



READING WORKSHOP

WEDNESDAY 22nd JANUARY 2025

RESEARCH

Parents who read 1 picture book with their child(ren) every day provide their children with exposure to an estimated 78,000 words each year.

Early exposure to language is the greatest factor in language development and learning to read. By reading together every day, you stimulate and strengthen your child's language and literacy skills. It is that simple. By reading and talking with your child each day, you bond with them and model the love of reading, which will benefit them in school and throughout life.

Growing up in a home packed with books has a large effect on English in later life

Never read to (at 5 years old), 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

THE IMPORTANCE OF TEACHING READING FLUENCY

- Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.

Teaching children to read is complex and encompasses a range of skills, such as word decoding, comprehension and fluency. But how do these components build on one another, and connect, to ensure children reach the goal of reading and understanding texts?

Evidence has consistently highlighted that both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own. So, where does reading fluency sit with these components?

BUILDING THE COMPONENTS TOGETHER

Evidence has consistently highlighted that both decoding and comprehension skills are necessary for confident and competent reading but neither is sufficient on its own.

Scientific research has recognised the critical nature of fluency as a bridge between effortful decoding and comprehension.

A fluent reader is one who can accurately and automatically decode words with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read.

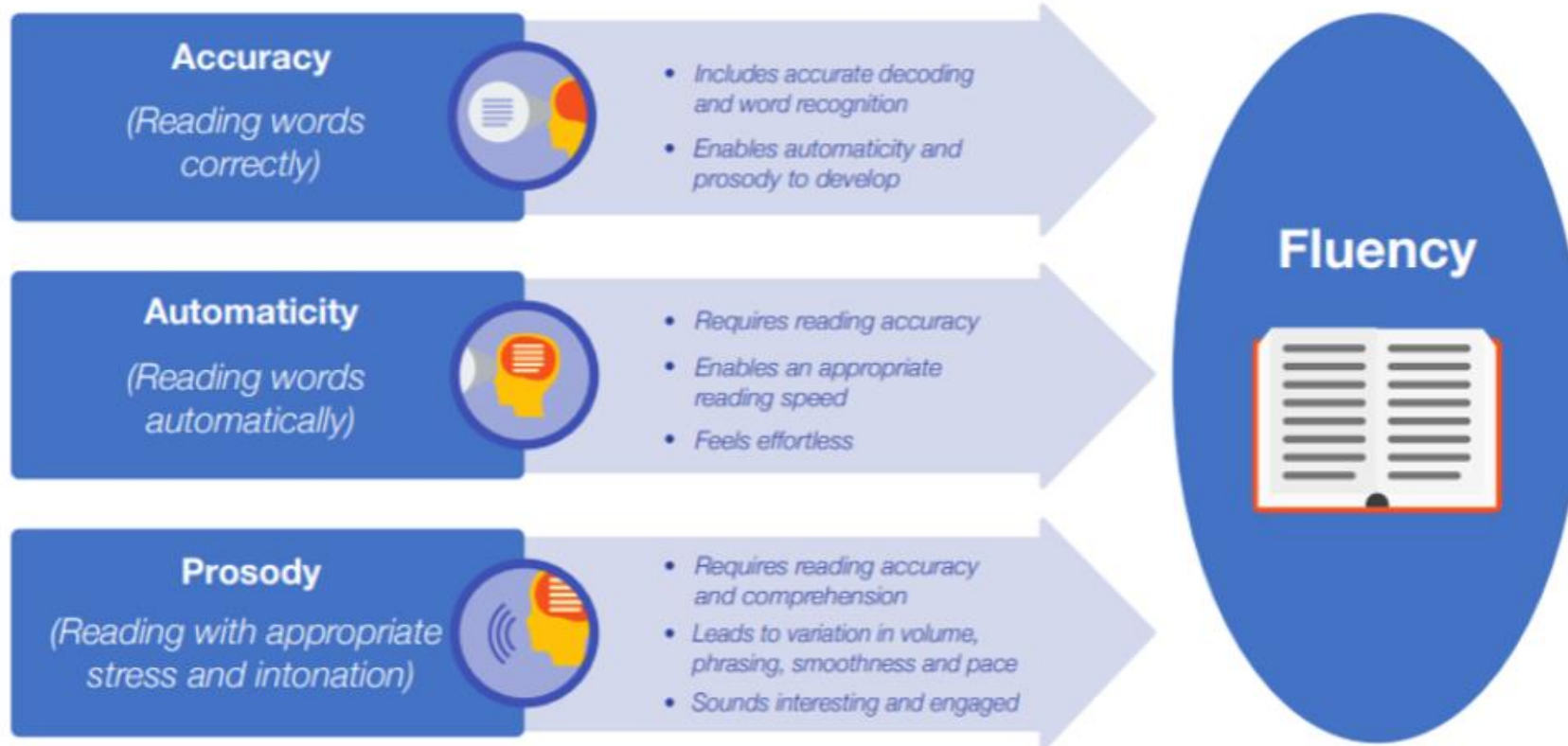
Figure 7: The fluency rubric—adapted from Zutell and Rasinski (1991)³⁷

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
3	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
2	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
1	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions</i> , and/or multiple attempts.	Reads <i>slowly and laboriously</i> .

FLUENCY RESEARCH

READING FLUENCY – EEF

Figure 5: Reading fluency



DEVELOPING READING FLUENCY

How can reading fluency be developed?

Guided oral reading



Guided oral reading instruction is when fluent reading of a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback.

This may also include assisted reading strategies such as paired reading and use of technology.

Repeated reading



Repeated reading is when pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Strategies such as choral, echo or mumble reading can help to provide oral support for reading for pupils.

[Reader's Theatre](#) is also a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.

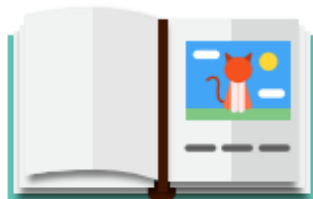
HOW DO WE TEACH AND NURTURE FLUENCY?

- Pupils need to:
- **Be read aloud to:** this allows them to hear fluent reading
- Engage in **assisted reading:** Pupils read a text whilst listening to a fluent reading of the same text;
- Be given opportunities for **repeated reading:** pupils practice reading texts repeatedly until they can read the text in a fluent manner.

MISCONCEPTIONS AROUND FLUENCY

Myth 1: 'Accurate decoding automatically leads to good comprehension'

- Word reading fluency is important, but is not sufficient to guarantee comprehension.
- Some pupils become skilled at word recognition but then struggle to comprehend what they read.
- Fluency practice helps to bridge this transition to better comprehension.



Myth 3: 'Silent independent reading improves fluency'

- Silent reading in itself does not lead to improved reading fluency. However, the connection between oral reading and silent reading is clear: fluent oral reading leads to fluent silent reading.
- Teachers modelling oral reading is an important part of fluency practice, so that pupils have the opportunity to 'hear' what fluent reading sounds like.
- Assisted reading strategies, such as paired reading or the use of technology, can be helpful in supporting independent reading.



Myth 5 'Reading a text once is enough'

- Pupils face many challenges when reading an unfamiliar text such as navigating new vocabulary, grappling with text structure or a lack of background knowledge to draw upon as they read. Therefore, reading a text once is rarely enough for good comprehension.
- Repeated reading allows pupils to rehearse and refine their reading of complex texts with improved fluency and comprehension, and these benefits can then be applied to the reading of future new texts.





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Reading and Phonics

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OUR CURRICULUM

[Our Curriculum](#) >[Our Curriculum Intent](#) >[Implementation and Progression of our Curriculum](#) >[Curriculum Maps](#) >

How are Phonics and Reading taught?

Our curriculum promotes a love of reading through experiential opportunities and learning. A wide range of teaching resources and texts are available to engage readers. In our independent learning environment, pupils continually use their reading skills to research and apply knowledge into their writing.

