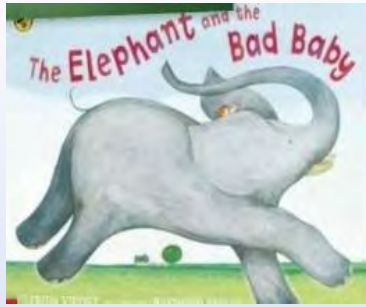
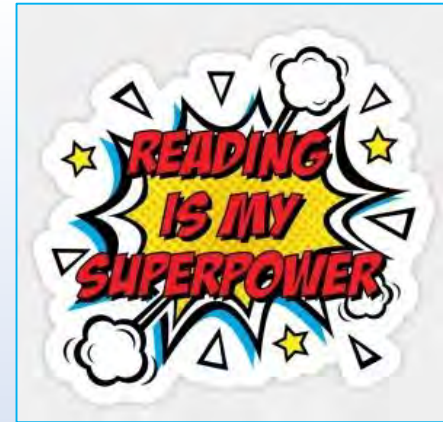


Learning Together Reading 20.10.23





The Power of Reading!



Creating a love of reading in children is potentially one of the most powerful ways of impacting on academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become truly independent readers.

Reading is all about acquiring meaning; for enjoyment, information and understanding.



What does the National Curriculum say for Year 1?

During year 1, teachers should build on work from EYFS, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge. Teachers should also ensure that pupils continue to learn new sounds as well as consolidate those learnt earlier.

Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

What does the National Curriculum say for Year 2?

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words without needing to blend the sounds out loud first. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

Teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

What does the National Curriculum say for Year 3?

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them **accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.** They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, they should develop their vocabulary and the **breadth and depth of their reading**, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be **developing their knowledge and skills in reading non-fiction about a wide range of subjects.**

What does the National Curriculum say for Year 4?

During year 4, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, they should develop their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

What does the National Curriculum say for Year 5?

During year 5, pupils should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing ease. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information.

They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

What does the National Curriculum say for Year 6?

By the time they start year 6, pupils should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a **reasonable speaking pace**. They should be able to **read most words effortlessly** and to work out how to pronounce unfamiliar written words with increasing ease.

They should be able to prepare **readings, with appropriate intonation to show their understanding**, and should be able to **summarise** and present a familiar story in their own words. They should be **reading widely and frequently, outside as well as in school, for pleasure and information.**

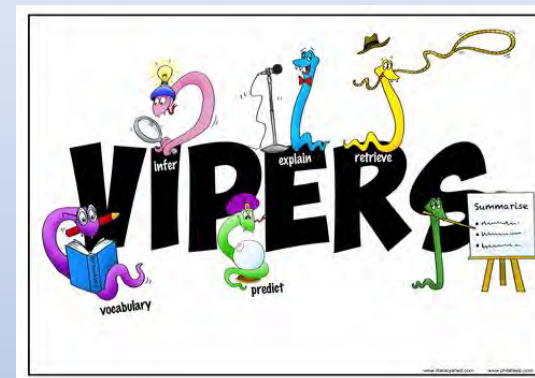
They should be able to read silently, with good understanding, **inferring the meanings of unfamiliar words**, and then **discuss** what they have read.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to **manage the general demands of the curriculum in year 7**, across all subjects and not just in English, but there will continue to be a need for pupils to learn **subject specific vocabulary.**



Reading @QMPS and *The Teaching of Reading*

- ✓ SoundsWrite Phonics - <https://sounds-write.co.uk/support-for-parents-and-carers/>
- ✓ Daily Whole Class Reading (VIPERS)
- ✓ Daily Independent reading opportunities
- ✓ Reading with adults in school
- ✓ Reading across the curriculum
- ✓ Class Libraries
- ✓ Daily Class novels and poetry
- ✓ Link with Tewkesbury Library
- ✓ BugClub

