

A composite image showing a child in a red shirt and blue jeans climbing a brick wall. The wall is constructed from stacks of books. The child is standing on a tall stack of books, reaching over the top edge of the wall. Above the wall, a fantastical landscape unfolds under a night sky with a large, glowing moon. The landscape features a body of water with a small boat, a castle on a hill, and a hot air balloon with a person inside. The sky is filled with stars and colorful butterflies. The overall scene is a metaphor for the power of reading to transport one to new worlds and gain knowledge.

“Books help you to step into another world”

“Reading helps you to learn about new words and places”

“Reading helps you to write about amazing things”

“Books make you cleverer”

The Lanes' Reading Workshop

What's coming up...

Reading for Pleasure

Book Banding and the
Library

The Teaching of Reading at
The Lanes

Reading at Home

Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

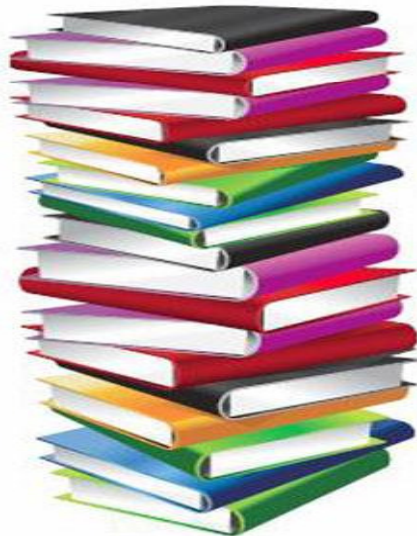
Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

**Our main goal →
children who read for
pleasure**

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

What are we doing?

Re-decorated and re-stocked our libraries.

Book Week is twice a year.

Author visits.

New class libraries.

Regular story time and engaging class books.

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

Praise and encouragement. "I don't like reading!" = "You haven't found the right book yet."

Every child loves stories!!

Reading Incentives

Decoding and Book Banding

Book Banding

Our children are taught to decode using phonics and the sounds are linked to book bands.

Children who are falling behind are helped in focused intervention groups.

It is NOT a race to get through the book bands – it is about exploring the breadth of reading in each one.

Year group	School term	Approx. Phonic Phase	Book Band
F2 Reception 4 - 5 years	Autumn	2	PINK
	Spring		RED
	Summer	3	
1 5 - 6 years	Autumn	3/4	YELLOW
		4/5	BLUE
	Spring	5	GREEN
	Summer	5/6	ORANGE
2 6 - 7 years	Autumn	6	TURQUOISE
	Spring		PURPLE
	Summer		GOLD
3 7 - 8 years	Autumn	-	WHITE
	Spring		LIME
	Summer		
4 8 - 9 years	Autumn	-	BROWN
	Spring		
	Summer		
5 9 - 10 years	Autumn	-	GREY
	Spring		DARK BLUE
	Summer		
6 10 - 11 years	Autumn	-	BURGUNDY
	Spring		
	Summer		

Reception

Pink

Locate the title * ^

Open front cover * ^ P7

Turn pages appropriately * ^ P6

Understand that left page comes before right * ^ P7

Understand that we read print from left to right * ~ P7

Match spoken to printed word (one-to-one correspondence) across 2-3 lines of print * ~

Confirm this matching using a few known words or letters * ~ P8

Read simple CVC words * ~ P8

Use some letters, together with meaning to read the text *

Show some awareness of mismatches between reading attempts and the printed text * ~

Work out the storyline by gathering information from illustrations and repeated language patterns * ~ ^ P7

Red

Locate and recall title *

Consolidate secure control of one-to-one matching on a wide range of texts *

Use known words to check and confirm reading * ~ ^

Solve simple words by blending phonemes from left to right and check for meaning and correct syntax * ~ ^

Begin to notice own errors *

Start to read in a more phrased manner while maintaining track of the print *

Repeat words, phrases, or sentences to check, confirm, or modify own reading *

End of Year 2

Gold

Look through a variety of books with growing independence to predict content and story development and make full use of non-fiction layout * #2

