dreem kee hee happee

**light** kight fligh Igh igh tigh

**blow** smowk flowt gow mowst

**moon** broot bloo groo

Fred...



- Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say *c\_a\_t*, he can't say cat)

We call this *Fred Talk*

Fred...



- If children understand Fred they can *blend* orally

*Blending is needed for reading*

Fred...



- Fred helps children learn to spell as well!  
Children convert words into sounds

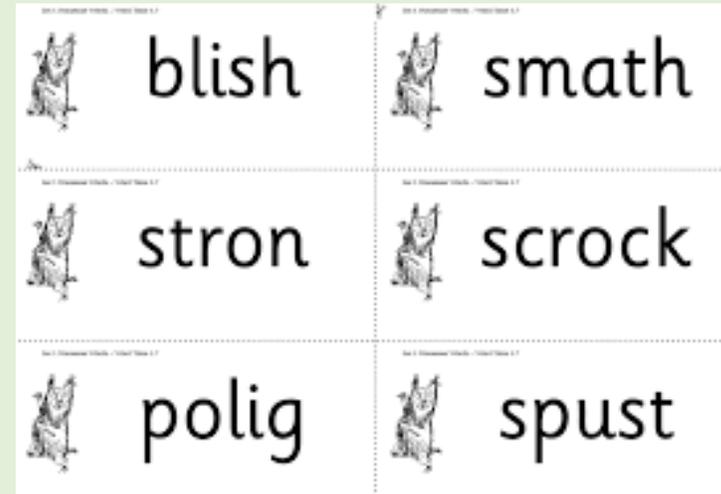
They press the sounds they hear on to their fingers...

We call this *Fred Fingers*



# Nonsense words

- These words are made up
- They ensure that all children understand the sounds and don't just memorise words
- We assess children on real words and nonsense words to ensure that they have a full understanding

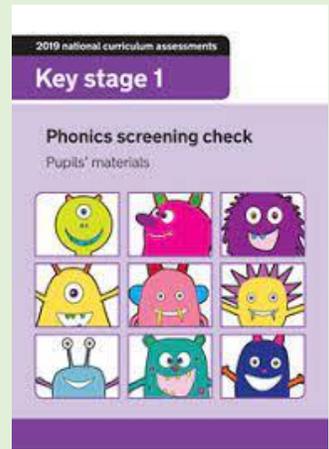


# Assessment

- We assess children reading every day informally through hearing them read with their partner.
- As RWI leader I assess each child to be able to group them.
- The children also have a phonics screening check in Year one

# Phonics Screening check

- This takes place once a year for Year one children in June
- The children are tested on their set 1, 2 and 3 sounds with real words and nonsense
- The pass mark is high – 32 out of 40
- If your child scores less than 32 they will re take the check in the June of Year 2.



# Storybooks and Get Writing Books

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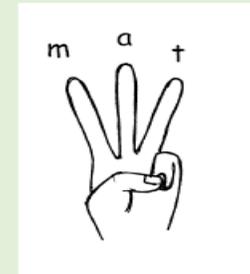
# So how can you help your child?

- By knowing the 44 sounds

Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonant sounds - strictly												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
Vowel sounds - strictly						Vowel sounds - strictly						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - strictly												
oo	oe	ar	or	air	ir	ou	oy					

- By knowing how to blend using Fred Talk for reading  
m\_a\_t



# And...

By having fun with Fred Talk at home!

*"What a tidy r-oom!"*

*"Where's your c-oat?"*

*"Time for b-e-d!"*

*back, head, tum, leg, hand, foot, knee*

*coat, hat, scarf, zip, sock, glove*

*run, walk, skip, hop, fast, slow, stop, shop*

*red, blue, green, black,*

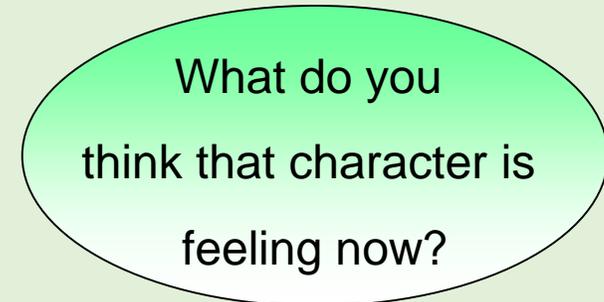
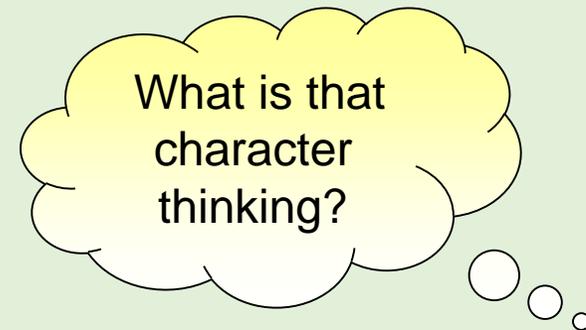
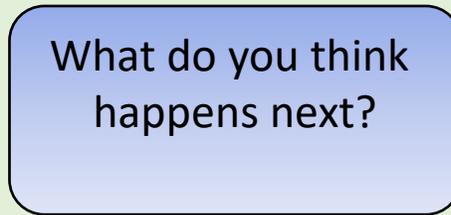
*knife, fork, spoon, plate, bowl, pan*

