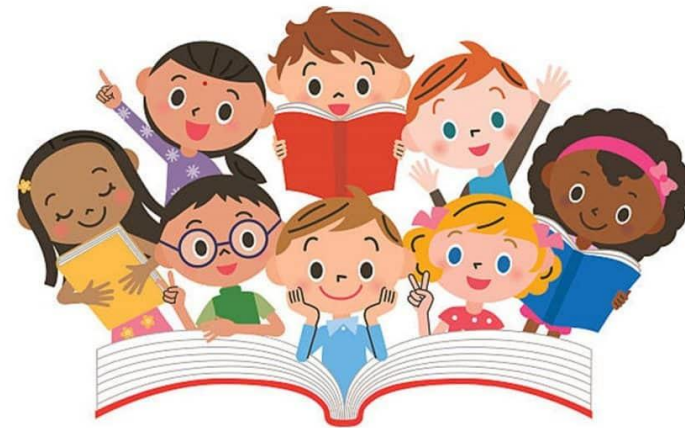


Y1 & Y2 Parent / Carer Workshop

Phonics & Reading



SOUNDS - WRITE
First Rate Phonics



Spring Gardens Primary School

Welcome

Thank you for attending today's session. This is our second Reading and Phonics workshop for parents / carers. We plan to hold a workshop every term.

This year, we have changed our Phonics programme across school. Our new programme is called **Sounds-Write**. We have some of our fabulous pupils with us today to demonstrate some of our Sounds-Write lessons.



SOUNDS - WRITE
First Rate Phonics

What is Sounds-Write?

Sounds-Write is a highly effective phonics programme which is used around the world to teach children how to read and spell.



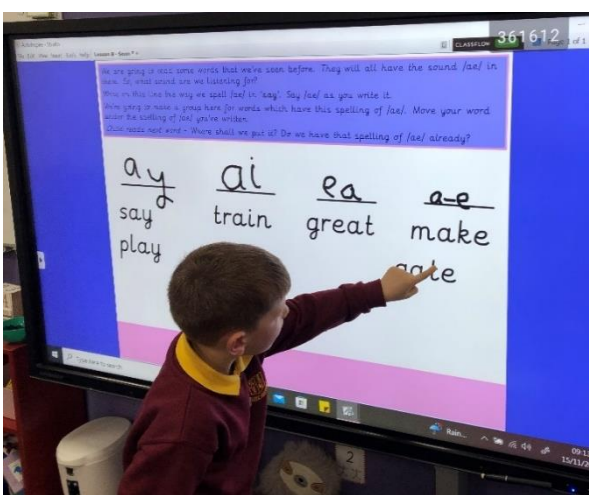
SOUNDS - WRITE
First Rate Phonics

What happens in school?

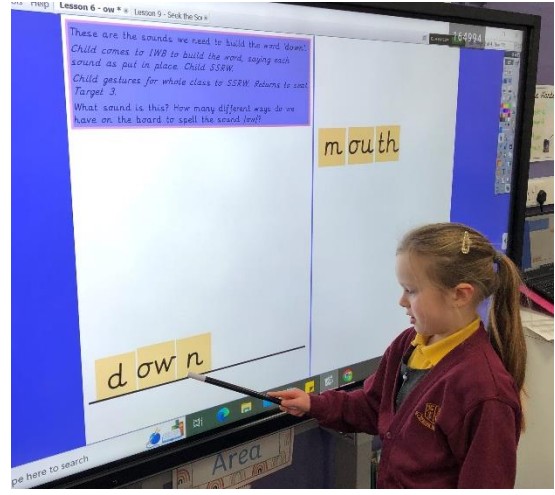
- ★ All children take part in a daily phonics lesson.
- ★ Phonics is taught by your child's class teacher.
- ★ Each lesson lasts approximately 45 minutes.
- ★ Lessons consist of reading and writing activities.
- ★ New knowledge is introduced and previous knowledge is continually revisited.



