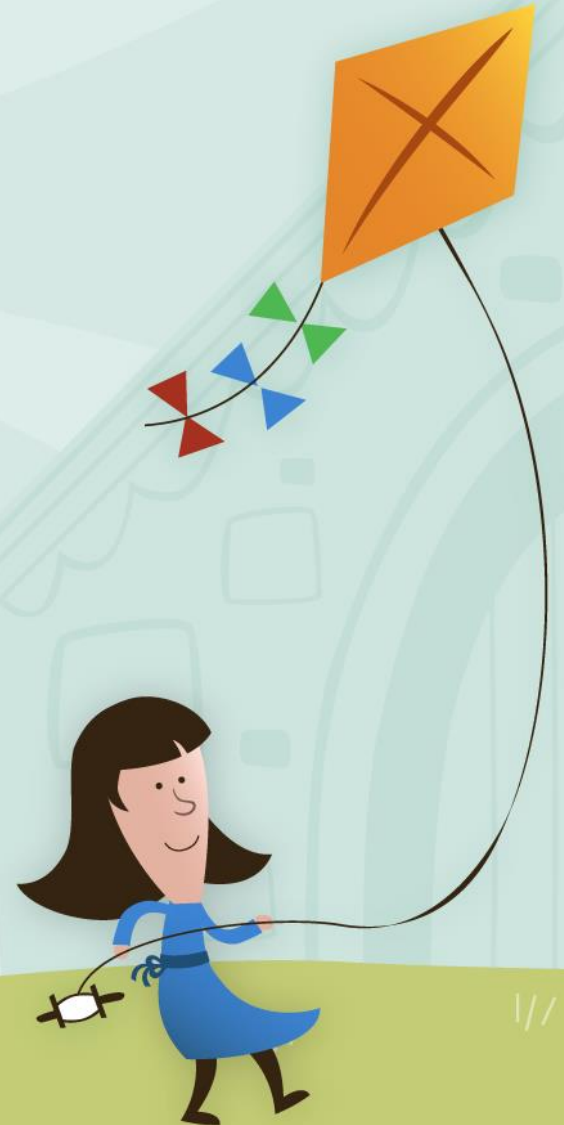


Welcome to our Reading Morning!

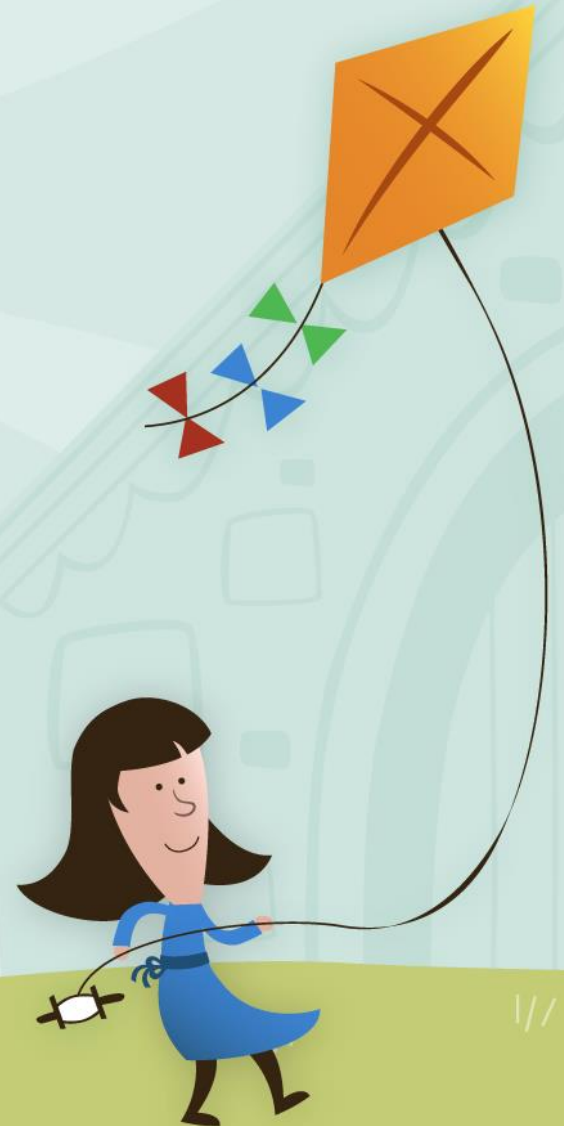
Thursday 9th March 2023



One of the most important gifts we can give our children is to help them learn to read and write so that they can succeed in school and beyond.

