

An open book is shown from a low angle, with its pages fanning out. The pages are illuminated with a warm, golden light, and the background is a dark, starry space with many small, bright stars and larger, glowing nebulae. The overall effect is magical and inspiring.

Reading

at Bovingdon Primary Academy

Miss Stevenson

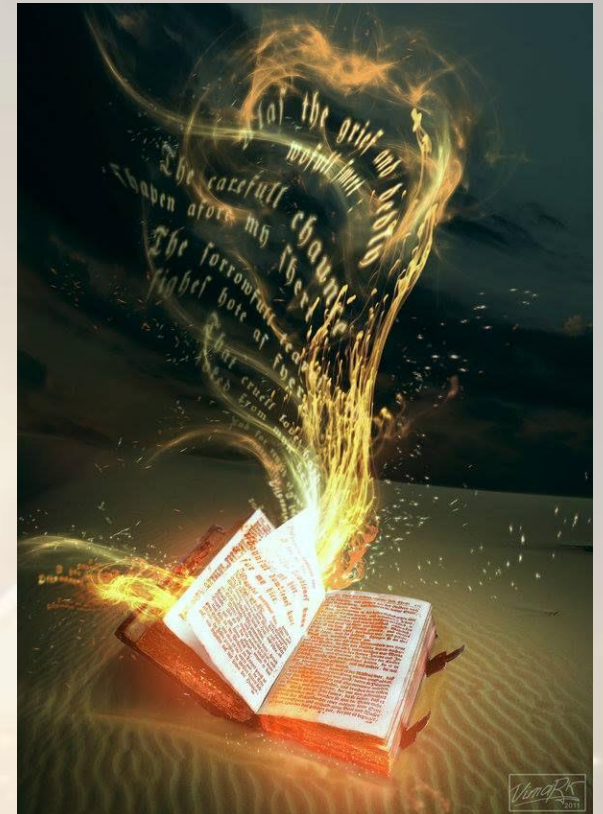
Assistant Principal / Reading Lead

Miss Fenton

Senior Leader for EYFS/KS1

Agenda

- Welcome from our Reading Ambassadors
- Celebrating our achievements
- Importance of reading
- How we teach reading
- How reading is assessed
- Supporting your child at home



Reading Ambassadors



Celebrating Achievements



Phonics Screening 2019

93% of Year 1 children passed the phonics screening check.



Key Stage 1 SATs 2019

80% of children met the expected standard in reading.



Key Stage 2 SATs 2019

85% met the expected standard in reading.

43% exceeded the expected standard in reading.

Progress between KS1 and KS2 was significantly above average.



Michael Rosen

@MichaelRosenYes

Follow



A child
A book
A read
A chat.
This is the way the mind grows.
Not with a test
but a tale.

4:04 AM - 28 Jul 2019



Importance of Reading

Evidence suggests that children who **read for enjoyment** every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.



The longer children keep an enjoyment of reading going, the greater the benefits are in the classroom.

10-year-olds who enjoy reading have a reading age 1.3 years higher than their peers who do not enjoy reading, rising to 2.1 years for 12-year-olds and 3.3 years for 14-year-olds.

National Literacy Trust

Importance of Reading

Everyday life - Reading is fundamental to functioning in today's society.

Exercises the mind - Reading is important because it develops the mind.

Discover new things - Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read.

Develops imagination - TV and games have their place but with reading, a person can go anywhere in the world...or even out of it!

Improve spelling - Good reading skills, especially in a phonics reading program, improve spelling.

Reading is important because words - spoken and written - are the building blocks of life.

If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.

Ofsted Research on Reading 2019

Vocabulary

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

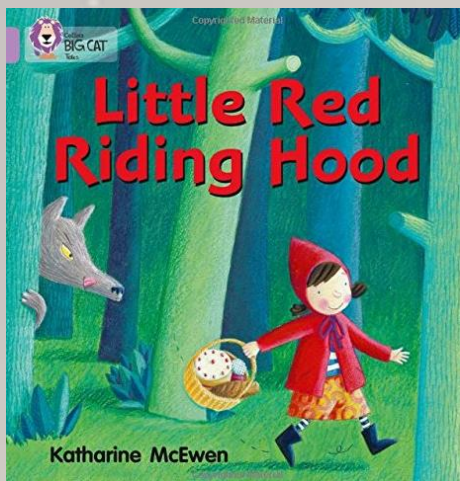
Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). *Ofsted Research on Reading 2019*