Read silently or quietly at more rapid pace, taking note of punctuation and using it to keep track of longer sentences *

Discuss favourite words and phrases #2

Make more conscious use of reading to extend speaking and writing vocabulary and syntax *

Discuss and clarify meanings of words, linking new meanings to known vocabulary #2

Locate and interpret information in non-fiction * #2

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently #2

Participate in discussion about books, poems and other works that are heard and read, taking turns and listening to what others say #2

Explain and discuss understandings of books, poems and other material, that is heard and read #2

End of Year 6

Dark Blue	Make comparisons within and across books #5/6
	Distinguish between statements of fact and opinion #5/6
	Ask questions to improve understanding #5/6
	Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions #5/6
	Participate in discussions about books that are heard and read building on own and others ideas and challenging views cautiously #5/6
	Learn a wider range of poetry by heart #5/6
Burgundy	Apply a growing knowledge of root words, prefixes and suffixes in <u>English Appendix 1</u> , to understand the meaning of new words they meet #5/6
	Identify and discuss themes and conventions in and across a wide range of writing #5/6
	Discuss and evaluate how authors use language including figurative language considering the impact on the reader #5/6
	Explain and discuss understanding of what is read including through formal presentations and debate maintaining focus on the topic and using notes where necessary #5/6
	Provide reasoned justifications for views #5/6
	Recommend books to peers, giving reasons for choices #5/6
	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear #5/6

Speed!

Year	Text 1	Text 2	Text 3	Total	Pass mark (out of 50)
2018	560 (The Giant Panda Bear)	214 (Grannie poem)	714 (Albion's Dream)	1,488	28
2019	633 (The Park)	632 (Fact Sheet: About Bumblebees)	903 (Music Box)	2,168	28