*bread, cheese, meat, soup, jam, cake*

# And...

By **reading** to your child lots of lovely stories and asking lots of questions!

Use these prompts to help you:



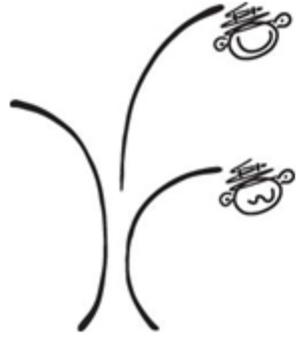
Writing



**St Mary's**

C of E Primary School

Learning to Live Life in all its Fullness



# Kinetic Letters

Making Handwriting Easy for Everyone

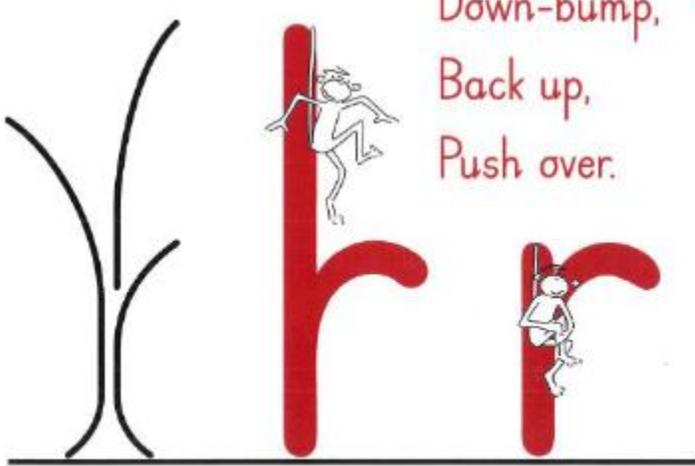


Kinetic Letters®

