

Hampton Junior School

Succeeding in Reading



Welcome

Mr Jon James (Head of School)

Miss Natasha Smith (Reading
curriculum lead)

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Champion)



The importance of reading:

Every year in England, thousands of children leave primary school without the confidence and fluency in reading that they need. The impact on their learning, life chances and engagement with reading is significant. We need to ensure that every child can read well by the age of 11.

Specific groups are far more likely to fail. For some children this will be related to additional needs, but for many children the reason is less clear. The reading gap between boys and girls in England is one of the widest in the developed world. Children from poorer backgrounds are also more likely to fall behind. Every child should have the support they need to prevent this from happening.

This problem is reinforcing social and ethnic inequality and holding our economy back. If it is not addressed it will cost us £32.1 billion by 2025.¹

Literacy Trust

Teaching children to read as well as possible produces advantages for the individual. Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.

OFSTED



What are the key/essential knowledge and skills for each year group?

<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p><u>Word Reading:</u></p> <p>To be able to skim and scan to find information in a text for retrieval-style questions.</p> <p><u>Comprehension:</u></p> <p>To be able ask questions about a text I have read to help me to understand.</p> <p>To be able to make a prediction based on clues from what I have read.</p> <p>To be able to retell a story, in sequential order.</p>	<p><u>Word Reading:</u></p> <p>To be able to read and decode words that do not follow spelling patterns, with reference to English appendix 1.</p> <p>To be able to use my understanding of prefixes and suffixes to help to understand the meaning of new words.</p> <p><u>Comprehension:</u></p> <p>To be able to explain how a character is feeling, thinking and why they carry out an action.</p>	<p><u>Word Reading:</u></p> <p>To be able to read and understand the meaning of at least half of the words on the year 5 spellings.</p> <p><u>Comprehension:</u></p> <p>To be able to find and record facts and information from a non-fiction text read.</p> <p>To be able to make a prediction by using evidence from my reading about a character's feelings and actions.</p> <p>To be able to read and prepare a poem to perform.</p>	<p><u>Word Reading:</u></p> <p>To be able to summarise the main ideas in a paragraph or paragraphs.</p> <p><u>Comprehension:</u></p> <p>To be able to justify an opinion/answer, using evidence from a text.</p> <p>To be able to read and understand the meaning of at least half of the words on the year 6 spellings.</p> <p>To participate in discussion about books that they are familiar with.</p>

Supporting your child with their reading fluency:

Reading fluency is made up of the following components:

- automaticity (rapid word reading without conscious decoding)
- accuracy (words read accurately, typically measured as a percentage)
- prosody (expressive, phrased reading)

Reading Fluency Checklist



Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!



Punctuation

I read in phrases and show I understand the punctuation in the text.



Supporting your child with phonics:

Help your child to:

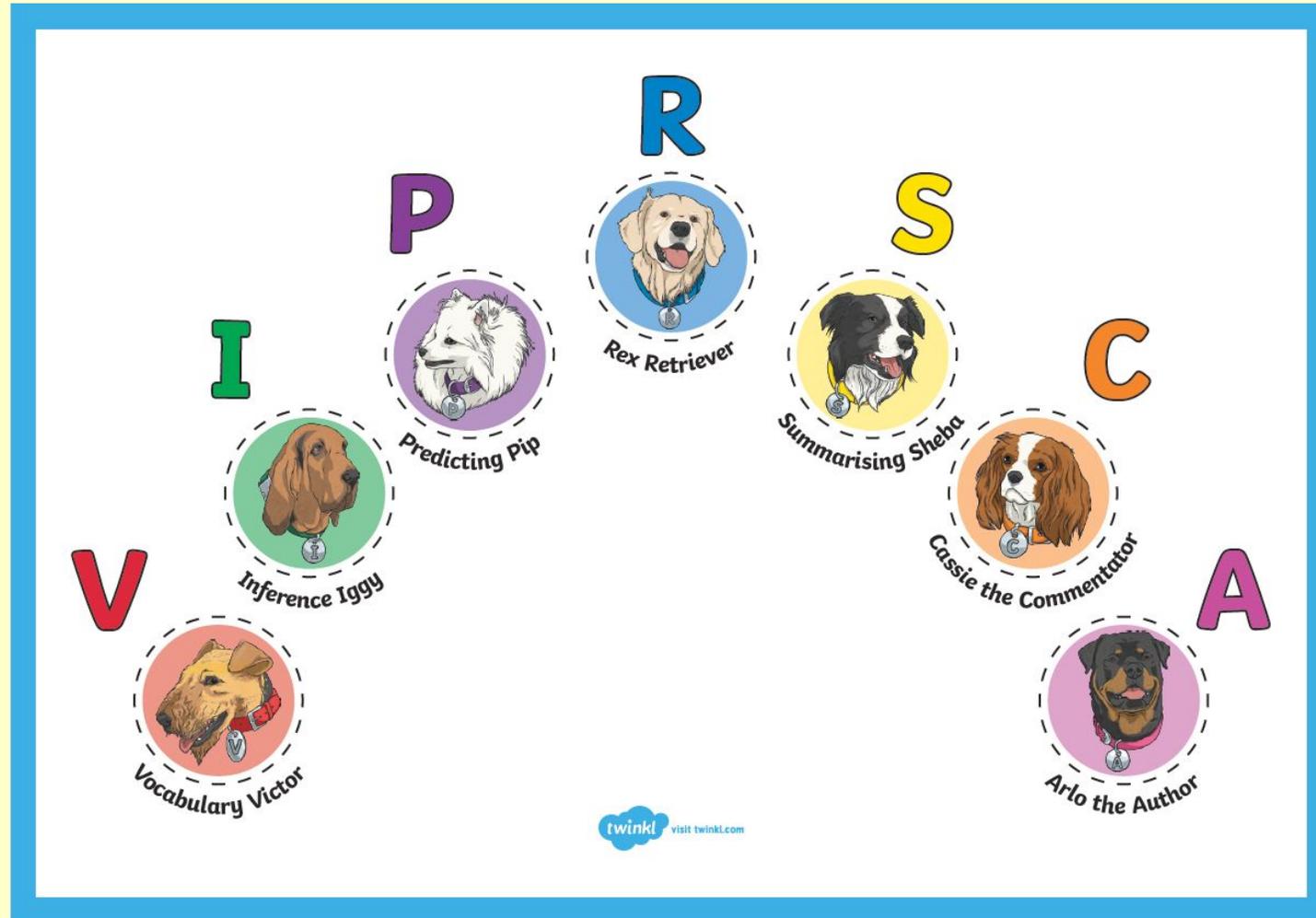
- Identify the sounds in the word in order, starting with the initial sound.
- Elongate each sound when blending sounds together to hear the word.
- If your child does not recognise the spelling, tell them what sound the spelling makes. E.g. “eigh spells the ‘ay’ sound”
- If the word is a long, polysyllabic word, then break it up into chunks e.g. hair-brush.
- Model correct pronunciation of a word if your child is struggling to accurately decode a word.

DECODING

- Decoding is a series of strategies used selectively by readers to recognize and read written words.
- The process of converting the printed word into its spoken form is called decoding.
- Decoding involves looking at a word and connecting the letters with sounds, and then blending those sounds together to form a spoken word.

Years 1, 2, 3 and 4 Common Exception Words									
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	business busy by	disappear do door	friend fruit full	Ii I imagine important improve increase interest is island	money most move Mr Mrs my	pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put	Rr recent regular reign remember	therefore they thought through to today told	
Bb bath be beautiful because behind believe bicycle both break breath breath build	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could	Ee early earth eight eighth enough even every everybody exercise experience experiment extreme eye	Gg go gold grammar grass great group guard guide	Kk kind knowledge	Nn natural naughty no notice	Oo occasion occasionally of often old once one only opposite ordinary our	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Vv various	Ww was water we weight were where who whole wild woman women would
	Dd decide describe different difficult	Ff famous fast father favourite February find floor forward forwards	Hh half has he heard heart height here his history hold hour house	Ll last learn length library love	Mm many material me medicine mention mind minute	Pp parents particular	Qq quarter question	Tt the there	Yy you your

Supporting your child with their comprehension:



Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.



