



Reading at Saltford School

January 2019

Reading In School- How we teach it.

- Phonics
- Individual Reading
- Reading Comprehension



Phonics

- Taught Daily in EYFS and KS1
- Focus on learning sounds (phonemes) and the letters that make them (graphemes)
- These introduced progressively
- Focus in reading on identifying graphemes, saying the phoneme and blending them together to make a word.
- This is called 'decoding phonetically'
- However, there are other ways to decode- context/ word recognition/ grammatical knowledge.



Individual Reading

- Children heard read by voluntary helpers/ class teachers and teaching assistants.
- Frequency depends on age and stage.
- Comments made on decoding, fluency and comprehension of the text read.
- If you would like to volunteer to support this in school please see the office for more details.



Reading Comprehension

- Range of resources used within school to teach and promote understanding of what is read.
- Includes oral response to stories read to children, written comprehension tasks and verbal and written responses to a range of genres.
- Focus is on discrete skills including word meaning, prediction, retrieval, inference, explanation and summarising.
- Demonstrating comprehension is a key aspect of end of year and key stage assessments.



Why does he need to be faster than a rocket?

He can breathe without air. Where would that be useful?

In the third picture, he looks very serious. Why do you think that is?

CINDERELLA IS MIXED UP

Here is the tale of Cinderella, but it is all mixed up. Can you put the events in the right order, by numbering the boxes?

- Cinderella marries the Prince and lives happily ever after.
- Cinderella's fairy godmother warns her to be back before midnight.
- By magic, the pumpkin is turned into a carriage, the white mice into horses and her rags into a ball gown.
- The ugly sisters are invited to the ball, but not Cinderella.
- The clock strikes midnight.
- The glass slipper fits Cinderella.
- Her fairy godmother appears.
- The ugly sisters try to squeeze their big feet into the slipper.
- One glass slipper falls off Cinderella's foot as she rushes off.
- Cinderella dances every dance with the prince.
- The prince searches every house for the owner of the slipper.



Looking for the exit, the school visitor walks into the cleaning cupboard.

GOOD

BAD

My aunts and uncles are having tea when a mouse pops out of the cake.

GOOD

BAD

Think up appropriate sub-headings for the following sections:

- A _____
- B _____
- C _____
- D _____
- E _____

Write down **three** examples of imperative verbs.

In section B, why do you think some items have been kept separate from the others?

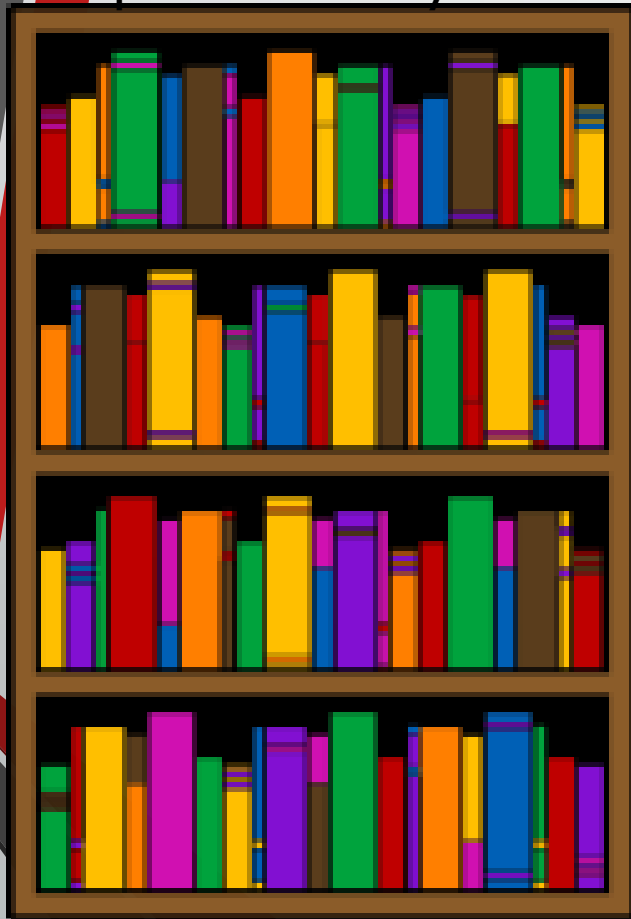
Reading at Home- How you can support

- Why do you need to?
- The School Reading Scheme
- Moving on to Free Choice

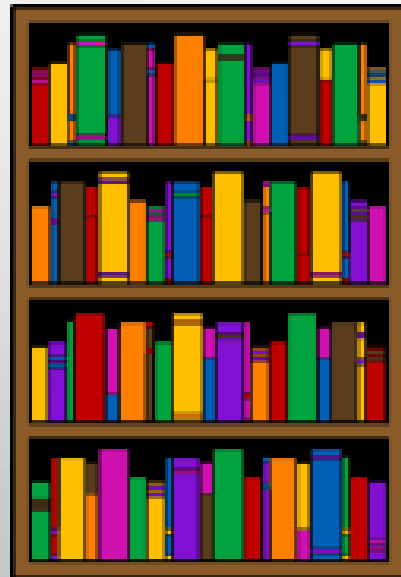


Child A reads for 20 minutes at home every school day. That is 3800 minutes per year.

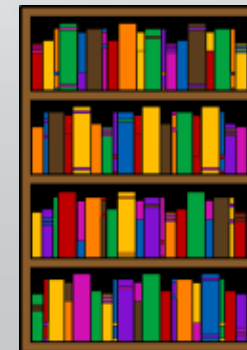
From EYFS- Y6 that is 73 ½ complete school days.



Child B reads for 5 minutes at home every school day. That is 950 minutes per year. From EYFS- Y6 that is 18 ½ complete school days.



Child C reads for 1 minute at home every school day. That is 190 minutes per year. From EYFS- Y6 that is ½ a complete school day.



Who will decode quicker? Who will have the better vocabulary? Who will be able to access more of their learning? Who is more likely to achieve higher results at school?



This is based on reading 5
times per week- we ask for
daily.

Imagine the benefit of 20 minutes a day, 7 days a week
including holidays!



The Reading Scheme

- Bookband colours ranging from Lilac (stories with no words) to Cream (more complex stories and content that assume fluency and limited decoding by the reader).
- Children move through these at their own pace, under the direction of the class teacher.
- Parents are asked to listen to their child read daily and record this in their reading records.
- Class teachers check records regularly to look for frequency and comments.
- Parents comments are used as evidence to support teacher judgements.



Parental Comments

- Those linked to ability to decode (if the child is in the early stages of learning to read), fluency (if this is developing) and understanding of what has been read/ discussions around the content the most useful (as well as indicating how much of the text has been read).
- Comprehension questions placed in reading records to support parents with asking more focused questions
- Please remember to include details of anything your child reads that is not from the scheme.



Free Choice- My Child can Read!

- Just because your child can decode competently, please do not stop listening to them read/ reading to them.
- Allow a balance of independent reading and reading with/ to you.
- Talking about stories, poems and information books can help your child to understand a book in different ways. It's not just about what's happened or who did what, so talk about the issues, what a book means to your child and whether they think there are any less obvious meanings that the author wants us to spot.
- This all leads to deeper understanding.



My Child is Reluctant to Read

- Reading for Pleasure
- Make it funny/ appeal to their interest
- Think outside the bookbag- ebooks/ the library/ books as gifts
- Read for a purpose
- Copy and Collect



Useful Links

- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/>
- <http://www.wordsforlife.org.uk/>
- <https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html>
- <https://www.lovereadings4kids.co.uk/>
- <https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