Learning to read is complex. Children don't learn one reading-related skill and then move on to the next in a step-by-step process. Instead, they are learning to do many things at the same time: decoding, reading with comfortable fluency, absorbing new vocabulary, understanding what the text says, and discovering that reading builds knowledge about the world.

We hope this morning will give you a better understanding of what it takes to learn to read (and write) and how you can help your children grow as readers, writers, and learners!



What does it take to become a strong reader?



1. **Print awareness** is the understanding that print carries meaning and that in English it reads from left to right. It also means learning that books contain letters and words, have front and back covers, and are handled in a certain way.



What does it take to become a strong reader?



2. Phonological and phonemic awareness is the ability to hear, identify, and play with the sounds in spoken language — including rhymes, syllables, and the smallest units of sound (phonemes).



What does it take to become a strong reader?



3. Phonics — the idea that letters represent the sounds of spoken language and that there is a relationship between letters and sounds.



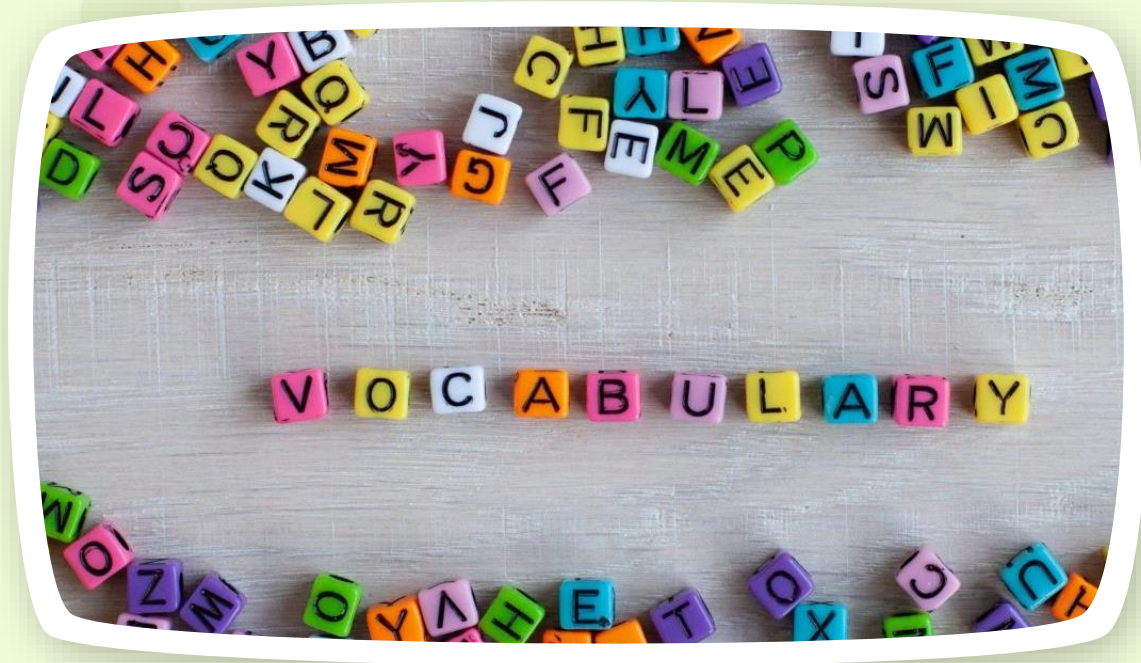
What does it take to become a strong reader?



