

Reading at St John's



INTENT:

At St. John's, we strive to ensure that all children are given the chance to be fluent, confident readers who are able to comprehend and understand a wide range of texts successfully.

We intend for our children to develop a positive attitude towards, and love of, reading through exposure to a broad range of texts types and authors enabling them to access texts for both information and pleasure.

From EYFS to Year 6...

- Reading is the **single most important skill** for accessing all areas of the curriculum.
- Poor reading skills create a huge barrier to learning **in all subjects**.
- Research shows that the more a child reads and is exposed to texts, the better their reading and **writing skills** are.
- Reading develops a wide vocabulary in children which, in turn, enables them to not only access **higher level** texts, but also to develop their **comprehension skills**, write at a higher level and develop **confidence in public speaking**.

How are your children's reading skills assessed throughout the year?

We use the Pearson Bug Club scheme.

This comprises:

Phonics in EYFS and KS1

(this includes a linked Bug Club reading book)



Independent levelled reading books from Year 2 to Year 6

Children are assessed using comprehension tasks that are matched to the level of the book they are on. They need to achieve 80% or above to move to the next level.

EYFS end of year– Early Learning Goals

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

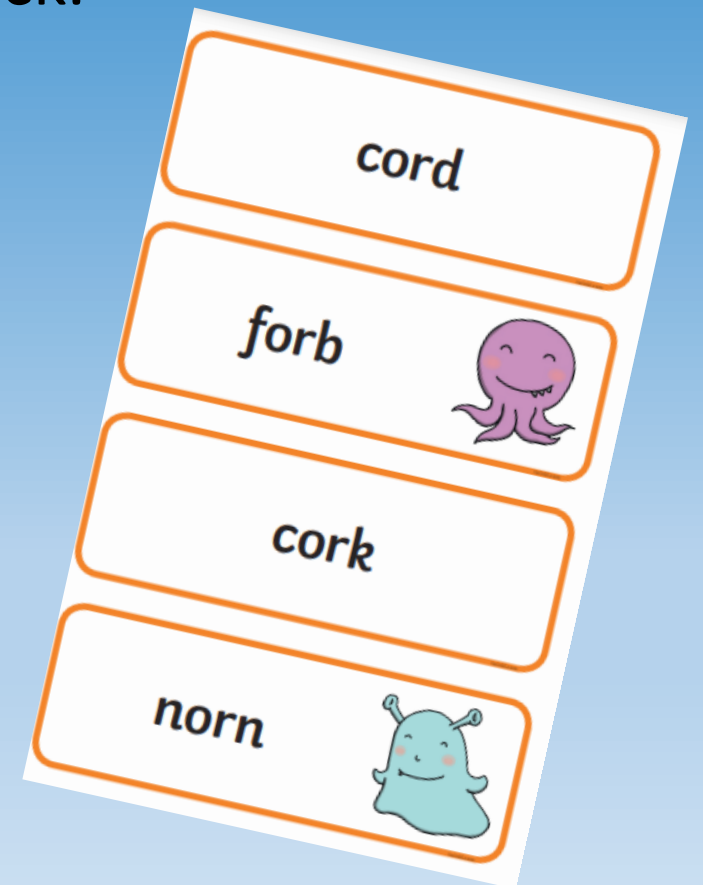
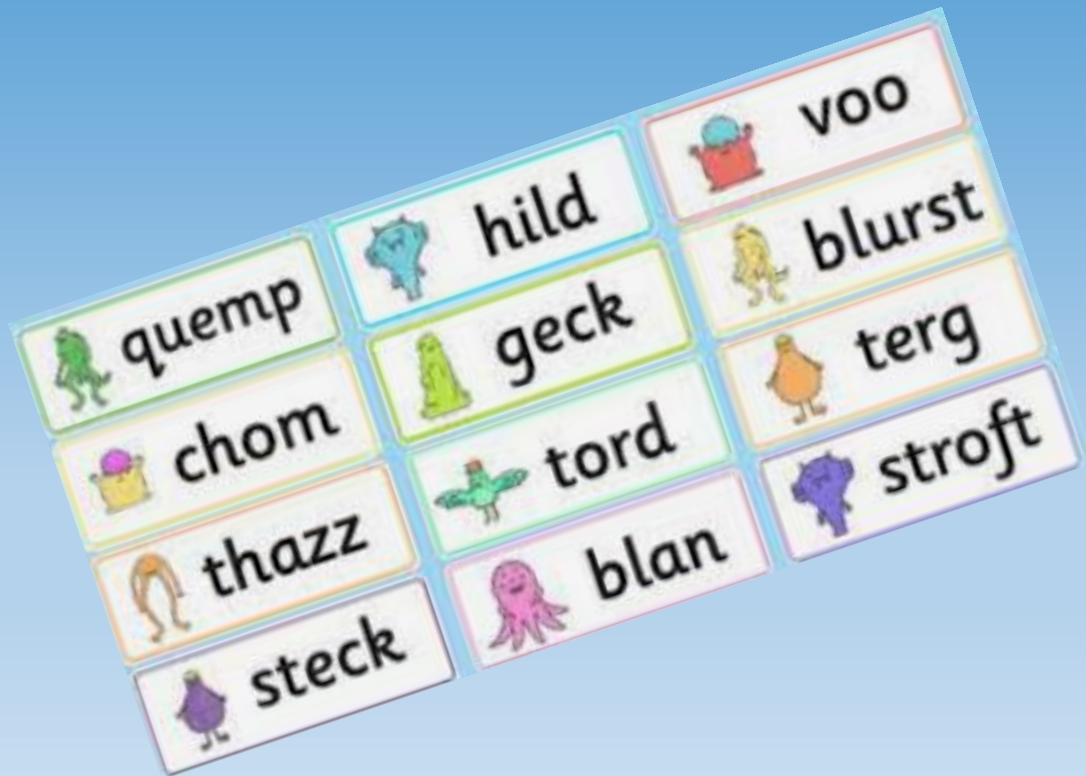
Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1 – Phonics Screening