Words that have come up in KS2 SATS:

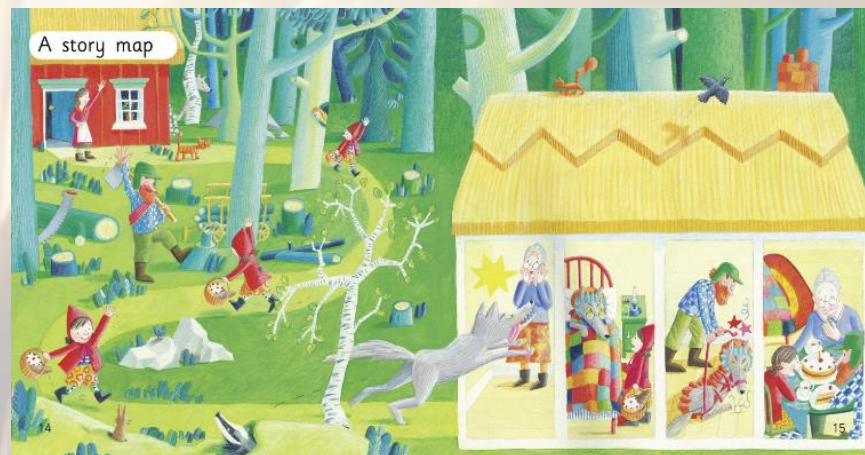
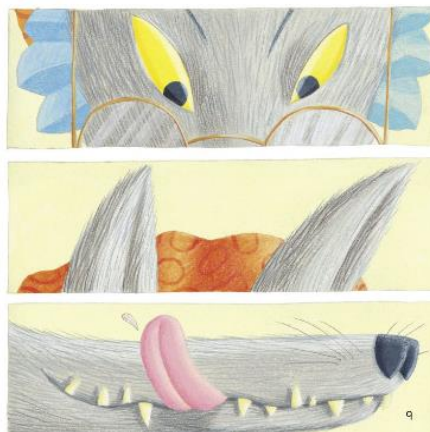
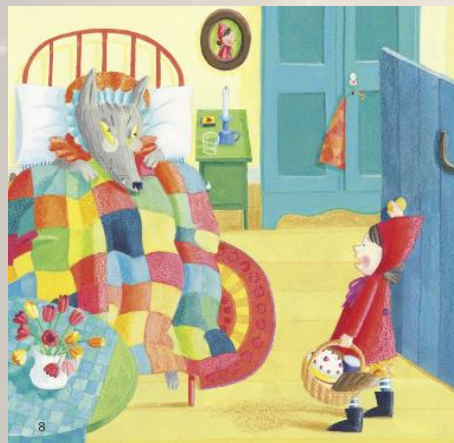
descendant	ancestor	dawn	puzzling	guardian
reluctantly	lifeline	huddled	decent	

How do we teach reading?





Lilac level books are wordless books that tell a story through pictures alone. They help children to develop speaking and listening skills through creating and telling stories.



EYFS / KS1 Phonics



Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007.

It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

EYFS / KS1 Phonics



Phase 1 encourages the development of children's speaking and listening skills. It is a vital part in laying the foundations in learning to read using phonics.

Phase 2 is the start of systematic phonics. Children begin to understand grapheme-phoneme correspondence. Understand that words are constructed from phonemes and that phonemes are represented by graphemes.



EYFS / KS1 Phonics



Children enter Phase 3 once they know the first 19 phonemes and can blend and segment to read and spell. They will then learn the next set of phonemes.



Children move into Phase 4 when they know all the phonemes from Phases 2 and 3 and can use them to read and spell simple words. Phase 4 does not introduce any new phonemes. They learn to read and spell words with four or more phonemes that they already know. These words have consonant clusters at the beginning, end or both.

EYFS / KS1 Phonics



Phase 5 is split into three parts.
First, children learn a set of new phonemes.

Next, they will focus on alternative pronunciation. They learn that the same grapheme can represent more than one phoneme.

e.g. **bread, meat** **bear, hear**



Finally, children learn about alternative spellings.

