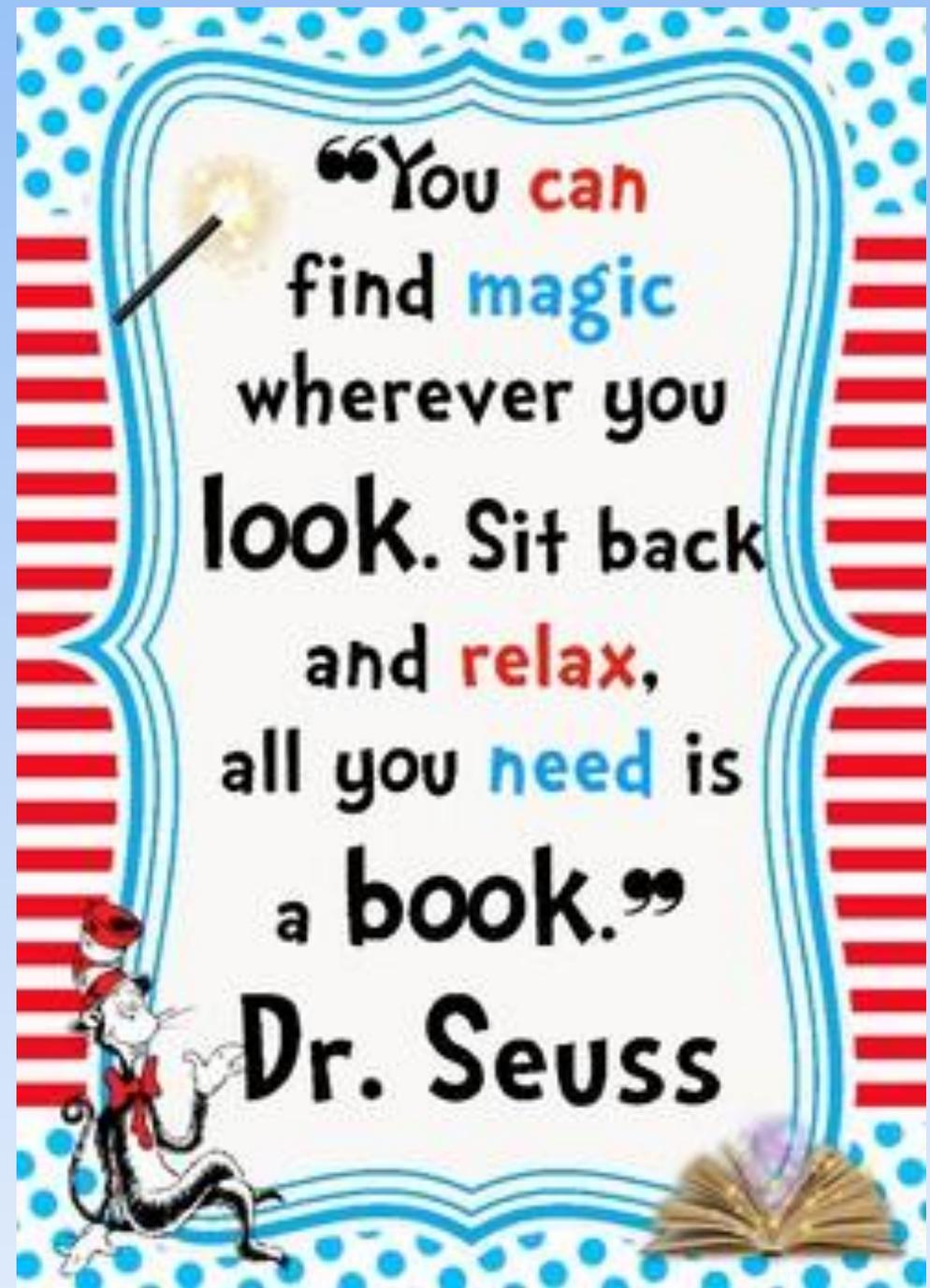




**“You’re never  
too old, too wacky, too wild,  
to pick up a book and  
read to a child.”**

**-Dr. Seuss**





# Reading around our School





# Reading at School

- Reading is one of the most important things your child will learn to do at school. Being able to read and developing a love of books and reading can have a hugely positive impact on your child's education, as well as bringing them lots of enjoyment.
- There are two elements to learning to read that your child will develop during their time at school: **word reading** and **comprehension**. All of the teaching and activities around reading that the school puts in place will be aimed at supporting one of these elements.

