

Reading



2018-2019

Reading Reading Reading !!!!!!!



SKY SPORTS

BARCLAYS PREMIER LEAGUE

TEAM	P	W	D	L	F	A	P
Chelsea	10	6	1	3	17	10	23
Liverpool	10	5	2	3	17	10	23
Manchester City	10	3	6	1	11	11	18
Tottenham Hotspur	10	2	6	2	11	11	18
Wigan Athletic	10	0	4	6	11	11	18
Aston Villa	10	0	4	6	11	11	18
West Ham United	10	0	2	8	11	11	18
Arsenal	10	0	2	8	11	11	18
Portsmouth	10	1	3	6	11	11	18
Reading	10	0	2	8	11	11	18



CHOICE OF BIRDS

CHOICE OF CHICKENS

NEW MENU

SAVORS



Vocabulary, Vocabulary, Vocabulary!!!!!!



“Vocabulary at the age of five is a powerful indicator of how many GCSEs children will get at 16. Children who had good vocabularies at age six have been found at age 14 to be on average five years ahead in their reading comprehension, compared to those who had poor early vocabularies”

The purpose of Primary English

The intention of the English Curriculum is to ensure pupils:

- ▶ Develop reading and writing skills towards age-related expectations
- ▶ Develop a love of reading
- ▶ Develop a wide range of vocabulary
- ▶ Develop accuracy and application in phonics, spelling, punctuation and grammar
- ▶ Explore a range of books
- ▶ To talk about a fiction and non-fiction book.

Primary National Curriculum 2014

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 when they start school.

Year 1

Word Reading	Comprehension
Apply phonics to read words	Develop pleasure in reading, motivation to read, vocabulary and understanding
Say the phoneme to match the grapheme	
Blend sounds together	Understand both the books they can already read accurately and fluently and those they listen to
Read common exception words	
Read words with -s, -es, -ing, -ed, -er and -est endings	Participate in discussion about what is read to them, taking turns and listening to what others say
Read words with more than one syllable	
Read words with contractions I'm, I'll, We'll	Explain clearly their understanding of what is read to them.
Read aloud books accurately that match their phonics ability	
Re-read books to develop fluency and confidence	

Year 1

the	a	do	to	today	of
said	says	are	were	was	is
his	I	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our				

Year 2

Word Reading	Comprehension
Continue to apply phonics to read word until reading is fluent	Develop pleasure in reading, motivation to read, vocabulary and understanding
Say the phoneme to match the grapheme, especially recognising alternative sounds	
Read accurately words of two or more syllables	Understand both the books they can already read accurately and fluently and those they listen to
Read words containing common suffixes -	
Read common exception words, noting correspondence between spelling and sound	Participate in discussion about books, poems and other works that are read to them, taking turns and listening to what others say
Read most words quickly and accurately	
Read aloud books accurately that match their phonics ability	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Re-read books to develop fluency and confidence	

Year 2

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas		

Reading Books

Pink

Red

Yellow

Blue

Green

Orange

Turquoise

Purple

Gold

White

Lime

Phonics

Key Word

Key Word

Boxer ran into the park.