They learn that the same phoneme can be represented in more than one way.

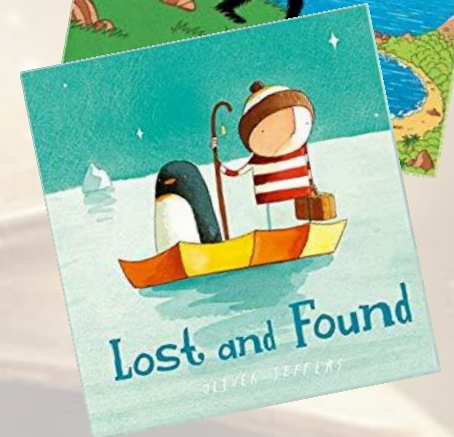
e.g. **burn** **first** **term** **heard**

EYFS / KS1

Reading Aloud



The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers.



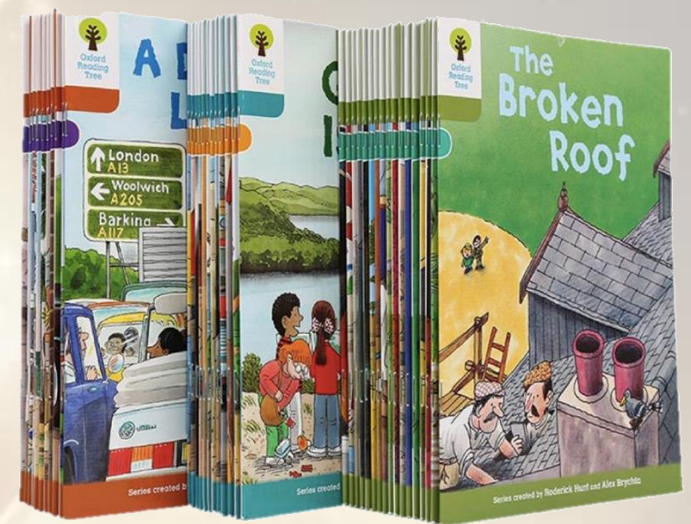
EYFS / KS1 Guided Reading



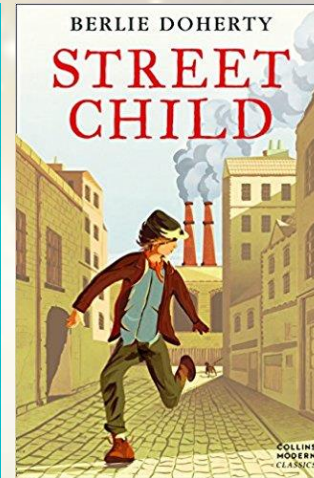
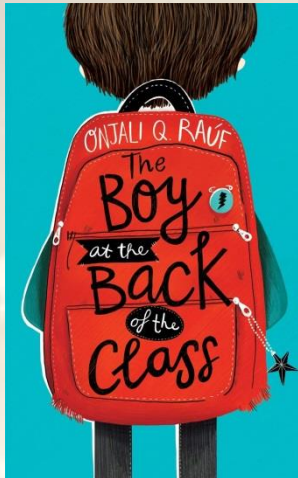
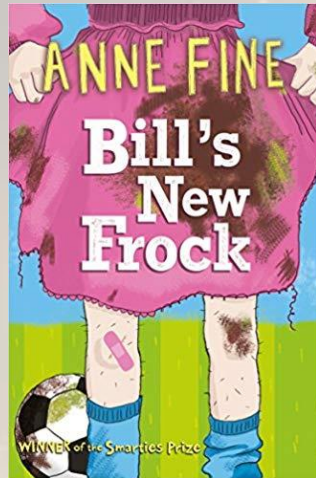
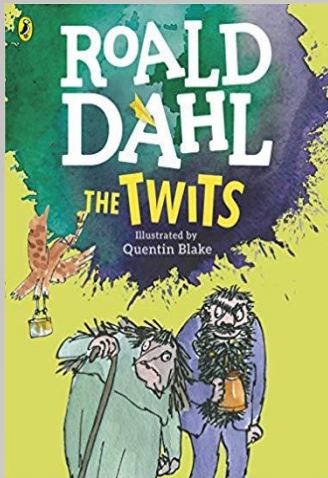
Group guided reading is a new strategy this year.