# Jumper Family

h b

r n m p

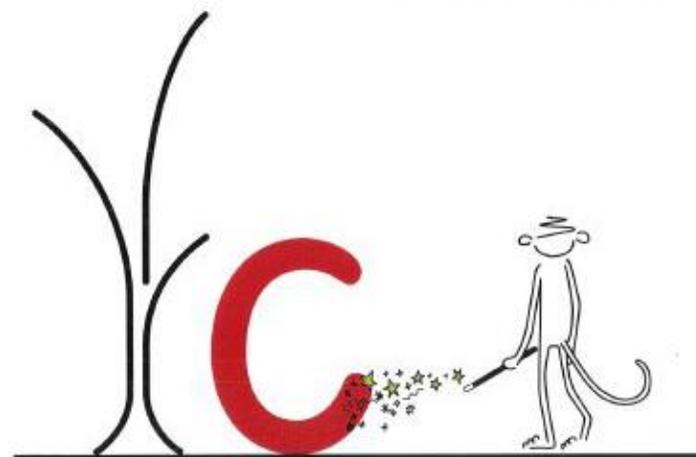


Kinetic Letters®

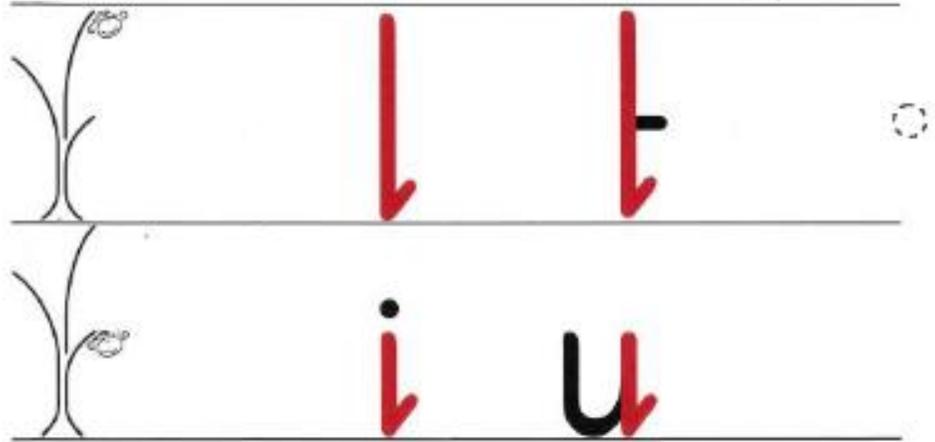
# Abracadabra Family

c o a d g q s

Pull around and  
Push. *abracadabra*



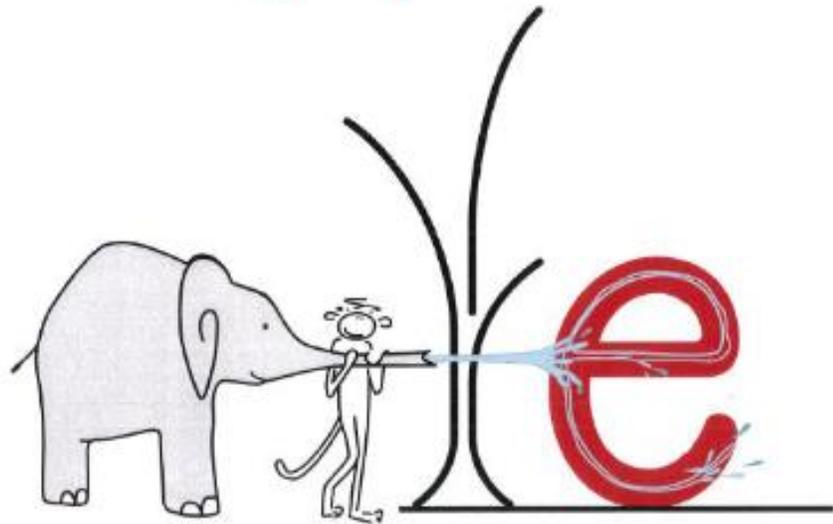
# Window Cleaner Family



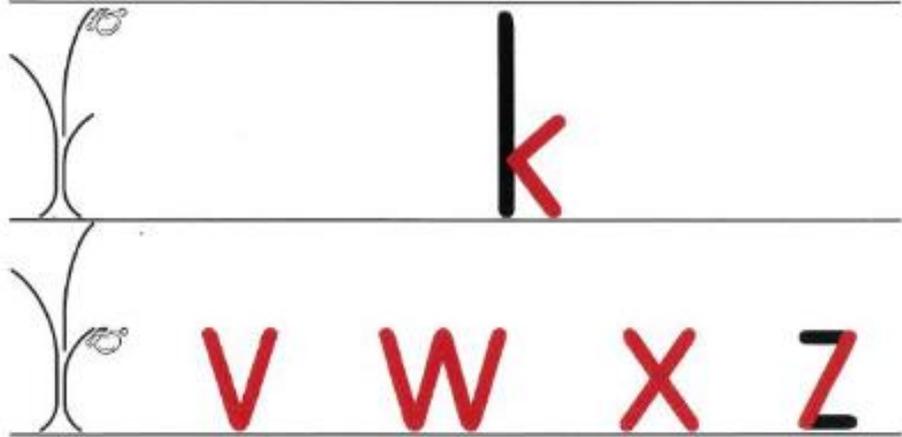
# Special Squirter



Push across.  
Up. Pull around and Push  
(along the ground).



