

Reading

The Importance of Reading

*All pupils must be encouraged to read widely across both fiction and non-fiction to **develop their knowledge of themselves and the world they live in**, to establish an appreciation and **love of reading**, and to **gain knowledge** across the curriculum. Reading widely and often increases pupils' **vocabulary** because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' **imagination** and **opens up a treasure house of wonder and joy for curious young minds**.*

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. – National Curriculum 2014

Reading at Busbridge

Reading is a journey that consists of 2 dimensions:

1. **Word reading**: the speedy working out of the pronunciation of unfamiliar printed words (decoding) and familiar printed words.
2. **Comprehension**: this draws on linguistic knowledge (in particular vocabulary and grammar) and knowledge of the world.

We achieve this at Busbridge through our English lessons, listening to children read 1:1, cross-curricular learning and VIPERS guided reading lessons.

Phonics

Little Wandle



Rapid Catch Up Programme

Designed to rapidly catch children up

Phase 2 4 weeks

Phase 3 4 weeks

Phase 4 4 weeks

Phase 5 14 weeks

Interventions should:

- take place every day
- be delivered in short bursts
- follows a robust program of progression in levels of difficulty

Key terms

phoneme	grapheme	grapheme-phoneme correspondence (GPC)
blending	oral blending	segmenting
multi-syllabic word	digraph	trigraph
split vowel digraph	adjacent consonants	alternative pronunciation

The three reads...

- The reading practice sessions have been designed to focus on three key reading skills:
 - decoding – working out what the words say
 - prosody – reading with meaning, stress and intonation
 - comprehension – understanding the text

Assessment

- Initial assessment
- Re-assess every 4 weeks
- Assess children at the end of the programme
- Fluency assessment in Phase 5

Key routines

- Copy me
- Read in your head
- Shuffle time
- Segmenting fingers

Books that go home

- **Practice Book** – matched to their phonics ability. Children read it three times at home so that they become fluent.
- **Sharing Book** – their choice and can come from home or school. Parents can read it to them. Encourages a love of reading.



Fluency Program

Accuracy – words read per minute

Fluency level	Reading speed at 90% accuracy
F1	60wpm
F2	70wpm
F3	80wpm
F4	85wpm
F5	90wpm

Fluency level	Reading speed at 90% accuracy
F6	95wpm
F7	100wpm
F8	110wpm
F9	115wpm
F10	120wpm

Where next?