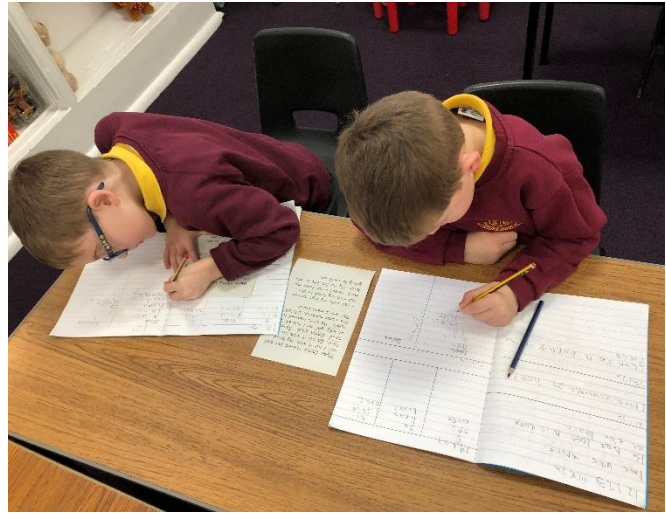
Some of our Sounds-Write lessons...



Sound Review



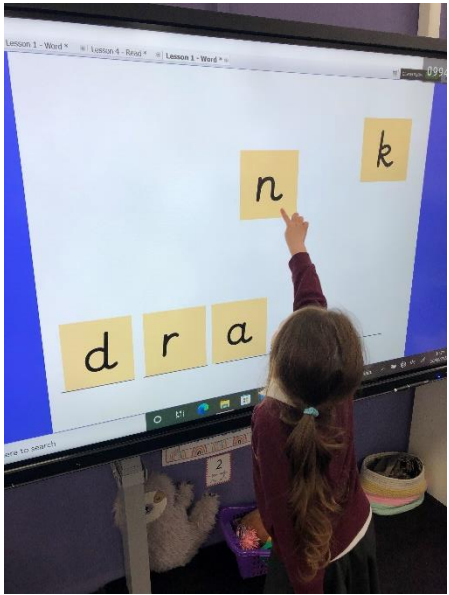
Word Puzzles - One Sound, Different Spellings



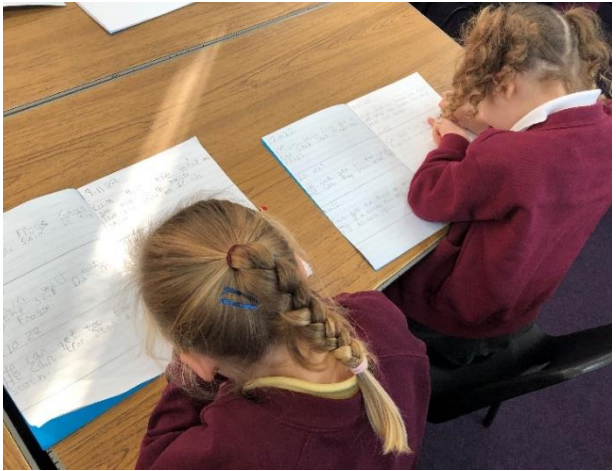
Seek the Sound



Reading in Text



Word Building



Dictation

Let's see some lessons in action...

Please give a warm welcome to our Year 1 pupils who are going to demonstrate two of our Sounds-Write lessons...

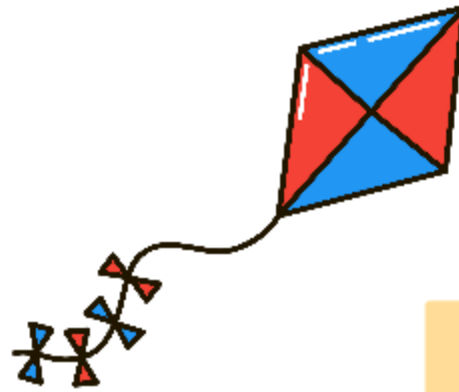
Seek the Sound

This lesson provides a review at text level of a sound previously taught.

Dictation

The children write sentences dictated by their teacher to revise sounds they have been taught.

Seek the Sound



Jen, Sam and Mike are triplets. On Friday, each child got a kite as a gift from Mum and Dad. Jen got a bright red kite. Sam got a green kite. Mike's kite was light blue.

Sadly, there was no wind. The triplets could not fly their kites. They cried and cried.

