

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**

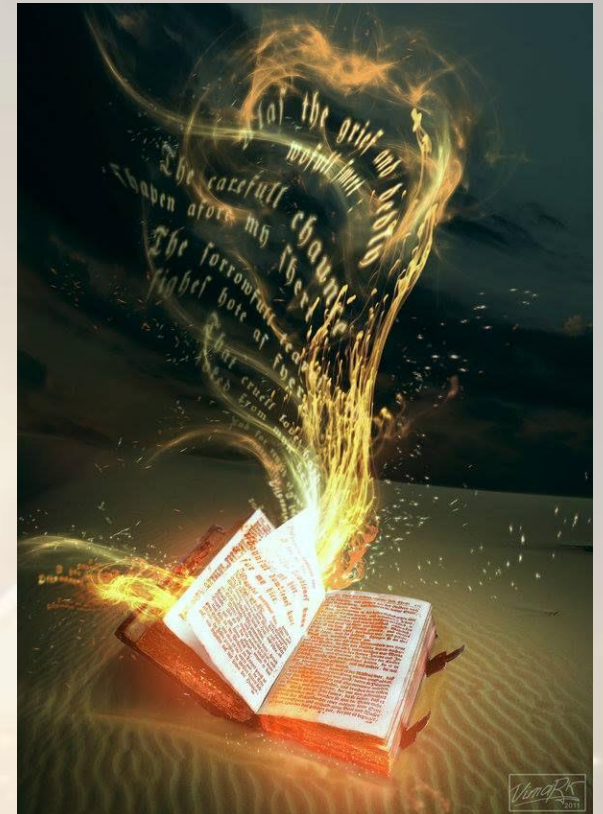
Assistant Principal / Reading Lead

**Mrs Bond**

Yrs 3 – 5 Phase Leader / Writing Lead

# 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?



# Reading Scheme



We follow the most commonly used structure in schools which is the '**Book Bands**' structure. 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.

The national banding system ends at lime level however many publishers have continued the colour banding. The colour names for the next levels vary depending on the publisher. We have chosen to follow Collins Big Cats progression up to Year 4. We also use Oxford colour bands for children who require extra support in Year 5 and 6.

# Reading Scheme



## Nursery – Year 4



Copper

Topaz

Ruby

Free Readers  
*with support*

## Year 5 & 6

Confident and fluent readers in Year 5 and 6 are considered to be 'Free Readers' however teachers give guidance and advice to children to ensure the books they choose are supporting them in their reading journey appropriately.

Some children are given Oxford Reading Tree books to support their reading.

These are levelled as follows:

**Brown 8, 9, 10, 11** Grey 12, 13, 14 and **Dark Blue 15**



# 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.

*More information can be found in the EYFS/KS1 presentation.*



# EYFS / KS1

# Reading Lessons



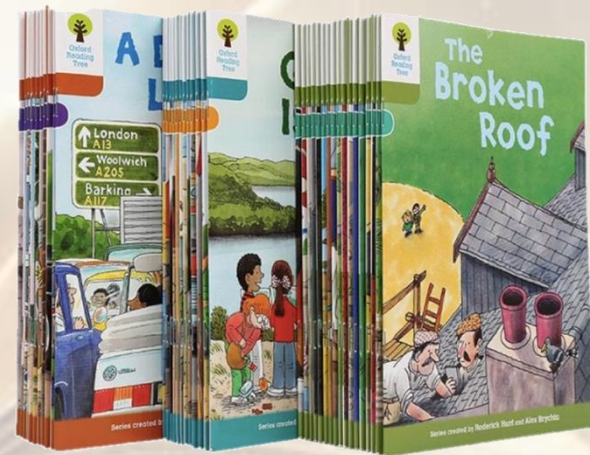
## English

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.



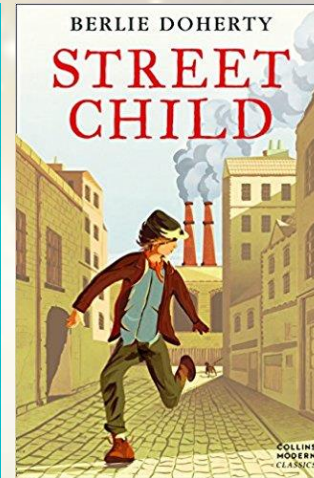
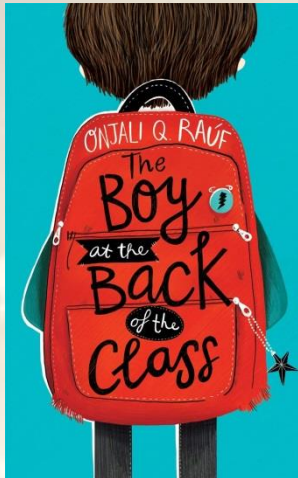
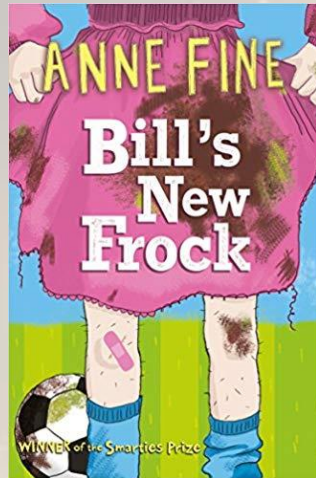
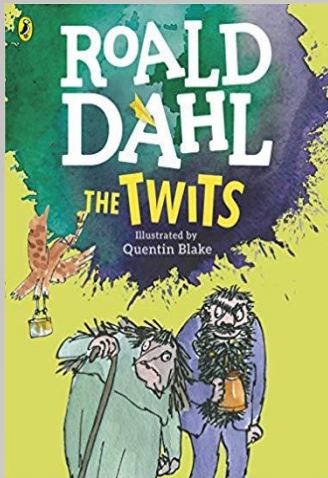
## Guided Reading

