

my brain
IS **PROUDLY**
POWERED
BY **BOOKS**



Your Child's Reading Journey at KEP'S



Key aims for reading at KEPS:

- To teach children to read accurately and with good comprehension so that they can effectively access the world in which they live
- To teach children to read with good pace, fluency and expression
- To provide children with access to a wide range of texts / reading materials
- To develop a life-long love of reading



Many Strands Are Woven into Skilled Reading

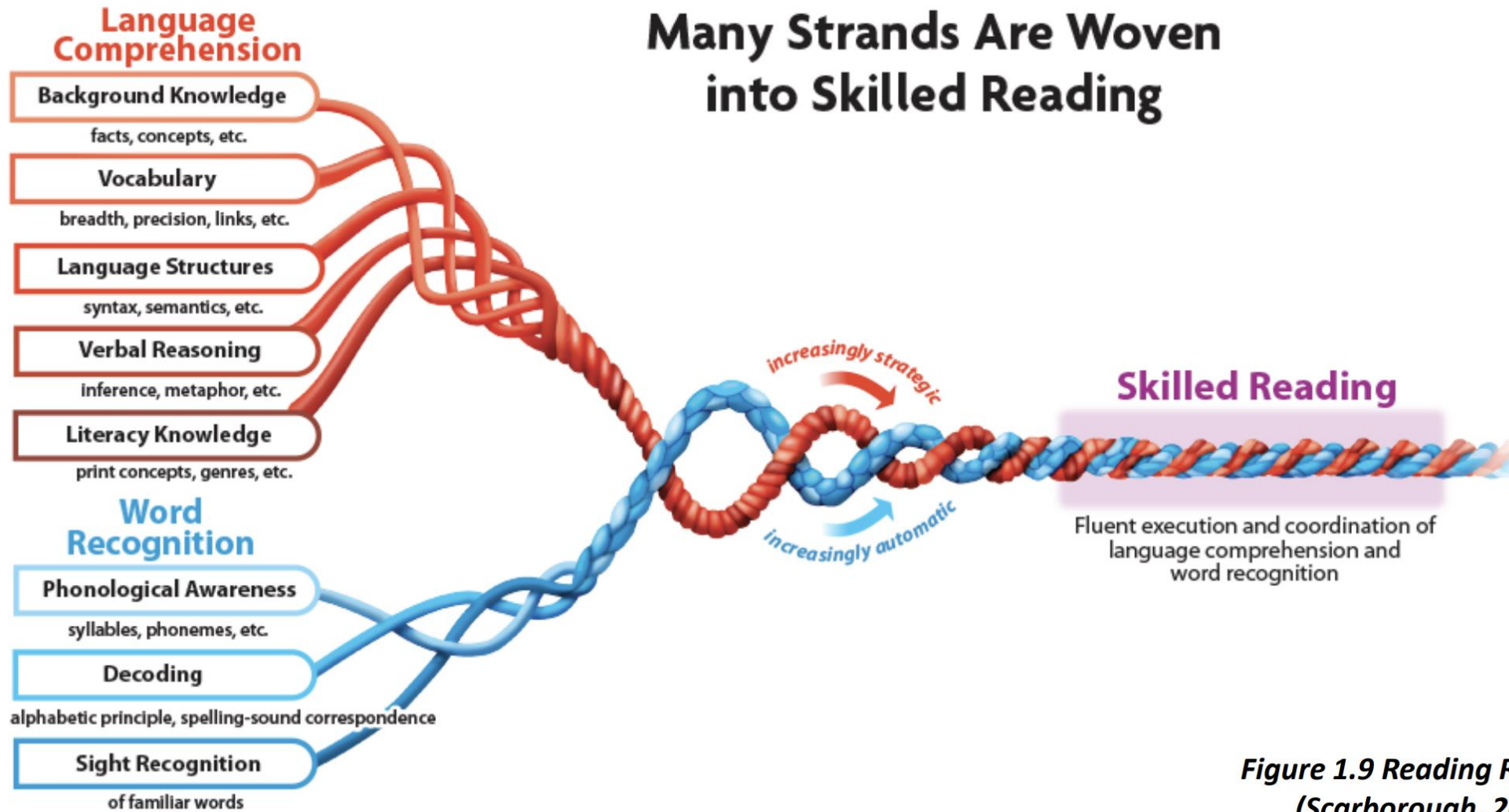


Figure 1.9 Reading Rope
(Scarborough, 2001)

The start of the journey:



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics is:











**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



Teaching order









Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot [on the leaf] at the top.
		Open your lips a bit, put your tongue behind your teeth and	Down the stick, up and over the

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
------------------	------------------

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

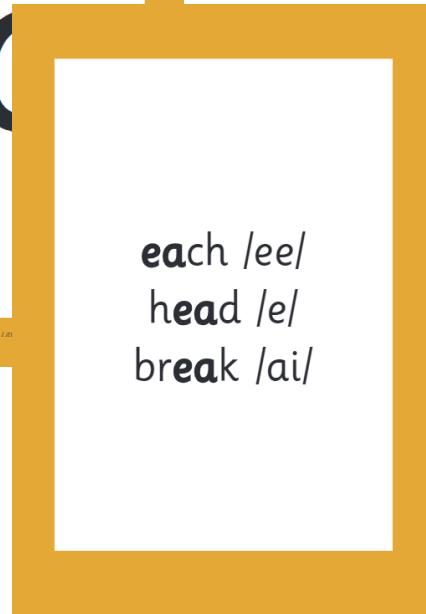
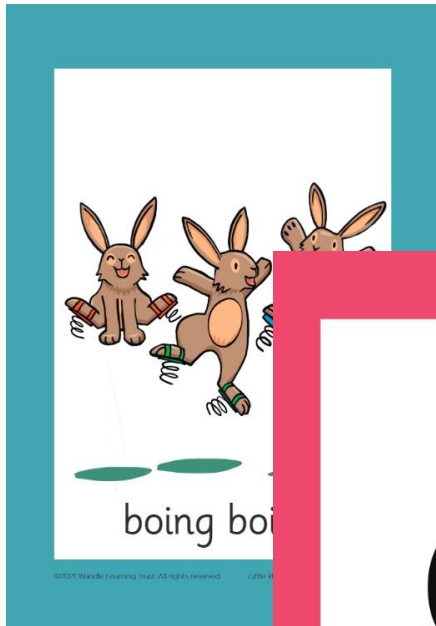
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/oa/ u funny	any many again

