

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.

English

at Bovingdon Primary Academy

Mrs Hamilton

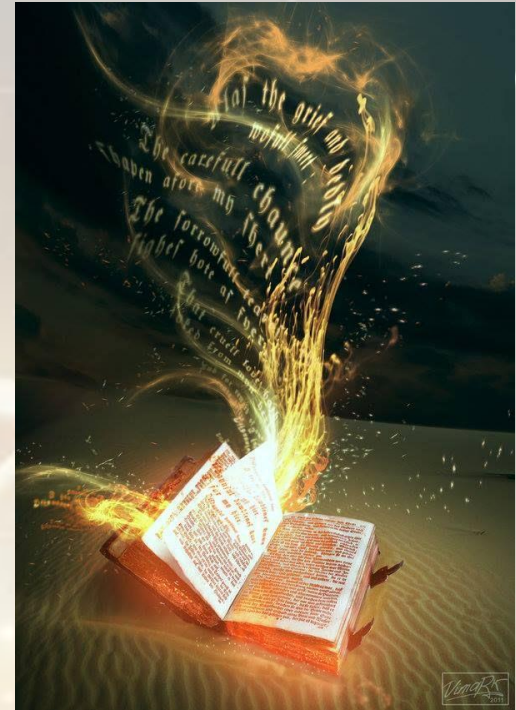
Assistant Principal / English Lead

Miss Nelson

KS1 Phase Leader / Phonics Lead

Agenda

- **Celebrating our achievements**
- **Reading:**
 - The importance of reading
 - How we teach reading
 - Supporting your child at home
- **Writing:**
 - How we teach writing
 - Supporting your child at home



Celebrating Achievements

In 2022, at the end of KS2:

Reading:

74%- Nationally met standard (**28%** greater depth)

96% – Bovingdon met standard (**45%** greater depth)

Grammar, Punctuation and Spelling:

72% - Nationally met standard (**28%** greater depth)

94% – Bovingdon met standard (**59%** greater depth)

Writing:

69% - Nationally met standard (**13%** greater depth)

94% - Bovingdon met standard (**22%** greater depth)