# Reading

## Why is Reading so important?

Enjoying books, stories, rhymes and songs helps children to:

- understand new words
- use their imagination
- develop their speech
- develop listening skills
- develop spelling and writing
- develop social skills



# I will learn to read but first I need to...

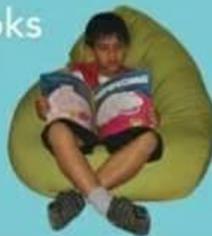
## Rhyme

I need to recognise the sounds that letters make before I can read



## Look at books

I need to be interested in words and books to read



## Track

I need to follow objects with my eyes to read



## Talk

I need an extensive vocabulary to understand what I read



## Do puzzles

I need to differentiate size, shapes, lines and directions to read



## Build

I need to use my fingers and hands independently to hold books and turn pages



... and I need someone to read to me every day!



# How we help promote an interest in books and vocabulary in F1



# Signs and labels – reading with purpose



# Role Play in learning



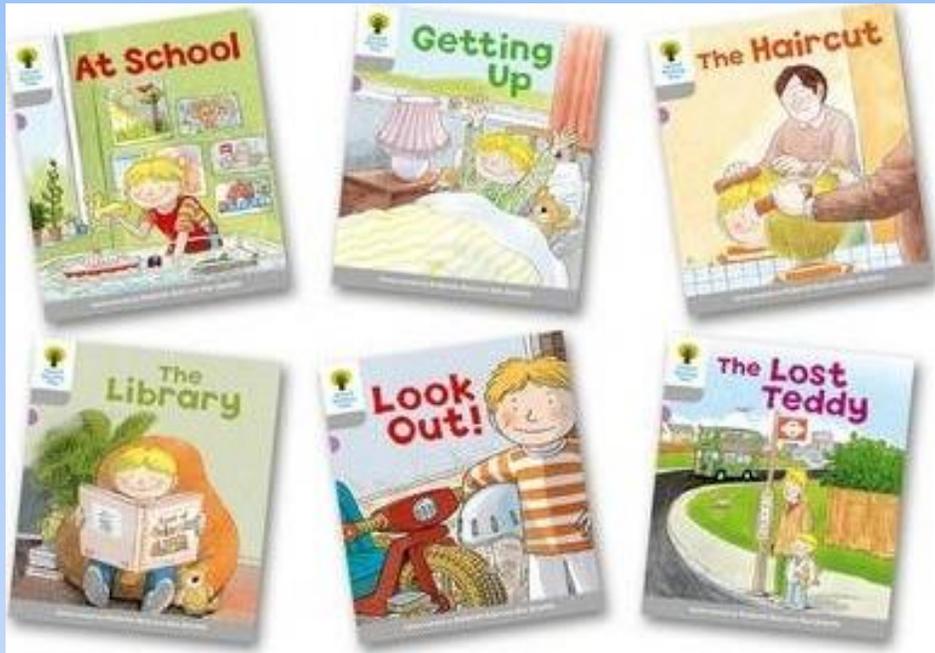
# Having books of interest available throughout the environment.