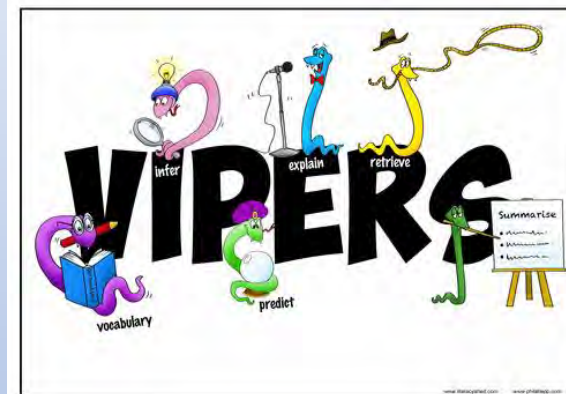




Whole Class Reading



Year 3					
<p>Term 1 – 420L 5-6 yrs ATOS BL – 3.0 (Year 4)</p> <p>Author: MacDonald, Alan Themes: Manners, Humour, family</p> <p>Synopsis: Three stories featuring the boy with disgusting habits.</p> <p>Main Protagonist: Bertie</p>	<p>Term 2 – 550L 5-8 yrs ATOS BL – 3.6 (Year 4.6)</p> <p>Author: Jill Tomlinson Themes: Fear, resilience, humour, love.</p> <p>Synopsis: Pop is the same as every baby barn owl – except he is afraid of the dark. His parents keep telling him that dark is best, but it's no use. So Pop's mother pushes him out of the nest to ask others what they think of the dark.</p>	<p>Term 3 – 630L 8-13 yrs ATOS BL – 4.0 (Year 5)</p> <p>Author: Dark, Roald Themes: Humour, responsibility, word play</p> <p>Synopsis: What's the only cure for the meanest grandmother in the world? George creates a fierce and fantastic bubbling brew, the perfect cure.</p> <p>Main Protagonist: George & his Grandmother</p>	<p>Term 4 – 870L 5-8 yrs ATOS BL – 4.9 (Year 5.9)</p> <p>Author: Mulrow, Maurice Themes: Traditional Tale, Honesty</p> <p>Synopsis: In this illustrated retelling of the classic tale, a lively street kid relates how the Pied Piper pipes a village free of rats, and when the villagers refuse to pay him for the service, he pipes away their children as well!</p> <p>Main Protagonist: Pied Piper</p>	<p>Term 5 – 920L 5-8 yrs ATOS BL – 5.2 (Year 6.2)</p> <p>Author: Dick, Kim-Emlin Themes: Animals, perseverance, family.</p> <p>Synopsis: This is the story of Max, the hedgehog who becomes a booboo and becomes a hero.</p>	<p>Term 6 – 500L 5-6 yrs ATOS BL – 3.2 (Year 4.2)</p> <p>Author: Laway, Josh Themes: Humour, responsibility, tolerance, fantasy</p> <p>Synopsis: Eddie is dragon sitting again, this time on Uncle Morton's island. As if the dragons weren't enough, there are some strange things afoot: the local sheep are disappearing, and Eddie swears he sees a mysterious creature in the lake.</p> <p>Main Protagonist: Eddie</p>
Year 4					
<p>Term 1 – 680L 5-8 yrs ATOS BL – 4.3 (Year 5.3)</p> <p>Author: Hill, Cecelia Themes: Adventure, family, Sci-Fi</p> <p>Synopsis: While picking up milk for his children's cereal, a father is abducted by aliens and finds himself on a wild adventure through time and space.</p> <p>Main Protagonist: Edward Smith-Pickie</p>	<p>Term 2 – 780L 9-13 yrs ATOS BL – 4.7 (Year 5.7)</p> <p>Author: Ted Hughes Themes: Modern fairy tale, Sci-Fi, forgiveness</p> <p>Synopsis: An iron clad giant falls to the bottom of a cliff, scattering his metal pieces over the ground. One by one his body parts come alive and search for each other, reconstructing the Iron Man.</p>	<p>Term 3 – 790L 9-13 yrs ATOS BL – 5.4.0 (Year 6.4)</p> <p>Author: Murphy, Jill Themes: Fantasy, Magic, resilience, perseverance</p> <p>Synopsis: Mildred Hubble was a trainee witch at Miss Cackle's Academy, and she was making an awful mess of it. But she managed to get by until she turned Ethel, the teacher's pet, into her deadly enemy.</p> <p>Main Protagonist: Mildred Hubble</p>	<p>Term 4 – 820L 9-13 yrs ATOS BL – 5.5.0 (Year 6.5)</p> <p>Author: Wisniewski, Terry Themes: Short stories, Humour, fantasy, word-play</p> <p>Synopsis: Fourteen fantasy stories full of fine travel, tortoises, monsters and mayhem.</p>	<p>Term 5 – 580L 9-13 yrs ATOS BL – 4.4 (Year 5.4)</p> <p>Author: Ted Hughes Themes: Short stories, humour, animals</p> <p>Synopsis: This collection of eleven evocative, accessible and funny stories for children tells how a particular animal came to be as it is now.</p>	<p>Term 6 – 840L 9-13 yrs ATOS BL 4.9 – (Year 5.9)</p> <p>Author: Russell Dahl Themes: Humour, Fiction, School, Fantasy</p> <p>Synopsis: Matilda is a brilliant child with a magical mind. Her parents have decided she's just a nuisance and her headmistress is a terrible bully, now it's time for Matilda to find the power to show them just how extraordinary children can be.</p> <p>Main Protagonist: Matilda</p>
Year 5					