Children are put into groups of similar reading ability and given a copy of the same book. Sometimes children practise reading aloud and other times in their head.

The teacher will ask the children different questions depending on the focus that day e.g. prediction, retrieval .



Whole Class Reading



At the end of Year 2 – Year 6, we move towards whole class reading lessons. The teacher reads the book to the class while the children follow along. It is wonderful for discussing new vocabulary, structure and genres as well as delving deeper into the story. Children then complete independent work in their reading journals or a group activity.

Each Week:

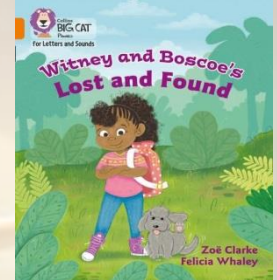
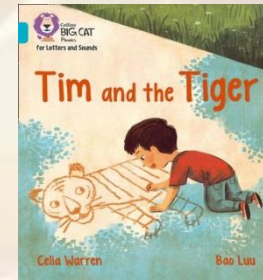
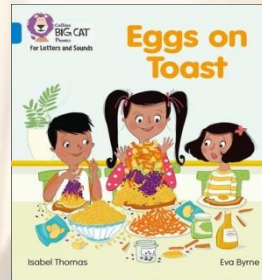
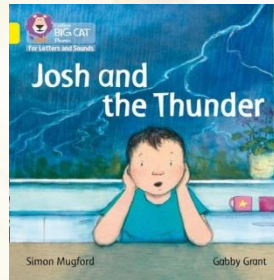
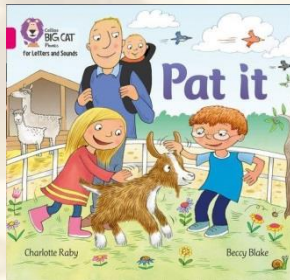
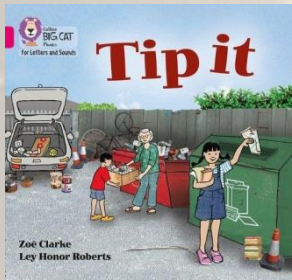
Three Lessons – Fiction / Poetry **One Lesson** – Non-Fiction Text

Reading Scheme



We follow the most commonly used structure in schools which is the '**Book Bands**' structure. This is a system that has been applied to lots of different reading schemes and other books. We predominantly follow the **Collis Big Cat** scheme but also have titles from **Oxford Reading Tree**. These books have been carefully written to support the process of learning to read and to help children make progress as readers.

Educational publishers consider a number of factors when determining the 'level' of a book including: phonic knowledge, vocabulary, sentence length, number of words on a page and use of illustrations.



Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime
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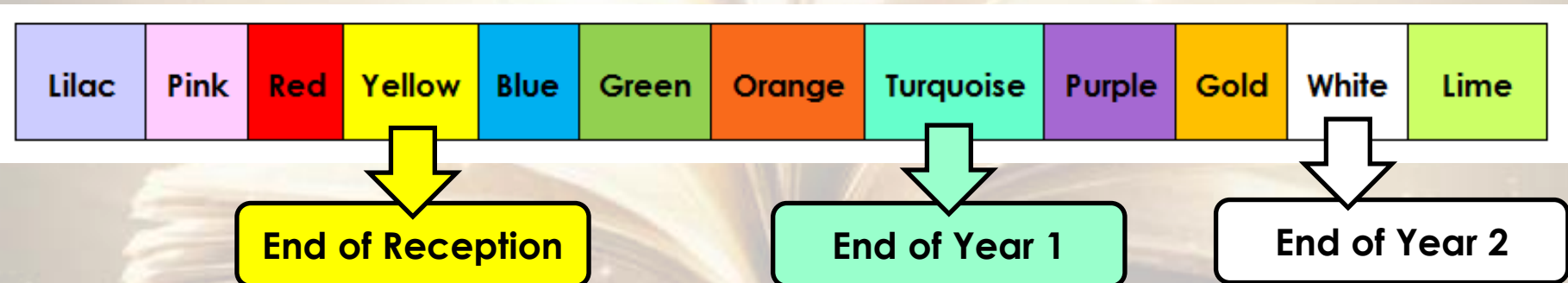
Reading Scheme



Children need to move through the bands at a pace that supports their learning and individual needs. Your child's teacher will want to know that a child is secure and confident at a given level before moving them on.

