



Reading at Ringwood Junior

How our children-

Learn to read

Are supported in their reading

Are encouraged to develop a love of reading

How you can support at home



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)





Background

- Children's development in all areas of learning, including reading, is by stage not age!
- Reading underpins every part of learning and is a life skill.



Learning to read with phonics

When our children join us in year 3 we will assess them on their phonics knowledge using *Little Wandle Letters and Sounds*.

This is our chosen systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics



- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

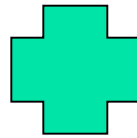


- Phonics helps children to develop good reading and spelling skills
 - e.g. *cat* can be sounded out for reading and spelling
- Phonics is making connections between the sounds of our spoken words and letters that are used to write them down.

Phonics at a glance

- Phonics is...

**Skills of
segmentation and
blending**



**Knowledge of
the alphabetic
code.**



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds

Blending to read words



[Pure sounds](#)

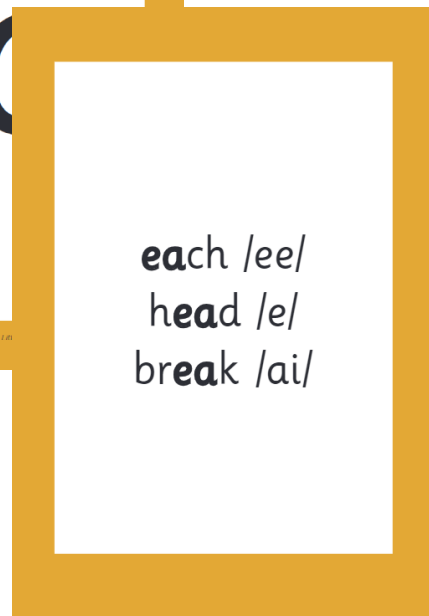
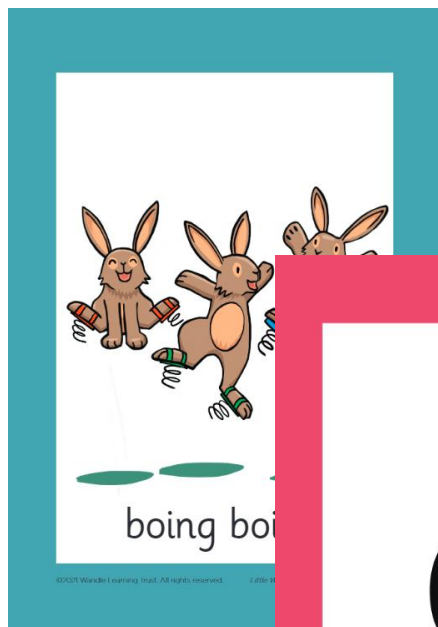
Terminology

- **Phoneme:** The smallest unit of sound in a word.
- **Grapheme:** A letter or group of letters that represent one sound (e.g. t, ch, igh, eigh)
- **Digraph:** two letters that represent one sound (sh, ch, th)
- **Trigraph:** three letters that represent one sound (igh, ear)
- **Grapheme-Phoneme-Correspondences (GPCs):** Linking a letter to the sound it makes (e.g. S makes a ssssss sound)

- **Segment-** When a child uses their sounds to break down a tricky word nearest= n/ear/e/s/t
- **Blend-** After a child has segmented a word they blend it back together- n/ear/e/s/t= nearest