At the end of Year 1, children are assessed in their phonics ability through the Government's Phonics Screening Check.



End of Key Stage 1 assessments...

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Statutory Assessment Tests (SATs) Year 2

Find and **copy two** things that could be hidden in *Pilolo*.

1. _____

2. _____

The poem explains how cold weather...

Tick **one**.

damages cobwebs.

changes how cobwebs look.

makes cobwebs stronger.

helps spiders to make webs.

One player does something different from the other players in all five games.

What are they doing differently in...

(a) *Pilolo*?

(b) *Kangaroo Skippyroo*?

End of Key Stage 2 assessment

Piper thinks Micah has *done a decent job*.

She thinks his work has been...

Tick **one**.

excellent.

careful.

sloppy.

reasonable.

What impressions do you get of Piper's house?

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

Impression	Evidence

Statutory Assessment Tests (SATs) Year 6

Look at the section headed: **Save our bees**.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

How are your children taught reading skills?

EYFS & KS1

Children learn their phonics sounds delivered through a daily phonics lesson with their teacher. Each day they work through a new sound and have the opportunity to embed their learning through continuous provision and directed tasks.

Reading aloud individually and as a class.

Class story read daily by an adult.

Group work and partner work.

Directed guided reading tasks – including VIPERS

Key stage 2

- Targeted phonics interventions for those children who need support
- In class guided reading lessons and activities including VIPERS
- Reading aloud (one to one, in class and as a whole class)
- Daily class read by an adult
- Independent reading

Vocabulary



Infer



Predict



Explain



Retrieve



Sequence



Text Title: The Island by Armin Greder



The carpenter remembered the ~~man~~ ^{islands} poorly crafted raft. He evidently had no idea how to use a hammer or saw.

Which word means clearly or obviously?



What did the islanders do for fun?



Why did the fisherman think that the islanders should like the idea of hiring the man?



	True	False
The fisherman wanted to take the man in.		
The man worked for the carpenter.		
All the islanders wanted the man to go back where he came from.		



Summarise the main events in this book

What can you do to support your children at home?

- Listen to your child read aloud daily (This has a huge impact)
- Shared reading (I read a page, you read a page)
- Reading to your child (This allows them to access texts they are not able to read for themselves)
- Asking questions (We have a great leaflet to help you with this!)
- Don't forget the illustrations!
- Exposing your child to a WIDE range of text types
- Reading and asking them to read lots of everyday things:
signs, posters, adverts, leaflets, labels, instructions, recipes etc...
- Encouraging them to read at every opportunity will help them develop a life-long love of reading.



Your turn!

We have a range of assessment tasks for you to try!

Pearson Assessments – these are what are used to monitor comprehension skills and move them through the reading levels.

PIRA – (Progress in Reading Assessment) This is a termly comprehension test that informs our assessments and data.

SATs – This is not a whole paper but a sample of each.

A year 2 (end of KS1) paper

A year 6 (end of KS2) paper

Let us know how you get on! No judgement – we won't be marking them!

Thank you
For
Coming

Please take a VIPERS Booklet.

