

Reading Workshop

09.10.23

For IC not to put up

We will be talking about the whole of reading in or school because it does vary within year groups – with children focusing on phonics and others fluency

What do we do at Pucklechurch?

- Year 1- 6 take part in whole class and guided reading
- EYFS focus on 1:1 reading and then moving onto group reading when the child is ready
- 1 x week we focus on reading in small groups
- In Reception and KS1, phonics is thoroughly embedded and used as a predominant teaching tool.
- We use a range of activities from text marking, comprehension questions, word definitions, role on the wall characters
- Our key skills are: prediction, retrieval, explain, summarise, inference, author choice, apply a range of skills
- We are able to use a range of texts in addition to our high quality text

Little Wandle Phonics Scheme

- The progression of Little Wandle Letters and Sounds Revised has been devised so that children are taught a progression of sounds that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books.
- We are teaching children skills to decode words when reading independently. This is through a variety of techniques.
- Phonics is a key tool which can be used from Reception to Year 6.
- Breaking up words using phonics

Eg make m a_e k

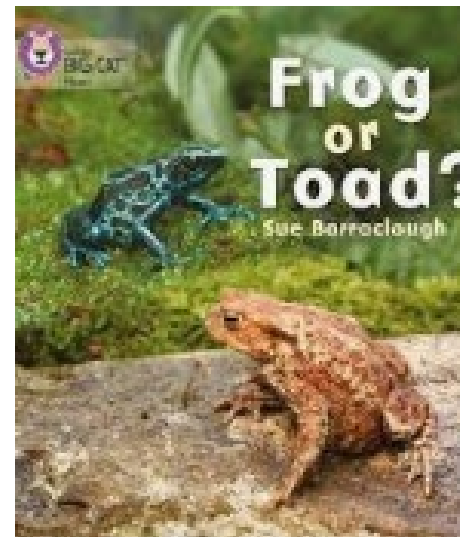
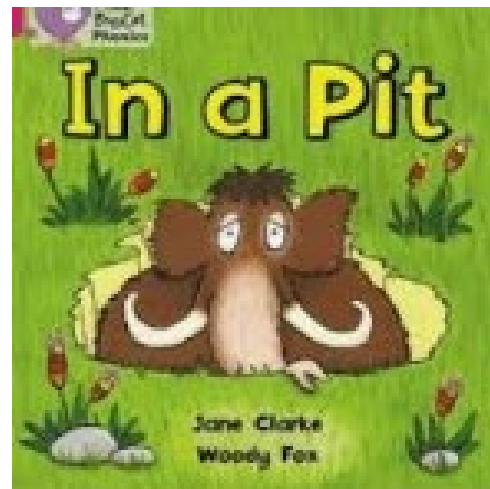
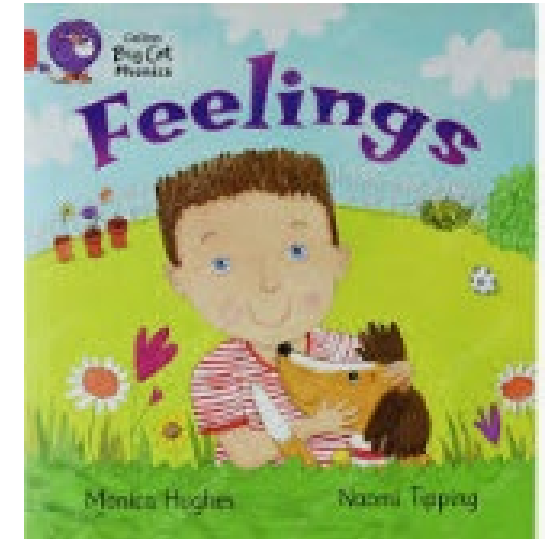
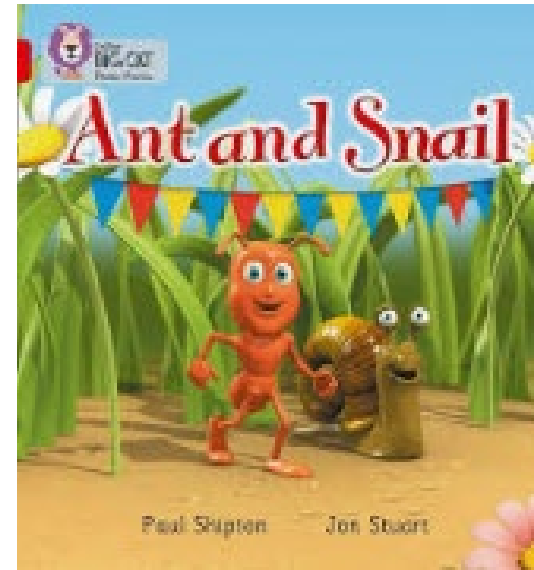
girl g ir l

