



As the roots spread so the tree grows

Alwyn Infant School

Reading Afternoon Booklet

(September 2019)



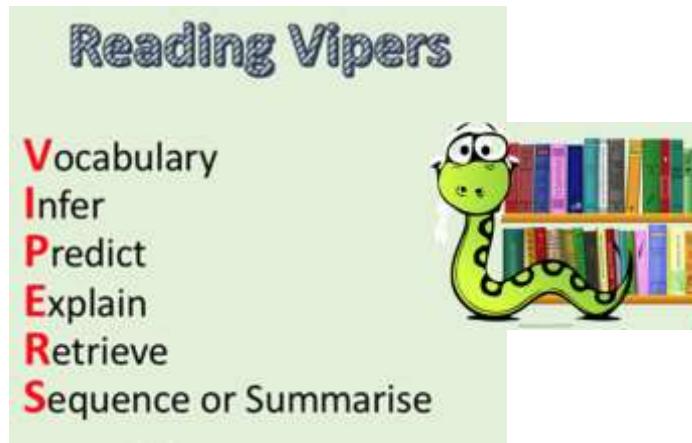


Individual Reading in School

The books in school are colour banded according to reading ability and some bands have a wider range of books than others. These include a vast range of non-fiction books, poetry, playscripts as well as fiction.

We do stress that it is not a race to rush through the stages as the children will see lots of different vocabulary and contexts in the large variety of books at each colour.

Whether children are reading individually, in a group or a whole class the focus will always be on the decoding (word reading) and the comprehension (understanding) skills. A quick way to remember the comprehension skills is VIPERS:



We encourage and teach these skills to develop reading independence.

Some of the decoding activities are:

- Look carefully at the initial sounds of words.
- Blend sounds in order to help them read words.
- Build sight vocabulary by sending home keywords to learn and recognise when reading their books.

Comprehension activities

- To stop and re-read a sentence if the text they are reading doesn't make sense.

- To talk about individual words or phrases that are unfamiliar to them.
- Ask questions about the book or go on a word hunt. For example:
What happened in the story? What colour is the wall? Why do you think that happened? Why did the character do that? How could the characters be feeling? Why do you think the author chose that word? What other word could he/she have chosen?
- Use the text so far to predict what might happen next.
- Ask them to retell the story or fact.
- Relate their reading to their own experiences by asking questions such as 'Have you ever done that?' or 'Have you ever felt like that?'

With non-fiction books, we discuss the facts presented in the text and ask questions to check that the children have understood the information they have read. We also discuss the layout of the book and show the children how to use the contents, glossary and index pages. We will read the captions for photographs together and might help the children to look up the meaning of an unfamiliar word. Also remember to point out the use of labels in diagrams.



Phonics/Letters & Sounds- the key to decoding.

We follow the 'Letters and Sounds' programme of phonics teaching. This can be downloaded from the internet or from the school website.

It is a comprehensive teaching programme that teaches the children the different sounds used to make words and how they can be written on the page.

When the children join us in the Foundation Stage they take part in lots of activities to develop their listening skills and their awareness of sounds in the environment around them. Some of these activities could be reinforced at home:

- Listening walk to hear and distinguish different sounds around us
- Investigate sounds made by musical instruments
- Play games to identify familiar objects by their sounds
- Listen to and recite rhymes and read rhyming books. Encourage them to join in and predict the rhyming words
- Listen to the sounds at the beginning of words and play games to develop their understanding of alliteration eg. making 'silly soup' by adding a banana, a bean bag, a bug, a bumble bee and a bus.
- Explore different sounds that the children can make with their voices eg. animal noises and vehicle noises.
- Play 'I spy' using sounds as well as letter names.

When we feel the children are ready, we start the next phase where we teach them to recognise letters on a page and the sounds that they make. We introduce the sounds systematically, starting with the sounds represented by the letters and use visual prompts and stories to help them remember.

Each day we revise the sounds that the children have learned so far so they can read them at speed before introducing a new sound/letter combination. Then we start to blend them together to read words, eg. sat, sit, tap, pat.

