

How children learn to read.

Reading at Greenpark Academy.

CAN YOU READ THIS?

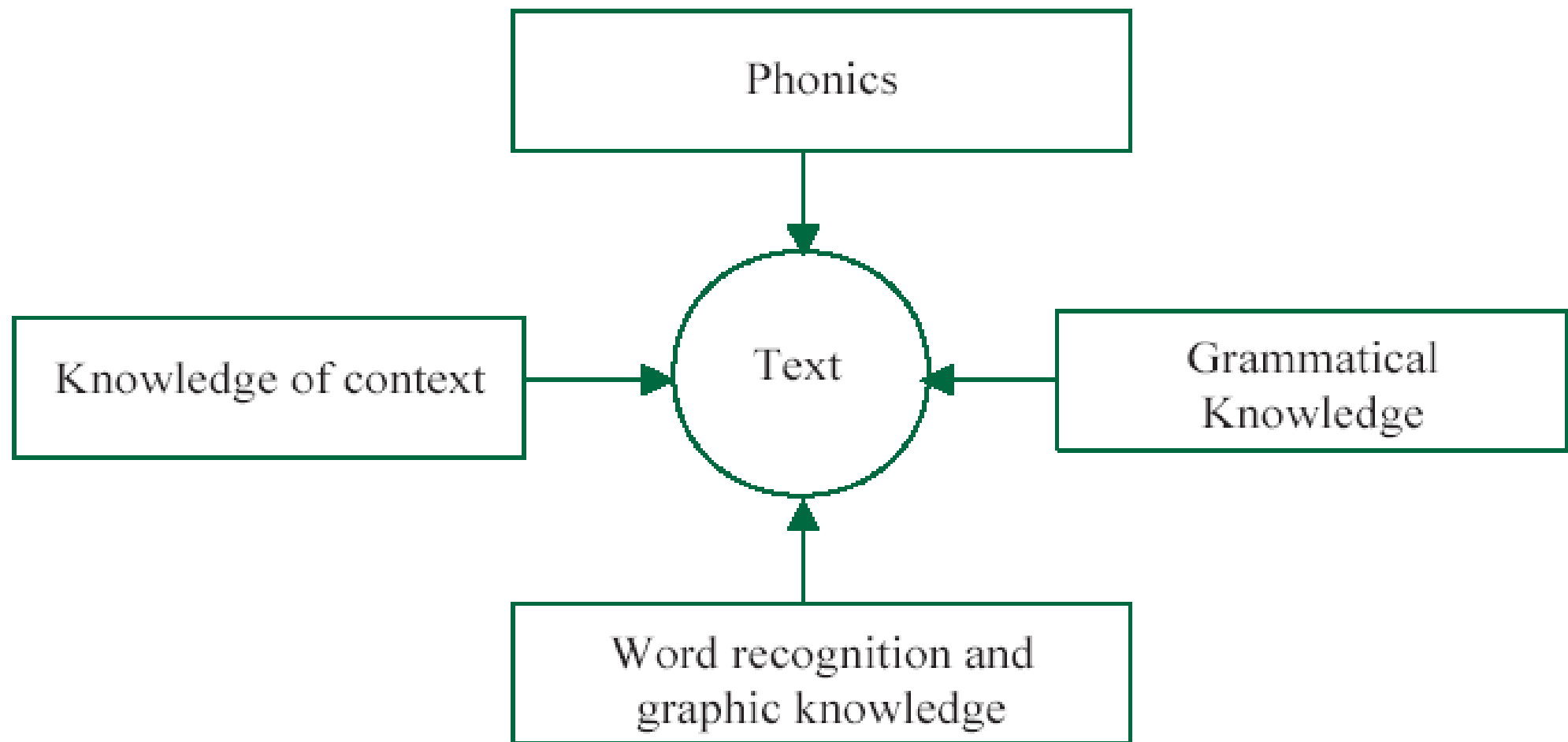
Potes hoc legere?

We can have a go- we can make the 'sounds' and probably read the words correctly but it doesn't mean anything to us. We need context and we need to rely on other knowledge. Children need to be taught to read using these other skills as well as just having a phonic awareness.

HOW ABOUT THIS ONE?

ThXX XX mXcX XXsier XX XXXd!

As readers, we are able to attempt to decode this using a context. We are spellers and are able to recognise possible words within the sentence. These are the skills that children need to have in order to be successful readers.



PROGRESSION OF READING.

