



**Curriculum Evening**

**Phonics & Reading**

**2<sup>nd</sup> October 2023**



“

Learning to  
read inspires  
and enables  
a lifetime of  
learning.

# The fundamental skill of reading

- Learning to read and reading to learn, is the foundation for educational success.
- Reading is the singular most important academic skill of our age.

# The importance of reading, begins with talking

- All **talk** is useful, especially when directed to a child specifically
- Children expand their **language** and **vocabulary** by **listening** or joining in with a story/rhyme
- Book related **talk** introduces children to language that they might not hear in ordinary conversation.

*(This is not to say that all reading difficulties are caused by lack of conversation)*

# The research

Here's how many words a child would have heard by the time they were 5 years old

- Never been read to

4,662

- 1 – 2 times per week

63,570

- 3 – 5 times per week

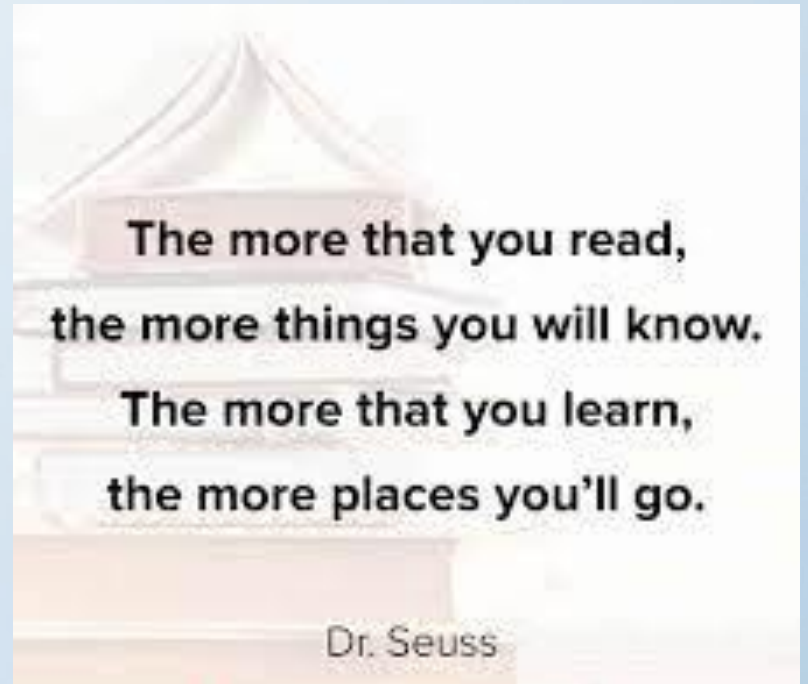
169,520

- Daily

296,660

- 5 books a day

1,483,300



Miss Pepler

Reading in EYFS

# What does reading look like in the EYFS?

## Phonics



## Daily shared stories



# Daily shared stories

In Oak class, we have a story voting system. Each day the children will have 3 stories to choose from, and they will cast one vote during the day. The story with the most votes is read by an adult before home time.

We allocate 20 minutes for this shared story session. We spend time discussing key features of the book, characters, setting and feelings as well as naming the parts of the book. We share a mix of fiction and non-fiction texts and give the children the opportunity to share their opinion about a text.

In addition to this, we have a 'book of the week' which is linked to writing and topic activities.



