

THE SIMPLEST WAY TO MAKE
SURE THAT WE RAISE
LITERATE CHILDREN IS...
TO SHOW THEM THAT READING IS
A PLEASURABLE
ACTIVITY. AND THAT MEANS...
FINDING BOOKS THAT THEY
ENJOY, GIVING THEM
ACCESS
TO THOSE BOOKS, AND LETTING THEM
READ THEM.

NEIL GAIMAN.

Reading at St Paul's Information for Parents/Carers

September 2022

How do we promote a love of reading at St Paul's?

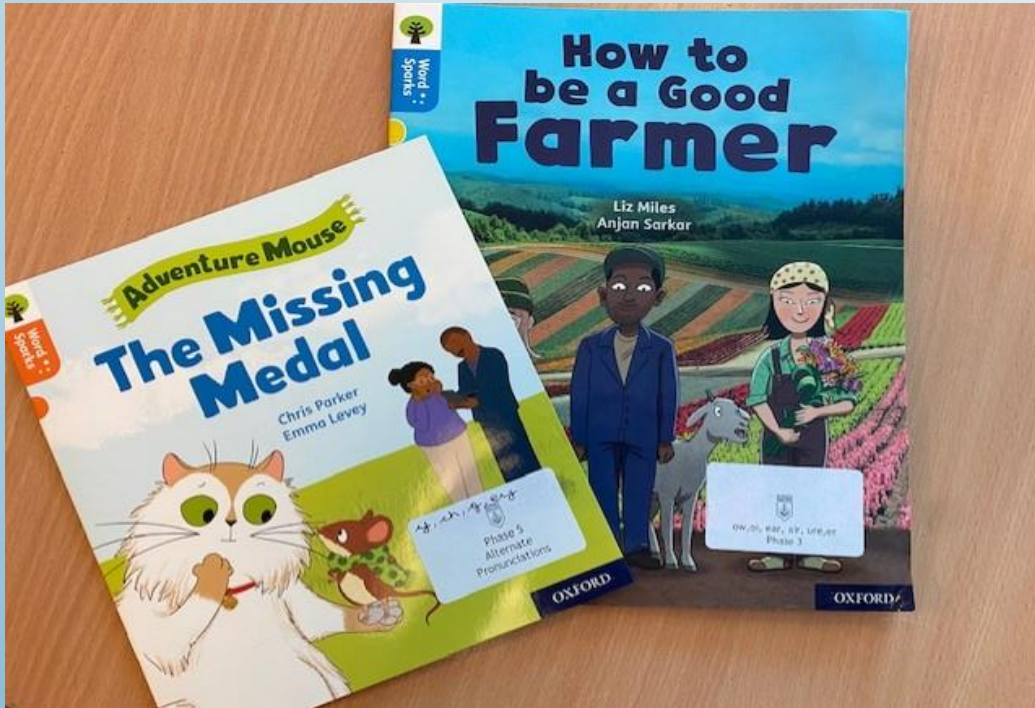
- Daily dedicated reading time at the end of every day-timetabled in (We are Reading on classroom doors)
- Careful planning of texts used in English
- Weekly library slots
- Independent reading time- Drop Everything and Read
- Inviting book corners /reading areas

- Reading challenges
- Cross Curricular books
- Book swap area/ book fairs
- Seeds and Gardeners



How do we teach reading at St Paul's?