4. Fluency is a child's ability to read a book or other text with accuracy, at a reasonable rate, and with appropriate expression.



What does it take to become a strong reader?



5. Vocabulary - knowing what each word means. Word learning is an ongoing process — we are always adding to our "word bank." The goal is to recognise and understand the meaning of spoken and written words.



What does it take to become a strong reader?

Questions

1. What fraction of our natural medicines have been found in rainforests?
2. Name the two types of rainforest.
3. Which rainforests are nearest the Equator - temperate or tropical?
4. Why are there no rainforests in Antarctica?
5. Where in the rainforest is the canopy?
6. What is it about the canopy that makes it easy for animals to jump from tree to tree?
7. Is it very crowded and busy in the canopy? How do some animals communicate because of this when they cannot see each other?
8. Why is the forest floor dark?
9. Why has the author put the word 'dense' in brackets in 'The Forest Floor' section?
10. Read the last line. What is your opinion and why?

Rainforests

What is a Rainforest?
Rainforests are really big forests that get a lot of rain. They are found in 6 continents of the world apart from Antarctica (it's too cold there). There are two types of rainforest, tropical (in the tropics, warm zone near the Equator) and temperate (in the temperate zone further away from the Equator). Most rainforests are tropical, with tall trees, warm climates (weather patterns), and lots of rain. It can rain one inch of rain per day in some rainforests! The largest of these is the Amazon Rainforest in South America.

The Canopy
The rainforest trees are so close together, that the branches and leaves at the top of the trees touch each other and make what is called a 'canopy', which is a bit like a roof for the forest. The canopy can be about 20m above the ground. Animals that live in the canopy have to use leafy stalks to communicate because they cannot see each other in the thick leaves and some can jump from tree to tree.

The Forest Floor
This is dark because the canopy blocks a lot of light and it is humid (damp). The floor is where dead animals and plants decompose (rot) and recycle all the nutrients and materials. Also, the largest animals are found here including tigers, elephants, tigers and jaguars.

Why are Rainforests so important?
Rainforests are a few things that are super important to our life on Earth. One is that they are photosynthesizers to make in carbon dioxide and make oxygen which we need to breathe and survive. This is why they are called 'The Lungs of the Earth'.

They also help keep our world's temperature stable by absorbing our carbon dioxide, creating rainfall and keeping temperatures stable. They also help the water cycle as they hold a lot of water which condenses into clouds.

Fun Facts in Numbers

- 2% of the Earth's surface is covered in rainforest.
- 50% of the plants and animals of the world live in rainforests.
- 20% of our water is found in a rainforest in the Amazon Basin.
- 25% of natural medicines have been found in rainforests.
- 75% of the plants that are used to treat cancer are found only in the tropical rainforests.

Let's learn how we can manage rainforests!

6. **Comprehension** is the goal of reading! It is the thinking process readers use to understand what they read. Strong vocabulary, background knowledge, and an understanding of how language works are keys to comprehension.



The process of reading at Red Row – Nursery

How we teach reading step by step in each year group 😊

See how they run. See how they run.
They all ran after the farmer's wife.
They told her "thank you" for saving their life.
Did you ever see someone acting so nice
As three blind mice?



Phase 1:

Environmental sounds.

Instrumental sounds.

Body percussion (e.g. clapping and stamping)

Rhythm and rhyme.

Alliteration.

Voice sounds.

Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')



RECEPTION – Jolly Phonics

What is Jolly Phonics?

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. The letter sounds are split into seven groups, as shown in the Letter Sound Order chart.