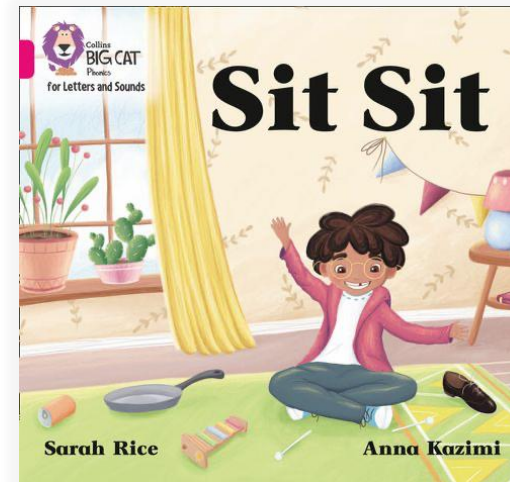
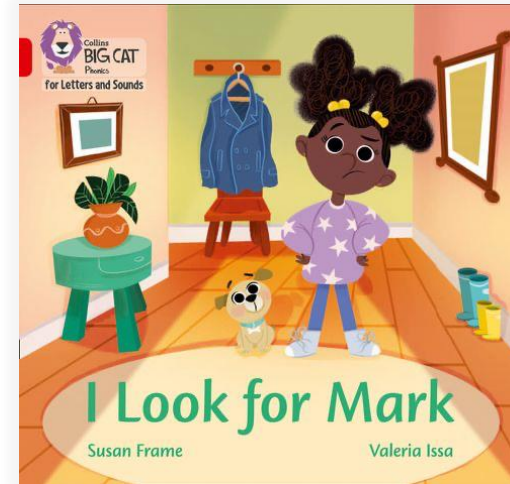
How we make learning stick



How do we teach reading in books?

Reading practice sessions are:

- ▶ timetabled three times a week
- ▶ taught by a trained teacher/teaching assistant
- ▶ taught in small groups.



We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

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

sat man hug red peck



Reading a book at the right level

This means that your child should:

- ▶ Know all the sounds and tricky words in their phonics book well
- ▶ Read many of the words by silent blending (in their head) – their reading will be automatic
- ▶ Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

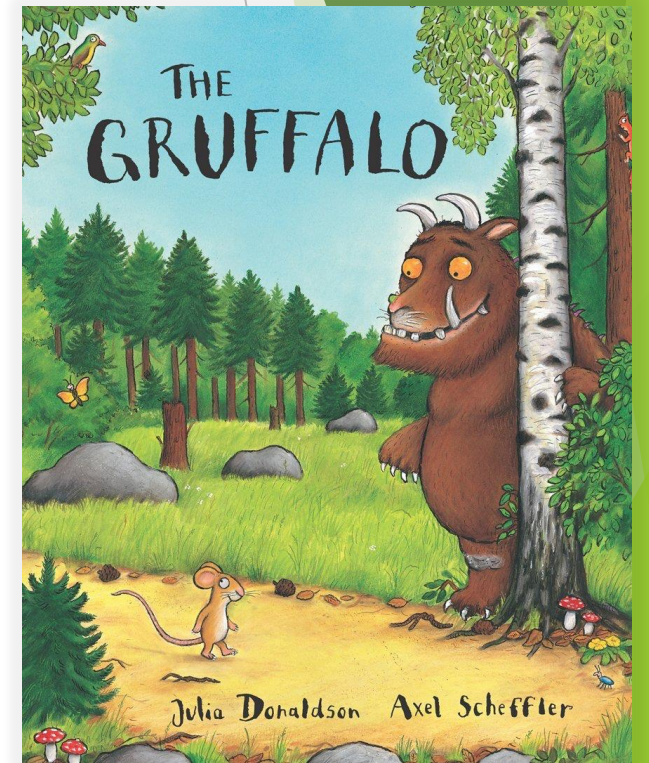
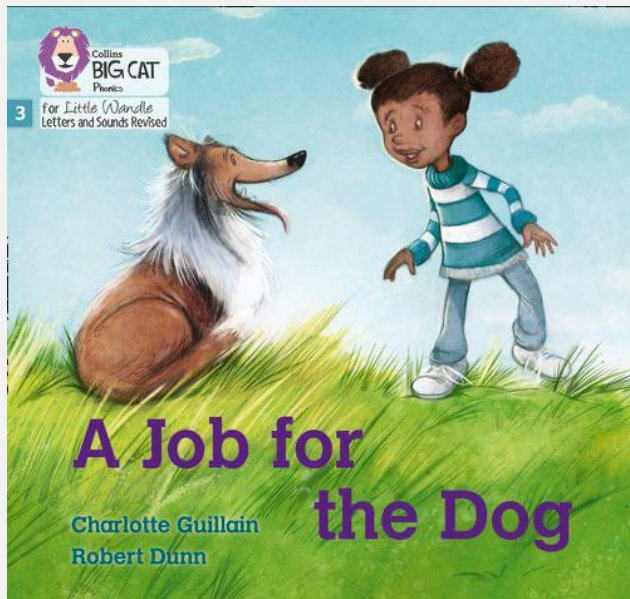
- ▶ understand words and sentences
- ▶ use a wide range of vocabulary
- ▶ develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



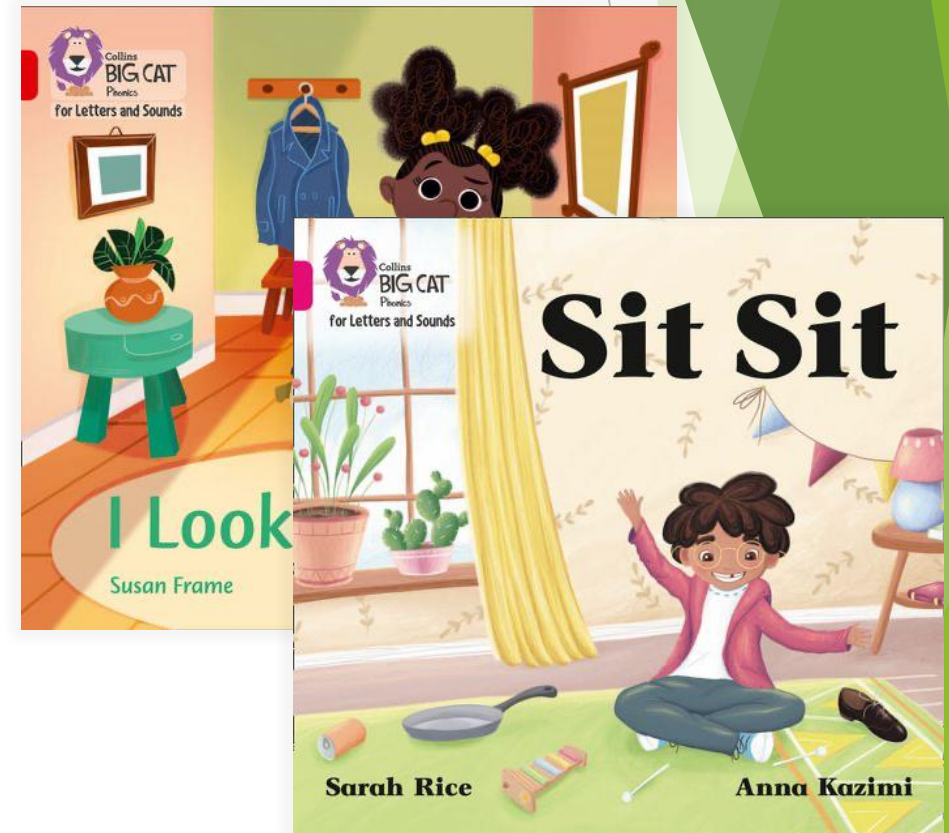
Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home