In Early Years and Key Stage 1 phonic skills are developed through highly focused, daily sessions through the FFT Success For All Programme. The school offers opportunities for parents to attend phonics workshops in order to further increase understanding of the strategies used in school.

Reading books for children completing phonics are accessible in school and online at home: these are closely linked to their phonetic awareness. Once children have graduated from the phonics scheme, the children have access to a wide range of books including fiction, non-fiction and poetry from our reading reference areas. The system supports the independent choice, by pupils, of reading books. All pupils are expected to have a current reading book in school and are supported in choosing a text appropriate to their reading level. In

LEARN TO READ



We are really proud of our successes in reading.

- We continue to use a consistent approach to phonics, using the *FFT Success For All* programme. The children experience daily phonics and reading sessions where they are able to learn new sounds and share their learning through writing and reading.
- Vocabulary teaching
- Immersion in class texts
- Non-fiction texts across the curriculum
- Poetry reading once a half term
- Top 100 reads challenge
- Reading reference areas – in classrooms and around school

PROGRESSION GRIDS - READING



Reading Curriculum – Progression Grid

	READING Retrieval	READING Inference and Deduction	READING Drawing Conclusions and Appreciation of the Whole	READING Prediction	READING Vocabulary and Language	RSHE Caring Friendships
By the end of Key Stage 2 pupils will know	<p>Selects and shows an understanding of 5 ambitious vocabulary and language structures, reflecting on how these contribute to the reader's understanding of the whole</p> <p>Identifies four major themes within texts studied, comparing and contrasting these with reference to author's viewpoint and the purpose of texts</p> <p>Draws 3 inferences from a chosen source, using evidence to support their inferences (e.g. quotations)</p> <p>Makes 2 plausible predictions based on their knowledge of the text, including small details which contribute significantly to the whole.</p> <p>Can evaluate at least 1 moral dilemma in a text, reflecting this back to their own experience</p> <p>Shares one more book that they have read</p>					
Y66	<p>Within responses to texts, shows an awareness of the context of the writing and draws upon this knowledge to support comprehension.</p>	<p>Makes accurate and mature inferences from an increasingly challenging range of texts. Shows an appreciation of author's intent and considers the 'hidden meaning' of texts.</p>	<p>Draws accurate conclusions from within and across texts, and in doing so considers the whole, identifying major themes and comparing and contrasting these with reference to author's viewpoint and the purpose of texts. Enjoys a broad and rich reading diet and loves exploring new and unfamiliar authors and genres. Is highly analytical in their appraisal of texts, considering mature ideas such as moral dilemmas and the author's reason for writing.</p>	<p>Can confidently predict what came before and what might come next, in plot, characterisation and behaviours. Can explain the author's intention and why predictions are plausible based upon knowledge of the text, including small details which contribute significantly to the whole.</p>	<p>From across the text, shows an expert understanding of highly ambitious vocabulary and language structures. Is extremely confident to justify author's language choices and can explain how these contribute to reader's understanding of the whole.</p>	<p>Children understand friendships can be multi-faceted and can critically evaluate moral dilemmas in texts, reflecting this back to their own experiences.</p>
	<p>Forms increasingly mature responses to texts, retrieving only what is relevant and is able to justify their approach, considering the question, the text and their answer.</p>	<p>Considers factors from across the text when drawing inferences. Is able to explain how characters may change or develop, making comparisons across and within texts. Includes explained quotations within their responses.</p>	<p>Considers factors from across the text to draw conclusions about characters, plot and key details from a wide range of texts and genres. Identifies and explains appropriate quotations using sophisticated language to support viewpoint. Considers author's intention in their response</p>	<p>Can identify subtle details within texts which may give an indication of future or past events, and can explain how identified details support predictions made- including in more extended responses.</p>	<p>Confidently identifies how the author has made specific language choices to influence the whole, considering figurative language and literary devices within this.</p>	<p>Children can recognise within texts positive and negative relationships, what can be done to support these and when intervention from others may be beneficial.</p>
By the end of Lower Key Stage 2 pupils will know	<p>Retrieves 5 key pieces of information from the source, showing an understanding of what they have read</p> <p>Selects 4 words or phrases that are more effective than others</p> <p>Use the 3 part APE structure to respond support their formulation of inferences and conclusions made</p> <p>Makes 2 plausible predictions based on their knowledge of the text</p> <p>Explains 1 effective strategy for conflict resolution, justifying their reasoning</p> <p>Shares one book that they have read</p>					
Y3/4	<p>Forms appropriate responses to retrieval questions that really reflect what the question requires of them, becoming increasingly efficient in their approach.</p>	<p>Can justify inferences with evidence from the text, using structures such as APE and PEE to support their formulation of increasingly extended responses.</p>	<p>Can draw conclusions from texts about major themes, characters, and atmosphere and can use structures such as APE and PEE to support formulation of increasingly extended responses.</p>	<p>Within predictions, can identify key information which supports their viewpoint, confidently explaining this link within learning.</p>	<p>Can explain why certain words or phrases are more effective than others, and why the author may have chosen to use these- whilst showing excellent understanding of vocabulary.</p>	<p>Children can suggest strategies for conflict resolution within a text and can justify their reasoning.</p>
	<p>Retrieves and records specified information from a wide range of texts, understanding what a question has asked.</p>	<p>Begins to add explanation to their responses to consider why inferences have been made from what they have read.</p>	<p>Can justify conclusions drawn from across texts through their explanations and identification of key supporting details from an increasingly wide range of texts.</p>	<p>Can make predictions about characters, behaviours and plot, using less obvious inferences and knowledge of the text to support them.</p>	<p>Can identify effective vocabulary choices, showing understanding of language use and beginning to consider the impact of language.</p>	<p>Children can identify the themes of mutual respect, truthfulness, loyalty, kindness, generosity and trust across a range of texts.</p>
	<p>Uses an increasing range of strategies to find different types of information from texts, showing a real understanding of given information.</p>	<p>Draws inferences from texts, such as feelings, thoughts and motives from characters actions and behaviours. Uses empathy and their own experiences to support this.</p>	<p>Enjoys sharing texts with a range of people and can discuss their new knowledge from texts with increasing confidence and a good level of understanding. Makes links across and within these texts to begin to compare and contrast.</p>	<p>Predictions are always based upon what they have read and understand and are grounded in sense.</p>	<p>Uses strategies such as contextual clues, word types and synonyms to accurately identify meaning of unfamiliar vocabulary.</p>	<p>Children can draw conclusions from a text about what makes a good friend.</p>
By the end of Key Stage 1 pupils will know	<p>Retrieves and records at least 3 pieces of specific information from texts (e.g character names, setting)</p> <p>Can draw 2 inferences from what they have read (e.g how a character is feeling)</p> <p>Can make a plausible prediction about what may happen next, explaining their viewpoint</p> <p>Shares 1 strategy to identify the meaning of unfamiliar vocabulary</p>					