Home reading books



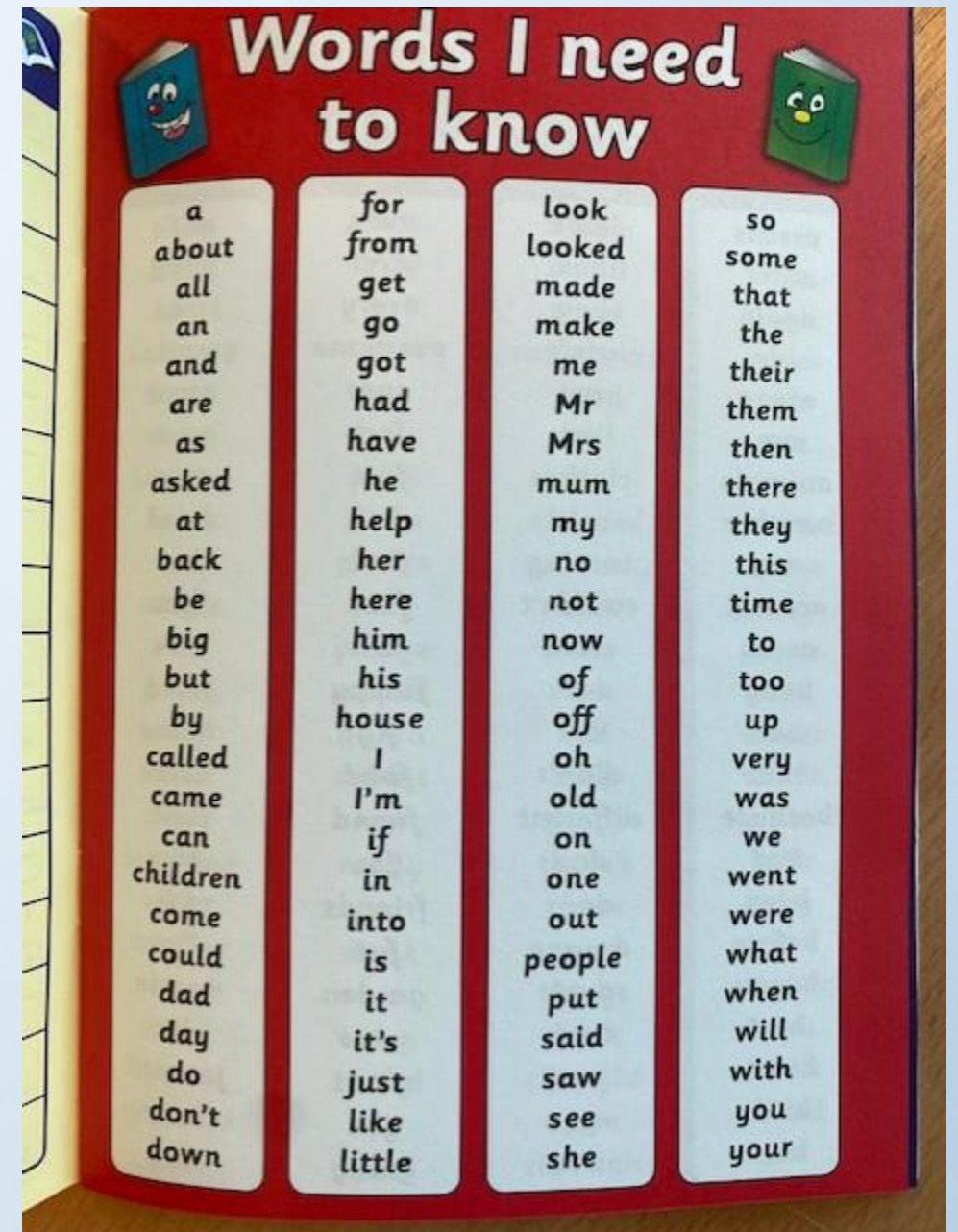
The national curriculum says that pupils should be taught to:

... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.⁶⁵

Phonics Phase	Book Band	Year Group Expectations
Phase 1	Lilac	EYFS
Phase 2	Pink	EYFS
Phase 2/3	Red	EYFS
Phase 3	Yellow	EYFS
Phase 3/4	Blue	EYFS/Year 1
Phase 4	Green	Year 1
Phase 4/5	Orange	Year 1
Phase 5	Turquoise	Year 1
Phase 5	Purple	Year 1
Phase 5/6	Gold	Year 2
Phase 6	White	Year 2
Phase 6	Lime	Year 2
	Brown	Year 3
	Grey	Year 4
	Blue	Year 5
	Red	Year 6



How? When? How often?



