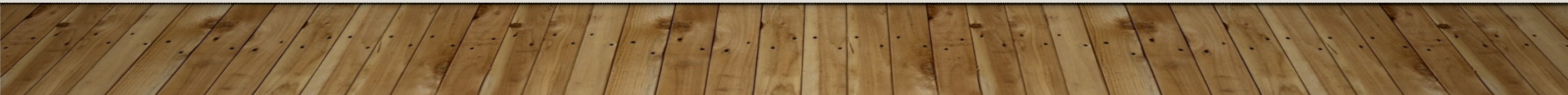


# READING

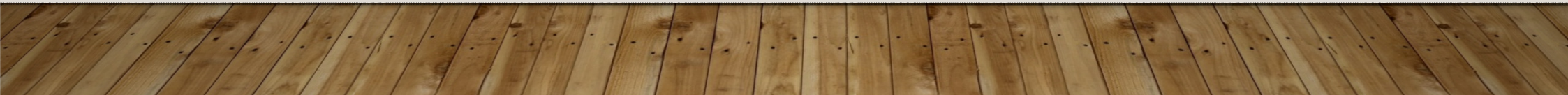
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HOW WE TEACH READING AT HEMINGFORD 2020

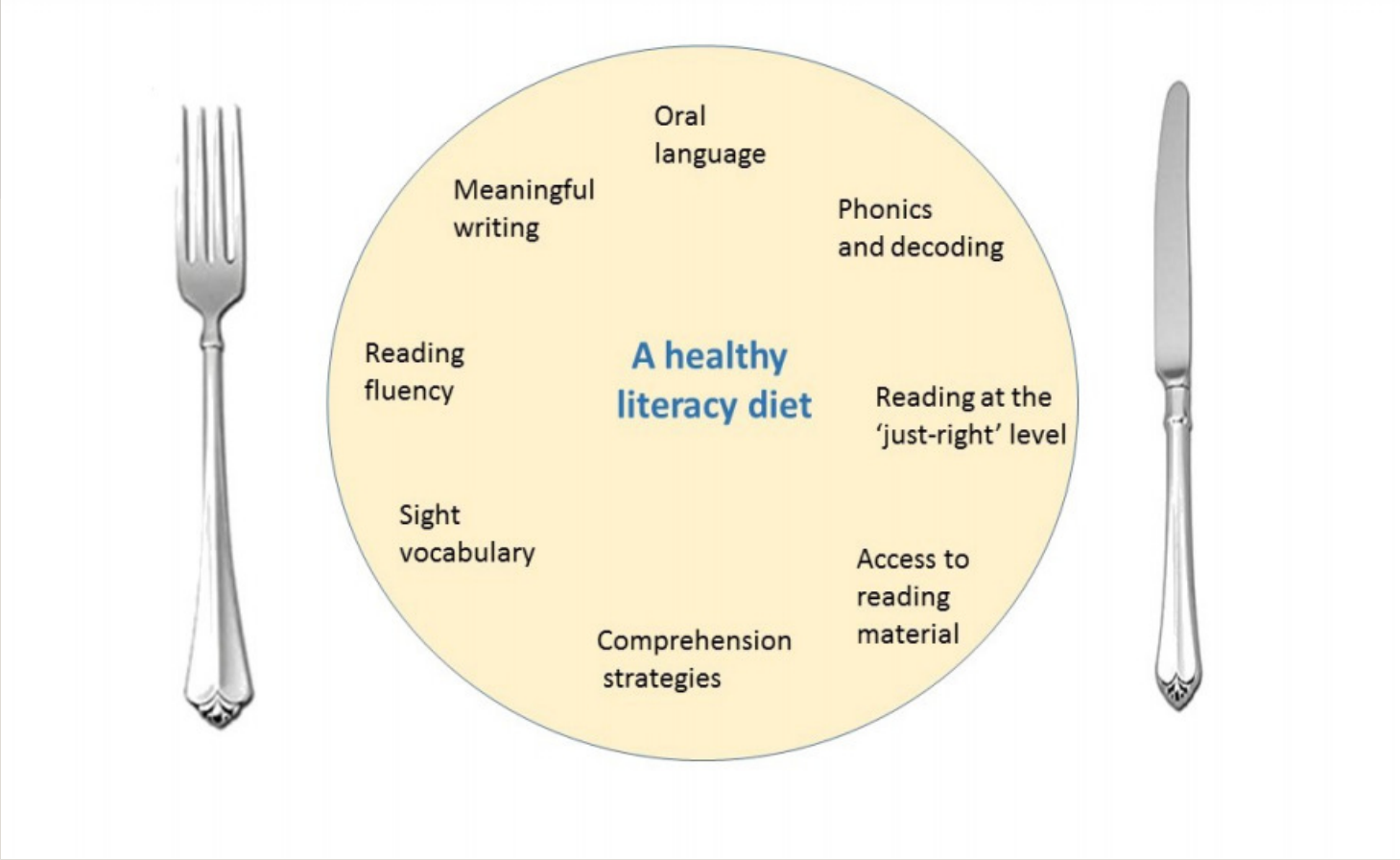


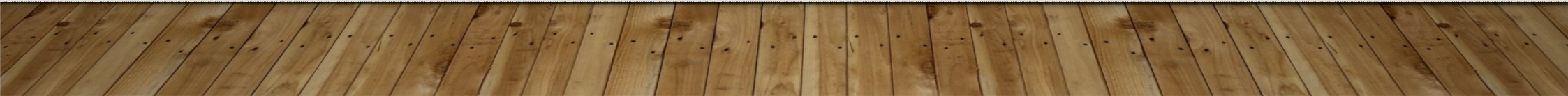
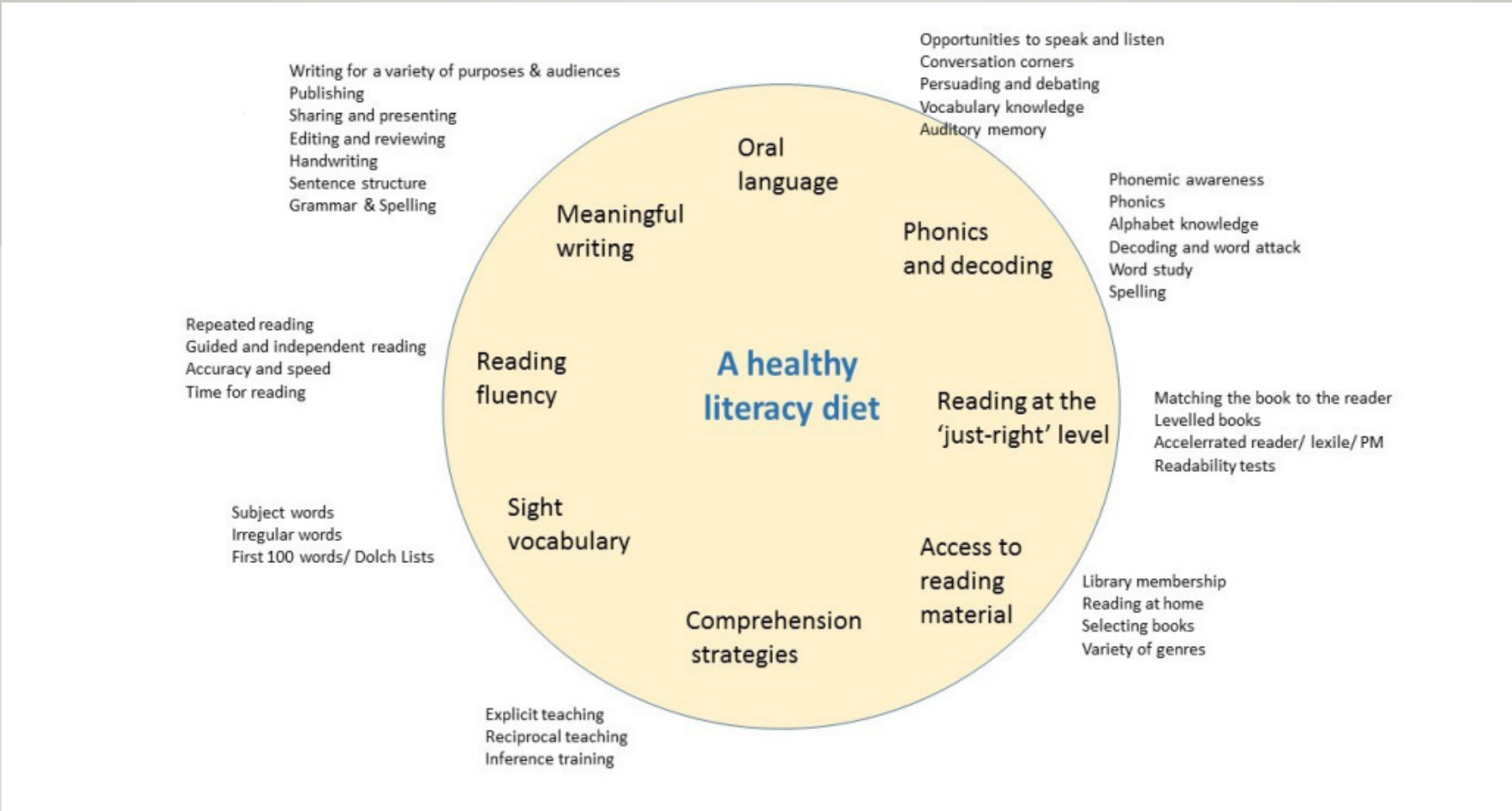
## **At Hemingford, we aim to...**

