

Reading at Hayfield Cross



Reading leadership



Current Reading Lead
Mrs Stevenson



New Reading Lead
Miss Wilson



Current Phonics Lead
Miss Beswick



Interim Phonics Lead
Mrs Smith



Reading at Hayfield Cross

Fluency and Comprehension

KS1 – Little Wandle

KS2 – Complete Comprehension

The National Curriculum, 2013

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding*
- develop the habit of reading widely and often, for both pleasure and information”*

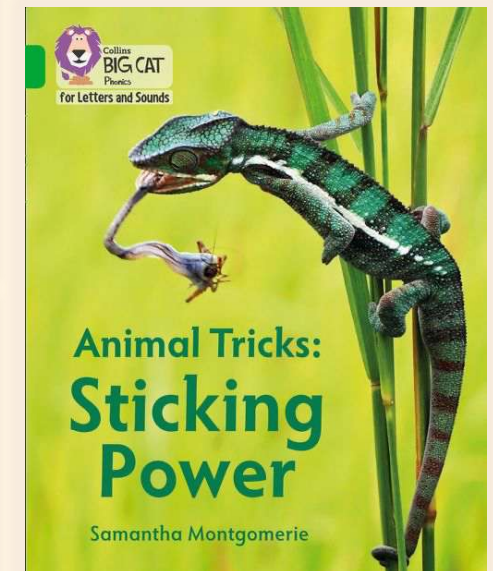
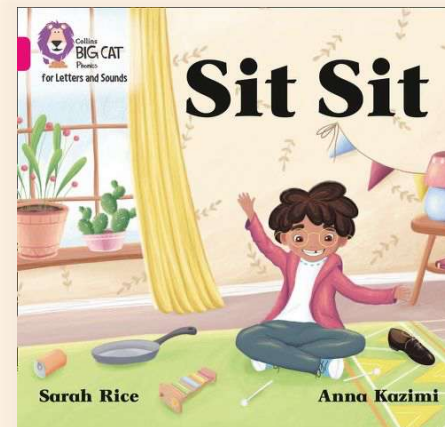
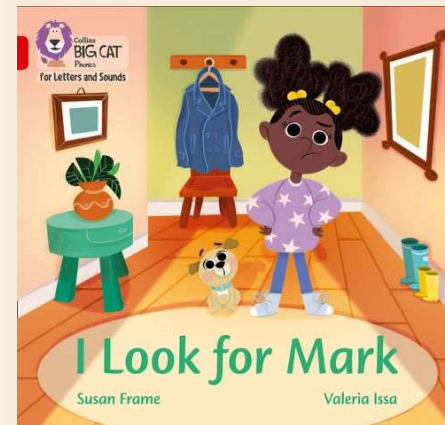


Guided Reading in EYFS and Year 1

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.



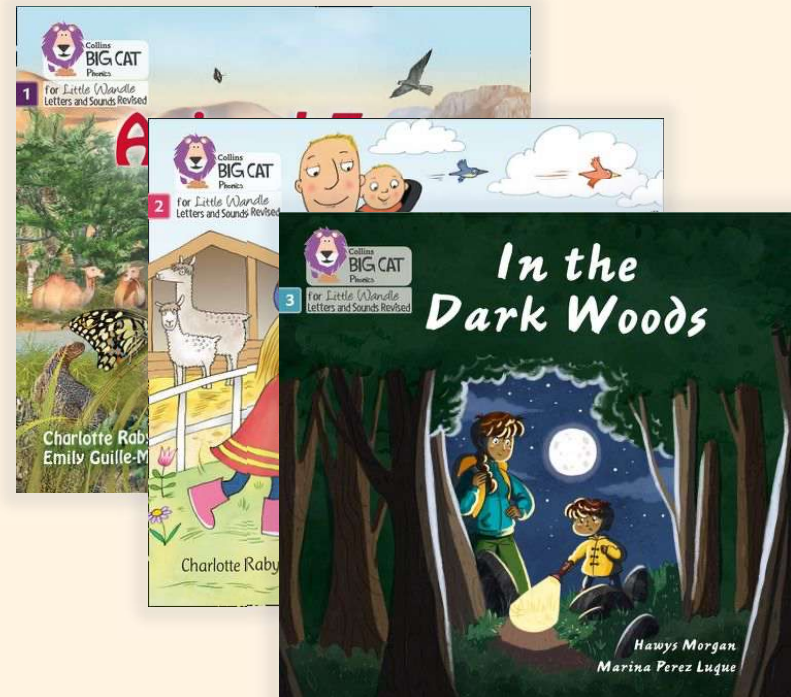
We use assessment to match your child the right level of book

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.



