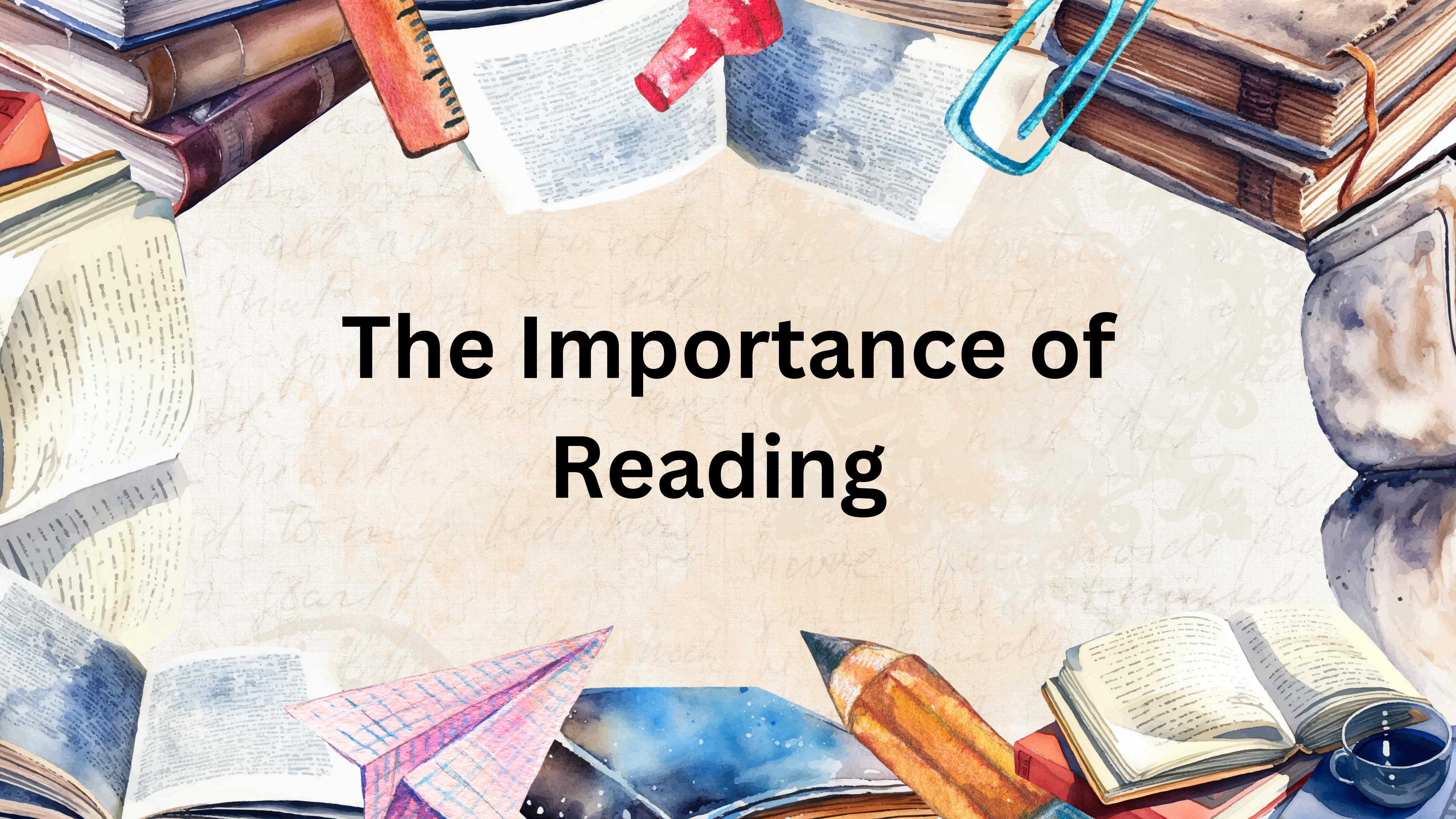


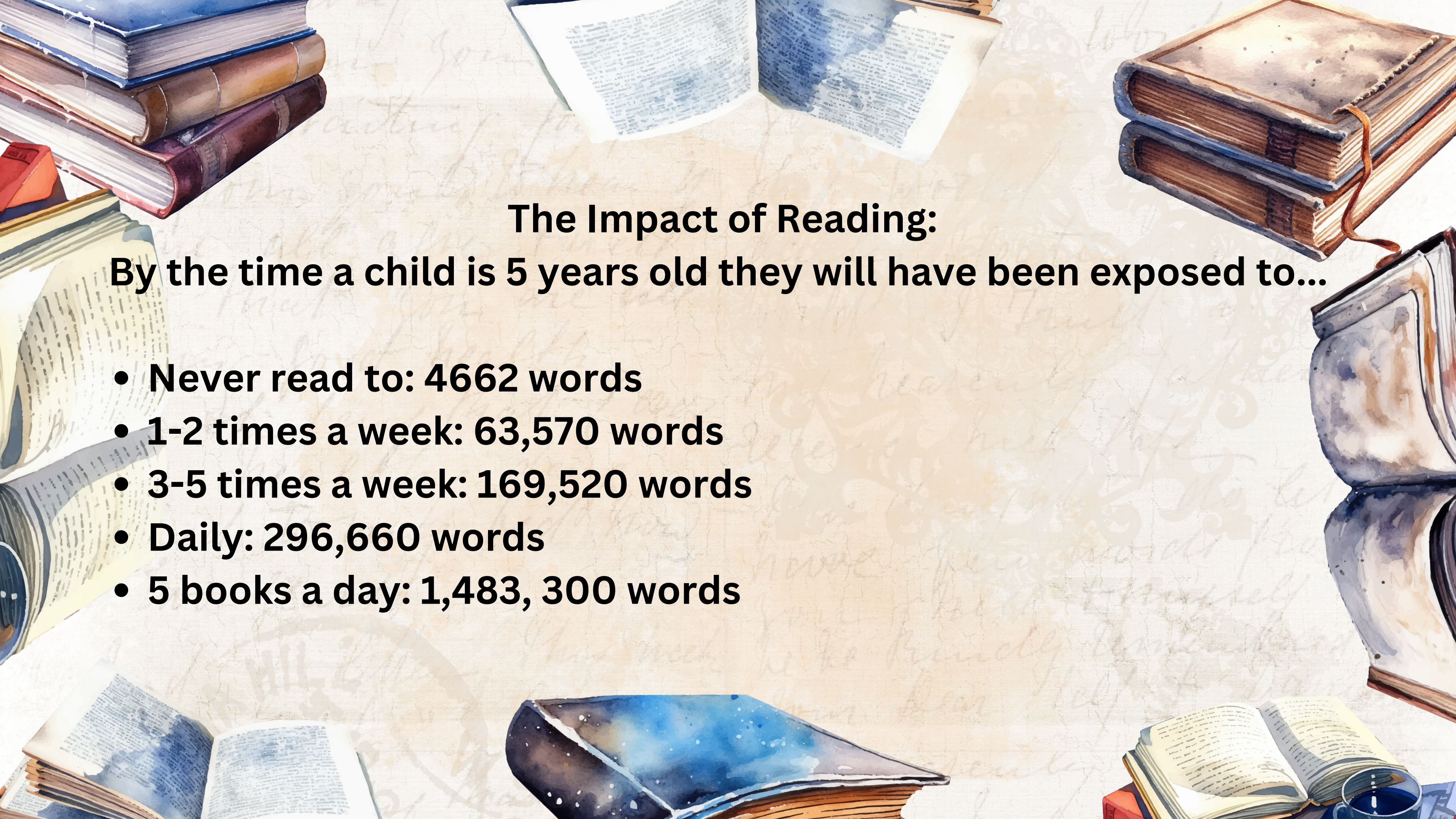
A watercolor illustration of a desk with various items. At the top left, there are several books stacked. A red ruler is placed diagonally across the top. A red paperclip is attached to a piece of paper. A blue paperclip is attached to another piece of paper. A pencil is lying on the desk. A paper airplane is also visible. A cup of coffee is on the right. The background is a light beige color with faint, cursive handwriting. The title 'The Importance of Reading' is written in a large, bold, black font in the center.

The Importance of Reading

The background is a watercolor illustration featuring various books and papers. In the top left, there is a stack of three books with blue, brown, and dark red covers. To their right, a piece of paper with blue and white watercolor washes is shown. In the top right, two more books are stacked, one with a brown cover and one with a blue cover. On the right side, a book with a brown cover is open, showing its pages. In the bottom left, a book with a blue cover is open. In the bottom center, a book with a dark blue cover is open. In the bottom right, a book with a yellow cover is open, and a small blue cup is next to it. The entire scene is set against a light beige background with faint, cursive handwriting in a light brown color.

