

# Why do we read?

- ▶ Pleasure
- ▶ Information
- ▶ To learn - knowledge
- ▶ For help and support - instructions/advice
- ▶ Escape
- ▶ Relaxation
- ▶ Develop vocabulary
- ▶ To develop our ability to read
- ▶ To check our own writing
- ▶ Others?



# Phonics and Reading.



Key school aim:  
all children leave  
school being able  
to read.

Learning to read  
and reading to  
learn

Rich and varied  
'diet' of reading  
across school -  
full timetable

Range of reading  
opportunities and  
types of texts

Reading culture

Reading for  
pleasure

Reading as a  
priority - reading  
school

Celebrating  
reading - book  
fairs, book days,  
book weeks

Supporting  
reading within  
families

What does  
reading  
look like  
in our  
schools?



READING FOR PLEASURE

LEARNING TO READ  
READING TO LEARN

Daily readers - lowest 20%

Reading is the **KEY** to learning

Reading to perform and present



Phonics



Reading Skills



READING *Beyond* THE CURRICULUM

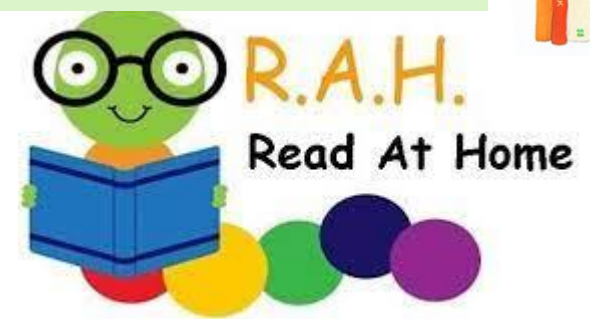
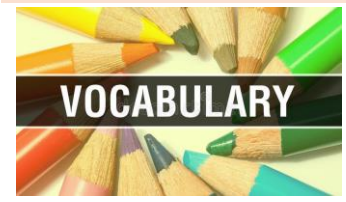
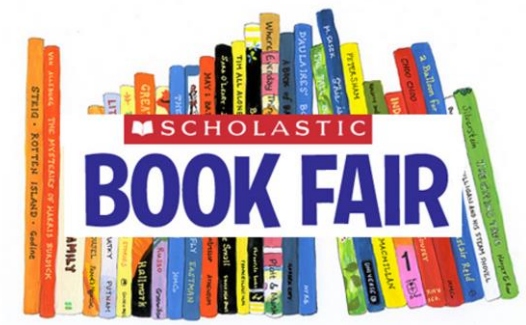
Guided Reading



Individual reading with an adult

Whole class reading

Reading ambassadors and buddies



STORY TIME!

Echo reading

Reading texts to inspire writing.

# Phonics and Spelling at Elston



We follow the teaching and learning sequence designed by the accredited DfE scheme 'Floppy's Phonics'.

This is a progressive and cumulative programme of teaching of the alphabetic code (letters linked to the sounds of speech – see poster on next slide).

We teach:

1. Sounding out and blending for reading
2. Identifying sounds in words and matching to letters for spelling
3. Letter formation for handwriting

These are the building blocks needed for early learning and which provide the foundation for all reading and writing within English and across the wider curriculum.

All EYFS and KS1 classrooms will display the FP alphabetic code as well as the FP sound posters and friezes appropriate to learning.

Children begin by using their phonic learning to read fully decodable Floppy's Phonic books, eventually leading into to our follow-on reading scheme 'Oxford Reading Tree', which includes highly decodable books initially and leads to wider reading of real texts in KS2.

Teaching and learning of spelling continues on from Floppy's Phonics, using the KS2 spelling system from Oak Academy.

Rooted in reading for pleasure and with synthetic phonics at its heart, *Oxford Reading Tree's* well-loved characters, breadth (over 800 books!), and varied writing styles give children everything they need to become confident readers.

Oxford Reading Tree is the home of Biff, Chip and Kipper Stories, Songbirds, Traditional Tales, inFact, and much more.



<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/oxford-reading-tree-levels/>

<https://home.oxfordowl.co.uk/reading/reading-at-home/>

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

<https://home.oxfordowl.co.uk/kids-activities/>

<https://home.oxfordowl.co.uk/storyteller-videos/>

<https://www.youtube.com/channel/UCIFxIfCNYQvsRepWxT7n8A>



## Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
		8	Purple
Year 2 / Primary 3	6-7 years old	9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
9			
10			
Year 3 / Primary 4	7-8 years old	11	Grey
		12	
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	Dark red
		19	
		20	

# Timetabling and organisation of reading - overview

Area of reading	Timetable allocation	Year groups	Organisation	Text	Purpose
PHONICS	Daily	Reception -Y1,Y2 Y2+ where needed	Whole class in Reception Broadly whole class in Y1/Y2 with some intervention groups	Floppy's Phonics fully decodable books Highly decodable books ORT books	To enable pupils to access the <b>alphabetic code</b> and then apply this learning to read any text and to spell words
WCR	1 hour per week	Y2-6	Whole Class teaching inclusive of all pupils. Scaffold teaching and learning for SEND pupils.	Age-appropriate text. Ashley Booth age-appropriate. Lowest SEND may require a different text. Match to thematic, science or other learning where possible.	To develop text understanding and <b>teach key reading skills</b> . Written response preparation for SATS
GR	1x 20-minute session each fortnight at least	Start from YR with picture books as soon as ready. Continue to Y6	Ability-based groups.	Instructional level text - i.e. level above their actual level. Part of progressive programme. Instructional level.	To develop text understanding and <b>teach key reading skills</b> .
IR	1 session each fortnight at least. Daily for lowest 20% of readers.	Start from YR with picture books as soon as ready. Continue to Y6	1-1 reading with adult. Daily in school for lowest 20%	Age-appropriate text. One fiction and one non-fiction. Comprehensions and journals to practise written responses. Autumn: inference: Spring: vocabulary Summer: retrieval Part of progressive programme. Actual reading level	To monitor and develop reading <b>fluency and accuracy</b> at that level. <b>AUTOMATICITY</b> .
Reading for pleasure	Daily	all	Whole class story sessions daily in EYFS and KS1 KS2: individual reading, partner reading, adult-led reading and Book Club	Any from Doug Lemov's reading spine - age-appropriate texts. Aim for one text from each category per term. Additional texts from teacher choice to supplement.	<b>pleasure</b>
Text within English	Daily	all	Stimulus for lesson	Link to wider curriculum where possible. Age-appropriate.	Use as model for writing. <b>Writing stimulus</b>
Reading at home	As often as possible	all	Wherever possible	School provided book and any others. On- line books, screen. See links to on-line reading. Journal completion.	<b>Pleasure, fluency, automaticity</b> . Written response preparation for SATS.
Reading intervention	Daily when needed	all	Intervention groups daily	Reading fluency: at a glance words- Fry's 300 words Reading speed texts Project X Code reading intervention books KS2	To develop reading <b>fluency and automaticity</b>

## Reading strategies

- ▶ Phoneme fingers - decoding
- ▶ Buttons and bars - decoding
- ▶ Echo reading
- ▶ Group discussion
- ▶ Shared reading
- ▶ Paired reading
- ▶ Reading buddies

## Reading skills

**Inference**  
**Vocabulary**  
**Retrieval**  
**Ability to write responses to questions about texts**  
**Use of text evidence**  
**Skim and scan**