<p>Term 1 – 680L 9-13 yrs ATOS BL – 4.4 (Year 5.4)</p> <p>Author: White, EB Themes: Classic fiction, Animals, nature</p> <p>Synopsis: In this endearing story, a little girl and Charlotte, a beautiful grey spider, struggle to save Wilbur the pig from being butchered.</p> <p>Main Protagonist: Fern & Charlotte</p>	<p>Term 2 – 800L 9-13 yrs ATOS BL – 4.6 (Year 5.6)</p> <p>Author: Michael Morpurgo Themes: Friendship, animals, Kindness</p> <p>Synopsis: Bertie rescues an orphaned lion cub and they're separated from the white cub when he is sent off to boarding school in England.</p> <p>Main Protagonist: Bertie</p>	<p>Term 3 – 830L 9-13 yrs ATOS BL – 5.3 (Year 6.3)</p> <p>Author: Philip Pullman Themes: Courage, Asia, perseverance, family.</p> <p>Synopsis: More than anything else in the world, Lila wants to be a Firework-Maker. But Lila knows that every Firework-Maker must make a perilous journey to face the terrifying Fire-Find.</p> <p>Main Protagonist: Lila</p>	<p>Term 4 – 830L 9-13 yrs ATOS BL – 5.0 (Year 6.0)</p> <p>Author: Goodall, Andrew Themes: Friendship, kindness, self-belief, perseverance</p> <p>Synopsis: On holiday in Spain, Nicholas disturbs an ancient grave, and from then on, is under a curse. Bad things happen to those he loves, but with the help of friends and family he sets about finding a way to change his fortunes.</p> <p>Main Protagonist: Nicholas</p>	<p>Term 5 – 780L 9-13 yrs ATOS BL – 4.4 (Year 5.4)</p> <p>Author: Barnes, Emma Themes: Life of children, WWII, family, understanding</p> <p>Synopsis: WWII is over, and Megan's RAF dad has come home. There are so many changes. She has to share a room with her annoying sister, she might have to go to grammar school or even worse move away from their little town and everything she knows.</p> <p>Main Protagonist: Megan</p>	<p>Term 6 – 860L 9-13 yrs ATOS BL 5.1.1 (Year 6.1)</p> <p>Author: Gervase, Gavin Themes: Responsibility, Honesty</p> <p>Synopsis: Dominic's middle name is trouble, but not because he's got a troublesome nature, but quite simply because he's ALWAYS in the wrong place at the wrong time.</p> <p>Main Protagonist: Dominic</p>
Year 6					
<p>Term 1 – 810L 9-13 yrs ATOS BL – 5.1 (Year 6.1)</p> <p>Author: O'berly, Beola Themes: Life of children, History, generosity, kindness, thoughtfulness.</p> <p>Synopsis: A novel based on the life of Jim Jarvis, a young orphan who escapes the workhouse in London in the 1860s and survives brutal treatment and desperate circumstances until he is taken by Dr Barnardo, founder of a school for the city's "ragged" children.</p> <p>Main Protagonist: Jim Jarvis</p>	<p>Term 2 – 850L 9-13 yrs ATOS BL – 4.2 (Year 5.2)</p> <p>Author: Hayes, Frank Collier Themes: Family, responsibility, resilience, understanding.</p> <p>Synopsis: Dylan Hughes's dad leaves home and, overnight, Dylan must become the man of the household and boss of the failing family business. Dylan has never been interested in art before, but a valuable masterpiece might be just what they need.</p> <p>Main Protagonist: Dylan</p>	<p>Term 3 – 990L 9-13 yrs ATOS BL – 4.4 (Year 5.4)</p> <p>Author: Kemp, Gene Themes: Life of children, honesty, responsibility, tolerance.</p> <p>Synopsis: Tyke Tier is fond of jokes and of Danny Price, who is not too bright and depends a lot on his friend. The medium bright Tyke and the medium dim Danny add up to double trouble during their last term at Copple Combined School.</p> <p>Main Protagonist: Tyke & Will</p>	<p>Term 4 – 810L 9-13 yrs ATOS BL – 5.4 (Year 6.4)</p> <p>Author: Jacobs, Sandi Themes: WWII, friendship, thoughtfulness, prejudice, tolerance.</p> <p>Synopsis: Ten-year-old Benji and his Jewish friend Anton participate in the Danish Resistance during World War II.</p> <p>Main Protagonist: Benji and Anton</p>	<p>Term 5 – 990L 9-13 yrs ATOS BL – 6.4 (Year 7.4)</p> <p>Author: Oann, Colin Themes: Classic fiction, action and adventure, resilience</p> <p>Synopsis: When men arrive with bulldozers in Farthing Wood, its animals and birds know that their world is doomed. To survive, the animals set out on a perilous cross-country trek towards a new life in a nature preserve.</p>	