- Develop a positive environment to facilitate a love of reading... a culture of reading.
- Ensure reading is at the heart of our curriculum and held in highest regard.
- Be reflective about making changes to the teaching of reading to improve results.
- Ensure resources are current and impactful on improving results.
- Recognise when additional support is required and ensure this is implemented.
- Develop a consistent approach to reading across the school.



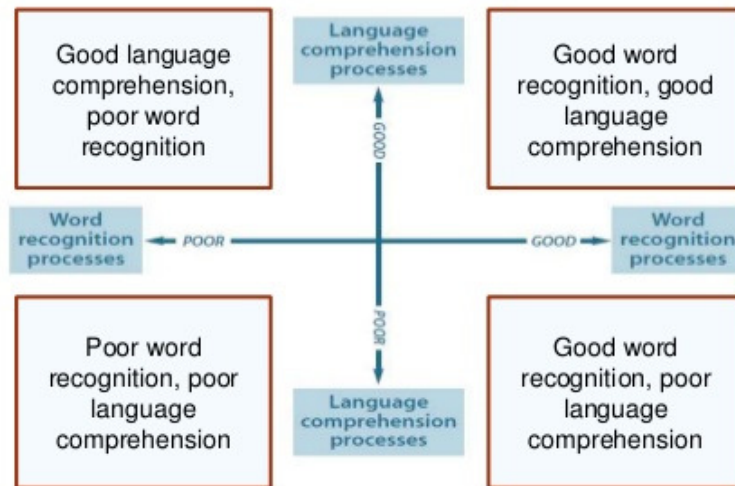
# What does being a competent reader look like?





# What are the key components of becoming a competent reader?

## The Simple View of Reading

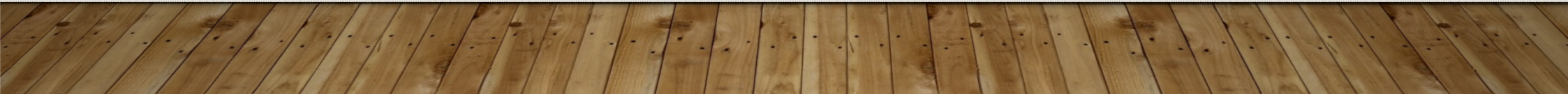


**Children need both to become competent**

# FS/KSI

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THE BEGINNING OF READING



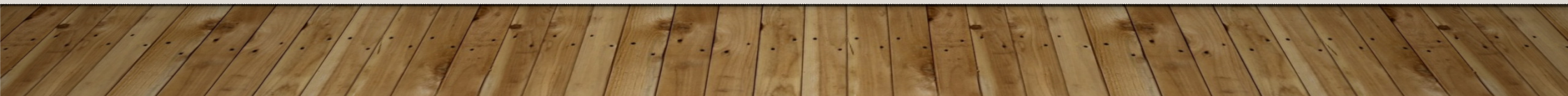
# What is Phonics?

