



# Reading at Caversham Primary School November 2023





# Why is reading so important?



Department  
for Education

## English programmes of study: key stages 1 and 2

National curriculum in England

### The National Curriculum

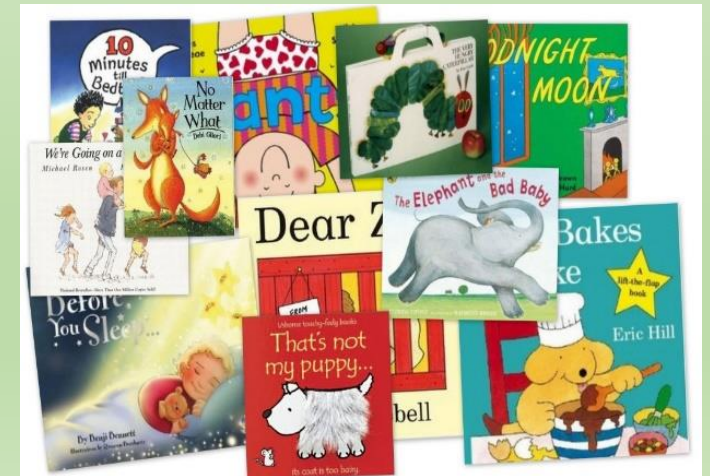
"A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know."

Creating a love of reading in children is one of the most powerful ways of impacting on achievement across the curriculum. Reading 'opens the door' to learning and is the key to success!

There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become enthusiastic, independent readers.

Reading is all about acquiring meaning; for enjoyment, information and understanding.



# Early Learning Goals- EYFS expectation

## Word Reading

Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

# The National Curriculum- Year 1 expectation

## Word Reading

Pupils working at the age related expectation will be able to :-

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all

40+ phonemes, including, where applicable, alternative sounds for graphemes

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and

where these occur in the word

read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, I'm, I'll, we'll], and understand that the

apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and

that do not require them to use other strategies to work out words

re-read these books to build up their fluency and confidence in word reading.

# The National Curriculum- Year 1 expectation

## Comprehension

Pupils working at the age related expectation will:-

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and

considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.



# The National Curriculum- Year 2 expectation

## Word Reading

Pupils working at the age related expectation will be able to:-  
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  
read accurately words of two or more syllables that contain the same graphemes as above  
read words containing common suffixes  
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  
re-read these books to build up their fluency and confidence in word reading.

# The National Curriculum- Year 2 expectation

## Comprehension

Pupils working at the age related expectation will be able to:-

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales □ being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

#discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



# How and when is reading taught?

- Daily systematic, synthetic phonics lessons
- Shared reading
- English lessons
- Whole class reading
- Independent reading
- Focused reading activities
- Reading across the curriculum
- Library times
- Class novels and story time



# What is phonics?

Phonics is the most effective way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.



# The Teaching of phonics

At Caversham Primary School, we use a fully accredited systematic synthetic phonics programme called 'Rocket Phonics' produced by Rising Stars. The programme is underpinned by thorough pedagogy, is carefully structured, and focuses on the specific knowledge and skills needed by children to be successful. Pupils are carefully taught the relationship between sounds and the written spelling patterns, or graphemes, which represent them. The programme progresses at a steady pace and progression so that all children can keep up. Language-rich, teaching storybooks present new letter-sound correspondences within the context of interactive, illustrated stories to engage and enthuse pupils. All pupils have opportunities for daily practice and application of learning.



# How do phonics lessons work?

## Day 1: Blending focus

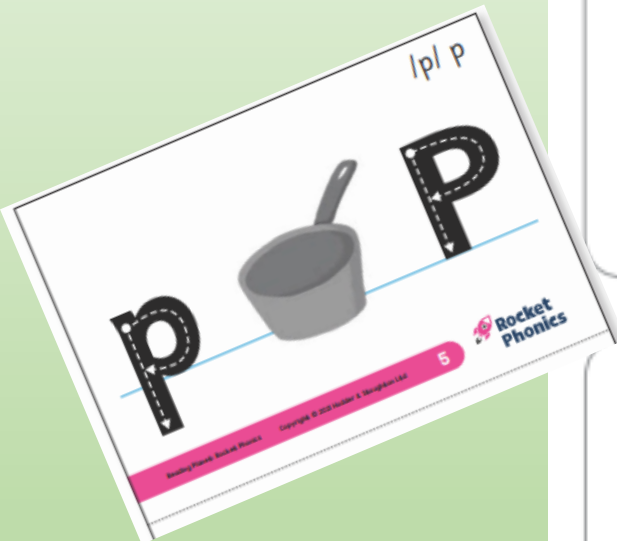
**Revisit and review** – Use flashcards to revisit and review previously taught sounds.

