

# Reading Workshop

5<sup>th</sup> December 2025





# Reading requires two skills

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

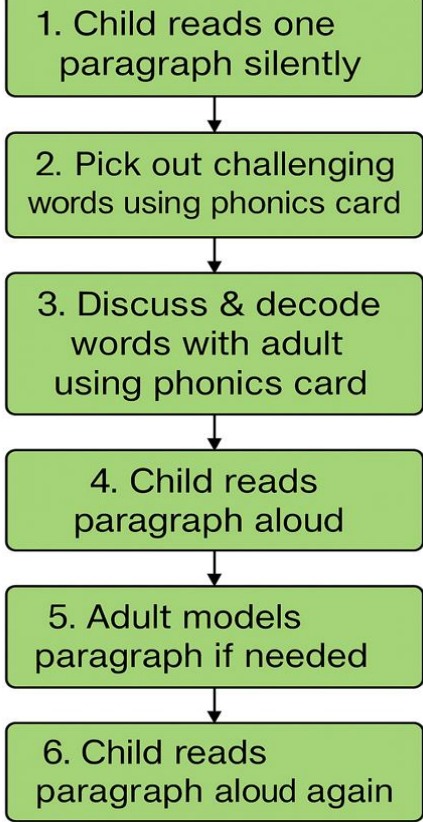
If a child understands what they hear, they will understand the same information when they read.



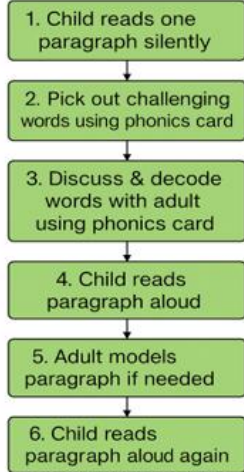
The ability to read well doesn't mean the child understands what they are reading

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

# 1:1 reading



## 1:1 Reading Guidance



### Decoding using Phonics International:

1. Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
2. Use the index finger to point directly under each grapheme (letters and letter groups) whilst saying the sounds as close to real speech-sounds as possible from left to right of the printed word.
3. Say the whole word whilst running the index finger left to right beneath the whole printed word.
4. Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

If a child mispronounces a word, you say: "in this word, these letters are code for the /ai/ sound."

### Question Stems:

- |   |  |   |  |   |  |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• What does the word _____ mean in this sentence?</li> <li>• Find and copy a word, which means _____</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/ mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think _____ is repeated in this section?</li> </ul> | <ul style="list-style-type: none"> <li>• Why was.... feeling...?</li> <li>• Why did _____ happen?</li> <li>• Why did _____ say _____?</li> <li>• Can you explain why...?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does _____ make you feel?</li> </ul> | <ul style="list-style-type: none"> <li>• Look at the book cover/blurb - what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul> | <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul> | <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did...?</li> <li>• Where did...?</li> <li>• When did...?</li> <li>• What happened when...?</li> <li>• Why did _____ happen?</li> <li>• How did _____?</li> <li>• How many...?</li> <li>• What happened to...?</li> </ul> | <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after _____?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul> |
|---|--|---|--|---|--|

# Supporting Decoding



Phonics International Scheme : <https://phonicsinternational.com/>

# Hear the Sounds:

- [https://phonicsinternational.com/hear\\_the\\_sounds/hear\\_the\\_sounds\\_1.htm](https://phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm)

**/s/**



snake



nest



nuts



**/a/**



apple



ant



bag



**/t/**



teddy



spots



tent



[https://alphabeticcodecharts.com/wp-content/uploads/2021/02/FFF\\_The-English-Alphabetic-Code-complete-picture-chart.pdf](https://alphabeticcodecharts.com/wp-content/uploads/2021/02/FFF_The-English-Alphabetic-Code-complete-picture-chart.pdf)

sounds	simple code	complex code	graphemes, or spelling alternatives, which are code for the sounds					
/s/	s snake	-ss glass	-ce palace	-se house	c (i g) city	sc scissors	-st castle	ps pseudonym
/a/	a apple							
/t/	t tent	-tt letter	-ed skipped					
/i/	i insect	-y cymbals						
/p/	p pan	-pp puppet						
/n/	n net	-nn bonnet	kn knot	gn gnome	-ne engine			
/k/	k kit	c cat	-ck duck	ch chameleon	qu bouquet	que plaque		
/e/	e egg	-ea head	-ai said					
/h/	h hat	wh who?						
/r/	r rat	-rr arrow	wr write	rh rhinoceros				
/m/	m map	-mm hammer	-me welcome	-mb thumb	-mn columns			
/d/	d dig	-dd puddle	-ed rained					
/g/	g girl	-gg juggle	gu guitar	gh ghost	-gue catalogue			
/o/	o octopus	oa watch	oa qualify	ai salt				
/u/	u umbrella	o son touch	-ou thoroughfare					
/l/	l ladder	-ll shell						
/u/	-le kettle	-il pencil	-al hospital	-el camel				
/f/	f feathers	ff cliff	ph photograph	gh laugh				
/b/	b bat	-bb rabbit	bu building					
/j/	j jug	-ge cabbage	g (i y) giraffe	-dge fridge				
/y/	y yawn							
/ai/	ai first aid	-ay tray	a table	-ae sundae	a-e cakes			
	-ey prey	-ea break	eigh eight	-aigh straight				
/w/	w web	wh wheel	-u penguin					

