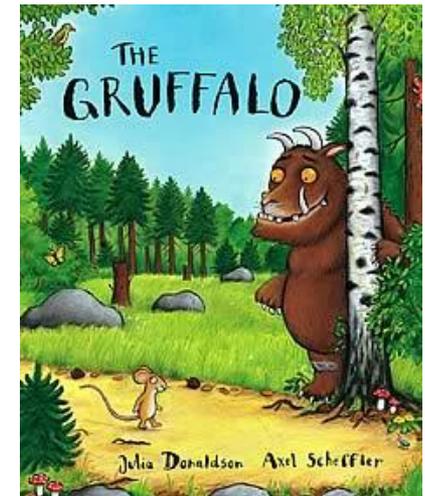
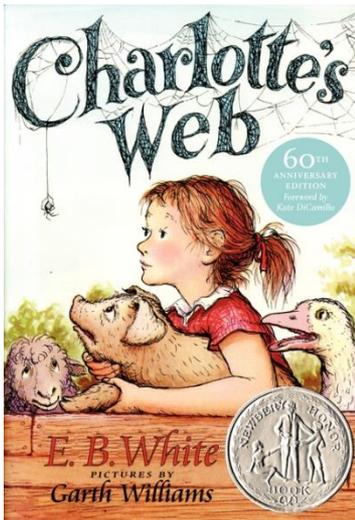


Reading at

The Horsell Village School

Autumn 2022



Kindness to yourself

Kindness to others

Kindness to the world

Our Aims for Reading

...to develop the desire to read and a love of stories and books...

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.

Kindness to yourself

Kindness to others

Kindness to the world

Blending for reading

c a t

sh u t

m a k e

Pause



Prompt



Praise



Reading Progression



- Band 1 to 10 running alongside Paperbacks
- In the early stages of reading children might memorise the whole book. This is one of the stages of reading however it doesn't mean they have **read** the book. Use this opportunity to retell the story and hunt for sounds and sight words.
- 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).
- We then 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

We read with your child a minimum of once per week and our comments will be written in purple with a 'next step' to work on at home.

Your child has their reading target on the back of their reading diary which will help in determining their next steps for reading. This should give a comprehensive guide to what skills are needed for that particular band and help show when your child is then ready to move on. Your child's book band is also assessed by teachers using our school's reading benchmarking scheme.

Reading is complex.....

Word Recognition

- phonological awareness, decoding, sight recognition, reading behaviours

Language comprehension

- background knowledge, vocabulary, understanding of language structures

Developing phonics

- Which digraph can be pronounced 10 different ways?
- Try this sentence:



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

Active Learn - Phonics bug

Teaching Sequence

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

Phases

- Phase 1 – pre- reception
- Phase 2 - single letters
- Phase 3 – digraphs
- Phase 4 – adjacent consonants cvcc
- Phase 5 digraphs and trigraphs e.g. ere and ear
- Phase 6 - suffixes and prefixes

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 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.
- 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.

Ideas for home

- Magnetic letters to make words and break words up (word families)
- A writing box
- Stepping stones
- Phoneme necklaces
- Tricky word card games
- Asking questions to check for understanding
- Enjoyment and developing a love of literature

Reading for pleasure

‘The strongest reasons for wanting to learn involves finding out. Being like your peers, experiencing positive feedback from the adults around you and the sheer enjoyment of being able to do it.’

Bodman and Franklin 2014