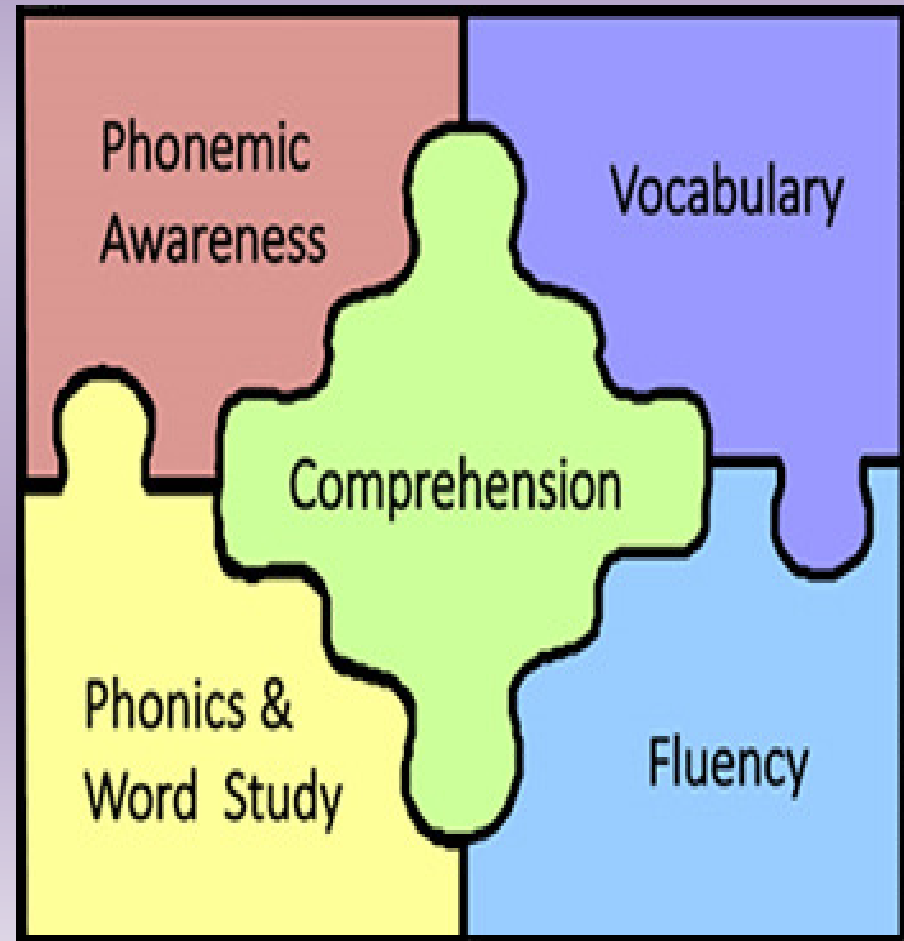
Reading Speed

Year	WPM in Autumn	WPM in Summer
1	30 (end of Reception)	50
2	50	90
3	90	110
4	110	130
5	130	140
6	140	160
Adults	250WPM	

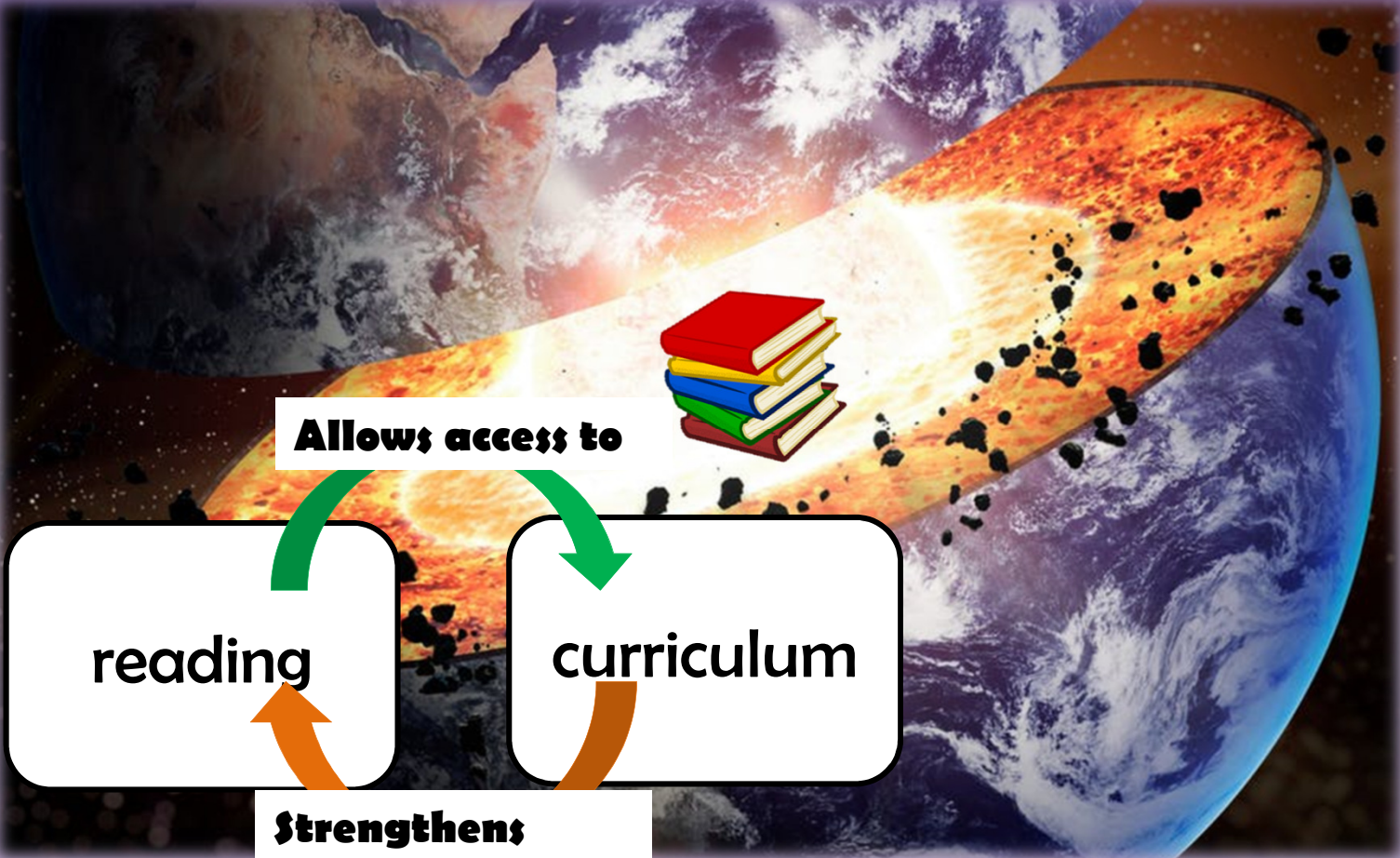
Harris, A. and Sipay, E. How To Increase Reading Ability