Why do we need to be able to read?

-
-
- **Reading is a form of communication; not only does it give pleasure and open doorways into other worlds and experiences, it is a teaching medium through which pupils can access the rest of the curriculum.**
- **Reading can contribute to higher levels of social and emotional well being, in addition to allowing pupils to view the world from different perspectives.**

The background is a watercolor illustration featuring various books and papers. In the top left, there is a stack of three books with blue, brown, and red covers. To their right is a crumpled piece of paper with blue and white watercolor washes. In the top right, two more books are stacked, one with a brown cover and one with a blue cover. On the right side, there is a large, open book with a blue cover. In the bottom left, there is a stack of books with yellow and blue covers. In the bottom center, there is a book with a blue cover. In the bottom right, there is an open book with yellow pages and a blue cup next to it. The entire background is a light beige color with faint, cursive handwriting in a light brown color.

The Impact of Reading:

By the time a child is 5 years old they will have been exposed to...

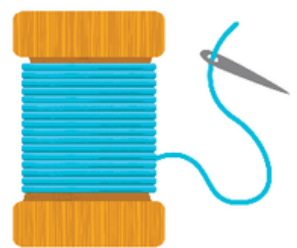
- **Never read to: 4662 words**
- **1-2 times a week: 63,570 words**
- **3-5 times a week: 169,520 words**
- **Daily: 296,660 words**
- **5 books a day: 1,483, 300 words**



What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).





What is Phonics?



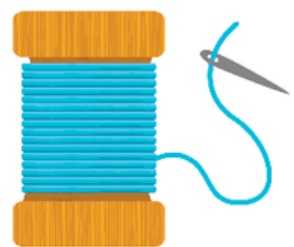
Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word '**sh**op'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'n**igh**t'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'c**ake**'.

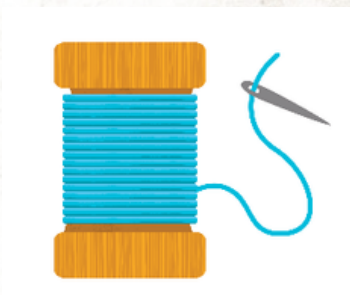




What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme

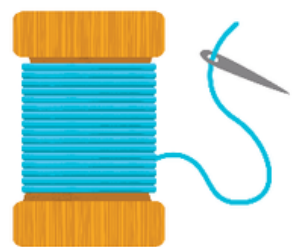
Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

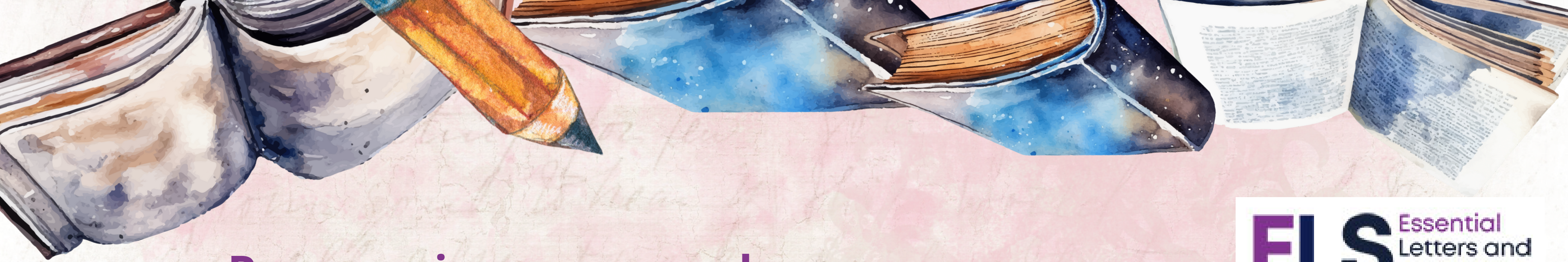




How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception to the end of Year 2.





Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

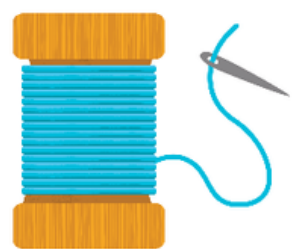
c a t

not

cuh a tuh

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.