Guided Reading

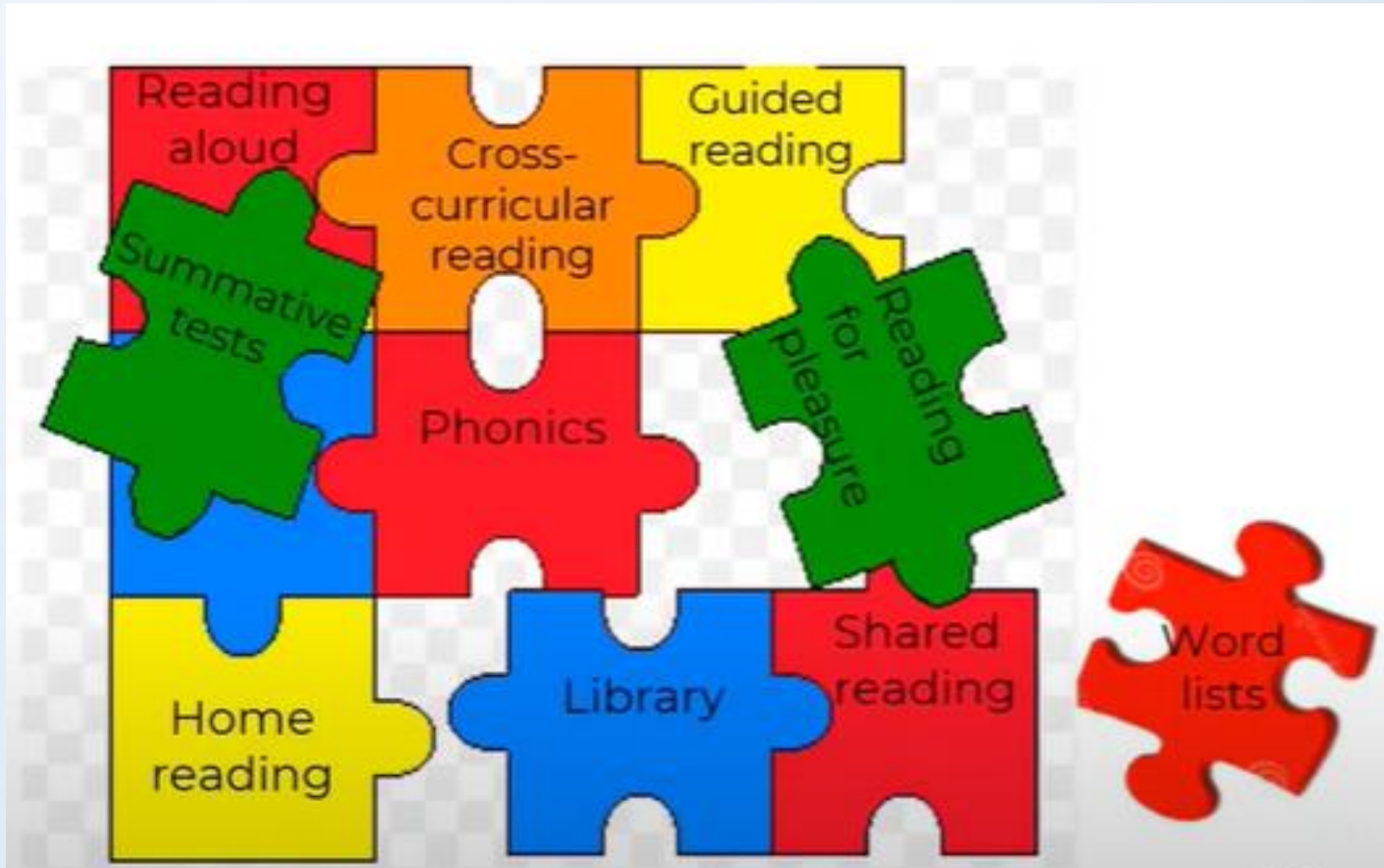
- EYFS and KS1- small group guided reading
- KS2 - Whole Class Guided Reading with additional small group guided reading if needed



