



Reading at Cheapside School

26.01.23



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



Why should you read with your child?

1,800,000 words



90th percentile

This child reads for 20 minutes a day.

282,000 words



50th percentile

This child reads for 5 minutes a day.

8,000 words



10th percentile

This child reads for 1 minute a day.

How many times have you already read today?



It really is a vital skill.

Starting with you...

- What do you enjoy reading now?
- What did you enjoy reading as a child?
- Did anyone read to you as a child? Or can you remember being read to as a child?
- Do you consider reading as a pleasurable activity now?
- When do you read?

Reading at Cheapside

What we do, how we do it
and how you can help.

Alan Gibbons – children’s author, winner of the Blue Peter book award in 2000 and former teacher...

- A reading child is a successful child. So says the *Organisation for Economic Cooperation and Development*. This body has concluded that reading for pleasure is even more important than a child’s home background in determining academic and social success.
- That shouldn’t come as a surprise. Children who read regularly and for fun open up new worlds. They embark on journeys. They step into other people’s shoes and walk around in them, as one truly great writer put it. They empathise with people from different backgrounds, different countries. They find it easier to understand, even change the world around them. Maybe most importantly, they embark on the most epic voyage of all, the one that takes them deep into their own identity and imagination.

The National Curriculum asks that children:

- Read easily, fluently and with good understanding
- Develop a habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

Reading comprises (taken from National Curriculum in England):

- Word reading
 - Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- Comprehension (both listening and reading)
 - Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Phonics

Everything you need to know to decode the funny noises your child comes home making after a day with us! 😊

What is Phonics?

Phonics (apart from being lots of fun) is the way we teach children how to read and write in an orderly way – it may sound complicated but children pick it up really quickly with lots of practise at school and at home.

Through phonics, children are developing their phonemic awareness. This means their ability to hear, identify and manipulate the sounds within words to read and write them.

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics Overview

- It is split into 5 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1.
- Phase 1– Nursery / Reception
- **Phase 2– Reception**
- **Phase 3– Reception**
- Phase 4– Reception / Year 1
- Phase 5– Year 1/Year 2

Developing word recognition skills



- Phoneme (letter sound) awareness and phonics teaching
- Repetition and teaching of 'tricky' words
- Recognising patterns in words to enable fluent reading



Supporting your child with phonics

<https://www.youtube.com/watch?v=-ZtjFlvA fs>

<https://www.youtube.com/watch?v=qDu3JAjf-U0>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Blending to read words



<https://www.youtube.com/watch?v=IL5YUCPyC5I>

Terminology

Phoneme

Grapheme

GPC

Digraph

Trigraph

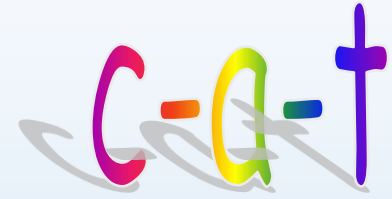
Split vowel digraph

Blend

Segment/Chunk

CVC

Structure of a Phonics Session



Review/Revisit
Teach & Practise
Practise & Apply



Children are taught phonics for 30 minutes a day which gradually increases to include handwriting, spelling and reading sessions. Children will be given opportunities to apply this knowledge across all areas of their learning through out the school day.

Teaching order














Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
 		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say it without	Down and round the yo-yo, then follow the string round