# Expectations in the Foundation Stage

- ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

# **Initial Reading – wordless books**



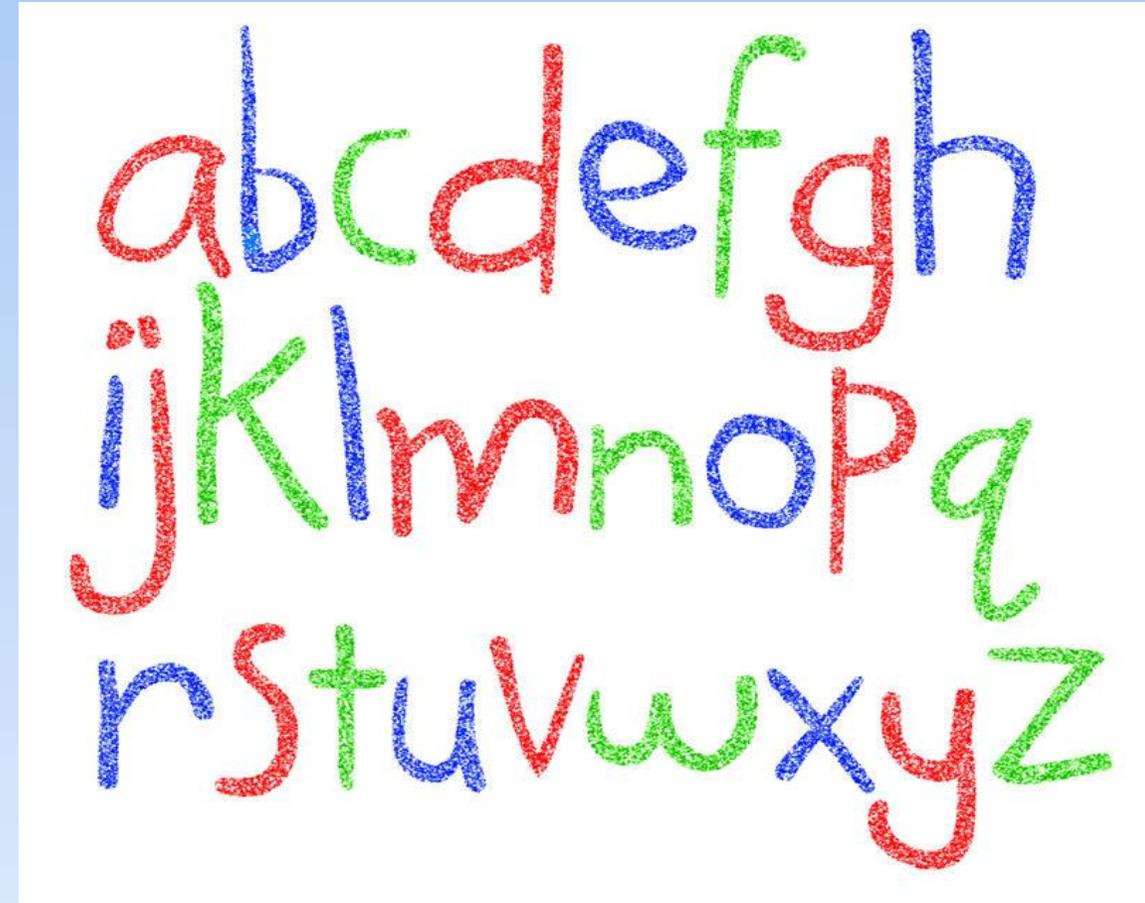
- Talk about who is in the picture.
- Talk about what is happening in different parts of the picture.
- Talk about how different characters might be feeling and why?
- Can you tell me a story about the picture?
- Think about what might happen next.



# Word Reading

# Phonics

- Phonics is an approach to reading that focuses on building words from sounds. A sound might be represented by a letter (such as 's' or 'm') or a group of letters (like 'ch' or 'igh').
- Children start by learning to recognize letters and the sounds they make, and how to blend them together to read simple words. (E.g. once they know the individual sounds for 's', 'a' and 't' they can blend them together to form the word 'sat'.)
- There is a Phonics workshop next Wednesday 25<sup>th</sup> September at 9:15. It's mainly for F2 parents but is open to anyone that would find it



# Books at School

Lime Green	Wordless texts which encourage the children to tell a story and talk about what is happening in the pictures. Children will be introduced to the main Oxford Reading Tree Characters	
Pale blue	Simple texts with words that are decodable by using the set 1 sounds and simple common exception words.	In many books there will still be some words which the children will be unable to decode and we ask that you help your child with these.
Pink	Simple texts with words that are decodable by using the set 1 sounds and slightly more complex common exception words.	
Red	Longer texts with words that are decodable by using the set 1 sounds and some set 2 sounds. There are also some more complex common exception words.	
Yellow	Longer texts with words that are decodable by using the set 1 and 2 sounds. There are also more complex common exception words.	Some books also contain words which use the set 3 sounds which may be unfamiliar to your child. Please help them with these words.
Blue	Longer texts with words that are decodable by using the set 1, 2 & 3 sounds. There are also some more complex common exception words.	