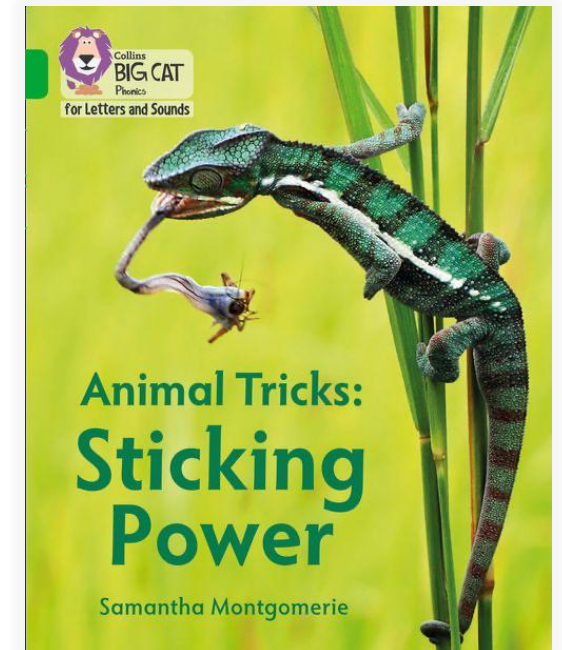
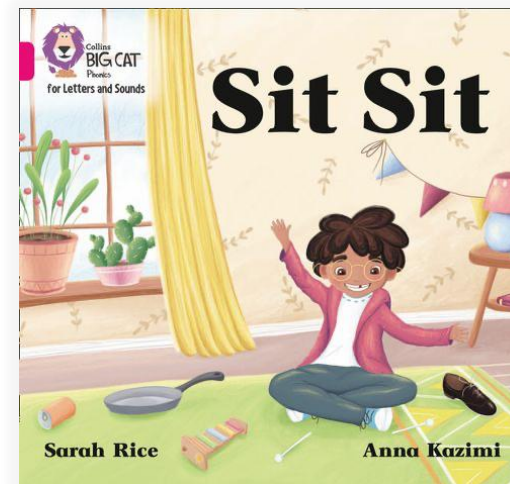
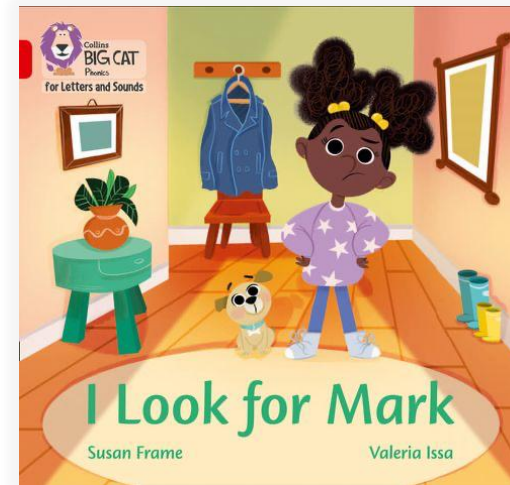
How we make learning stick



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

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

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Reading into spelling

ea

each /ee/
head /e/
break /ai/



Phonics supporting spelling

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



And all the different ways to write
the phoneme sh:



shell

chef

special

caption

mansion

passion



Additional Reading Strategies



- Use of syllables- e.g- animal= an/i /mal

- Focus on-

known *letter strings*- *i_e (time)* , *igh (high)*, *ie (pie)*, *y (sky)*

letter patterns

root words to build new words- e.g- walk, walking, walked. come, coming, came

- Over-learning of key words and spellings being taught through pre- teaching and vocabulary book marks.

Fluency



Fluency strategies
used in lessons.

Echo read (I read,
you read/ you read, I read)

Choral (altogether)

Theatre (small groups)

Ghost (whisper)

Re-read (vary voice, volume,
speed, expression)

Call and response (fill in the
missing word/ sentence)

Paired read (to a partner)

Moving on from Phonics to fluency

Once children have completed Little Wandle they move on to our new Fluency books.

These progress from Fluency 1 - Fluency 10 and continue to support the children with their phonics.

They also provide a structure to support developing a child's reading speed.

Once a child has finished the fluency books they move onto our banded books based upon their reading standardised score.