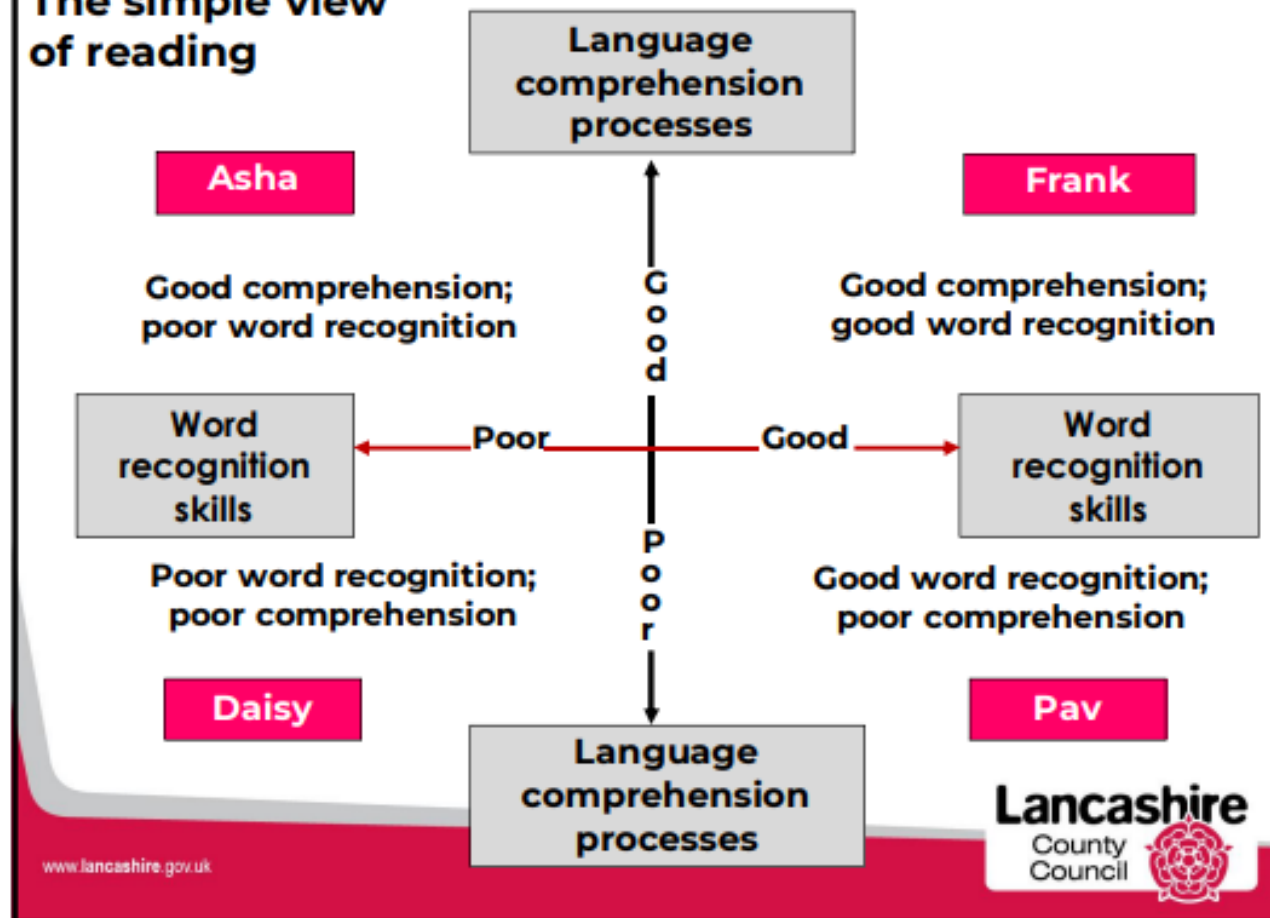
As well as this...

- Priority Readers
- 1:1 reading sessions
- High quality cross curricular books linked to other subjects
- Shared reading time- within English lessons and dedicated reading time at the end of the day

How do we assess a child's reading ability?



The simple view of reading



English

Key Learning Indicators of Performance in Reading: Year 1



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▶ <u>Apply phonic knowledge and skills as the route to decode words.</u> ▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</u> ▶ <u>Read accurately by blending sounds in unfamiliar words.</u> ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing -s, -es, -ing, -ed, -er, -est endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▶ Enjoy and recite rhymes and poems by heart. ▶ <u>Make personal reading choices and explain reasons for choices.</u> <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ Explain clearly their understanding of what is read to them. ▶ <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> ▶ <u>Identify and discuss the main events in stories.</u> ▶ <u>Identify and discuss the main characters in stories.</u> ▶ <u>Recall specific information in fiction and non-fiction texts.</u> ▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> ▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i> ▶ Make basic inferences about what is being said and done. ▶ <u>Make predictions based on what has been read so far.</u> <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ <u>Listen to what others say.</u> ▶ Take turns.