We also teach children the 'keywords' that they cannot yet decode but must recognise to help them read. We read words, captions and sentences which include these sounds.

Week by week we introduce more sounds and written letters to build their knowledge. Their learning always builds on what they know until all the 40+ sounds have been taught.

When they are ready we introduce alternative letter combinations for the sounds they know, eg. 'ie' as in pie, 'y' as in my, 'i_e' as in fine and 'igh' as in night. English is a complicated language!

We feel that by using this systematic approach to phonics your children will be able to blend sounds successfully in order to read words and thus become confident readers.

A summary of the programme is included at the end of this booklet.



Shared Reading

Shared reading is whole class reading and book talk. It is a good opportunity to involve all children in one exciting and motivating reading session. The teacher encourages the whole class to read together as he/she points to the words and models effective reading strategies.

There will be a specific learning objective during each session. This can be related to decoding, expression and intonation, comprehension or vocabulary choices (the decoding and VIPERS skills).



Guided Group Reading

Guided reading is introduced once children are ready to read and share their ideas in a group.

In small ability groups the children are all given a copy of the same text, matched to their reading and comprehension levels. At Alwyn we use the Lighthouse and Project X guided reading scheme where the texts increase in difficulty as the children progress through the stages.

A group read lasts between 15 and 30 minutes. It begins with an introduction of the text and the children are familiarised with the general context of the story and any key vocabulary they need to know.

The children then take turns to read a section of the book while the others follow. The teacher checks understanding throughout by asking questions to the group and having discussions about certain themes or characters.

When the children become more competent readers, with developed comprehension skills, they are introduced to the text and then read independently while the teacher dips in and listens to children reading at different points in the text, asking relevant questions as they go along. The teacher may ask for evidence of their answer in the text and a follow up independent activity may be used.

A record is kept, showing how each child has performed during the group session.



Comprehension - in a little more detail

This is where children must demonstrate their understanding of words and the meaning of a text. It covers a huge range of skills from a simple retelling of a story or fact, finding particular words, or being detectives and using clues to work out inferred meanings. Remember the Reading VIPERS skills!

Comprehension helps to develop critical thinking skills - logic and reasoning and book talk is often used to build a love and excitement for books and reading.

Even before reading, children can look at the pictures in books and explain what is happening. We can ask:

- **retrieval** questions eg. Where is the cat? What is the duck doing? What colour is the cat?
- **inference** questions, eg. Why do you think the little girl is smiling? Why do you think the boy is wet?
- **summary** questions- what happened in the story? What was your favourite part? So these skills can develop before the decoding of words on the page.

As the children's reading develops and they can decode, the same questions can be repeated or discussed in greater depth. You can also start to talk about the individual words, what they mean and why they were chosen (**vocabulary**). To challenge a confident reader, they could explore different words to replace the author's choice.

A fun aspect to book reading is to **predict** what will happen next or at the end, especially if there is a cliff hanger moment. As this skill develops the children can be encouraged to link their ideas to the text, looking for clues and **explaining** why they think that.

All book talk is invaluable as the children can **explain** their ideas and explore the world of words and books.

When reading stories **to** the children you can still develop their skills and introduce them to books and vocabulary beyond their own reading level. It is a great way to foster a love of reading. You can ask questions like:

What was your favourite part?

What was the funniest part?

Why did that happen?

What did the author mean when he said that?

What does that word mean?

How do you think that character was feeling?

Why was she feeling like that?

What do you think will happen next?

With non-fiction books, ask questions about the information in the book e.g. Can you tell me what that animal likes to eat? What is special about a horse's ears?

We might ask what is shown in a photograph so that the child has to read the caption below to explain.

There may be some words in bold writing which can be looked up in the glossary at the end of the book and always model how to use a contents and index page.

All of these question types can be used at home when sharing a book with your child.



Reading at Home

The first important point is that we want reading to be enjoyable for you and your child.

Where and when?

Ideally you should read with your child every day to develop their reading skills and good habits. Regular short sessions are more valuable.