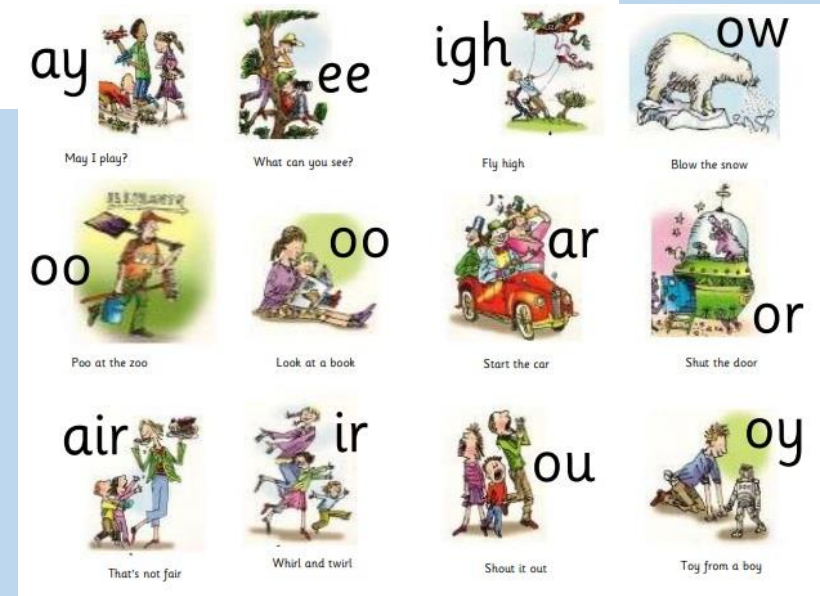
# Read, Write, Inc Phonics programme

- Begins in Nursery alongside sharing lots of stories and developing listening skills
- Daily sessions – In September as one group. Multiple groups as the year progresses.
- In reception, the children will learn Set 1 and Set 2 sounds (25 single letter sounds and 18 two/three letter sounds)
- Children say ‘pure sounds’
- Daily practise of blending and segmenting to read and write
- ‘My turn, your turn’
- Green words and red words
- Letter formation is taught separately using kinetic letters
- RWI reading books will be sent home in line with children’s phonetic knowledge (more about this later)

## Set 1



## Set 2



[Parent Video – How to say the sounds](#)

# What does a phonics lesson look like?

## Speed sound lesson

- Learn a new sound each day for set 1 and 2 or 3 sounds a week for set 2
- Practise saying the sound (bounce or stretch the sound) and say words using this sound
- Spot the new sound in the pack (revising sounds learned previously)
- 'Fred Talk' - oral blending using the new sound

## Word time (a new word time begins every 4/5 days)

Teacher selects 3 or 4 words from the 'word time' selection – these same 3 or 4 words are used for each of the following activities:

- 'Fred Talk' – oral blending using previously taught sounds
- Teacher models reading a word using sound cards
- Making the word with magnetic letters (teacher model first) – encouraging children to say which sounds they hear
- Final challenge – Independent blending using sound cards

