



Reading

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”— Dr. Seuss, “I Can Read with My Eyes Shut!”

At the Oaks CE Learning Federation, we use reading as a tool for learning across the entire curriculum. Children do not only learn to read through explicit phonic lessons and guided ‘blended’ reading sessions, but through the shared stories read daily, the exciting texts used to deliver other aspects of the curriculum and through the many other opportunities created in school to promote a love of books.

Although every child progresses differently, we use the expectations set out in the National Curriculum as benchmark for achievement.

<i>Early Learning Goal</i>	<i>End of Year One Expectations</i>	<i>End of Year Two Expectations</i>
<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode regular words. • Apply phonic knowledge to attempt to read some common irregular words. • Respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read and understand simple sentences. • Demonstrate a pleasure in reading and a motivation to read. • Listen whilst others read to them and show understanding. • Simply retell familiar stories. • Recognise and join in with predictable phrases in a text. 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • Read many common exception words* In a book closely matched to the GPCs as above, the pupil can: • Read aloud many words quickly and accurately without overt sounding and blending • Round out many unfamiliar words accurately In a familiar book that is read to them, the pupil can: • Answer questions in discussion with the teacher and make simple inferences

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<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Check that a text makes sense to them as they read and begin to self-correct. • Join in discussions about a text. 	
<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • Blend sounds in unfamiliar words using the GPCs that they have been taught. • Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. • Read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. • Read words with contractions (for example, I'm, I'll, we'll). • Read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. • Re-read texts to build up fluency and confidence in word reading. • Continue to demonstrate a pleasure in reading and a motivation to read. • Link what they have read or hear read to their own experiences. • Listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Retell familiar stories in increasing detail. • Recite simple poems by heart. • Discuss word meaning and link new meanings to those already known. • Check that a text makes sense to them as they read and to self-correct. • Predict what might happen on the basis of what has been read so far. • Begin to make simple inferences. • Discuss the significance of titles and events. • Join in discussions about a text, take turns and listen to what others say. 	<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words* In age-appropriate1 books, the pupil can: • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • Sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently, the pupil can: • Check it makes sense to them, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read
<p>Children who exceed the Early Learning Goal can</p> <ul style="list-style-type: none"> • Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. 	<ul style="list-style-type: none"> • Read texts that are more complex and beyond their chronological age. • Read other words of more than one syllable that contain taught GPCs. 	<ul style="list-style-type: none"> • Make inferences • Make a plausible prediction about what might happen on the basis of what has been read so far Make links between the book they are reading and other books they have read

- Describe the main events in the simple stories they have read.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

- Read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Start to work on the Year 2 programme of study for word reading.
- Continually demonstrate a pleasure in reading and a motivation to read.
- Discuss their reading preferences, including favourite authors and genres.
- Retell familiar stories in much detail and consider their particular characteristics.
- Clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.
- Check that a text makes sense to them as they read and to self-correct.
- Make sensible predictions supported by evidence.
- Make inferences based on what is being said and done.
- Use age-appropriate non-fiction texts to extract information.
- Contribute confidently in discussions about a text, take turns and listen to what others say.

The Blended Reading Approach

Blended Reading takes place in addition to English lessons throughout the school. Teachers work with a focused group each day to improve the quality of reading and comprehension ensuring that each group is given two adult directed sessions per week in Y1 and 2. Groups who are working independently are given tasks appropriate to their level. For Early readers, this may be tasks to consolidate learnt phonics. As children become more confident and independent, tasks may include activities relating to texts already read or preparation for texts to be studied. The following table sets out a full 'cycle' for blended reading, all five sessions focus on one key text, which is revisited each day.