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.





# 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





# Whole Class Reading



## Benefits:

- Creates a **positive, pleasurable** experience.
- Class discussions allow the children **to interact** and feel **confident** answering questions.
- Teachers model good use of **intonation, movement, volume and expression** to help the children do the same.
- Targeted and open-ended **questioning**
- High-quality responses with **evidence** and **explanations** provided to support the children.
- **Empathy** is developed as they make connections with the experiences of the characters in the text and with each other
- Children can **enjoy** and **understand** texts beyond their own reading ability.

# Writing and Reading



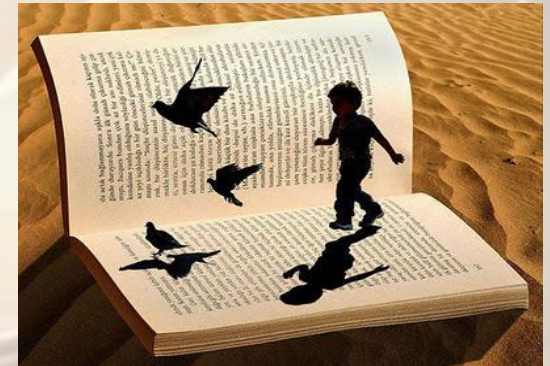
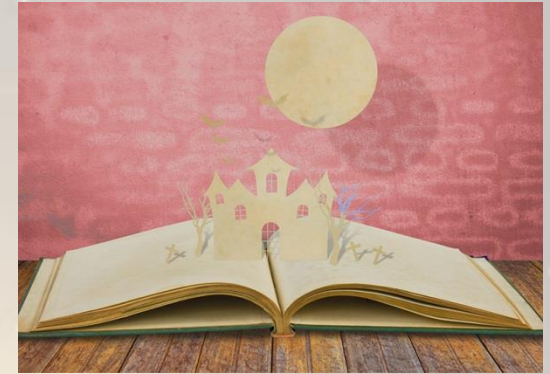
- **Reading** exposes us to other styles, other voices, other forms, and other genres of **writing**.
- Importantly, it exposes us to **writing** that's better than our own and **helps** us to improve.
- **Reading helps** us make connections to our own experiences and emotions so **reading** makes you a better **writer** and a better communicator.



# Writing and Reading



- What we read is often **reflected in what we write**- this helps with certain interests that the children can write about and **feel confident**.
- Helps us understand **how writing is structured** through looking at the layout of the text we are reading – helps children understand the **purpose of different genres** and therefore write different genres.
- It encourages us to find and look at different **literary techniques** and **grammar** that is essential to writing and being able to use these correctly.
- It helps children to find **spelling rules** and how that spelling rule is applied to different words.





# 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 new  
vocabulary**

**Discuss books and ask  
questions**

**Encourage a wide  
range of reading  
materials**

# Supporting Reading at Home



**Reading aloud is just as important in Key Stage 2 as it is when they are lower down in the school. It helps to improve confidence and fluency as well as reading stamina.**

**As a school, we ask that reading is recorded 3-5 times a week in the Home School Diary. As children move into KS2, they can record their own reading and ask you to sign.**

**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.**

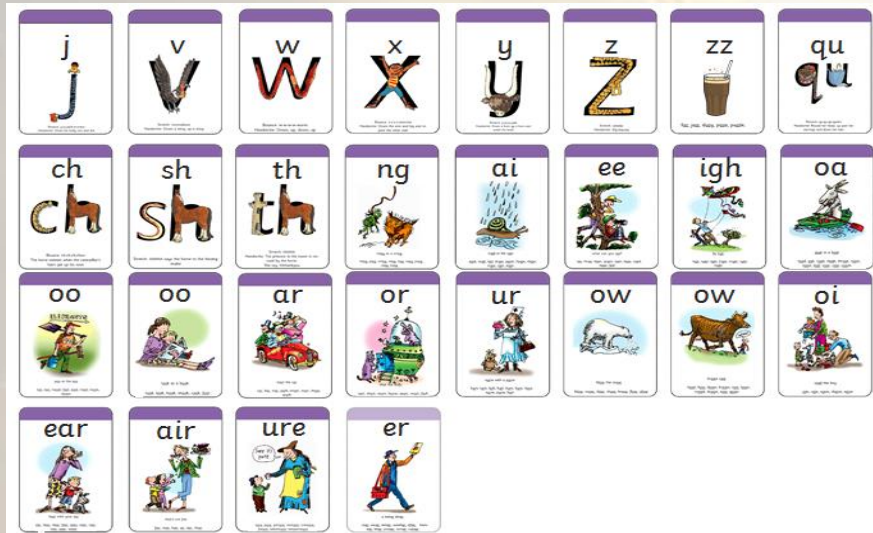
Children and young people who read daily are four times more likely to read above the level expected for their age compared with their peers who don't read daily (22.3% vs 5.7%)