World Book Day



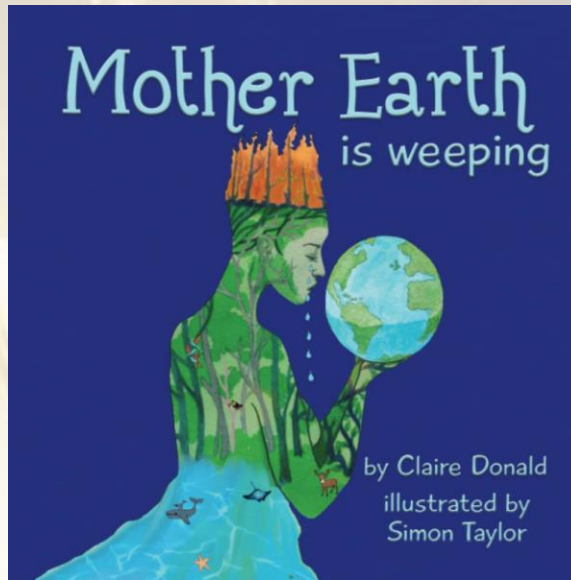
World Poetry Day



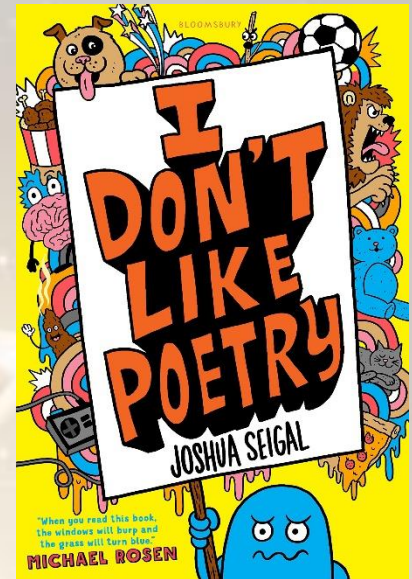
Whole School Writing



The Magic Paintbrush
A Chinese Folktale
Narrative Writing



Mother Earth is Weeping
An Environmental Story
Letter Writing



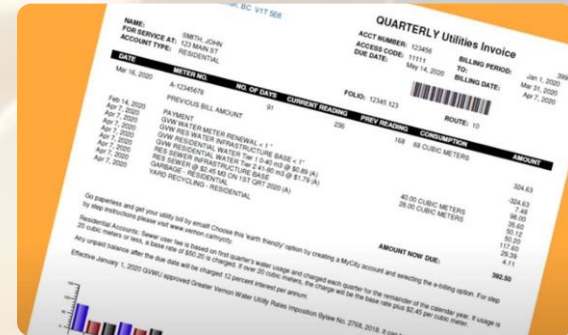
**Let's Hear it for
the Teachers**
Joshua Seigal Poem
Poetry

Reading

at Bovingdon Primary
Academy



How many times have you read today?



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.

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

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
reluctantly

ancestor
lifeline

dawn
headlong

dusk
decent

puzzling
guardian

How do we teach reading?



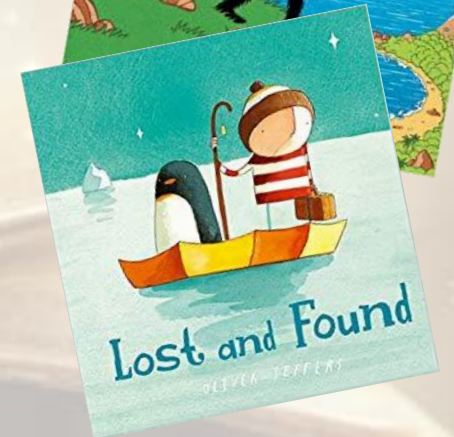


EYFS / KS1

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 Phonics



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.



EYFS / KS1 Phonics



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

EYFS / KS1 Phonics



We carefully follow the prescribed teaching sequence.

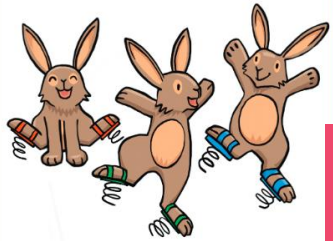
We usually teach four new sounds a week and have a review lesson on a Friday.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

EYFS / KS1 Phonics



boing boing

ea

sixth

... _



each /ee/
head /e/
break /ai/

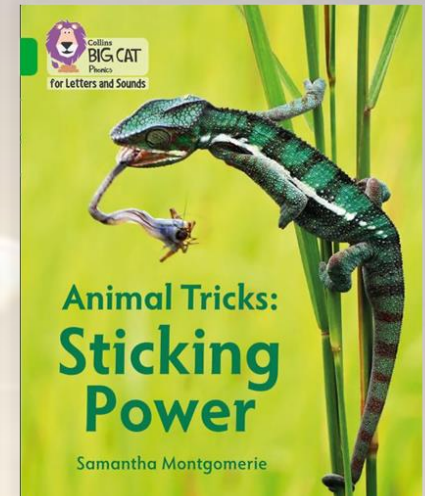
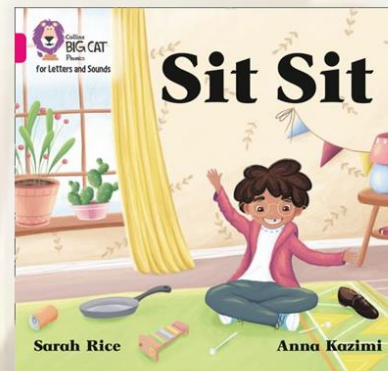
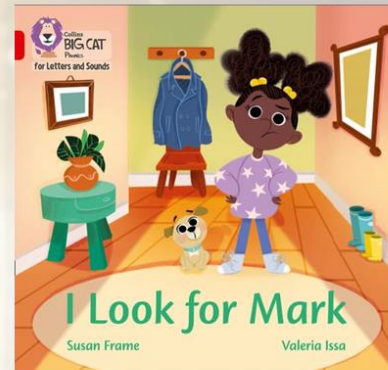
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EYFS / KS1 Guided Reading