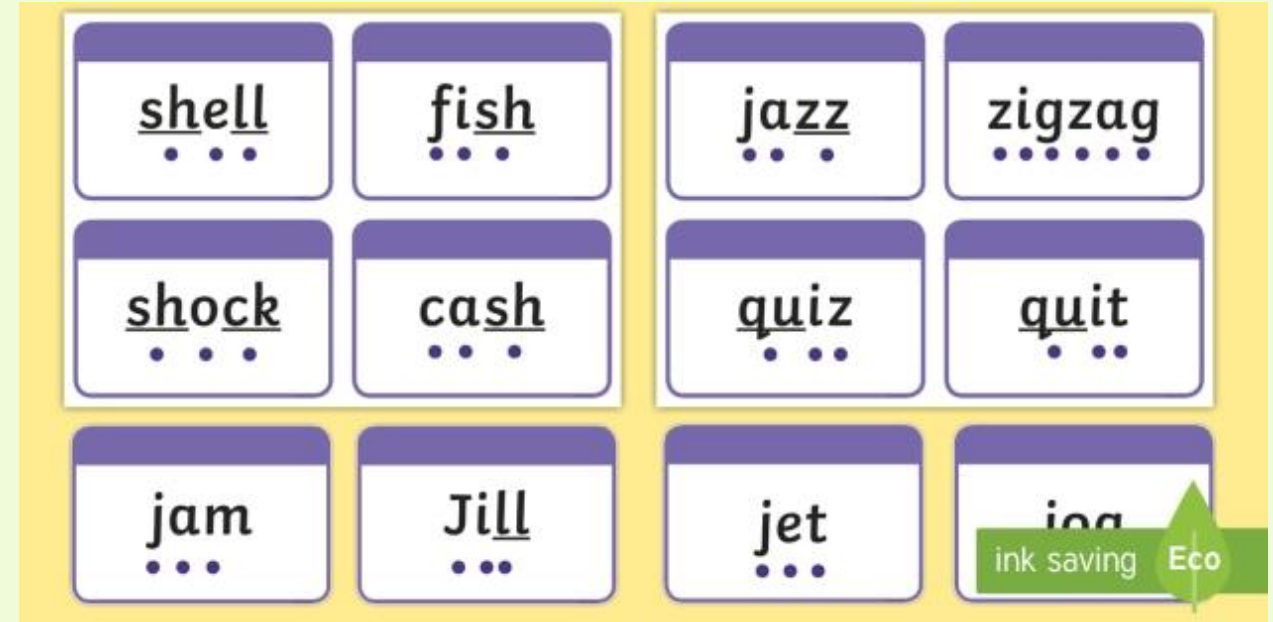
1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar



RECEPTION – Jolly Phonics

SOUND BUTTONS

Sound buttons are little spots or circles that can be placed or written below sounds in words to help children with reading skills. Each sound button represents an individual sound and helps the children to use their phonics blending and segmenting skills by identifying the individual phonemes or sounds within a word.



RECEPTION – Jolly Phonics

BLENDING/ SEGMENTING

Blending is the process of combining sounds together to create a word. For example, the word cat is made up of three sounds /c/-/a/-/t/ together these sounds produce the spoken word cat.

Segmenting is the process of breaking a word down into its individual sounds. For example the word cat is made up of three sounds /c/-/a/-/t/



RECEPTION – Jolly Phonics

TRICKY WORDS

Tricky words are **words that early readers will struggle with**. They don't follow ordinary phonic rules. Many tricky words are ones that we use often, so it's important to teach kids how to spell and pronounce them.



Tricky Word Spelling Lists

- | | | |
|-------------|------------|------------|
| 1. I | 13. you | 25. one |
| 2. the | 14. your | 26. by |
| 3. he | 15. come | 27. only |
| 4. she | 16. some | 28. old |
| 5. me | 17. said | 29. like |
| 6. we | 18. here | 30. have |
| 7. be | 19. there | 31. live |
| 8. was | 20. they | 32. give |
| 9. to | 21. go | 33. little |
| 10. do | 22. no | 34. down |
| 11. are | 23. so | 35. what |
| 12. all | 24. my | 36. when |
| 37. why | 49. saw | 61. once |
| 38. where | 50. put | 62. upon |
| 39. who | 51. could | 63. always |
| 40. which | 52. should | 64. also |
| 41. any | 53. would | 65. of |
| 42. many | 54. right | 66. eight |
| 43. more | 55. two | 67. love |
| 44. before | 56. four | 68. cover |
| 45. other | 57. goes | 69. after |
| 46. were | 58. does | 70. every |
| 47. because | 59. made | 71. mother |
| 48. want | 60. their | 72. father |



