

READING AT OLD TOWN INFANT SCHOOL AND NURSERY



Parent/carer workshop

WHAT WE BELIEVE ABOUT READING...



- Reading broadens children's experiences and helps them understand the world around them.
- Reading helps children understand what words mean.
- Reading gives children an opportunity to learn about new things.
- Reading can help children relax and feel calm.
- Reading with someone can provide special moments and develop relationships.

WHAT WE DO HERE AT OLD TOWN TO DEVELOP A LOVE OF READING



- *Prioritize reading 1:1 with children during the day.*
- *Delivery effective reading sessions daily where children can learn important reading skills.*
- *Use exciting and interesting books that our children will enjoy.*
- *Visit our school library regularly during the week.*
- *Listen to our children and learn about what kind of books they like and want to read in class.*
- *Story time every day.*

LOVE OF READING BOOKS



- Children will be bringing a new book home to develop their love of reading.
- These are books from our library that the children will choose to go in a special box in the classroom.
- These books will regularly be updated to reflect the children's changing interests.
- These are books to share with families at home.
- You or your child can read these books but they are meant to be shared.

WHAT WE WOULD LIKE YOU TO DO TO HELP YOUR CHILD



- *READ together a minimum of 3 times a week.*
- *Share their love of reading book as much as possible.*
- *Record in reading records.*
- *Visit your local library.*

HOW TO READ WITH YOUR CHILD

- Share the front cover, talk about the title.
- Encourage your child to use their sounds to read the words.
- If they are mispronouncing words that's ok. Just repeat it back to them in a complete sentence.
- Children should only be coming home with books where they already know the sounds. This book is for them to practice.

BOOK BANDED BOOKS

Old Town Infant School
and Nursery

Red A

Phase 3 - Set 6

Sounds: j n w x

Pre-teach:



Before and during reading

1 Say the sounds

y z zz qu

2 Blend the sounds

quack	buzz	help
stuck	un/zips	yap
yes	zips	

3 Read the tricky words

he my

Point out the tricky bit of the word (i.e. the 'e' in 'he' sounds /ee/) and then blend the rest.

Blending words
with adjacent consonants?
h-e-l → hel-p → help or
s-t → st-u-ck → stuck



Story comprehension

Ask the children to read the title and the text on the back cover. What do they think the story will be about? What do the children know about foxes and ducks? Do they usually get on?

Vocabulary check

Turn to page 4. What are fox cubs? Check the children understand that this is the name for baby foxes. What sort of noise is a 'yap'?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 8-9, ensure the children read the text at the bottom first and then the speech bubble. Who is the duck speaking to?
- On pages 10-11, check the children understand which animals say what. Point out that the ducks are arguing about whether it is a good idea to help the fox, in case he gets them.
- Point out to the children that normally text is read from left to right and top to bottom, however, on page 16 the speech bubble should be read after the text in the panel.

After reading

Story comprehension

- Ask the children to retell the story of the fox and the ducks. What is the fox hoping to do at the beginning of the book? Why does he unzip his bag?
- How do the bugs help the ducks?
- On pages 8 to 11, do all of the ducks want to help Fox when he gets stuck in the mud? Why not?
- How do the children think the fox feels at the end of the story, as he zips up his empty bag?

Picture detective

Ask the children to find objects in the pictures that contain the:

/r/ sound (page 12 - zigzag)



Don't necessarily
do all of the activities
- just those that your
children need.

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Together try writing a shared list of the animals in the story and then write down a verb that says what each animal does, e.g. bugs buzz, fox yaps etc. Ask children to spell the words using the following routine:

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and never write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

POOLE CENTRAL LIBRARY



- Range of activities weekly
- Every Saturday there is something for children.
- Baby/toddler groups
- Wide, range of books for children to borrow and take home.
- Half term and holiday clubs/activities.

3	4	5	6	7	8
09:30 - 12:00 Citizen's Advice	09:30 - 12:00 Citizen's Advice	09:30 - 12:30 Citizens Advice Bureau EU Settlement Scheme Guidance	09:30 - 12:00 Citizen's Advice	09:30 - 12:00 Citizen's Advice	10:30 - 12:30 Poetry group
10:00 - 14:00 Poole Men's Shed	10:00 - 13:00 Job club	09:30 - 12:00 Citizen's Advice	11:00 - 11:30 Wriggle and Rhyme		11:00 - 12:00 Children's craft club
	10:30 - 11:00 Wriggle and Rhyme	10:30 - 11:00 Mindfulness stories for children			
	14:00 - 16:00 Knit and Natter	14:00 - 16:00 Colour yourself calm			
	14:00 - 15:00 Weekly shared reading group	14:30 - 16:30 Reading group Wednesday			

Poole Central Library



Opening times

Opening times for Poole Central Library are:

- Monday - 9am to 6pm
- Tuesday - 9am to 6pm
- Wednesday - 9am to 6pm
- Thursday - 9am to 6pm
- Friday - 9am to 6pm
- Saturday - 9am to 5pm
- Sunday - closed

Contact us

Address
Poole Central Library
Dolphin Centre
Poole
BH15 1QE

Telephone
[01202 262421](tel:01202262421)

THANK YOU FOR COMING

- *Any questions?*