English

Key Learning Indicators of Performance in Reading: Word Lists



Year 3

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4

appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

The Science of fluency

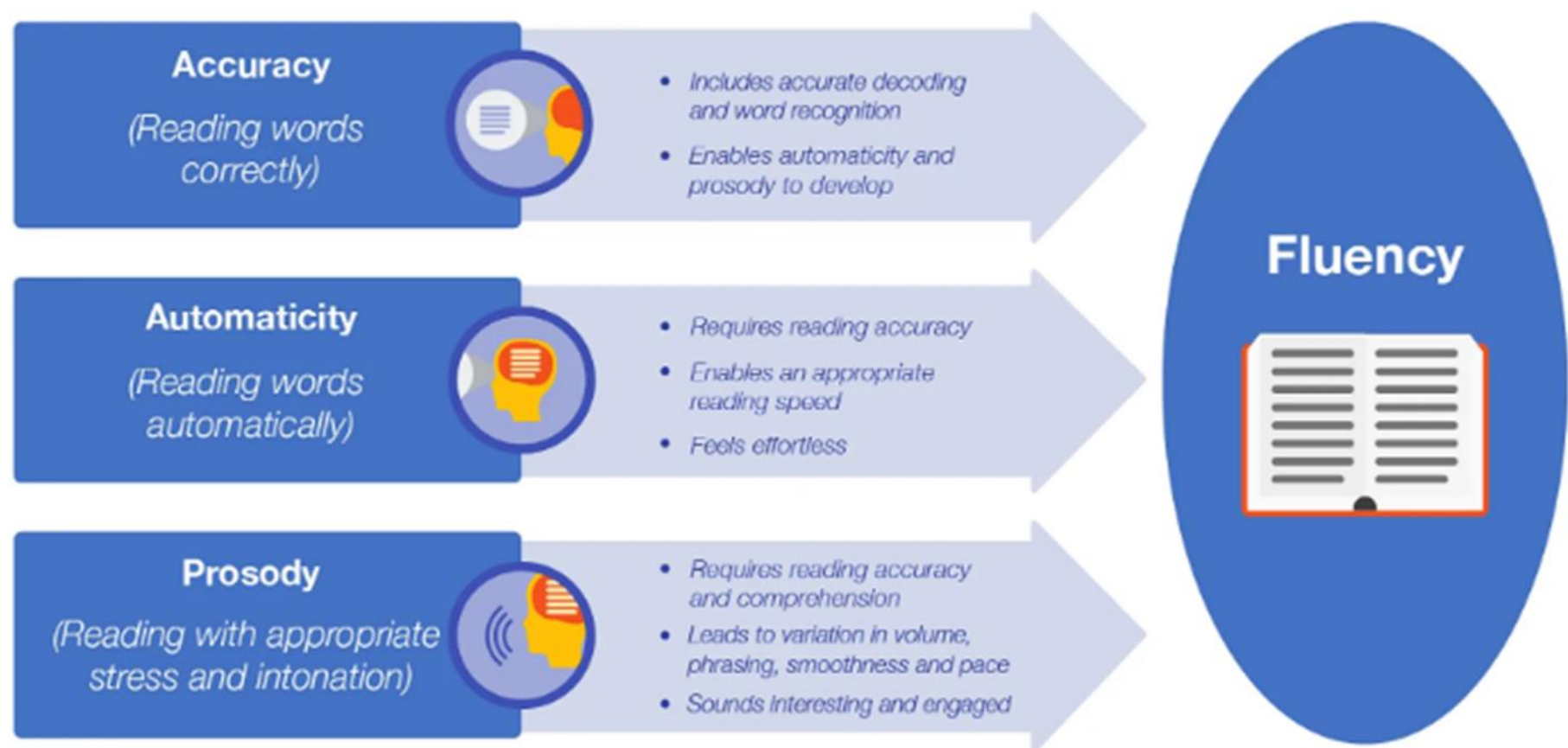
What is fluency?

'Fluency is the ability to read **accurately and expressively** with **good phrasing**, **AND** with **good comprehension**.'

Timothy Rasinski
Professor of Literacy Education



Figure 5: Reading fluency



How Can We Improve Children's Fluency?

There is no quick way to develop reading fluency. Most pupils will benefit from being explicitly taught and being encouraged to practise.



➤ **'Guided Oral Reading Instruction'**

Fluent reading of a text is modelled by an adult or peer and the pupil reads the same text aloud.