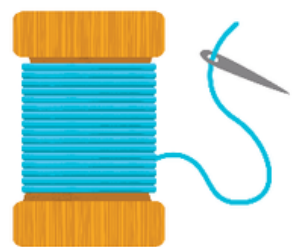




Understanding books



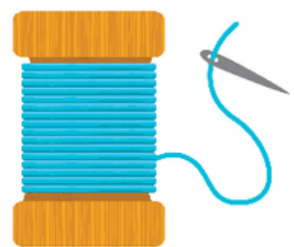
- Reading isn't just about decoding. We want children to understand and enjoy texts, both stories and information.
- We do this by discussing events in stories to build comprehension skills which will develop as they move through the school. Children also learn how to use the features of non-fiction texts.
- It's important that children talk about stories that are read to them as well as those they can read, for example their bedtime story.





Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story at night
- Reading a bedtime story every night to your child improves their outcomes and enjoyment of books/magazines.
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.





Supporting your child with reading at home



As well as listening to your child read, here are some ideas for developing their comprehension skills:

Fiction

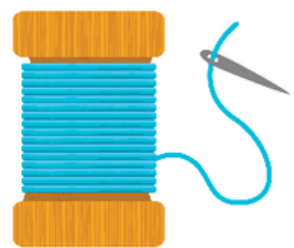
1) After they have read a book, ask them to find their favourite part

- Ask them what happened before this?
- Why did they like it?
- What do they think will happen next?
- How do they think the issue/problem will be resolved?

2) Ask the children about their favourite character in the book. Then ask them if they have read any other books with similar characters? Or ask them if they know characters from other books that are completely different.

Non-fiction

- Is the information presented clearly?
- Do they think the layout is interesting? Would they lay it out differently?
- What information did they find out from the text?



Elm Class

Years 3 and 4

In KS2 we continue to reinforce phonics, especially with decoding unfamiliar words.

We expand knowledge of different genres by reading and discussing a range of texts across the curriculum.

We develop comprehension through investigating the meanings of new vocabulary.



Elm Class
Years 3 and 4

We believe that reading should be fun and enjoyable.

Reading experiences include:

- **Supported individual reading**
- **Independent reading**
- **Shared reading, including guided reading**
- **Listening to a book being read to them**



Elm Class Years 3 and 4

Supported individual reading: the child reads and discusses their book with an adult, who may give reminders about using phonics and context.

Independent reading: children are given regular opportunities to read by themselves to increase their reading stamina.

Guided reading: this is more specifically skill focused, e.g. inference and prediction.

Listening to a book: to promote a shared experience.



Elm Class

Years 3 and 4

By reading to your child at home you can:

- **Promote the enjoyment of listening to a story for pleasure**
- **Model the use of different voices to denote characters and enhance meaning**
- **Develop and sustain your child's attention span**
- **Talk together about the book, e.g. predict what will happen next, favourite parts of the plot or the meaning of unfamiliar words**
- **Increase the range of vocabulary to which your child is exposed**



Oak Class

Years 5 and 6



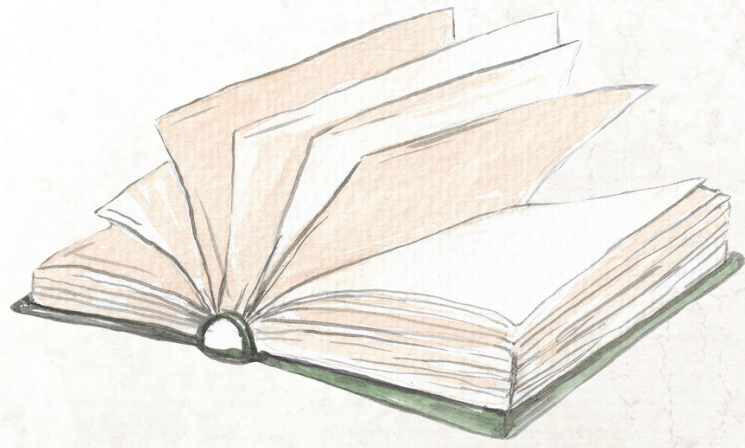
**Phonics,
spelling and
vocabulary
development**



**Reading
fluency**



**Reading
comprehension**



Phonics, spelling and vocabulary development:

Continuing the development of vocabulary is a key element of UKS2 as the children are introduced to tier 2 (high frequency academic and nuanced) and tier 3 (low frequency subject specific) terminology.

