

Curriculum Afternoon Reading

An Introduction to Reading
at Alwyn Infant School
2020



Foundation Stage Expectations

When your child starts school in Little Alwyn, they are taught following the Early Years Foundation curriculum.

The key reading objectives are:

- * Use phonic knowledge to decode regular words and read them aloud accurately (phonics).
- * Read some common irregular words (keywords).
- * Read and understand simple sentences.
- * Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions.
- * Demonstrate an understanding when talking with others about what they have read.

Wordless Books

Your child will start coming home with wordless books. They are a very important part of our reading scheme. Children love these books as they can make up a story using the pictures, without worrying whether or not they are reading it correctly. This develops early prediction skills and builds confidence when sharing their ideas about a book. They also learn how use a book, how to turn the pages and work left to right.

You can support your child by:

- Helping to tell the story in their own words.
- Prompting and praising the use of new and interesting words.
- Encouraging them to make predictions about the story- what do you think will happen next?
- Encouraging them to think of their own story by making some changes. What changes would they make? Can they think of a different ending?
- Talking about the characters and the setting.
- Asking them what their favourite part of the story is.
- Write a sentence for a picture or draw pictures to make a story, (use post its).

Just enjoy the stories together and have fun!

Years 1 and 2 follow The National Curriculum. It provides the teaching requirements for reading but it also places a strong emphasis on reading for pleasure and the enjoyment and learning that comes from sharing a book.

National Curriculum 2014 quote

"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...and to develop their love of literature through widespread reading for enjoyment"



There are two main teaching areas for reading.
One area is decoding.

* Decoding is skilled word reading:

This is the understanding that the letters on the page represent the sounds in spoken words. It is the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. (NC 2014)

It is the use of their taught phonics to read words accurately and fluently alongside the recognition of their sight vocabulary or key words.



The second area of reading is comprehension

- * Good comprehension: draws from linguistic knowledge (in particular of **vocabulary** and **grammar**) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality **discussion** with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' **vocabulary** because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. (NC 2014)

It is the understanding of the words and text, both listened to and read. It is the discussions we have about our reading: can you retell the story, predict what will happen next, infer meanings and talk about word meanings.

Phonics: letters and sounds

Word deciphering (decoding) is a key dimension of reading. In order to decode words, the children must know the sounds in a word and how those sounds look when written down. This is called phonics.

In order to teach this we follow the 'Letters and Sounds' approach to phonics teaching across the whole school, a copy of which can be found on the internet or on our school website. It is taught in six different phases, which are explained on the next few slides.

The children usually sit a phonics check assessment at the end of Year 1. Due to the current situation and school closures, the children in Year 2 will take this phonics check in late Autumn 2020.

Phonics Phase 1

When the children start in Little Alwyn, they take part in lots of activities to develop their listening skills and their awareness of sounds.

These include listening to and identifying environmental sounds/noises, singing songs and action rhymes, identifying or predicting the rhyme, creating our own rhymes and we may encourage the children to add claps, foot stamps and other body percussion sounds.

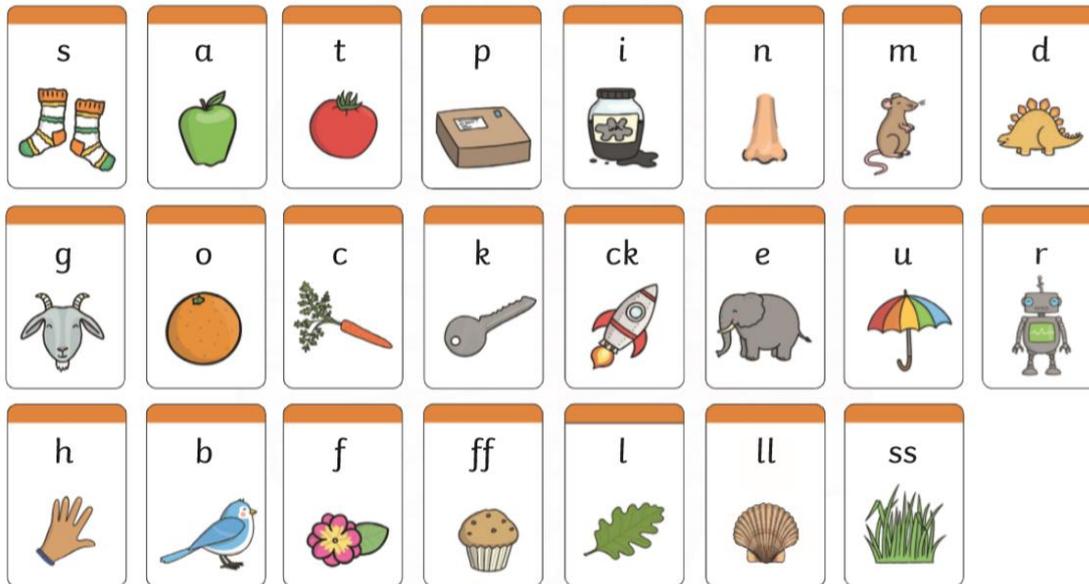
We listen to the sounds at the beginning of words and play games focusing on a single sound to develop their understanding. eg. 'b' a bendy banana, a bean bag, a bug, a bumble bee and a bus.