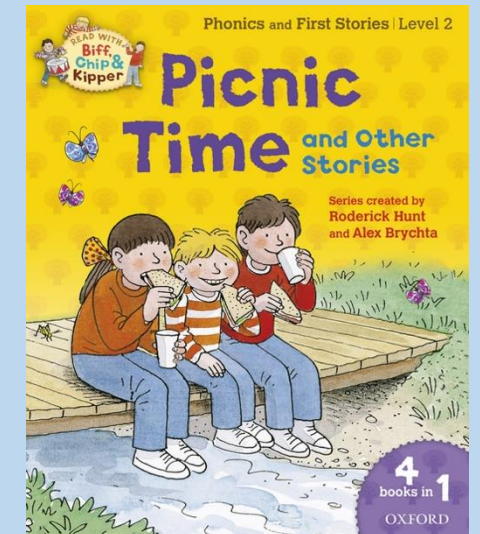
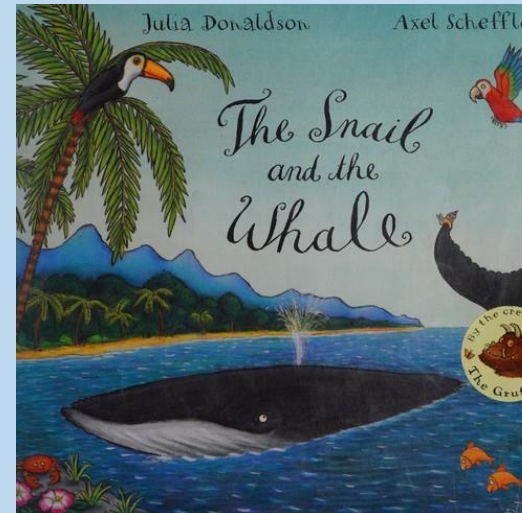
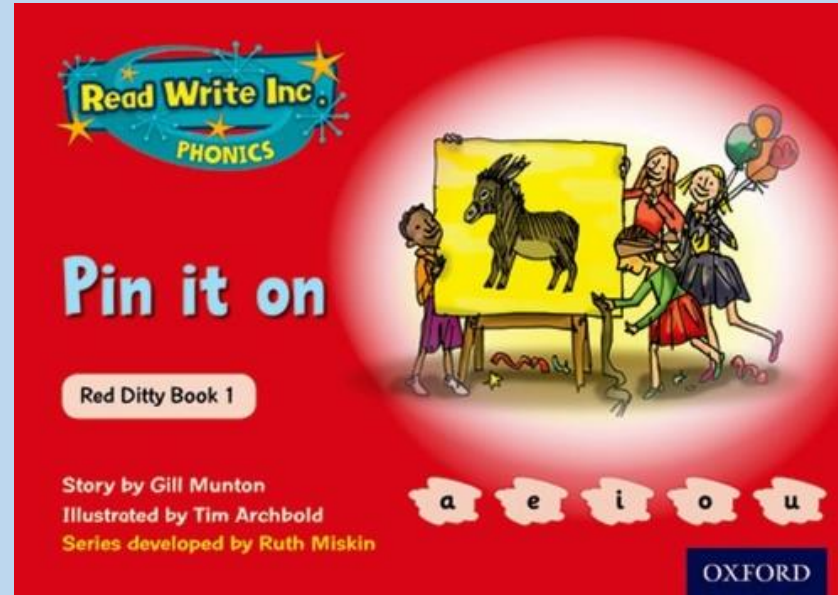
Red words – these are words which cannot be 'sounded out' the children have to learn them by sight. I teach these by encouraging the children to spot the 'trick' in each word.

This model stays mostly the same throughout the year. Adaptation are made in terms of independence and recording words with a pen in place of magnetic letters.

# Reading books in Oak class

Once sufficient progress has been made through the phonics programme, the children will take home two types of book.

1. Reading for pleasure – these are selected by the children
2. RWI text – these are selected by the adults according to regular assessments



# Supporting your child to read their RWI book

Speed sounds

Green words

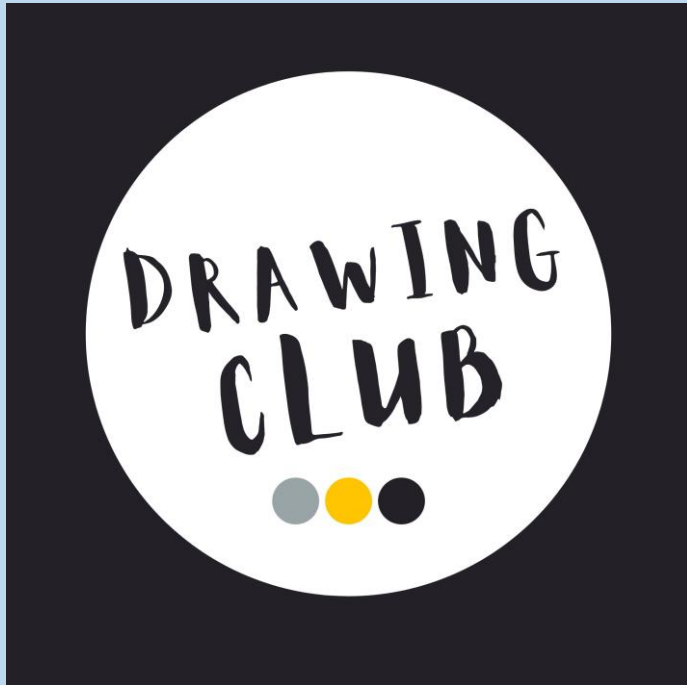
Red words

Reading daily

Pointing as they read

Comprehension questions

Speedy words



A writing initiative building upon a love a stories!

