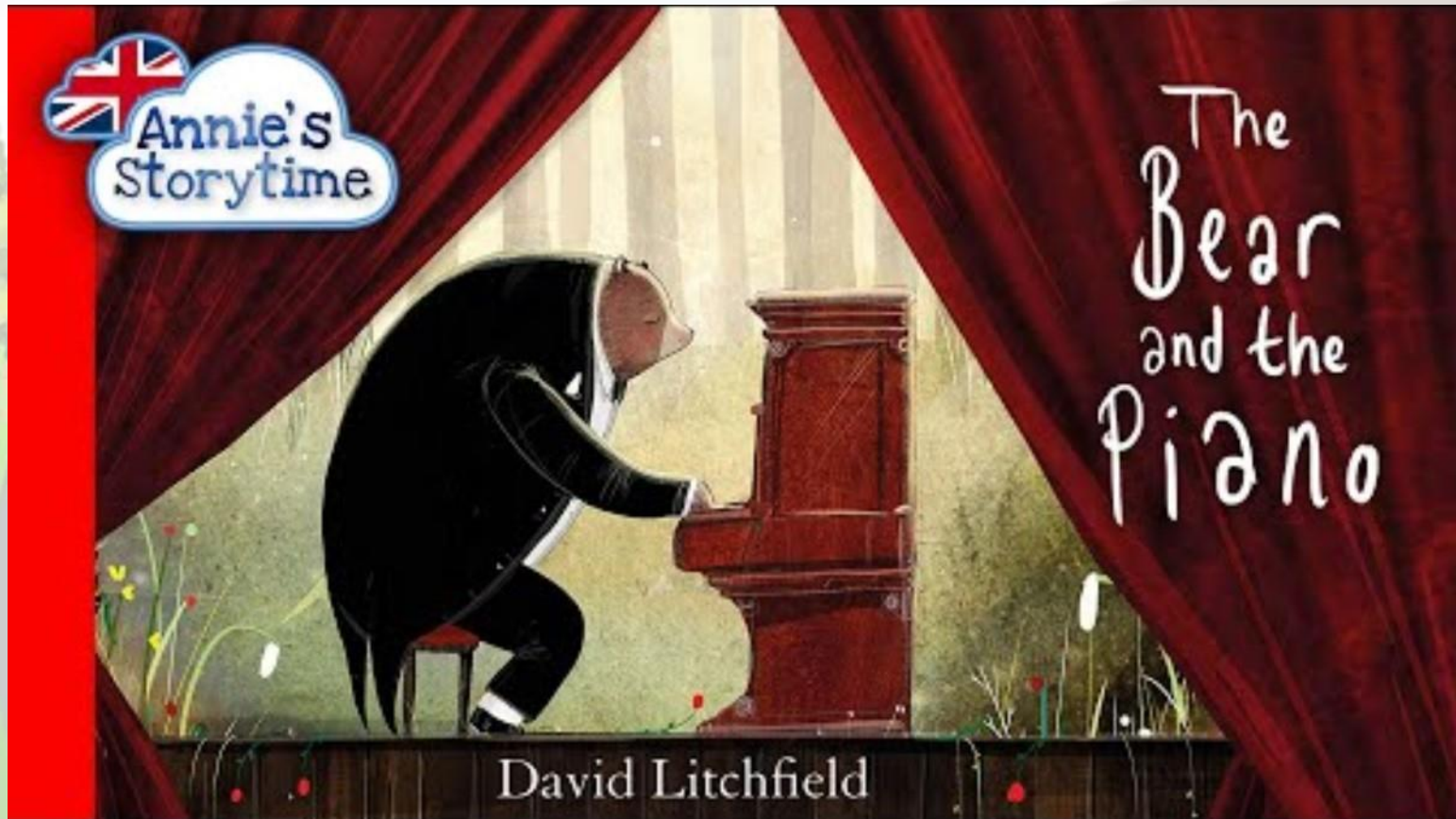


Parent information session



English Martyrs'
Catholic Primary School

Reading @ EMCPS





Reading @ EMCPS

- The Reading Journey
- Reading or **Really** Reading
- Teaching reading at English Martyrs'
- Reading at home – how can you support your child?
- Reading Buddy
- An English Martyrs' Reader





Our reading intent

At English Martyrs' Catholic Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that our pupils need to be discerning readers, reading frequently and widely, using a range of strategies and discussing what they have read.