- Birth to 5
- EYFS
- KS1
- KS2

BIRTH TO 5

- Those children who are read to often from very early in their lives have a much wider vocabulary than those who aren't read to.
- Hearing and joining in with nursery rhymes increases vocabulary and it helps get an idea of rhyme and rhythm. The structure of nursery rhymes also opens children up to the structure of story telling, in that it includes characters, settings, description and has a beginning, middle and end.
- Sharing a book with someone helps young children learn how to handle a book and follow text, turn pages etc.
- Small children love to mimic adults- if they see an adult reading they are more likely to copy and pick up a book to read.
- Use of signs and logos in the environment (next slide)- begin to associate words with well known and familiar logos.

				
Level 1	Level 2	Level 3	Level 4	Level 5
				
Level 6	Level 7	Level 8	Level 9	Level 10
				
Level 11	Level 12	Level 13	Level 14	Level 15
				
Level 16	Level 17	Level 18	Level 19	
				
Level 21	Level 22	Level 23	Level 24	Level 25



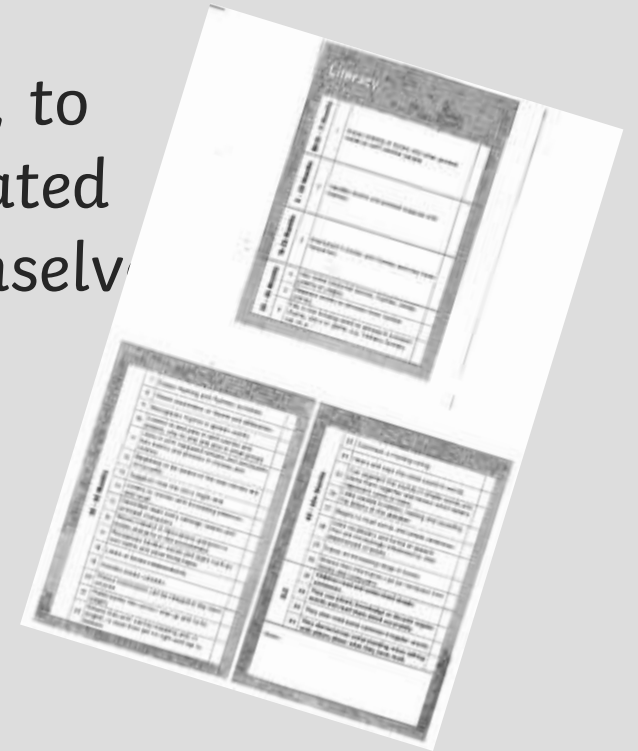
Sainsbury's

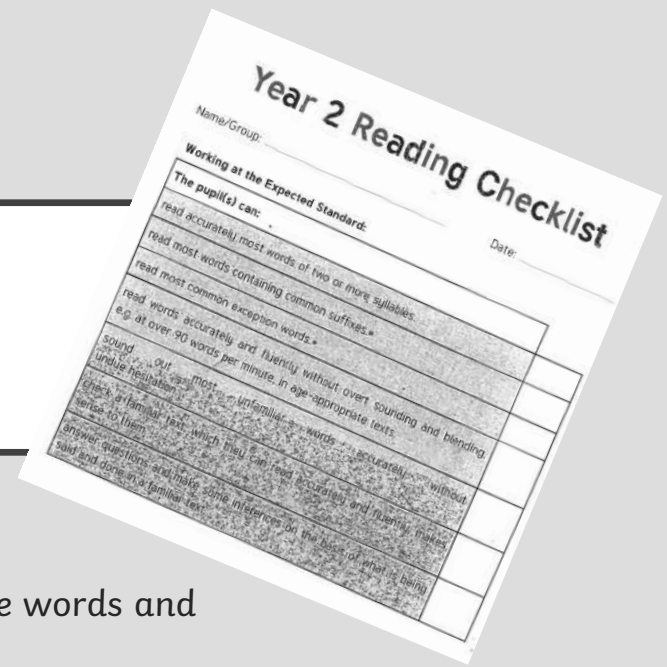
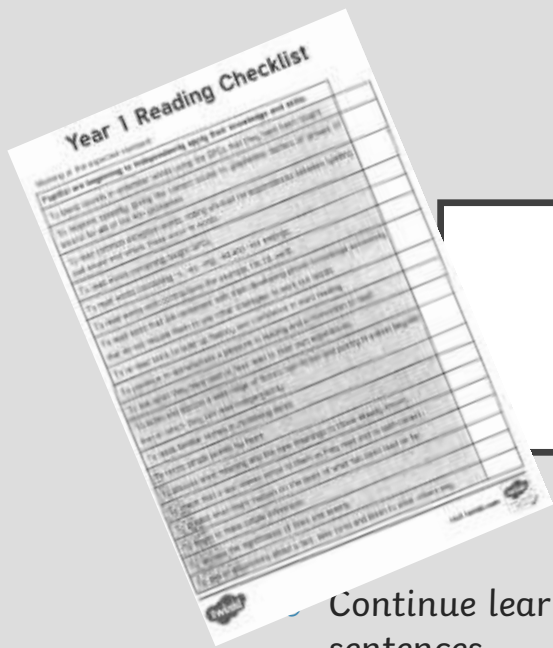
TESCO

Cbeebies

EYFS

- Start using phonics. Children begin to learn to link 44 sounds to 26 letters of the alphabet. Begin to use knowledge to decipher words and sentences.
- Children's reading books are linked to their current set of sounds from phonics lessons.
- Listening to stories and rhymes- learning to sit and listen, to comprehend and talk about the book, to join in with repeated phrases (fairy tales) and to then begin telling stories themselves.