Reception/Year 1 – ALTERNATIVE SPELLINGS

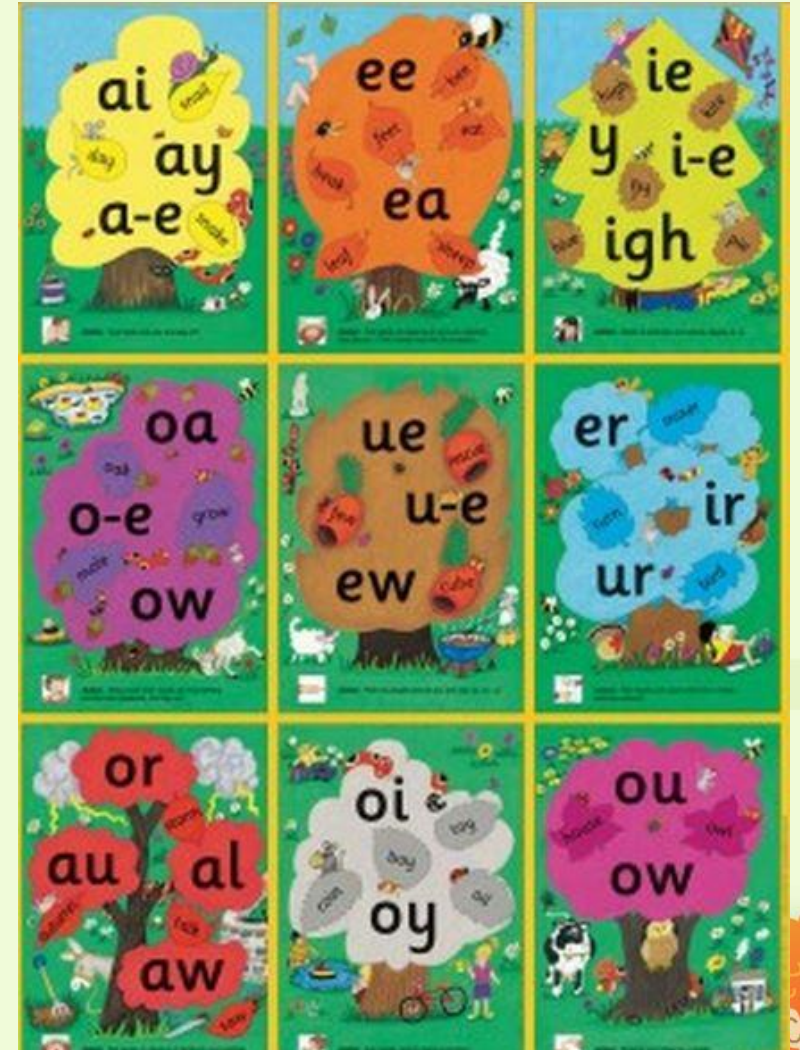
The Alternative Spelling Poster shows the different spellings of nine of the vowels with sample words and illustrations.

For ai, for example, it also shows ay as in day, and a-e as in snake.

snail

day

snake



EXPECTATIONS

Please help yourself to have a flick through the different colour coded books so you have an idea of what to expect 😊