Listening to your child read their phonics book

- ▶ Your child should be able to read their book without your help.
- ▶ If they can't read a word read it to them.
- ▶ Talk about the book and celebrate their success.



Read to your child

The shared book is for YOU to read:

- ▶ Make the story sound as exciting as you can by changing your voice.
- ▶ Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



EYFS reading independently retelling a story that has been read to them a number of times and they have taken part in activities to immerse them in the story.

See attached film



Age appropriate reading at the beginning of Year 1

See attached film



Age appropriate reading at the beginning of Year 2

See attached film



Age appropriate reading at the beginning of Year 3

See attached film



Age appropriate reading at the beginning of Year 4

See attached film



Age appropriate reading at the beginning of Year 5

See attached film

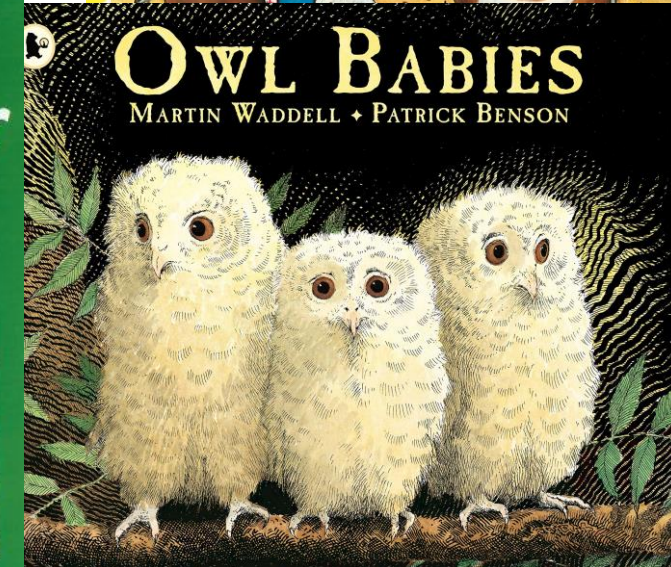
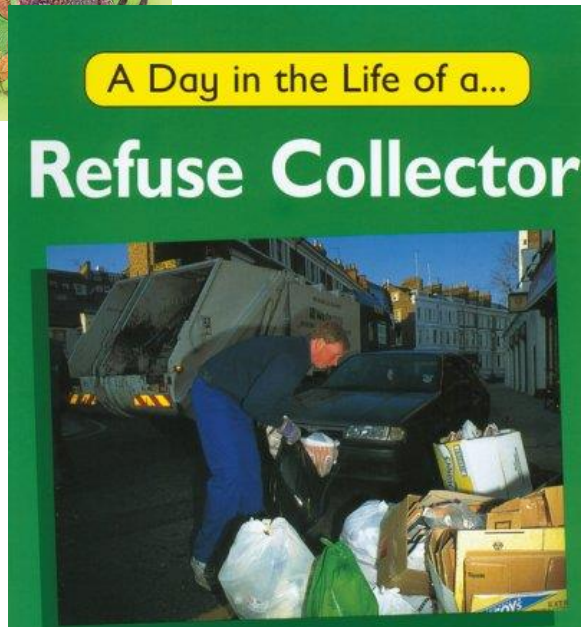
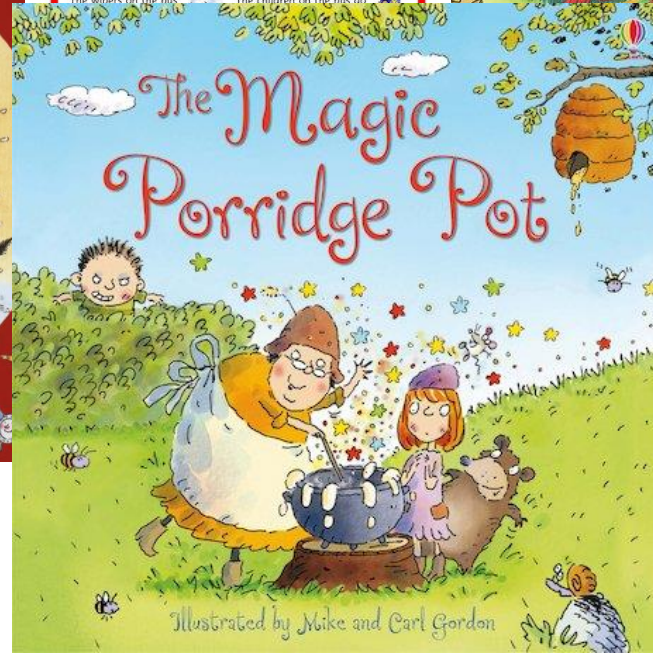
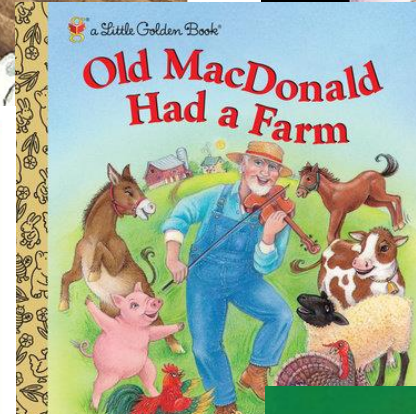
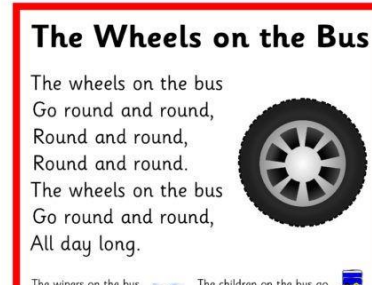
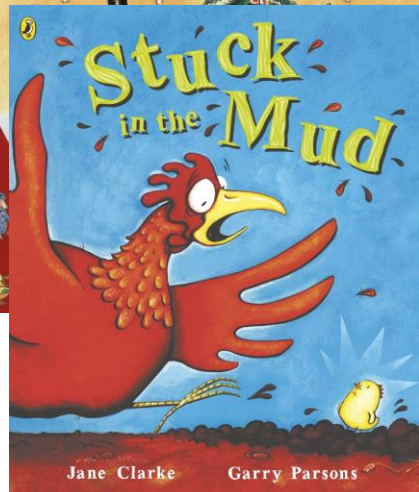
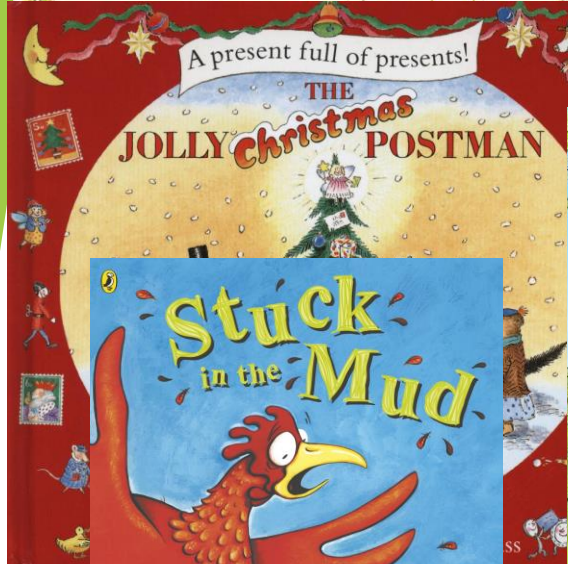
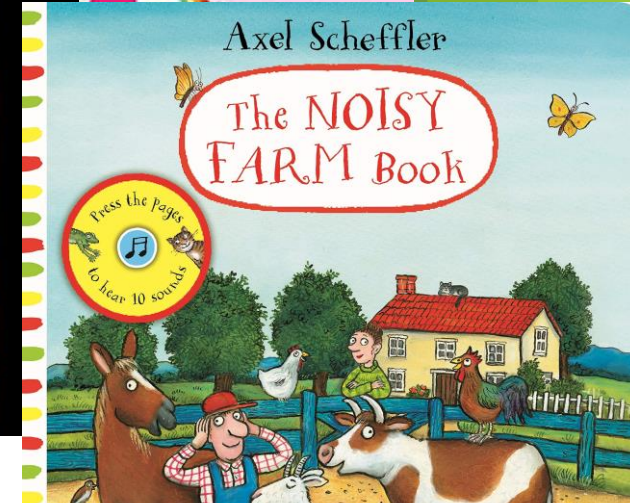
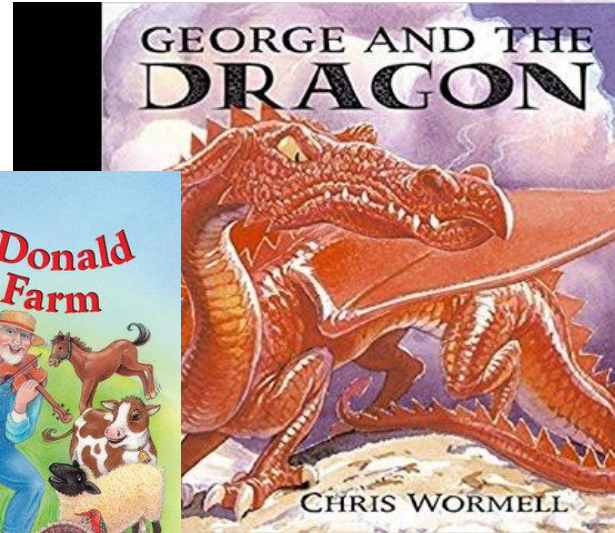
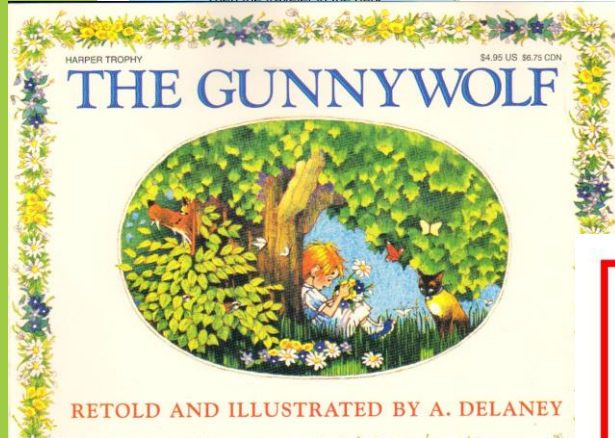
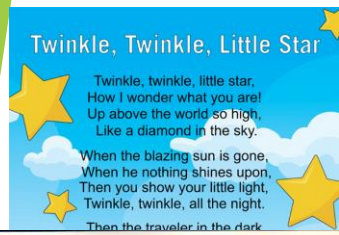