➤ **'Repeated Reading'**

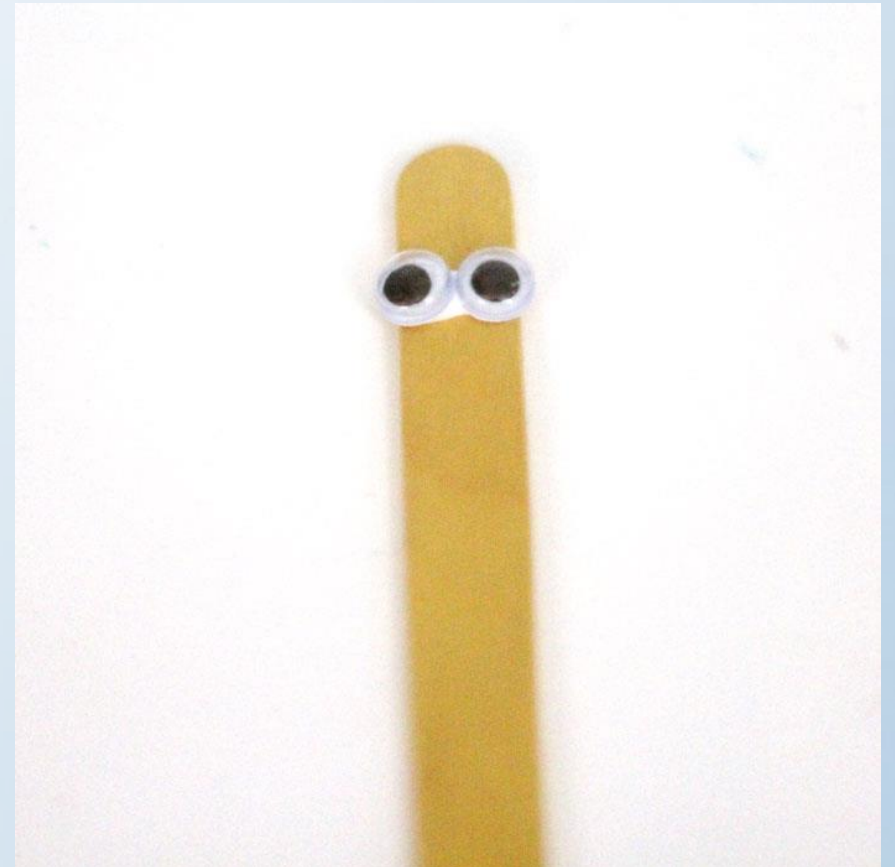
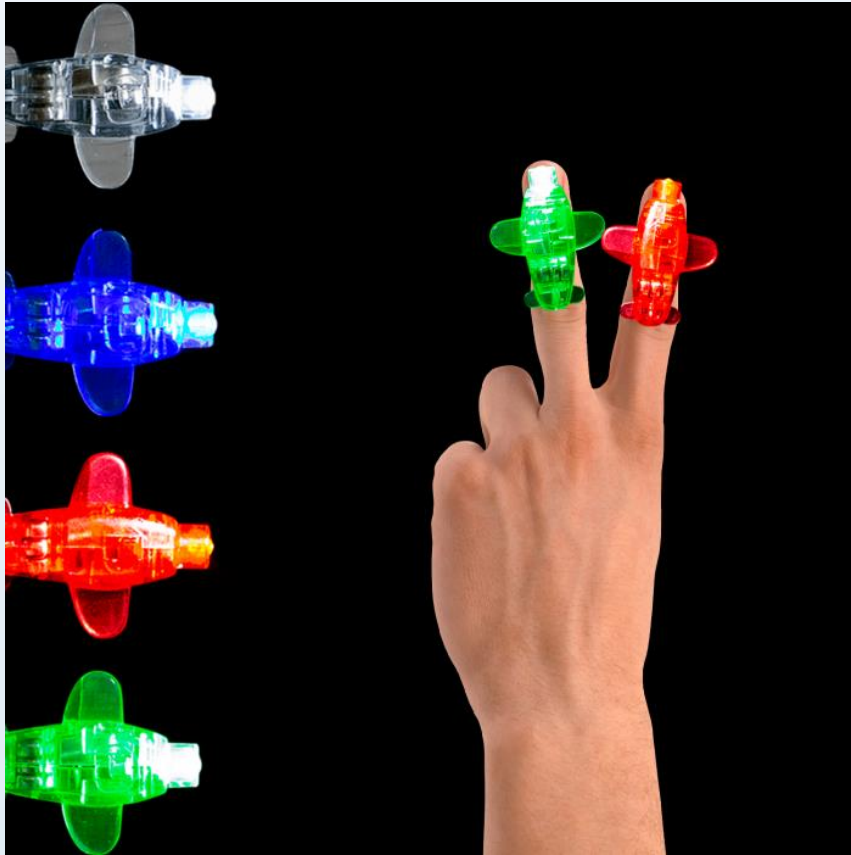
Pupils re-read a short and meaningful passage a number of times or to a suitable level of fluency.