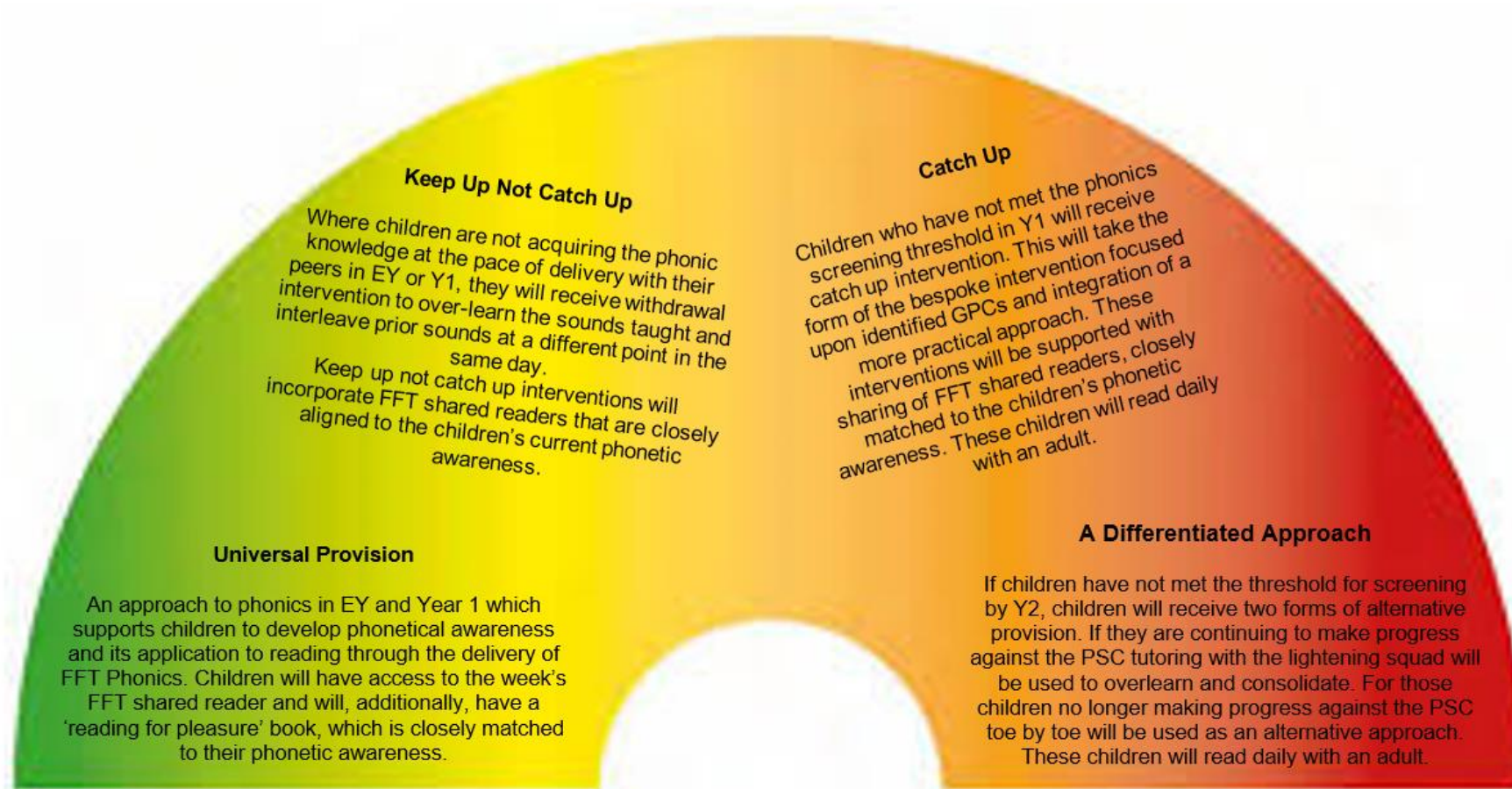
Reading Curriculum – Progression Grid

Y1/2	<p>Can find and record specific information from beginning to justify their strategy.</p>	<p>Can make inferences from what they have read by reading 'between the lines'.</p>	<p>Can identify main themes in texts, considering the whole and differentiating between what is important and what is not.</p>	<p>Can make a plausible prediction based upon what they have read, explaining their viewpoint.</p>	<p>Beginning to develop strategies to support the identification of the meaning of unfamiliar vocabulary.</p>	<p>Children can make connections between stories with a moral about friendships to their own life.</p>
	<p>Can independently find key information within a text.</p>	<p>Can make simple inferences from what they have read beyond the immediately obvious.</p>	<p>Can summarise and appreciate the main ideas of a text to begin to draw a conclusion (e.g. about the type of text, characters).</p>	<p>Can make predictions based upon what they have read using discussion to support them.</p>	<p>Reads fluently, with little hesitation over unfamiliar vocabulary. Sees reading as an opportunity to extend vocabulary.</p>	<p>Children can recognise character's emotions and relationships within texts.</p>
	<p>Can retrieve basic information from the text, with discussion to support this (e.g. names, places).</p>	<p>Begins to make simple inferences from what they have read or seen.</p>	<p>Can answer questions that consider the whole text, when supported through discussion.</p>	<p>Understands what is meant by a prediction, and begins to form their own ideas based upon what they have read.</p>	<p>Accurately applies phonic knowledge to read increasingly fluently, showing an understanding of vocabulary read.</p>	<p>Children begin to recognise character's emotions using pictures to support them.</p>
By the end of EY pupils will know	<p>Articulates 3 facts about what they have read (e.g. what they enjoyed, book title)</p> <p>Describes 2 main events from a story that they have read</p> <p>Suggests 1 way in which a story might end</p>					
MR	<p>Shows an understanding of what they have read by retelling stories and narratives using their own words</p>	<p>Can describe main events from stories that they have read and start to anticipate, where appropriate, key events in stories</p>	<p>Can discuss what they have read and what they enjoyed about the story, explaining their response. Children re-read books to build up their confidence, fluency, understanding and enjoyment.</p>	<p>Can suggest how a story might end, based upon what they have read, heard, discussed or seen in pictures.</p>	<p>They use phonic, semantic and syntactic knowledge to read words consistent with their phonetic knowledge by sound blending. Blend sounds into words so that they can read short words made up of known letter-sound correspondences and where necessary, a few common exception words.</p>	<p>Children respond to stories in a way that is appropriate to the emotion portrayed.</p>
	<p>Listens with increasing recall and shows an understanding of what they have read such as the main events and characters</p>	<p>Listens to stories with increasing attention and can deduce basic information from pictures.</p>	<p>Shows an understanding that 'print carries meaning' by summarising the main events of stories read to them.</p>	<p>Anticipates key events, words and phrases in a wider range of reading materials.</p>	<p>Shows retention of vocabulary exposed to in texts by using this within their own speech. Say a sound for each letter in the alphabet, know at least 10 digraphs and some common exception words. They explore recently used vocabulary within varying contexts including discussions about what has been read.</p>	<p>Within stories, children recognise what is right and wrong</p>
	<p>Shows an interest in favourite books and poems and can recognise familiar characters.</p>	<p>Is beginning to respond appropriately to stories (e.g. emotional response).</p>	<p>Shows a preference for certain stories/books and can say why.</p>	<p>Can 'fill in' missing words in known stories or rhymes.</p>	<p>Engages in conversations about stories, learning new vocabulary and uses these within longer spoken sentences (e.g 4-6 words).</p>	<p>Starts to read and understand facial expressions.</p>

