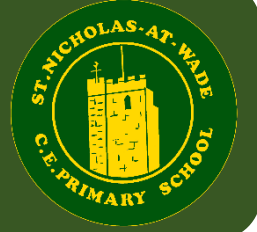
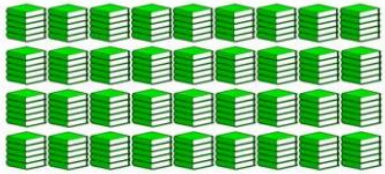


Reading



- Reading is ALWAYS important.....Don't ever decrease reading time just as they get older!

Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 

Reading



➤ LW Fluency

Term 1- Children are still heard in groups on a Monday, Tuesday and Wednesday.

- Process is similar
- - Session 1- Decoding/vocab exploration
- Session 2- Prosody
- Session 3- Comprehension- Written

Little Wandle Fluency promotes comprehension through:



- the **pre-read activities** which support vocabulary
- the **bonus materials** throughout each book which give children more information about the world of the book to help them connect to it more
- **teaching prosody** so that way the text is spoken creates meaning
- **chatting about the book** in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

Reading



➤ Why is reading and fluency so important?

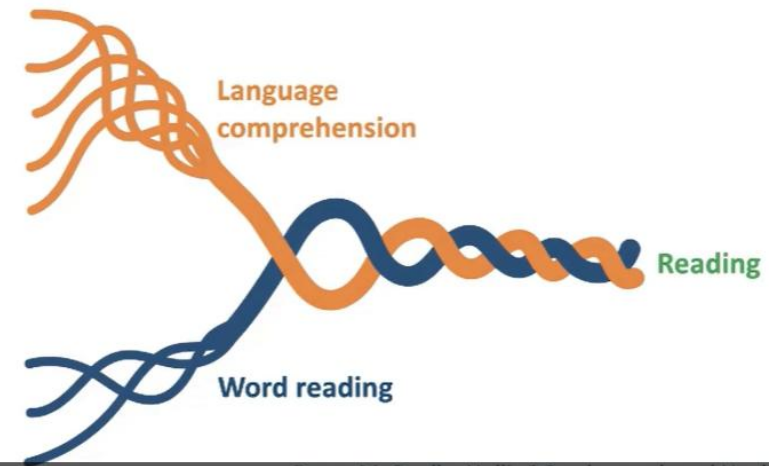
We need to teach children to read fluently

- Children who read frequently are better comprehenders (Clark and Rumbold 2006; Clark and Douglas 2011).
- Lack of reading accuracy is barrier to reading enjoyment and engagement (Oakhill, Cain and Elbro 2015).
- Children who do not have adequate alphabetic code knowledge, often use guessing as a prime strategy.
- Children's literature includes words beyond children's spoken vocabulary. (Cunningham and Stanovich 2014)

Scarborough reading rope

Background knowledge
Activating word meanings
Language structure
Comprehension monitoring
Understanding text structure

Letter-sound knowledge
Accurate word decoding
Automaticity in decoding



Fluency starts here!



We need strong phonics as a foundation- NO GAPS!

Phase 2/3/4 and 5.

Tricky words

graphophonemic

Phase 2 and 3 grapheme chart

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	cc	rr		bb	ff	ll	jj	vv
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz	s										
ai	ee	igh	oa	oo	ar	or	ur	ow	oi	ear	air			

the

Grow the code grapheme chart Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	cc	rr		bb	ff	ll	jj	vv
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz	s										
ai	ee	igh	oa	oo	ar	or	ur	ow	oi	ear	air			

Complete the code chart

/s/	/t/	/p/	/n/	/m/	/d/	/g/	/c/	/r/	/h/
a-e	t-t	p-p	n-n	m-m	d-d	g-g	c-c	r-r	h-h
ss	tt	pp	nn	mm	dd	gg	cc	rr	
ce	te		kn	mb		gu	ch	wr	
st			gn	mn		gh	cc	rh	
sc							que		
/b/	/f/	/l/	/j/	/v/	/w/	/x/	/y/	/z/	/qu/
bb	ff	ll	jj	vv	ww	x	y	zz	qu
	ph	al	dge						
/ch/	/sh/	/th/	/ng/	/nk/	/ai/	/ei/	/il/	/oi/	/ul/
ch	sh	th	ng	nk	a	ea	i	o	u
tch	ti	the					y	a	ou
ture	ch	ssi	ci	si					o-e

Complete the code chart

/ai/	/ee/	/igh/	/oa/	/oo/	/yoo/	/ool/	/arl/
a-e	y	igh	ow	oo	u	oo	ar
ai	ee	i-e	o	ew	u-e	u	a
ay	ee	y	oe	u	ue	oul	a
a	ie	ie	oe	ue	ue		
eigh	ie	ie	oe	ue	ue		
ey	ie	ie	oe	ue	ue		
ei	ie	ie	oe	ue	ue		
aigh	ie	ie	oe	ue	ue		
/ar/	/ur/	/ow/	/oi/	/ear/	/air/	/zh/	/er/
ar	ur	ow	oi	ear	are	si	er
a	ur			ere	ere	ge	a
aw	ir						or
au	or						ar
ore	ear						our
oor							re
al							
oar							
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Fluency



Combines all these skills
They are all intertwined and important

Discussion- talk is important.....make links to their own knowledge to put into context.