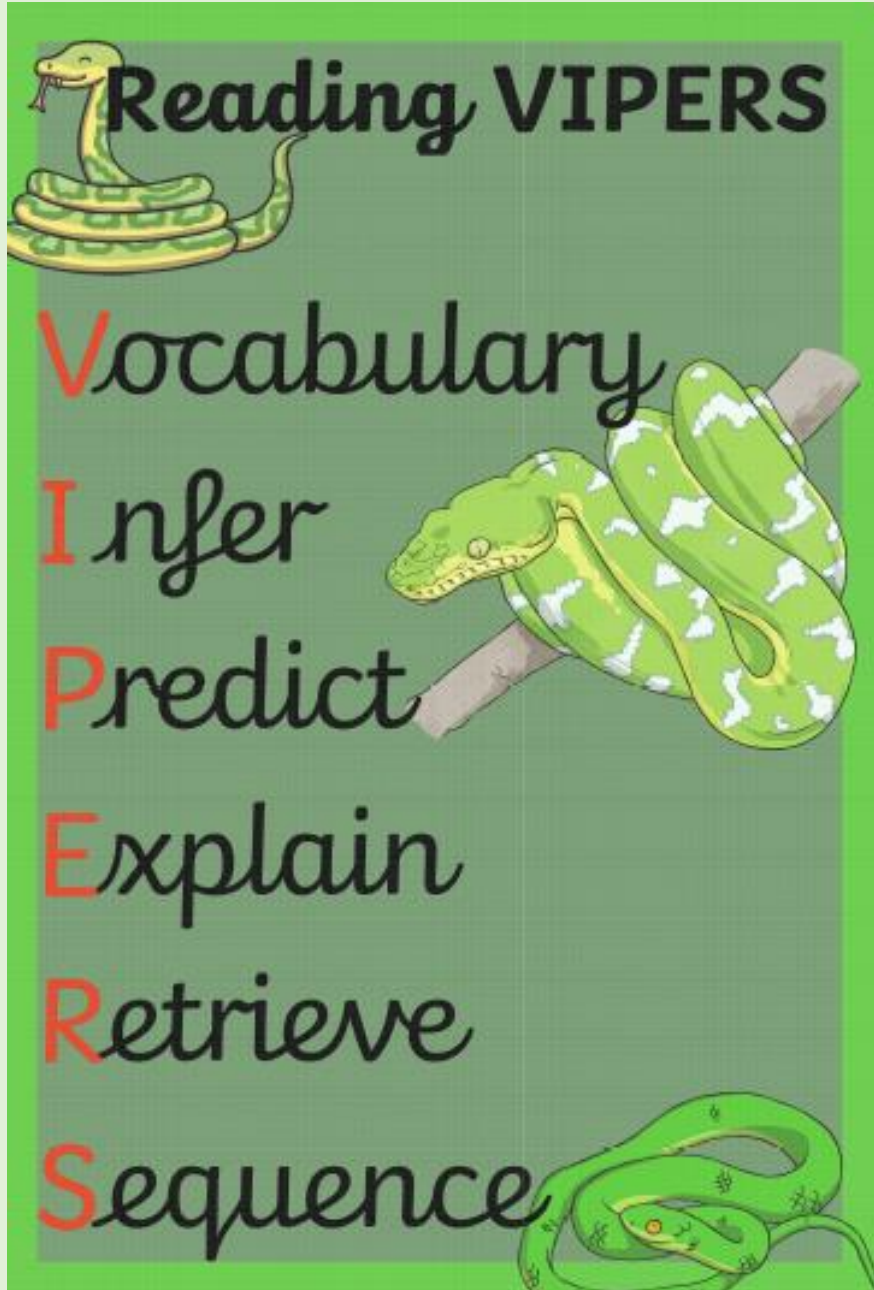
Reading Explorer!

As a Reading Explorer, I will:

- Explore a range of different books (fiction and non-fiction)
- Read and discuss books with an adult at home
- Challenge myself to read books that will stretch me

Signed _____ Date _____






VIPERS

- Year 3 Autumn Term guided reading groups
- Weekly 40 minute whole class sessions
- Wide range of age-related texts
- Reading, discussion, debates, activities, writing
- Focused on reading skills, book discussions and growing a love of reading

Why read 20 minutes at home?

STUDENTS WHO READ:

 20 minutes

PER DAY

3,600 minutes per school year
1,800,000 words per year



SCORE IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 5 minutes


PER DAY

900 minutes per school year
282,000 words per year



SCORE IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 1 minute

PER DAY

180 minutes per school year
8,000 words per year

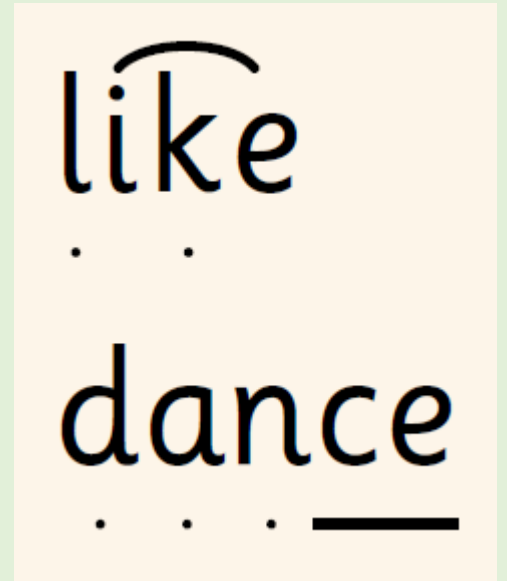


SCORE IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

- Children should be reading at home every day.
- Adults record reading with a child every week.
- Read banded books and others of their choice.
- Be aware of children sticking to the same style/ author.
- Is it at your child's reading level? Difference between content age and reading age.
- Children are expected to read a high quality at a pace

At Home: Word Reading

- If your child is unsure of a word, ask them to **sound it out and then blend**.
- Ask them if they can **spot any digraphs** (2 letters, 1 sound) or **trigraphs** (3 letters, 1 sound) before decoding the word.
- **Chunk up** the word (break it up into syllables e.g. suc/cess/ful).
- Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.