OUR APPROACH TO PHONICS



Our Approach to the Teaching of Phonics



LEARN TO READ, READ TO LEARN, LOVE TO READ

Learning To Read		Read To Learn		A Love Of Reading	
Everyone As A Teacher Of Phonics	Our Approach To Teaching Reading	Developing Vocabulary	Reading Within The Wider Curriculum	Our Reading Environment	Celebrating Reading
<p>At Gatley Primary School we follow the FFT Success For All phonics scheme. All of our staff are trained, using FFT resources, in the principles of this approach. We follow this scheme with fidelity and our book scheme books (predominantly Big Cat Letters and Sounds) are closely aligned to the sequencing of teaching within FFT. The teaching of phonics begins in nursery and is prioritised within reception and Year 1. As a result, our pupils make rapid and sustained progress and the % of our pupils passing the phonics screening check is consistently significantly above national (92% 2022)</p> <p>We see all of our staff as the teachers of phonics and this is demonstrated through our approach to the teaching of spelling. Once children have 'graduated' from the FFT Success For All Scheme, we begin the explicit teaching of spelling using our own carefully crafted approach, which is grounded in the further development of pupil's phonetic awareness and the application of this knowledge into writing.</p>	<p>Our reading curriculum has been designed upon careful consideration of the expectations of the national curriculum. Our reading progression grid demonstrates the 'big ideas' within reading that our children will become experts in and this grid maps children's progression within each of these strands from their entry point in EYFS to their exit point at the end of Year 6. Across the school, additionally to the explicit teaching of phonics, reading is taught within our English cycle and is the driving force for the development of our pupil's writing. Within reading lessons, pupils are exposed to a wide range of high quality texts, spanning fiction, non-fiction and poetry, which are carefully selected by our teachers, under the guidance of our English leads. As a result of the delivery of our exceptional reading curriculum, our pupils consistently achieve significantly above national averages at key milestones. In 2022 at KS2 95% of our pupils achieved EXS and 53% achieved GDS.</p>	<p>"Building children's vocabularies opens doors to harder, more rewarding curriculums and lifelong learning" (Quigley) Vocabulary sits at the heart of our curriculum and we see reading as an integral way in which to support the development and growth of our pupils' vocabulary. Within our curriculum, pupils are regularly exposed to reading that extends their vocabulary and the development of this is expertly guided by our teachers. Our teachers unpick unfamiliar words and make connections to known vocabulary to deepen our pupils' understanding. As a result of our language rich learning environments across the curriculum and through the explicit teaching of vocabulary, our pupils are highly articulate and are able to confidently express themselves, showing an appreciation for the nuances of language. Additionally, within every lesson planned for, the key vocabulary to be imparted to our pupils is carefully considered as born out of our progression grids and curriculum concepts.</p>	<p>Additionally, reading is integrated into the delivery of our wider curriculum subject areas as books and texts are carefully selected as the driving force for foundation subject lesson delivery. Teachers, under the guidance of our English subject leaders, carefully select the texts our pupils will read and be exposed to within foundation subjects, ensuring a rich and varied reading diet is offered. These texts are chosen to inspire awe and wonder within our pupils and to hook them into the lesson and the subject discipline. Integrated within both lesson delivery and our learning environment, pupils are encouraged to access these texts as the means by which to 'know more'.</p> <p>We see books as the gateway to developing pupils' knowledge and as a mechanism by which to capitalise upon our pupils' motivations and enthusiasm to learn and know more. As a result, our pupils' knowledge across the curriculum is exceptional and they are able to articulate this clearly and confidently.</p>	<p>Within each classroom, we have well-stocked reference areas, from which our pupils can select and explore a wide range of text types and genres. The books within these reference areas have been selected by our English leads and teachers through consideration of our '100 books to read in Year...' documentation and to capitalise upon thematic links across the curriculum. Additionally, copies of our class texts are available for our pupils, as are copies of familiar texts from previous year groups, to allow our children access to books they have previously enjoyed. Additionally, we have a number of 'reading dens' around our school, where further books are accessible to our pupils and where pupils can 'sit down with a good book' and explore the recommended reads of our reading ambassadors. Non-fiction texts are also available within our 'reference corner' and our UKS2 learning hub, which are selected to support the delivery of our wider curriculum and to support our children in sharing their knowledge with their peers across the school.</p>	<p>We aim to develop a genuine love of reading within all of our pupils and as such we dedicate our 'wave times' to the development of this. Within these times, we alternate between the sharing of our class text (which is carefully selected to link thematically to our current 'Big Question' and to expose our children to a range of genres) and independent reading time. During independent reading time, our children and teachers sit down with a 'reading for pleasure' book and take the time to enjoy reading together.</p> <p>Within our school, our reading ambassadors, who have been selected to join this council as a result of the love for reading they exude, work as 'reading role models' to celebrate and share their love of reading. During break and lunch times, our pupils are given the opportunity to access our 'reading dens' as special places within our school, where they can quietly sit and enjoy their books.</p> <p>To celebrate reading, we also run a rewards system. Through consideration of our '100 books to read in year...' list (KS2), classes work together to complete the list, with rewards given as a class</p>

OVERVIEW OF THE ROOMS

Workshop 1 – Learn to Read

Supporting children with SEND and Reading interventions
Resources
Slide to share progress
Tutoring with the lightning squad

Workshop 2 - Learn to Read

Phonics and Early Reading

- Our approach to teaching phonics and early reading.
- Phonics and reading support in school.
- Support with decodable reading books.
- Supporting your child with phonics at home.

Navigating around the parent portal

Workshop 3 - Read to learn

Reading across the curriculum and our visions for this at Gatley Primary

Take pictures of reference areas 'Library'
Curriculum bookshelves and where this is located on website
Changes based on books that are relevant to curriculum coverage
Class texts
RSHE texts

- How to develop vocabulary – tips and ideas for at home.
- Vocabulary games.
- Our approach to teaching spelling – spelling with the Jungle Club

Workshop 4 - Love to Read

Developing a love of reading and strategies to support this at home

- Celebrating a love for reading through our 100 top reads challenge.
- Presents wrapped up for KSI / EYFS
- Reading to the children
- Celebrating our reading reference areas.
- Supporting children who struggle with reading at home.
- Book suggestions to encourage your child to read for pleasure.

EYFS/KS1 – LEARNING TO READ WORKSHOP

WEDNESDAY 22nd JANUARY 2025

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GLOSSARY

Segmenting - Segmenting involves identifying the individual sounds (phonemes) in a word.

Blending – Putting the sounds together to make the word.

Phonics – Teaching of reading.

Grapheme – The letter(s) that make a sound.

Phoneme – The sound a grapheme makes.

Red words – Words that can't be sounded out.

Green words – Words that can be sounded out.

Digraph – Two letters that make one sound.

Trigraph – Three letters that make one sound.

Green words

Practises ee

need	green	trees
peeks	sweet	sleeping
see	sheep	
keen	reeds	

Red words

Previous red words

is	of	do
his	I	me
he	you	be
to	the	so

New red words

my	by
----	----

FFT PHONICS

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

Phase 2 Picture Sound Mat

© FFT Education 2025

Success for All Phonics

ck	ff	ll	ss	zz	qu	ch
sh	th	ng	ai	ee	igh	
oa	oo	ar	or	ur		
ow	oi	ear	air	ure	er	

Reception Picture Sound Mat

Success for All Phonics

a_e	ea	i_e	oe	oo	or	ou	oy	er
ag	ea	ie	ow	ue	aw	ow	oi	ur
ai	_y	igh	oa	u_e	e-e	g	oe	ew
						are	air	
oo	ar	ear	ure	ci	ge	ire	tch	ph

Year 1 Picture Sound Mat

Success for All Phonics

Taught from Nursery onwards

Structured through 'phases 1 through to phase 6' (knowledge of letters and sounds are progressive)