It's also important to bear in mind that not all levels are of equal size. In the first few years of school, the steps of progress are fairly small, and children will move through a number of levels quite quickly. As children move up the levels, the steps become broader and 'moving up' happens less frequently.

The chart below shows the colour band we aim for in each year group. It's important to remember that different children develop their reading skills at different rates and this is a guide only.



How reading is assessed



Internal assessments – Ongoing / Termly

Phonics screening check (Year 1) - June

SATs (Year 2) - May

SATs (Year 6) - May



There will be information meetings later in the year for parents in Year 1 (Phonics Screening), Year 2 (KS1 SATs) and Year 6 (KS2 SATs).

Supporting Reading at Home



Read to your child

**Listen to your child
read daily – record it
in their diaries**

**Give support and
encouragement**

**Be a good role model
– get caught reading!**



**Reinforce
phonemes/tricky
words**

**Discuss books and ask
questions**

**Encourage a wide
range of reading
materials**

Supporting Reading at Home



It is important that you choose a suitable time and place for reading so that your child feels relaxed and can enjoy their learning.

As a school, we ask that reading is recorded 3-5 times a week in the Home School Diary.

Once a week, we check the diaries and children who have evidenced their reading are awarded a house point. Staff also celebrate the achievement through verbal praise.

Children and young people who read daily are four times more likely to read above the level expected for their age compared with their peers who don't read daily (22.3% vs 5.7%)

Supporting Reading at Home



- **Avoid saying:**

- No!
- That was wrong!
- That's an easy word!
- You should know that!
- Try and remember
- You've already had it.
- Think!
- You know this word.
- What do you mean , you're tired?
- Come on you're not concentrating
- We did that yesterday!

- **Try to say:**

- I like the way you worked that out
- Get your mouth ready to say the word.
- What can you hear at the beginning/ the end?
- Does that make sense?
- Does it look right?
- Try that again.
- Do you know a word like that?
- Look at the picture and see if it helps

Pause

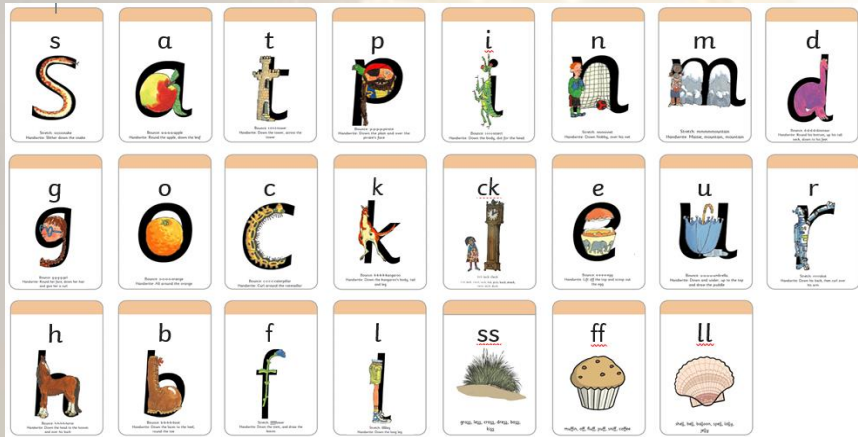
Prompt

Praise

Supporting Reading at Home



Supporting your child to use their phonic knowledge.
Remember to say the smallest unit of sound when
sounding words out with your children.



Supporting Reading at Home



Questions while selecting a book:

- Why did you want to read this book?
- Do you like the book cover? What do you like about it?
- Have you read any other books by this author?
- Is the author also the illustrator of this book?
- What do you think this book might be about?

Questions prior to reading the book:

- What is the title of this book?
- Who are the author and illustrator?
- Does the picture on the cover give us any clues as to what the story might be about?
- (Read the blurb on the back of the book together.) What clues does this give us? Does it sound like an exciting/sad/happy story?

Supporting Reading at Home



Questions while reading the book:

- What has happened so far? What do you think might happen next?
- What can you see in the pictures? Are they helping to tell the story?
- Which character is your favourite? How would you describe them?
- How would you feel if that happened to you?