One story each week.

3 days a week.

7/8 amazing words.

Character, setting and imagining.

Mrs Connor

Transitioning from EYFS  
into Key Stage 1 and 2

# Phonics in Year 1

Y1 children continue to follow our RWI phonics programme from where they left EYFS.

Set 3 sounds are introduced which include split-digraphs.

They work on the fluency of their decoding and their accuracy.



# Phonics in Year 1

Your child will bring home two books.

One is for your child to read to you. It has been carefully chosen to match their phonics decoding level.

The other book – the ‘reading for pleasure’ book may have words in it that your child may not be able to read yet. It is for you to read to your child and talk about together.



# Progress assessments

At the end of each term, children who are still following the phonics programme are assessed to determine their progress and gaps.

Children are placed into new phonics groups and interventions are given to fill any gaps found.

In June, all Y1 children sit the Phonics Screening Test.

*Once completed and successfully achieved the RWI Phonics scheme, children will move onto focusing on spelling rules as part of Spelling Shed. This will be in Year 2 but for some they may start in Year 1 from the summer term.*

# Moving on from RWI to Accelerated Reader

Reading is a skill and, as with every skill, it requires practice.

Once children complete the RWI phonics scheme, they move onto our Accelerated Reader Scheme.

However, gaps in decoding are still given priority within each class.

For children with a specific need, we have various means of support within school that we follow.

To get onto the Accelerated Reader, children must pass a test.

# The ZPD

Practising with books that are too hard results in frustration.

Practising with books that are too easy does little to improve skills and leads to boredom.

With Accelerated Reader, we use the term Zone of Proximal Development (ZPD) to match pupils to appropriate books.

Based on a concept developed by Russian psychologist Lev Vygotsky, the ZPD represents the level of difficulty that is neither too hard nor too easy, and is the level at which optimal learning takes place.

Each ZPD is a personalised starting place for reading practice and may need to be adjusted over time.

# The Quizzes

Each time a pupil completes a book, they have to complete a quiz in school.

The quizzes act like a heart monitor - they give you information that tells you how hard the student is working

If the pupil achieves a score of 80% or higher, they move onto the next level within their ZPD.

If the pupil scores lower than 80%, they either stay on the same level or depending on their percentage, they move down a level within their ZPD.

This is the time when we can begin to pinpoint if we need to be using more specific comprehension strategies?

# Fluency leads to Comprehension

The more fluent the child becomes, their focus can then shift to being able to comprehend what they are actually reading. They are no longer decoding words, but they are now lifting the meaning from the page – connecting words and sentences and making connections across the text.

A language-rich environment is very important for a child to take on new vocabulary. The more children take part in conversations and discussion, the more they will understand.

# Guided Reading Sessions

To support comprehension...

- 30 minute guided reading session every day
- 2 x Book Talk Sessions using a Guided Reading Text
- 1 x Big Picture
- 1 x Making Meaning/Mind-map
- 1 x Comprehension

# Book Talk - Mon/Tues

We look at three lenses as part of a 'Book Talk' session.

A 'FANTASTIC' Lens

A 'STYLISTIC' Lens

An 'ANALYTICS' Lens

Classes have a text they are reading as part of this and as well as reading the text, discuss three different lenses each Book Talk session.



# Guided Reading Sessions

Wednesday – The Big Picture



## My Bottom's Gone Missing

My bottom's gone missing.  
It left in the night.  
I woke up in bed  
with a terrible fright.