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

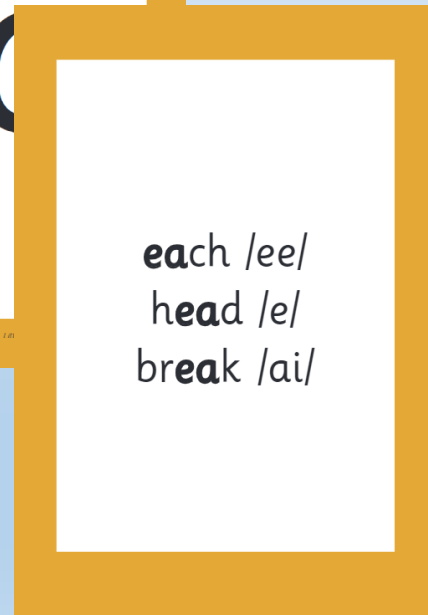
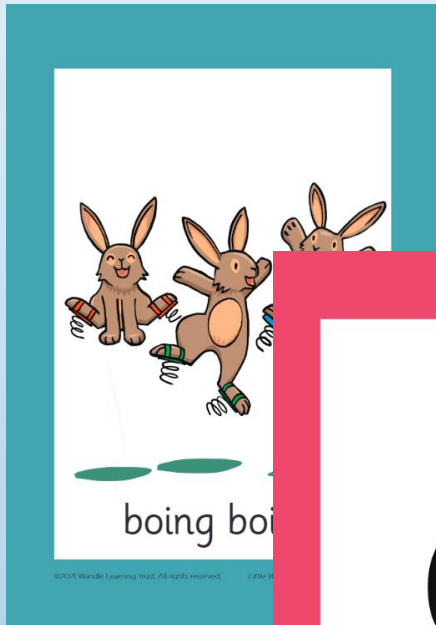
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/oal/ u funny	any many again

How we make learning stick





Watch Geraldine Giraffe – Mr Thorne Does Phonics
(You Tube)
The children love her!

Reading and spelling

ea

each /ee/
h**ea**d /e/
br**ea**k /ai/

And all the different ways to write
the phoneme sh:

shell

caption

chef

mansion

special

passsion

Tricky words



<https://youtu.be/3C1KTDag0ZA>

Spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.
- Read to check it makes sense.

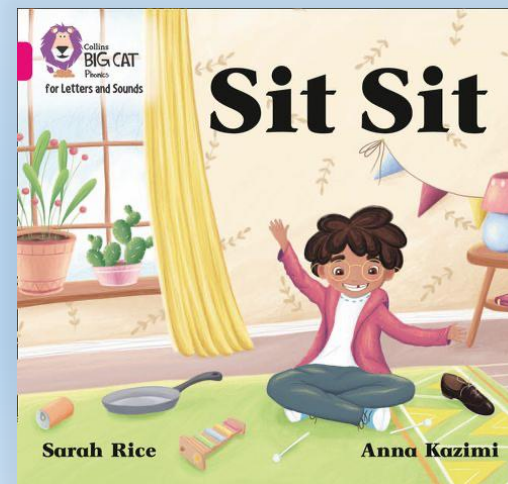


How do we teach reading in books?

Reading practice sessions are:

- timetabled each week
- taught by a trained teacher/teaching assistant
- taught in small groups.

* Additional 1-1 reading with each child when possible with a teacher, TA, volunteer or older child.



Teaching of reading in class

Shared Text work

- **One text read by the teacher to the class. Used for oral comprehension and the language and structure of both fiction and non-fiction writing. Usually as part of Literacy lessons and reading for pleasure, at the end of the school day**

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence



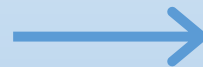
We use assessment to match your child the right level of book