Early reading and development of speech and language is identified as a priority at English Martyrs' and therefore vocabulary acquisition and application are planned into all subject areas.

We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts and promote reading for pleasure.

All of these are essential components as they offer the range of opportunities needed to develop fluent, confident and enthusiastic readers and above all, a love and appreciation for reading.





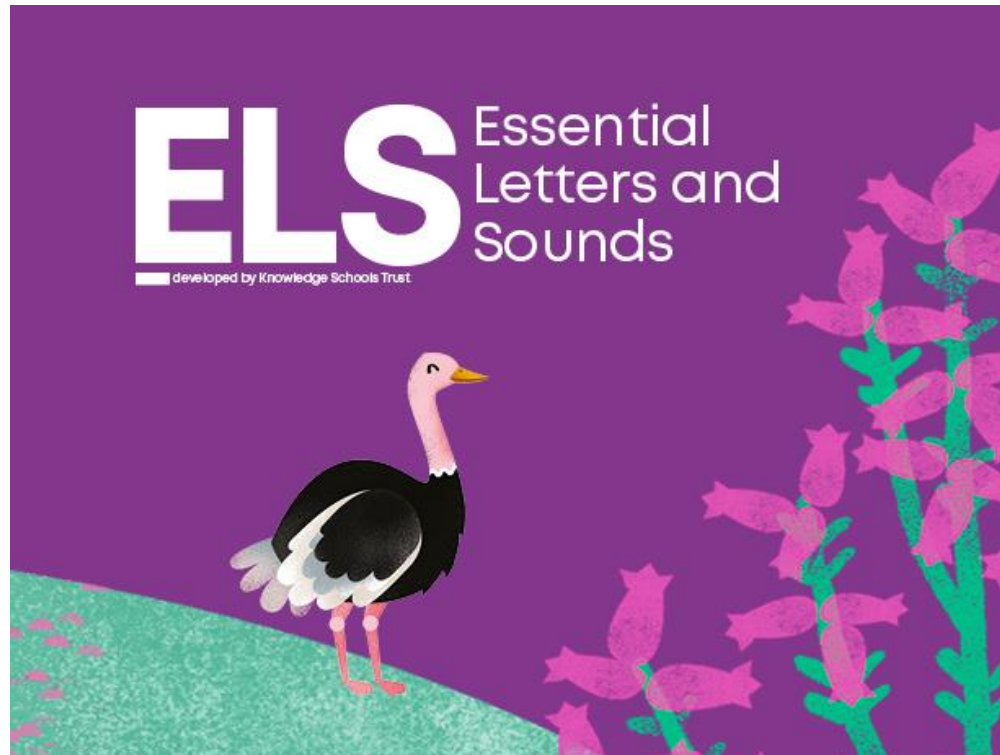
The school aims to:

- Develop word reading skills which enable the children to decode words using a reading routine that is rehearsed and practised daily (**Essential Letters and Sounds - Phonics**)
- Develop children's **fluency**, intonation and expression so they can read aloud for different purposes (accuracy, automaticity, prosody)
- **Promote a love of reading** which is centred around the **interests of the children** but also engage children with texts and knowledge **outside their current experiences**
- Support children's **comprehension skills** through ensuring experiences of **high-quality discussion** with the teacher and peers, and establishing clear methods for answering a range of comprehension questions.
- **Ensure children experience a range of genres and discuss a plethora of stories, rhymes, poems, traditional tales, stories from other cultures and non-fiction**
- Develop a knowledge of themselves and the **world in which our pupils live**, through the texts they encounter
- Support pupils to read widely through a **carefully selected and organised home reading programme**, supplemented by a **specifically chosen Book Spine**, delivered by class teachers
- Encourage **care and ownership of books**
- Use reading and a **language rich classroom environment** to expose children to a wide range of vocabulary
- Rigorously **monitor and assess children's reading progress** and **identify those who need extra support and intervene at an early stage**





Phonics – Essential Letters and Sounds



Phonics – Essential Letters and Sounds



Some of the Early Years Reading Spine books



Story sacks are used in school and at home to bring stories to life and encourage discussion.