Age appropriate reading at the beginning of Year 6

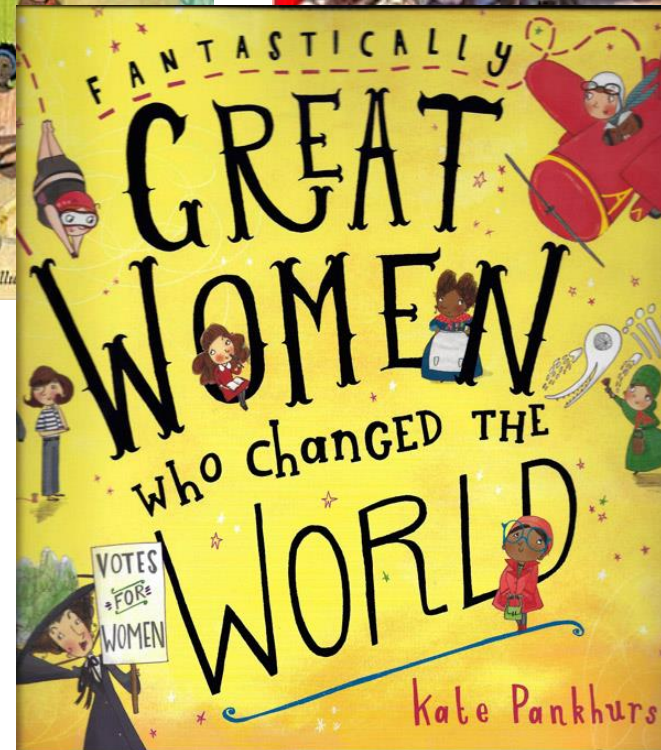
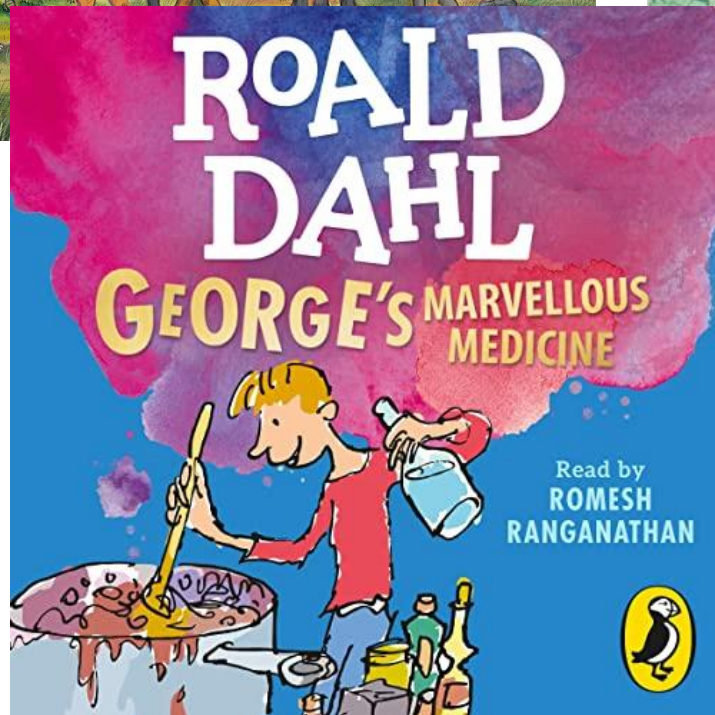
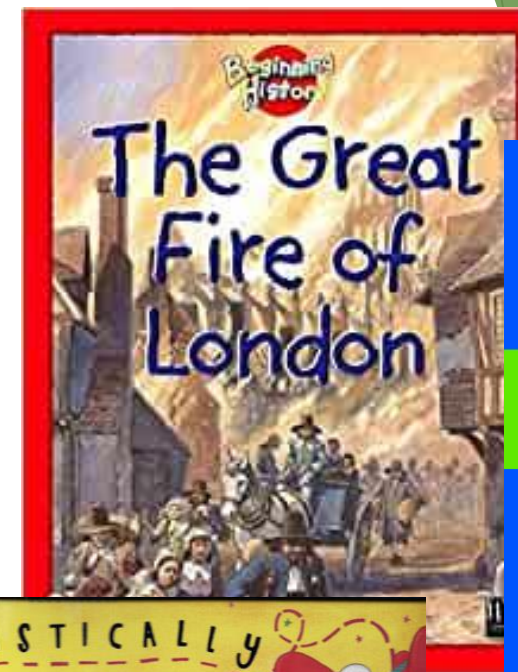
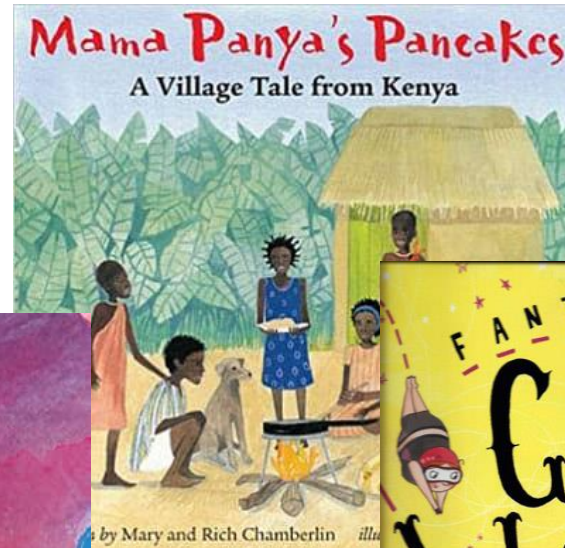
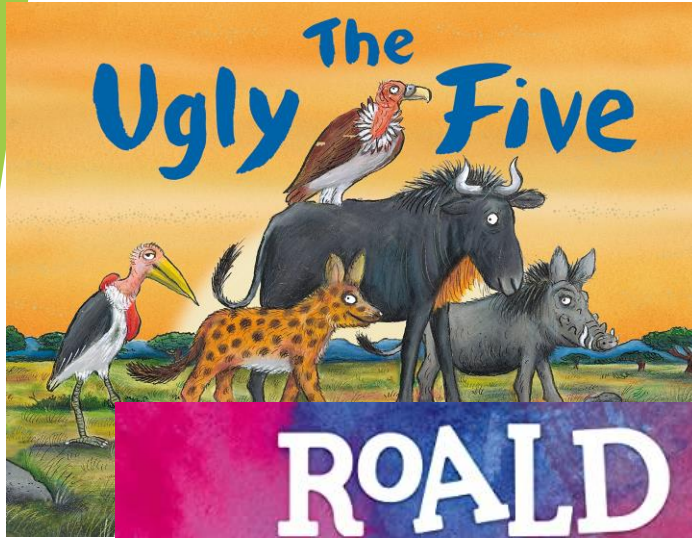
See attached film



