

Reading at Ashley

**At Ashley we want to
create fluent readers
who can read for
pleasure and
purpose across the
curriculum.**



How are we building readers?

Daily reading

Reading in other subjects

Achievers' Books

Reading outside

Focused Reading Lessons

Phonics sessions

Book Prize

Class Novel

Book Club

Keep up

House Reading Challenge

Library visits

Rapid Catch-up

Little Wandle



CARE CHALLENGE EXPLORE

Ashley reading expectations

Putting in the reading miles

Phonics, Early Reading & Fluency

Fidelity to Little Wandle Letters & Sounds Revised.

Children who cannot yet decode or read fluently will be supported with the rapid catch up programme.

Use the Little Wandle resources in classrooms and supporting pupils.

Decodable books are organised in sets and kept in KS1.

You need to listen to every child read and baseline their reading fluency x4 a year (Little Wandle, PM Benchmark or Fluency Assessments KS2)

Story time & Class Novels

This must be a time that children look forward to each day!

The DfE recommends 20 minutes of adults reading to the class, daily - can be broken up across the day.

Get your class to vote for a class novel - book votes in infants.

Add other books by the author or similar authors into your book corners.

Book Club

10-20 minutes weekly in place of one of the Focused Reading sessions - make it a time that chn look forward to!

Can be led by the teacher or children

A chance to discuss what books they are reading.

Use a nice notebook to have a page per pupil and the children record what books they've been reading

Introduce 1 or 2 new books to the class library.

Share a BooksforTopics poster "If you like... then..."

Book Corners

Sort through and get rid of books that aren't being read, dog-eared or low quality: less is more!

Books in the reading corner should be easy to find and make the books look attractive to read, and importance is placed on 'refreshing' displays to 'highlight topics, titles or authors.'

Include "If you like..." posters from www.booksfortopics.com

Choose some class librarians to help keep it tidy/refreshed.

Teaching reading

x4 Focused Reading sessions in KS2.

x3 group reading sessions in infants, plus daily phonics.

KS2 Sessions need to be about creating passionate readers, not just children who can answer comprehension questions.

See separate guide to Focused Reading sessions.

Focus on re-reading texts and developing 'readers' not just 'comprehenders'.

Fluency assessments - see guide!

Reading across the curriculum

Every subject should consider high quality texts that would support a section of a lesson.

Consider focus on vocabulary and ensure children (in particular SEND and EAL) can access the vocabulary.

Model how to apply phonics/reading skills with difficult or technical words.

Reading for Pleasure

Reading for pleasure is the key to future success - we must build readers.

DEAR - daily, including teachers

Support children who cannot yet decode - during DEAR, read with those, or select them for reading champion support.

School library - weekly slot. First one will be led by the librarian to explain expectations

We will have some playground / courtyard reading areas.

Reading to be visible around the school - on displays etc.

Weekly book club in place of one of the focused reading sessions (KS2).

Create a whole class reading log. Page per pupil and children add the books they are reading. (KS2)

Teachers to choose a Hi-Lo book to go home each with the achievers. A bag will be provided. More info to follow. (all)

CARE CHALLENGE EXPLORE



Focused Reading Sessions (KS2)

Session 1

Layered Reading

Listen + Echo

Listen to the teacher modelling for overall understanding/ enjoyment of the text, rather than constant stopping 'the flow'.

Echo words/phrases.

Tricky word scan

Pre-select any challenging vocabulary that the children will come across in the text and discuss the meaning of these words before reading. Alternatively, you could ask the children to circle any vocabulary they do not understand whilst reading and then have a discussion about potential meanings by studying the context of the sentence or by using dictionary definitions. This helps to 'level the playing field' before comprehension.

Mixed skill questioning - verbal/group discussion

Session 2

Choral + Jump-in

Choral: adult and children read together

Jump-in: adult reads, children take over.

Focused Skill Activity

Can take inspiration from Reading Recharged resource e.g The Conveyor Belt: Children draw items that belong to each character based on information in the text

Session 3

Read in Pairs

Pupils take turns reading aloud a sentence, paragraph, page or whole text to one another. Pupils who read at the same level might share a text or more fluent readers might read to those who are less fluent. For this to work successfully, pupils need to be clear what their role is, especially when listening. For example, are they listening to offer feedback on their partner's reading or concentrating on the meaning of the text?

Close read

Go through text and annotate - modelled by the teacher.

Session 4

Control the Game/ Independent reading

Pick a person to read to class. Silent self-reading

Mixed skill questioning / Focused Skill Activity

Can take inspiration from Reading Recharged resource e.g The Conveyor Belt: Children draw items that belong to each character based on information in the text. This can be recorded on a sheet for their reading files.

Session 5

Book Club

Make it exciting!

CARE

CHALLENGE

EXPLORE



Supporting your child with reading.

Parents, families and carers are the first educators of children and they are the key to developing a child's learning. Home reading is an important part of a child's learning and setting routines and keeping to them offers your child a sense of security and helps them both at home and in school. Reading is an important part of home routines. We need your help! Please help us develop your child's reading by reading regularly with your child and supporting their home reading.