Pale Blue List 1	Pale Blue List 2	Pale Blue List 3
a	he	all
go	her	ball
his	no	into
I	oh	me
is	put	see
the	she	wa

Pink List 1	Pink List 2	Pink List 3
are	down	away
be	for	do
come	I'm	good
like	little	here
look	of	too

Yellow List 1	Yellow List 2	Yellow List 3
climbed	our	again
don't	so	call
Mr	something	called
some	their	gave
there	took	give
water	were	idea
when	your	now
where		

Red List 1	Red List 2	Red List 3
by	day	about
came	have	children
can't	made	could
everyone	make	could
it's	pull	he
Mrs	pulled	
over	push	
wanted	pushed	

# Word lists

- contain words that need to be sight read by the children
- the words either cannot be phonetically sounded out or contain phonic spelling patterns that the children have not yet met

Simple view of reading:

These children need more 1-1 support.

These children will want to read for themselves 😊

word reading

These children need more 1-1 support.

These children need more help with understanding what they read.

language comprehension

**Comprehensio  
n**

The greep dawked forily prip the blortican. It snaughted preg the melidock trippicant and shrolled nong the cretidges. Pronutically, the greep caught up with all the other dogs. They had found a fresh murchin burrow and were sprooling and muting round it. The old bradilihund was sletching his paw down the hole and a persistant chinourier had started to dig. None was small enough to plurt inside. The greep was not really interested; after a quick spool he continued his journey home. The others soon abandoned their search and followed him. They were greeted by a very happy old shepherd who was sure that no dogs had been buried in the landslide.

# Comprehension

- People read for many reasons but understanding is always part of their purpose.
- Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out.

# Comprehension

Children are often able to understand books and stories that are much more complicated than the books they can read by themselves.

Because of this, to begin with, most comprehension teaching focuses on children listening to books that are read **to** them and then talking about them.

As children begin to read for themselves discussion will focus on what they have read.

# Comprehension

Strategies to help children who need to develop comprehension skills:

- Check understanding of vocabulary
- Questioning
- Link to real life experiences
- Drama
- Discussion
- Look for proof

# Hearing a child read

In school there are many opportunities for children to read in lessons across the curriculum.

We aim that every child will be heard to read 1:1 with an adult at least once a week. Many children will be heard to read more frequently than this.

# Hearing a child read

When an adult hears a child read they usually:

- go through the coloured word lists to practise sight reading 'tricky words' and give a new list if needed.
- re-read part of a book or start a new book, depending on what the aim of the session is.
- help the child with any tricky words and check they understand the vocabulary.
- ask questions about what has been read, encouraging child to back up their answers from the text or pictures.
- write a note in the planner, including areas to be worked on at home.

# Moving children up in Reading

## Red

While I am on this colour I am learning to...

Follow print with my eyes, pointing at the words with my finger.

Tell a story by saying what I see in the pictures.

Use my phonic knowledge to decode longer words.

Recognise and read simple common exception words.

Answer questions about what I have read.

## Brown

While I am on this colour I am learning to...

Be confident in attempting longer, more complex words.

Say what I like and dislike about a book.

Be less dependent on illustrations.

Check that what I read makes sense and correct myself if it doesn't.

Predict what might happen next, based on what I have read so far.

Discuss rhyming words.

Begin to infer information from texts.

Read with expression, taking note of punctuation.

Children need to:

- be able to read all the words on their word lists.
- read books at their level with a good level of confidence and fluency.
- do all the things on the bookmark that goes with their reading colour.
- Yellow books and above – answer specific questions about a fiction and non-fiction book to show they have a good level of comprehension.