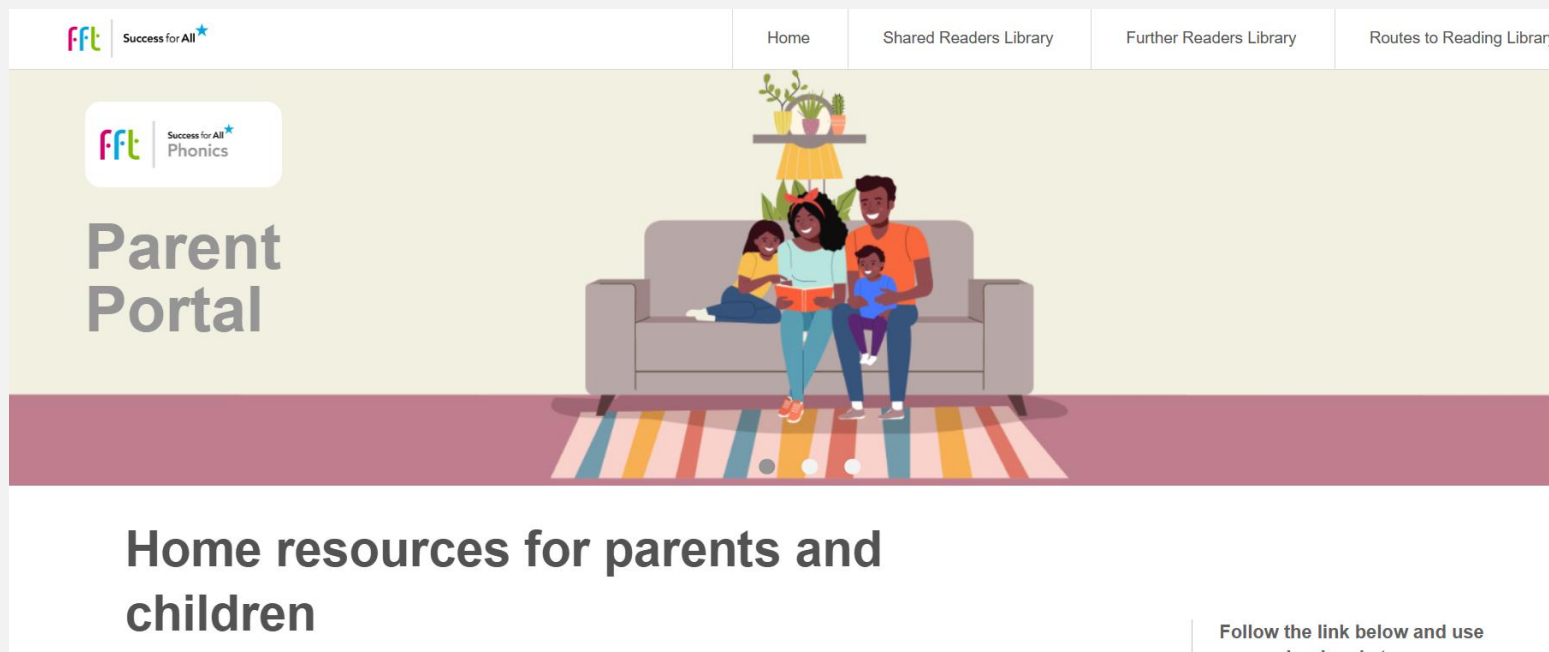
The teaching of red words (words you can't sound out/dialect dependent)

and green words

PARENT PORTAL (FFT)

Passcode
73flk7

[Click me!](#)

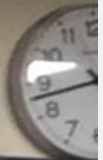


The screenshot shows the Parent Portal website interface. At the top, there is a navigation bar with the FFT logo and 'Success for All' on the left, and four menu items: 'Home', 'Shared Readers Library', 'Further Readers Library', and 'Routes to Reading Library'. Below the navigation bar is a large banner area. On the left side of the banner, there is a smaller FFT logo with 'Success for All Phonics' and the text 'Parent Portal'. On the right side of the banner, there is an illustration of a family (a woman, a man, and two children) sitting on a couch, reading together. Below the banner, there is a white section with the text 'Home resources for parents and children'. In the bottom right corner of this section, there is a small text box that says 'Follow the link below and use your school code to access'.

Phonics

s S	a A	t T	p P	i I	n N	m M	d D	ch	sh	th	ng
g G	o O	c C	k K	ck CK	e E	r R	ai	igh	oa		
h H	b B	f F	ff FF	l L	ll LL	oo	oo	ar	or		
v V	w W	x X	y Y	z Z		tr	ow	oi	ear		
						ure	er	gg			

a	b	c
j	k	l
s	t	u
shall		
this		
with		
shopping		
singing		



Several sheets of paper with text and diagrams are pinned to the wall on the left side of the bulletin board.



Class Dojo

Wledge

Phonics

ck ck CK	ff f F	ll l L	ss s S	zz z Z	qu qu Qu	ch	sh	th	ng
ai	tree	lgh	oa	oo	oo	ur	ow		
oi	ear	air	ure	er	gu	by			
ir	ue	aw	ew	a e					
ow	ow	ce ci	ge dge	tre					

ue

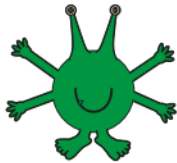
eye
gras
grea
clim
differe
who
wate
poo



YEAR 1 PHONICS SCREENING CHECK

Section 1

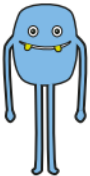
fod



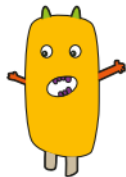
bep



zat



ult



Section 2

elbow

tailor

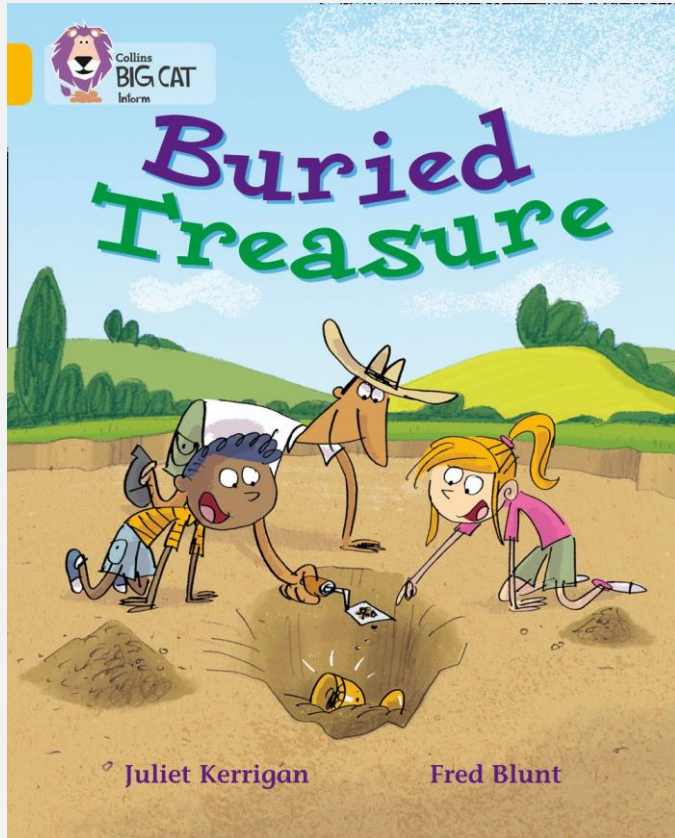
sequins

whirling

A statutory test completed in Y1 completed in an informal setting at the start of Summer 2.

This is a check to see whether children can read a set amount of real and alien words.

READING BOOKS



All children should have a reading book. This needs to be left in their bag each day. Children will read with an adult throughout the week.

On most occasions, children will be supported to change their book each week. Children will only change their reading book if it is brought in and if it has been practised at home.

Children benefit from reading their book multiple times to build fluency.

Fluency

Expression

Comprehension

WHAT DOES **'READ TO LEARN'** MEAN?

Reading Workshop Spring 2025

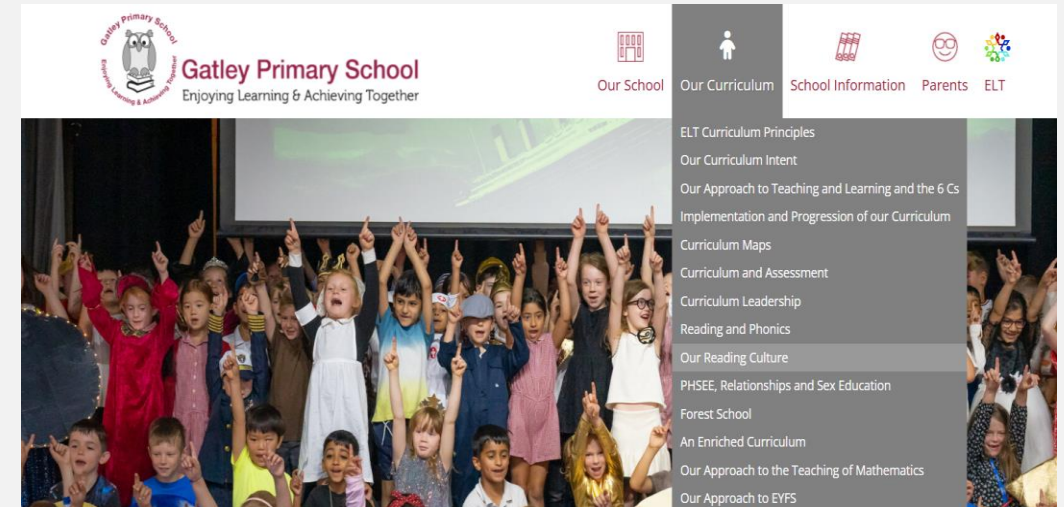
Reading across the curriculum and our visions for this at Gatley Primary School.