Fluency — “To read quickly, accurately, and with appropriate expression and intonation.”



Reading at the Lanes



Allows access to

reading

curriculum

Strengthens

The Texts Are Challenging!

- “We provide support to allow them to read harder books successfully!”

We make the impossible,
possible!



Reading in Action

Whole-class Reading

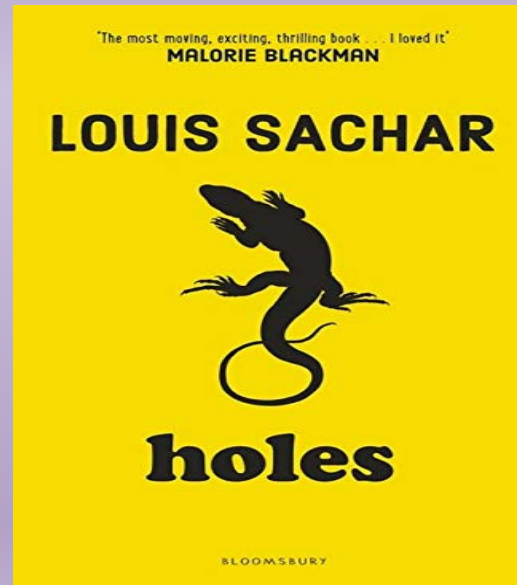
Supporting
texts
strengthen
their 'cloud
of
knowledge'