sounds	simple code	complex code						
/oa/	oa oak	ow bow	o yo-yo	-oe oboe	o-e rope	-ough dough	eau plateau	
/igh/	-igh night	-ie tie	i behind	-y fly	i-e bike	ei elder duck	eye eye	
/eel/	ee eel	ea eat	e emu	e-e concrete	-ey key	-ie chief	-ing sardines	
/i-eel/	-y sunny	-ey monkey	-ie movie					
/or/	or fork	oar oars	-oor door	ore snore	-our four	war wardrobe	war quarter	wa water
	aw down	au sauce	-al chalk	-augh caught	ough thought			
/z/	z zebra	-zz jazz	-s fries	-se cheese	-ze breeze			
/ng/	-ng gong	-n jungle		/ngk/	-nk ink	-nc uncle		
/v/	v violin	-ve dove						
short /oo/	-oo book	-oul should	-u push					
long /oo/	oo moon	-ue blue	u-e flute	-ew crew	-ui fruit	-ou soup	-o move	-ough through
/ks/	-x fox	-ks books	-cks ducks	akes cakes		/gz/	-x exam	-gs pegs
/ch/	ch chairs	-tch patch		/chul/	-ture picture			
/sh/	sh sheep	ch chef	-ti station	-ci magician	-ssi admission			
unvoiced /th/	th thistle		voiced /th/	th there				
/kw/	qu queen							
/ou/	ou ouch	ow owl	-ough plough					
/oi/	oi ointment	oy toy						This chart is not definitive. You may discover further code.
/yool/	-ue statue	u unicorn	u-e tube	ew new	eu pneumatic			
/er/	er mermaid	ir birthday	ur nurse	ear earth	wor world			Grey dashes indicate that the particular letter/sound correspondence is unlikely to begin a word.
schwa /er/ 'uh'	-er mixer	-our humour	-re theatre	-ar collar	-or sailor			
/ar/	ar artist	a father	alm palm	-alf half	-alves calves			
/air/	air hair	-are hare	-ear bear	-ere where				Follow letters, alert the reader to various possible pronunciations.
/eer/	eer deer	ears ears	adhere adhere	-ier cashier				
/zh/	-si television	-s treasure	-z azure	g courgette	-ge collage			by Debbie Hepplewhite

# Vocabulary

Which of these words would an 11 year old not know the meaning of?

The truth is, for as far back as I can remember, this sort of confusion has existed about who I am, and it always starts with my name. Ibtihaj. “How do you say it?” “What does it mean?” And then the way I identify myself leaves some people perplexed: Black but Muslim. Muslim but American. Hijabi but an athlete. I’ve walked into many rooms and stood on stages where it was clear people didn’t know what to make of me. When no one knows where you fit into the social order of color and creed, confusion ensues until order is restored. Until people understand who you really are; that is when they stop and listen.

And that’s why I wrote *Proud*. I want people to understand who *I* really am and maybe other Americans like me who feel the same, to get to know the journey behind the headlines of the “first US athlete to compete in the Olympic Games wearing hijab.” I wrote this book because I wanted to chronicle my quest to challenge society’s limited perceptions of what a Muslim woman, a Black woman, or an athlete can be.

I want people to know that much of my strength as an athlete comes from how high I had to climb to release myself from society’s boxes and show up to the party even when an invitation was never extended to me. Along the way, I had to learn how to be tough and tenacious or risk losing the fight before it even started. I had to maximize my expectations for myself because no one else would, and I had to have the guts to pursue what I wanted even though it meant charting my own path. I didn’t have any role models to look up to who looked like me in fencing, and there weren’t any other Muslim women wearing hijab at the elite levels of sport to inspire my quest. I had myself, my family, and my faith, and that was enough for me to persist.

# Vocabulary

- Perplexed
- Restored
- Chronicle
- Quest
- Tenacious
- Charting

The truth is, for as far back as I can remember, this sort of confusion has existed about who I am, and it always starts with my name. Ibtihaj. “How do you say it?” “What does it mean?” And then the way I identify myself leaves some people perplexed: Black but Muslim. Muslim but American. Hijabi but an athlete. I’ve walked into many rooms and stood on stages where it was clear people didn’t know what to make of me. When no one knows where you fit into the social order of color and creed, confusion ensues until order is restored. Until people understand who you really are; that is when they stop and listen.

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- To support vocabulary:
  - Read aloud to your child(ren)
  - Discuss vocabulary with them
  - Expose them to different text types eg: news articles etc.
  
  - Put the words they don't know into a sentence
  - Give them a synonym

# VIPERS questioning

Vipers heading	Content Domain Description
Vocabulary	Give/explain the meaning of words in context
Infer	Make inference from the text/ explain and justify using evidence from the text.
Predict	Predict what might happen from the details stated and implied.
Explain	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	Retrieve and record key information/key details from fiction and non-fiction
Summarise	Summarise main ideas from more than one paragraph

## Vocabulary

- What does the word ..... mean in this sentence?
- Find and copy a word, which means .....
- What does this word or phrase tell you about.....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/ mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

## Inference

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

## Prediction

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

## Explanation

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

## Retrieval

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

## Summarise

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# 2025 KS2 SATS paper

1 How did Phiona make money for her family?

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1 mark

2 ***An intriguing game***

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

popular

challenging

interesting

1 mark

4 Read the sections: ***A challenging upbringing*** and ***An intriguing game***.

Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Phiona left school once she had learnt to read.		
Phiona grew up in a place called Katwe.		
Phiona discovered chess before her brother.		
Phiona walked six kilometres a day to learn about chess.		

5 Look at page 5.

According to the text, what is it important to have when learning something new?

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13 Look at the whole text.

Complete the table below with the year in which each event happened.

	Year
Phiona discovered chess.	
Phiona left her home country for the first time.	
A film telling Phiona's story was released.	