Reading Workshop

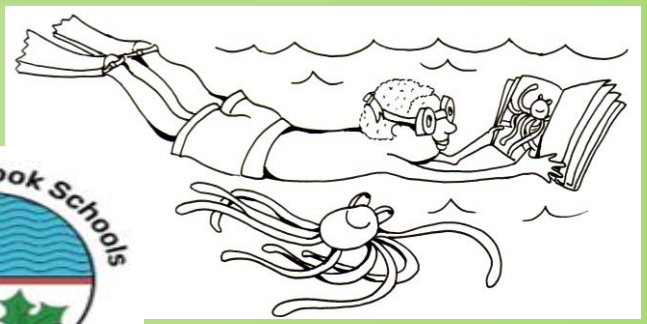
The Hollybrook Schools



The Hollybrook Schools

Infant and Junior

Summer Reading Challenge



- Our Hollybrook Schools Summer Reading Challenge was a great success for all the children who took part.

- Approximately just over a quarter of the children across the Hollybrook Schools took part in this challenge and thoroughly enjoyed it:

“ I loved reading a new book each week.“

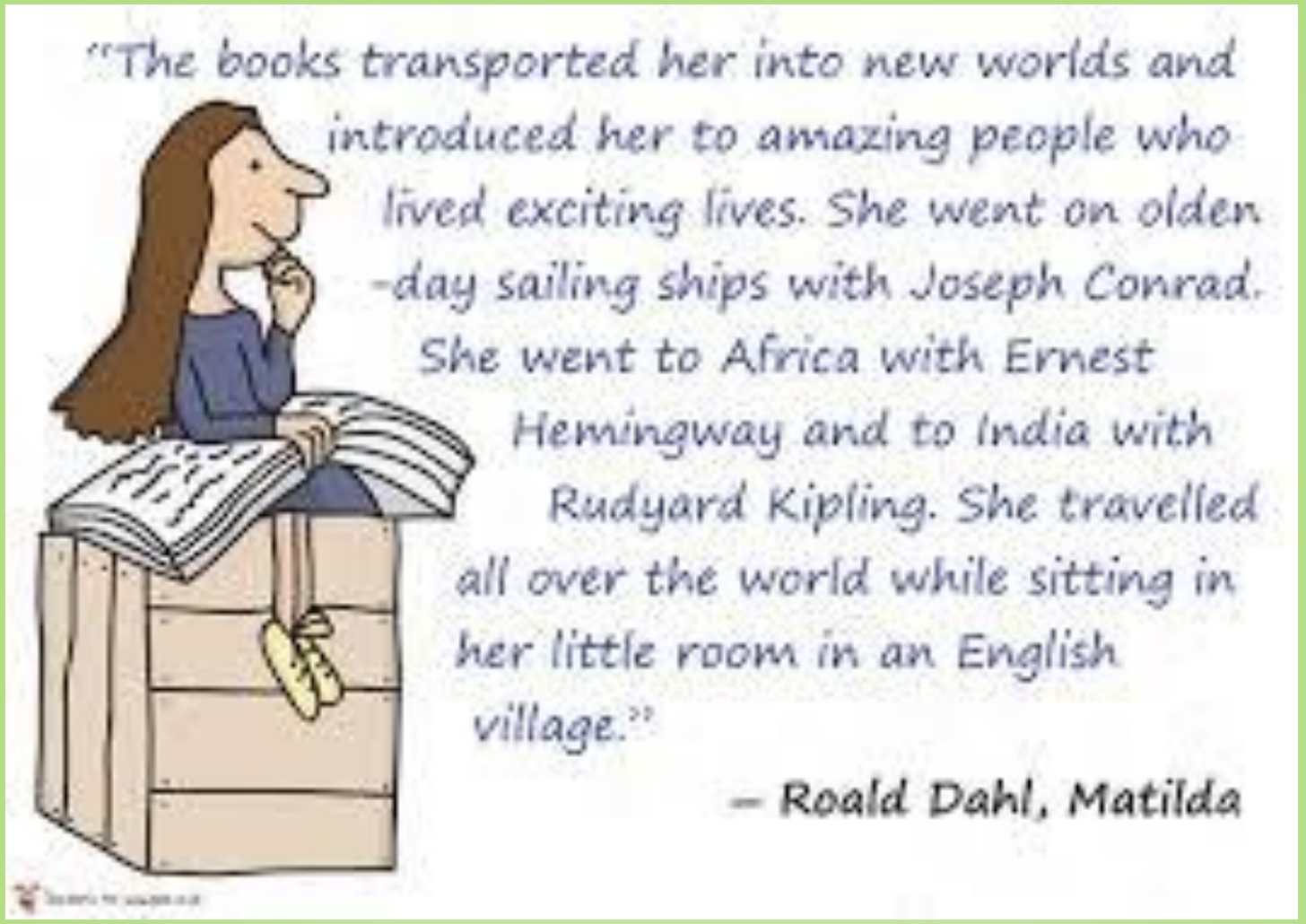
“I found this challenge so much fun and it has made me want to read more and more.”

- Next year we are hoping that at least half, if not more, of the children will take part and develop their love of reading even further.