Reading practice sessions are:

- timetabled three times a week taught by a trained teacher/teaching assistant
- taught in small groups

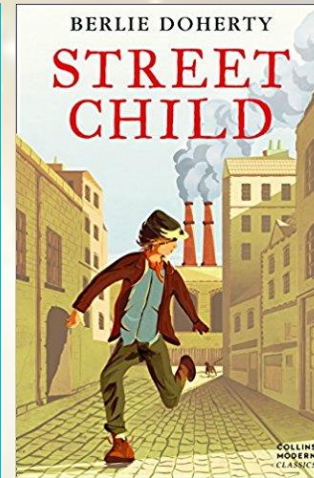
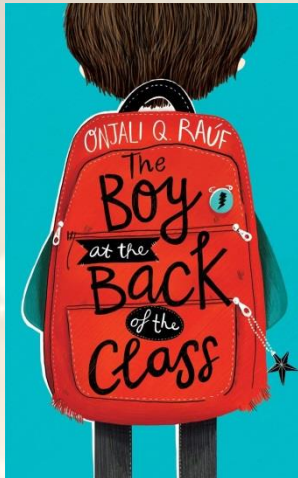
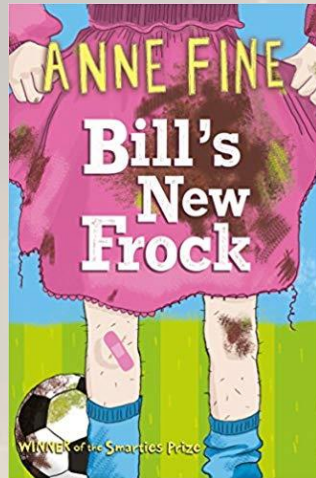
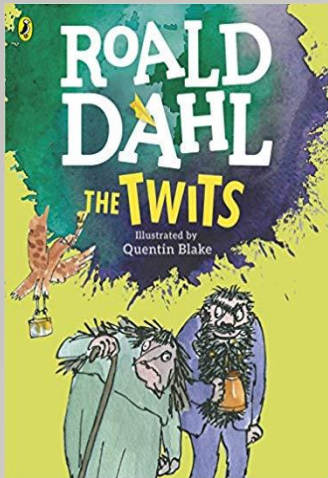


1. decoding

2. prosody

3. comprehension

KS2 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



How reading is assessed



Internal assessments – Ongoing / Termly

Phonics screening check (Year 1) - June

SATs (Year 2) - May

SATs (Year 6) - May

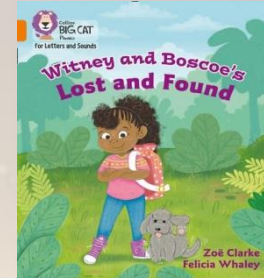
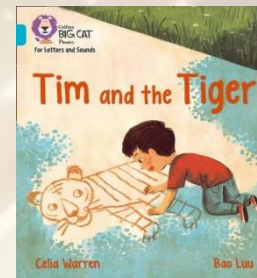
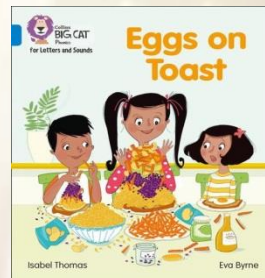
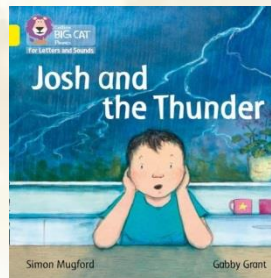
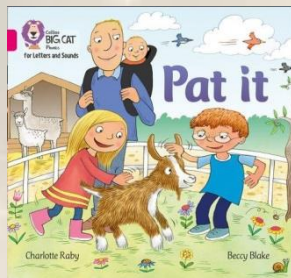
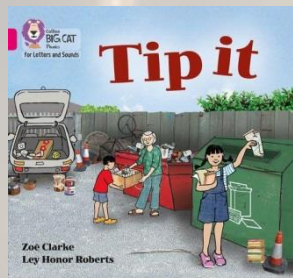