Plot questions after reading the book:

- What happened in the beginning?
- What happened next?
- What happened at the end of the story?
- At what point in the story did we realise....?

Supporting Reading at Home



Character questions:

- What do we learn about X in the beginning of the story?
- What do we know about X by the end of the story?
- Who are the main characters in the story? Would you like to be any of the characters? If so, why?
- How would you feel if you were X at that part of the story?
- What would you have done if you were X?
- What are some of the words the author has used to describe the character?
- How did X feel when... ?
- Does X remind you of anyone you know? If so, why?

Appreciation questions:

- Did you enjoy this story?
- Did the illustrations help you to enjoy and understand the story?
- Did it remind you of any other stories we've read together? What were the similarities?
- What did you like/dislike the most?
- Did any parts of the story make you laugh? Why?
- Which was your favourite bit? Why?
- Were there any words or sentences in the book that you particularly enjoyed?
- Were any of the words written in capital letters/bold/italics? If so, why?
- Would you like to read another book by this author?
- Did the story remind you of anything that has happened to you?

Recommended Reading Lists



The School Reading List
Suggested reading books for primary & secondary aged children in the UK

[KS1 BOOK LISTS](#) [KS2 BOOK LISTS](#) [KS3&4 BOOK LISTS](#)

[Home](#) [3-11 Reading Lists](#) [11-16 Reading Lists](#) [Revision Books](#) [New books](#) [Resources](#) [Competitions](#) [Contact Us](#)

**Suggested reading list for
Year 1 pupils in KS1 age 5-6**

Books for Year 1 – here's our selection to challenge and interest KS1 children aged 5-6 in UK primary schools. Authors include Michael Rosen, Julia Donaldson, Jon Klassen, Judith Kerr, ...



Search...

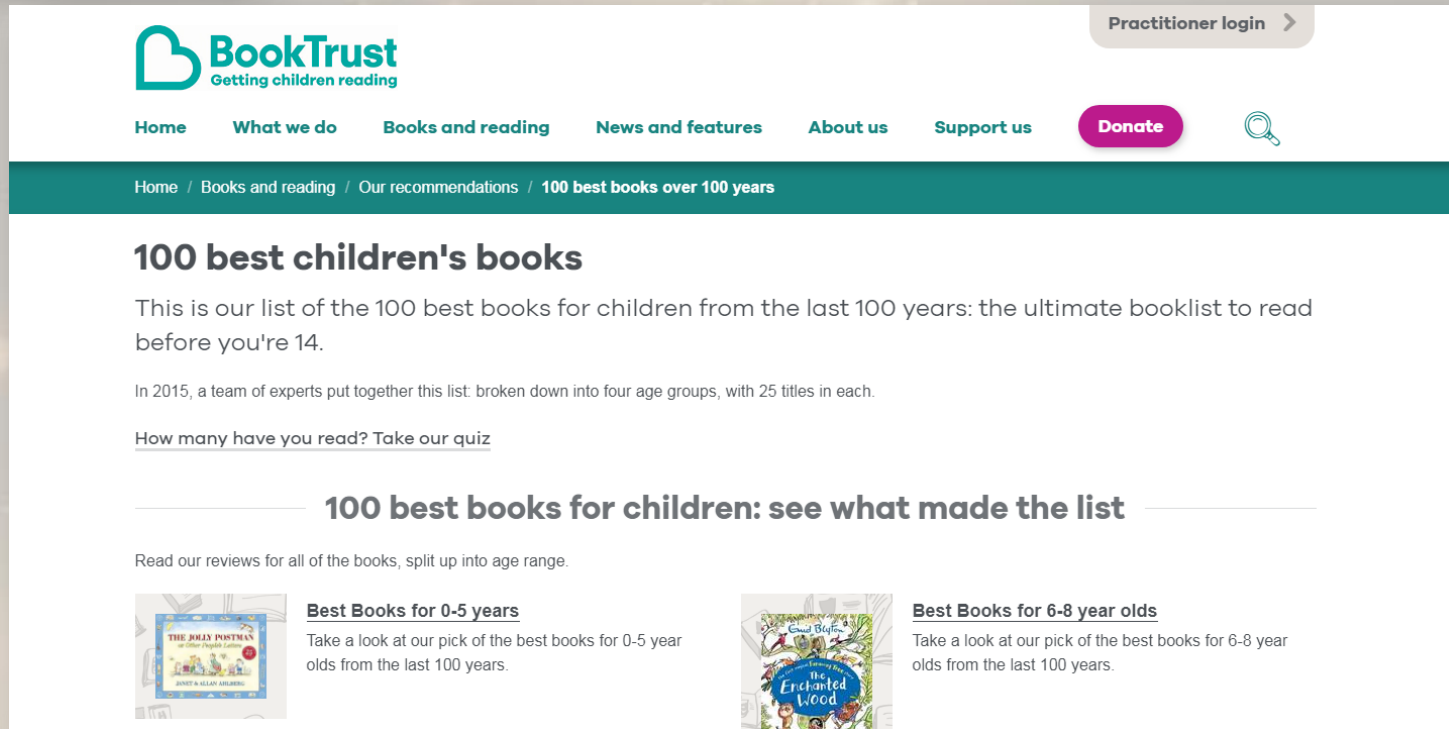
[TOPIC BOOKS](#) [BOOKS FOR CHILDREN AGED 5-7](#) [BOOKS FOR CHILDREN AGED 8-12](#)