Collins
BIG CAT

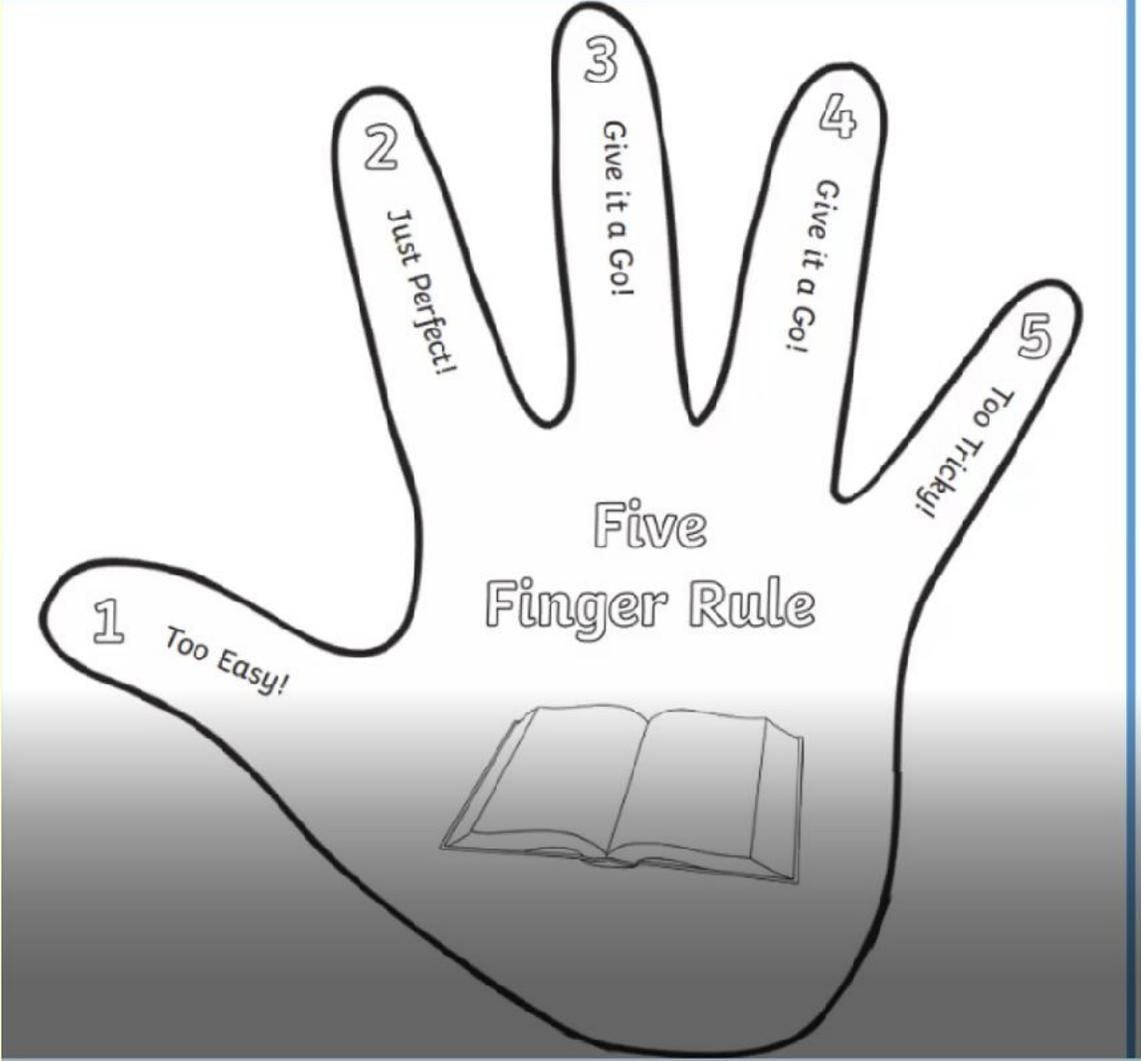
KS2 Guided Reading Book Bands Overview



Age	Book Band	Learning opportunities	No. of pages	Word count	No. of Collins Big Cat books available
Year 3 (7-8 years old)	Copper/Band 12	Provides more complex plots and longer chapters that develop reading stamina.	32pp	Approximate word count 1500	38
	Topaz/Band 13	Offers longer and more demanding reads for children to investigate and evaluate.	32pp	Approximate word count 2000	38
Year 4 (8-9 years old)	Ruby/Band 14	Gives increasing opportunities for children to develop their skills of inference and deduction.	48pp	Approximate word count 2500	38
	Emerald/Band 15	Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	48pp	Approximate word count 3000	42
Year 5 (9-10 years old)	Sapphire/Band 16	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.	56pp	Approximate word count 4000	38
Year 6 (10-11 years old)	Diamond/Band 17	More complex, underlying themes to give opportunities for children to understand causes and points of view.	56pp	Approximate word count 5000	38
Year 6+ (10-11+ years old)	Pearl/Band 18	Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	80pp	Approximate word count 8000	40