There will be information meetings later in the year for parents in Year 1 (Phonics Screening), Year 2 (KS1 SATs) and Year 6 (KS2 SATs).

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.

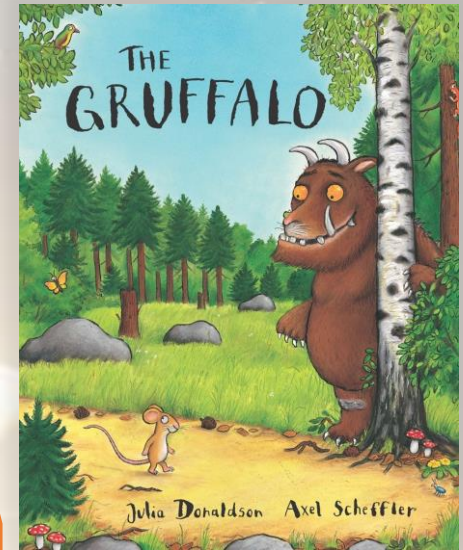
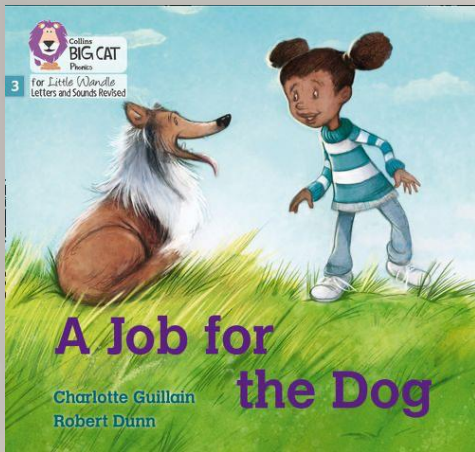


End of Reception

End of Year 1

End of Year 2

Supporting Reading at Home



Your child will allocated an e-book (a familiar read) and bring home a physical banded book (an unfamiliar book). It is important to also read other books (library books, books from home).

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



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



- **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



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

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.

Grow the code grapheme chart Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h	b bb	f ff ph	l ll le al	j jg dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