# Supporting Reading at Home



Drawing on your child's phonic knowledge is important as they move through Key Stage 2. Ask them to look for diagraphs and trigraphs that they know to help them decode unfamiliar words.



# 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...

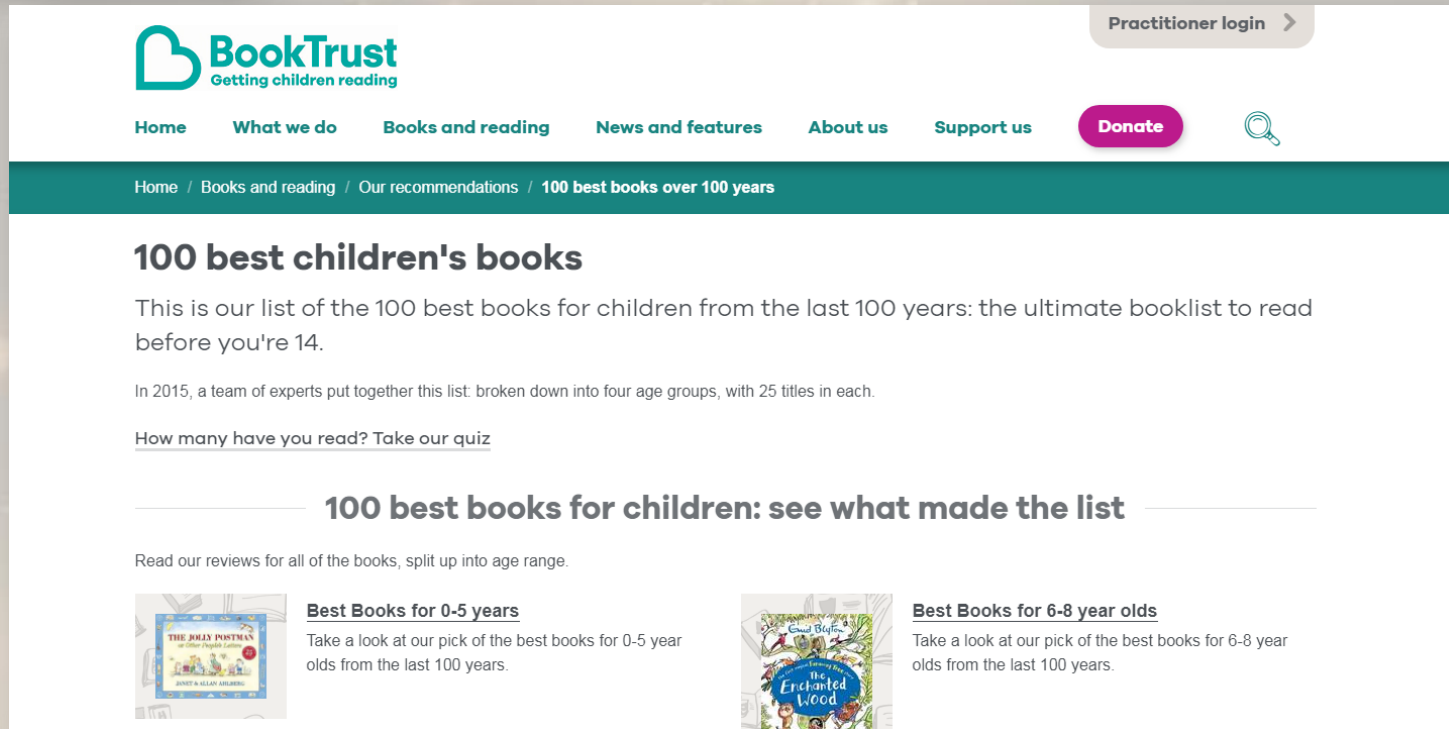
[TOPIC BOOKS](#) [BOOKS FOR CHILDREN AGED 5-7](#) [BOOKS FOR CHILDREN AGED 8-12](#)

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



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

# Recommended Reading Lists



**BookTrust**  
Getting children reading

Practitioner login >

Home What we do Books and reading News and features About us Support us Donate

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](#)

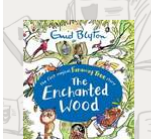
### 100 best books for children: see what made the list

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



**Explore**  
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](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 form.**





THANK  
You! 😊