READING
for
PLEASURE

Five Finger Rule



Guided Reading



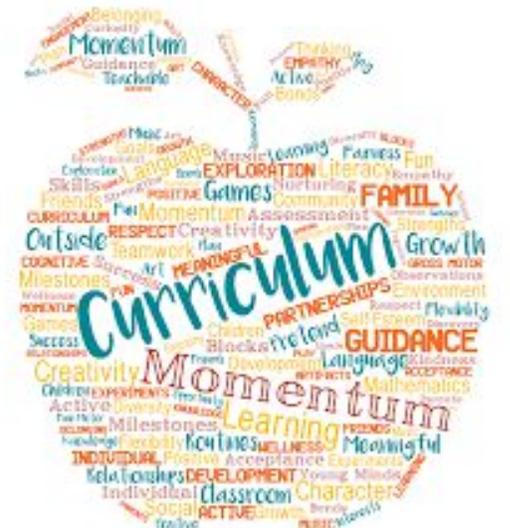
Everyone Reading In Class

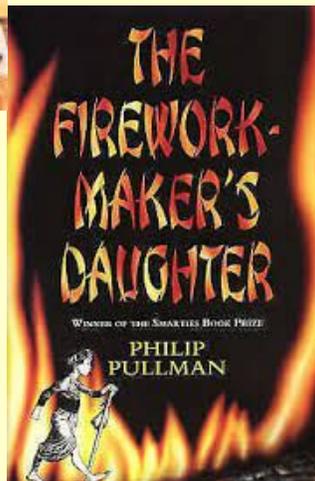
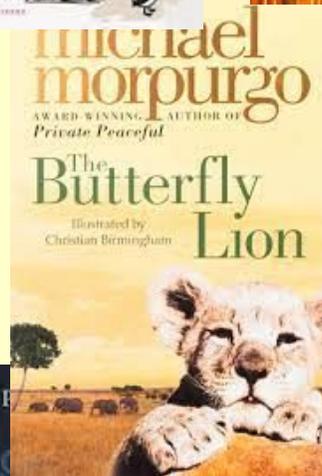
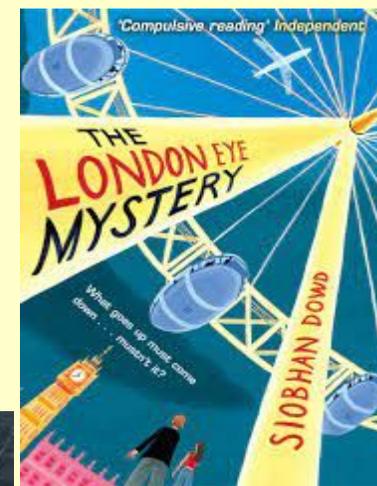
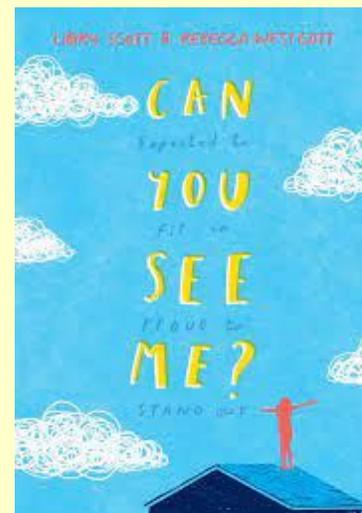
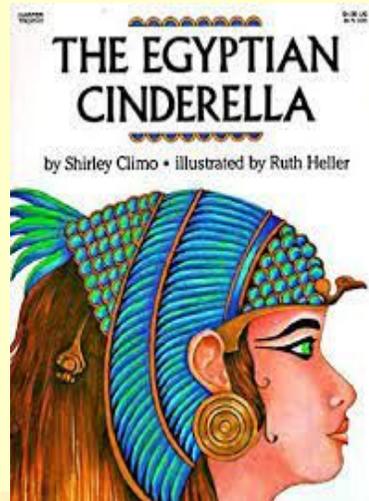
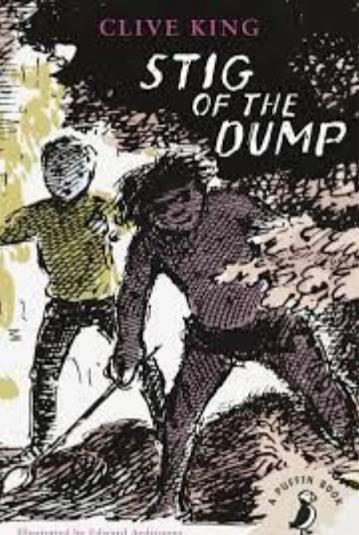