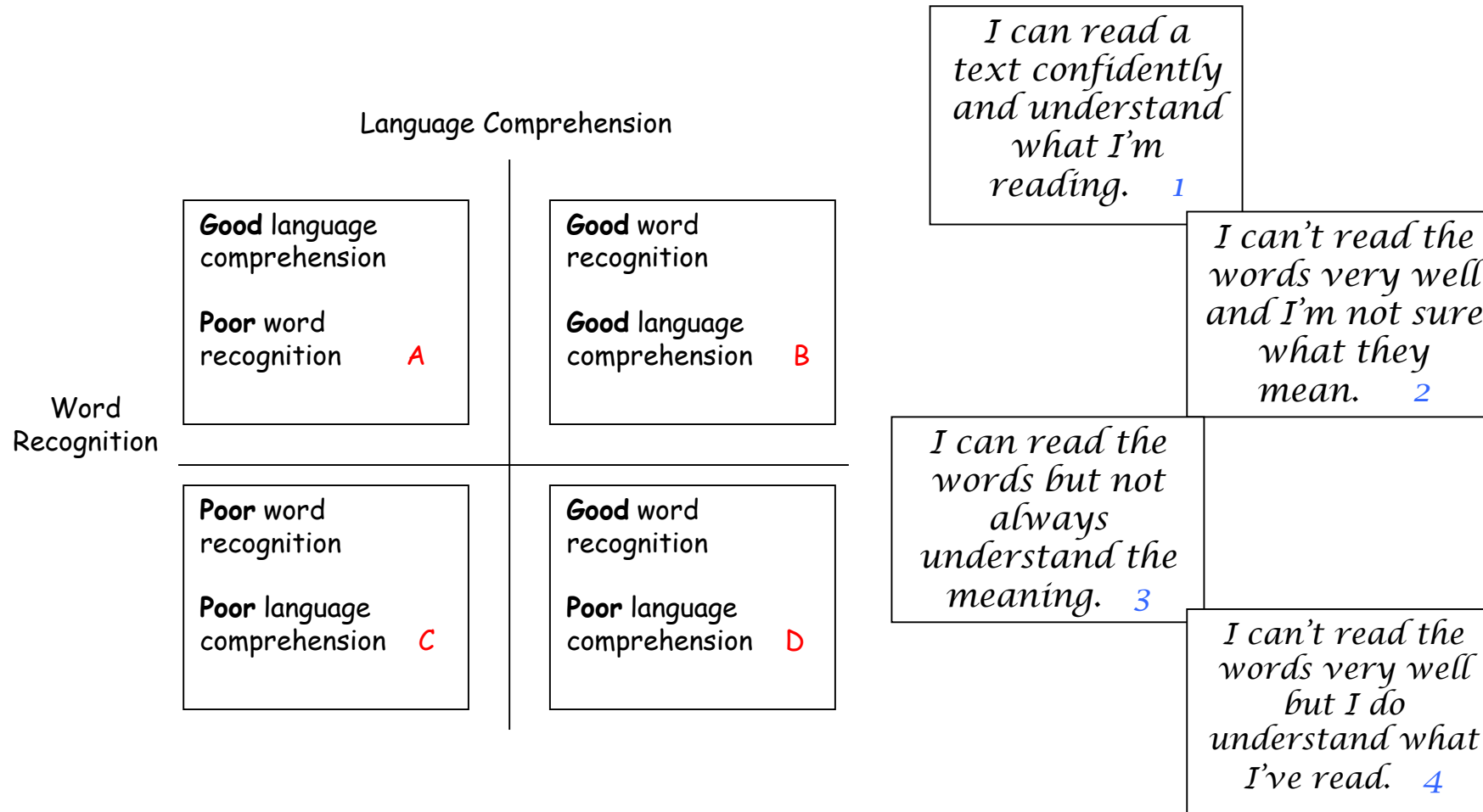


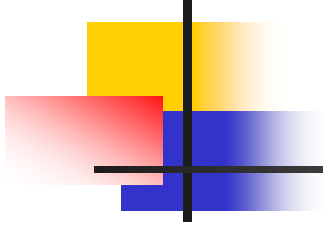


Developing Comprehension

- Encourage the children to answer questions about the text
- Ask the children to generate their own questions about what they have read
- Summarise paragraphs
- Encourage the children to be aware of what they do and do not understand in a text