It was a bad storm. It shook the tent.
Some hail came down.



Helpful Tips...



Helpful Tips...

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

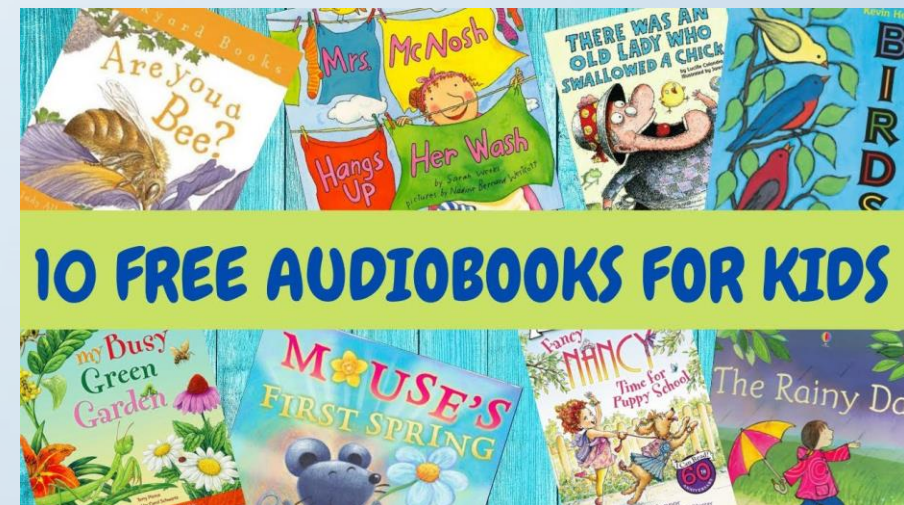
9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