Developing comprehension through engagement in texts EYFS



Developing comprehension through engagement in texts KS1



TROUSERS DOWN



Kid's Poems and Stories With
Michael Rosen

DAD'S IN BED



Kid's Poems and Stories With
Michael Rosen

BATHROOM FIDDLER

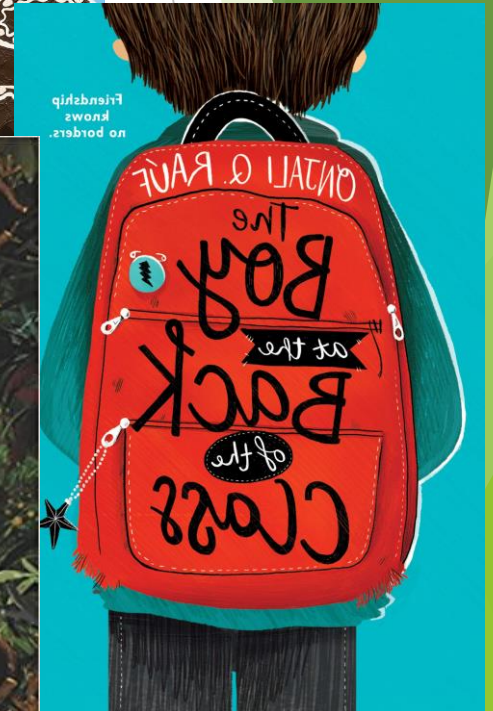
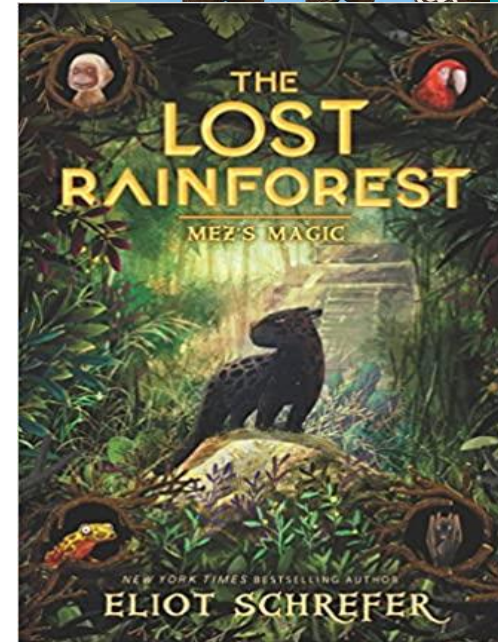
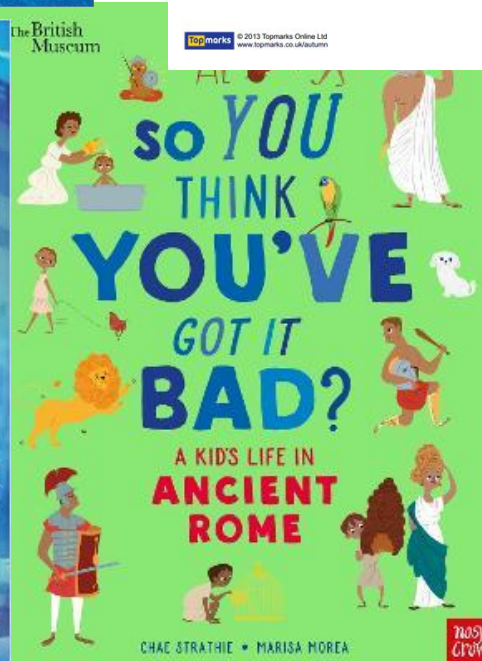
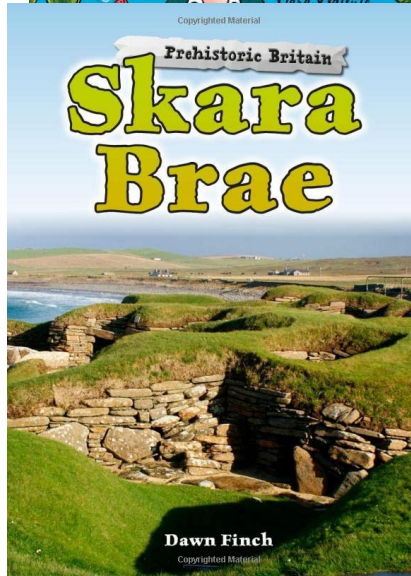
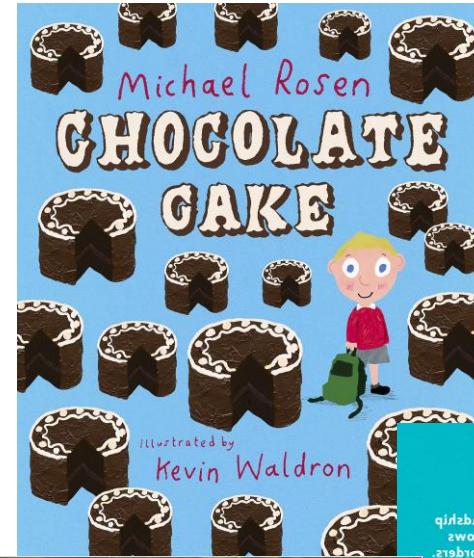
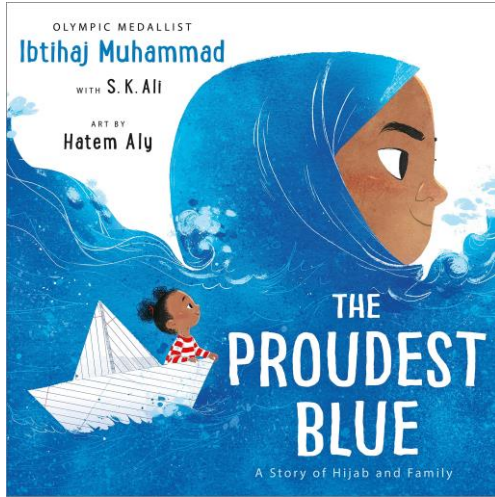
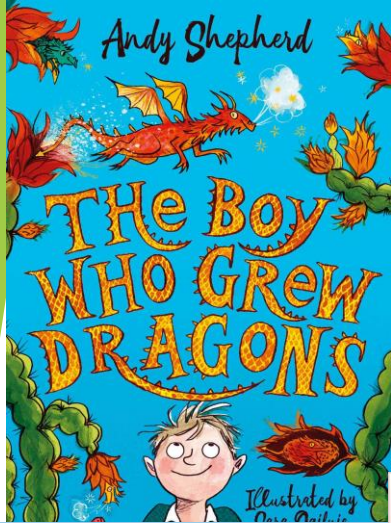