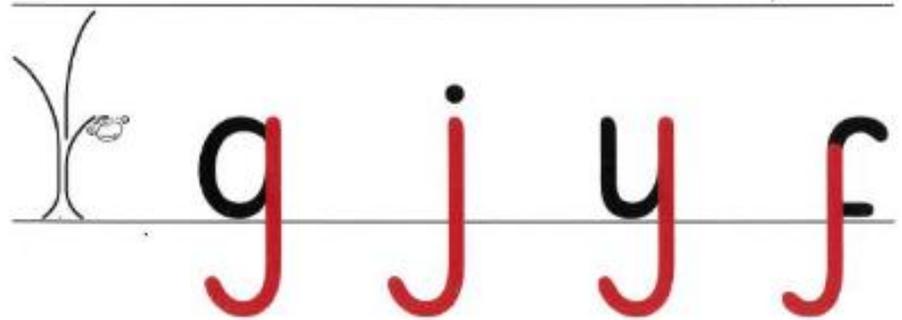
# Slider Family



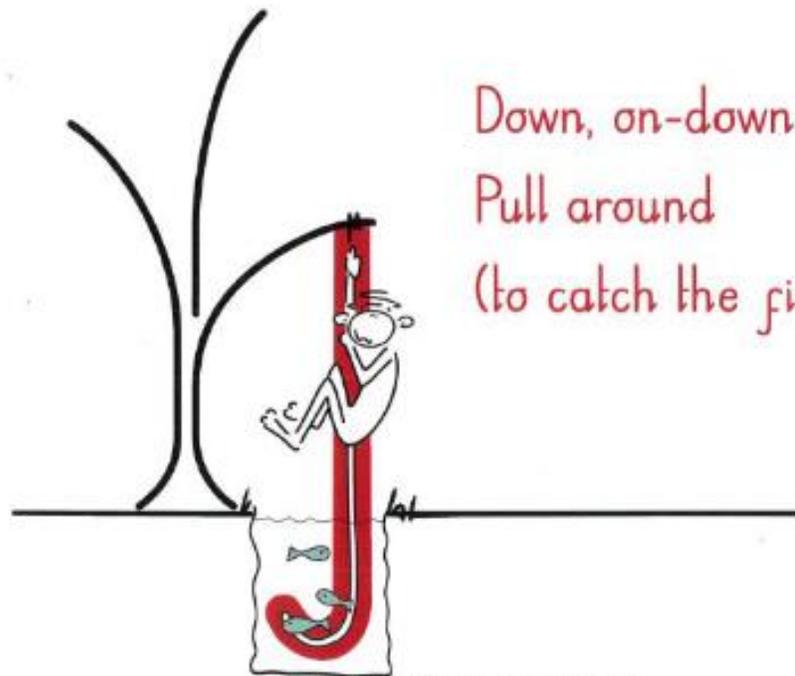
Slide.



# Fisher Family



Down, on-down and  
Pull around  
(to catch the fish).



# Make a Sentence

**Who?**

**Doing  
what?**

**Where?**

# Make a Sentence

Who?

Doing  
what?

To  
what?

Where?

When?



# St Mary's CE Primary School

## Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (8 weeks)	<u>Beegu by Alexis Deacon</u>  <u>Non-fiction</u> Lost poster- labels (1 week)	<u>Grandads Island by Benji Davies</u>  <u>Narrative</u> Setting description (2 week)	<u>Fantastic Mr Fox by Roald Dahl</u>  <u>Narrative</u> Character description (Wanted poster) (1 week)	<u>Rumblestar</u> <u>Narrative</u> Setting description (2 week)	<u>Treason by Berlie Doherty</u> <u>Narrative</u> Setting and character description (2 week)	<u>Boy at the back of the Class</u> <u>Non-fiction</u> Information text (2 week)
	<u>Non-fiction</u> Persuasive letter (2 week)	<u>Narrative</u> Letter to Grandad (2 week)	<u>Non-fiction</u> Newspaper report (3 week)	<u>Non-fiction</u> Information text (2 week)	<u>Narrative</u> Diary entry- writing in role (2 week)	<u>Narrative</u> View point (Writing in role) (2 weeks)
	<u>The deep dark wood by Algy Craig-Hall</u>  <u>Narrative</u> Setting description (2 week)	<u>The Snowflake by Benji Davies</u>  <u>Narrative</u> Retell (2 week)	<u>Narrative</u> Badgers diary (2 week)	<u>Narrative</u> Write a rescue story (3 week)	<u>Narrative</u> Story opening- alternative viewpoint (2 week)	<u>Non-fiction</u> Formal letter (2 weeks)
	<u>Narrative</u> Character description (monster) (2 week)	<u>Poetry</u> <u>Changes</u> Diamantes (2 week)	<u>Poetry</u> <u>Neil Armstrong</u> Clerihews poem (1 week)	<u>Poetry</u> <u>Wind's dance</u> Tetractys poem (1 week)	<u>Poetry</u> <u>Leave and Mud pie</u> Haiku/ senryus (2 weeks)	<u>Poetry</u> <u>Tiger</u> Ottava Rima poem (2 weeks)