Reading should take place somewhere quiet with as few interruptions as possible. Try to make reading part of your daily routine - bedtime is ideal as reading is a quiet, calming activity before sleep. Plus, it allows your child to have a break and a play after finishing school. However, the morning can be a good time too and some people find it easier to read then, perhaps even arriving at school 10 minutes early and sitting side by side to read in the cloakroom.

Strategy

Before starting to read a new book, look at the cover and title of the book and discuss it. What sort of book do you think it is and what do you think it is about? Why do they think this?

If they start reading and come across a word they don't know, ask them to sound it out, if you feel this is appropriate. Be patient as this may be slow to begin with so try not to jump in too soon; allow them time to put their skills into action. For other words, use initial sounds and picture clues to help. Sometimes it is possible to read on and then fill in the unknown word in order for the sentence to make sense.

When they have worked out all the words in a sentence, try to encourage them to say the whole sentence so they can hear the complete text, which will aid comprehension. If necessary, read the sentence to them and let them repeat it after you. Always encourage them to point to the words as they are being read as this supports their tracking ability and stops them losing their place.

As you are reading, remember to stop and talk about word meanings and you can ask some questions. Use the VIPERS skills to help.

After finishing the book talk about it and relate it to the child's own experiences. Have they enjoyed the book? Could it have ended differently? What do you think might happen next? What else would you like to know about this topic? You will find that a lot of the reading books we now have in school have suggestions for questions and discussion topics inside the back cover.

Paired Reading

Paired reading is particularly useful with children who are struggling with their reading. It begins with you and your child reading the words together. Your child points to the words to encourage an association between the written word and the spoken word. Reading should follow the child's speed. When the child is confident they can continue on their own. If they struggle or get a word wrong, you fill it in and continue with them again so that the reading can flow and fluency and interest are not continuously interrupted.

As a boost for better readers you can share the reading by reading alternate sentences or paragraphs or pages or chapters.



Taking your turn

Reading at home is not just about your child reading to you but also about you reading to your child. Immense value can be gained by this. It can help listening skills and language development. It can help to increase their vocabulary and improve their general knowledge.

Try to read a variety of books from home and the library to your children. It allows them to listen to more complex words and ideas, as well as develop their comprehension without the worry of them decoding.

Letters and Sounds Phonics Programme

First word set

s	a	t	p	i
n	m	d	g	o
c	k	ck	e	u
r	h	b	f	ff
l	ll	ss		

Second set

j	v	w	x	y
z	zz	qu	ch	sh
th	ng	ai	ee	igh
oa	oo	ar	or	ur
ow	oi	ear	air	ure
		er		

Third set

ay	ou	ie	ea
oy	ir	ue	aw
wh	ph	ew	oe
au	^{Irregular} a-e	e-e	i-e
o-e	u-e		

Then alternative ways
of reading and writing
sounds are explored.

Reading Vipers

Skills for comprehension

Vocabulary (the word meaning)

Infer (using clues to work out meanings)

Predict (what will happen next?)

Explain (give reasons for their ideas)

Retrieve (literal questions to find and say answer from text, does not need interpretation)

Summary or sequence (retell the story/fact or put event in order)

Reading 'I cans': National Curriculum Requirements

Year 1

Word Reading (decoding)	Comprehension 1
I can use sounds & picture clues and meaning to help me read simple texts.	I can share my ideas about what is read to me, taking turns and listening to what others say.
I can say all the sounds.	I can link what I read or hear to my own experiences, with encouragement.
I can blend sounds.	I can re-tell familiar stories and talk about their features.
I can read the common key words.	I can recognise repetition of language in stories.
I can read words with taught sounds and familiar endings (-s, -es, -ing, -ed, -er, -est).	I can talk about rhymes and poems, and can recite some by heart.
I can use phonic knowledge to read words of more than one syllable.	Comprehension 2
I can read & understand contractions.	I can discuss word meanings and say what new words mean.
I can read accurately, at my level, using phonics.	I can read for sense and self-correct.
I can re-read fluently & confidently.	I can identify the key points in a text and how they link to the title.
	I can answer questions based on clues in the text
	I can make simple predictions
	I can express opinions about main events and characters in a story
	I can show an understanding of what is read to me