Teacher
models fluent
reading

Echo Reading -
Children read out
loud, fluently

Every child
gets taught

Poorer readers
have support
from peers and
TAs

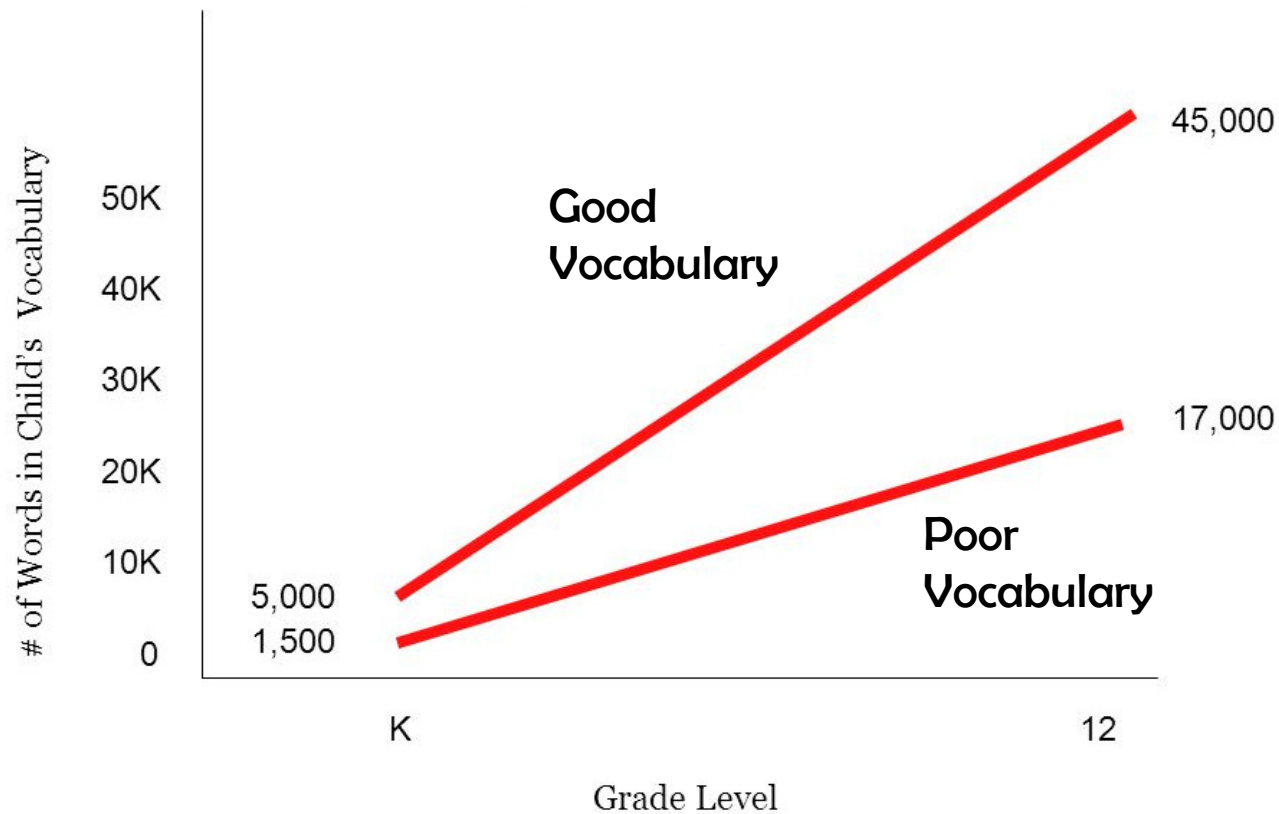


Explore the
vocab and
answer
questions

Vocabulary

“The richer get richer and the poorer get poorer.”

The Matthew Effect



Vocabulary

Understanding

Echo Reading

Be looking for...

Expression **Speed** Intonation Accuracy



Word/ Phrase	Definition
Debris	broken or torn pieces of something larger:
Promoted	to raise someone to a higher or more important position or rank
Humid	(of air and weather conditions) containing extremely small drops of water in the air
Vast	Extremely big
Arid	Very dry and without enough rain for plants

Comprehension Skills

Strengthens

Retrieval
Inference
Prediction
Summarise
Sequence

Understanding

**Reading skills
are the result
of
understanding.
Not the other
way round!!!**

**We use these skills to test the
children's understanding**

VIPERS

Vocabulary

Find and copy a word /phrase that means...

Explain

Explain why you think the author used this word.

Infer

What impression did you get from...? **Use evidence.**

Retrieve

When/ Where/ Who/ What...?

Predict

What do you think will happen next?

Summarise/ Sequence

Summarise the story in one picture/ 10 words or less.

PPOINT AND **E**EVIDENCE

I I THINK THAT... **B** BECAUSE IN THE TEXT...

VIPERS link to the NC

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

1c identify and explain the sequence of events in texts

← KS1 –
Sequence

Reading Diaries

Week Commencing

Home Reading

Day	Book and Page Number	Remarks
Mon		
Tues		
Weds		
Thurs		
Fri		
Weekend		

Guided Reading

We expect the children to be reading at least 4 times a week. This needs to be recorded by you or your child.



w/b 13.1.20 - This week we have read lots of the book Holes and focused specifically on Chapter 14. In this chapter, we met the Warden and we discussed how the author made her a memorable character and what impression we got of her. We also read about the Alamo and answered ERIC questions around it to aid our understanding.

What can you do?

Put reading into your routine – even with older children. If you read, your child is more likely to.

Read with your child every day and talk about books.

Echo reading - you read then they read.

Buy books for presents – let them read magazines, newspapers, comics, graphic novels.

Library visits + Waterstones!!

**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss**

Praise and encouragement. “I don’t like reading!” - “You haven’t found the right book yet.”

Every child loves stories!!

Things for you to take with you...

<https://www.booksfortopics.com/>

100 best books for every year group –

<https://www.dropbox.com/sh/d19210dcrkejqd1/AACVCk7xQfshVW DnQCqof4lea?dl=0>

Reading Roads

