

# Key Stage One Reading Workshop






















Learning to read and write.

## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b> <b>s</b>	 snake	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.
 <b>a</b> <b>a</b>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 <b>t</b> <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	Down the tiger and across its neck.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent



Grapheme: How it looks



Phoneme: How it sounds “ssssssssssss”

Grapheme + Phoneme = Grapheme Phoneme Correspondence (GPC)





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Monday 4th November 2024

Herrick Primary School  
Lockerbie Avenue  
Leicester  
LE4 7NJ

Telephone: 0116 2665656

Email: [office@herrick.leicester.sch.uk](mailto:office@herrick.leicester.sch.uk)

Headteacher: Mr U Patel

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# Pure sound videos

## Videos



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2



Phase 3 sounds taught in  
Reception Spring 1



# Tricky Words

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

is

put

# Little Wandle Practice Books



# Reading Practice Books

## Why these books?

- Children are given reading books that match their phonological application based on 6 week assessment.
- Not too easy - developing confidence and fluency.
- Reading at home is important!

How to support.

Praise - celebrate their success!

"great job"

"I like how you..."

"Fantastic blending."

How to support.

# Be Positive!

Mistakes are how we learn best.

No 

That's Wrong 

Let's try that again 

Just check this word 

# Before Reading Page

Trick Primary School  
Little Wandle  
My Reading Book

## Before reading

### Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

### Read the GPCs

ai ee igh oa  
oo oo or er

### Read the words

rain weeds  
might coat look  
boots for

### Read the tricky words

of and are full  
you

### Vocabulary

Ask the children to read these words. Check understanding.

shells gutweed  
limpets mussels  
hermit

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

How to support.

# Before Reading Page

Prepare for the book

Read the *GPCs* - these are recently learnt *GPCs* that will be in the story.

Read the words - these are words that we can sound out the *GPCs* and blend.

Read the tricky words - We can not sound these words. These are words we have to remember.

Vocabulary - these are words that have been identified as words children may not understand when first reading the book.



How to support.

# Reading through the text.

Remind your child to sound out words they struggle with - support them if they continue to find it tricky.

E.g.

Sit s/i/t

Boots b/oo/t/s

hermit h/er/m/i/t

How to support.

## Reading through the text.

Look for opportunities to develop fluent reading (reading with ease - not having to sound out). For example repeated words.

How to support.

# Vocabulary

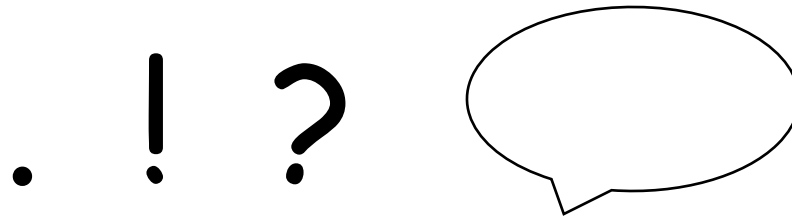
Understanding the vocabulary in the story is vital for children's comprehension.

- You can support by
- sharing the meaning
    - Using visuals
    - Finding it in the book
  - Using the word in a sentence

How to support.

# Reading through the text.

Develop prosody by encouraging children to read with expression.



# Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

## **Read 1: Decoding**

- Turn to page 2. Ask the children to sound out the letters in the word. (*s/i/t – sit*)
- On pages 10 and 11, focus on the words, **sit** and **sip**. Ask the children to sound out and blend each word, checking they don't muddle the sounds /t/ in **sit** and /p/ in **sip**.
- Look at the "I spy sounds" pages (14–15). Point to and sound out the /p/ at the top of page 14, then point to the boy patting his feet on page 14 and the woman patting her hand on page 15 and say **pat**, emphasising the /p/ sound. Ask the children to find other things that start with the /p/ sound. (*parrot, peacock, pears, peaches, piano, plant, pot, people, pink*). Can they see any things that contain or end with the /p/ sound? (*skipping rope, top, tap, tip, hoop*)

## **Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

## **Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - On pages 4 and 5, what are the children tipping? (*their bodies*) What are they tapping? (*their toes*)
  - On pages 8 and 9, what is the girl patting? (*the top of her foot*)
  - On pages 10 and 11, what is the girl sipping? (*a drink, water*)
  - On page 13, what other word means the same as **nap**? (e.g. *sleep, doze*)

How to support.