I reached down to **greet** it  
and wish it good day,  
but found that my bottom  
has **wandered astray**.

I called for my dad and  
I called for my mum –  
“My bottom's gone missing!  
My beautiful bum!”

They **fetch**ed me some cocoa  
and, pouring a cup,  
explained that bums vanish  
when children grow up.

Shared Reading –  
extract of a fiction  
or non-fiction text  
or poem.



### Contextual Clarification

wandered astray:

Walk off.



### Vocabulary

**greet:**

Say hello.

**fetch:**

To get.

**The Big Picture**  
**Session 1. Main Idea**

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A child woke up and their bottom had gone missing. They still have to go to school as their parents say it's normal.



## The Big Picture Session 1. Reader's Questions

Time  
allocated:  
10 minutes



Where has the bottom gone?

How will they go to the toilet?

How will they sit down

Will their bottom come back?

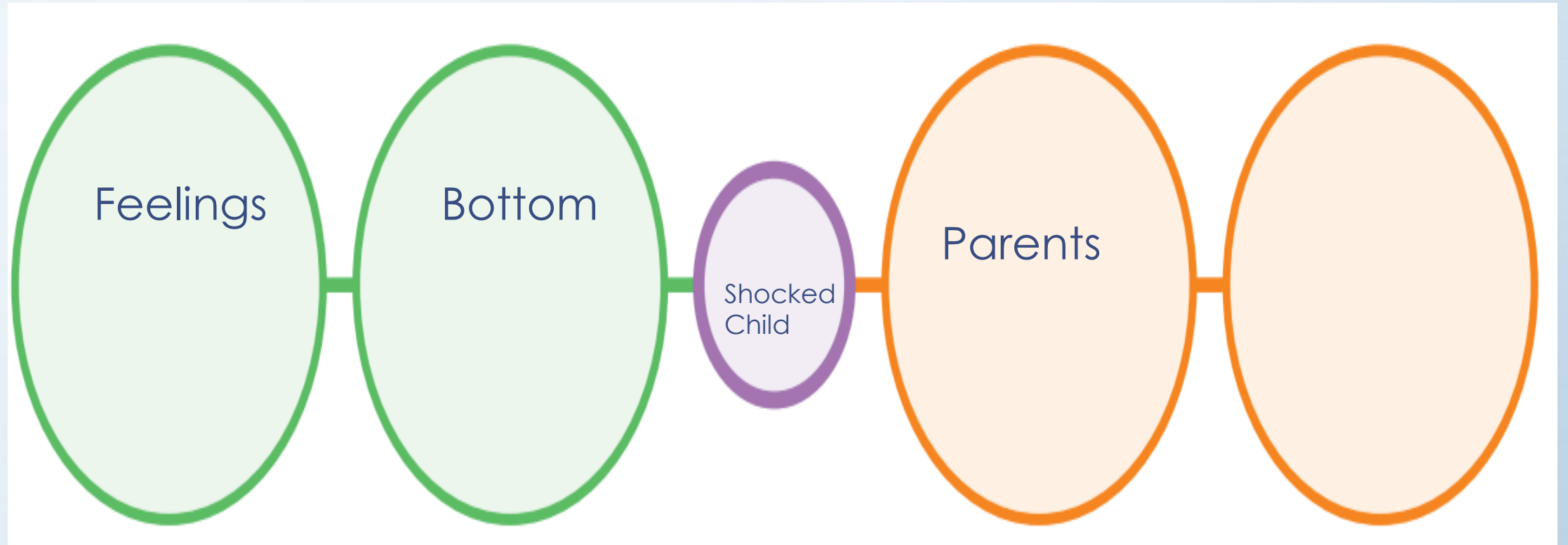
Will they grow a new one?