Phonics is a way of teaching children to read quickly, skillfully and progressively. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

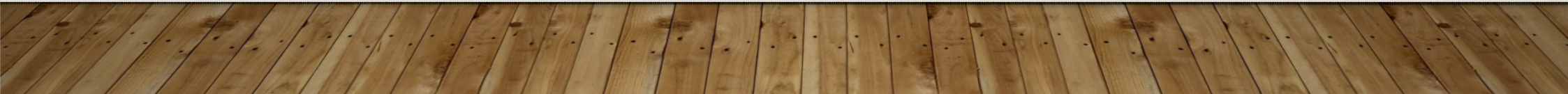
Children can then use this knowledge to 'de-code' new words that they hear or see.

This is the first important step in learning to read.



# What does Phonics look like at Hemingford?

- We follow the 'Letters and Sounds' progression documents
- Children have a 20 minute phonics lesson daily where from EY, sounds are introduced daily
- Children are grouped according to the sounds that they are secure with
- Children are assessed on a regular basis and groupings are altered based on their progress





# Daily Phonics sessions

Lessons are made up of 4 parts:

**Revisit** – Using flashcards, children are given the opportunity to recap on the previous sounds that they have learnt.

**Teach** – This is when the new sound is introduced. A new sound is introduced every day.

**Practise** – During this section of the lesson, children have the opportunity to practise the sound in a variety of ways.

**Apply** – This is where the children will apply what they have learnt in sentences, either reading or writing.

<b>Revisit</b>	Practise GPCs <i>s a t p i n m d g o c k c k e u r h b f f l l s s</i> Play Quickwrite Graphemes. Sing the alphabet song <b>Flashcards: Speed Trial</b>
<b>Teach</b>	Introduce the phoneme <i>j</i> with actions – see p78 in Letters and Sounds
<b>Practise</b>	Play Soundbuttons see p58 Words: <i>jam jet jog Jill Jack</i>
<b>Apply</b>	Hold up caption on card or whiteboard Read together and model blending tricky words. <i>Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit.</i>

# Reading scheme in EY and KS1

Lower down the school, reading is heavily reliant on the sounds that the children have learnt. This will help to determine their book band. Children will bring their reading scheme book home along with their reading record to apply their phonics to decoding a text.

In order to continue their journey to being a competent reader, the children must also be able to comprehend what they are reading and answer questions about the text. This is the reason children's books are changed on a weekly basis as it allows time to revisit the text that has been decoded and discuss it in detail. There are some question stems attached for the kinds of questions to ask your children.

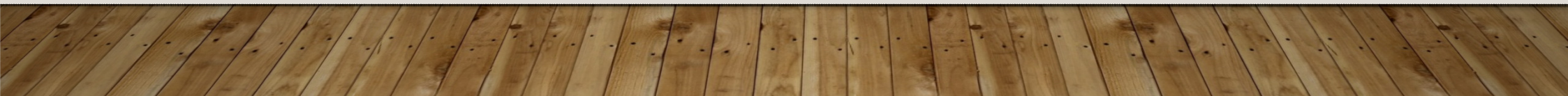
These are the colours in order of our scheme.



Children are expected to be reading yellow books by the end of Reception.

Children are expected to be reading orange books by the end of Year 1.

Children are expected to be reading lime books by the end of Year 2.



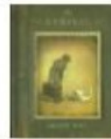
# Reading for pleasure

In KSI we share stories all of the time. There is a mixture of stories chosen by both the adults and the children that are shared on a daily basis. The children also have an allocated time slot each day where they will choose a book to read independently. This is also, when the adults can look to hear the children read and change their books.

6-8 years



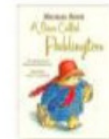
Amazing Grace  
Mary Hoffman



The Arrival  
Shaun Tan



Asterix the Gaul  
René Goscinny  
and Albert Uderzo



A Bear Called  
Paddington  
Michael Bond



The BFG  
Roald Dahl



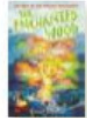
Charlotte's Web  
E.B. White



Clarice Bean, That's Me  
Lauren Child



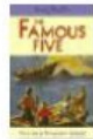
Diary of a Wimpy Kid  
Jeff Kinney



The Enchanted Wood  
Enid Blyton



Finn Family  
Moomintroll  
Tove Jansson



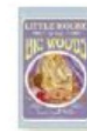
Five on a  
Treasure Island  
Enid Blyton