Phonics – Essential Letters and Sounds



SSP stands for Systematic Synthetic Phonics. It is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes)



What is a phoneme?

A **phoneme** is the smallest unit of sound in a word.

Example:
/k/



What is a grapheme?

A **grapheme** is the way we write a phoneme.

Example:
/k/ can be written 5 ways
c k ck qu ch

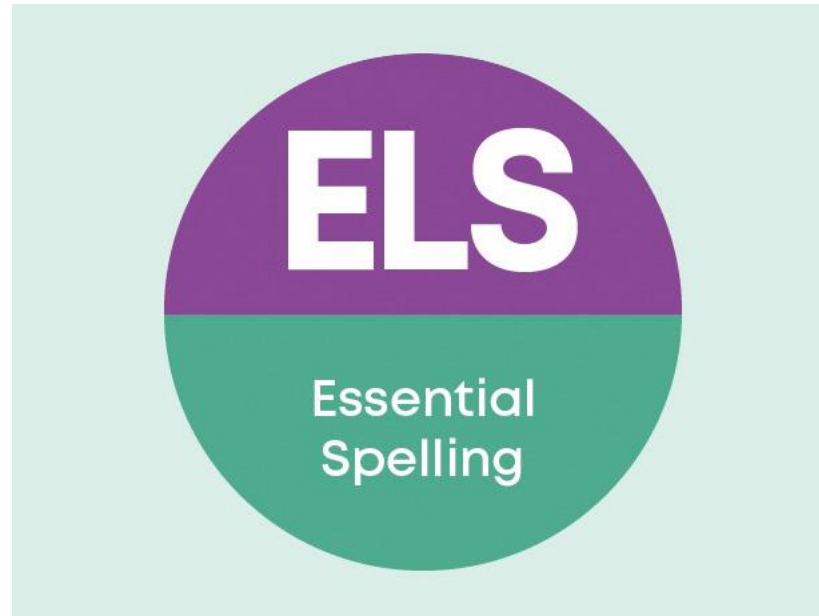




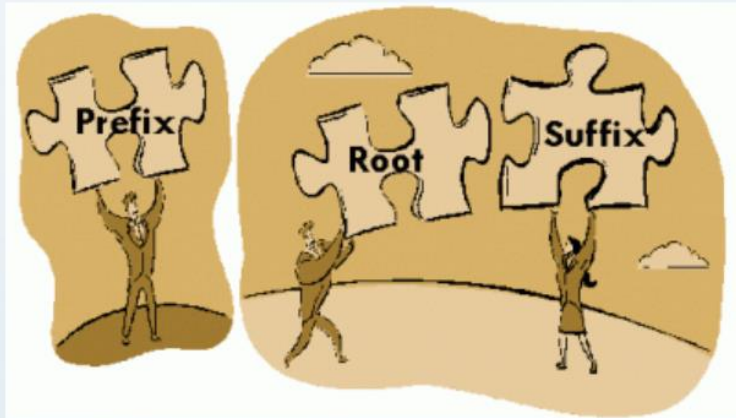
Essential Letters and Sounds

Spelling Y2

The three lessons each week allow children to build upon their understanding of the sounds they have previously been taught as part of their phonics programme and gives them the confidence to use this code to support spelling.



After phonics...



- Add 'dis-' to these words.
 - loyal
 - allow

What do you notice? What do you think 'dis' means?

- Look at these words.
 - swim - swimming
 - hop – hopping
 - run – running

What do you notice?

English Martyrs' Reading Journey

Two Year Olds

Dear Zoo
Fox's Socks
This is the Bear
That's Not My...
Goldilocks and the Three Bears
The Three Little Pigs
Little Red Riding Hood
Jack & the Beanstalk The
Gingerbread Man
Wow said the Owl
Dora's Eggs

Nursery

You Choose
Brown Bear, Brown Bear,
What Do You See?
Jasper's Beanstalk
The Very Hungry
Caterpillar
Hairy Maclary from
Donaldson's Dairy
Each Peach Pear Plum
The Train Ride
Hug
Come on, Daisy!
So Much!