**Teach** – Use the IWB Big Book to teach the new letter-sound correspondence.

**Practise and apply** – Children practise decoding using the Big Book decodable word lozenges, then using the first Pupil Practice Booklet lesson page.

**Apply** – Use *Target Practice* reading books for shared, guided and/or individual reading.

**Further application and consolidation** – Children read independently using *Rocket Phonics* reading books.



## Day 2: Segmenting focus

**Revisit and review** – Use air writing to revisit and review previously taught sounds.

**Teach** – Use your flipchart or whiteboard to model and teach letter formation and segmenting.

**Practise and apply** – Children practise segmenting and letter formation using mini whiteboards, then using the second Pupil Practice Booklet lesson page.

**Apply** – Children transfer skills to English and wider curriculum lessons.



# Key phonics skills and vocabulary

phoneme- the smallest unit of sound in a word

grapheme- a letter or group of letters representing one sound (phoneme).

digraph- two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph - vowel (oa as in boat), consonant (mb as in comb) and split (a-e as in cake).

trigraph- three letters which together represent one sound, e.g. igh, eer.






























quadgraph- four letters which together represent one sound, e.g. eigh, ough.

sight word- a high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. The children are taught to read these words by sight.

blending- The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)

segmenting- The process of using phonics for spelling and writing. Children listen to the whole word and break it down into phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)

# Key phonics skills and vocabulary

<b>Rocket Phonics</b> Sounds Mat 1	s  sun	a  apple	t  tap	l  lizard	p  pan
n  net	m  mouse	d  dog	g  goat	o  octopus	c  cat
k  kite	ck  duck	e  elephant	u  umbrella	r  rabbit	h  hat
b  bat	f  frog	ff  cliff	l  ladder	ll  shell	ss  dress
j  jug	v  van	w  web	x  fox	y  yellow	z  zebra

<b>Rocket Phonics</b> Sounds Mat 2	zz  fizzy	qu  queen	ch  chick	sh  sheep	th  thumb
ng  ring	ai  train	ee  bee	igh  light	oa  boat	oo  book
ar  car	or  fork	ur  purse	ow  owl	oi  coin	ear  ear
air  chair	ure  manure	er  hammer	wh  wheel	ph  dolphin	ay  crayon
a-e  cake	a  acorn	e-e  scene	ie  shield	ea  peach	



# Key phonics skills and vocabulary

Rocket Phonics Sounds Mat 3	i child	i-e time	ie pie	y spy happy	o-e rope
ow snow	oe toe	o piano	ey key	u unicorn push	u-e cube flute
ue statue blue	ew news screw	er herb	ir bird	ou cloud soup shoulder	oy toy
au astronaut	aw strawberry	oul should	a father	al palm ball	ear ear earth bear
or world	eer deer	ere here there	are square	our four colour	ore store

Rocket Phonics Sounds Mat 4	oor door	augh daughter	ce celery	ci city	cy cycle
ge germ	gi giraffe	gy gymnast	ea bread	se cheese house	ce fence
ch chef school	dge bridge	ge package	o mother	le bottle	ed mixed drilled
mb comb	kn knot	gn sign	wr writing	tch hatching	s si ge treasure television collage
ture picture	y pyramid	sc scissors	st whistle	(w)a (qu)a watch squash	ti ci ssi station restaurant percussion



## Decodable books

The national curriculum says that pupils should be taught to: ... "read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words."

This is why we have invested in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases.





# Reading decodable books at home

## Before reading

- Introduce the book by looking at the cover and title. (What do you think the story is about? What can you see in the picture?)
- Revise key phonics knowledge. (Use the sound mat, flashcards or sounds at the front of the reading book).
- Revise any common exception words (sight words) that will appear in the book.
- Remind the children of reading strategies such as pointing underneath the graphemes in the word and sounding out slowly to decode the whole word.







# Reading decodable books at home

## During reading

- Encourage children to use their phonics to read the decodable words. This should be their key strategy for reading.
- If a child can't read a sight word, tell them the word and move on. Do not allow pupils to try and 'sound out' sight words.
- Offer opportunities to pause and re-read words and sentences for fluency (You may need to do this for some readers). Make it sound like talking!
- Offer plenty of praise throughout!
- After a few pages, ask one or two questions to check that the children understand what they have read or recap for them if necessary. (Be careful not to keep stopping to ask questions, so that the children are able to read without interruption. This is important for their fluency.)
- If pupils lose focus or 'go off at a tangent' respond by gently bringing them back to the text (e.g. That's interesting, let's use our phonics to read on and see what happens next...)





# Reading decodable books at home

## After reading

- Revisit/ discuss any words that the children found tricky to decode and reinforce any new vocabulary.
- Talk about the book and ask questions to help the children engage with the text and its themes more deeply. This is also a good opportunity to relate the story to their own experiences and encourage a love of reading!