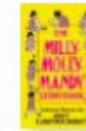
Flat Stanley  
Jeff Brown



Horrid Henry  
Francesca Simon



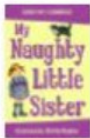
Little House in  
the Big Woods  
Laura Ingalls Wilder



The Milly-Molly-Mandy  
Storybook  
Joyce Lankester Brisley



Mister Magnolia  
Quentin Blake



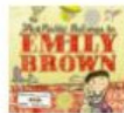
My Naughty  
Little Sister  
Dorothy Edwards



Pippi Longstocking  
Astrid Lindgren



The Queen's Nose  
Dick King-Smith



That Rabbit Belongs  
to Emily Brown  
Cressida Cowell



The Sheep-Pig  
Dick King-Smith



The Story of Babar  
Jean de Brunhoff



The True Story of  
the Three Little Pigs  
Jon Scieszka



Winnie-the-Pooh  
A. A. Milne



The Worst Witch  
Jill Murphy

# Guided Reading

Guided reading is completed alongside reading for pleasure and is adult led. Year 1 and 2 complete this separately from each other as there are many differences in the skills are required.

This session is more focussed and will be planned to include the skills of reading including, summarising, inference and making predictions.

## Mrs Wobble the Waitress

Allan Ahlberg

Mrs Wobble was a waitress. She liked her work. The customers liked her. The only trouble was – she wobbled.

One day Mrs Wobble wobbled with a bowl of soup. The soup landed on a customer's dog. Mrs Wobble got told off.

The next day Mrs Wobble wobbled with a roast chicken. The roast chicken landed on a customer's head. Mrs Wobble got told off again.

The next day Mrs Wobble wobbled with a plate of jelly. The jelly landed on the manager's head. Mrs Wobble got the sack.

What was Mrs Wobble's job?

- 1)  a waitress
- 2)  a cook
- 3)  a cleaner
- 4)  a driver

## FOREST

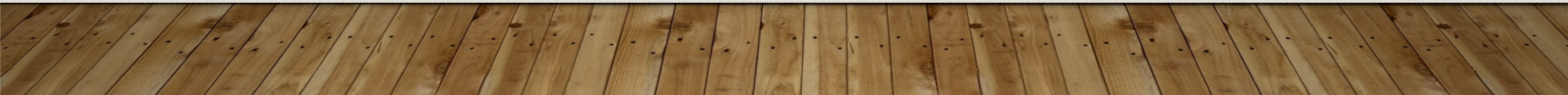


- What's on the other side of the door?
- What is the girl holding in her hand? Why?
- How did she get to the forest?
- Where is this?
- Who hung the lanterns in the trees?
- Where does the stream lead?

# KS2

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THE DEVELOPMENT OF READING STRATEGIES



As the children enter KS2 we continue with the good practise of KSI and the use of the whole school reading scheme.

## Reading scheme in LKS2

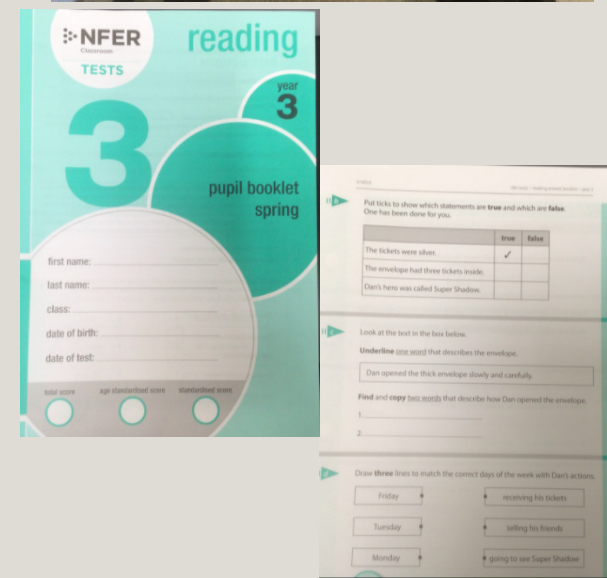
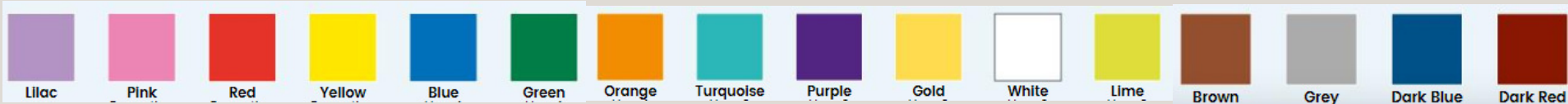
We use lots of different assessments to inform our decisions.