Simple View of Reading





Reading Skills


recap monitor sum up

Summarise 

outline fact opinion


vocabulary point of view

Respond and explain

Identify and use justify  author's choice

technical terms simile

Language for effect

personification  repetition

metaphor writer's choice


purpose links to other texts and the wider world

Themes

conclude  presentation and organisation genre

tricky words root word

meaning Prefix/suffix

Word Reading 

understand decode

find locate select


quote **Retrieve** 

extract skim copy

scan


deduce predict

Infer figure out

evidence  suggests

between the lines opinion

self-correct discuss meaning

Clarify 

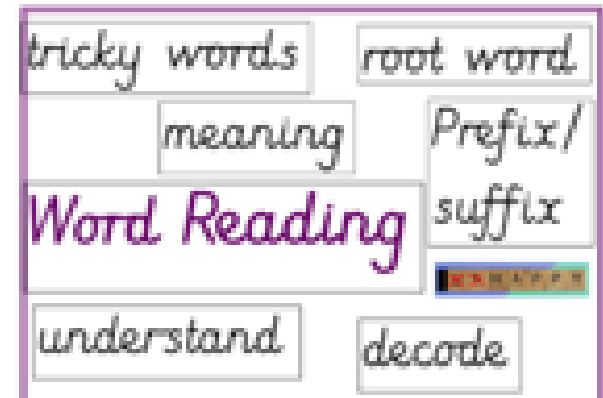
genre words in context

Guided reading in school

LO: To understand the meaning of words in context

Life in Antarctica:

There are just two seasons in Antarctica: a very short cold summer and a very long, colder winter. There are no local people in Antarctica. The only people who stay in Antarctica are scientists and explorers. It is just too cold for people to live there **permanently!**



Read the line before and after the highlighted word.

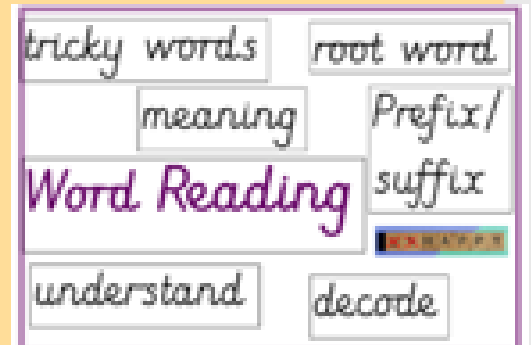
In your book explain what the word means in that context.

Skill- Word Reading and Clarify

LO-To identify meaning of new words

With your learning partner practise reading the text aloud to develop your fluency.

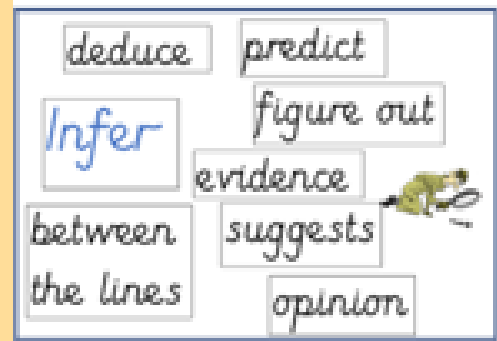
As you read, underline any unknown words.



When you have finished reading aloud use your dictionaries to check for meaning and record 3 of these in your book.

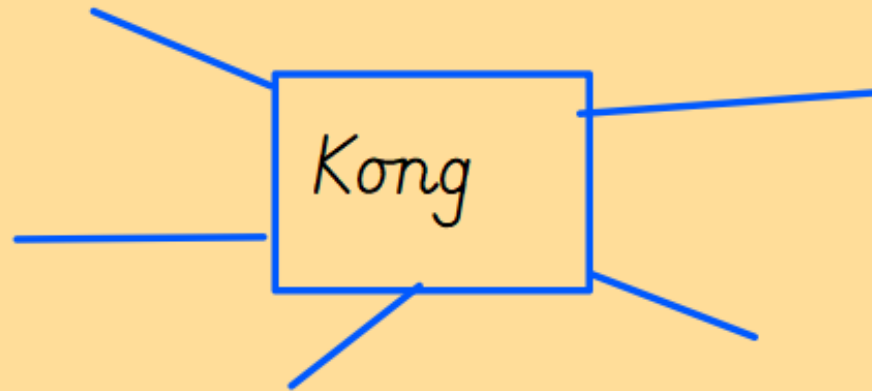
Skill- Inference

L.O-To use inference to consider character- Kong



Recap on the text read last lesson, re-read the last page

What do we now learn about Kong- brainstorm ideas in books.



Identify evidence in the text to support your ideas.

How may our perception of him have changed?