*Depending on original word

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



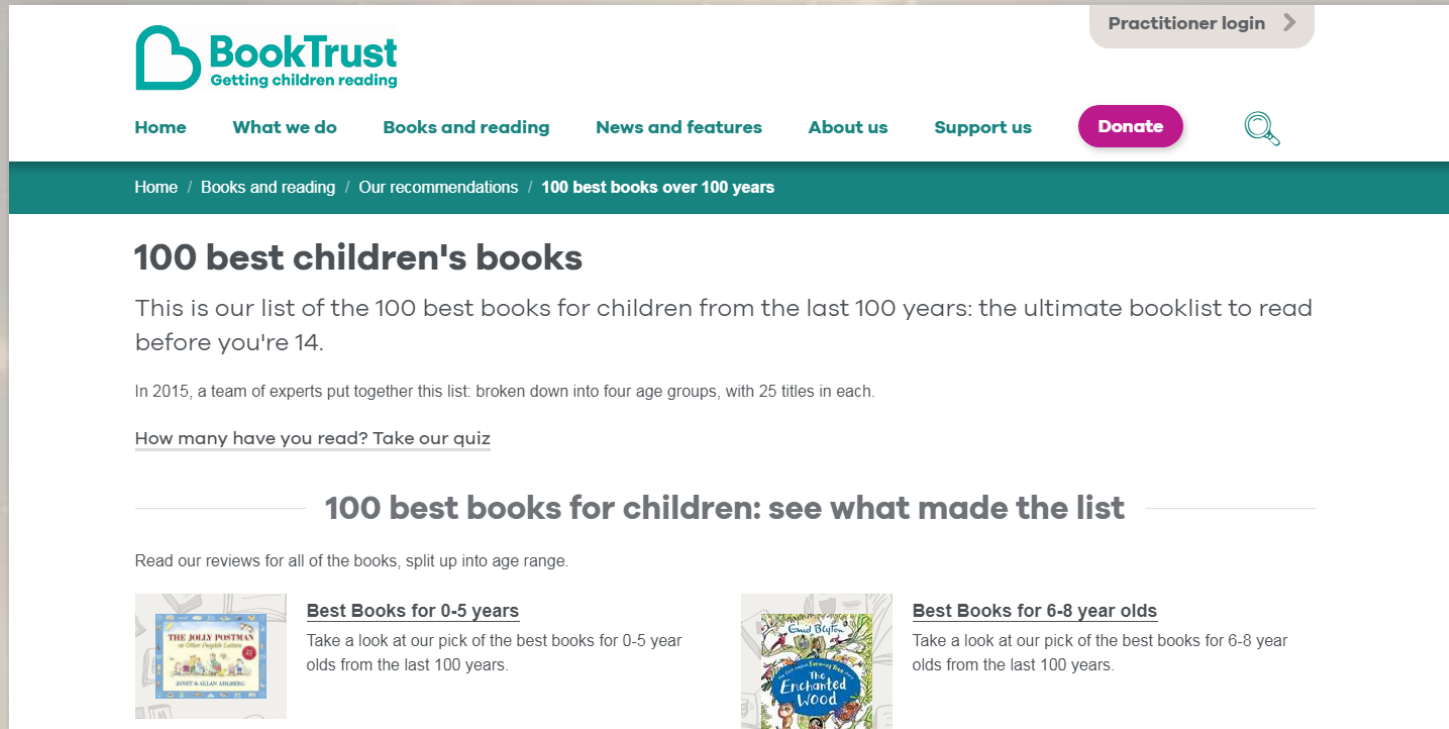
Character questions:

- 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



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



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=w4c_DMS-3IE&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=4
- <https://www.youtube.com/watch?v=-v3XOsTF33Y&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=4>

DFE – KS2

Working at the Expected Standard

- <https://www.youtube.com/watch?v=1t1P4Mftavw&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=8>
- <https://www.youtube.com/watch?v=-pJLvC5eerU&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=10>

Writing

at Bovingdon Primary
Academy



How do we teach writing?



