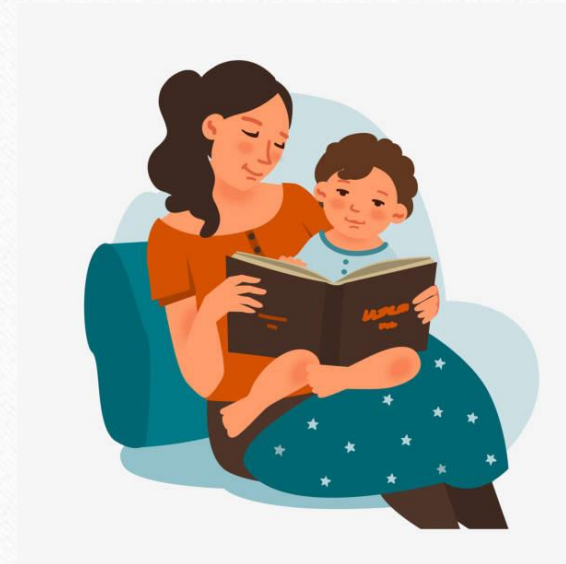


Little Wandle and Reading at the Deanery

Mrs Wardropper, Mrs Maskell and Mrs Murrell

House keeping

- Sign in
- Toilets
- Fire alarm
- Tea and coffee
- Working with your child
- Take aways
- Safe sharing space

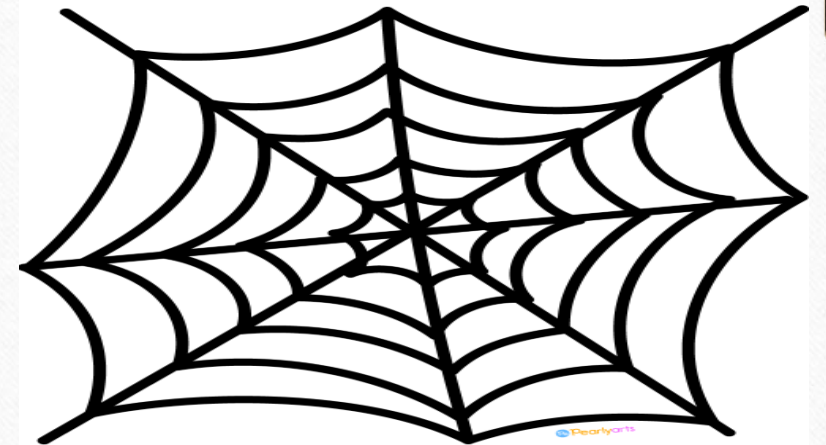


Words, words, words..

- The importance of words
- Making words stick
- Research
- Importance of reading
- Poetry and rhymes
- Tier 1 and tier 2 vocabulary
- Sharing books
- Little Wandle
- Phonics Session
- Working with my child
- Library
- Q and A

How to make words stick

- Your brain is like a web of words. Children with more words in the web have greater connections, new words are more likely to stick.
- Children with less words are less likely for words to stick and remain in the long term memory.
- Introduce new vocabulary by linking words to past experiences.
- Repeated exposure.
- Talk, talk, talk...



Write a word to describe this tiger.



Why is reading so important?

- Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary and comprehension.
- All talk is useful – talk about books brings particular advantages.
- Parents who engage in books prepare their children to become more committed and enthusiastic readers.
- Book related talk, introduces children to language they may not hear in ordinary conversation.

Research

- Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁷

- The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults to read to them.

Impact of reading

- Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading.
- Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops.
- This is why the national curriculum says:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Poetry and Rhymes

- Use rhymes and poetry to build a strong emotional connection to language
- Rhyme sessions develop awareness of individual sounds in words – alliteration and rhyme
- Sing songs and rhymes daily to strengthen repetition of words and embed new words

Tier 1—Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000 word families in English included in tier one.

Tier 2—High Frequency/Multiple Meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:

- Important for reading comprehension
- Contain multiple meanings
- Used across a variety of environments (generalization)
- Characteristic of mature language users
- Increased descriptive vocabulary (words that allow students to describe concepts in a detailed manner)

Tier 2 words

- Everyone was **startled** when the balloon **popped** at her party.
- Tanim was **alarmed** by the lion's **roar** at the zoo.
- It is always **unsettling** when the fire alarm **rings** in school.
- Don't **barge** past your sister, please – there are **plenty** of biscuits.

Find the tier 2 words

- Tom was puzzled by how the moon glowed red like fire.
- My mum bellowed when she saw the paint on the carpet.