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

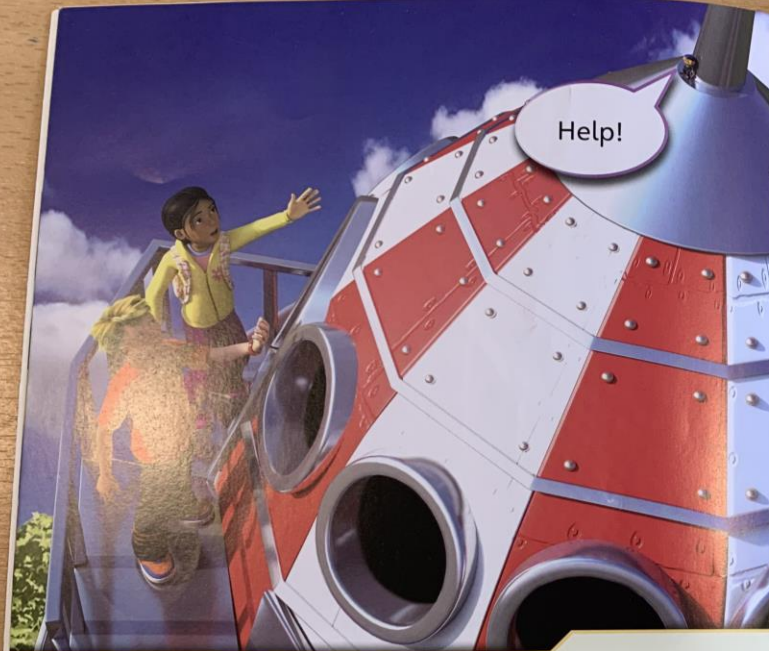
Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
		8	Purple
Year 2 / Primary 3	6-7 years old	9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
9			
10			
Year 3 / Primary 4	7-8 years old	11	Grey
		12	
		13	
		14	
Year 4 / Primary 5	8-9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9-10 years old	17	Dark red
		18	
Year 6 / Primary 7	10-11 years old	19	
		20	



EXPECTATIONS – NURSERY



EXPECTATIONS – RECEPTION



They ran up the steep steps. Cat spotted Nok. He was too high up.