- Breaking words up using root words and suffixes

Eg walking walk ing

adventurous adventure ous

Big Cat phonics



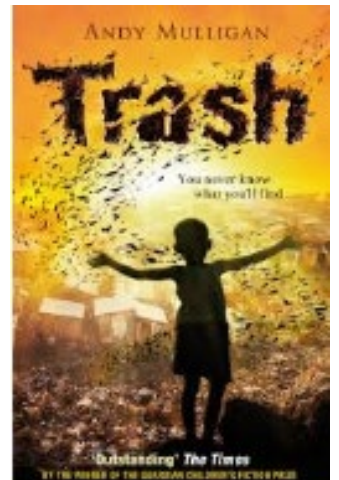
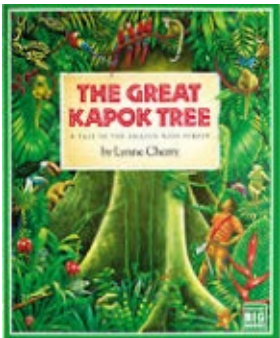
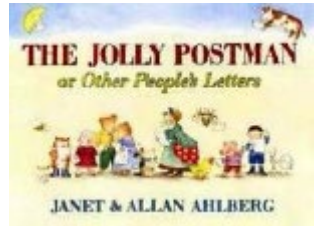
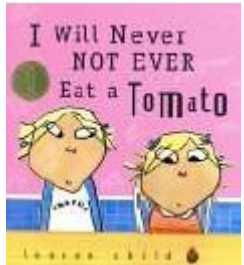
High Quality Texts

In English we use high quality books and creative teaching approaches.

This approach aims to engage and motivate children in their English learning.

It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

We have introduced this approach into reception all the way through to Year 6.



Texts Overview



Key Texts Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	The Gruffalo Starting School Owl Babies In every house on every street Introducing teddy	Little Red Hen Leah's Star The Jolly Postman Stick Man So much (linked to value) Non-fiction books about Christmas/farms and farm animals	We are going on a Bear Hunt And tango makes three Non-fiction books about bears/lions/Africa/Canada/USA	Goldilocks Freddie and the fairy Non-fiction books about bears	Mad about Mini Beasts The Tadpoles Promise The Very Hungry Caterpillar Non-fiction books about mini beasts A day in June (linked to Respect)	<u>Handa's</u> Surprise Fruits Bringing rain to <u>Kapiti</u> Plain The Lion Inside Non-fiction books about wild animals Non-fiction books about Africa

Texts Overview

Year 1	Tin Forest (linked to friendship)	Leah's star (nativity) The crayons Christmas	Florence Nightingale (Usborne famous lives)	The day the crayons quit (link to forgiveness)	The accidental prime minister (link to British Value)	Rosie Revere, Engineer Or Iggy Peck Architect
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Year 2	Tin Forest (linked to friendship)	Leah's star (nativity) The crayons Christmas	Florence Nightingale (Usborne famous lives)	The day the crayons quit (link to forgiveness) Dr Smart and the case of the empty tomb (Year 2 link to Easter)	The accidental prime minister (link to British Value)	Rosie Revere, Engineer Or Iggy Peck Architect
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Texts Overview

Year 3 / 4	Rain Player The Chocolate Tree	When the Mountains roared	Street Child	Flotsam Kensuke's Kingdom	<u>Stig</u> of the Dump Ug	The Legend of <u>Podkin</u> One Ear Leon and the Place Between
Year 5 / 6	Escape from Pompeii Empire's End	Song of the Dolphin boy The Rhythm of the rain	Willow Pattern story	Curiosity: The story of a Mars Rover Hidden Figures	Wonder	Robin Hood



Guided Reading

- Completed in a small group weekly and recorded in reading records
- We use a range of texts to ensure children are experiencing a broad range and we are targeting the required skills
- Project X books
- In these sessions we don't just focus on fluency, sometimes fluency doesn't match comprehension, reasoning etc
- We focus on the following skills - prediction, retrieval, word recognition/understanding, summarise, inference
- It is important that children can articulate what they have read as well as read the texts



	Date:	Guided Reading Text: _____ Level	Session structure						
		Objectives							
Oral		1 - Orally retell known stories, linked to the Y2 range							
		2 - Recite poems by heart, using intonation to make the meaning clear							
		3 - Read aloud books matched to Y2 phonic knowledge							
		4 - Check that the text makes sense to them as they read and correct inaccurate reading							
Grammar		5 - Discuss favourite words and phrases							
		6 - Clarify and discuss the meanings of new words, by linking to vocabulary they know							
		7 - Recognise simple, recurring literary language across poetry and narratives							
		8 - Use age appropriate dictionaries to check the meanings of words							
Response		9 - Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently							
		10 - Express a single point of view about a text							
		11 - Draw on what they already know to understand a text							
		12 - Predict what may happen on the basis of what has been read so far							
		13 - Make inferences on the basis of what is said and done							