We play lots of games to develop their oral blending skills, eg. Who can touch their f..ee..t feet? Or play sound I spy.

When we feel the children are ready, we start the next phase.

Phonics Phase 2

In phase 2 we teach the children to recognise a specific set of letters and the basic sounds we use when we read them. The letters/sounds and teaching order are:



As the children learn the sounds they begin to blend them together to make words. It is amazing how many 2 and 3 letter words can be made with these sounds! They can even start to read simple two syllable words, such as sunset.

We also teach the children sight words: the, to, I, no, go, into, and etc.

These can't usually be decoded because the children don't know those sounds yet but they need these words for reading. They are often sent home to practise.

Flash cards are a fantastic way to learn these. Also stick them up everywhere- on the fridge, the wall where they eat their breakfast- so you can easily point to a word and they can recognise and read it.

Phonics Phase 3

The children continue to use their sounds from phase 2 and add some new sounds to decode more words:



They learn to blend these words together to read 3 letter words, like jet and longer 2 syllable words.

They also learn the letter names in phase 3 and continue to learn new sight words (he, she, we, me, be, was, my, you, her, they, all, are).

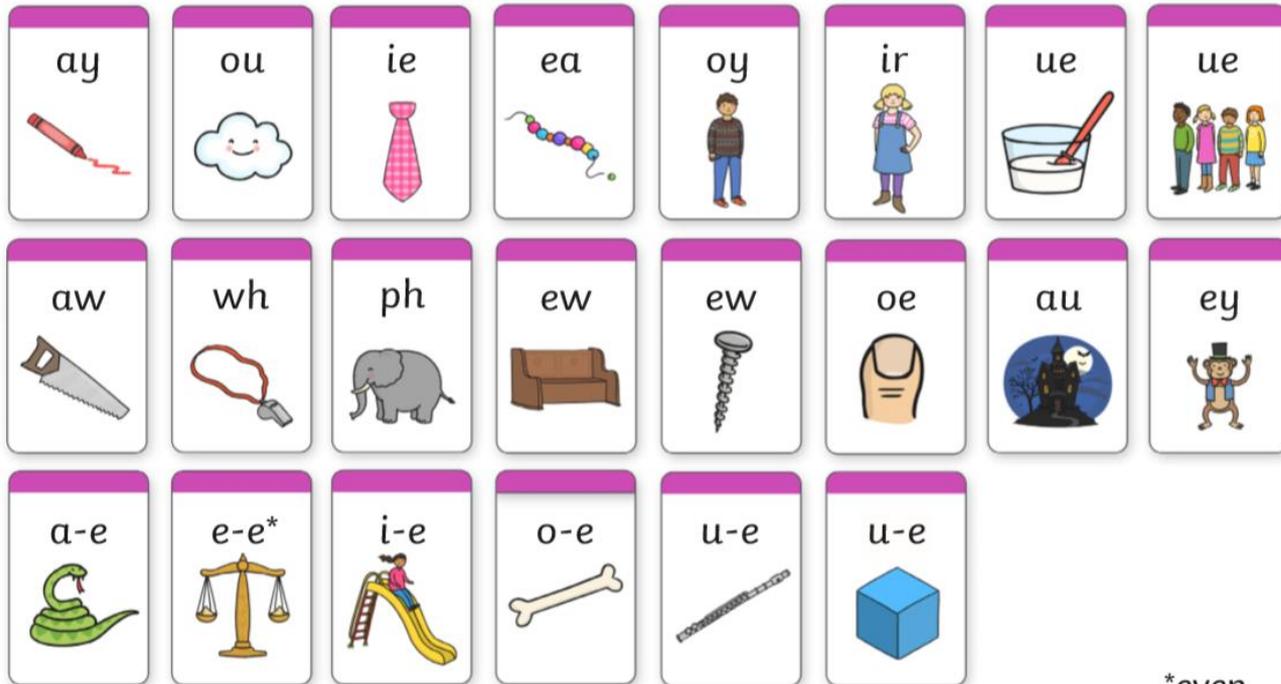
Phonics Phase 4

This is a consolidation stage where we practise using all the taught sounds from phase 2 and 3 and combine them to make lots of different 3, 4, 5 and 6 letter words as well as 2 and 3 syllable **words**. It gives the children a chance to learn some of the trickier blends and letter clusters at the beginning and end of words.



The sight words are some, one, said, come, do, so, were, when, have, there, out, like, little, what

Phonics Phase 5



The children are taught other new sounds and alternative letter combinations that can be used to make sounds they already know.

*even

Phonics Phase 6

In this phase of teaching, the children are enabled to apply their phonics skills (sound knowledge) to word reading and spelling and to decode longer words quickly, without undue hesitation.

They are extended in this phase by learning to read and identify suffixes (word endings), such as s, es, ing, ed, s, er, est, y, en, ful, ly, est, er, ment, ness, en