8

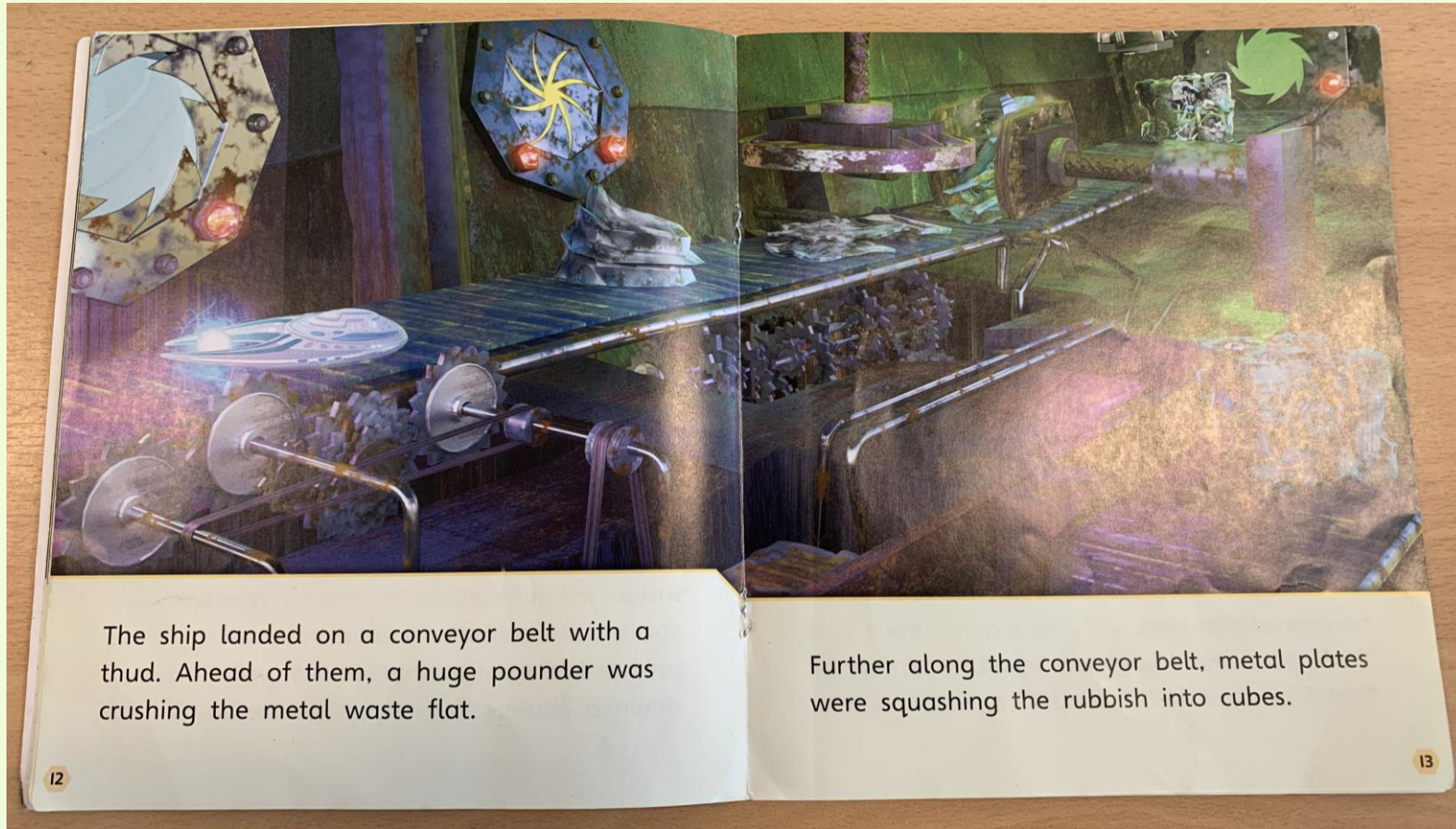


Tiger had a clever plan. He ran down and got some balloons from a stall.

9



EXPECTATIONS – YEAR 1



EXPECTATIONS – YEAR 2

Another green light shimmered and Krool 1 appeared beside Badlaw. He raised his arm ready to fire. Max and the others put their hands in the air.

“Krool army on standby. Ready to attack at your command,” growled Krool 1.



14



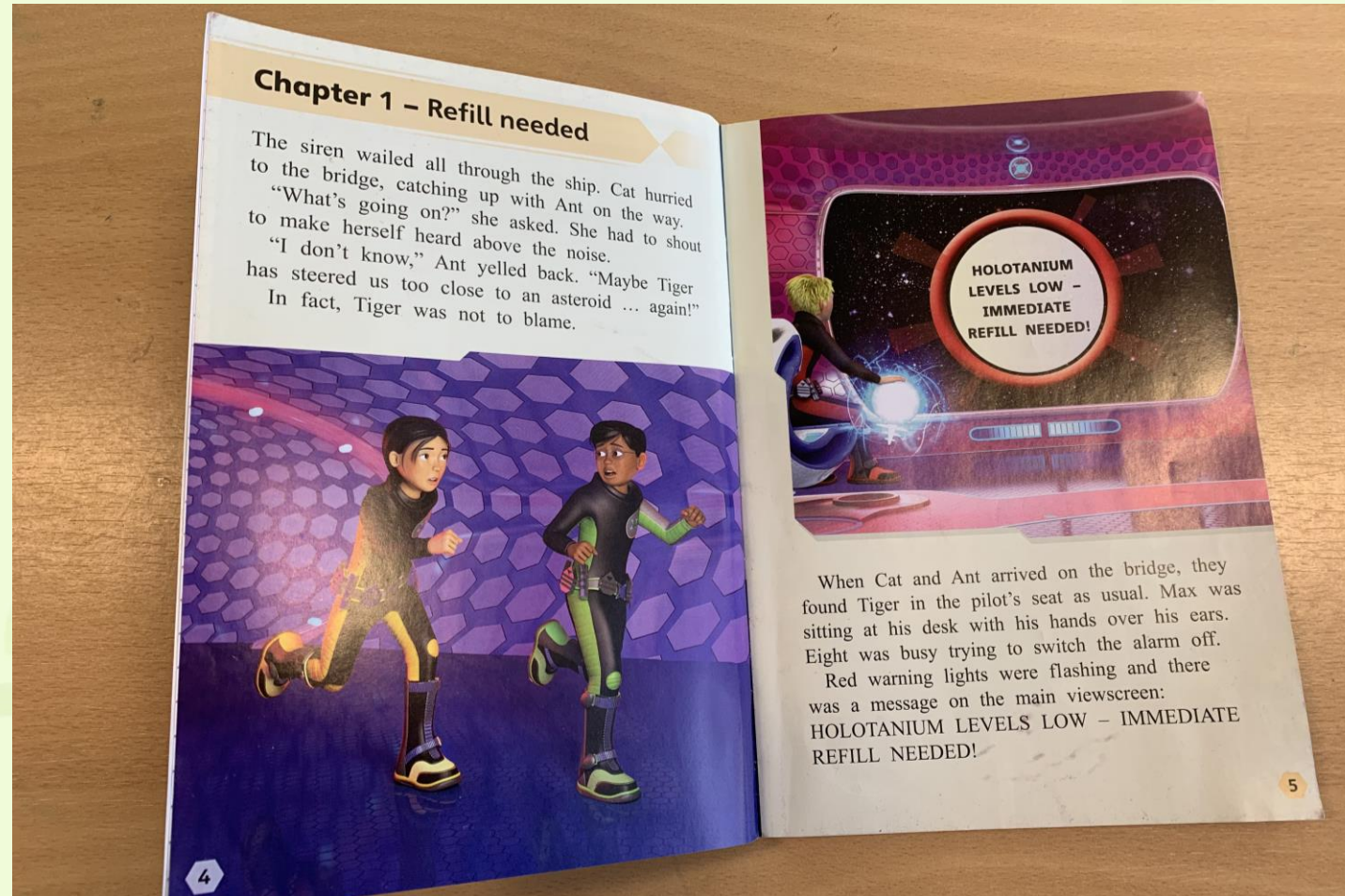
“Soon all this lovely power will be flowing up to my Destroyer ship. There is nothing you can do. In one minute the link to the Pool will be ready. All I need to do is press this button.”