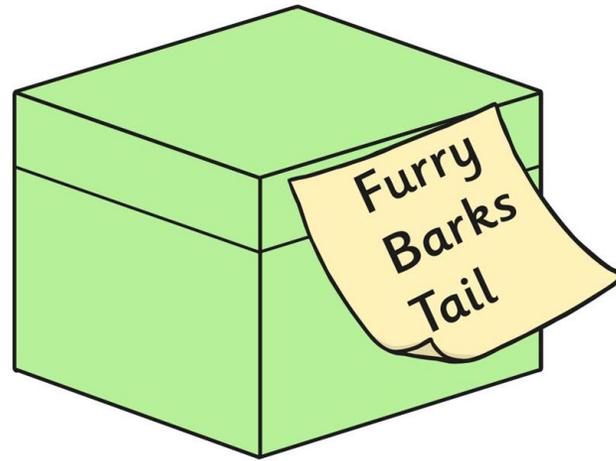
# Inference

Where are they going?



Why do you think that?

What's in the box?



# Inference



*Who is in the picture?*

*Is it cold or hot in the mountains?*

*How does the mountaineer feel?*

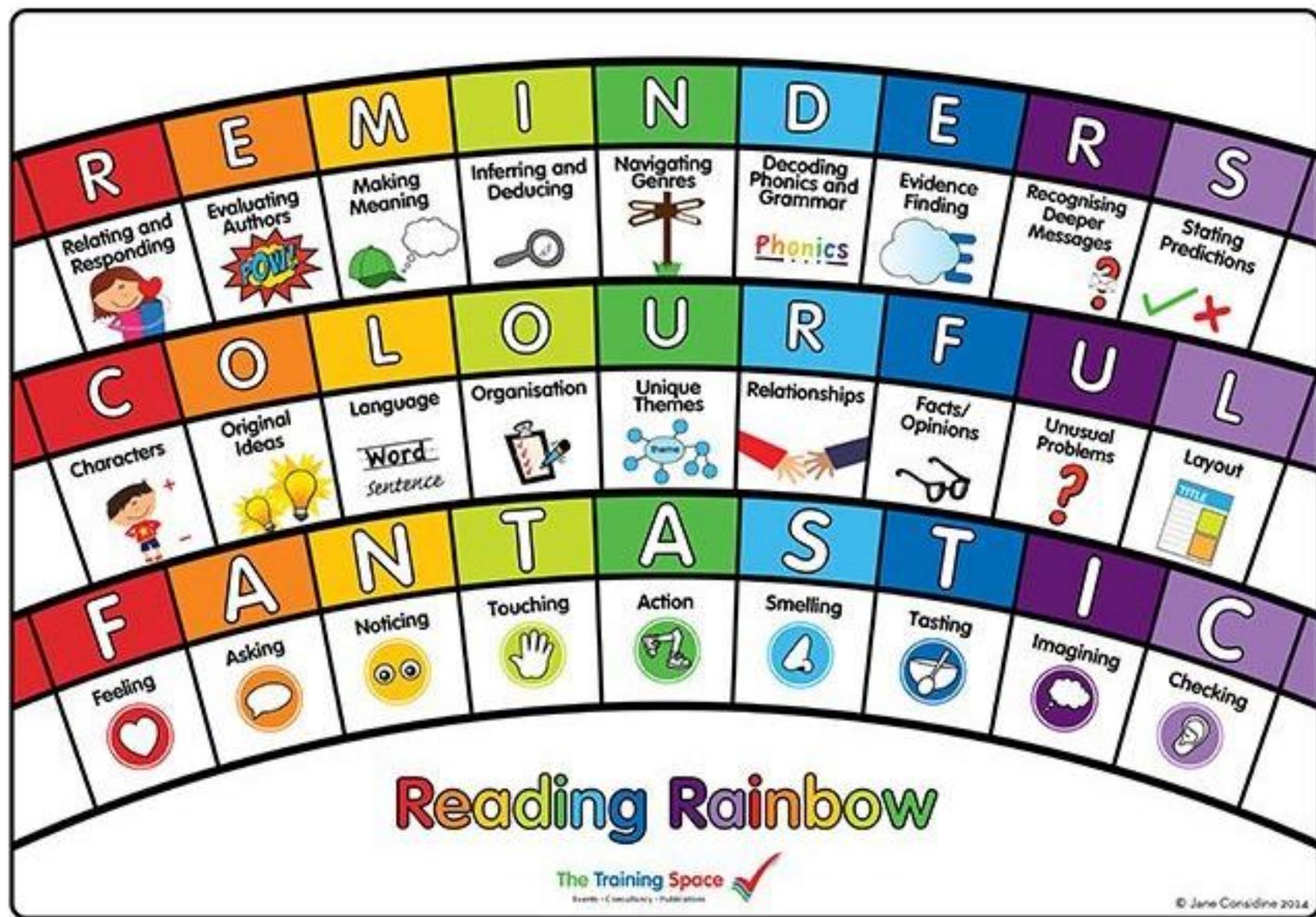
*Why has the mountaineer chosen to climb to this location?*