# Comprehension

(understanding of the text)

Use the questions at the back of the book to support your child's comprehension.

Show them how to find the answer.

Think of your own questions.  
Link to your own experiences.

How to support.

# Comprehension

(understanding of the text)

Talk about the book together






Ask questions about the text and the images.



# Closing the gap – Year 1 and Year 2

Additional phonics sessions  
 Additional guided reading sessions

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 u o-e ou



Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

\*depending on regional accent





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- Curriculum
- Homework
- Reading at Home
- Remote Learning for Children
- This Term's Learning



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### **Year 1**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 2**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 3**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 4**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 5**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 6**

Reading and Literacy Overview  
Spelling Overview Pack

# Year 1

## Year 1 Reading & Literacy Overview

Year 1 Reading & Literacy Overview				
8 weeks  Review and Assess  Adapt if required  Dave and Greta Make the World Better! Ready Rabbit! I'm Sticking With You Where Has All the Cake Gone? Sneaky Beak Super Sloth I Am Angry	Mog and Baby Room on a Broom Tiger who Came to Tea Eating the Alphabet	Understand the following terminology: Letter, capital letter. Word, Sentence, full stop. Name the letters of the alphabet. Handwriting –writing on the line/shape and size Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.		
	<b>Text Type</b>	<b>Book to be used as stimulus</b>		<b>Cross Curricular Links</b>
	Cinderella, Snow White and the Seven Dwarves Hansel and Gretel		Sequencing Stories and Orally Retelling Stories Traditional Tales. Record some key words with a focus on Capital letters for names	
	Eating the Alphabet A-Z Fruit		Description of Fruit	
	It's Okay To Be Different The Feel-Good Book -Todd Parr		What makes me feel good-develop use of verbs and nouns	<a href="#">All About Me (History)</a>
	The Mixed-Up Chameleon - Eric Carle		Write about an imaginary 'mixed up' animal	
Half Term				
8 weeks Diwali Assembly  Elmer Meerkat Mail Yes You Can, Cow! When Ice Cream Had a Meltdown Small's Big Dream Elephant in my Kitchen The Diddle That Dimpled Dimpled The Book Family Robinson Jeremy Worried About The Wind	Cake	<b>Teddy's birthday- Anne Foundez</b>	Recount Birthday Celebration Personal Recount based on birthday 'experience' provided in the classroom.	
	The Gruffalo	<b>Little Red Riding Hood</b>	Description-The Woods	
	Peace at Last Jill Murphy		Retell the story	
	Rainbow Fish		-Description of sea creatures who sparkle like Rainbow Fish -Short narrative describing Rainbow fish journey in the ocean	
Christmas Break				