# How do we teach comprehension?

We explicitly teach comprehension skills at Caversham Primary School.

Comprehension skills are taught and rehearsed in whole class reading lessons, 1:1 reading sessions and as part of our English curriculum.

We teach the 6 areas of reading comprehension using targeted, planned questions. The VIPERS acronym helps to explain these skills.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence





# KS1 Year 1 & 2

VIPERS title	Content domain description
<b>Vocabulary</b>	draw on knowledge of vocabulary to understand texts
<b>Infer</b>	make inferences from the text
<b>Predict</b>	predict what might happen on the basis of what has been read so far
<b>Explain</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>Retrieve</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>Sequence</b>	identify and explain the sequence of events in texts

# Vocabulary

Match the word to the meaning

scolded		shaking in terror
trembling		walking confidently
exclaimed		something said in surprise
strode		being told off
nonsense		laughed at
scoffed		does not make sense

What adjective has been used to describe the shoe maker?



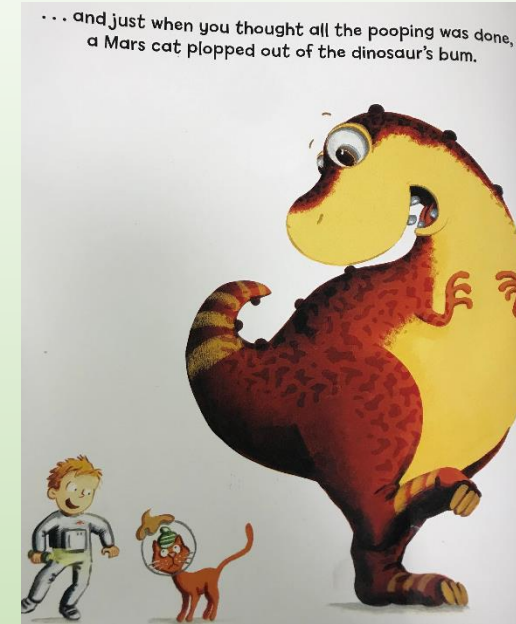
Circle the words that describe the dinosaur.

What does the word rich mean?

# Inference

How do you think the shoemaker felt when he woke up to find new shoes?

Thinking about what we know about Elmer's character, how do you think he will respond to the snow in this story?  
What sort of things do you think he will get up to?



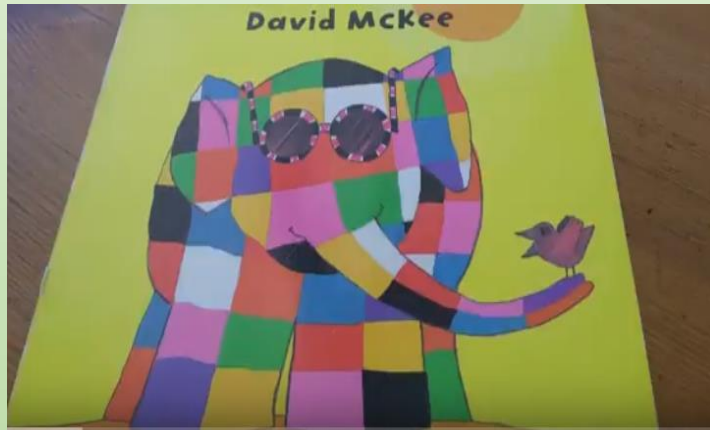
What do you think happened to the Mars cat after the story?

Why might the fire have started in a bakery?



# Predict

Predict what the story is going to be about.

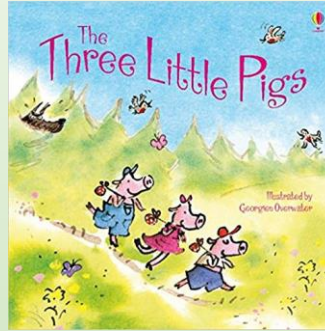


What do you think will happen next?

Listen to the blurb. What do you think the story is about?

# Explain

This week we have enjoyed reading 'The Three Little Pigs' in class.  
What did you like most about the book?



Would you like to live in this setting?

Was there anything that you didn't like about the book?

Who was your favourite character?  
Why?