Reception

Pete the Cat and His Four
Groovy Buttons
The Gruffalo
Shark in the Park
Six Dinner Sid
Ruby's Worry
Monkey Puzzle
Whatever Next
On the Way Home
The Runaway Pea
Farmer Duck

Year 1

Lost and Found
Peace at Last
The Tiger Who Came to
Tea
Spider Sandwiches
Handa's Surprise
Dear Mother Goose
Aaaaargghh Spider!
Don't Put Your Finger in
the Jelly, Nelly!
Avocado Baby
Dogger
Can't You Sleep Little Bear?

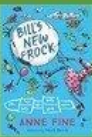
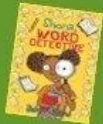
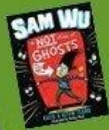
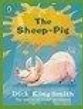
Year 2

Amazing Grace
The Magic Paintbrush
The Tin Forest
The Flower
Emily Brown and the Thing
The Tear Thief
Who's Afraid of the Big
Bad Book
The Owl who was Afraid of
the Dark
The Hodgeheg
The Giraffe and the Pelly
and Me
Fantastic Mr Fox

English Martyrs' Reading Journey

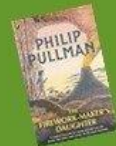
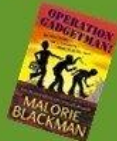
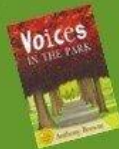
Year 3

The Iron Man
The Sheep-Pig
The Lion, the Witch and the Wardrobe
The Abominables
Hansel and Gretel
The Accidental Prime Minister
Sam Wu is Not Afraid of Ghosts
Shona, Word Detective



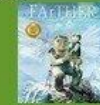
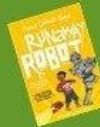
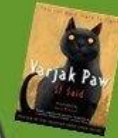
Year 4

Bill's New Frock
Charlotte's Web
The Firework-Maker's Daughter
Voices in the Park
The Boy at the Back of the Class
The Creakers
Operation Gadgetman



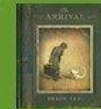
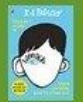
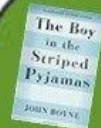
Year 5

Viking Boy
Varjak Paw
Street Child
Tom's Midnight Garden
Runaway Robot
The Midnight Fox
FARTHER



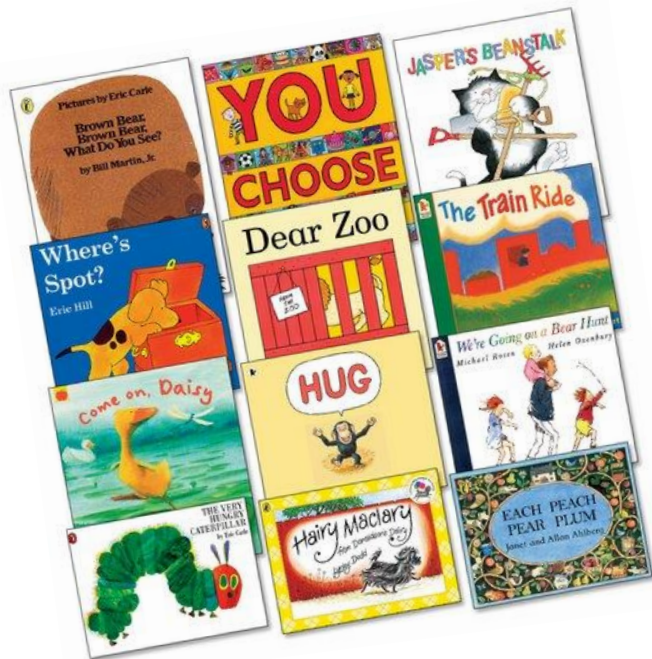
Year 6

Windrush Child
Holes
Clockwork
Skellig
The Boy in the Striped Pyjamas
The Person Controller
Wonder
Macbeth (A Shakespeare Story)
The Arrival



Reading Spine

“Imagine a primary school where, over seven or eight years, children are read to, enjoy, discuss and work with a core of around 80 books. These ‘essential reads’ would be a store of classics, creating a living library inside a child’s mind. This is the ‘reading spine’. Schools that have a reading spine build a common bank of stories that bind the community together.” [Pie Corbett, Literacy expert](#)



Reading in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

School readers

Home readers

The hearing of reading is NOT the teaching of reading



What to do if your child is stuck

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





Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.



