



Reading at St Nicholas Primary Academy

Reading Lead – Julie Lilly
RWI Lead – Rebecca Reynolds

The Power of Reading!



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.





Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.





Understanding (Comprehension)



- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

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.

RWI – Read, Write, Inc





Reading in School

The *Teaching* of Reading

- Phonics – Daily for Years R, 1, 2 and 3
- Shared Reading in class
- Guided Reading in small groups according to ability
- Personal Reading – Reading for Pleasure
- Focused Reading activities – Whole Class
- Reading across the curriculum – Geography/Science etc
- Class novels and stories

School readers

Home readers


The hearing of reading is NOT the teaching of reading

Reading in School

The *Teaching* of Reading



St Nicholas Reading Bands

|  | Spelling Patterns | Colour Book Band | High Frequency Words |
|---|---|---|--|
| Ditties – pages 1-12 | CVC words including th, sh, ch Hear and say words, blend CVC words and recognise common diagraphs Link sounds to letters | Pink – might include: ORT – At school, The Lost Teddy, Good Old Mum, Fancy Dress, The Pet Shop End of Term 2 | |
| Ditties – pages 13-42 RED | CVC words including th, sh, ch Initial consonant blends eg. fl, sl, cc Word endings eg. ck, ll, ff, nk Link sounds to letters, hear and say sounds in order, blend CVC words and recognise common diagraphs. Use their phonic knowledge to make phonetically plausible attempts at unknown words | Red – might include: ORT – The Toy's Party, A Cat in the Tree, The Rope Swing, End of Term 4 | l of my to the no |
| Stories set 1 – Green | Short vowels/consonants + th, sh, ch Double consonants, ff, ll Final consonants – ng, ck, nk, tch Long Vowels – ay, ee, igh, ow, oo, oo Link sounds to letters, hear and say sounds in order, blend CVC words and recognise common diagraphs. Use their phonic knowledge to make phonetically plausible attempts at unknown words Read automatically high frequency words Use phonics to read unknown or difficult words | Yellow- might include: Stage 2 ORT End of year R expected | the your said you my I he are of no |

Year R start with Lilac books which have no words. This is to develop their understanding of story vocabulary, sequence of books and to build up their confidence.



The children move through the book bands according to their phonic understanding and ability

| | | | |
|---|---|--|--|
| <p>Stories set 2 – Purple</p> | <p>Short vowels/consonants + <u>th</u>, <u>sh</u>, <u>ch</u>. Double consonants, <u>ff</u>, <u>ll</u> Final consonants – <u>ng</u>, <u>ck</u>, <u>ok</u>, <u>tch</u></p> <p>Initial blends – <u>tr</u>, <u>st</u>, <u>sp</u>, <u>fl</u>, <u>bl</u> Long vowels – <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>oo</u>, <u>ar</u>, <u>ow</u>, <u>oy</u> Recognise all common diagraphs Read automatically high frequency words Link sounds to letters and name the letters of the alphabet</p> | <p>Blue – might include : ORT A Cat in the Tree, The Storm, The Play</p> <p>HAP end of year R</p> | <p><u>The of</u> To i My he Go me Baby said Are your You he</p> |
| <p>Ditties pages – 45-54 Stories set 3 Pink</p> | <p>Double consonants – <u>eg</u>, <u>ff</u>, <u>tt</u>, <u>ll</u>, <u>mm</u>, <u>pp</u> Final consonants – <u>ve</u>, <u>ng</u>, <u>ok</u>, <u>ck</u>, <u>tch</u> Long vowels – <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>oo</u>, <u>ar</u>, <u>ow</u>, <u>oy</u> Root word with <u>ing</u>/<u>ed</u>/<u>s</u> Syllables Recognise all common diagraphs and trigraphs, including more complex long vowel phonemes Read automatically high frequency words Use syntax and context to self-correct when reading for accuracy and meaning Read longer syllables including two and three syllable words</p> | <p>Green – might include: The Storm, The Dragon Tree, Village in the Snow, Gran</p> <p>End of Term 2 Year 1</p> | <p>All <u>my</u> The like I've want You call We be no Her are Of me Said she</p> <p>To some There so</p> |
| <p>Stories set 4 – Orange</p> | <p>Long vowels – <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>ue</u>, <u>oo</u>, <u>ar</u>, <u>ou</u>, <u>oy</u> or air <u>ir</u>, <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, root word with <u>ing</u>/<u>ed</u>/<u>s</u> Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words</p> | <p>Orange – might include: in the garden, Kipper and the Giant, Land of the Dinosaurs</p> <p>End of Term 4 Year 1</p> | <p>what they do said you the me be want my go he No old Are we So was Of all She her</p> |

