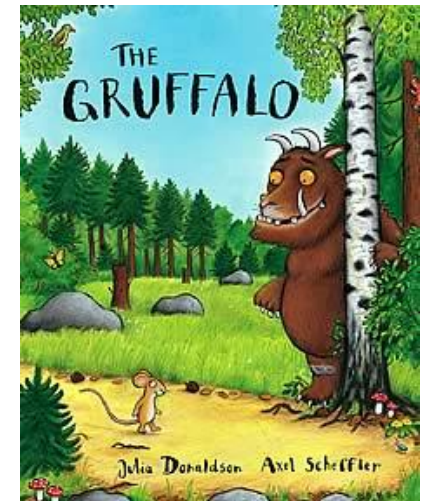


Reading
at
The Horsell Village School
Autumn 2024



Kindness to yourself

Kindness to others

Kindness to the world

Our Aims for Reading

...to develop the children's love of books and 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...



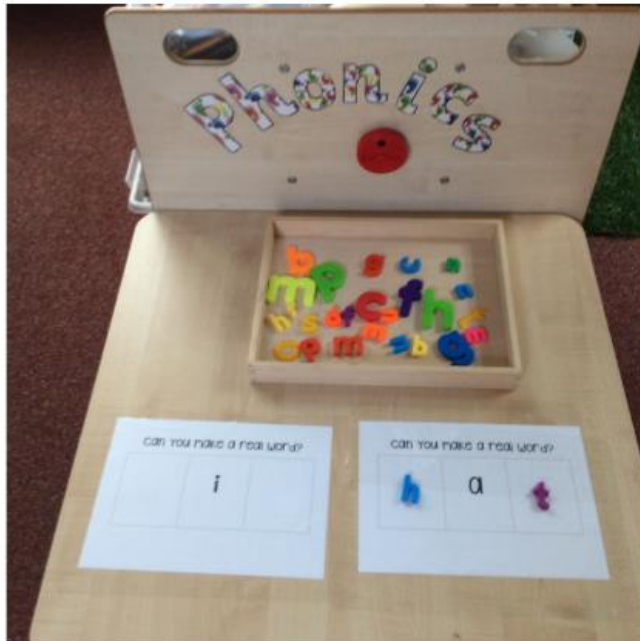
The screenshot shows the Bug Club Phonics software interface. At the top, a red header bar contains the "Bug Club Phonics" logo on the left, the lesson title "Unit 2 Phoneme /n/: Lesson" in the center, and a "Guide" button with a close icon on the right. Below the header is a blue navigation bar with five tabs: "Sounds", "Reading", "Spelling", "Writing", and "Follow-up". The "Sounds" tab is currently selected. The main workspace is a large light blue area. On the left side of this workspace is a vertical toolbar with various icons for editing and playback. In the center of the workspace, the word "pan" is displayed in a large, blue font. Below it, the phonemes "p a n" are shown in a smaller, blue font, with a green double arrow icon below the space between "a" and "n". On the right side of the workspace, there is a small cartoon character of a brown ant wearing glasses. At the bottom of the interface is a keyboard with letters "a" through "z" in various colors. A "Blend" button and an "Undo" button are also visible in the top right of the workspace area.

Active Learn - Phonics bug

Teaching Sequence

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

Continuous Provision



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

Sound	Picture	Action
Phase 2		
s	Sun	Make a sunrise motion with both palms facing forwards
a	Apple	Pretend to take a bite from an apple
t	Tap	Mime turning on a tap
p	Pan	Pretend to flip a pancake in a pan
i	Insect	Make antennae by wiggling two fingers on top of your head
n	Nest	Cup your hands and round them upwards
m	Mat	Pretend to wipe your feet on a mat
d	Dog	On both hands, point two fingers downwards like ears
g	Goat	Pretend to stroke a goatee on your face
o	Octopus	Wave your arms at your sides like tentacles
c	cat	Stroke some imaginary whiskers on your face
k	Key	Mime turning a key in a lock
ck	Sack	Pretend to sling a heavy sack over your shoulder
e	Elephant	Make a trunk using your arm and swing it from left to right
u	Umbrella	Mime putting up an umbrella
r	Rat	Pretend to nibble on some cheese
h	Hat	Using one hand, mime placing an imaginary hat on your head
b	Bag	Mime lifting a heavy shopping bag
f	Fan	Fan your face with your hand
ff	Muffin	Cup your hands like you are holding a muffin and take a bite
l	Leg	Point at your leg
ll	Doll	Pretend to cradle a baby
ss	Dress	Trace your hands from your shoulders downwards