Reading Routines at Ringwood Junior School

- All of our children will have a skills reading book based upon their reading standardised score (100= ARE (age related expectations). This is the book they will be heard to read from in school.

	Little Wandle		
	Little Wandle Fluency 1- 10		
	Extra support- Big Cats high interest books/ Barringtonstoke books		
Year 3	Lime (<u>Emerging</u>)	Brown (Expected)	Grey (Exceeding)
Year 4	Brown (Emerging)	Grey (Expected)	Dark Blue (Exceeding)
Year 5	Grey (Emerging)	Dark Blue (Expected)	Dark Red (Exceeding)
Year 6	Dark Blue (Emerging)	Dark Red (Expected)	Black (Exceeding)



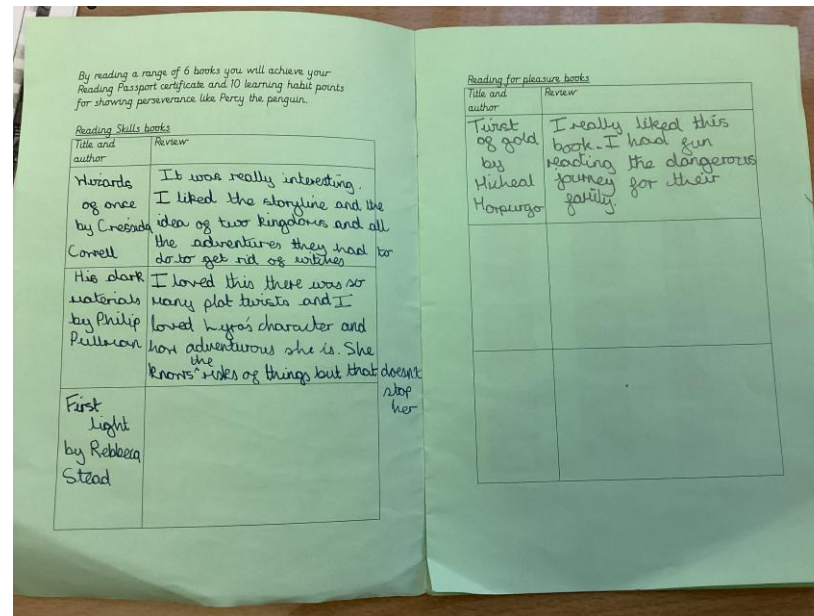
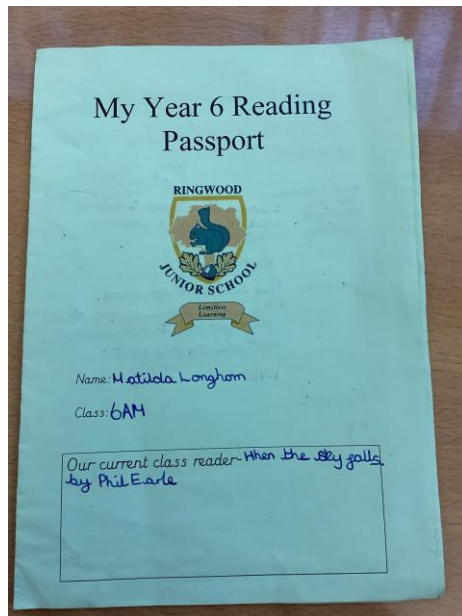
All children can
also have a
'Reading for
Pleasure' book
from our school
library.



*This is my reading
for pleasure book,
which I have chosen
to share with an
adult.*

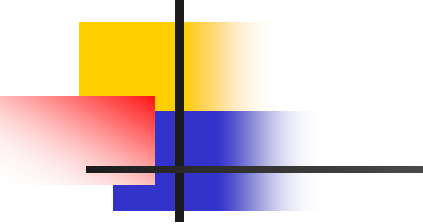
Reading passports

- All children have reading passports to encourage pupils to widen their reading range.
- Pupils review books they have read in the passport and work towards reading 6 books.
- Each year group passport has a list of recommended texts.