Session 1: TA Led	<ul style="list-style-type: none">• Vocabulary focus (word warm up) for all.• Walkthrough/discussion of book (first impressions, initial thoughts about similarities to other stories, links to personal experience).• Pointing out/noticing tricky parts, looking for words in context.• Whole group read if appropriate for level.
Session 2: Independent (Book Corner)	<ul style="list-style-type: none">• Children to read the guided reading text independently – include floating question to think about• Talking tin- recording of floating question for groups.• Free reading
Session 3: Independent Follow up task	<ul style="list-style-type: none">• Literal comprehension – retrieve and recall questions, where appropriate.• Talking tin questions.• Phonics task if more appropriate for level.• Evidence in Guided Reading books.

Session 4: Teacher Led – Deeper thinking about the text, opportunity for pupil discussion.	<ul style="list-style-type: none">• Make connections to word/self/other texts• Breakdown and repair• Summarise and create a mental map of text.• Inference (through language, pictures or ideas), sequencing.• Discuss reader response (every child in every group) and author’s choice.
Session 5: Independent follow up task.	<ul style="list-style-type: none">• This will be linked to a key objective shared in session1 or 4 – flexible in order to meet the children’s needs or follow the course of their discussions.• (Character inference/language inference/predictions/links to other texts).

Steps to Fluent Reading

YR/1/2: Below ARE F1

RWI Ditty Sheets
Whole Class Read
1:1 Reading

Locate title
Open front cover
Turn pages appropriately
Understand that left page comes before right
Understand that we read from left to right
Use meaning together with repeated language patterns (syntax) to predict the storyline
Match spoken word to written word
Use a few known words to assist own reading

YR/1/2: Below ARE F1

RWI Red Ditty Books
Whole Class Read
1:1 Reading

Application of Phase 2 – identify single sounds

Begin to recognise and read phase 2 tricky words.

Begin to sound out and blend CVC words with increasing independence, speed and accuracy.

Match words 1:1 with accuracy.

Use the illustrations to access the text and to give more detail to the story.

Link the story to own experiences.

Begin to read whole sentences with reasonable pace when familiar with text.

YR: ARE Y1/2: Below ARE F2

RWI Green Ditty Books
Whole Class Read
1:1 reading

Begin to apply phase 3 phonic knowledge including some vowel digraph knowledge.

Sound and blend CVC, CVCC and CCVC words with increasing speed and accuracy.

Read phase 2 and 3 tricky words by sight.

Continue to talk about the story and to link it to own experiences.

Track print accurately, pointing if necessary.

Read whole sentences with reasonable pace when familiar with a text.

YR: ARE Y1/2: Below ARE Y1E

Teacher Reading/Comp
Guided Groups to begin.
Phonics Task

Use and apply knowledge from phonics phase 3 and 4.

Track the text with eyes, using finger pointing only at points of difficulty.

Segment and blend unfamiliar words then re-read whole word.

Recognise and read phase 3 and 4 tricky words.

Self-correct using picture and text clues to support.

Begin to take note of punctuation – fullstops.

Make plausible predictions about what might happen next.

Be able to give a basic retelling of what has been read.

Read whole sentences with good pace.

Begin to link what they have read to other texts.

YR: Exceeding ARE
Y1/2: Below ARE
Y1E/D

Teacher Reading/Comp
TA Led Session
Phonics Task

increasingly recognise and apply phase 5 phonic knowledge.

Self-correct from the context of the text.

Begin to work out unfamiliar words by thinking about what would make sense.

Be able to 'chunk' a two-syllable word into small recognisable parts.

Begin to take note of punctuation (full stops and exclamation marks) and use these to add expression when reading.