- Every child in Year 2 will have taken the national Year 2 SATs test ( this year we have used NFER reading tests at the beginning of year 3 to gain our levels)
- Every child is assessed using NFER tests termly to assess their comprehension level
- We also use the SALFORD reading test to acquire a reading age.

Together this helps us to decide on the best level of reading books from our school reading scheme.

These books allow each child to be reading at their reading age . Daily reading practise allows them to access books at their level.

These are the colours in order of our scheme.

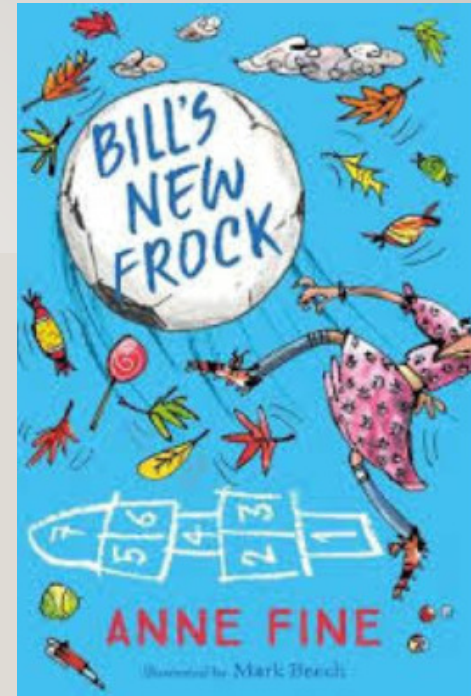


# Class novel

In KS2 we have a class novel that all the classes in the same phase reads.

This is read during the week and allows us to really interact with a plot and characters

Some times we have class quizzes or short investigations about the book.



## Chapter 1

### Vocabulary Check

What does 'burst out' tell you about Bill's mood?

Define 'baffled'.

What is a frock?

Define 'insisted'.

What does 'glowered' mean?

Define 'scarcely'.



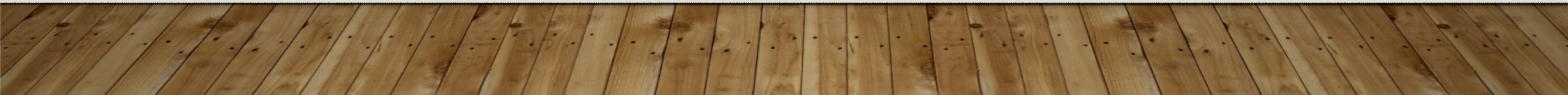
only a very short time before.  
"she had scarcely dismounted before the door swung open"

# Interventions

Some children may need extra support to develop their basic decoding skills.

This is achieved in small groups , it may involve specific programmes such as

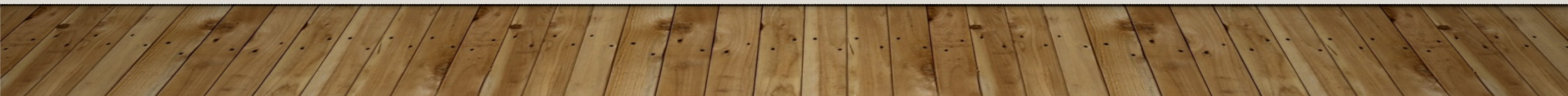
- Reinforcement of phonics
- ERT = Expanded Rehearsal Technique (a daily 6-8 week intervention to improve speed and accuracy of reading)
- Dyslexia friendly programmes to learn specific techniques
- Big Question research which is broken down into manageable text chunks to focus on retrieval skills
- Small guided reading groups focusing on different reading skills.
- I :I reading to build up stamina and pace
- SNIP = which is a programme to build up common words linked with our spelling programme.