- All children have a designated Reading Plus time each week which is an online reading programme
- Designed to increase reading speed, fluency, vocabulary knowledge and comprehension.
- *See Reader, Read Around, i-Balance*
- *See handout for further information*

At Ringwood Junior we encourage pupils to develop a love of reading through-

- 
- Author of the moment displays in each class and the library
 - Extended library times for each class
 - Adult helpers hearing pupils read, including new reading champions for vulnerable pupils.
 - Whole class guided reading sessions three times a week.
 - Quiet reading time in class each day after lunch.
 - Reading Plus lesson each week
 - High quality texts used in English lessons
 - Having a class read aloud book read by teachers
 - Our school reading passports so teachers can track the range of texts and how many books pupils read
 - Get caught reading competition each term
 - Reading Buddies for children in year 3 with year 6 children

- Last year we were lucky enough to have a new school library funded by the PTA. This has proved to be an invaluable environment for all of our children.





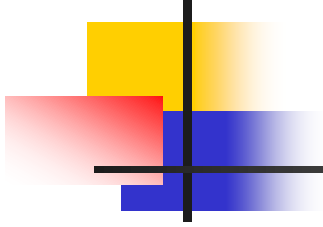
Formal assessment of reading

- Reading test at the beginning of each term- reading age and standardised score
- Twice-yearly comprehension assessment
- Reading comprehension activities
- End of year 6 SAT paper
 - Guidelines are that children should have a reading speed of at least 120 words per minute in year 6.

Year 6 SAT reading paper



- 1 hour to complete whole of the test paper.
Total of 50 marks
- A variety of text types (poetry, fiction and non-fiction)
- 3 texts to read which get progressively harder in the booklet.



Reading at home

The most important thing you can do is read with your child

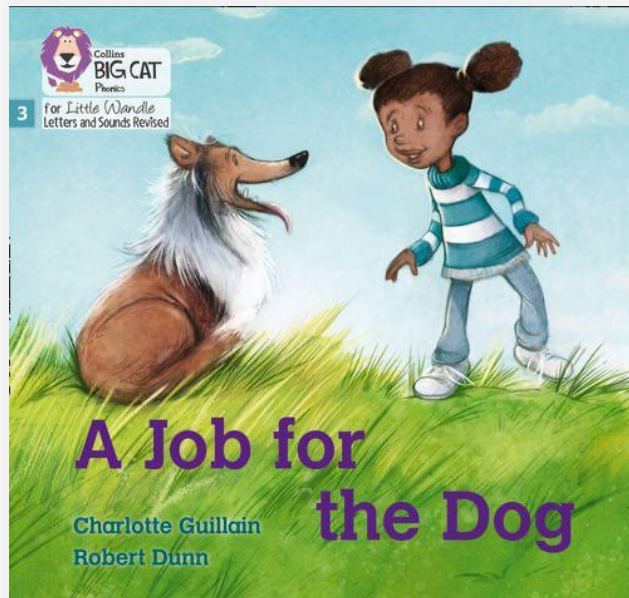
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

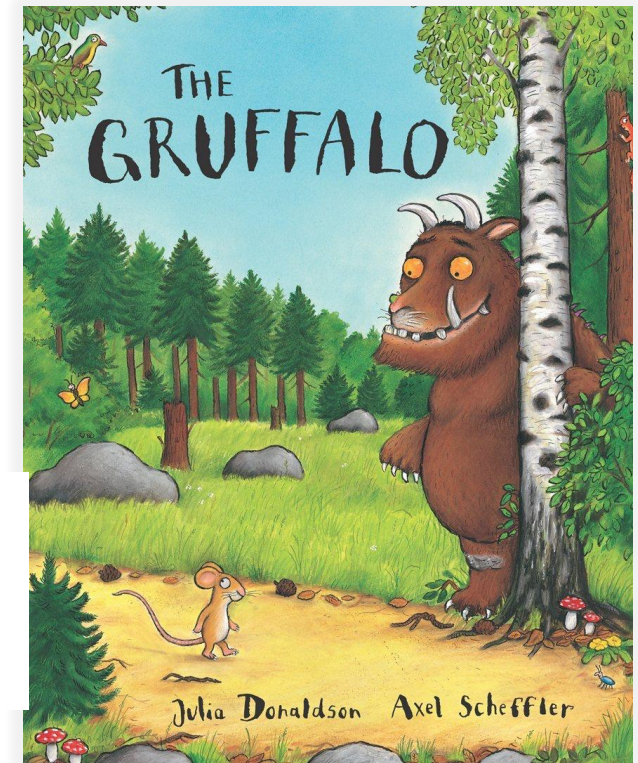
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home- Skills book and reading for pleasure book.