# Year 2

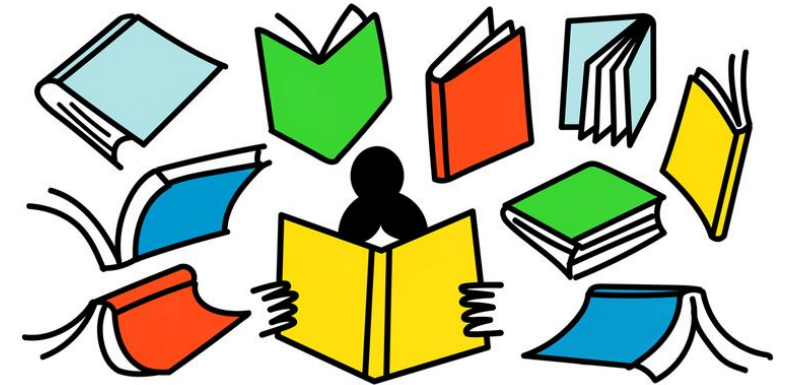
## Year 2 Reading & Literacy

Autumn 1.1				
8 weeks	Use expanded noun phrases Verbs, Adverbs and Prepositions Compound sentences using conjunctions.		<b>New Learning</b>	
Class Novel: Ten Rules of Being Superhero	Reading-How to use a Dictionary & How to use an Encyclopaedia		Using exclamation marks and question marks	
			Past/present tense	
			2 week	
	<b>Text Type</b>	<b>Book to be used as stimulus</b>	<b>Theme</b>	<b>Cross Curricular Links</b>
	Antony Browne The Tunnel Gorilla Willy the Wimp Willy the Dreamer Willy the Champ		-Description-explode a moment in the Tunnel and write about Rose's walk through the woods. -Narrative- Rose's Bad Dream	
	Hermelin		Short Book Reviews <b>OR</b> Letter to Antony Browne about their favourite parts in the books.	
			Retell the story OR explode a moment	
Half Term				
8 Weeks	The Twits Roald Dahl		<b>Character Description.</b> Create a relative of Mr and Mrs Twit <b>Description</b> of the Twit's house.	
Class Novel: Flat Stanley The Black Book of Colours Beegu	Beauty and The Beast, Rapunzel, Sleeping Beauty & Rumpelstiltskin, Princess and the Pea The Wolf's Story-Toby Forward and Izhar Cohen		Short Story Opening- Create my own fairy tale Letter of Complaint to Grimm Brothers- Why fairy tales are absurd	



# Reading Sessions

- Retell what they have read (summarising)
- Talk about the characters
- Relate to their own experiences
- Predict what will happen in the book
- Discuss language and unknown words
- Ask and answer questions



# Read the room

- Read the rooms. Look around the house for words.
- Your child can read ingredients on the packaging while you cook!

DANS PUMP AND GO  
15238 MAIN ST  
NEWTOWN  
CAROLINA 93802

ST-TX: 11089980 (555) 708-2224  
2014-02-25 IW424534:9338300 07:09  
TERMINAL: 509338300 OPER: A

Fuel	(G)	(\$/G)	(\$)
Pump 9 Premium	40,000	1,345	53,80*
Total Owed			53.80
TOTAL PAID			
CREDIT CARD			53.80

VISA \*\*\*\*\*4597  
INV. 972821 AUTH. 545633  
Purchase  
S 0010010010 00 127

*Grocery List*

<b>Dairy:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Fruit/ Veggies:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Frozen foods:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>Canned Goods:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Bread/ Cereal:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Meat &amp; Seafood:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>other:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>What's cookin'...</b> <input type="checkbox"/> <b>S</b> _____ <input type="checkbox"/> <b>m</b> _____ <input type="checkbox"/> <b>t</b> _____ <input type="checkbox"/> <b>w</b> _____ <input type="checkbox"/> <b>t</b> _____ <input type="checkbox"/> <b>f</b> _____ <input type="checkbox"/> <b>S</b> _____	

Records



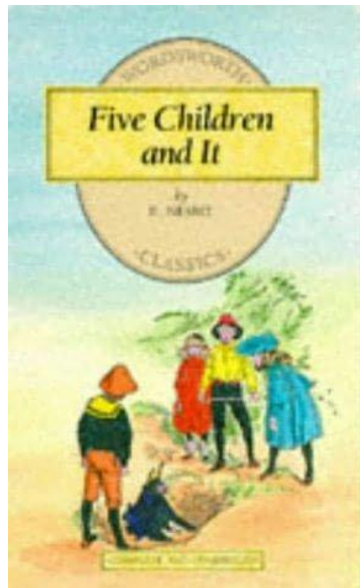
# Visualise Draw what you read.

- In order to draw, you need to understand what you have read!



Name Ruby Toofid Toyarday 4

Encourage older children to read to their younger brothers and sisters. Older children enjoy showing off their skills to an admiring audience.





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The links below take you to YouTube videos in a new browser window.




**Starting to learn to read**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




**Making early progress as a reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




**Becoming a more confident reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)



**A fluent reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

**Able to read, but doesn't like reading**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

**Questionnaires**

-  [Reading Questionnaire](#)
-  [Book Review Questionnaire](#)

# Questions

