



Reading at The Horsell Village School

Autumn 2024

Kindness to yourself

Kindness to others

Kindness to the world

Our Aims for Reading

...to develop the children's love of books and their desire to read.

At The Horsell Village School we aim to teach, enable and encourage children to become fluent, independent and analytical readers who are enthralled by books.

Phonics at The Horsell Village School



We use the Bug Club Phonics scheme.

Every child in Reception, Year 1 and Year 2 takes part in a daily Phonics lesson.

Phonics lessons are 20 minutes in length.

Fast paced cumulative approach.

The scheme we use...



Active Learn - Phonics bug

Teaching Sequence:

- **Revisit and review**
- **Teach**
- **Practise**
- **Apply**
- **Assess learning**

Pause



Prompt



Praise



Phonics Terminology

Term	Meaning
phonemes	The smallest unit of sound within a word (that you can hear)
grapheme	The spelling of the phoneme/what it looks like
digraph	Two letters that make one sound when read
trigraph	Three letters that make one sound when read
Split digraph	When a vowel digraph is split by a consonant it becomes a split digraph
CVC/CVCC/CCVC	Stands for consonant vowel
Tricky words	Words that are not phonetically plausible i.e. cannot be read using phonetic knowledge

Phases

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 5 alternatives
<ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion (e.g. clapping and stamping) • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending and segmenting 	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ow, oi, ear, air, ure, er	Adjacent consonants vcc cvcc ccvc ccvcc	ay, ou, ie, ea, oy, ir, ue, ue, wh, ph, ew, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e, u_e, aw	eigh, ey, ei, ie, y, y, i, o, u, oul, al, ear, ere, eer, are, ear, ch, c (e), c (i), c (y), sc, st (l), se, g (e), g (i), g (y), dge, le, mb, kn, gn, wr, tch, ch, ci, ssi, ti, si, ea, o, s
	to the no go l into	me, be, he, my, by, she, they, we, are, you, all, was, give, live	said, have, like, so, do, some, come, were, there, little, one, when, out, what	oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because	Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third

Blending for reading

c a t

sh u t

m a k e

Reading Fluency



How do high frequency words help with reading?

Because they're so common, high frequency words (HFWs) provide the building blocks for children's reading success. Learning to recognise these words quickly and automatically is an important step in becoming a fluent reader.

How do common exception words help with reading?

Common exception words (CEWs) are words where the usual spelling rule doesn't apply. As children come across unfamiliar spelling and sound patterns in tricky words, their phonics knowledge won't always help them to sound out and read the word; such as the common exception words "sugar", "improve", "climb" and "because".

Reading is complex...

Word Recognition

Word recognition skills involve the ability to identify and understand written words. These skills are essential for literacy and include:

- Familiarity with the alphabetic principle
- Understanding relationships between letters and sounds
- Phonological awareness
- Phonics
- Vocabulary
- Sight word recognition
- Contextual recognition
- Word association
- Word identification strategies e.g. the shape of a word

Language comprehension

Some of the fundamental skills required in efficient reading comprehension are the ability to:

- Know the meaning of words
- Understand the meaning of a word from a discourse context
- Follow the organization of a passage
- Draw inferences from a passage about its contents
- Identify the main thought of a passage,
- Ask questions about the text
- Answer questions asked in a passage,
- Visualize the text
- Recall prior knowledge connected to text

Guided Reading at The Horsell Village School

To develop word – reading skills

Opportunities to use phonics knowledge to tackle unfamiliar words

To develop reading for meaning

Pull together all the strategies to understand and infer meaning

To develop reading for information

Knowing how to use organisational structures of different genres

Beginning reading

- Word Recognition using phonic knowledge
- Word Recognition – Common Exception Words (CEWs) and High Frequency Words (HFWs)
- Language Comprehension skills - using literal, deduction and inference

Comprehension Skills

- “As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane”

What kind of questions?

- What 3 things did the cow do?
- What time of day was it?
- Where was the cow?
- How do you think the cow might have been feeling?

Literal, deductive – using 2 or more points, inferential – reading between the lines.

Reading Books



- Reception children will take home a Bug Club Phonics Book – this book matches the sounds they are learning in their Phonics lesson and they should be able to read it independently, however we expect parents to still support and guide.
- Year 1 will take home a Bug Club Phonics Book and a banded book.
- Year 2 will take home a banded book, but some children may still take home a Bug Club Phonics Book if they are not yet a competent reader.

Reading Progression



- Bands 1 to 10+
- Children move up to the next band when the teacher feels they are competent, confident, expressive and fluent readers within their current band and are reading for meaning (comprehension). This is assessed termly.
- When focusing on comprehension, we explore the text by looking at the characters, the plot, the setting, what is inferred, what can we deduce and what is our overall understanding of the text.

Reading targets

Your child has their reading targets on the back of their reading diary so that you know what they are working on.

Teachers read with children at least once a week and keep assessment records.

You may notice from reading with your child daily, what they are working on day-to-day e.g. Yesterday they got stuck on the word 'seat' and needed help to sound it out and today they could sound it out independently. 😊

How can you help?

- Finding the right time for you
- Practising regularly
- Sit side by side, talk about the cover, the pictures. What happens next?
- Give lots of praise.
- Take it at your child's pace.
- Take it in turns – you read, I read.
- If you sense any sign of anxiety, you can read the book to the child and discuss the story.
- Visiting the local library and using your own home library



Remember please still read stories to your child to continue a love of literature.

**There is no
friend as loyal
as a book.**

— ERNEST HEMINGWAY



Reading
is
Dreaming
WITH
your eyes
open

READING IS ESSENTIAL FOR
THOSE WHO SEEK TO RISE
ABOVE THE ORDINARY.

—Jim Rohn



**"If you don't like
to read, you
haven't found the
right book."**

— J.K. Rowling

*"Reading is to the
mind what exercise is
to the body."*

— Joseph Addison

**"A book
is a gift
you can
open
again
and
again."**

— Garrison Keillor