Handwriting



Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

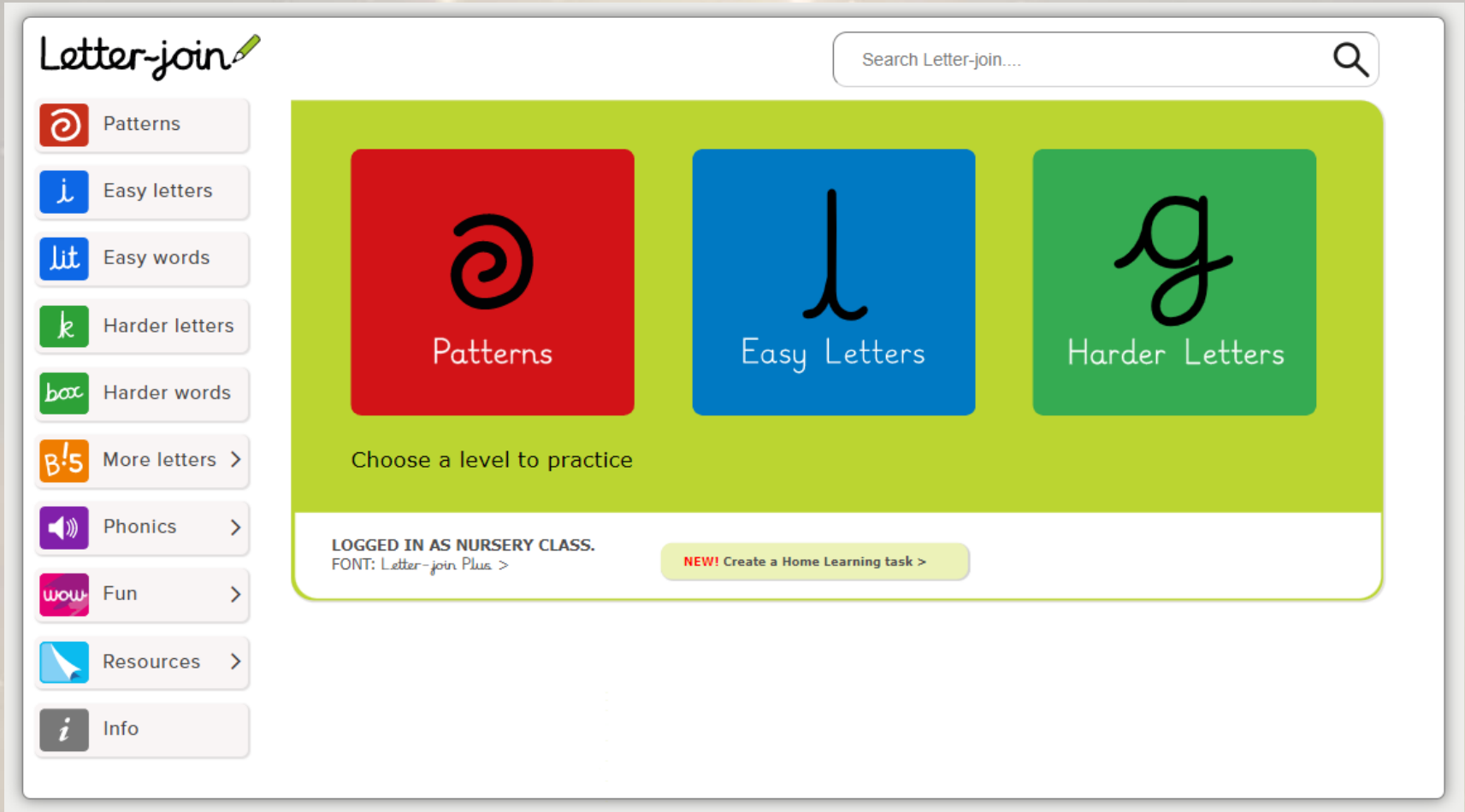
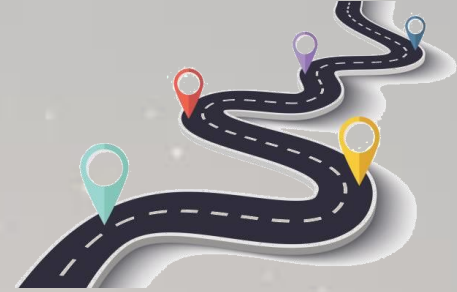



Spin it round...














and grip.

Handwriting



Letter-join 

Search Letter-join.... 

-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More letters >
-  Phonics >
-  Fun >
-  Resources >
-  Info

Choose a level to practice

Patterns Easy Letters Harder Letters

LOGGED IN AS NURSERY CLASS.
FONT: Letter-join Plus >

NEW! Create a Home Learning task >

Handwriting



Home Log-in:

<https://www.letterjoin.co.uk/>

Tablet log-in:

User name: dw2008

Swipe code: A capital 'L' shape starting at top left.