Individual Reading Books



When they are ready, each child takes home a reading book and reading record book. In the current situation, the children in Year 1 and 2 are taking home 2 books that are changed every Monday and Thursday.

We do expect the children to read at home every day as part of their school homework.

Our reading books are from specially chosen schemes to develop phonics knowledge and the progressive reading skills. We have a wider range of books, including non-fiction, story books, poetry books and play scripts.



Reading Strategies

We teach the children to use many different strategies to help with their reading. These could also be used when the children are reading at home.

- Encourage them to look carefully at the pictures for clues to decode words and also for comprehension. They can explain what is happening in the picture, use it to infer meaning and also predict what will happen. The front cover is great for prediction.
- To sound out and then blend the sounds together to read new words.
- Look out for the sight words in books. We also build up the children's sight vocabulary by sending home key words for them to learn.
- Looking at the first few sounds e.g. 'caterpillar'
- Reading through the sentence to give a context then going back to work out the tricky word.
- Re-reading from the beginning of a sentence to guess an unknown word.
- Recognising and using punctuation properly, for example to pause at a full stop and talk about the use of a capital letter.
- If they have struggled to decode words in a sentence, practice reading it again to help with fluency once the words are known or read the sentence back to them for understanding.

Children who are able to use a range of these strategies will become successful readers

Skills for Comprehension

Reading Vipers

Vocabulary

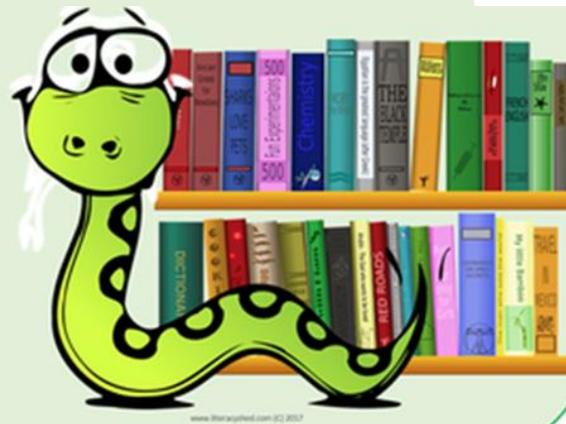
Infer

Predict

Explain

Retrieve

Sequence or Summarise



This is a good summary of the different skills used for comprehension and the focus for different questions that can be asked when talking about books and their reading.

Punctuation too!

Reading at Home

- Think about when and where this can happen to limit distractions and help concentration.
- Paired reading, you could read together or take turns.
- Enjoy it!