Word

Mike

Friday

child

kite

bright

Spelling

i-e

i

i

i-e

igh

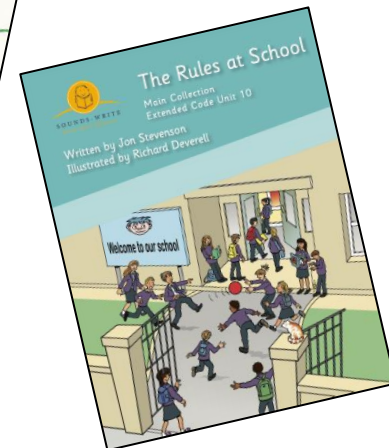
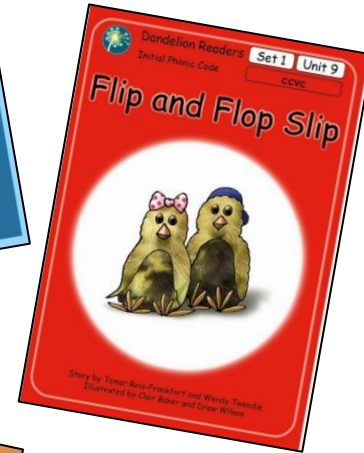
Reading at Spring Gardens

All children read each week with their teacher during Group Reading.

In Reception – Year 2, all children read at least three times per week.

Some children might read daily to help with their progress.

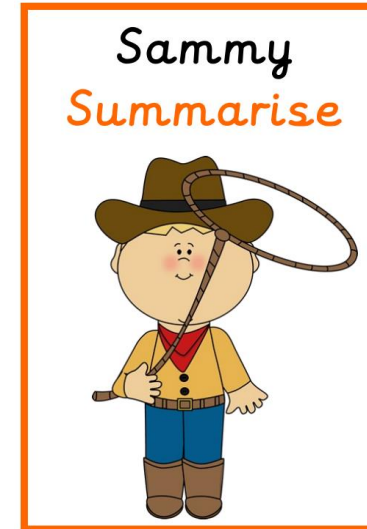
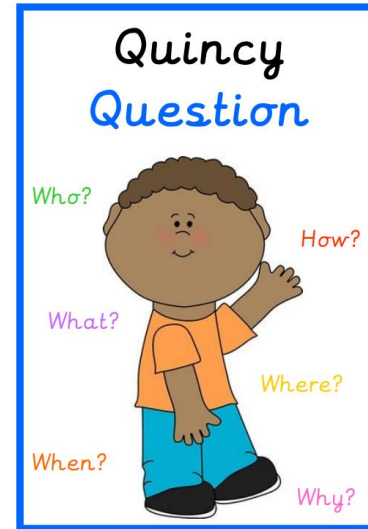
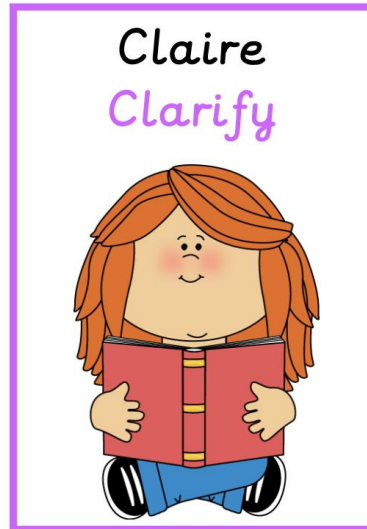
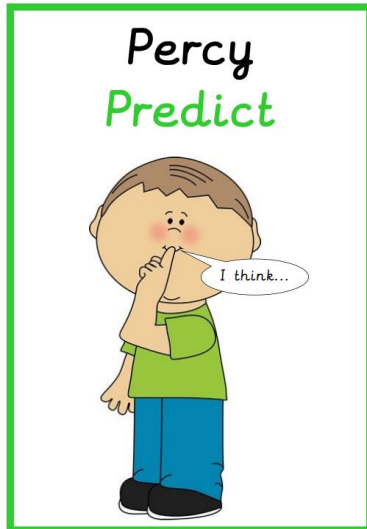
In Reception – Year 2, children will read and re-read their decodable book to develop their fluency.



Developing Reading Skills

Across school, teachers scaffold high-quality discussions based on four key strategies – **predicting**, **clarifying**, **questioning** and **summarising**.

In Year 1 and Year 2, our reading characters help the children to understand these concepts...



Book Chat

Book Chat

Developing a Love of Reading



Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views.

Join in with your thoughts too!

Book Chat develops language, comprehension and pleasure.



A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'

Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.

Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'.

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...'.

Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...'.

Share your emotional responses!

Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.

Reading for Pleasure

We have a daily story time in all classes. Teachers read books from our school reading spine as well as books linked to children's interests and class topics.

All classes have a Reading Area or Class Library for the children to enjoy.