Each child will have their own reading record. This is for them to keep a log of the books they have read.

During the week children have regular reading for pleasure time.



# Guided reading in LKS2

This is our opportunity to listen to your child read every week. This is a half hour session with each group over the course of one week.

The children are in ability groups according to their reading ability

The children read a piece of text aloud to their class teacher .

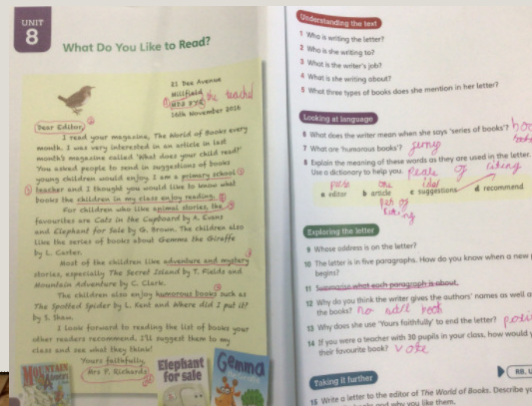
Questions that include retrieval and inference are asked verbally.

This helps the children to work on their comprehension skills and ways that questions can be answered.

We also have a focus on new vocabulary and the meanings of newly acquired words.

The children make notes on the text to help them find the part that helps them with a question.

The next day in the reading session they work independently on answering their questions .

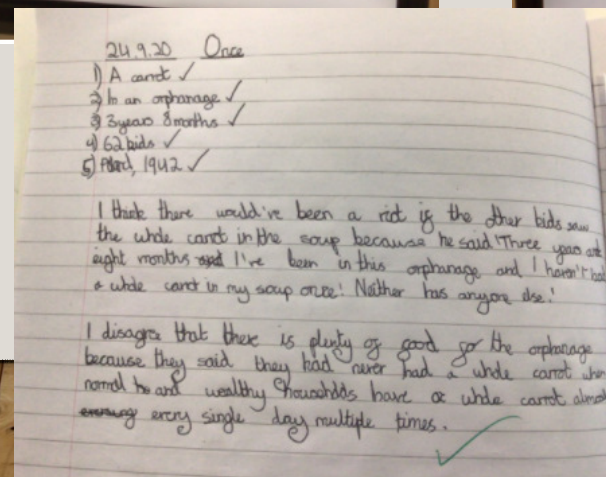
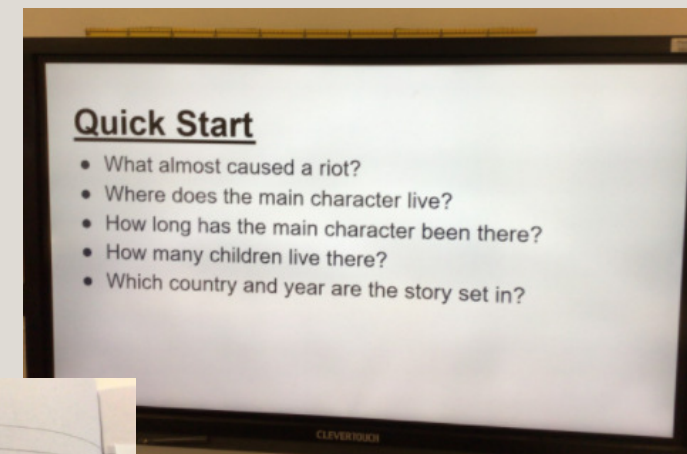
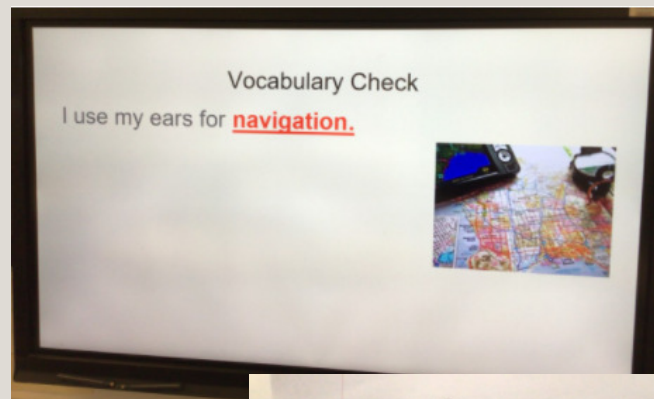
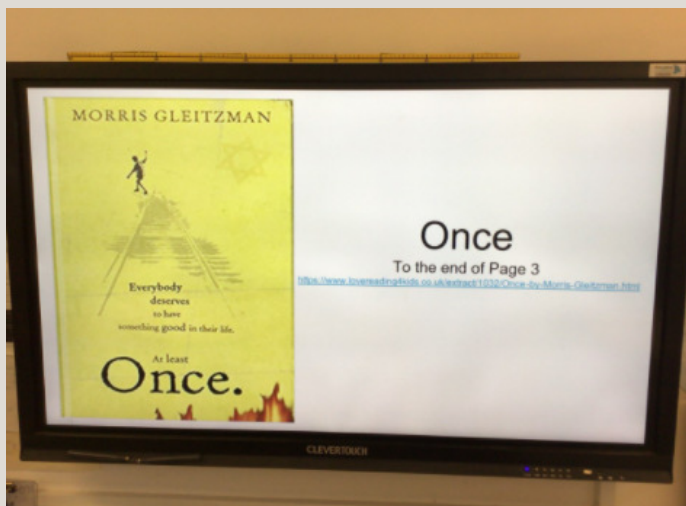