Grapheme chart

Phase 2 and 3														
s	b	p	n	m	d	g	c	r	h	b	f	l	j	v
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll		vv
							ck							
							cc							
ww	xx	yy	zz	qu	ch	sh	th	ng	nk	a	e	i	o	u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

At Home: Vocabulary

- Ensure children can **read** and **pronounce** the words (phonics)
- Time to reinforce different **strategies** for understanding words



great tables that ran the length of the Hall were laid already, the silver and the glass catching what little light there was, and the long benches were pulled out ready for the guests. Portraits of former Masters hung high up in the gloom along the walls. Lyra reached the dais and looked back at the open kitchen door



- **Strategies:** Going back to the text, looking for the root word, glossary, dictionary, check by seeing if you can use this word in a sentence/replace the word.

At Home: Retrieval

- To find, copy and bring it back
- Teach **skimming** and **scanning** strategies to find these quickly e.g:
 - use headings
 - capital letters for proper nouns
 - numbers



Comprehension Skills

- Use the **VIPERS bookmarks** to ask questions that require different skills
- Inference - making a sensible guess based on the evidence
- Encourage children to go back to the text and use the **text to support** their ideas (use 'because')
- Two sets of PJs (Point, Justify, Point and Justify)

What impressions do you get of Piper's house?

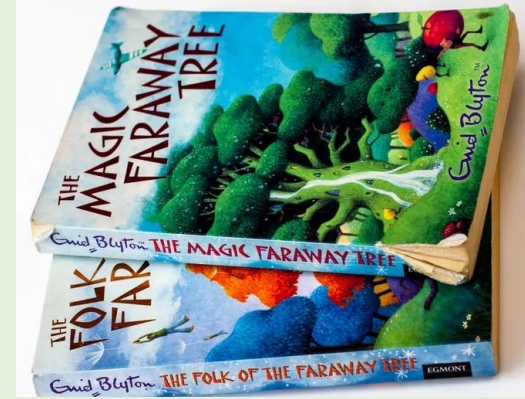
Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

Explain

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...? Which is better and why?
- Explain how the author has made you happy/sad /angry /frustrated

Top Tips for Reading at Home



- **Encourage them to read** – is the book being made into a film? e.g. Faraway Tree, Bad Guys. What are they most interested in?
- **Read to your child** daily using engaging texts – they are never too old to be read to! The reading challenge list is a great place to start.
- Be a positive **role-model** for reading – if you show enjoyment, your child will. What books did you enjoy as a child? Can you share this with them?

Choose the right level

Lexile Hub: <https://hub.lexile.com/find-a-book/>

TYPICAL READER MEASURES BY GRADE	
GRADE	LEXILE READER MEASURES
1	BR120L to 295L
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855L to 1165L
7	925L to 1235L
8	985L to 1295L
9	1040L to 1350L
10	1085L to 1400L
11 & 12	1130L to 1440L

Dog Man



Book Details

Author(s): [Dav Pilkey](#)

Age Range: 7 - 11

Language: English

Page Count: 240

George and Harold have created a new breed of just this heroic hound digs into deception, claws after the answer the call of duty? Dav Pilkey's wildly popular series explores empathy, kindness, persistence, and the importance of

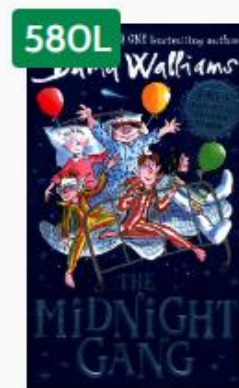
[Collapse Summary](#) ^

Powered by Bowker

Categories

Mystery & Suspense, General Literature

The Midnight Gang



Book Details

Author(s): [David Walliams](#)

Age Range: 8 - 11

Language: English

Page Count: 464

Vocabulary

Find a Book selects up to 10 words from the book that inform instruction.