Assessments

What skills do we assess in school?

- Decoding:
 - Sound knowledge and phonetic skills (phonics)
 - Sight vocabulary (keywords grid)
- Comprehension (understanding of words and text)
- Book band level and reading age (school reading book)
- Progress made using 'I can...' statements

Examples of these are included in the next slides.

This is an example of a phonics recall assessment record.

The children must be able to read the sound accurately and confidently.

There are over 40 to learn!
Then they go on to learn alternative ways to make the sounds.

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

They then have to use their sound knowledge to read real and nonsense words

Non-words	Date:	Date:
	Child's response	Child's response
plood		
grint		
theest		
dreet		
bamp		
fowsping		
skarb		
shreb		
spunch		
kelf		
pronk		

Year 1 Keywords

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 Keywords

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

Year 1 Pupil Progress Grid

Year 1 Reading Standards				Word Reading	Comprehension	
Start (1.0)	Emerging (1.1)	Working Towards (1.2)	EXPECTED (1.3)	Working Above (1.4)	Exceeding (1.5)	
<p>Reads and understands simple sentences</p> <p>Uses taught phonic knowledge to decode regular words and read them aloud</p> <p>Accurately reads some of the common keywords</p> <p>Accurately reads words containing taught GPCs (at least phase 3) and -ing, -ed endings</p> <p>Can re-tell familiar stories with support</p> <p>Joins in with familiar rhymes and poems</p> <p>With support demonstrates a simple understanding about what they have read when talking with others</p>			<p>Reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (phase 5)</p> <p>Reads aloud books consistent with phonic knowledge - accurately and fluently</p> <p>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Accurately reads most common keywords yr1 list</p> <p>Accurately reads most words containing taught GPCs</p> <p>Reads words with suffixes -s, -es, -ing, -ed, -er and -est</p> <p>Reads some words of more than one syllable that contain taught GPCs</p> <p>Can link the book title to the contents/story</p> <p>Checks that the text makes sense to them as they read and beginning to correct inaccurate reading (of words) with support.</p> <p>Can talk about word meaning</p> <p>Recognises and joins in with predictable phrases</p> <p>Can retell main events of a story</p> <p>Knows that some books tell stories and others give information</p> <p>Begin to make simple inferences</p> <p>Make simple links between what they read or heard to their own experiences</p> <p>Participates in discussion about reading, taking turns and listening to what others say</p> <p>Can recite some rhymes and poems by heart</p>	<p>Confidently and fluently reads aloud</p> <p>Reads accurately most words with more than one syllable</p> <p>Sounds out unfamiliar words accurately</p> <p>Fluently reads most common keywords, including suffixes (smiling, runner etc) in context</p> <p>Predicts what a book may be about based on the front cover</p> <p>Knows when what they have just read does not makes sense - leading to automatic re-reading of sentences for correction</p> <p>Can say what has happened so far</p> <p>Can retell a story</p> <p>Use clues to make simple inferences</p> <p>Makes links with the text and something they have experienced or other books read without prompting</p> <p>Can talk about what they like and dislike about stories they have read or have been read to them</p> <p>Knows they can use non-fiction books to find information.</p>		
					<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>PHONICS SCREENING SCORE (YR1 JUNE):</p> </div>	
<div style="border: 1px solid black; padding: 5px;"> <p>Note: some- starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent many/most- statement generally met with only occasional errors.</p> </div>						