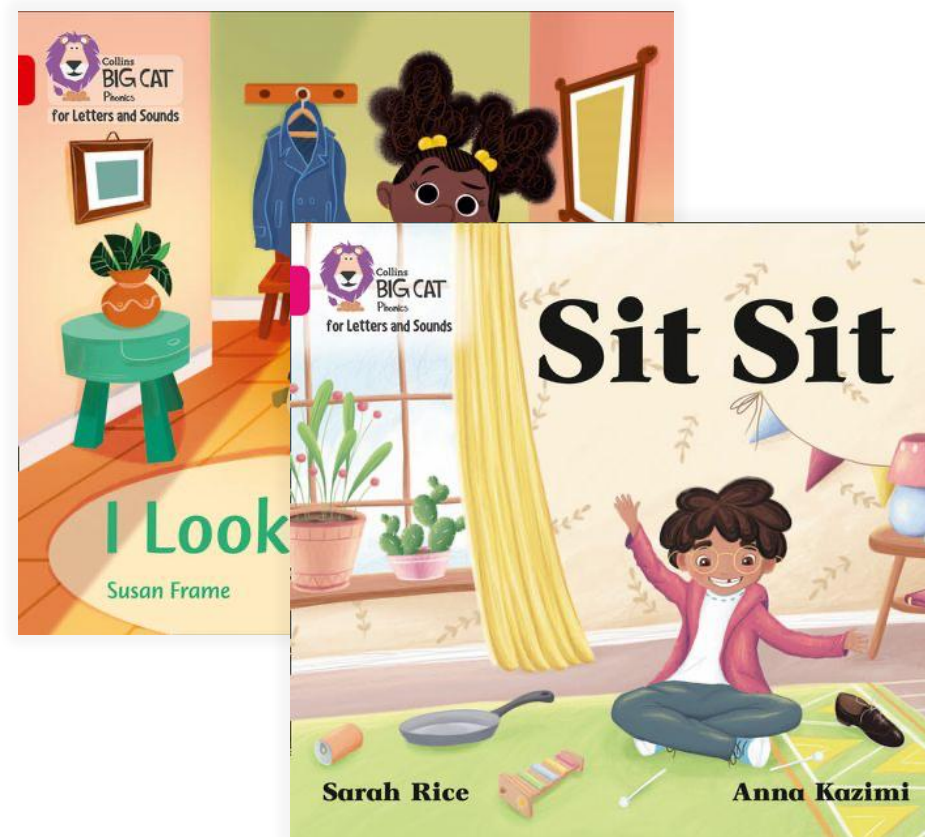


*This is my reading
for pleasure book,
which I have chosen
to share with an
adult*



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Being a reading role model

The Reading for Pleasure book is for you to read together-

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



How to support reading comprehension at home



- ‘Tell me a little about the book so far.’
- If they are reading a fiction book-
- Summarise the story so far. Who are the main characters? Which has been the most exciting part so far?
- If they are reading a non-fiction book-
- What key information have you learnt so far?
- What has been the most interesting fact you have learnt?
- Look at illustrations and captions, discuss diagrams and what information we can gather from these.
- At appropriate times pause their reading and discuss any key words or new vocabulary.
- Why do you think the character acted in that manner?
- How would you act in a similar situation?
- What do you think might happen next?
- Try to make it a conversation

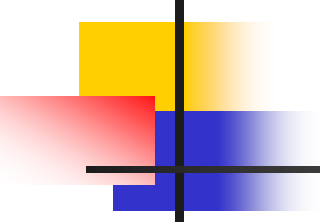


**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



Finally...

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- Thank you for coming along this evening.
 - Please remember that we are here to support your child's reading and assist them in achieving the very best they can.
 - If you are at all concerned please do contact your child's class teacher