Kid's Poems and Stories With
Michael Rosen

glutko: The epic trilogy

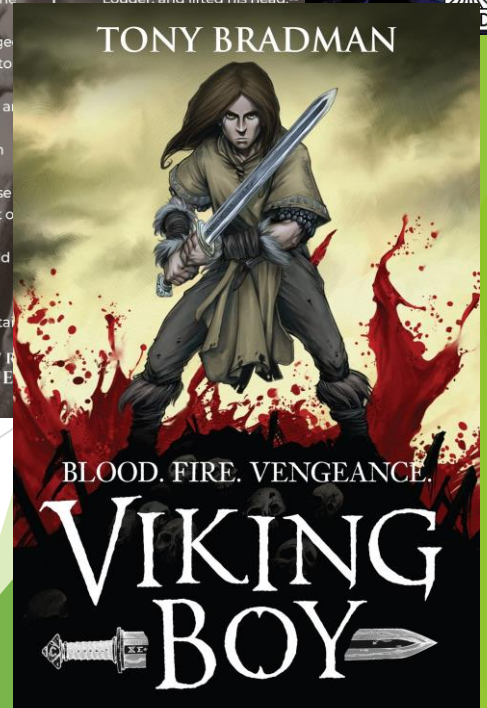
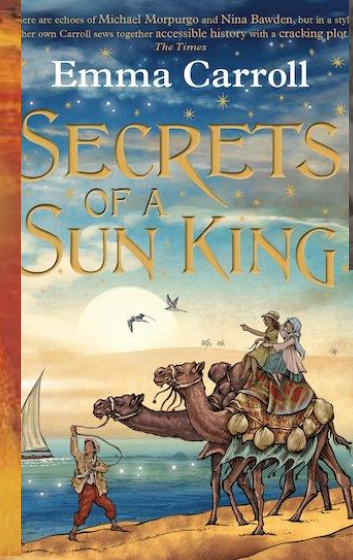
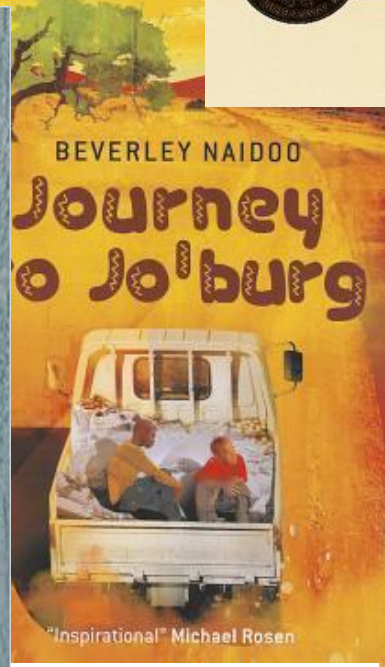
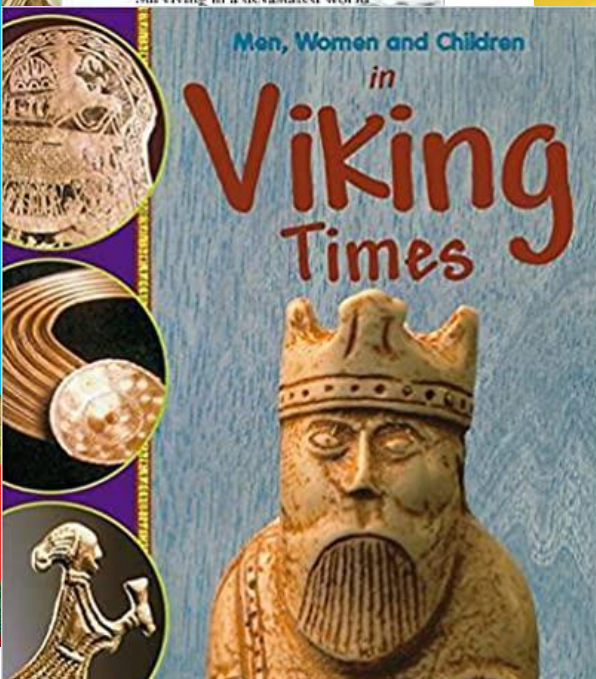
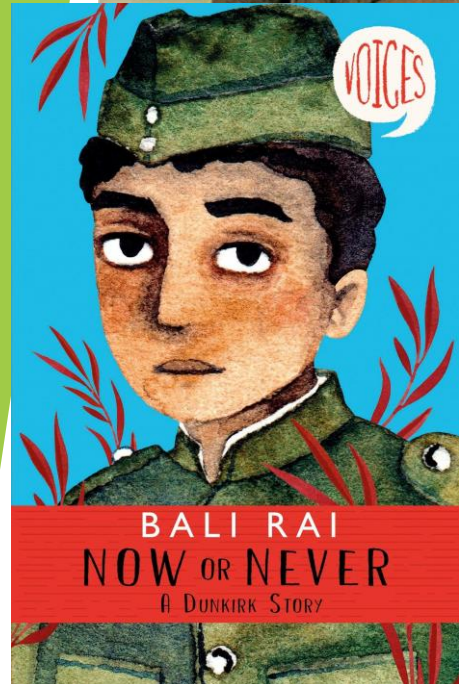
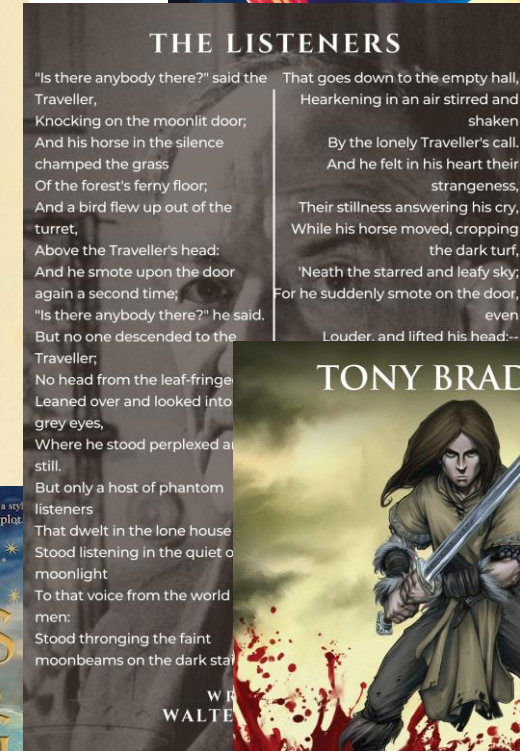
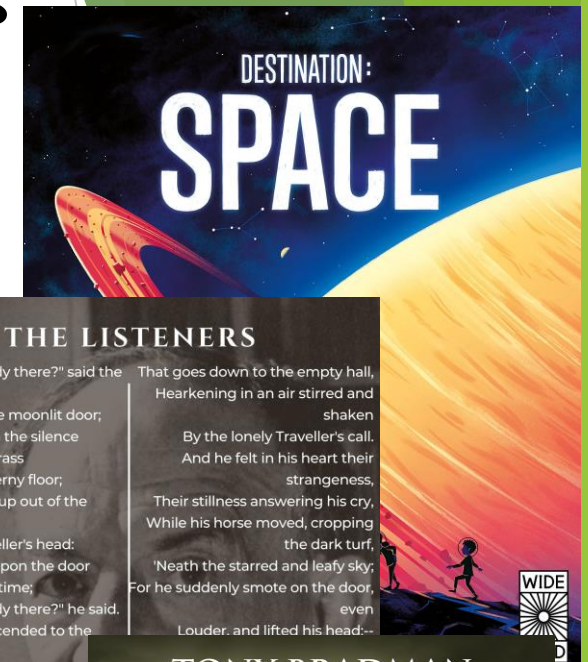
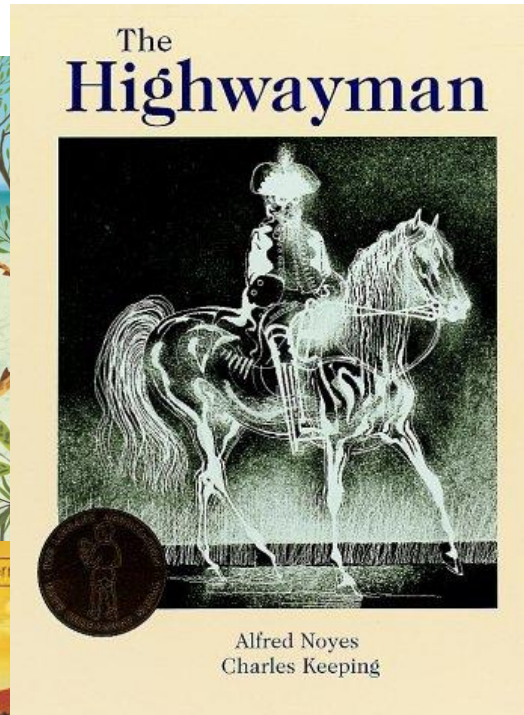
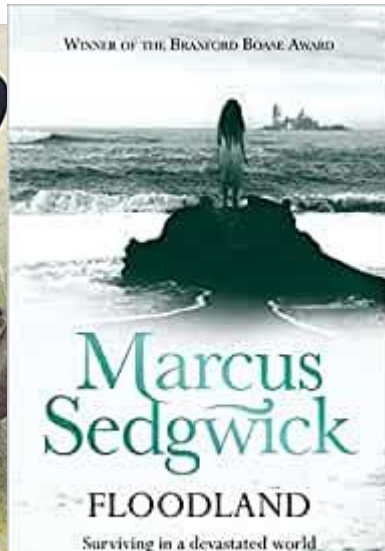
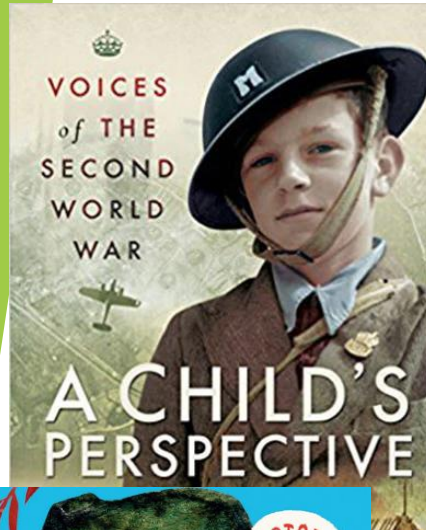
Developing comprehension through engagement in texts