Common Sense Media

<https://www.common sense media.org/book-reviews/stormbreaker-alex-rider-adventures-book-1>

Spelling

My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.



What makes spelling so challenging?

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
On hiccough, thorough, slough and through.
Well done!
And now you wish perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead-
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).



What makes spelling so challenging?

- 26 letters of the alphabet
- 44 sounds or 'phonemes'
- 19 vowel sounds
- 25 consonant sounds
- Sounds can be represented by more than one letter, e.g. sh-o-p
- One sound can be represented in a variety of different ways, e.g. shop, chef, sugar, tissue
- One spelling can represent a variety of sounds e.g. moon, book.

Children who struggle with spelling usually have no strategies up their sleeve when they get stuck on a word. Ask any weak spellers the question, ‘what do you do when you cannot spell a word’. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.

Pie Corbett



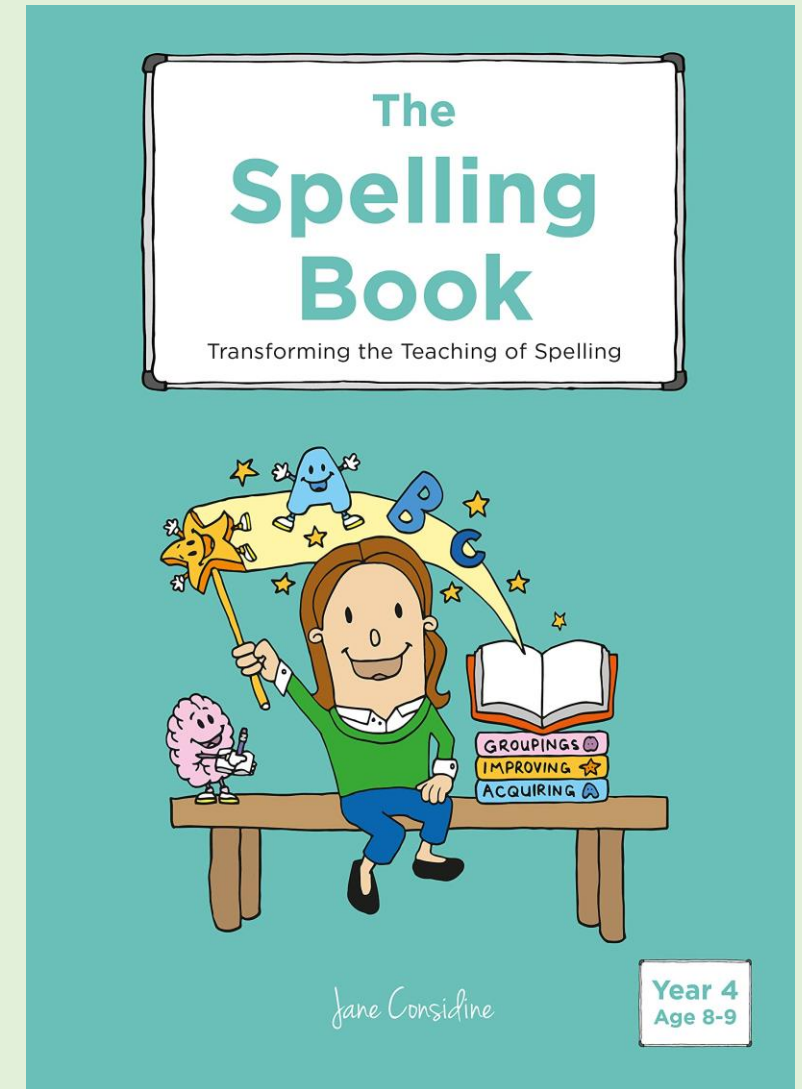
‘Learning to spell involves the integration of several skills. These include knowledge of phonological representations, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and conventions.’
(Lennox and Siegel)

Being able to spell involves different strategies:

- Phonics
- Grammar
- Meaning
- Analogies – patterns and visual memory
- Spelling conventions – a sense of probability (Year 3 called ‘Best Bets’)

How is spelling taught at BJS?