Reading at home

<https://www.littlewandle.org.uk/resources/for-parents/#tabnametabBooksComingHome>

Feedback from the survey

01

96% said that their children liked reading

02

When asked about what you enjoy about reading with your child, 43% mentioned the quality time it gave you

03

98% said that they thought that children reading for pleasure was important

04

64% said that finding time to read with their child was difficult



Suggestions of books they might enjoy

Books for Topics - Year group

Books for Topics - Reading for Pleasure

Little Wandle - KS1



Reception Booklist: 50 Recommended Reads



Year 1 Booklist: 50 Recommended Reads



Year 2 Booklist: 50 Recommended Reads



Year 3 Booklist: 50 Recommended Reads

Being able to get hold of books their child might enjoy



Peters

Expert librarians and
children's book specialists
Good for bulk orders



Amazon

Linked from Books for
Topics list
Quick delivery



Bookshop

Linked with Books for
Topics recommended
reading lists
Supports independent
book shops



Being able to get hold of books their child might enjoy

Kettering
Library

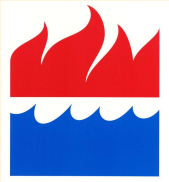
Burton Latimer
Community Library

Kettering Library -
Summer Reading
Challenge

Summer
Reading
Challenge



Being able to listen to or watch stories together online



Harper Kids

From HarperCollins Publishers to help parents, teachers, and librarians discover great books for kids, find age-specific & topical book lists, reading tips, and crafts & activities for young readers.



Storynory

Free audio stories for kids, including fairytales, original stories, myths, poems, music, history and audiobooks all read beautifully by professional storytellers



Spotify

Free audiobooks can be found through curated playlists, or the Spotify Kids app



Audible

A 'Kid's Profile' can be set up

Being invited into school for reading activities

Book and
Biscuit

Book Cafe

Book Fair

Mystery
Reader

Hub time

World
Book Day

End of
term
reading



Tips on getting your child interested in reading

Make it enjoyable and accessible:

Let them choose

Read aloud

Create a reading nook

Visit the library

Make it a routine

Read everywhere

Model reading

Connect reading to life

Support their reading development:

Read with them

Encourage all forms of reading

Act it out

Talk about books

Make it interactive

Don't forget audiobooks

Praise their efforts



Tips on getting your child interested in reading

Tip 3:
Get caught
reading

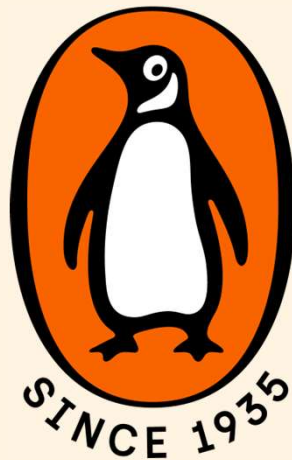
Tip three, get caught reading.



Advice on how to bring a story to life when reading together

Penguin - Tips for sharing stories with children

1. Be prepared
2. Get comfy
3. Holding the book
4. Get into character
5. Mix it up
6. Vary the tone
7. Add movement and props
8. Make it interactive
9. Discuss as you read
10. Take it to a new level



Book Trust - Reading tips

BBC Bitesize



Advice on how to bring a story to life when reading together

KS1

KS2



Read around the target word to see how it is being used in the text.

Find a word you like and tell me why.
What does the word ... mean in this sentence?
Find a word which tells you that...
Which word in the text describes ...?
How has the author made you feel sad/happy/angry etc? Can you find those words?

Tell me two things about the character.
What is happening in the story?
When/where does the story take place?
What is the setting like, and how do you know?
What part do you like best?
Where in the book would you find ...?



Find the events in the text before you put them in order.

Can you sum up this story in 20 words?
Use 3 sentences to describe the beginning, middle and end of this text.
What happens first in the story?
What happens before/after?



Touch the answer in the text before you fish it out.

Why might the character feel sad/happy/lonely/worried/angry etc?
Is this true/false? Can you say why?
Why do you think the character feels this?
How do you know that...?
Why do you think the character said that?



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.

What do you think will happen next? Why?
Can you predict who might be in the story?
Can you predict when/where the story might take place?
Can you think of another story that has a similar theme? Do you think this story will go the same way?

Use the skills and these question stems to help you when reading!



Read around the target word to see how it is being used in the text.

Find and copy one word meaning...
What does this word/phrase mean?
What words does the author use to describe the setting and characters?
Can you give a synonym of this word?

When did things go wrong in the story/how was the problem solved?
What was revealed at the end of the story?
Through whose eyes is the story told?
When/where does the story take place, and who are the characters?



Find and talk about the text's main points.

What is the main point in this paragraph?
Write sub-headings for each paragraph.
What is the main theme of the text?
What motivated the character to...?

What impressions do you get of ...?
How can you tell that ...?
What does this sentence imply about the character/mood/setting?
How did the character react to ...?



Touch the answer in the text before you fish it out.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.

Do you think the character will change their behaviour in future? Why/why not?
Can you think of a similar story? Do you think this one will go the same way?
Do you think ... will happen?
Why did the author choose this setting? Will that influence how the story develops?

Explain why a character did something, or how their feelings changed throughout the story.
What is similar/different about two characters?
What is the theme or moral to the story?
How does the layout/illustrations support your reading of this?



Talk about the effect of words and groups of words used in the text.

What other words could the author have used?
Which words do you think are most important? Why?
Why does the author describe ... in this way?
How has the author made you and/or a character feel an emotion?

How does the atmosphere at the beginning compare to the end?
Describe the changes in the characters feelings and behaviour.
Did all characters react the same? Why and how?
What do you think about the way information is organised in different parts of the text? Is there a reason for this?



Talk about the structure of the text.



Compare the events, characters and structure of the text.

Tips for fitting reading together into your daily routine

1. Schedule reading time
2. Utilise waiting times
3. Make it engaging
4. Explore audiobooks
5. Be a reading role model
6. Make it cosy
7. Consider a reading routine chart
8. Incorporate reading into existing routines



Any questions?