○ ○ ○ ○ ○ ○ ○

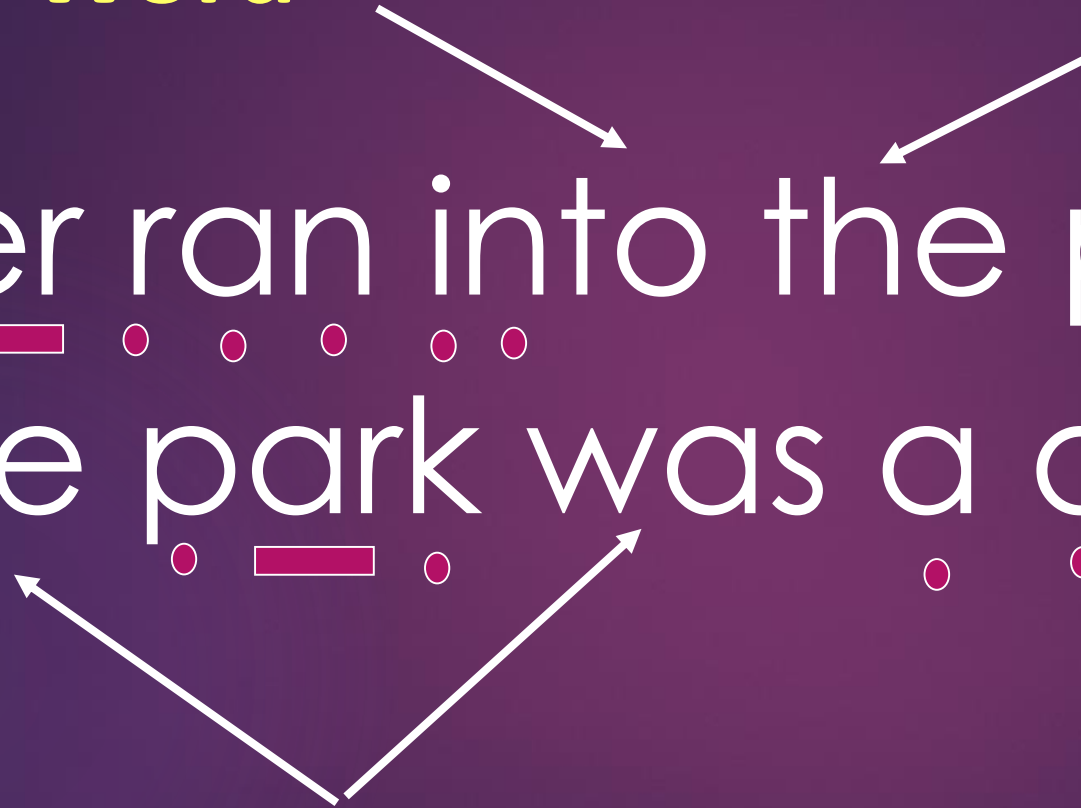
○ ○

In the park was a deep pool.

○ ○ ○ ○

○ ○ ○ ○ ○

Key Words



Reading Books

Pink

Red

Yellow

Blue

Green

Orange

Turquoise

Purple

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White

Lime

Comprehension – understanding the text

- ▶ Knowledge of words
- ▶ Key parts of the story
- ▶ Sequence of the events
- ▶ Inferences
- ▶ Predictions

Knowledge of words	Key parts of the story	Sequence of events	Inferences	Predicting
<p>Which word in the text describes ...?</p> <p>Find a word which tells you that ...</p> <p>What does the word ... mean in this sentence?</p> <p>Find a word you like – say why</p>	<p>What is the character doing?</p> <p>What is the setting? How do you know?</p> <p>Tell me two things about the character</p> <p>What happens in the story?</p> <p>What did the characters find/see?</p> <p>Where did the character go?</p> <p>How did the character behave?</p> <p>Why did the character ...?</p>	<p>Can you tell the story in sequence?</p> <p>What happens after ...?</p> <p>What happens before ...?</p> <p>What did ... do first/next/last?</p>	<p>Why do you think the character ...?</p> <p>Why might the character have felt...? (worried/upset/happy/sad/lonely)</p> <p>Why do you think the character said...?</p> <p>How do you know that...?</p> <p>How can you tell...?</p> <p>What is meant by...?</p>	<p>What do you think will happen next? Why?</p> <p>Can you predict who might be in the story?</p> <p>Can you predict where the story might take place?</p> <p>Can you predict when the story might take place?</p> <p>Was your prediction correct? (after reading)</p>

Instant recall - when information is stated

Inference — when information is implied and not stated

The twenty five year old man hurried down the street in the freezing rain with his hands jammed tightly in his pockets. His foot slipped on the icy pavement. One of his jacket pockets bulged more than the other. He was feeling worried; he was rushing home to his daughter's birthday party.

Year 1 Phonics Screening

- ▶ Statutory for all Year 1 children
- ▶ Held in June
- ▶ A short, simple assessment to check that children have learned phonic decoding to an appropriate standard
- ▶ Contains real and 'not real' words
- ▶ More information closer to the time
- ▶ Retested in Year 2 if not met threshold in Year 1

Year 2 SATS

- ▶ Statutory for all Year 2 children
- ▶ Held in May
- ▶ An assessment in Reading, Writing, Maths and GPaS to check that children have learned to an appropriate standard
- ▶ More information closer to the time