PC log-in

User name: dw2008

Account Password: home

Spelling



ea

each /ee/
h**ea**d /e/
br**ea**k /ai/

Spelling



And all the different ways to write
the phoneme **sh**:

shell
chef
special

caption
mansion
passion

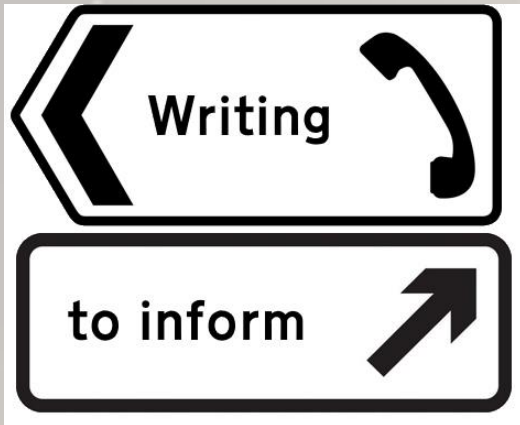
Spelling



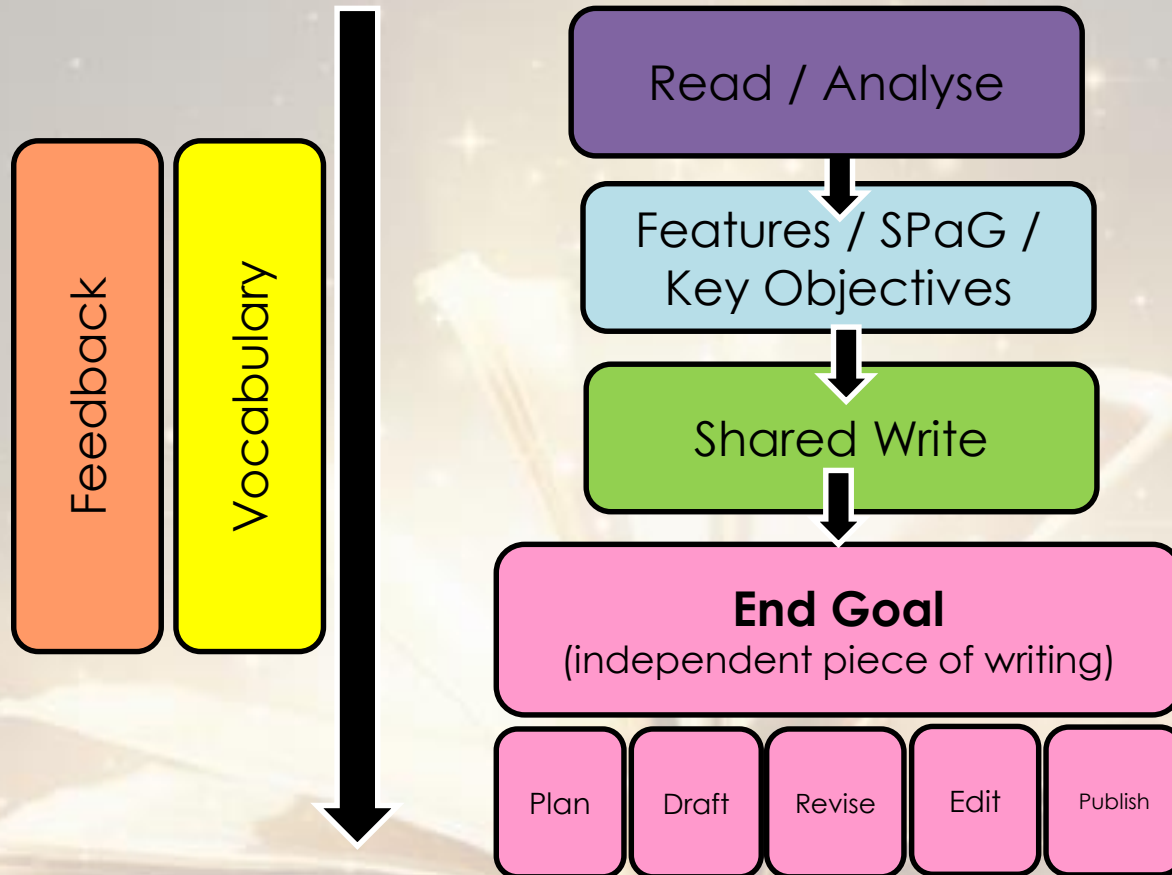
- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Writing for a Purpose