Badlaw held up a strange-looking device. He looked up greedily at the Core which was still humming and fizzing.

15



EXPECTATIONS – YEAR 3



EXPECTATIONS – YEAR 4

Max looked at the others, raising his eyebrows. 'It's lucky for you that we're open at all today,' Meris continued. 'We thought about closing but a lot of schools were due to visit ... Anyway, here we are.' She indicated to the largest of the buildings. It had heavy double doors with a sign on the wall above that said *VISITOR CENTRE*.

Masses of children were milling around on the steps leading up to the doors as their harassed teachers tried to get them organized into groups. All the visitors' areas were separated from the dinosaur enclosures by tall thick glass walls and electric fences. A gate shot open to let Meris's vehicle pass through the glass wall.

'Thanks for the ride,' said Max, as they got out of the car.

'Find your party and don't wander off again,' Meris replied firmly. She watched the friends for a few minutes, then she drove away.

'Come on, let's go in,' said Ant. 'I want to find out more about this park before the centre closes.'



7 USEFUL STRATEGIES TO TRY AT HOME 😊

1. Concentrate on reading quality (it isn't all about reading lots!)

- Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!



7 USEFUL STRATEGIES TO TRY AT HOME 😊

2. Ask your child lots of questions

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'Who do you think Harry is talking to?'



7 USEFUL STRATEGIES TO TRY AT HOME 😊

3. Ask your child to make predictions about what they have read

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, ‘can you see the bear on the front cover? Where do you think he will go?’



7 USEFUL STRATEGIES TO TRY AT HOME 😊

4. Ask your child to summarise what they have read.

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun! For example, 'can you remember all the things that happened on the bear hunt?'



7 USEFUL STRATEGIES TO TRY AT HOME 😊

5. Ask your child to write about what they have read

Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.



7 USEFUL STRATEGIES TO TRY AT HOME 😊

6. Read and discuss reading with friends or family

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'



7 USEFUL STRATEGIES TO TRY AT HOME 😊

7. Maintain the motivation to read

Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