Daily

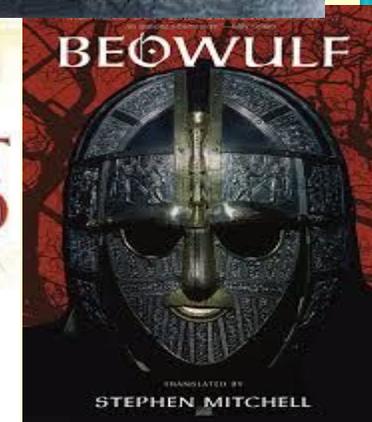
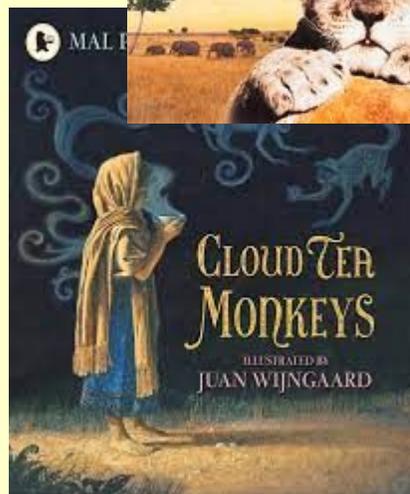
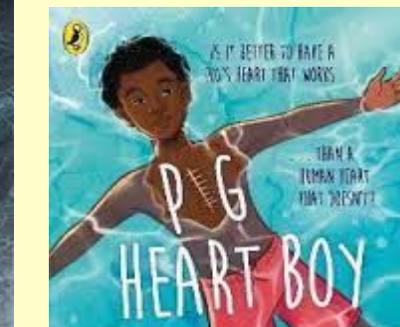
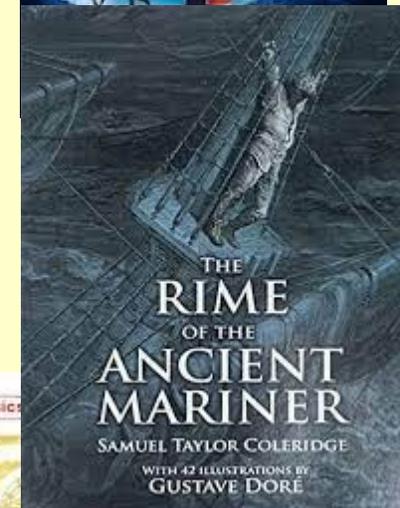
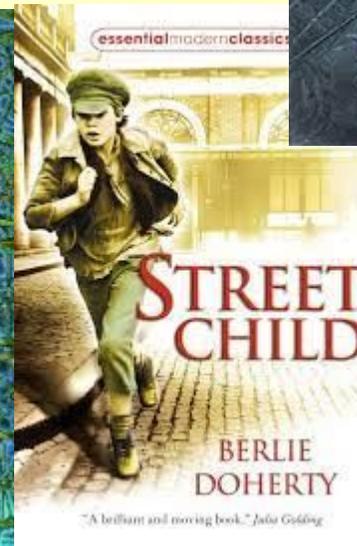
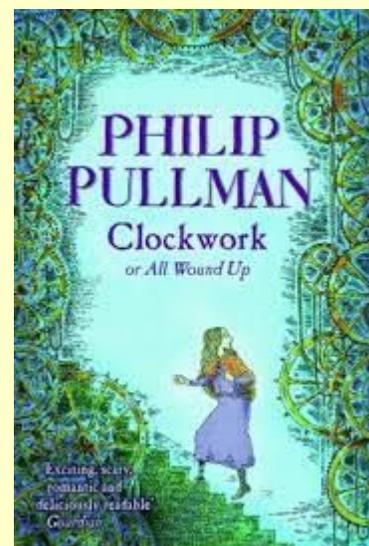