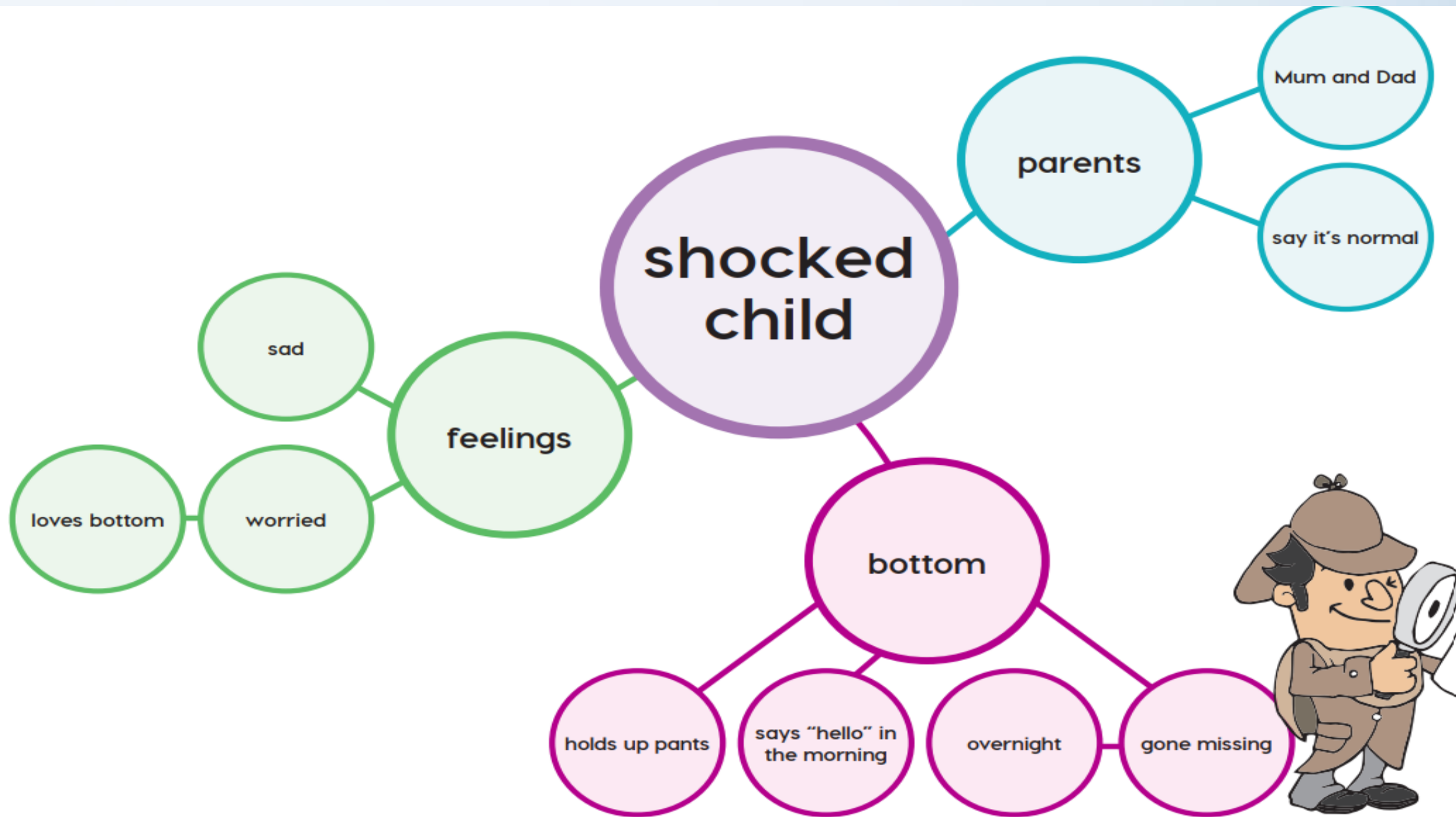


# Guided Reading Sessions

Thursday – Reading Like a Detective

Pull out key information which they then link together in organised groups.