Having a strong phonological awareness and a sound understanding of spelling rules will support pupils in spelling a greater range of vocabulary.

Reading fluency:

Children continue to have reading at the centre of their learning. Now that they can decode accurately and fluently, they build on these strong foundation skills in all of their other foundation subjects (such as Geography, History, RE and Science).

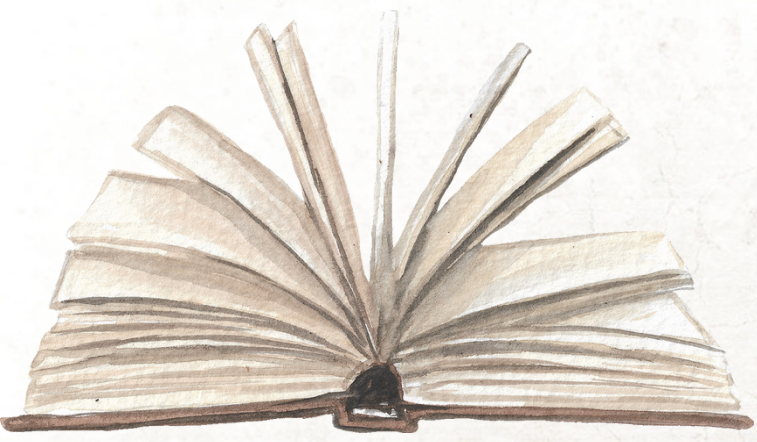


Reading comprehension:

Whole Class Reading sessions, using high quality books, allow the children to hear reading modelled by the teacher and encourages focus on the specific texts.

Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully. The children learn to refine these skills throughout UKS2 in preparation for SATs and secondary school.



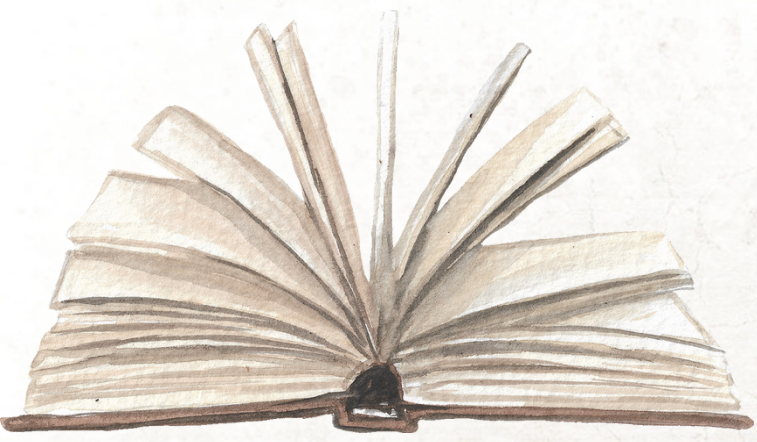


What percentage of vocabulary do you need to be able to comprehend to understand the text?



Edibility and palatability are both by cooking. Hunger is a basic human that cannot be by materials since these will not grow the body with . Cooking changes in the colour, flavour and texture of foods. Each of these the capacity to be digested and how it tastes. When foods are heated chemical and physical changes take place. The of play an important part in the flavour and aroma of many food stuffs.





What percentage of vocabulary do you need to be able to comprehend to understand the text?



Edibility (i.e. something that is fit to eat) and palatability (i.e. food which is tasty to the individual) are both influenced by cooking. Hunger is a basic human drive that cannot be adequately satiated by inedible materials since these will not provide the body with essential nutrients. Cooking brings about changes in the colour, flavour and texture of foods. Each of these influences the capacity to be digested and how it tastes. When foods are heated significant chemical and physical changes take place. The cells of microorganisms play an important part in the flavour and aroma formation of many food stuffs.



95% - 98%
**of words need to be understood
to fully comprehend a text**





What you can do at home to support your child's reading and writing development.



- Share stories with your children by reading to them
- Encourage them to look beyond the written word
- Let them see you reading
- Make up stories together and encourage imagination
- Encourage them to read a range of fiction/non fiction
- Encourage them to choose different authors
- Correct errors in their speech
- Discuss new words and using them in the correct context
- Writing practise (shopping lists, letters, stories)





"Reading and writing
cannot be separated.
Reading is breathing in;
writing is breathing out."

Thank You