Teaching vocabulary is key to developing understanding/comprehension skills

What is fluency?

- Accuracy
- Automaticity
- Prosody

Making a mental model of what we read as we read

Flexible



Little Wandle Fluency promotes comprehension through:

- the **pre-read activities** which support vocabulary
- the **bonus materials** throughout each book which give children more information about the world of the book to help them connect to it more
- **teaching prosody** so that way the text is spoken creates meaning
- **chatting about the book** in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

Wandle
Fluency

What does it look like:



- If you aren't reading 1 word in 10 accurately how can you answer comprehension questions correctly?
- 90 words per minute to have accurate comprehension

Reading with 90% accuracy

The being finished ♦□ℳ ∫&ℳ■ ℳ and fixed his looks upon me in the ℳ ⊠ □ ℳ ℳ ♦ ∫ ♦ ℳ □ ■ of a reply. But I was bewildered, perplexed, and unable to arrange my ideas ♦ ♦ ↗ ↗ ℳ ℳ ℳ ■ ♦ ● ⊠ to understand the full extent of his □ □ □ □ ♦ ℳ ♦ ℳ □ ■. He continued,

"You must ℳ □ ℳ ∫ ♦ ℳ a female for me with whom I can live in the ℳ ♦ ℳ □ ℳ ∫ ∫ ∫ ■ ℳ of those sympathies ■ ℳ ℳ ℳ ♦ ♦ ∫ □ ⊠ for my being. This you alone can do, and I ⊕ ℳ ○ ∫ ■ ⊕ it of you as a right which you must not □ ℳ ↗ ♦ ♦ ℳ to concede."

Comprehension



Pupils do not pass through a magic barrier and suddenly become fluent. There is no point in pupils reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.

Reading framework 2023

27/26



- **Allowing children to read/re-read and then analysis.**
- **Discussion- Clarification**

Why is re-reading soooooooo important:

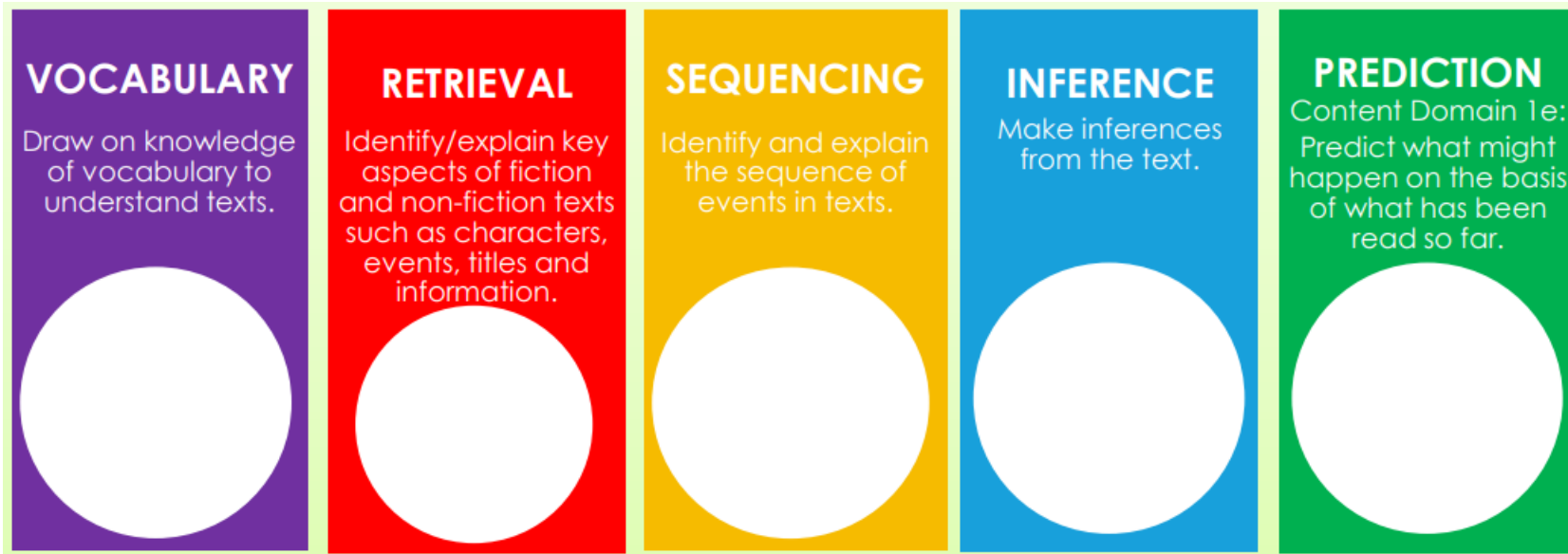


- Improves:
- Accuracy, speed, confidence and comprehension
- Lots of research to show that this improves reading!

What does comprehension look like?



In Key stage One reading questions in comprehension will be a variety of the following:



Reading



Vocabulary-Children need to explore how and why authors and poets have chosen to use certain words and phrases:

VOCABULARY

Draw on knowledge of vocabulary to understand texts.



What does this word/sentence tell you about...
(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../
shows you.../backs up what you have said about...?

Why did the author use the word... to describe...?

How does this word/description make you feel?

Retrieval-Children need to explore how and why authors and poets have chosen to use certain words and phrases:

RETRIEVAL

Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



Where/when is the story/poem set?

Is this character a good/bad character?
How can you tell?

Is there a dilemma in the story? What is it?
How is the dilemma resolved?

Find your favourite description of the...

Reading



Sequencing-Children need to be able to order the events in a text and to discuss the order in which things happen:

SEQUENCING

Identify and explain the sequence of events in texts.



How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order they happened.

Inference-Children need to learn how to use clues in a text to come up with ideas or to make a conclusion:

INFERENCE

Make inferences from the text.



What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word ... here?

How do you think the author feels about ...?
Find words to back this up.

Reading



Prediction-Children need to be able to work out what might happen next based on what they have already read.

PREDICTION

Predict what might happen on the basis of what has been read so far.



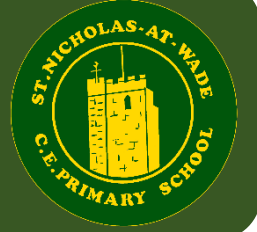
What do you think will happen next?

Where do you think ... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

Accelerated Reader



Renaissance



LA

Home

Practice



Star Assessments

English



Assignments

Showing

All Assignments

From

Everyone



Reading Practice Quiz: Frog and Toad Together

Completed ✓



Reading Practice Quiz: Crazy Gang 3: Pets Just Want to Have Fun!

Completed ✓



Reading Practice Quiz: Days with Frog and Toad

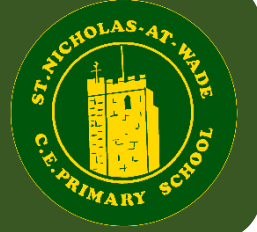
Completed ✓



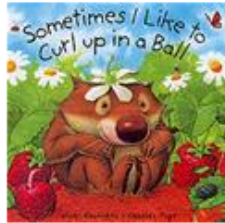
Reading Practice Quiz: Frog and Toad Are Friends

Completed ✓

Accelerated Reader



Take Quiz



Sometimes I Like to Curl Up in a Ball

Book

By Vicki Churchill

Life is a lot of fun for Wombat. He can shout out loud, step in circle...

ATOS Level **2.4**

Lexile® Level **NP**

Interest Level **LY**

Points **0.5**

Quiz **205377 EN**

Language **English**

Take Quiz

Reading Practice

Start Quiz

Accelerated Reader



Stop Quiz

Reading Practice Quiz: Sometimes I Like to Curl Up in a Ball

Question 1 of 5

Why does Wombat like to curl up in a ball?

- ☐ A. He can travel faster.
- ☐ B. He can roll down hills.
- ☐ C. Nobody can see him.
- ☐ D. Bouncing is fun.