# St Mary's CE Primary School

## Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 (7 weeks)	<b>Ivy and the lonely rain cloud by Katie Harnett</b> <u>Narrative</u> Retell (2 weeks)	<b>Mog's Christmas by Judith Kerr</b> <u>Non-fiction</u> Persuasive (2 weeks)	<b>The Firework makers daughter by Phillip Pullman</b> <u>Narrative</u> Informal letter (2 weeks)	<b>The Ice Palace by Robert Swindells</b> <u>Narrative</u> Writing in role (1 week)	<b>Harry Potter and the philosophers stone</b> <u>Narrative</u> Write a new chapter (2 week)	<b>The Titanic Detective Agency by Lindsay Littleson</b> <u>Non-fiction</u> Persuasive advertisement (2 week)
	<u>Narrative</u> Character description (2 week)	<u>Narrative</u> Write own Mog adventure (4 weeks)	<u>Narrative</u> Descriptive setting/character (2 weeks)	<u>Narrative</u> Retell (alternative perspective) (3 weeks)	<u>Narrative</u> Setting description (2 week)	<u>Narrative</u> Diary entry (2 weeks)
	<u>Narrative</u> Writing an ending (1 <sup>st</sup> person) (2 week)		<u>Narrative</u> Write a missing chapter (2 weeks)	<u>Non-fiction</u> Newspaper report (3 weeks)	<u>Narrative</u> Retell from different perspective (2 week)	<u>Narrative</u> Descriptive soundscape (1 week)
	<u>Poetry</u> <b>Autumn</b> Acrostic (1 week)	<u>Poetry</u> <b>Spring</b> Haiku (1 week)			<u>Non-fiction</u> Job advertisement (2 week)	<u>Non-fiction</u> Explanation detailing a crime (2 weeks)



# St Mary's CE Primary School

## Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 (5 weeks)	<b>The squirrels who squabbled by Rachel Bright</b> <u>Fiction</u> Setting/ character descriptions (3 weeks)	<b>Be More Bernard by Simon Philip</b> <u>Fiction</u> Character description (1 week)	<b>The Last Bear by Hannah Gold</b> <u>Fiction</u> Describing a scene from the text. Action. (1 week)	<b>Arthur and the golden rope by Joe Todd Stanton</b> <u>Fiction</u> Narrative- short story (2 weeks)	<b>Who let the gods out? By Maz Evans</b> <u>Fiction</u> Descriptive setting- mood/atmosphere Suspense. (2 weeks)	<b>Letters from the lighthouse by Emma Carroll</b> <u>Non-fiction</u> Missing person report (1 week)
		<u>Fiction</u> Planning a story Writing in role- Diary (2 weeks)	<b>The Last Bear by Hannah Gold</b> <u>Poetry</u> Stanza (2 weeks)	<u>Non-Fiction</u> Write a persuasive letter (2 weeks)	<u>Fiction</u> Re-write a chapter. Dialogue and action. (2 weeks)	<u>Fiction</u> Diary entries in different viewpoints Drawing on inferences and motives. (3 week)
	<b>Tell Me A Dragon by Jackie Morris</b> <u>Non-fiction</u> Explanation text (2 weeks)	<u>Non-fiction</u> Non-chronological reports Fact files- animals (2 weeks) (Blue Cross visitor)	<u>Fiction</u> Narrative in first person. (2 weeks)	<b>Teacher</b> <u>Poetry</u> Kennings (1 week)	<b>Breeze</b> <u>Poetry</u> Renga (1 week)	<b>A summer ottava rime</b> <u>Poetry</u> Ottava rima (1 week)



# St Mary's CE Primary School

## Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2 (5weeks)	<b>Rainbow</b> <u>Poetry</u> Calligram (1 week)	<b>Spring</b> <u>Poetry</u> Haiku (1 week)	<b>The Last Bear by Hannah Gold</b> <u>Non-fiction</u> Formal letter- climate change (2 weeks)	<b>Flotsam by David Wiesner</b> <u>Fiction</u> Narrative- story from the characters perspective. (3 weeks)	<b>Malamander by Thomas Taylor</b> <u>Non-Fiction</u> Write an inventory. (1 week)	<b>Letters from the lighthouse by Emma Carroll</b> <u>Fiction</u> Write a speech in role of a character. (1 week)
	<b>Prince Cinders by Babette Cole</b> <u>Fiction</u> Narrative- Character description and story retell (4 weeks)	<b>Lila and the Secret of Rain by David Conway</b> <u>Fiction</u> Setting description (expanded noun phrases) (1 week)	<u>Non-fiction</u> informal letter- To Hannah Gold (2 weeks)	<u>Non-fiction</u> Synopsis of the story. (2 weeks)	<u>Non-Fiction</u> Write a thank you letter. (1 week)	<u>Non-Fiction</u> Write a newspaper report (1 week)
		<u>Fiction</u> Narrative- Alternative version of the story. (2 weeks)			<u>Non-Fiction</u> Write a new chapter for the book. (3 weeks)	<u>Non-Fiction</u> Persuasive writing. Radio broadcast. (2 weeks)
<b>Film: A Cloudy Lesson</b> <u>Non-fiction</u> Instructions (1 week)	<u>Non-fiction</u> Writing a book review (1 week)	<u>Non-Fiction</u> Write an official report to MoD. (1 week)				