OUTCOME OF WORKSHOP

Our aims:

- To give you an overview of reading at the Hollybrook Schools
- Share expectations for Reading in the Curriculum
- To help you understand what opportunities for reading there are within the classroom
- How you can support your child with their reading
- What phonics looks like at our school


"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden -day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village."
– Roald Dahl, Matilda

Reading for Pleasure

There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

Phonics - Little Wandle

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.

At the Hollybrook Schools we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics as soon as possible when children enter Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At the Hollybrook Schools, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Little Wandle

- We teach phonics for at least 20 minutes a day in the infants. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.

- Each Friday, we review the week's teaching to help children become fluent readers.

- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck 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 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	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 • 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 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

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 /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Lets watch these videos:

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Useful page for parents information regarding Little Wandle

Visit: https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview **here** to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Support for phonics | How we teach | Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1

Reading

- There is a higher focus on fluency and pace of reading.
- By the end of Key Stage One children have to be reading around 90 words per minute when reading a book.

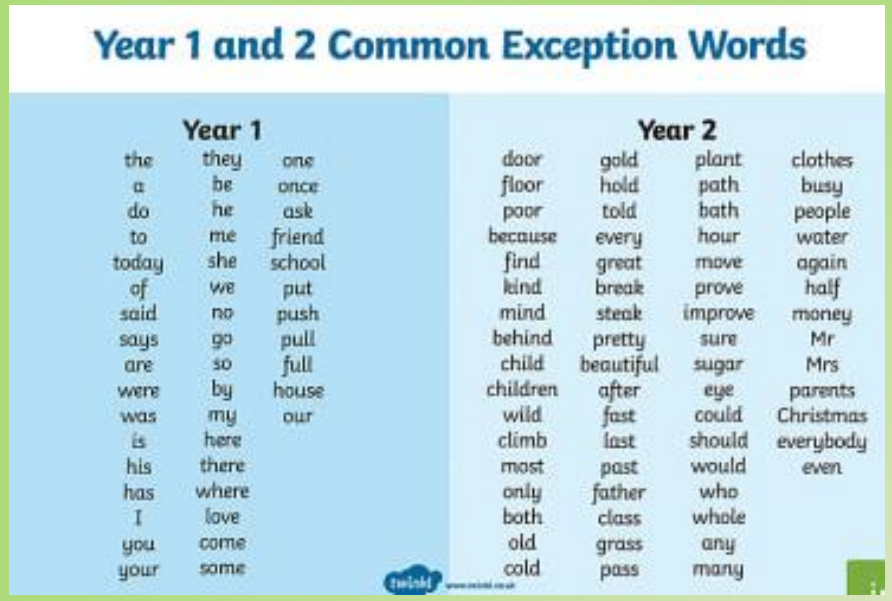
https://www.youtube.com/watch?v=w4c_DMS-3IE

- By the end of Key Stage Two this fluency needs to have developed in order to reach age related expectations
- By the end of Year 6 children need to read between 139 and 194 words per minute to help build their reading confidence ready for secondary school.

- As well as reading high frequency words by sight, children are now expected to read a list of words called the common exception words. There are different sets for each year group starting at Year One – see next slide.

- In Year R through to Year 1 children will learn tricky words. These are words that cannot be sounded out such as, the, to go etc.

- At the Hollybrook schools we focus on developing key skills in reading such as fluency, prediction, inference, vocabulary, sequencing and retrieval known as VIPERS.







These word lists can be found on the inside cover of your child's Reading Passport.

WHAT DOES READING LOOK LIKE IN THE INFANT SCHOOL?

- Reading lessons take place daily in the Infants and Juniors.
- In the Infants children are read with three times a week in a group. Day 1 focuses on fluency, Day 2 focuses on prosody and Day 3 focuses on comprehension.
- Phonics lessons happen daily in the Infants. This includes lots of opportunities to apply phonic skills to reading.
- Independent reading- children develop skills to read independently through key stage one and will have opportunities to practise this in the classroom.
- Teachers will hear children read individually every half term in Key Stage One. This will be more regular in Year R and for some children who need extra practise in Key Stage One.

WHAT DOES READING LOOK LIKE IN THE JUNIOR SCHOOL?

- **Class Read** - at the end of each day the teacher of your child's class will read a quality text to all children for 10 minutes

- **Independent Reading** - every day there will be an opportunity for independent reading and sometimes children will be heard reading either 1:1 or in small groups. Children can select a book from their class library or the school library, which they get to visit on a regular basis.

- **Reading Assessment** - Children will be assigned a reading level colour band to enable them to make progress with their reading. Reading level assessment will happen regularly throughout each term.

- # Reading Lessons

The children have four 40 minute reading lessons a week which are focused on reading extracts from the class writing text, another fiction text on a similar theme, a non-fiction piece or a poem. The content domains form the basis of our reading lessons – VIPERS: Vocabulary, Inference, P, Explain, Retrieval, Summary - with each lesson beginning with a class read of the given extract and discussion around some of the content domains.