CURRICULUM BOOKSHELVES

- Books to support relevant curriculum
- Autumn, Spring and Summer curriculum bookshelves.
- You can view your child's curriculum bookshelf via the Gatley Primary School website.

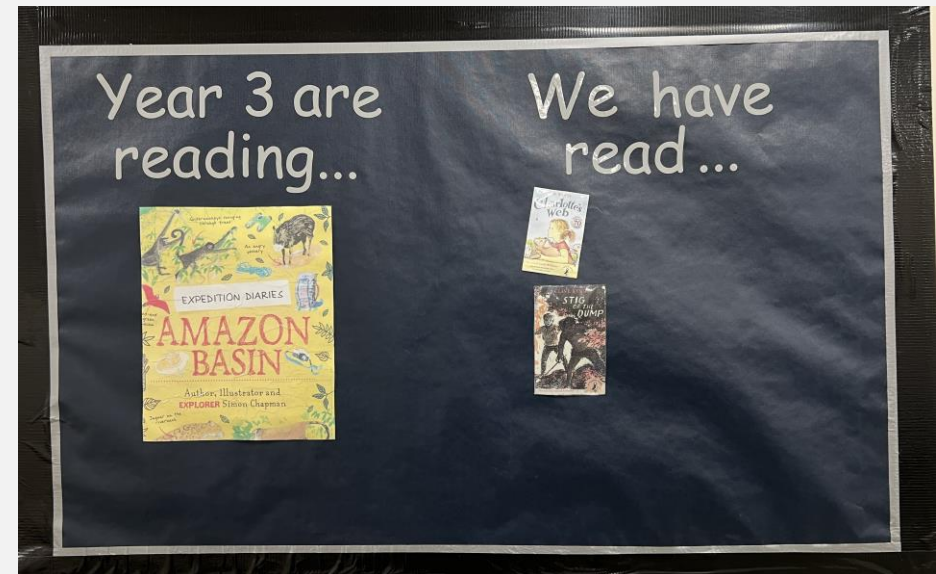
Reading across the curriculum
KS2 Spring

Year 3 What's under the umbrella?					
Year 4 How has technology affected our lives?					



CLASS TEXTS

- Class texts support with literacy lessons
- They coincide with curriculum learning (e.g. The Heart Scarab, during Y4 Autumn term where there is a focus on Ancient Egypt)
- Read to children daily
- Activities in literacy are based around class texts
- Children are exposed to a range of text types .



RSHE TEXTS

- Texts to support with delivery and teaching the RSHE curriculum
- Used to support PSHE lessons, such as 'managing challenges'
- Children can access these supportive books as well

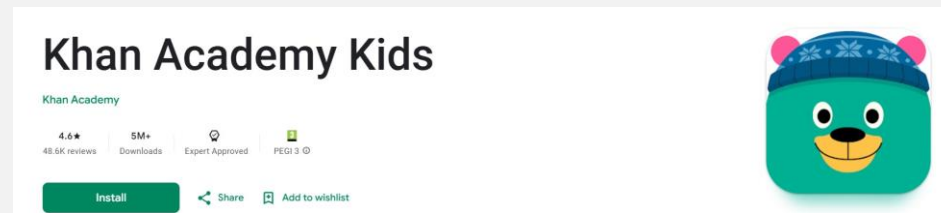


TIPS FOR DEVELOPING VOCABULARY

- **Read Regularly**
- **Create a Word-Rich Environment**
- **Play Word Games**
- **Encourage Writing**
- **Explore Synonyms and Antonyms**
- **Use Everyday Activities**
- **Introduce Tools**
- **Foster Curiosity**
- **Praise and Practice**
- **Use Technology**

VOCABULARY GAMES

- **Play Word Games:** Use word associations, board games like Scrabble, or guessing games.
- **Encourage Writing:** Create stories together, set writing challenges, and use creative prompts.
- **Explore Synonyms and Antonyms:** Replace basic words with richer ones and challenge your child with opposites.



OUR SPELLING APPROACH



Y3:

- Builds on Phonics teaching
- Jungle Club
- FFT

Y4:

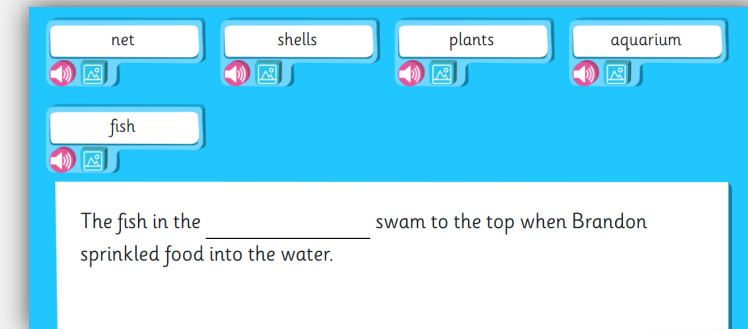
- SNIP
- Common exception words
- FFT
- Daily spelling sessions, with SPAG

Term 1	Skills	Words	Special Skills
Week 1	Endings on split digraph words	pretty, beautiful, everybody	Homophones: to / too
Week 2	Endings on single-syllable words ending with consonant	great, break, steak	Homophones: there / their
Week 3	-ed endings that sound like /d/ /t/ and /ed/	once, water, parents	Homophones: one / won
Week 4	Words beginning wh and wr	whole, who, both	Homophones: hole / whole
Week 5	Words ending -le, -el, -al, -il	what, sure, sugar	Near Homophones: quite / quiet
Week 6	Suffixes -ful and -less	wild, child, climb	Possessive apostrophe (singular nouns)
Term 2			
Week 1	Suffixes -ment and -ness	address, arrive, colour	Homophones: to / too / two
Week 2	Negative prefix un-	earth, unearth	Homophones: there / their / they're
Week 3	Negative prefixes dis- / mis-	appear, disappear	Homophones: piece / peace
Week 4	/u/ sound spelt 'o'	often, perhaps, different	Homophones: son / sun
Week 5	/u/ sound spelt 'ou'	different, busy, Christmas	Homophones: here / hear
Week 6	Review & Consolidation		

FFT LIGHTNING SQUAD



- FFT program with a focus on building fluency in reading
- 2 session/week
- Individual readers or two children that are working at the same level
- 6 tasks to complete. After completing all 6 tasks, children get assessed and progress to the next story level
- Tasks involve phonics, spellings, decoding and comprehension skills
- Children are re-assessed them each half term to monitor progress
- Additionally, the children get a reading booklet that is linked with the level they are working at



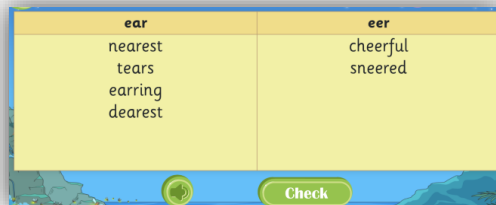
FFT SPELLING WITH THE JUNGLE CLUB



- FFT program with a focus on spellings
- Build on from completed phonics programme
- Fun, engaging, and interactive daily spelling lessons
- Teaches patterns and morphology rather than a set of words
- Each lesson is mapped out as **Review, Teach, Practise, Apply**
- Children have their own pupil workbooks



Review



Teach



Practise



Apply



UKS2

Love to Read

WHAT DOES 'LOVE TO READ' MEAN?

- 'Love to read' is the final element of our reading approach.
- This is the stage within a child's learning journey where they are confident and competent readers and read for pleasure regularly.
- They have learned to read in previous year groups, they have developed their knowledge of our reading domains to support them in reading to learn, and are now ready to move beyond this to read for pleasure.