Year 2 Pupil Progress Grid

Year 2 /End of KS1 Reading Standards			Word Reading	Comprehension	Underlined statements are KS1 TAF requirements
Start (2.0)	Emerging (2.1)	Working Towards (2.2)	EXPECTED (2.3)	Working Above (2.4)	Exceeding (2.5)
<p><u>Read accurately by blending the sounds in words that contain common graphemes for all 40+ phonemes</u> <u>Read accurately some words of two or more syllables that contain the same GPC</u></p> <p>Read many of the keywords set out the word lists (<u>common exception words</u>)</p> <p>Read aloud many words quickly and accurately without overt sounding and blending in books <u>matched to GPCs</u> <u>Sound out many unfamiliar words accurately</u></p> <p>Reads words with s, -es, -ing, -ed, -er and -est endings</p> <p>Demonstrates understanding of poetry, stories, and non-fiction</p> <p>Can discuss key ideas and characters</p> <p>With support, can retell a story or fact</p> <p><u>Answer simple questions in a discussion with an adult</u></p> <p><u>Make simple inferences with a familiar book that is read to them</u></p> <p>With support, can make simple predictions</p>			<p><u>Reads accurately most words of two or more syllables</u> <u>Read most words containing common suffixes</u> <u>Read most common keywords- Y1/2 lists (common exceptions words) including contractions</u></p> <p><u>Reads most words accurately without overt sounding and blending in age appropriate books</u> <u>Read with sufficient fluency that allows focus on understanding rather than decoding of individual words</u> <u>Sounds out most unfamiliar words accurately without undue hesitation</u></p> <p><u>Checks that the text makes sense to them as they read, correcting any inaccurate reading</u></p> <p><u>Can explain what has happened so far in what they have read</u></p> <p>Can sequence events</p> <p>Can identify some key features of non-fiction books</p> <p><u>Can answer questions</u> Can ask questions about a book/reading Recognises simple repeated language/phrases in stories and poetry</p> <p>Can discuss and clarify the meaning of words (vocabulary) Talk about their favourite words and phrases <u>Can make some inferences</u> based on what is being said and done Can make simple predictions</p> <p>Listen to and discuss stories, non-fiction and poems, taking turns and listening to what others say</p> <p>Recite some poetry by heart, with appropriate intonation to make the meaning clear (Spring sharing presentations)</p>		<p>Automatic decoding is established and a range of texts can be read with consistent accuracy, fluency and confidence, including those beyond their chronological age</p> <p><u>Make links between the book they are reading and other books read</u></p> <p><u>Make inferences</u></p> <p><u>Make plausible predictions based on what has been read so far</u></p> <p>Explains why their inferences and predictions are plausible</p> <p>New words are understood through the exploration of their meaning in context</p> <p>Can identify key features of fiction and non-fiction and their purpose</p> <p>Able to discuss a range of books read, during year 2, using embedded skills</p>

Note:

some- starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent
many/most- statement generally met with only occasional errors.

End of KS1 Tests

SATs for year 2

The children take 2 externally written reading tests that are marked in school and inform teacher assessments.

The end of year 2 standards (level judgements) are:

Exceeded/good standard (GDS)

Expected National standard (EXS)

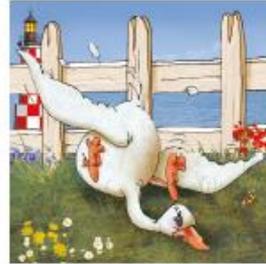
Working towards the national standard (WTS)

Below national standard (BLW)

On the next slides are examples of the test papers.

Paper 1

- * This paper combines texts and questions. It will include a list of useful words and some practice questions for teachers to introduce the contexts and question types to the pupils.



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.

1 mark

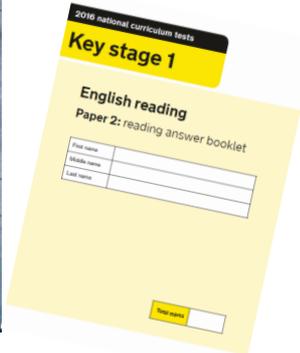
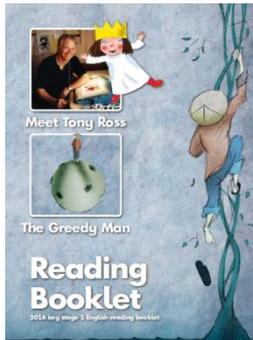
2 Why was William cross with Bella?

1 mark

Paper 2

* The reading booklet and answer booklet are separate in this paper.

* There are no practice questions or vocabulary to help.



Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



4

Questions 1–6 are about *Meet Tony Ross* (pages 4–5)

(page 4)

- 1 Find and copy one word from the top of page 4 that means well known.



1 mark

(page 4)

- 2 The Little Princess reminds Tony Ross of someone. Who is it?



1 mark

(page 4)

- 3 Tick True or False for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>



2 marks

A decorative banner at the top of the page, consisting of a solid green rectangular area above a wavy, layered green shape that tapers towards the right.

Remember, reading
is fun!