**Little Wandle Letters and Sounds Revised Reception
Child assessment**

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

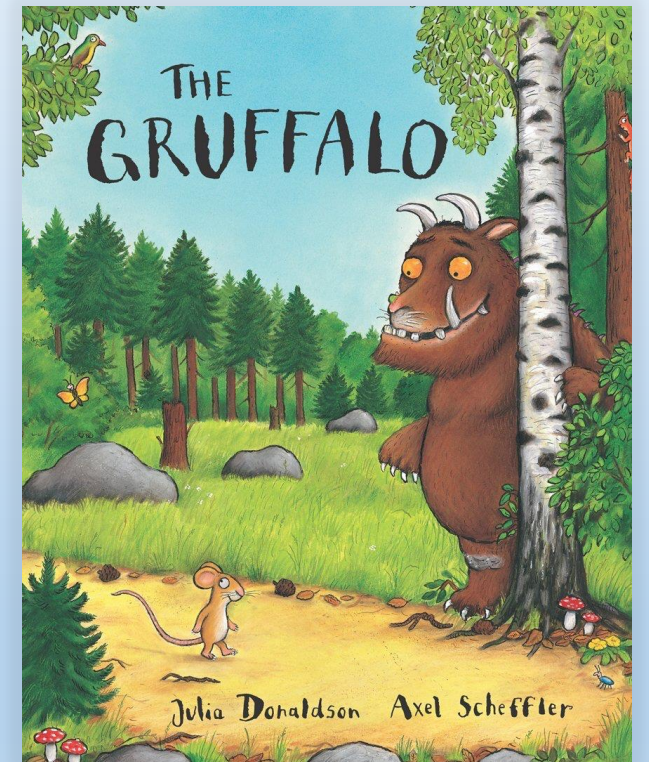
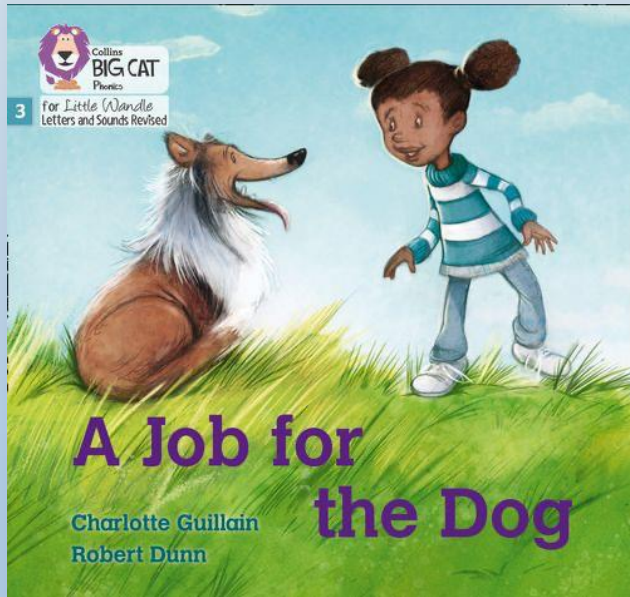
- Know all the sounds and tricky words in their phonics book well
- Increasingly, read many of the words by silent blending (in their head) their reading will become automatic
- Only need to stop and sound out about 5% of the words but they should be able to do this on their own.

Before exchanging their book for a new one.