HOW DO WE PROMOTE A LOVE OF READING?

- Celebrating a love for reading through our 100 top reads challenge.
- Presents wrapped up for KSI / EYFS
- Reading to the children
- Celebrating our reading reference areas, and promotion of our curriculum bookshelf.
- Supporting children who struggle with reading at home.
- Book suggestions to encourage your child to read for pleasure.

TOP 100 READS

- Each year group has a share of Top 100 reads books, which have been specially selected to suit the abilities and interests of the children.
- The children can choose a book to read in their wave times and at home, promoting reading for pleasure.
- Within school, there are challenges in classrooms and year groups to see how many of the Top 100 reads can be finished each term. This is a great way to include a bit of positive competition into reading!
- There are a variety of text types available and the children can record the books they have read in their reading journal.

FFT AND THE LIGHTNING SQUAD

- As part of our phonics teaching at Gatley, we have adopted the **FFT** Success for All programme, which is matched to letters and sounds. As part of this, we utilise decodable texts across the school, which have fidelity to the scheme.
- Within our phonics lessons, **assessments** take place and used to inform each individual pupil's next steps. We also use the tracking created by FFT to identify for each child the GPCs (grapheme-phoneme correspondence) they are confident with and those that they may need to revisit.
- For any children who do not pass the phonics screening in year 2, they will continue to access bespoke phonics intervention in year 3 called **The Lightning Squad**. This is a daily, interactive intervention that is born out of the FFT success for all scheme.



HOW CAN YOU SUPPORT A LOVE OF READING?

Reading, being read to, and sharing books in the home helps to build a child's vocabulary and understanding of the world. Research has shown that talking to children about what they are reading, and having books and magazines at home makes a difference to children's progress.

Enjoying shared reading time

Build in time to support your child with their reading every day. Take it in turns to read aloud to each other, even if it's just a few minutes. You can try reading the same stories multiple times, or adding different voices to make it fun.

Discussing books

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why?

LEARNING TO READ WORKSHOP

WEDNESDAY 22nd JANUARY 2025

LEARN TO READ, READ TO LEARN, LOVE TO READ

Learning To Read		Read To Learn		A Love Of Reading	
Everyone As A Teacher Of Phonics	Our Approach To Teaching Reading	Developing Vocabulary	Reading Within The Wider Curriculum	Our Reading Environment	Celebrating Reading
<p>At Gatley Primary School we follow the FFT Success For All phonics scheme. All of our staff are trained, using FFT resources, in the principles of this approach. We follow this scheme with fidelity and our book scheme books (predominantly Big Cat Letters and Sounds) are closely aligned to the sequencing of teaching within FFT. The teaching of phonics begins in nursery and is prioritised within reception and Year 1. As a result, our pupils make rapid and sustained progress and the % of our pupils passing the phonics screening check is consistently significantly above national (92% 2022)</p> <p>We see all of our staff as the teachers of phonics and this is demonstrated through our approach to the teaching of spelling. Once children have 'graduated' from the FFT Success For All Scheme, we begin the explicit teaching of spelling using our own carefully crafted approach, which is grounded in the further development of pupil's phonetic awareness and the application of this knowledge into writing.</p>	<p>Our reading curriculum has been designed upon careful consideration of the expectations of the national curriculum. Our reading progression grid demonstrates the 'big ideas' within reading that our children will become experts in and this grid maps children's progression within each of these strands from their entry point in EYFS to their exit point at the end of Year 6. Across the school, additionally to the explicit teaching of phonics, reading is taught within our English cycle and is the driving force for the development of our pupil's writing. Within reading lessons, pupils are exposed to a wide range of high quality texts, spanning fiction, non-fiction and poetry, which are carefully selected by our teachers, under the guidance of our English leads. As a result of the delivery of our exceptional reading curriculum, our pupils consistently achieve significantly above national averages at key milestones. In 2022 at KS2 95% of our pupils achieved EXS and 53% achieved GDS.</p>	<p>"Building children's vocabularies opens doors to harder, more rewarding curriculums and lifelong learning" (Quigley) Vocabulary sits at the heart of our curriculum and we see reading as an integral way in which to support the development and growth of our pupils' vocabulary. Within our curriculum, pupils are regularly exposed to reading that extends their vocabulary and the development of this is expertly guided by our teachers. Our teachers unpick unfamiliar words and make connections to known vocabulary to deepen our pupils' understanding. As a result of our language rich learning environments across the curriculum and through the explicit teaching of vocabulary, our pupils are highly articulate and are able to confidently express themselves, showing an appreciation for the nuances of language. Additionally, within every lesson planned for, the key vocabulary to be imparted to our pupils is carefully considered as born out of our progression grids and curriculum concepts.</p>	<p>Additionally, reading is integrated into the delivery of our wider curriculum subject areas as books and texts are carefully selected as the driving force for foundation subject lesson delivery. Teachers, under the guidance of our English subject leaders, carefully select the texts our pupils will read and be exposed to within foundation subjects, ensuring a rich and varied reading diet is offered. These texts are chosen to inspire awe and wonder within our pupils and to hook them into the lesson and the subject discipline. Integrated within both lesson delivery and our learning environment, pupils are encouraged to access these texts as the means by which to 'know more'.</p> <p>We see books as the gateway to developing pupils' knowledge and as a mechanism by which to capitalise upon our pupils' motivations and enthusiasm to learn and know more. As a result, our pupils' knowledge across the curriculum is exceptional and they are able to articulate this clearly and confidently.</p>	<p>Within each classroom, we have well-stocked reference areas, from which our pupils can select and explore a wide range of text types and genres. The books within these reference areas have been selected by our English leads and teachers through consideration of our '100 books to read in Year...' documentation and to capitalise upon thematic links across the curriculum. Additionally, copies of our class texts are available for our pupils, as are copies of familiar texts from previous year groups, to allow our children access to books they have previously enjoyed. Additionally, we have a number of 'reading dens' around our school, where further books are accessible to our pupils and where pupils can 'sit down with a good book' and explore the recommended reads of our reading ambassadors. Non-fiction texts are also available within our 'reference corner' and our UKS2 learning hub, which are selected to support the delivery of our wider curriculum and to support our children in sharing their knowledge with their peers across the school.</p>	<p>We aim to develop a genuine love of reading within all of our pupils and as such we dedicate our 'wave times' to the development of this. Within these times, we alternate between the sharing of our class text (which is carefully selected to link thematically to our current 'Big Question' and to expose our children to a range of genres) and independent reading time. During independent reading time, our children and teachers sit down with a 'reading for pleasure' book and take the time to enjoy reading together.</p> <p>Within our school, our reading ambassadors, who have been selected to join this council as a result of the love for reading they exude, work as 'reading role models' to celebrate and share their love of reading. During break and lunch times, our pupils are given the opportunity to access our 'reading dens' as special places within our school, where they can quietly sit and enjoy their books.</p> <p>To celebrate reading, we also run a rewards system. Through consideration of our '100 books to read in year...' list (KS2), classes work together to complete the list, with rewards given as a class</p>

FFT PHONICS



It's complete

FFT Success for All Phonics is a complete systematic synthetic phonics (SSP) programme that nurtures a love of reading and writing.



It's comprehensive

Aimed at nursery children upwards and pioneered by the Success for All Foundation, FFT's second generation programme is offered on a not-for-profit basis with books and resources that bring learning to life.



It works

Don't take our word for it. Read the stories of schools using FFT Success for All Phonics — their background, challenges and how they have improved.