# **Book Talk**

# Book Talk

- Book talk is a session that enables children to explore books in small groups.
- In Year Two, children share an appropriately levelled book with a group of children at the same ability. Year One share a text as a class and then work in small groups to explore the text.
- The children can earn points for their group by answering questions that focus on their comprehension and inference skills.
- The questions are suitable for everyone's books.





# Reading Rainbow

# Reading at home

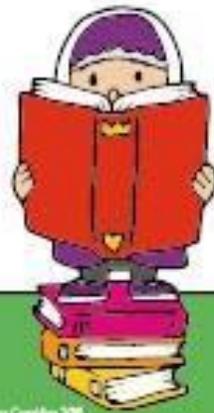


## Every Minute Counts

Child 'A' reads  
1 minute each day

**180 minutes in a  
school year**

**8,000 words**



Child 'B' reads  
5 minutes each  
day

**900 minutes in a  
school year**

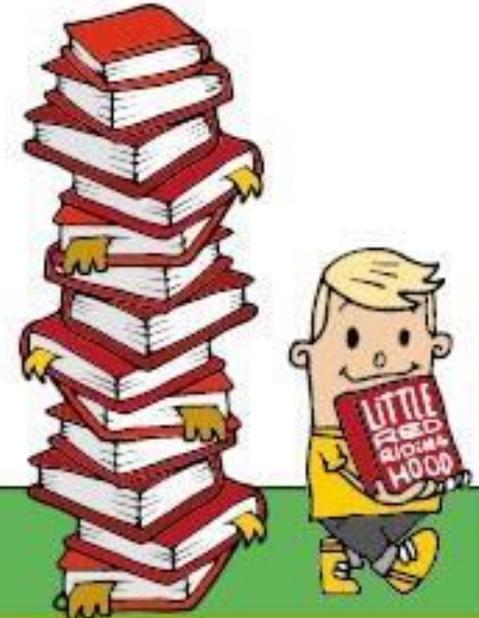
**282,000 words**



Child 'C' reads  
20 minutes each  
day

**3,600 minutes in a  
school year**

**1,800,000 words**



# Reading at home - Reading badges

"We have the Reading Badges each half term because we have found that, however able a child is at Reading, it makes a real difference to their progress if they read regularly each week. It also gives them a great sense of achievement to be awarded a badge."