Accelerated Reader



0% Non-fiction Fiction 100%	Words Read 11,647	Activities Completed 6	Points Earned 2.7	Average Quiz Score 90%	Average Reading Level 2.9
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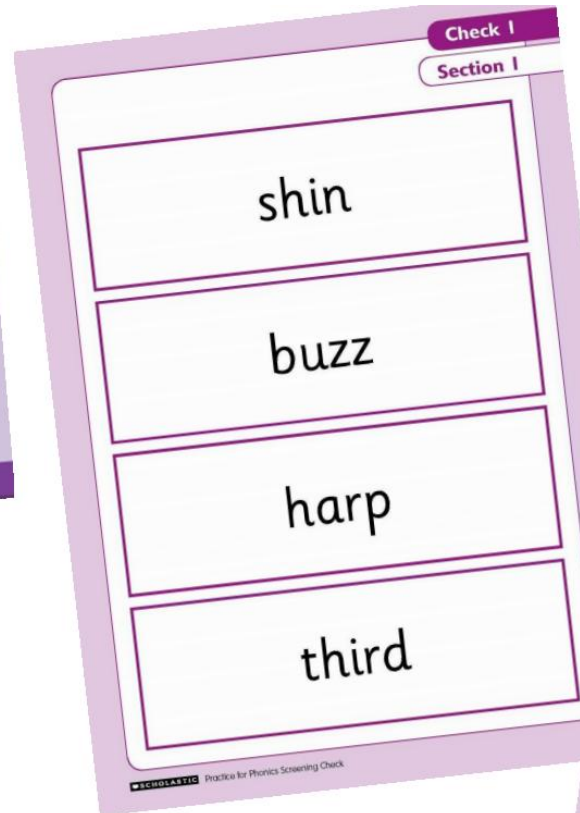
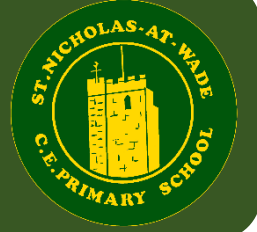
Best book levels for you:
2.4 2.5 2.6 2.7 2.8 2.9 3.0 3.1 3.2 3.3 3.4

Short Books
0.5 Point Reading

GREENWOOD GLEN

4 Badge Target

Phonics Re-take



Key Stage 1 SATs



Where Does Wool Come From?

At different times of year, we need to wear different types of clothes. When the weather is cold, we sometimes wear thick jumpers, hats, scarves or gloves. These are often made from a material called wool.



Practice questions

- a** People wear scarves and gloves in...

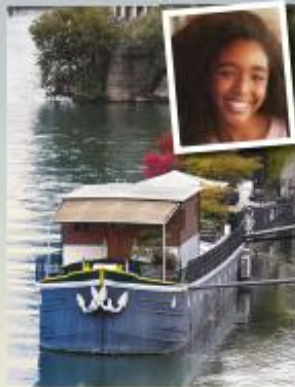
Tick **one**.

warm weather.	☐	cold weather.	☐
rainy weather.	☐	sunny weather.	☐

- b** What are warm clothes often made from?

Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



Questions 1–8 are about *Houses Around the World* (pages 4–5)

(page 4)

- 1** Sara must be careful about how long she spends in the shower.

This is because...

Tick **one**.

all the water could run out.	☐
there might not be enough electricity.	☐
other people might want to use the shower.	☐
she might not have enough time for a shower.	☐

☐ 1 mark

(page 4)

- 2** Gers are covered with special fabric...

This fabric is most helpful on...

Tick **one**.

hot days.	☐
cloudy days.	☐
sunny days.	☐
stormy days.	☐

☐ 1 mark

Reading Tips:



1. Set aside a regular reading slot time of 10 to 15 minutes every day that is best for your child – this can be them reading a story to you or you reading to them.
2. Have books around the house – books on shelves, coffee tables - as they will illicit curiosity and help your child understand that books have print which convey meaning e.g. story books, information books, recipe books, comics, magazines etc.
3. Family reading time – perhaps not always reading to mum or dad but to aunts, uncles, brothers, sisters, pets. Use technology to allow your child to read to family members living far away e.g. Zoom, Microsoft Teams, Skype.
4. Model yourself as a reader – are you seen to be reading by your child e.g. the newspaper, books, magazines etc. Think about the times that you are seen to be reading. If you are seen to be reading children have a tendency to emulate what their parents are doing
5. Go to the local library (in Birchington or Westgate) – they are full of a range of books that will enhance your child's reading diet.

Reading Tips:



6. Find out how well your child is doing at school with their reading e.g. what level of book they are on, what level of book they should be on for their age at that point in the curriculum. Try not to force your child up the reading scale too quickly. Remember that we want to develop that breadth of reading, not just story books but information books where there are more unusual words and terminology that may need to be explained.
7. Reading doesn't have to involve a hard copy of a book. It could be on a Kindle, iPad or computer screen. It may be signs in the environment e.g. road signs, shop signs, advertising posters, reading a menu, instructions for a recipe etc. Encourage your child to engage with print and help them when they are not sure. This is a great way of showing them that print is everywhere around us in the environment and how useful reading is as a skill.
8. Communicating language doesn't always mean reading – it might mean speaking aloud, it might mean the expression that they are giving when they are reading books. It might be the intonation and the modulation of their voice and the ups and downs to make people interested and to engage their audience. So it's not always about reading the print of the text but how you read it and how you make the listener engage with what you are saying.