The content domains form the basis of our reading comprehension lessons. (VIPERS)

- Each lesson focuses on one of these domains. Teachers may however decide to focus on one domain for a whole week.
- Children experience a range of tasks to secure a sound knowledge and understanding of each domain and how to approach such questions.
- All year groups will have the opportunity to answer SAT's style comprehension questions once a week in order to build up experience of question stems and question design.
- Each term the children will complete a reading and GaP (Grammar and Punctuation) test paper to assist in the assessment of their reading comprehension.
- The children have one 40 minute spelling lesson a week which focuses on a particular spelling rule or group of words. Spellings are also a focus in all writing lessons.
- The children punctuation and grammar is taught through their reading and writing lessons and will be a focus in all other curriculum areas.

VIPERS

- V is for vocabulary
- I is for inference
- P is for prediction
- E is for explain
- R is for retrieval
- S is for summarising/sequencing

Questions to ask

Vocabulary

What do the words ..... and ..... suggest about the character, setting and mood?
Which word tells you that....?
Which keyword tells you about the character/setting/mood?
Find one word in the text which means.....
Find and highlight the word that is closest in meaning to.....
Find a word or phrase which shows/suggests that.....

Inference

Find and copy a group of words which show that... How do these words make the reader feel?
How does this paragraph suggest this?
How do the descriptions of ..... show that they are ..... How can you tell that..... What impression of ..... do you get from these paragraphs?
What voice might these characters use?

What was .... thinking when..... Who is telling the story?

Prediction

From the cover what do you think this text is going to be about?
What is happening now? What happened before? What will happen after?
What does this paragraph suggest will happen next? What makes you think this?
Do you think the choice of setting will influence how the plot develops?
Do you think... will happen? Explain your answer using evidence from the text.

Explain

Why is the text arranged in this way?
What structures has the author used?
What is the purpose of this text feature?
Is the use of... effective?
What is the author's point of view?
What affect does... have on the audience/
What words and phrases did... effectively?
What section was the most interesting/exciting?
How are these sections linked?

Retrieve

How would you describe this story/text? What genre is it? How do you know?
How did...?
How often..?
Who had...?
Who is...?
Who did?
What happened to...?
How is...?
What can you learn from...?
Give one example of...?

Summarise

Can you number these events 1-5 in the order that they happened?
What happened after...?
What was the first thing that happened in the story?
In what order do these chapter headings come in the story?

3 minutes 	**Questioning** Choose one or two VIPERS sections. Ask children about the text. Encourage them to look back in the book to find the answer.

READING AT HOME

- Parental involvement in reading for all children is important.
- All children will take one book home for a whole week that is matched to their phonetic ability in the infants and their reading age in the juniors.
- Parents are encouraged to read with their children at least 5 times a week to help build their fluency.
- Children are given a reading 'Passport' which parents are encouraged to sign when they have read for a sufficient amount of time

Year R – 10 minutes

Year 1 and 2 – 15 minutes

Year 3 and 4 – 20 minutes

Year 5 and 6 – 25/30 minutes

- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember, both reading and hearing texts read aloud are important.

We would also encourage children to read independently for pleasure in addition to this time (Texts could include non-fiction books, newspaper, instructions, poems, recipes, comics, magazines and notices)

- As each child completes a recognised milestone (for example reading 5 books), they are rewarded with a certificate.
- In addition to this, children take home one library book each week to encourage a love of reading.

Reading at Home

Top tips – before, during and after reading:
Remember, try to avoid a pressurised environment around reading. The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

Little Wandle

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A Love of Reading book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Love of Reading book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

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HOW TO SUPPORT YOUR CHILD AT HOME WITH READING

- Encourage your child to read at home as often as possible
- Practise tricky (non-phonetic) words and common exception words
- Encourage younger children to sound out words when out and about to have lots of opportunities to apply phonic skills
- Once is never enough! - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately
- Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?“
- Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

Remember..

Encourage a love of reading:

- use libraries, audio books, book shops , use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read… anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres

Share more advanced books with your child

It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

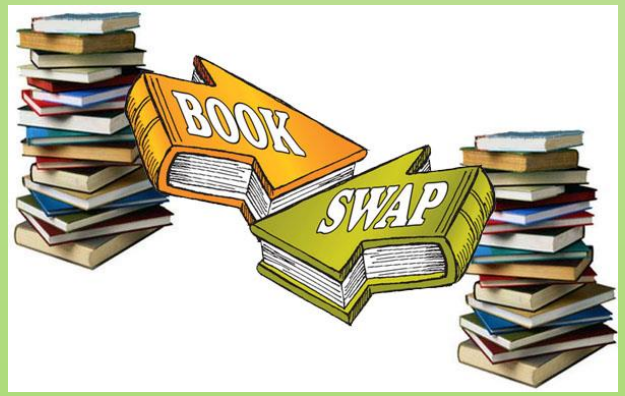


BOOK SWAP

There will be a book swap happening in the **next half term** (Covid permitting). Where children can bring any books they no longer have use for and exchange them for a book token. This token will allow them to choose a new book at the Book Swap!

It is hoped the children can share their love of reading and find out about new books and obtain a new book to read without having to pay

More information to follow.





THANK YOU FOR LISTENING!