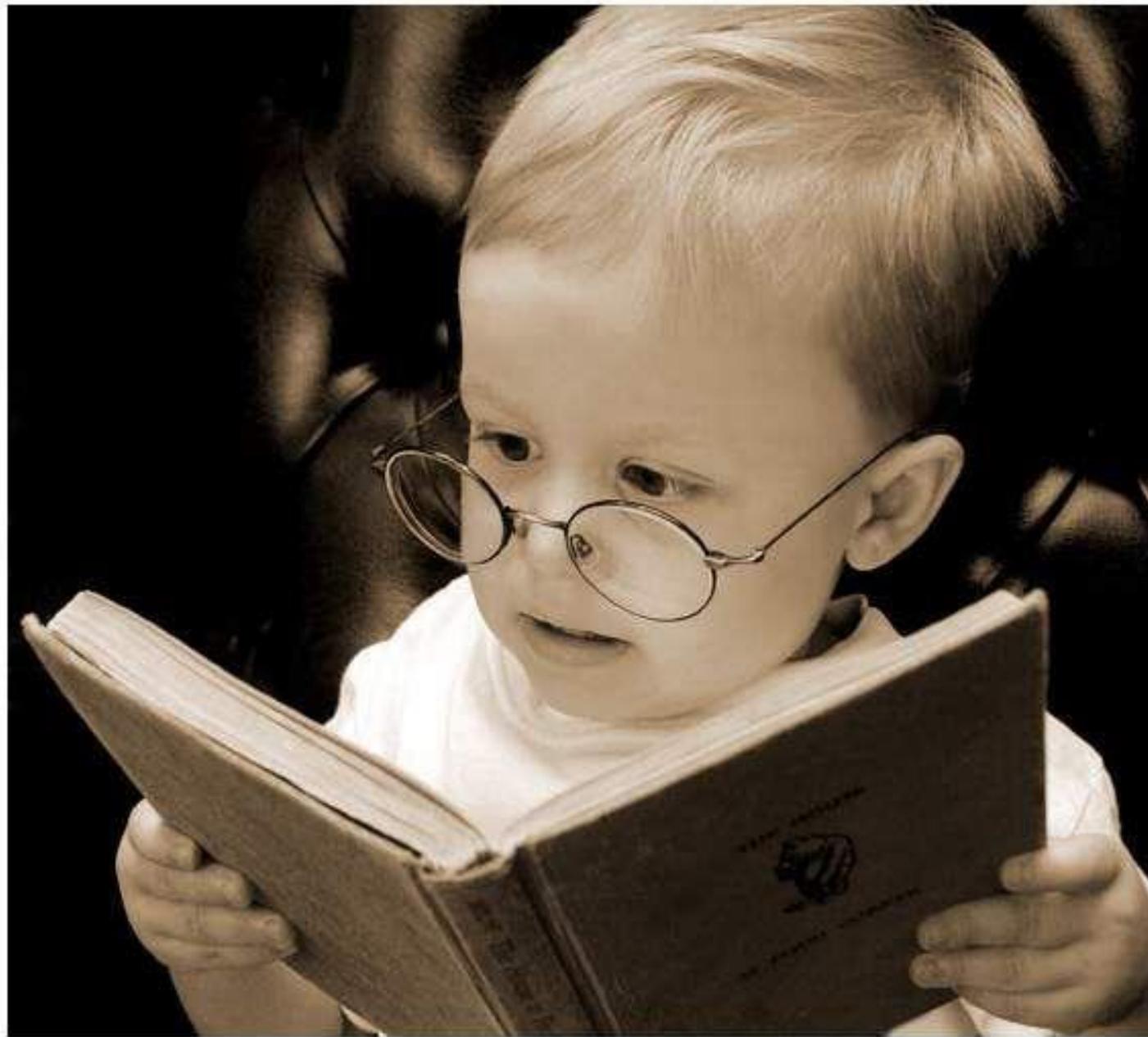


The Owl Reading Award starts on Monday 16th Sept. Please help your child to read at home **25 times or more** between then and Thursday 17th Oct. Many thanks for your support with reading at home.