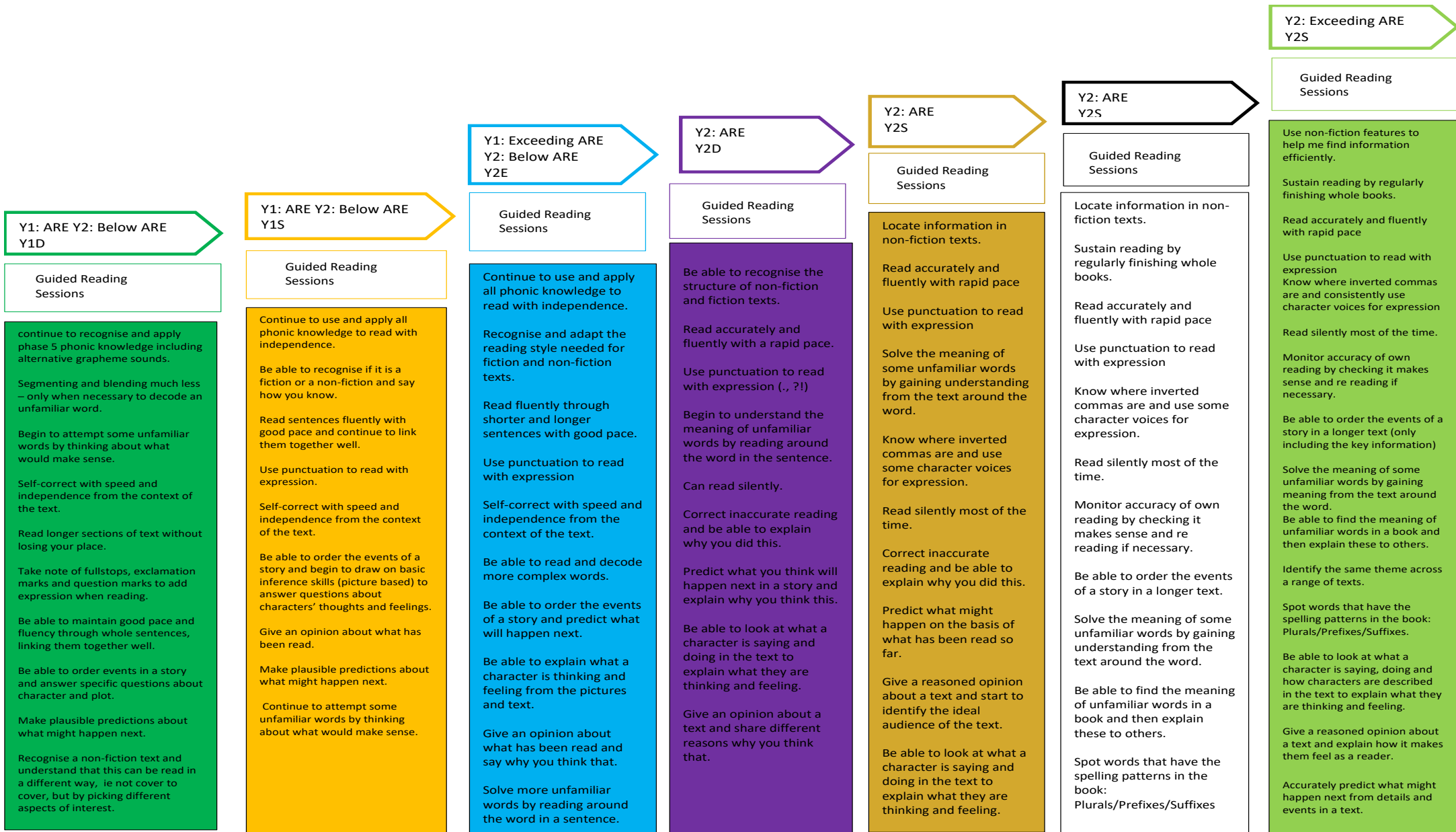
Read sentences with good pace and link them to following sentences with increasing fluency and phrasing.

Continue to segment and blend aloud when necessary.

Be able to answer general recall questions about a text.

Make plausible predictions about what might happen next.

Be able to recognise a non-fiction text.



Written by M.Maclurin – Literacy lead.

Within the Oaks Federation we love reading! We want the children to love reading as well. Here are some of the ways we do this....

The way we organise our classroom and Library:

- A listening area where auditory skills can be developed, stories can be enjoyed, shared reading can take place and independently reading with listening games being part of the learning.
- A multi-sensory approach to learning.
- Interaction between reading, talk and writing.
- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names.
- A dedicated 20-minute session to teach phonics using the Read, Write, Inc programme.
- Resources to support letter sound awareness.
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art.
- Computer programmes to support visual and spatial awareness, core vocabulary recognition and phonic awareness.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to a well-stocked library with a wide range of high-quality texts. Timetabled session to visit and enjoy the library.
- A range of books for the children to select themselves, for example book boxes.