Organisation and research	14 - Identify the sequence of events in fiction and how these are related								
	15 - Identify the sequence of events in non-fiction and how these are related								
	16 - Use titles, headings, pictures and blurbs to locate relevant information								
	17 - Use scanning to locate a single piece of information, in response to questions from the teacher								
	18 - Recognise and understand the structure of the non-fiction texts used								
	19 - List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions								
Word reading	20 - Accurately blend sounds in unfamiliar words, especially recognising alternative sounds								
	21 - Note unusual correspondences and identify where these occur in the words, in relation to the Y2 common exception words								
	22 - Read accurately words of two or more syllables								
	23 - Read words containing common suffixes								
	24 - Automatically read unfamiliar words accurately and without undue hesitation when reading aloud								
	25 - Read fluently and confidently in line with the Y2 range								
Range	26 - Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently								

Book Levels

Each week the children should bring home:

1x levelled book

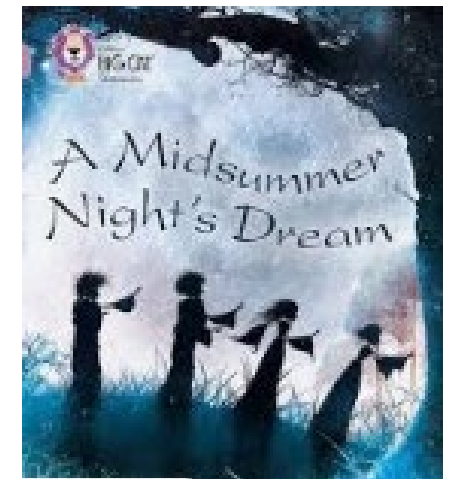
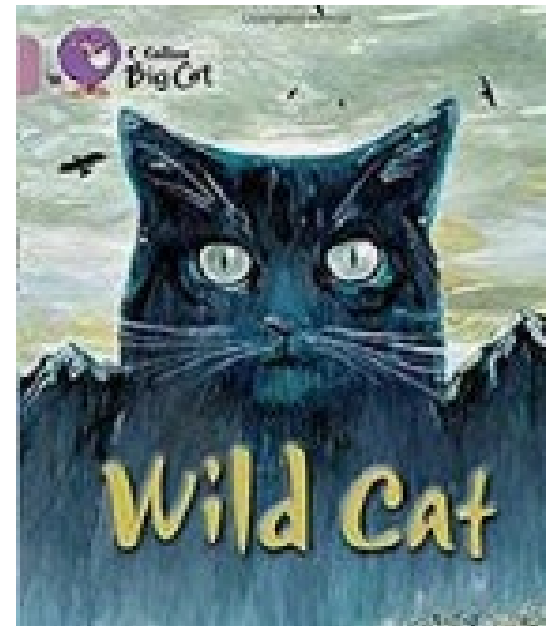
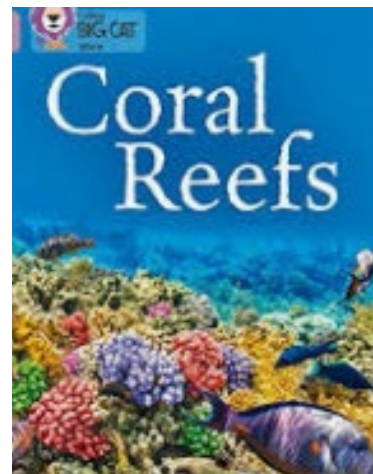
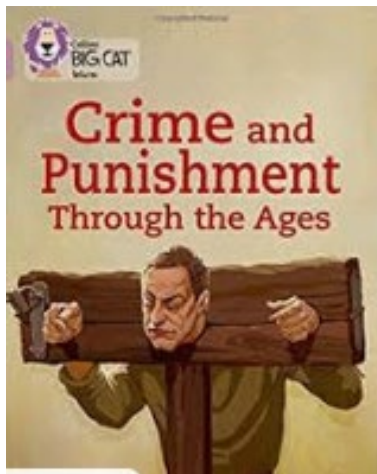
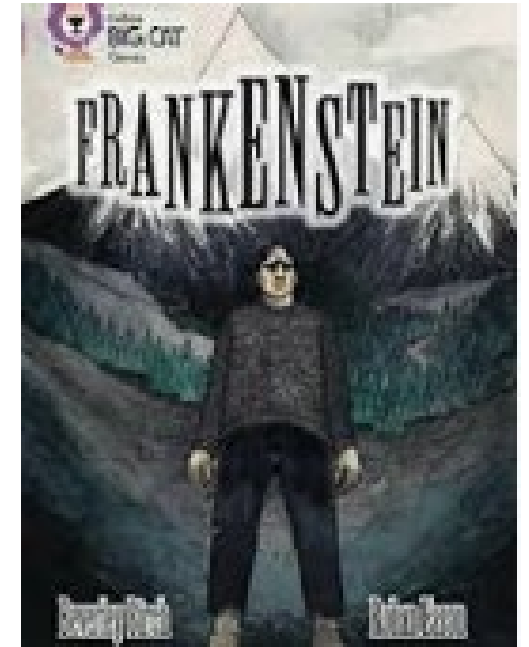
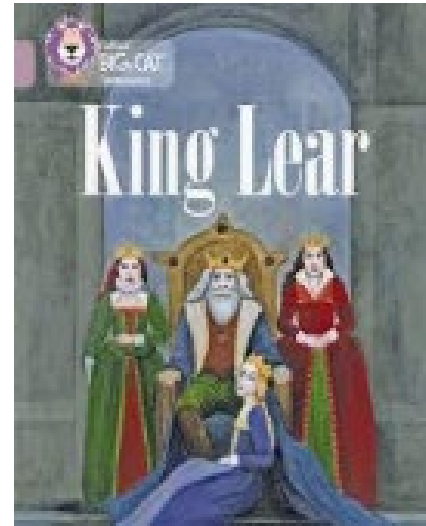
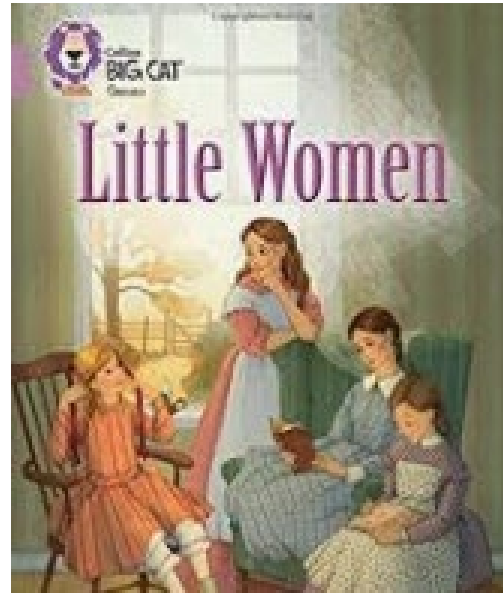
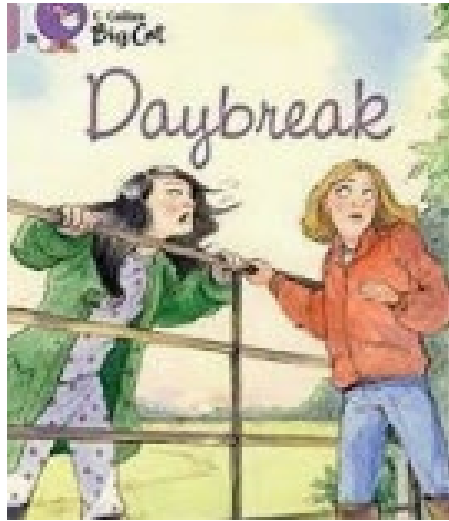
1x zone book