Phase 3

j	Jar	Scoop jam from a jar using two fingers, spoon to your mouth
v	Van	Pretend to steer with an imaginary steering wheel
w	Wig	Extend fingers on both hands, place one in front of the other
x	fox	Draw your hand away from your face to mime a long snout
y	Yell	Cup your hands around your mouth and pretend to shout
z	Zip	Zip up an imaginary jacket
zz	Buzz	Pinch three fingers on one hand and bob them up and down
qu	Queen	Place an imaginary crown on your head with a domed hand
ch	Chips	Make a chopping action with one hand on your opposite palm
sh	Shell	Pretend to listen to a shell at your ear
th	Moth	Cross your hands over each other and flap them like wings
ng	King	Put a crown on your head with domed hand and stroke a beard
ai	Snail	Cup one hand over opposite fist and extend two fingers on fist
ee	Sheep	Curl your fingers in loops at either side of your head
igh	Night	Place prayer hands on the side of your head like a pillow
oa	Boat	Make the outline of a rowboat with your arms
oo (long)	Spoon	Pretend to spoon food into your mouth
oo (short)	Book	Mime opening a book with your hands
ar	Star	Make twinkly stars in the air by opening and closing your fists
or	Fork	Mime spearing food on a fork and lift to your mouth
ur	Surf	Ripple your arm in front of you like a wave
ow	Owl	Cup your hands in circles around your eyes
oi	Coin	Rub your fingers together above your palm, like sprinkling dust
ear	Ear	Cup your ear with one hand and pretend to listen hard
air	Chair	Clasp hands in fists in front of you and pretend to lift a chair
ure	Manure	Hold your nose and waft your hand in front of your face
er	Ladder	Mime climbing a ladder with your hands

Phase 5

wh	Whale	Hold your fist at the side of your head and extend fingers up
ph	Dolphin	Place your palms together and make a diving motion forwards
ay	Tray	Mime placing down a tray
ey	Monkey	Make monkey arms under your armpits
ea	Seal	Clap your hands together like a seal
ie	Tie	Trace a strip down the front of your body
oe	Toe	Point to your toe
ew	Screw	Mime twisting a screw into a wall
ew	Stew	Stir a pot
ue	Blue	With one hand, rub your opposite palm in circular motions
ue	Queue	Two fingers and counting people in a queue
aw	Straw	Pinch your thumb and forefinger in front of your mouth
au	Astronaut	Pretend to place a large, round space helmet on your head
ir	Girl	With your index finger vertical, brush your cheek twice
ou	House	Create a roof shape with your hands
oy	Boy	Hold your right index finger under your chin and point to the left
a-e	Grapes	Pretend to pick a grape from a vine and eat it
e-e	Compete	Move your arms forwards and backwards as though running
i-e	Bike	Mime holding handlebars and make a pedaling motion
o-e	Nose	Tap your nose
u-e	Cube	Roll <u>a</u> dice
u-e	Flute	Pretend to play a flute

Blending for reading

c a t

sh u t

m a k e

Reading Books



- Reception children will take home a Bug Club Phonics Book – this book matches the sounds they are learning in Phonics lessons 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



When the children are in Reception they will take home a Bug Club Phonics book.

When children have mastered the phase 2 and 3 sounds, we will begin benchmarking them. Once the children are at a competent level to read at band 3 (our school banded system) we will send home 2 books with your child so that they have the opportunity to broaden their reading. Children will then work through the book bands, moving 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.