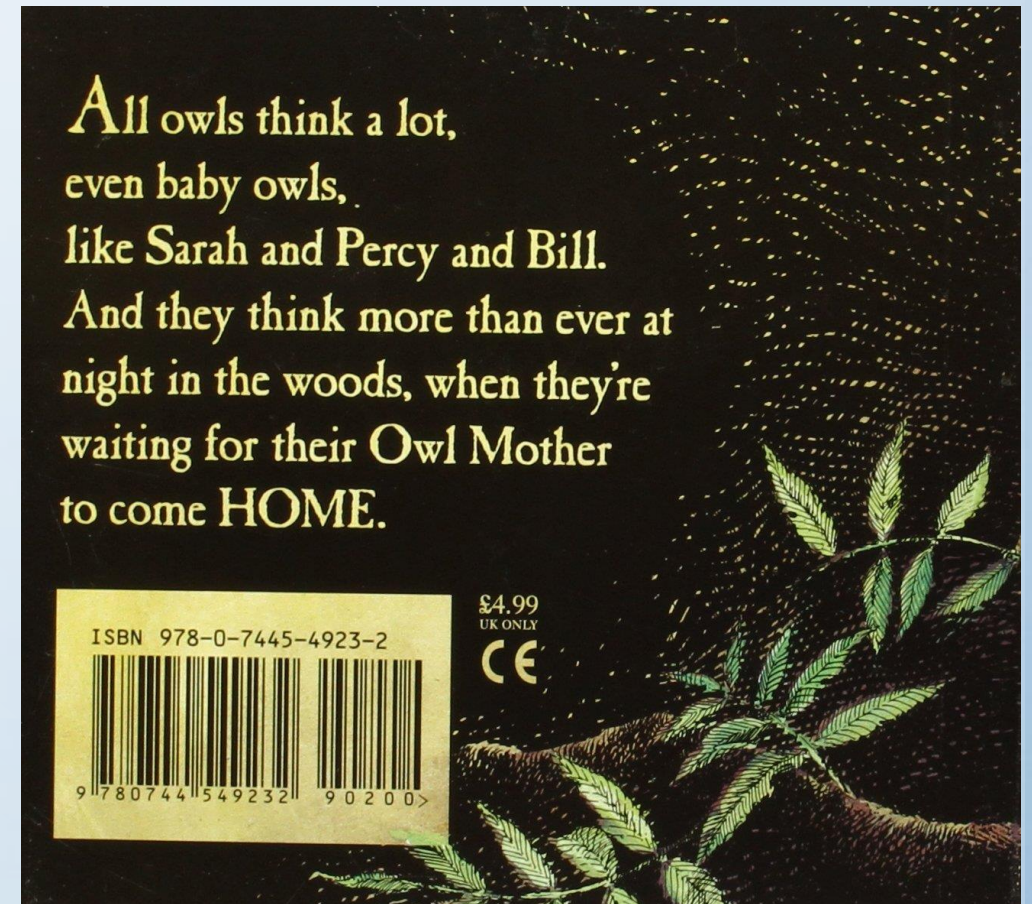
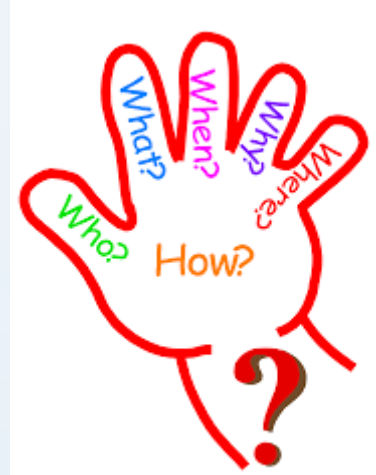
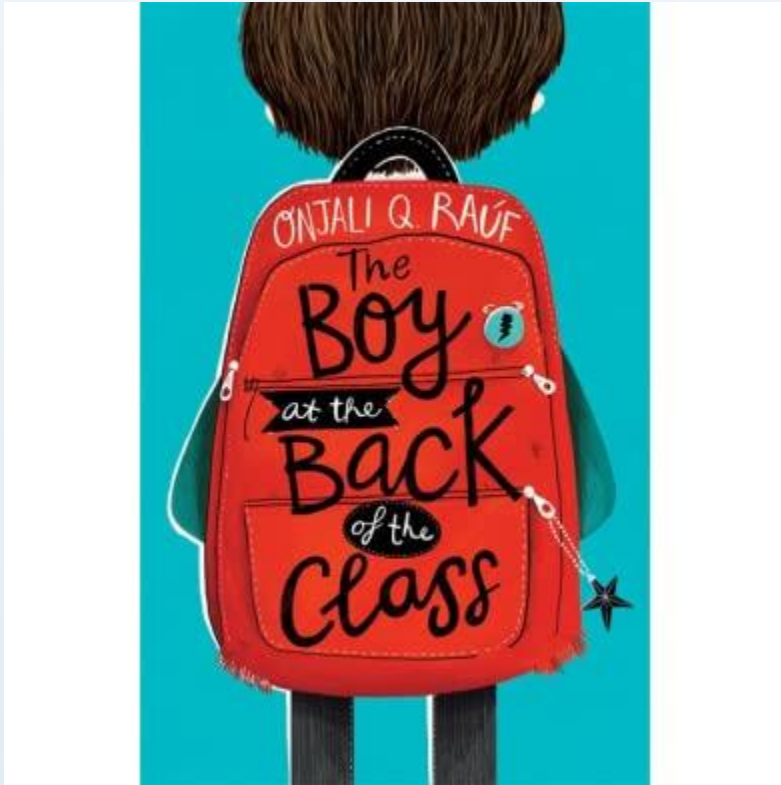
10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

Motivating disengaged readers...



Book talk...more than just reading text



Book talk...

**Why might the character have felt...?
(worried/upset/happy/sad/lonely)**

**(Choose a sentence or phrase from the text)
What does this tell us about ...?**

Tell me two things about the character.

What does the word ... mean in this sentence?

**What impressions of do you get from these
two paragraphs?**

**Look at the paragraph beginning...
Find and copy (2/3/4?) words from the rest of the
paragraph which suggest ...**

Can you summarise what has happened from ... point of view?

Can you give two reasons why ...?

Suggested books...

- <https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/>
- <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>
- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>



Any questions?