How to use these strategies at home

John let his pet frog go.

It ********* across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.



Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.



Talking about books

It is not a test!

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?

What can you tell me about...?

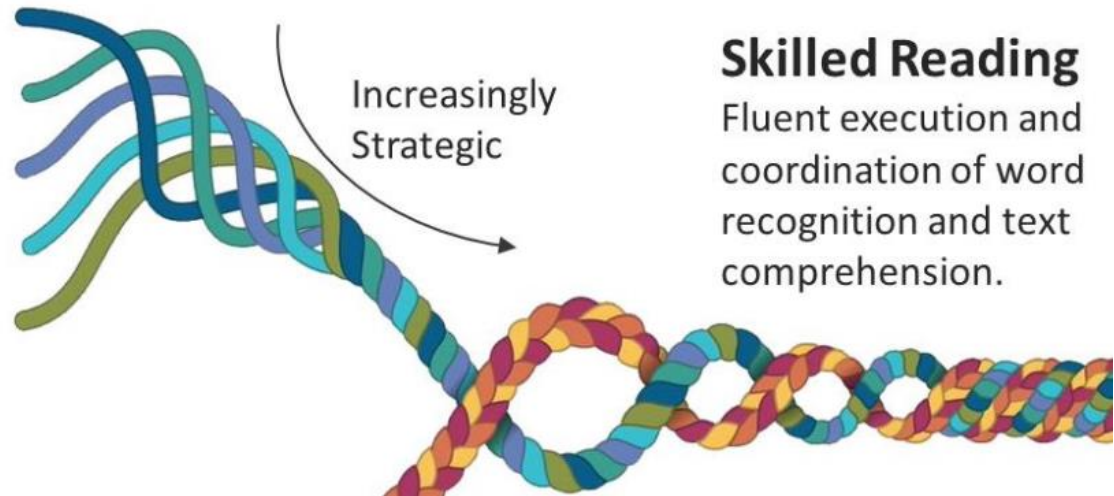


Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

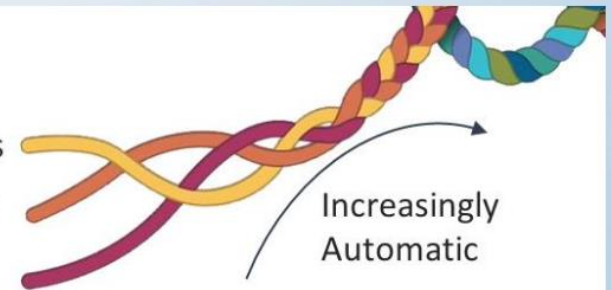
Word Recognition

Developed through:

- Decoding (phonics and morphemics) eg. smallest linguistic part that can have a meaning e.g. un-break-able
- Sight Word Vocabulary

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



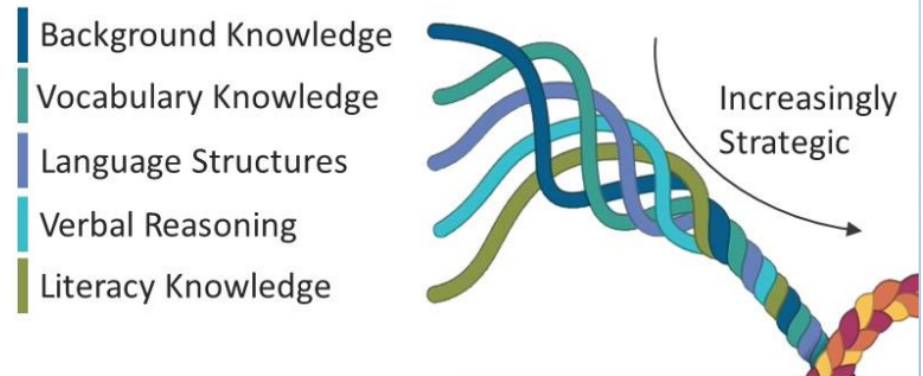
Scarborough, H. 2001. Connecting early language and literacy to later practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook*

Language Comprehension

Developed through

- Listening to children read
- Reading to children
- Discussing texts, especially vocabulary and etymology (origin of words)
- Verbal and written comprehension questions

Language Comprehension





Year 3 SPaG Activity (Spelling, Punctuation and Grammar)

Adjective

describes the noun

Noun

a naming word

Verb

an action word

Adverb

describes the verb





The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.