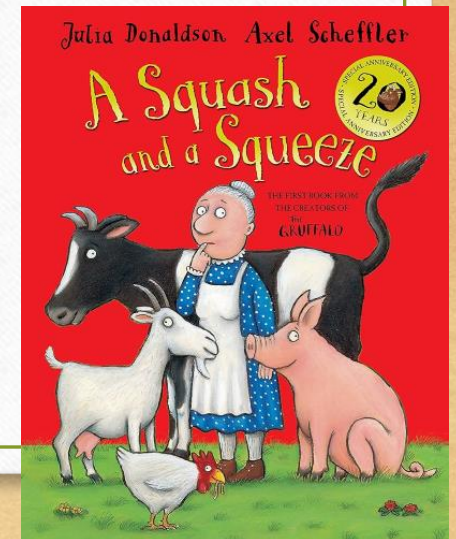
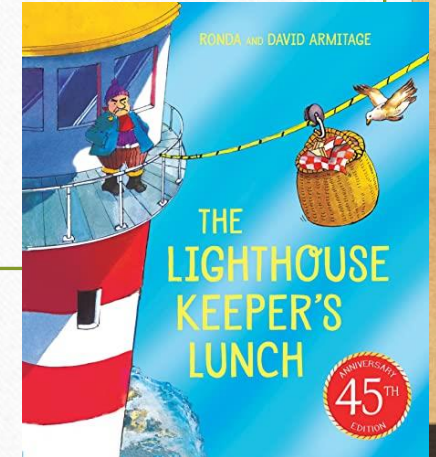
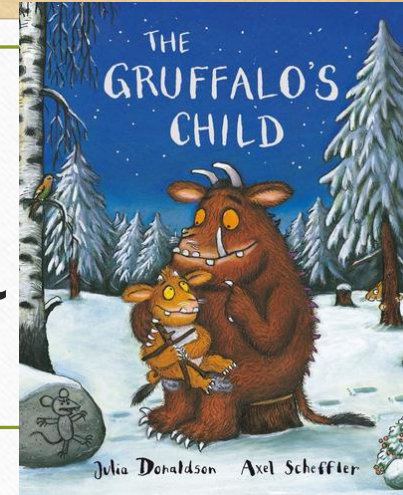
How to share your book



- On each re-reading, their familiarity with the story deepens, with that comes great emotional engagement.
- When children ask for a story to be re-read, in effect they are asking for another chance to explore the language, the characters and their feelings, and to relive the emotions they felt on the first reading.
- They hear the same words read in the same way and gain a sense of comfort in knowing what follows.
- They wait for their favourite bits, ready to join in or ready to be scared, even when they already know what happens. Their attachment to the story equips them to retell it and, when they have learnt to read, encourages them to read it for themselves.

Sharing Book

- Look for the tier 2 word opportunities.
- Read with expression and make it exciting.
- Model thinking aloud to consider what might happen next, or how a character could solve a problem.
- Relate ideas and new vocabulary to past experiences.
- Encourage your child to join in with repeated words/phrases.
- Encourage your child to fill in the gaps at the end of a sentence.
- Enjoy sharing quality time with your child.



Little Wandle – For Parents

Sharing Video clips of Little Wandle

- For parents – Support for Phonics (Phase 2 sounds taught in Aut 1)
- How we teach – How we teach tricky words

How we teach blending

- Supporting your child with reading at home/How to read wordless books at

home with your child.

- Nursery rhymes and videos

Little Wandle - Phonics

- Daily sessions – 25 mins
- Re-cap sounds they know, teach new sound, practise oral blending, read a sentence, practise spelling
- Use a whiteboard to record spellings
- Write letter formation, words and dictated sentences in books
- Homework sheet is sent out every Friday for children to practise reading and writing the sounds that they have been learning during the week
- Word bags are updated weekly on Thursday – children need to bring them to school on this day

Collins Hubb – Reading

- Books are matched to your child's ability
- Children read 3 x weekly with teachers/TA's in school
- The name of the book is recorded in the Reading Diary
- The new online book is allocated on Thursday
- You can access books online by searching 'ecollins' and using your child's specific passcode at the front of their diary
- Reading diaries need to be brought in to school daily

What does this look like?



Break

- Choose a sharing book from the library
- Word bags
- Wordless book

Working with my child

- Sharing book
- Word bags
- Wordless books

What can I do at home to help?

- Practise the phonemes in the wallet daily.
- Read the tricky words daily.
- Engage with the ebook that has been allocated.
- Make books accessible to your child.
- It is ok for a child to choose the same bedtime story 3 nights in a row.
- Read the 'Sharing book'.
- Look for similarities in characters, plots, good/bad characters, places. E.g. A wolf is in the Three little pigs, a wolf is also in Little Red Riding Hood. Make connections.
- Make reading fun!

Write a word to describe this tiger.



Thank you for coming

- Evaluations