[BOOKS FOR 12+](#) [LATEST REVIEWS](#) [BOOKS OF THE MONTH](#) [MAGAZINES](#)



<https://schoolreadinglist.co.uk/>

Recommended Reading Lists



BookTrust
Getting children reading

Practitioner login >

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Home / Books and reading / Our recommendations / 100 best books over 100 years

100 best children's books


This is our list of the 100 best books for children from the last 100 years: the ultimate booklist to read before you're 14.

In 2015, a team of experts put together this list: broken down into four age groups, with 25 titles in each.

[How many have you read? Take our quiz](#)

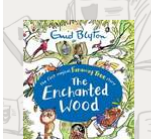
100 best books for children: see what made the list

Read our reviews for all of the books, split up into age range.



Best Books for 0-5 years

Take a look at our pick of the best books for 0-5 year olds from the last 100 years.



Best Books for 6-8 year olds

Take a look at our pick of the best books for 6-8 year olds from the last 100 years.

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

Recommended Reading Lists



Call us on 01483 447414

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Our recommended reading lists

August 15, 2017

We're passionate about helping children develop a love of reading, so to help parents find the right books we've put together a recommended reading list for each year group, from year 1/P1 to year 6/P6...

Share this story



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LEARNING

RECOMMENDED READING LIST

Year 2

The selection of books in this list are a guide for children aged 6-7 in year 2 at school. The books range various genres to cover all interests. If your child is a competent reader or has read many of these titles then try the books from the Year 3 reading list.

Animals

- The Story of Babar, the Little Elephant – Jean De Brunhoff
- Mog Time Treasury: Six Stories about Mog the Forgetful Cat – Judith Kerr
- The Cat Who Lost its Purr – Michelle Coxon
- Choosing Crumble – Michael Rosen

Spooky/Mystery

- Jinnie Ghost – Berlie Doherty
- Gobbolino the Witch's Cat – Ursula Williams
- The Dunderheads – Paul Fleischman
- The Tear Thief – Carol Ann Duffy
- How to Live Forever – Colin Thompson
- The Jolly -Rogers and the Ghostly Galleon – Jonny Duddle

Humour

- The Day the Crayons Quit – Drew Daywatt
- Clarice Bean, That's Me – Lauren Child

<https://www.explorelearning.co.uk/blog/recommended-reading-lists/>

Examples of Children Reading

DFE - KS1 Reading

Working at the Expected Standard

https://www.youtube.com/watch?v=rEWIfQQI_Uo

DFE – KS2

Working at the Expected Standard

<https://www.youtube.com/watch?v=O4KJZ1oSkbl&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=9>

We need you!



**We are looking for parents
and carers to support
reading in the school.
We will provide some basic
training.**



Can you commit to coming in to school once a week?

**Could you work with children 1:1 or in small groups to
support their reading development?**

**Please add your name and contact details to your
feedback forms.**



THANK
You! 😊