- Y3 Autumn term – Little Wandle Spelling
- Y3 Spring – Y6 – Jane Considine's Spelling Book



How is spelling taught at BJS?

- 2 – week cycle to allow time for retrieval practise

Week 1	Week 2
Investigation – 40-50 minute ‘investigation’ lesson	5 x 10 minute short retrieval practise/spelling skills sessions
e.g. ‘To pluralise a word ending in ‘o’ you always add – es’. Is this always, sometimes or never true?	<ul style="list-style-type: none">- Contractions- Which sort of vowels come before double consonants?- Words containing silent letters- Correct the spelling errors- Possessive apostrophes

How can you help at home?

- Identify parts of the word that children find tricky – usually the middle
- Little and often
- Stick to one pattern at a time
- Games – make it fun!
- Lots of encouragement – spelling is hard!



Strategies – mnemonics

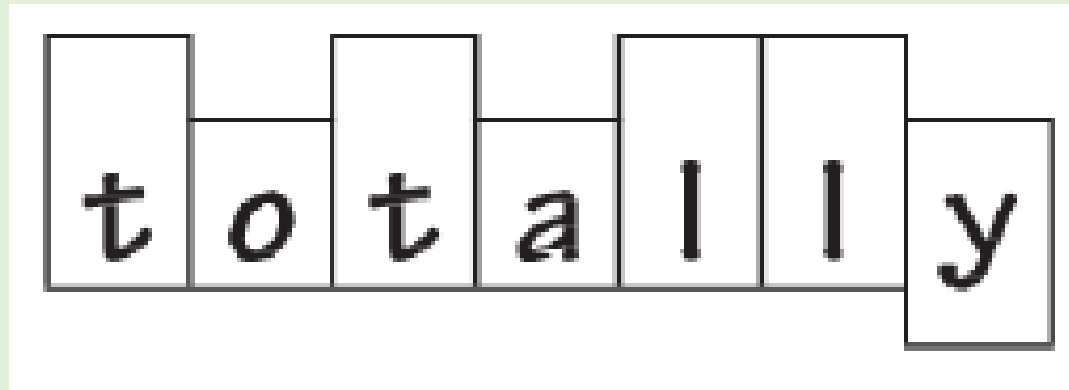


Strategies – find words within words

- Grandmother
- Everywhere
- Pretending
- Something

Strategies – draw around the word

- Take time to draw boxes around letters that make up a word, paying particular attention to the ascenders and descenders
- Can you replicate the shape and fill in the boxes with the correct letters?

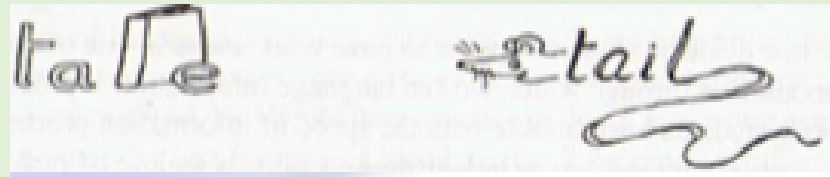


Strategies - metacognition



- Offer children the opportunity to explore a range of strategies for learning

- Visual



- Auditory (Feb – ru – ary, Wed – nes – day)

- Kinaesthetic



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	<i>vicious</i> , <i>precious</i> , <i>conscious</i> , <i>delicious</i> , <i>malicious</i> , <i>suspicious</i> <i>ambitious</i> , <i>cautious</i> , <i>fictitious</i> , <i>infectious</i> , <i>nutritious</i>