<https://www.queenmargaretschool.org/reading/>

Understanding (Comprehension)



Being able to read does not mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means.

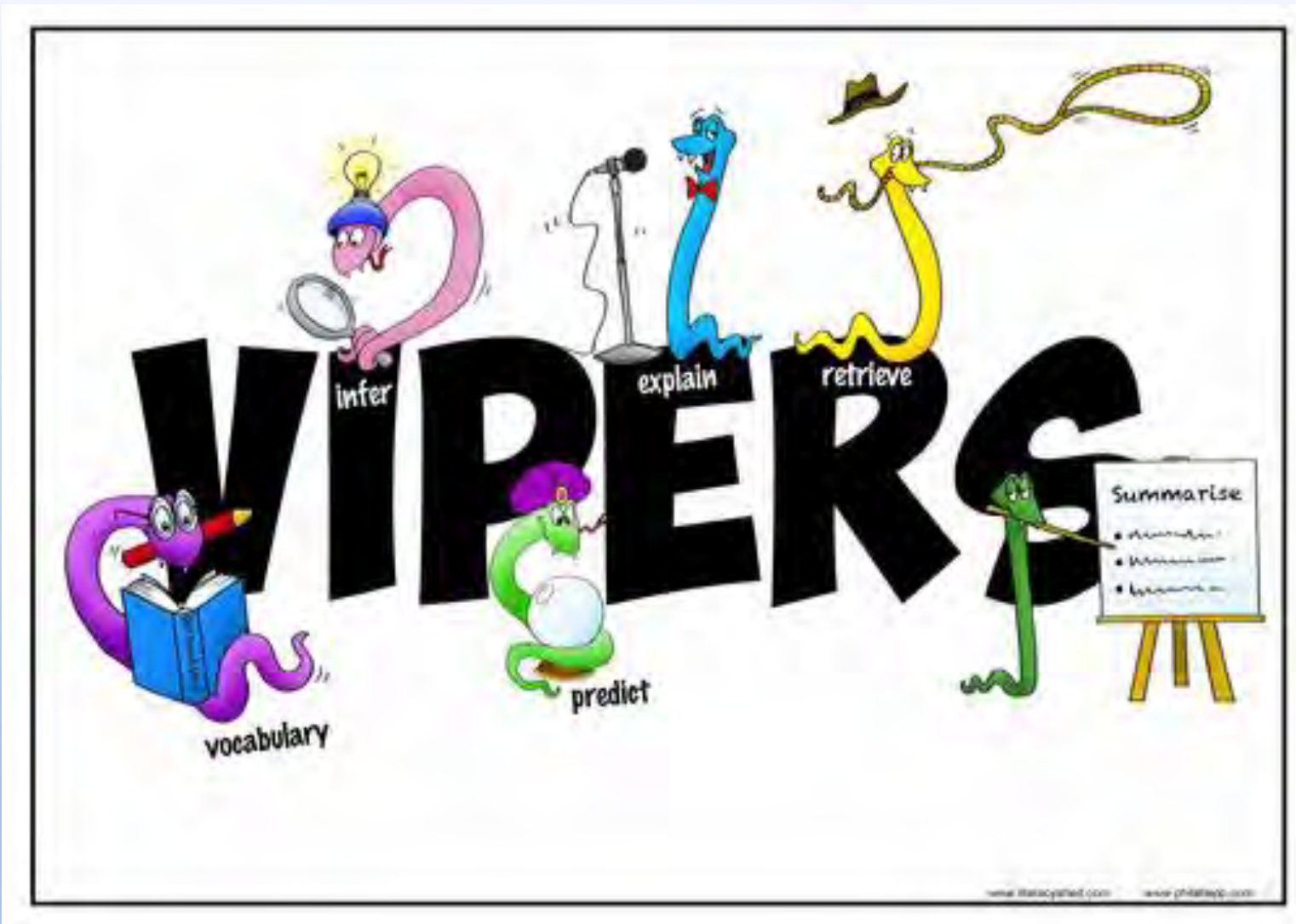
The best way to develop understanding is to talk about texts.