LKS2



Developing comprehension through engagement in texts

UKS2



KS1 and KS2 Developing Comprehension

Vocabulary

1a. draw on knowledge of vocabulary to understand texts

What does this... word/phrase/sentence... tell you about...
character/setting/mood etc?

2a. checking that the book makes sense to them, discussing their
understanding and explaining the meaning of words in context

What does the word ... mean in this sentence?

Which word in this section do you think is the most important?
Why?



KS1 and KS2

Developing comprehension

Retrieval

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

What happened in the story? Who are the characters in the book?

2b. retrieving and recording information from fiction and non-fiction.

What can you learn about X from this section?
Write down three things you are told about X.



KS1 and KS2

Developing comprehension

Sequencing and Summarising

1c identify and explain the sequence of events in texts

What happens first in the story, next, after?

Use three sentences to describe the beginning, middle and end of this text?

2c. Children to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

You've got 'x' words; sum up this story/these paragraphs.

Which is the most important point in these paragraphs? How many times is it mentioned?



KS1 and KS2

Developing comprehension

Inferring

1d. make inferences from the text

What do these words mean and why do you think the author chose them?

2d. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

How do the descriptions of X show that they are ... ?

What was X thinking when ... ? Which words give you that impression?



KS1 and KS2

Developing comprehension

Predicting

1e predict what might happen on the basis of what has been read so far

Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

2e. predicting what might happen from details stated and implied.

Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS1 and KS2

Developing comprehension

Language Structure

2f. identifying how language, structure and presentation contribute to meaning

Explain a character's different/changing feelings throughout a story. How do you know?

Why has the writer written/organised the text in this way?



KS1 and KS2

Developing comprehension

Author's Choice of Language

2g. discussing and evaluating how authors use language, including figurative language, considering the impact on the reader

What is the story (theme) underneath the story? Does this story have a moral or a message?

Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?



KS1 and KS2

Developing comprehension

Comparing

2h. making comparisons within and across books

Describe different characters' reactions to the same event in a story.

Compare and contrast different characters / settings / themes in the text



Encouraging reading for pleasure

- Library visits
- New library facility
- Excellent use of ELS to provide children with opportunity to read widely across the curriculum
- Ten minute daily read
- Reading corners
- Daily sharing of the class story book
- Reader of the Week



Supporting your child(ren) to develop a love of reading

- Encourage your child to read daily
- Read them stories
- Read along with them
- Discuss their reading books asking questions like where is the story set, who are the characters, why do you think they reacted in this way etc.
- Visit the local library



**If you don't like to read, you
haven't found the right book.**

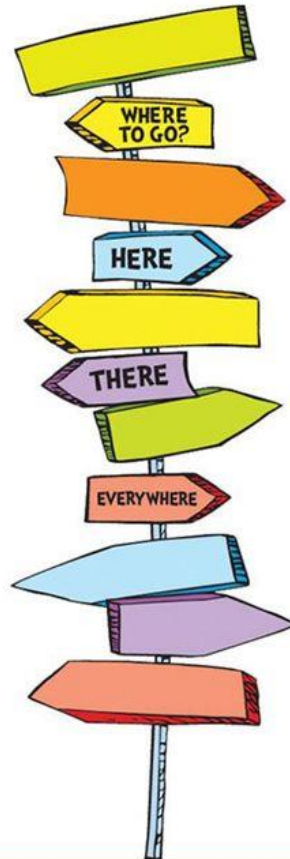
– J.K. Rowling



www.Wishes.Blog



Time for questions



The **more** that
you read, the
more things
you will know.
The **more** that
you learn, the
more places
you'll go.

Dr. Seuss

Daily Quotes// talgroup.net