# Guided Reading Sessions

Friday – Comprehension

## Session 3. Demonstration Comprehension

Modelled by the teacher - I do.



Question 1: Why did Joshua Siegal use the word "trudged" instead of "walked"?

Thinking Side

Writing Side

Point:

unhappy

Evidence:

"bottom's gone missing"  
"tear in my eye"

struggling to walk

"held up my pants"  
"tripped as my trousers slid down  
to my feet"

High  
Utility  
Words

might

Sentence Stem:

The poet used "trudged"...

The poet used "trudged" instead of walked because the child **might** be struggling to walk without a bottom and had to hold up their own pants. They were feeling unhappy and crying because they wanted their bottom back.



## Session 3. Demonstration Comprehension

Co-created with the pupils - **We do.**



Question 2: How is the child feeling about their bottom going missing?

Thinking Side

Writing Side

**Point:**

woke up panicked/shocked

**Evidence:**

“terrible fright”

sadness/upset

“my bottom and I were in love”  
“a tear in my eye”

loved bottom

“I started to cry”  
“I sunk to my knees”

High  
Utility  
Words

wondering

**Sentence Stem:**

The child is feeling...

The child is feeling upset at waking up without a bottom. They woke up “with a terrible fright” and called for Mum and Dad because they were worried. They spent the day **wondering** whether their bottom would come back as they really loved it.

## Session 3. Demonstration Comprehension

Pupils complete independently - **You do.**



Question 3: What would you feel if your bottom went missing?

Thinking Side

Writing Side

Point:

annoyed

worried/cry

laugh

embarrassed

Evidence:

"held up my pants"

High  
Utility  
Words

range

Sentence Stem:

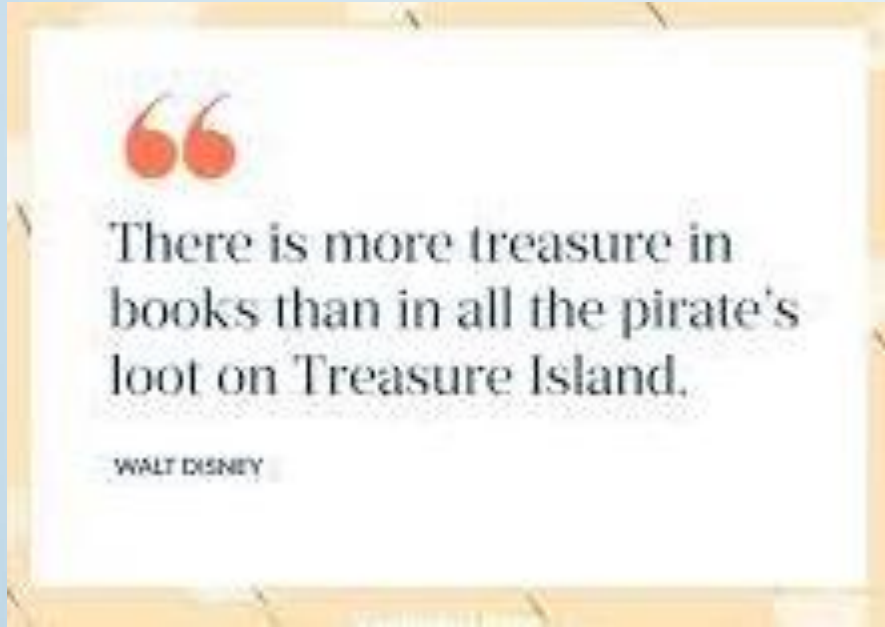
If my bottom went missing...

I think I would feel a **range** of emotions from being anxious to embarrassed. The overriding feeling would be annoyed that I have to hold up my pants. I would talk to someone and ask for help. They would explain to me what had happened. This might make me feel better.

and finally...

# Story Time

As well as in EYFS, each class spends 5-10 minutes every day listening to either a picture book, a poem or a chapter from the class text.



Any questions?