Reading together will help to make your child a great reader, a better writer and a fantastic learner!

EYFS

READING STRATEGIES

- Look through the book with your child before you begin reading. See if your child can guess what your book will be about by discussing what's on the cover.
- Encourage your child to point to the title, open the front cover and turn the pages in the right order.
- Show your child how print works – left to right and point to the words as you read.
- Use the pictures to help your child understand the meaning of the book and to support reading the words.

Asking the Right Questions

- What can you remember about the story we have just read?
- What has happened in the book so far?
- Why do you think...?
- Why do you think that happened?
- How do you think she may have felt? How would you have felt?
- What do you think might happen next?
- What could he have done instead? What would you do?

Year 1

Asking the Right Questions - Year 1

- Descriptive questions demand a factual response (directly from the text):
- When? Which? Where?
- What does it look like?
- Who went....?
- What can you remember about the story I read to you yesterday?
- What has happened in the book so far?
- Reflective questions demand a personal response:
- Why do you think the frog did that? Why do you think that happened?
- How would you feel? How do you think they may have felt?
- What makes you say that?
- What evidence do you have to support that idea?

Speculative questioning demands risk taking in response (to infer an appropriate answer from the text):

- What would happen if the prince decided he wanted to remain a frog?
- What might happen next if the princess refused to kiss the frog?
- What do you think might happen next?
- What could he have done instead?
- What would you do?
- Can you think of another word / phrase to describe...? (e.g. the velvet night)

CARE CHALLENGE EXPLORE



Supporting your child with reading.

WHEN YOUR CHILD READS AT HOME.....

1. Set aside regular time slots to read with and to your child.
2. Take it in turns to read to each other.
3. Talking about what is in the book helps them to understand it.
4. Talk about your own experiences.....if it is a book about fishing, talk about an adventure you have had fishing.
5. Make reading FUN!

Year 2

Asking the Right Questions

Fiction

- How did the characters change their ideas/attitudes during the story/play? Why?
Which part of the text shows this?
- In this part of the story, what do you think the character feels about...? How can you tell?
- What do you think would have happened if..?
- Did any of the characters show their feeling? How/why did they show their feelings?
- Why was... important in this play?
- Which is the most interesting/exciting/funniest/ your favourite part of the story?
Why? Which part of the text shows this?
- In this part of the story, what do you think the character feels about....? How can you tell?
- How has the author organised the writing?
- How does the punctuation help you as the reader?
- How has the author used words/phrases to make this character funny/sad/disappointed? Can you find evidence of this in the text?
- Which part of the story best describes the setting/characters/action? Which words and/or phrases do this?
- Find and copy some words or phrases that show us that this character is special/helpful/worried etc
- Why is.... a good title for this story/book?

Non-Fiction

- Where can you find an important piece of information about..?
- Find two pieces of information that tell you about....?
- What does this part of the text tell us about...?
- Do you agree with this author's opinion?
- Which do you think are the most important issues and why?
- Why are particular words/sections within the text in bold/italics?
- Why have bullet points/numbers been used?
- What is the purpose of this list/diagram/picture?
- What do these words tell you about?
- Why do you think the writer chose the words/phrases ... to describe...?
- Find something that is not fact but the authors opinion

CARE CHALLENGE EXPLORE



Vocabulary

What does this word/phrase/sentence tell you about the character/mood/ setting?

By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/ frustrated?

Retrieval

Through whose eyes is this story told?

Which part of the story best describes...? Find it.

What evidence from the text do you have to justify your opinion? Summarising

What is the main point in this section of the text? Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?

Inferring

What do these words mean and why might the author have chosen them? Can you explain why...?

Which words give you the impression that...?

Predicting

Can you think of another story with a similar theme/opening/ending? Why did the author choose this setting?

Will it influence how the story develops?

How is this character like someone you know in real life?

Would they act in the same way?

Commenting

Explain how a character's feelings change throughout the story.

How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/ hated?

How could this part of the text be improved?

Linguistic Choices

What does the word... tell you about...?

Does the author use another word to do the same?

By writing in this way, what effect has the author created?

Has the author been successful in their purpose/use of language?

What makes you think that?

Look for tricky words and learnt digraphs/spelling rules

Can you point to the word...?

Where is the tricky part of that word?

How many words can you find that have the ...digraph?

Where is the ... digraph in that word?

Use illustrations to support reading

What do you think this book will be about?

Who are the main characters?

How is that character feeling? How do you know?

Discuss the settings of the story

Where is this story set?

Can you describe...?

What might the characters be able to hear/smell/see?

Have you read another book with the same setting?

Make predictions

What do you think will happen next?

What makes you think that?

What do you think happened before this point?

Discuss the meaning of words

Try using a dictionary and thesaurus together to get your child used to exploring words for themselves.

What does that word mean?

What does the word... tell you about...?

Why might the author have chosen this word?

Which word could the author have used instead of...?

Check for understanding of the text

What have you learnt from...?

What happened when...?

Can you tell me two facts / things that happened in the story?

How did a character's feelings change throughout the story?

How do you know?

CARE CHALLENGE EXPLORE