# Retrieve

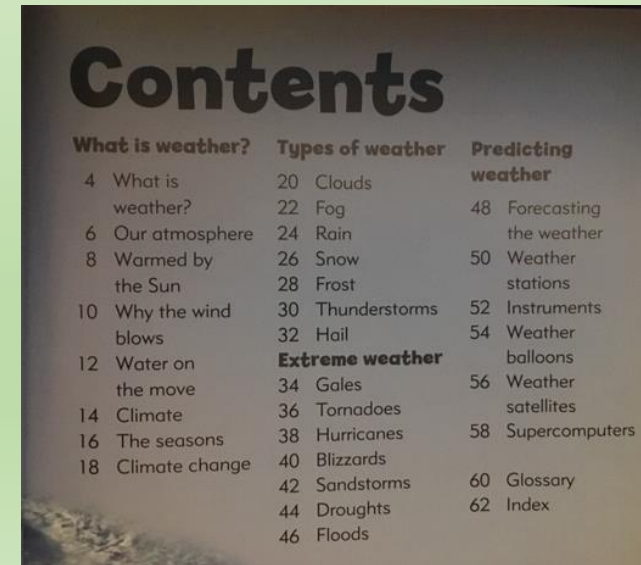
Why did Mummy pig tell the children they needed to build houses of their own?

- ☐ They were too noisy
- ☐ They were too big
- ☐ They made too much mess

How did the rainbow become colourful again?

Who were the pigs afraid of?

What information would be found on page 46?



Contents		
What is weather?	Types of weather	Predicting weather
4 What is weather?	20 Clouds	48 Forecasting the weather
6 Our atmosphere	22 Fog	50 Weather stations
8 Warmed by the Sun	24 Rain	52 Instruments
10 Why the wind blows	26 Snow	54 Weather balloons
12 Water on the move	28 Frost	56 Weather satellites
14 Climate	30 Thunderstorms	58 Supercomputers
16 The seasons	32 Hail	60 Glossary
18 Climate change	<b>Extreme weather</b>	62 Index
	34 Gales	
	36 Tornadoes	
	38 Hurricanes	
	40 Blizzards	
	42 Sandstorms	
	44 Droughts	
	46 Floods	



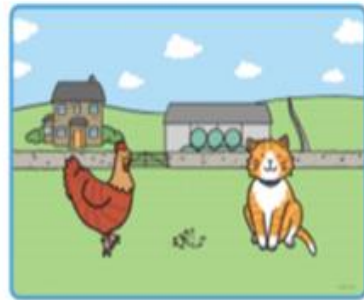
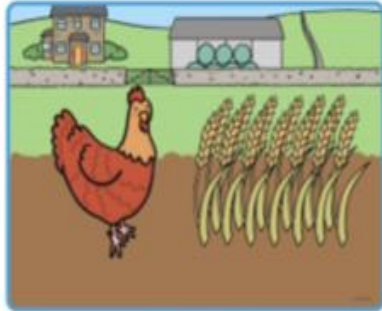
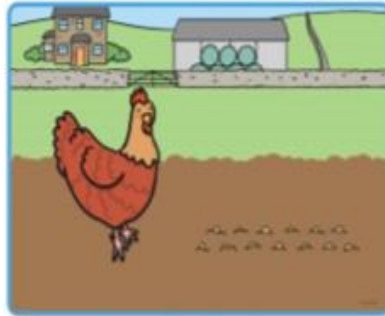
# Sequence

Can you sequence the pictures?

What happens next?




What happened first?

What happened at the beginning, middle and end of the story?



# Children who read regularly become better readers!

Why should you read with your child?

<p><b>1,800,000 words</b></p>  <p><b>90<sup>th</sup> percentile</b></p>	<p><b>282,000 words</b></p>  <p><b>50<sup>th</sup> percentile</b></p>	<p><b>8,000 words</b></p>  <p><b>10<sup>th</sup> percentile</b></p>
<p>This child reads for 20 minutes a day.</p>	<p>This child reads for 5 minutes a day.</p>	<p>This child reads for 1 minute a day.</p>

# How to help develop a love of reading at home!

- Make reading visible - make books a part of home and let your child 'catch you' reading.
- Share books every day
- Talk about books.
- Sit and listen so that reading is a special time together.
- Respect choices.





# How to help with reading at home.

In the early stages of reading, children will have fully decodable reading books. This means that they will always be able to use phonics to read new words (with the exception of 'sight words')

- Revise the key sounds at the beginning of the reading book.
- Read the sight words at the beginning of the book together. (Remember- do not try and sound these out!)
- Look through the book together to familiarise with context, characters and any new vocabulary.

If your child is stuck on a word...

- Use phonics first. What sound does the word begin with?
- Say the sounds in the word. Blend them together.

If your child is stuck on a sight word...

- Tell them the word.
- Read to the end of the sentence. What would make sense?
- What is the text about - what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



# How to help with reading at home.

Book Talk is a really important way to develop reading skills.

*Do you like this book; why?*

*Who is your favourite character?*

*Tell me about a character in the book.*

*Which words tell you what the character is like?*

*How would you feel?*

*What do you think will happen next?*

*What would you do?*

*What have you learned about ..... in your book?*

*Does this book remind you of any others?*

*What can you tell me about...?*



Thank you for all of your support with reading.

**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**

**-Dr. Seuss**