Reading Books

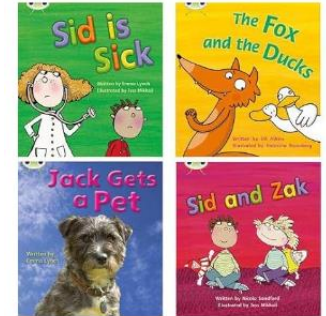
Reading books will be changed on **Tuesdays** and **Fridays**.

This is to ensure the children have time to re-read the books they are taking home in order to have time to **develop fluency**.

We expect children to read a book more than once and to be ready at an increased pace without overly relying on their phonic knowledge.

Children's books will only be changed once a parent / carer comments or initials the reading diary.

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 high frequency 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 targets

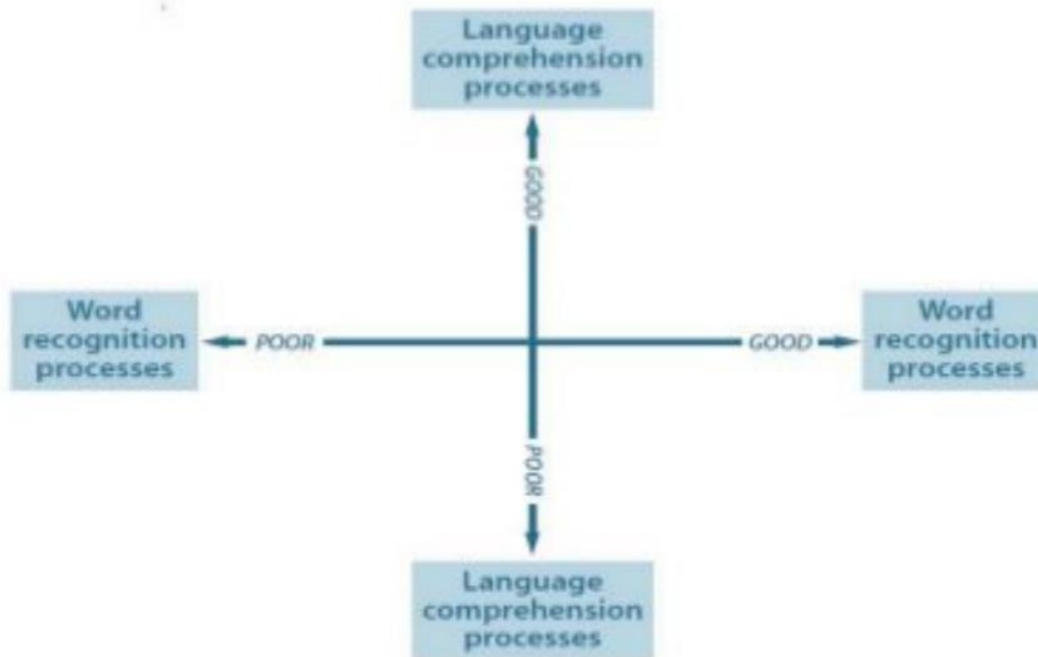
Before the half term, your child will have reading targets stuck onto the back of their reading diary so that you know what they are working on.

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 'chip' and needed help to sound it out and today they could sound it out independently. 😊

Beginning reading

Reading is complex



Word Recognition



Language comprehension

Reading is complex...

Being able to decode words does not mean you have all the tools needed to read fluently!

The bandage was wound around the wound.

The farm was used to produce produce.

The dump was so full that it had to refuse more refuse.

We must polish the Polish furniture.

He could lead if he would get the lead out.

The soldier decided to desert his dessert in the desert.

Since there is no time like the present, he thought it was time to present the present.

A bass was painted on the head of the bass drum.

When shot at, the dove dove into the bushes.

I did not object to the object.

The insurance was invalid for the invalid.

There was a row among the oarsmen about how to row

They were too close to the door to close it.

The buck does certain things when does are present.

/

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.

Guided Reading (KS1) at The Horsell Village School

To develop word – reading skills.

Opportunities to use phonic 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

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 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.

TED^x

Youth@TBSWarsaw

x = independently organized TED event



Luke Bakic-Pawlak

The Power of Reading

Transcriber: Victor Borges

Reviewer: David DeRuwe

<https://www.youtube.com/watch?v=rW2r5uStgG0>

**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