How did you do?

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.





Vocabulary Development

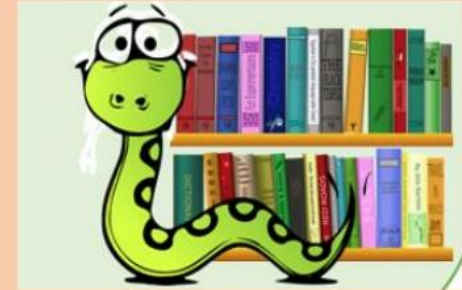
Vocabulary knowledge isn't all or nothing; there are different degrees of knowledge:

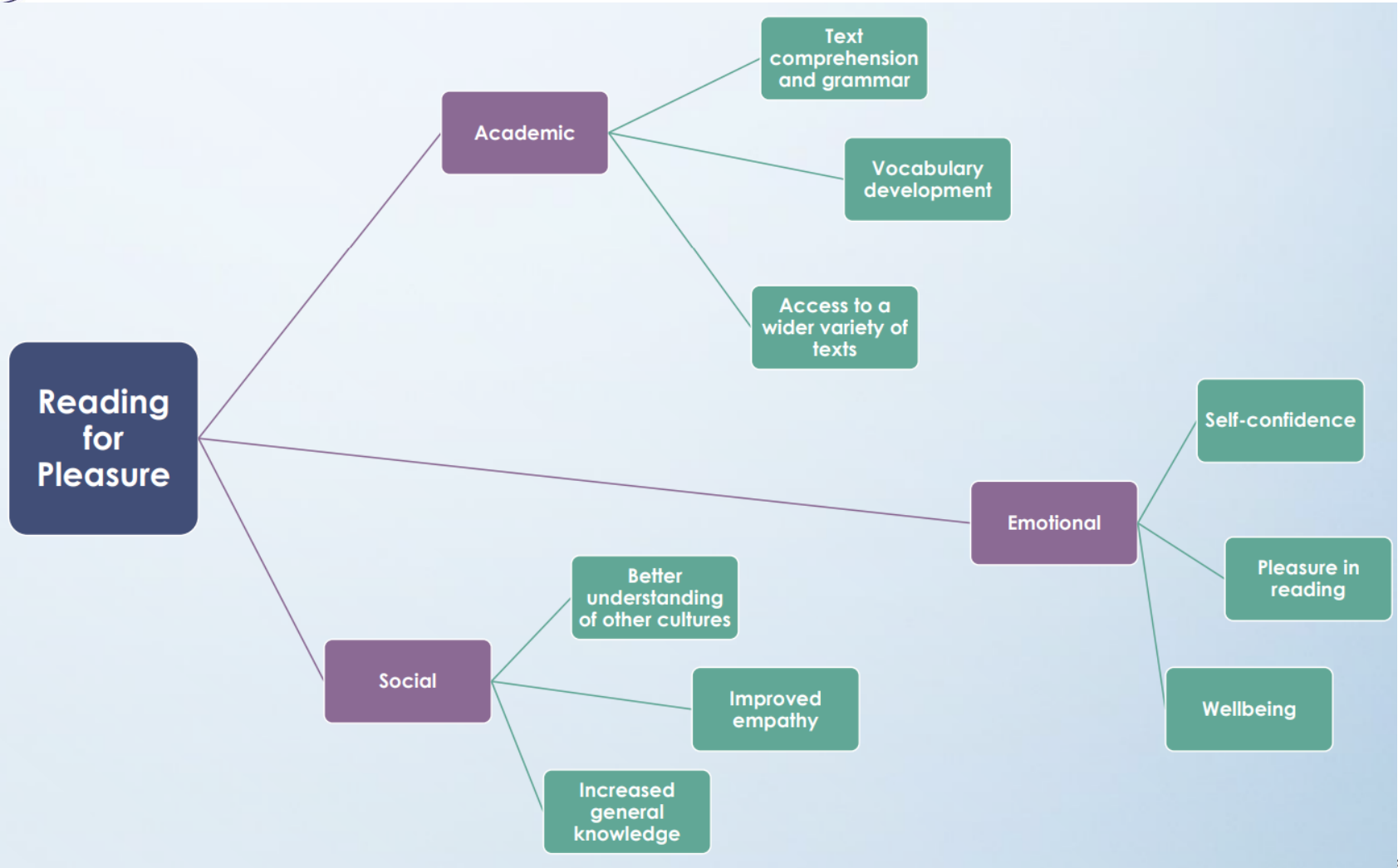
1. I've heard the word before
2. I have some knowledge of it
3. I can use it in a sentence
4. I can give some different examples of it
5. I can explain the meaning/give synonyms