All children visit the school library each week to choose a book to read for pleasure with their family.

Year One		Year Two	
<i>Peace at Last</i> Jill Murphy	<i>Lost and Found</i> Oliver Jeffers	<i>Traction Man is Here</i> Mini Grey	<i>Gorilla</i> Anthony Browne
<i>Can't You Sleep Little Bear?</i> Martin Waddell	<i>Knuffle Bunny</i> Mo Willems	<i>Meerkat Mail</i> Emily Gravett	<i>Emily Brown and The Thing</i> Cressida Cowell
<i>Where the Wild Things Are</i> Maurice Sendak	<i>Beegu</i> Alexis Deacon	<i>Amazing Grace</i> Mary Hoffman	<i>Frog and Toad Together</i> Arnold Lobel
<i>The Elephant and the Bad Baby</i> Elfrida Vipont & Raymond Briggs	<i>Dogger</i> Shirley Hughes	<i>Pumpkin Soup</i> Helen Cooper	<i>The Owl Who Was Afraid of the Dark</i> Jill Tomlinson
<i>Avocado Baby</i> John Burningham	<i>Cops and Robbers</i> Alan and Janet Ahlberg	<i>Who's Afraid of the Big Bad Book?</i> Lauren Child	<i>The Giraffe, the Pelly and Me</i> Roald Dahl
<i>The Tiger Who Came To Tea</i> Judith Kerr	<i>Elmer</i> David McKee	<i>Dr Xargle's Book of Earthlets</i> Tony Ross	<i>Fantastic Mr Fox</i> Roald Dahl
		<i>Not Now Bernard</i> David McKee	<i>The Hogdeheg</i> Dick King-Smith
		<i>Tuesday</i> David Wiesner	<i>Flat Stanley</i> Jeff Brown
		<i>The Flower</i> John Light	<i>Willa and Old Miss Annie</i> Berlie Doherty



School Website Information



Spring Gardens Primary School
Caring, Learning, Achieving

[Home](#) [About Our School](#) [Key Information](#) [Curriculum](#) [Why Choose us...](#) [Calendar](#) [Year Group Pages](#)

Our School Curriculum

Year Group Curriculum
Overviews

Art and Design

Computing

Design and Technology

English

French

Geography

History

Maths

Music

Physical Education

PSHE

Religious Education

Science




SOUNDS - WRITE
First Rate Phonics


Sounds-Write Information


[Home](#) >> [Curriculum](#) >> [English](#) >> [Reading and Phonics](#) >> [Sounds-Write Information](#)

All About Sounds-Write

 [Sounds-Write Website](#)


School Workshops for Parents / Carers

 [Reception - Reading and Phonics - October 2022](#)

 [Y1 & Y2 - Sounds-Write - November 2022 \(coming soon\)](#)

Courses for Parents / Carers

 [Part 1: Helping Your Child to Read and Write](#)

 [Part 2: Helping Your Child to Read and Write](#)

Reading and Phonics

[Home](#) >> [Curriculum](#) >> [English](#) >> [Reading and Phonics](#)

Intent

At Spring Gardens, we are committed to ensuring all pupils become **confident communicators** who are **passionate and skilful readers and writers**. We understand the importance of children learning to read as quickly as possible, recognising that reading underpins all areas of the curriculum as well as future prospects and emotional wellbeing. During their time at Spring Gardens, pupils will develop a lifelong love of reading and acquire the technical skills needed for reading success.

The key to unlocking reading success is through systematic, synthetic phonics. We believe that a strong and consistent approach to the teaching of phonics is vital for children to become capable readers and writers. Therefore, our teaching and support staff in Reception and Key Stage 1 have received high-quality training in our school phonics programme, 'Sounds-Write'. This scheme is used around the world and it is validated by the Department for Education. We truly believe this phonics programme is right for our school and our pupils. Our aim is for all staff to be trained in the delivery of Sounds-Write, adopting this as our whole school approach for teaching reading and spelling.

 [Sounds-Write Information](#)

What happens next?

Please share any comments you have about the workshops or things you would like us to cover in future workshops.

If you have any questions, please do not hesitate to ask Miss Hedley or your child's teacher.

For our Summer Term workshop, we will be inviting parents / carers into school to join their child for a Phonics lesson.

Keep reading at home - this is the best way you can help your child with their reading and writing.

Thank you!



SOUNDS - WRITE
First Rate Phonics