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- A home school reading record to share with parents to comment on the child's learning.
 - Carefully selected home school reading books matched to the children's level in the RWI programme.
 - The teaching of reading through interactive ICT resources as well as texts with emphasis given to rime and onset, alliteration, phonological awareness, visual discrimination, sequence and prediction skills.
 - Guided reading sessions using the school's reading scheme.
 - Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.

A balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature. The school's assessment system is used as a planning and diagnostic tool to allow pupils to reach targets in their reading and learning which allows them to make good progress. The aims of setting carefully selected targets are to ensure pupils have an understanding, independence in learning, critical awareness and appreciation of varied reading texts. The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress.

How do we want parents to support reading at home?

All children, within the Oaks Federation will have access to wide range of texts. All children will have time to explore a range of books from our Library and borrow books to read for pleasure. They will have stories read every day of a higher level than they are able to read themselves.

We ask parents to share books with their children and hear their children read at home as often as possible. Every child is given time to select a new banded book to take home, every day. We encourage the children to be independent in doing this but at times, we will be guide children in selecting the appropriate book to take home. Children are expected to bring their reading record book into school every day and we ask parents to record when and what your child is reading at home. We will hold information sessions for parents throughout the year designed to help every parents support their child's reading development at home and we also encourage parents to come into school to support teachers with one to one reading (following a volunteer induction meeting).

When your child reads to a teacher or teaching assistant, they are asked questions around the story. Doing the same at home is good practice and helps promote children on being enthusiastic, critical, mindful readers who enjoy and appreciate stories on an intellectual level.

Below are some questions to get you started.

Questions while selecting a book:

- Why did you want to read this book?
- Do you like the book cover? What do you like about it?
- Have you read any other books by this author?
- Is the author also the illustrator of this book?
- What do you think this book might be about?

Questions prior to reading the book:

- What is the title of this book?
- Who are the author and illustrator?

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- Does the picture on the cover give us any clues as to what the story might be about?
 - (Read the blurb on the back of the book together.) What clues does this give us? Does it sound like an exciting/sad/happy story?

Questions while reading the book:

- What has happened so far? What do you think might happen next?
- What can you see in the pictures? Are they helping to tell the story?
- Which character is your favourite? How would you describe them?
- How would you feel if that happened to you?

Plot questions after reading the book:

- What happened in the beginning?
- What happened next?
- What happened at the end of the story?
- At what point in the story did we realise....?

Character questions:

- What do we learn about X in the beginning of the story?
- What do we know about X by the end of the story?
- Who are the main characters in the story? Would you like to be any of the characters? If so, why?
- How would you feel if you were X at that part of the story?
- What would you have done if you were X?
- What are some of the words the author has used to describe the character?
- How did X feel when... ?
- Does X remind you of anyone you know? If so, why?

Appreciation questions:

- Did you enjoy this story?
- Did the illustrations help you to enjoy and understand the story?
- Did it remind you of any other stories we've read together? What were the similarities?
- What did you like/dislike the most?
- Did any parts of the story make you laugh? Why?
- Which was your favourite bit? Why?
- Were there any words or sentences in the book that you particularly enjoyed?
- Were any of the words written in capital letters/bold/italics? If so, why?

- Would you like to read another book by this author?
- Did the story remind you of anything that has happened to you?

Words and concepts to introduce and use when reading stories with your child:

- Author
- Illustrator
- Blurb
- Publisher
- Title
- Illustrations
- Phrases
- Sentences
- Character
- Beginning
- Middle
- End
- Fiction
- Non-Fiction
- Describing
- Emotion words

Please remember, if at any time you need extra support of guidance in supporting reading at home, please speak with your child's class teacher.