Year 1 Picture Sound Mat

a_e									
ag	ea	ie	ow	ue	or	ou	oy	er	
ai	_y	igh	oa	u_e	aw	ow	oi	ur	
e-e			oe	ew				ir	
					are	air			
oo	ar	ear	ure	ce	dge	ire	tch	ph	

fft Success for All Phonics

Taught from Nursery onwards
 Structured through 'phases' (knowledge of letters and sounds are progressive)
 The teaching of red words (words you can't sound out/dialect)
 and green words

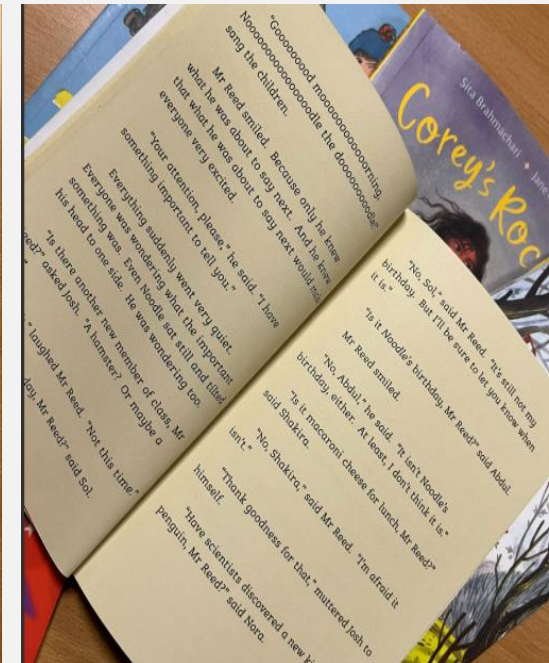
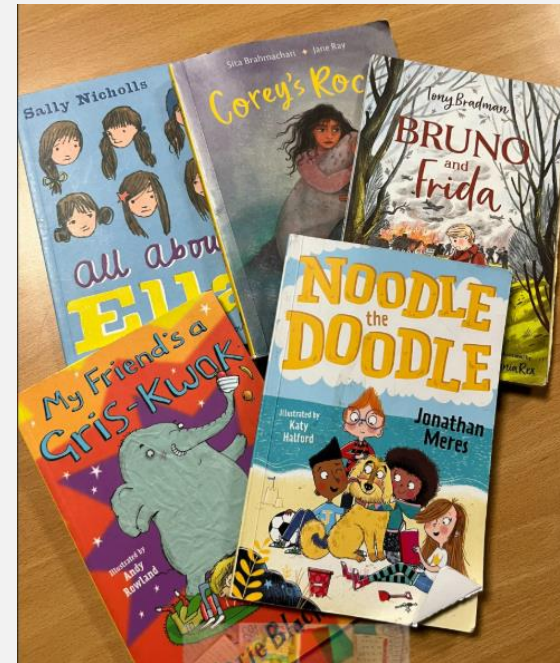
UNIVERSAL OFFER

Foster a Positive Reading Environment

- Provide a quiet and well-organised space for reading and working to minimise distractions.
- Celebrate progress, no matter how small, and create an atmosphere where making mistakes is seen as a natural part of the learning process.

Barrington Stoke books:

Create a library of dyslexia-friendly books, such as those with larger text, shorter chapters, or illustrations that complement the text.



UNIVERSAL OFFER

Regularly Monitor Progress

- Continuously assess the progress of dyslexic pupils' using informal and formal methods.
- Provide feedback and adjust strategies based on the learner's evolving needs.

By using these strategies, dyslexic pupils' in KS2 can develop the skills and confidence needed to succeed in reading while feeling supported and understood. It's important to involve parents, carers, and specialists in the process to ensure the best possible support for the student.



Create a Consistent Routine

- Predictable routines can help dyslexic learners feel more secure and confident in their learning. Wave times support this approach. Revisit key concepts frequently to reinforce learning, ensuring that students have multiple exposures to important vocabulary.

Encourage Reading for Pleasure

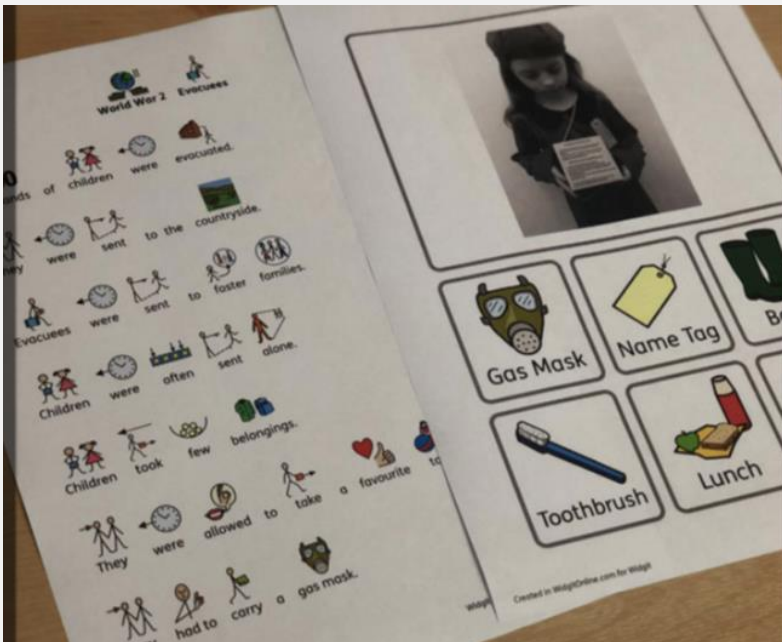
- Provide books that are both accessible and interesting, offering a range of genres and topics to encourage engagement with reading.



TARGETED APPROACHES

Provide Clear and Structured Instructions

- Break tasks into smaller steps with clear, simple instructions.
- Use visual aids, graphic organisers, and mind maps to help students understand and organise information



Use Multi-Sensory Learning Techniques

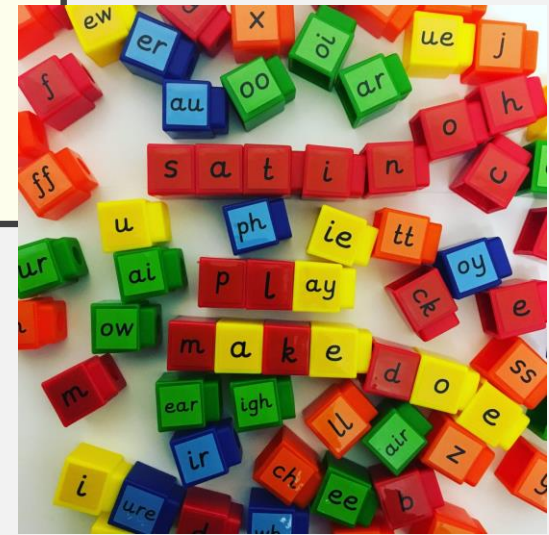
- **Visual:** Use coloured overlays, large print books, or fonts that are dyslexia-friendly (e.g., sans-serif fonts like Comic Sans or Arial).



Offer Alternative Ways to Demonstrate Understanding

- Allow students to demonstrate their knowledge in different formats, such as oral presentations, mind maps, or videos, rather than written reports. Provide extra time for reading and writing.

HOW DO WE SUPPORT VISUAL LEARNERS WITH READING?



ship

book


night


ring

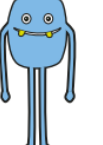
wait

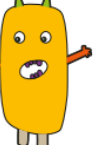
fair

Section 1

fod 

bep 

zat 

ult 








































Section 2

elbow

tailor

sequins

whirling

Year 1 Picture Sound Mat

Success for All Phonics

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- FFT program with a focus on building fluency in reading
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net shells plants aquarium

fish

The fish in the _____ swam to the top when Brandon sprinkled food into the water.

FFT SPELLING WITH THE JUNGLE CLUB





- FFT program with a focus on spellings
- Build on from completed phonics programme
- Fun, engaging, and interactive daily spelling lessons
- Teaches patterns and morphology rather than a set of words
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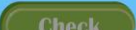
Review

ear	eer
nearest	cheerful
tears	sneered
earring	
dearest	

Teach

simple ly

Practise

giggle ly



Apply

cuddly