Children will not move up unless they are demonstrating all of the skills

Fiction and Non-fiction

Colour band	'Reading for pleasure' zones
Lilac	Zone R
Pink	
Red	
Yellow	Zone 1
Blue	
Green	
Orange	
Turquoise	
Purple	Zone 2
Gold	
White	
Lime	
Copper	Zone 3
Topaz	
Ruby	Zone 4
Emerald	
Sapphire	Zone 5
Diamond	Zone 6
Pearl	

Big Cat reads



How do we support/encourage reading in school -

- Reading records are monitored each week
- Certificates will be awarded to children when they have read
- Weekly monitoring is shown in our achievement assembly and on the newsletter
- Reading groups and interventions – these do not count towards their 5 reads per week

My Reading Record	
Wee	
Wee	
Wee	
Wee	
Wee	
Wee	
Wee	

Name

Class

Group

[illegible]

How can I help at home?

- Encouraging reading at home and recording these in their reading records.
- Letting children 'have a go' at decoding words.
- Allowing children to get a word wrong and then correcting them rather than giving them the word straight away.
- Asking questions about what they have read and predicting what might happen next. *'How will... react to ...?'* and *'What does this mean for...?'*
- Encouraging children to extend their answers- *asking: 'Why do you think that?'* and *'What makes you think that will happen next?'*
- Look up definitions of words when your child doesn't know what a word means to broaden their vocabulary.