Reading 'I cans': National Curriculum Requirements

Year 2

Word Reading	
I can use a range of skills to read accurately and fluently	I can read the KS1 keywords.
I can read accurately by blending sounds and recognising alternative ways of writing them.	I can read unfamiliar words quickly and correctly, without sounding them out.
I can read longer words (2 or more syllables) accurately.	I can read accurately, at my level, using a range of phonics skills.
I can read most words containing common suffixes.	I can re-read fluently and confidently.
Comprehension 1	
I can share my ideas and opinions about texts that are read to me.	I can talk about my favourite words and phrases from a text.
I can retell events in the correct order and link them together.	I can recite a poem by heart with the correct expression and tone to emphasise the meaning.
I can retell familiar stories, including the key events and characters.	I can relate what I read to my own experiences and learning.
I can explain the purpose of a text (to instruct, inform etc)	I can read for sense and self-correct when I have read a sentence incorrectly (makes sense to me).
I can recognise the text/layout features of non-fiction books.	I can make simple inferences based on what is said and done.
I can identify and comment on repeating vocabulary and text features	I can ask and answer questions about a text.
I can discuss and clarify the meanings of words.	I can make a prediction based on clues in the text.
I can link new meanings to words I already know.	I can express opinions about a text, take turns and listen to others.
I can identify how vocabulary choice affects meaning	I can show my understanding of a text through discussions.

Year 1 Keyword and Spelling List

Phase 2 words		Phase 3 words		Phase 4 words		Phase 5 words		Additional common words	
the	to	he	she	said	have	oh	their	says	has
I	go	we	me	like	so	Mr	Mrs	full	pull
into	no	be	was	do	some	ask	here	push	call
a	is	you	they	come	there	by	your	ball	want
of	and	all	are	little	one		put	last	love
		my		when	what			friend	door
				I'm	it's			more	these
									lots
Phase 2 HFW with a spelling pattern		Phase 3 HFW with a spelling pattern		Phase 4 HFW with a spelling pattern		Phase 5 HFW with a spelling pattern		Additional common words with a spelling pattern	
as	at	yes	six	next	still	day	today	our	school
an	am	then	them	went	just	may	way	over	
up	us	that	this	from	old	name	came	first	girl
in	it	with	much	cold	gold	take	make		
if		took	look	told	hold	made	gave	Challenge words	
not	got	good	too	help	three	home	time	zero	one
man	ran	food	soon	must	stop	nine	five	two	four
can	cat	now	how	long	think	saw	boy	seven	eight
dad	had	town	down			out	about	eleven	twelve
mum	dog	or	for			house	asked	fourteen	seventeen
him	his	her				looked	called	eighteen	twenty
but	get	see	need			nineteen	thirteen	Monday	Tuesday
big	did	been	tree			Sunday		Wednesday	Thursday
ten		right	night					Friday	Saturday
back		air	again						
off	well	fifteen	sixteen						
tell	will	under							

Year 2 Keyword and Spelling List

Year 2 List A			Year 2 List B			Year 2 List C			Year 2 List D		
floor	poor	even	every	everybody	everyone	can't	don't	we're	narrator	across	please
mind	find	kind	steak	great	break	didn't	I'll	couldn't	stopped	jumped	liked
behind	child	children	parents	pretty		I've	that's	there's	pulled	suddenly	garden
wild			prove	improve	climb	let's	he's	they're	different	coming	window
only	both	most	any	hour	clothes	really	beautiful		through	thought	grandad
money			sugar	sure		animals	found	live	something	brother	mother
after	fast	half	people	eyes	because	right	write	small	laugh		
past	class	grass	could	should	would	buy	by	bye			
pass	bath	path	water	wanted	Christmas	another	began	before	January	February	March
plant	father		who	where	whole	place	cried	morning	April	May	June
many	busy	move	which	new	blew	hear	here	inside	July	August	September
key	once	things	use	other	each	better	sister	work	October	November	December
eat	along		round	around	shouted	bare	bear	head	red	orange	yellow
why	were	won	mouse			quite	quiet		green	blue	indigo
			never	magic	gone	knight	night		purple	white	brown