The next slide is easy to read – does anyone understand what it means?

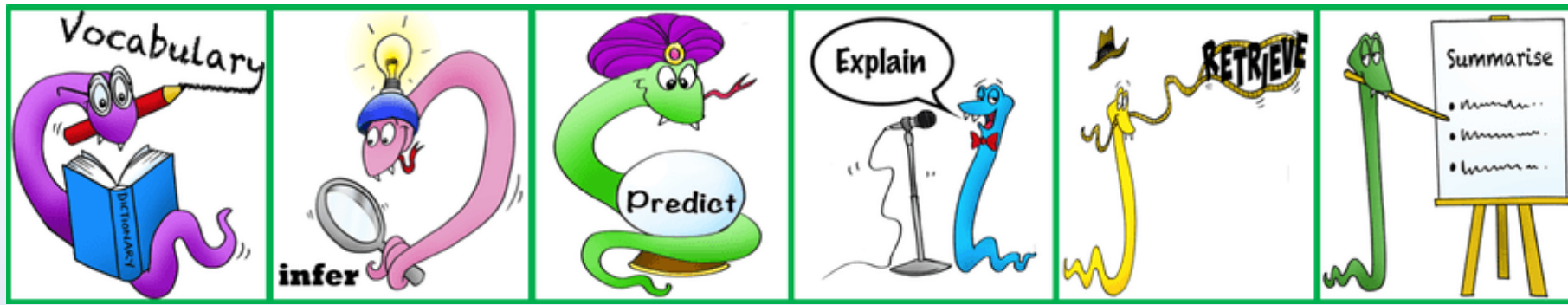
An extract taken from a computer manual

According to the manual, the hard drive is designed to send data to the computer by using a hard disk. The faster the data is sent, the more EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

**Why is this
harder for us to
understand?**



Whole School
use of
VIPERS to
teach reading
skills



VIPERs in Year 2 - 6



What is Dad doing in the picture?

Retrieval

What is the girl hoping for in the picture? Explain how you know

Inference

Who do you think the next person to speak will be and what will they say?

Predict



How many varieties of Heinz beans are there?

Retrieval

What, on the advert, might persuade parents to feed this to their children?

Inference




Explain what Heinz have done to make the beans appear to be 'truly magic' in this advert.

Explain the author's choices

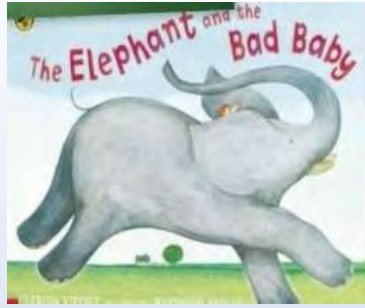
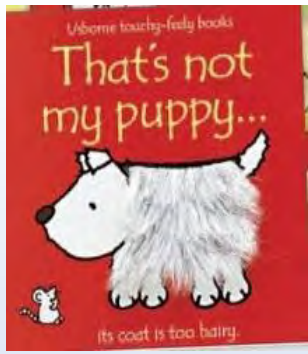
“They should be able to decode most new words **outside their spoken vocabulary”** *90% of vocabulary children learn is from reading, not talking*

Reading at Home

Why should you read with your child?

<p>1,800,000 words</p>  <p><i>90th percentile</i></p>	<p>282,000 words</p>  <p><i>50th percentile</i></p>	<p>8,000 words</p>  <p><i>10th percentile</i></p>
<p>This child reads for 20 minutes a day.</p>	<p>This child reads for 5 minutes a day.</p>	<p>This child reads for 1 minute a day.</p>





Reading at Home



Make reading visible - have books available in your home.

Bug Club - https://www.activelearnprimary.co.uk/app/support/bugclub_contextual#:

Share books every day.

Talk about books.

Respect choices.

Visit the library