# **Terrific Tips for Reading at home**

# Tip 1

- Find the right level



# Tip 2

- Make a regular time together



# Tip 3

- Introduce the book



# Tip 4

- Take time to listen



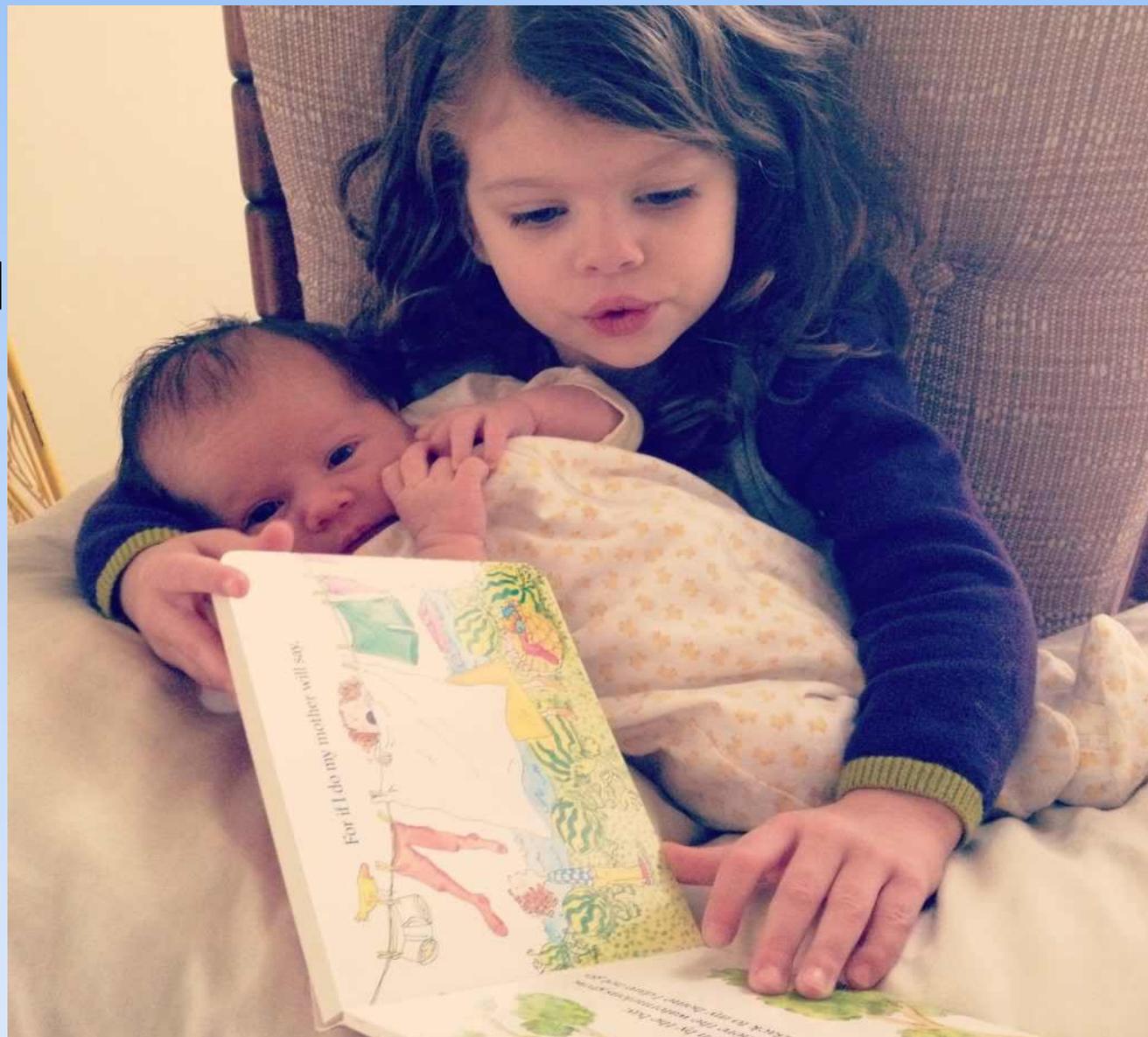
# Tip 5

- Strike a balance



# Tip 6

- Talk about what you've read



# Tip 7

- Enjoy reading everywhere



Read to them too so that they can  
experience books beyond their reading  
ability...

If you read just one book a day to your  
child, they will have enjoyed **1825** books by  
their  
5<sup>th</sup> birthday.

Every day counts.  
Every book counts.

# World book day



# How to record your home reads

- Write the book title and pages read
- Use the bookmark as a guide to what your child is learning to do whilst on that level, focus on one aspect
- Write a comment on how they got on
- Sign it
- Please do this on the day that you hear your child read, otherwise it causes confusion

The more that you  
**READ**, the more things  
you will **KNOW**.  
The more that you  
**LEARN**, the  
more places  
you'll **GO**.



**Dr. Seuss™**

*I Can Read with My Eyes Shut!* by Dr. Seuss

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Any questions?