Sequence of Learning KS1 & KS2



Writing End of EYFS



Writing ELG Children at the expected level of development will:

- Write **recognisable letters**, most of which are correctly formed
- Spell words by **identifying sounds** in them and **representing the sounds with a letter or letters**
- **Write simple phrases and sentences** that can be read by others.

Example

mum
dad
Grammar
VCL Tom
anr- m
Sashr
Huddsn
Cidy

Example

I went to
Landa I son dinoSga
bons I went to
the mayse se
m

Example



I Watched a
dinosaur movie
it was sooper
exsiting

Writing End of Year 1



Children working at the expected standard in Year 1 will:

- Begin to form **lower case letters** in the correct direction, starting and finishing in the right place.
- Form most **capital letters** correctly.
- Leaves **spaces** between words
- Use '**and**' to join two simple clauses.
- Is beginning to punctuate sentences using a **capital letter and a full stop**.
- Is beginning to use **question marks or exclamation marks** to demarcate sentences in some writing.
- Use of **capital letters** for names of people, places and the days of the week.
- **Spell most words** containing each of the **40+ phonemes** already taught.
- **Spell Year 1 common exception words** correctly.

Writing End of KS1



Working at the expected standard

- write **simple, coherent narratives** about personal experiences and those of others (real or fictional)
- write about real events, recording these **simply and clearly**
- demarcate most sentences in their writing with **capital letters and full stops**, and use **question marks** correctly when required
- use **present and past tense** mostly correctly and consistently
- use **co-ordination** (e.g. or / and / but) and some **subordination** (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, **spelling many of these words correctly** and making **phonically-plausible** attempts at others
- spell many **common exception words**
- form capital letters and digits of the **correct size, orientation** and relationship to one another and to lower-case letters
- use **spacing** between words that reflects the size of the letters

Example Narrative

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ ~~took~~ ^{took} them all down stairs. & First he opened the silver one which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Example Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky porcupine party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favourite part of the day was identifying the trees.

Writing End of KS1



Working at greater depth

- write **effectively and coherently** for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make **simple additions, revisions and proof-reading** corrections to their own writing
- use the **punctuation** taught at key stage 1 mostly correctly
- **spell most common exception words**
- add **suffixes** to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the **diagonal and horizontal strokes needed to join** some letters.

Example Narrative

Once upon a time there was a badger who always ^{was} hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Example Recount

Porchester Castle

Introduction

Yesterday I went to the old stoney Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxxx. On the way we sang Wheels on the Bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait ^{to see} what we were going to do.

Supporting Writing at Home



Follow your child's interests

Encourage your child to write at home and practise the skills they are learning at school.

Role model

Let your child see you write!

You could write your own story or write a story together.

You can write notes for your child to respond to. You could write a shopping list together. The possibilities are endless.



Handwriting

Practise forming letters correctly at home. This could be using pencils/pens and paper or get creative and use a different material!

Talk comes first

The standard of children's writing at school is not only how they form letters and handwrite.

They must also be able to express their ideas clearly. Can they put thoughts in order and discuss what they want to say?

Spellings

Investigate spelling rules and/or explore alternative spellings from the Little Wandle scheme.

**Curriculum Newsletters
are on the school website
and outline what each
year group is learning
each term.**

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 contact the school office.



THANK
You! 😊