KS2 Reading Vipers

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph





Supporting Readers at Home



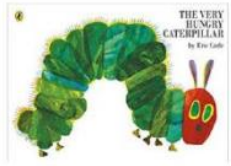
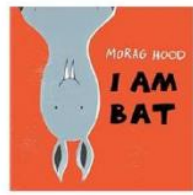
Open University research suggests there are three important ways to support readers and a love of reading.



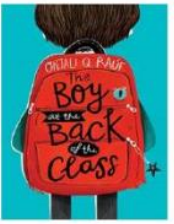
Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



For more ideas see the OU website:
<https://www.researchrichpedagogies.org>

Assessment



- Teachers can give feedback or mark during reading lessons offering both support and challenge
- Children may self or peer assess with reference to their learning objectives and success criteria
- Termly attainment and progress are assessed using PiRA assessments (Year 6 use previous national SATS tests).
- MARK is used to analyse assessment data and gives question analysis.
- The Salford reading Test is used to assess reading age and monitor progress of pupils where pupils may not be working at age related expectations or have SEND. This allows teachers to review progress in an alternative way.
- Reading comprehensions are used to assess pupil response to text in line with the expectations for the end of KS2 as part of ongoing teacher assessment.
- Year 2 and Year 6 complete the National end of Key Stage SAT tests.
- Children in Year 1 undertake the National Phonic Screening Test. If they do not pass they have another opportunity in Year 2. Results are reported to parents.

Regular reading impacts a child's success at school. If not addressed early the educational gap widens...

Child A



Reads **20 minutes**
per day

3,600 minutes
per school year

1,800,000 words
per school year



Child B



Reads **5 minutes**
per day

900 minutes
per school year

282,000 words
per school year



Child C



Reads **1 minute**
per day

180 minutes
per school year

8,000 words
per school year





Oxford
Reading
Buddy

A coach for children and
a friend to teachers





www.oxfordreadingbuddy.com

School code:

6a7pi

Your username:

the.gruffalo

Password:

Gruff1

Class:

1D





www.oxfordreadingbuddy.com

School code:

6a7pi

Your username:

harry.potter

Password:

Wand9

Class:

4D





www.oxfordreadingbuddy.com

School code:

6a7pi

Your username:

peppa.pig

Password:

Peppa3

Class:

6BM



Try a Coaching eBook and meet me inside!

Look for the books with this on the cover:



Josh joined Amir. By peering closely through the glass case and twisting his head, Josh could make out the shape of the ancient bones. It was amazing to think they'd survived for so long.



When it was time to visit the caves, everyone gathered near the entrance. Ms Reeves introduced the class to their guide, Carlos. 'Listen to him carefully. And stay together, everyone.'

As the class moved into the first cave, Josh noticed Amir was hanging back. 'What's up?' he asked.

'I don't like enclosed spaces – especially dark ones,' Amir said, nervously.

4

'Come on – if I can do it, you can!' Josh encouraged his friend. 'Anyway, I can't see a thing and I need you to guide me!' He held Amir's arm lightly and let Amir lead the way.

Carlos led the class through a series of twisting tunnels and caves of different shapes and sizes. Eventually, they reached the huge cavern with the underground lake.



5



Look for clues

Josh and Amir seem to have been good friends. I think they were both helping each other here, in different ways.



Choose the missing words to complete these sentences.

cheerful

helpful

confident

muddled

When the children left the group, at first Lily was about finding the way. However, soon she became .