English





Reading Diet



Book Areas



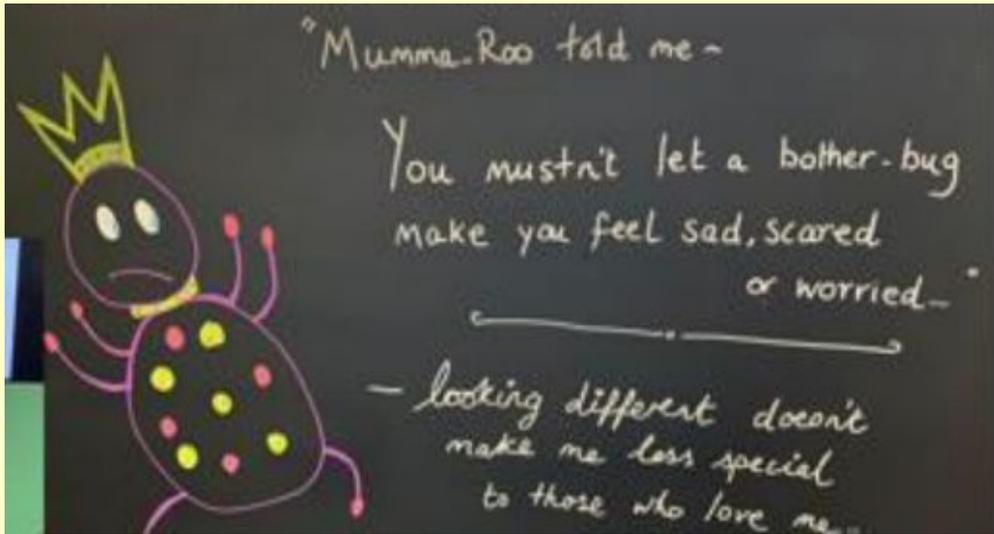
Recommended Reads

Teacher and LSA's
Recommended Reads

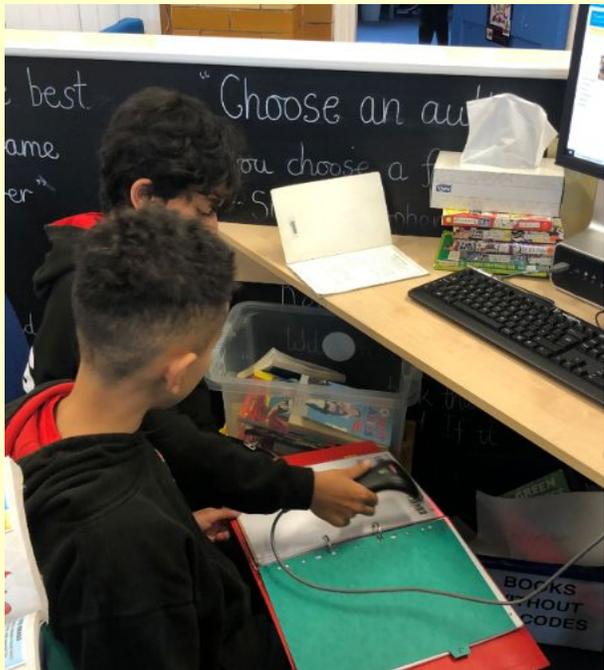
Class Reader

Range of different
genres

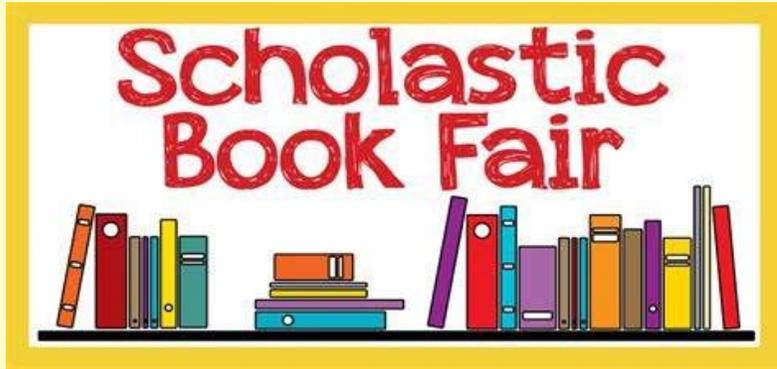
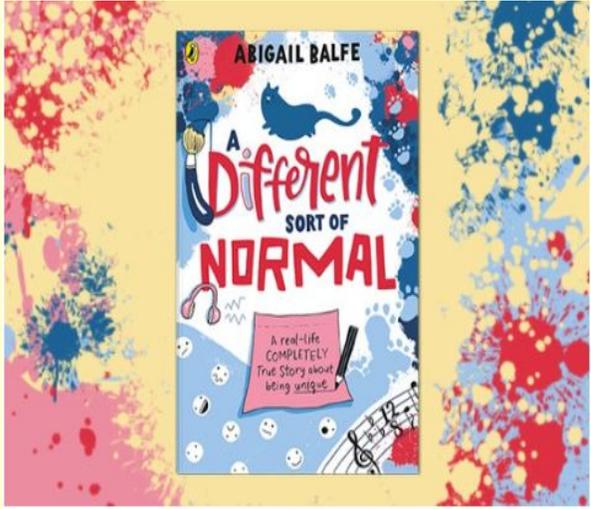
The children have
been shopping for
books this week!



