



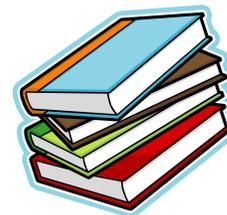
As the roots spread so the tree grows

Alwyn Infant School

Reading Afternoon Booklet

(September 2017)



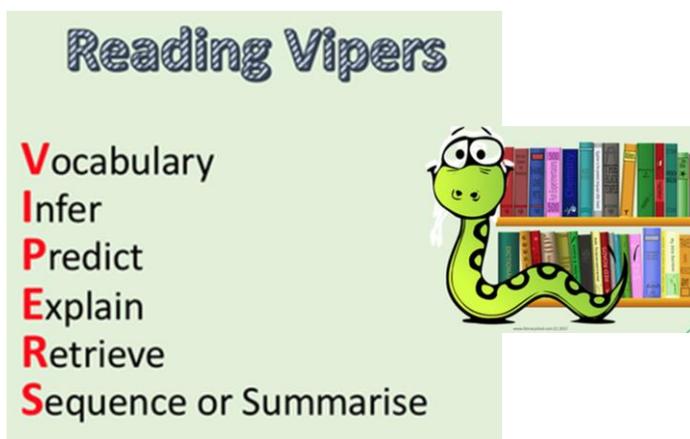


Individual Reading in School

The books in school are colour banded according to the reading ability level 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's not a race to rush through the stages and in fact the children meet lots of different vocabulary in the variety of books at each stage/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). 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 children 'keywords' that they cannot yet decode but must recognise to help them read.

We also practise reading 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!

So..... learning to read is a big challenge! But 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.

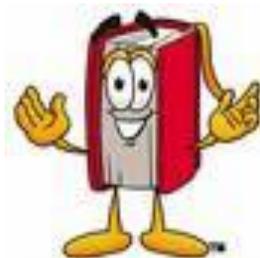
In small ability groups the children are all given a copy of the same text. The text is selected to match the reading and comprehension levels of the children in the group. At Alwyn we use the Lighthouse and Project X guided reading scheme where the texts increase in difficulty as the children progress 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. We can make suggestions and give you ideas, but you know your child better than anyone and you will have to decide what works for you.

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 than one long session as constant revision and repetition is important.

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. 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.

If your child does hesitate, don't jump in too soon but allow them time to put their skills into action. 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 is an aid to comprehension. If necessary say the sentence 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 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	<small>Vowels —</small> a-e	e-e	i-e
o-e	u-e		

Then alternative ways of 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.