Reading at home

Books going home



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

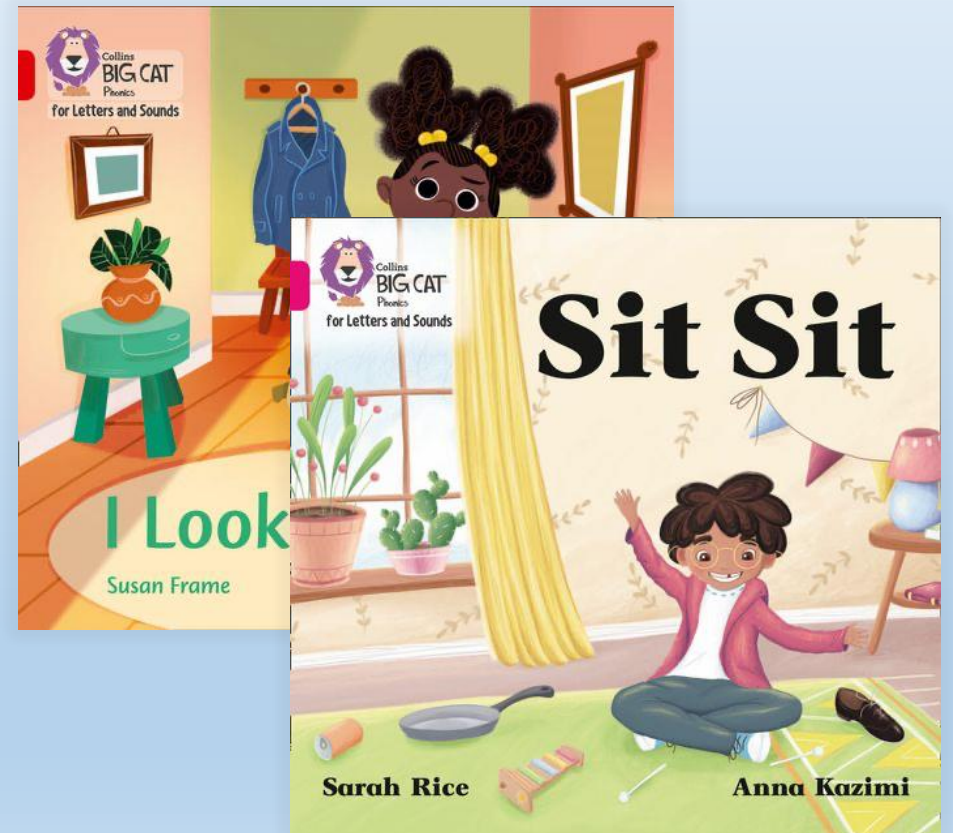
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Year 1 Phonics Screening Check

- The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half **non**-words, which Year 1 children read to a teacher.
- They need to be able to demonstrate their phonic decoding skills by isolating sounds in words, and then blending to read them.
- Example words: Real words: horn, lightning, moat
Non-words: chom, thord, blurst

Colour Banded Reading Scheme

- EYFS and Year 1 children are given phonic reading books which is the beginning of the coloured book bands. Once the children move onto **ORANGE** level they are no longer simply phonics readers.

Band	Colour	Year Group Guideline
12	Copper	Year 3+
11	Lime	Year 3
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1b	Pink (Dark)	
1a	Pink (Light)	

Progress Concerns

- Your first port of call is the class teacher
- From there the teacher will raise concerns with our SENCo, Gill Howarth and see where to go from there
- Best practice with children before the age of 7, is to avoid labelling them as having an identified reading need, as some children can take longer to develop their reading skills
- Open door policy – we want to work with you!

EYFS/KS1 Reading Comprehension

- EYFS – oral comprehension in 1-1 reading sessions moving towards practise reading sessions as children become more confident readers.
- Year one - oral comprehension in practise reading sessions and when reading with the children
- Later on this will become more formal

- **Year one comprehension progression moving into Year 2**
 - Oral comprehension – discussing books
 - Learn question words
 - Read question
 - Find keywords
 - Skim text to find keywords in the text
 - Read around the word to find the answer



Year 2 Reading Comprehension Tests

At the end of KS1, the children sit two papers. They are taught reading comprehension skills to help them make sense of the text. They will need to be able to:

1. Read the text carefully, demonstrate knowledge and understanding of vocabulary
2. Read the question, understand question words
3. Understand the keywords in the question
4. Scan the text looking for the key words
5. Write the answer in full sentences and respond to multiple choice questions



Using the public library

- <https://www.pressreader.com/>
- <http://rbwm.lib.overdrive.com/A47F18A4-6F68-430D-B0A5-0D5E0B4F3287/10/498/en/Default.htm>
- <https://rbwm.rbdigitalglobal.com/>
- <http://library.eb.co.uk/storelibrarycard?id=rbowm&target=/levels/junior>
- <http://www.whonextguide.com/>

How you can help...

- Read, read, read!
- Complete children's Reading Record Book or Y2 Bookmark to say how many times your child has read a book so that we can change it.
 - Volunteer to read with children at school

Hopefully, this evening has given you an insight into reading at school!

Thank you for listening.