Audio books

<https://www.storynory.com/the-clever-parrot-and-the-laid-back-cat/>

<https://www.audible.co.uk/search?keywords=free+children+books&node=19376662031>

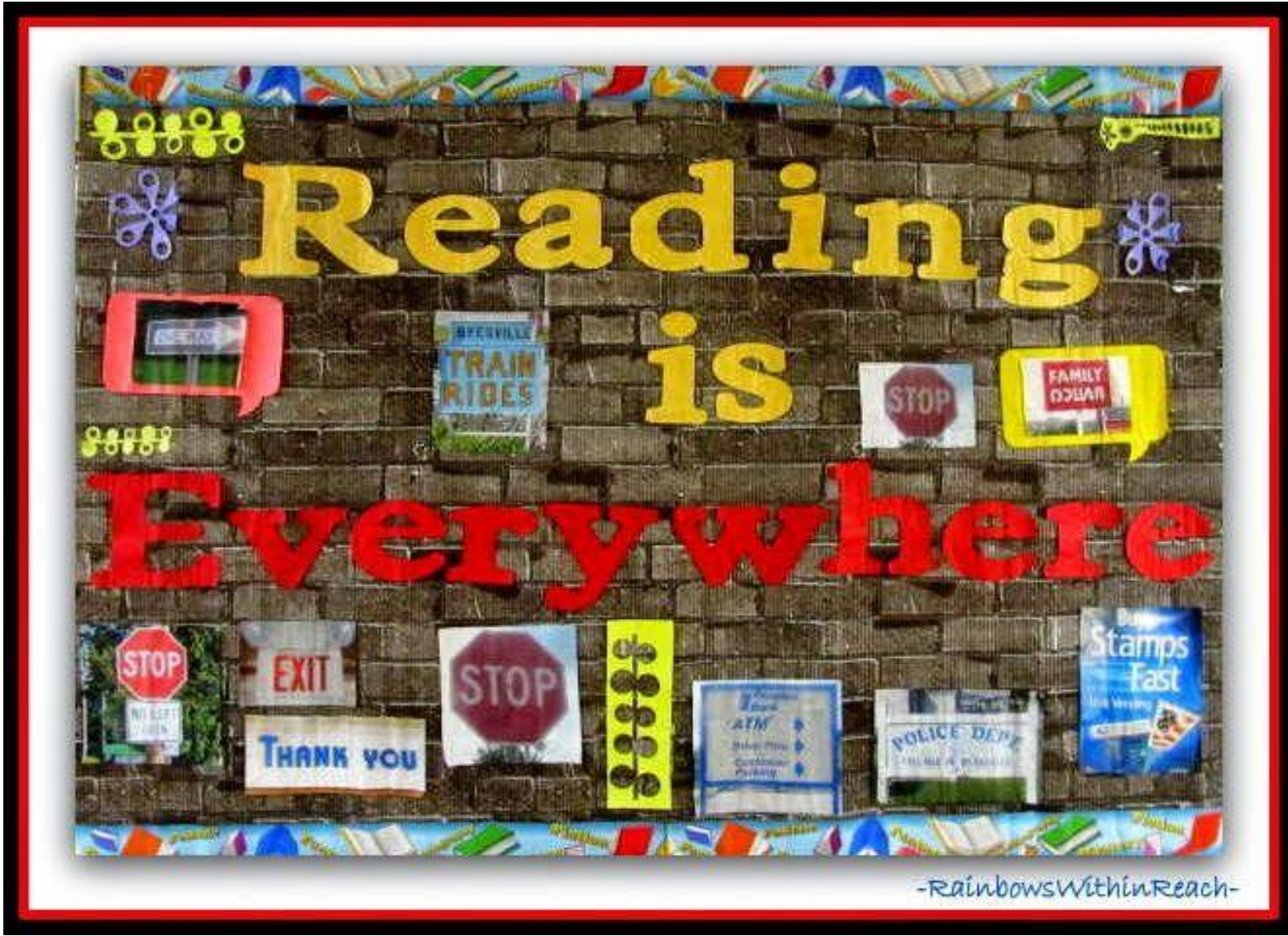
<https://www.youtube.com/watch?v=U7kFarj-e6Q>

<https://www.youtube.com/watch?v=U70n1hRyL2A>

<https://www.youtube.com/watch?v=NKsZR-sNuUI>

<https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>





-RainbowsWithinReach-



Halima Y6