Library



Enrichment



Newly Introduced

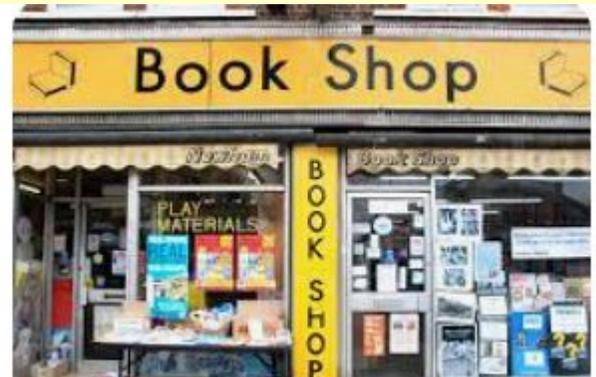
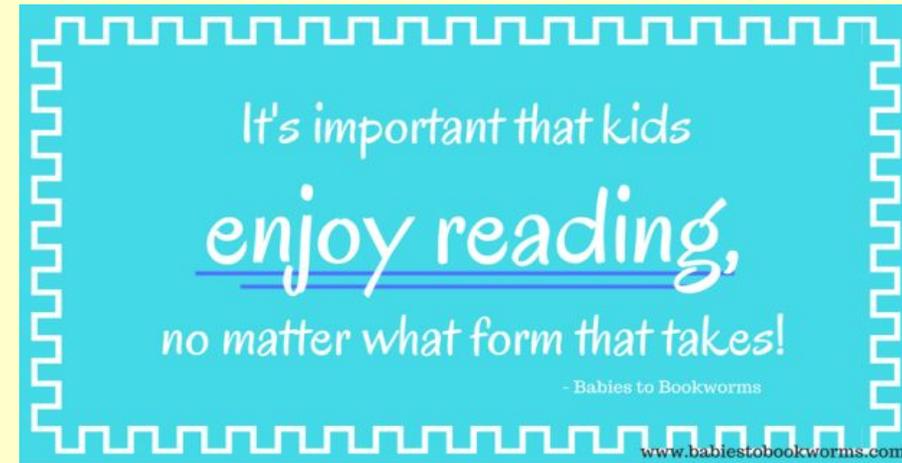
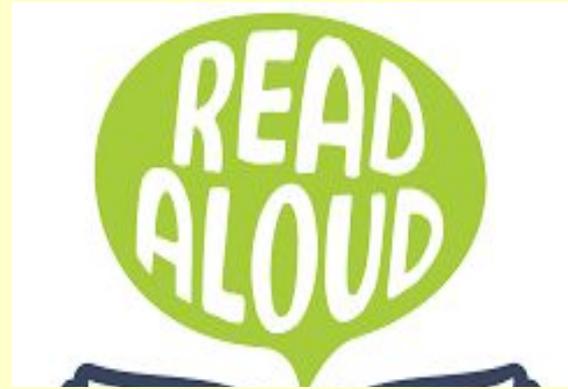
**Our Reading
Ambassadors**



Supporting at Home

READ

read and read
some more!







Why is reading so important?

Play (k)



0:03 / 1:52



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