KEY STAGE I

- Continue learning how to link 44 sounds to 26 letters of the alphabet- using skills to decode words and sentences.
- Using phonic knowledge to blend sounds to read words aloud in preparation for phonics screening test.
- Listening to a variety of texts and being able to discuss, infer and predict. Using the ever increasing bank of stories to be able to retell and create their own.
- Begin to read texts confidently and fluently. Answer questions about the content they have just read.

Year 2:

- Shift from *mostly* reading single words aloud to reading entire booklets at speed* and in silence.
- Learn to pick out details from text in order to discuss/ answer questions about.
- Inference, retrieval and prediction.
- *Reading speed: 90 words per minute when reading an age appropriate text.

Y3/Y4 Reading Checklist

Working at the Expected Standard:

Pupils are beginning to independently apply their knowledge:

to usually read fluently, decoding longer words with support, testing out different pronunciations.

to apply their growing knowledge of root words and prefixes, including in-, im-, il-, in-, dis-, mis-, un-, re-, sub-, inter-, super-, and- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to apply their growing knowledge of root words and affixes/word endings, including -ation, -ly, -ous, -ure, -ise, -ion, -ion and -ian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.

to develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace)

- reading books that are structured in different ways for a range of purposes and participating in discussions about them.

- using appropriate terminology when discussing more difficult texts.

to understand what they read, in books they can read independently, by:

- making what might be inferred from details stated and implied characters, settings.

- retrieving and recording information from non-fiction using conventions, such as indexes, contents pages and glossaries.

KEY STAGE 2

Y5/Y6 Reading Checklist

Working at the Expected Standard:

Pupils are beginning to independently apply their knowledge:

to usually read fluently, decoding longer words with support, testing out different pronunciations.

to apply their growing knowledge of root words and prefixes, including in-, im-, il-, in-, dis-, mis-, un-, re-, sub-, inter-, super-, and- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to apply their growing knowledge of root words and affixes/word endings, including -ation, -ly, -ous, -ure, -ise, -ion, -ion and -ian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to read most Y5/Y6 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.

to develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace)

- reading books that are structured in different ways for a range of purposes and participating in discussions about them.

- using appropriate terminology when discussing more difficult texts.

to understand what they read, in books they can read independently, by:

- making what might be inferred from details stated and implied characters, settings.

- retrieving and recording information from non-fiction using conventions, such as indexes, contents pages and glossaries.

Year 3 & 4

- Gaining fluency and working on maintaining reading speed of at least 90 words per minute with an age appropriate text
- Reading for a variety of audiences and varying their style accordingly
- A deeper understanding of text to enhance discussion

Year 5 & 6

- Continue working on fluency and reading speed (SATs reading test based on speed of 90 words per minute, but to enable children to get all questions completed with time to check, 100 words per minute is preferential!)
- Maintain a positive attitude toward reading and read widely across a variety of genres, being able to discuss and compare books and authors.

READING FOR PLEASURE (R4P)



- Each class should be striving toward a 'reading for pleasure' ethos. Teachers have a list of idea/actions that contribute toward an R4P classroom.
- Free choice books of a range of genres widely available.
- ERIC time daily (children and adults)
- Class book shared daily- on display somewhere with tricky vocal
- Weekly visit to library
- Scheme books read/ changed in school and at home.



SCHEME READERS

Band	Colour	Label	Year Group
0	lilac		Reception
1	pink		
2	red		
3	yellow		One
4	blue		
5	green		
6	orange		Two
7	turquoise		
8	purple		
9	gold		Three/Four
10	white		
11	lime green		
12	brown		Four/ Five
13	grey		
14	dark blue		
15	crimson		Five/ Six

- Colour coded in library. Thus, easier to see who is working at age related expectations.

- Heard at least weekly- either teacher or teaching assistant

Record who is reading at home and give focussed time to those who aren't being heard read at home.

CULTURAL CAPITAL

- Simply: how exposed are our children to new experiences?
- From a reading point of view, what is the cultural capital of our children?
- To expand their opportunities and cultural capital, children need to be exposed to a variety of language and word types.