## Components of Guided Reading

- Teacher works with 4-6 students in each group
- Levelled/banded readers and multiple copies of these readers are provided
- Children grouped according to similarities in reading development and instructional reading levels
- Teacher introduces/consolidates strategies and concepts to support independent reading
- Every child reads and is supported by teacher

# UKS2 whole class reading sessions

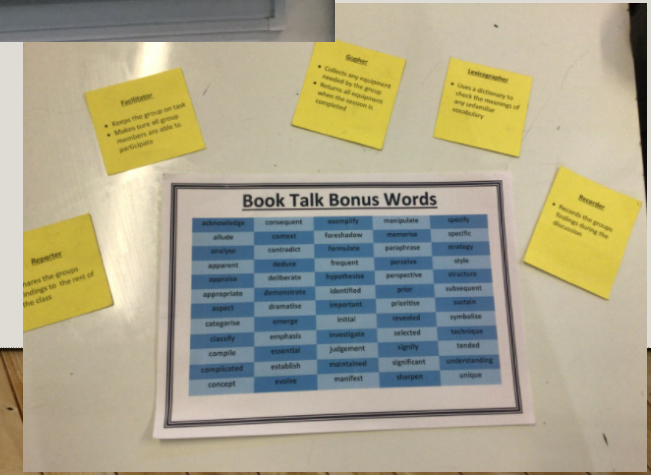
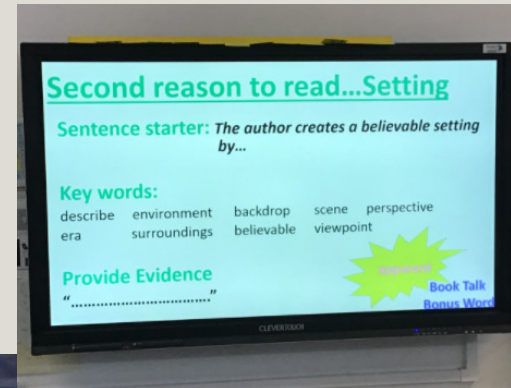
In UKS2, the children have regular whole class reading comprehension sessions focusing on the understanding of the text. This enables the children to develop their vocabulary, language, retrieval, and inference skills using the text as evidence. This allows the children to read a wide range of extracts from differing books and discuss the different genres.



# UKS2 also have regular book talk sessions

-What does a Book Talk session look like?

Book talk is all about book discussion and developing your child's skill in illuminating their thinking clearly during this discussion. Each session will have 2 or 3 reasons to read, one from the ideas of reading (for example Feeling), one from understanding of reading (for example Theme) and one from the competencies of reading (for example Inferring). Children are provided with a sentence starter and a book talk bonus word to challenge the children to include in their oral sentences.



# Websites used to support Teaching and Learning of Reading

<https://www.phonicsplay.co.uk/>

<http://www.literacyshedplus.com/>

<https://www.clpe.org.uk/poetryline>