| | | | |
|-------------------------------|---|--|---|
| <p>Stories Set 5 - Yellow</p> | <p>Long vowel sound <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>oo</u>, compound words <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, <u>ur</u>, <u>ow</u>, <u>ai</u>, <u>oa</u>, <u>ew</u>, <u>ire</u>, <u>ear</u>, <u>ure</u>, <u>tion</u>, <u>tious</u>, <u>ciou</u>s, <u>e</u> Syllables Recognise less common digraphs and trigraphs, exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words</p> | <p>Turquoise – Might Include: In the Garden, Lost in the Jungle, The Broken Roof</p> <p>End of year 1 expected</p> | <p>One saw Her to go The all was Some she be he they Watch me Watches said My want you School are By do of small wall there what no so who tall call brother I'm I've their any fall were</p> |
| <p>Stories Set 6 - Blue</p> | <p>Long vowel sound <u>ay</u>, <u>ee</u>, <u>igh</u>, <u>ow</u>, <u>ue</u>, <u>air</u>, <u>or</u>, <u>ir</u>, <u>oy</u>, <u>ar</u>, <u>ea</u>, <u>oi</u>, <u>a-e</u>, <u>i-e</u>, <u>o-e</u>, <u>u-e</u>, <u>aw</u>, <u>are</u>, <u>ur</u>, <u>ow</u>, <u>ai</u>, <u>oa</u>, <u>ew</u>, <u>ire</u>, <u>ear</u>, <u>ure</u>, <u>tion</u>, <u>tious</u>, <u>ciou</u>s, <u>e</u> Compound word syllables Suffixes – <u>ing</u>/<u>ed</u>/<u>s</u> for plurals Recognise less common digraphs and trigraphs exploring word families Routinely apply phonic knowledge for unknown words to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning</p> | <p>Purple – Might include: ORT In the Garden, Red Planet, Lost in the Jungle, The Broken Roof</p> <p>HAP End of Year 1</p> <p>End of Term 2 Year 2</p> | <p><u>Any other</u> two one all her there said they could would want their some watch anyone over who does school through once here son you're here Why brother were humans whole what was small tall</p> |

Reading at Home – Enjoy!



- **Daily if possible – even if it's just for 10 mins**
- **Make reading visible; have books, comics, newspapers, ebooks available in your home**
- **Share books every day;**
- **Boys need to see that reading is something men do.**
- **Talk about books.**
- **Sit and listen - don't do chores around the reader!**
- **Respect choices.**

What to do if your child is stuck



- **Use phonics first.** What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

Independent Strategies *by Jill Marie Warner*



When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can **look at the picture** to get a hint.
Or **think what the story's about**.
I can "get my mouth ready" to **say the first letter**.
A kind of "**sounding out**".
I can **chop up the words** into smaller parts,
Like on or ing or ly,
Or **find smaller words** in compound words
Like raincoat and bumblebee.

I can **think of a word that makes sense** in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.



Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.



Talking about books



It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

Why do you think the author chose that word?



Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.

Hearing your child read



- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.
- Continue to read with and to your child even when they can read independently

Reading to your children



- Read them the book that was your favourite when you were a child.
- Give them the chance to choose what to read
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!