



# READING AT MILE OAK KSI

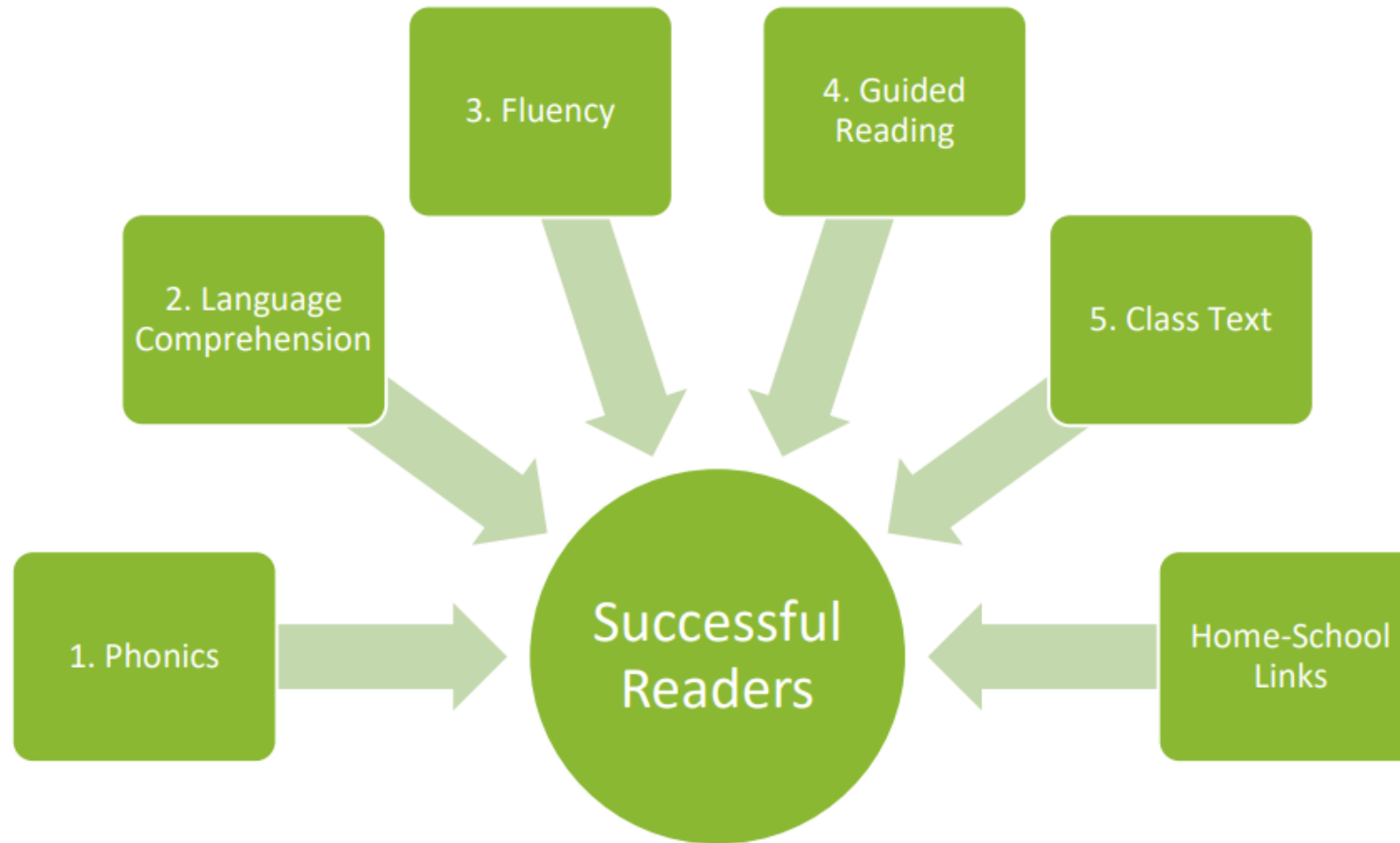
# THE TOP TEN BENEFITS OF READING FOR CHILDREN



- Their vocabulary is larger and more extensive.
- They perform better academically.
- Their imagination can run wild.
- Their creativity skills develop.
- They develop empathy.
- They gain a deeper understanding of their world.
- Their concentration levels improve.
- The parent and child bond improves.
- Their cognitive development is supported.
- Their social skills and interaction improve.



The teaching of reading at Mile Oak Primary School follows these key steps:

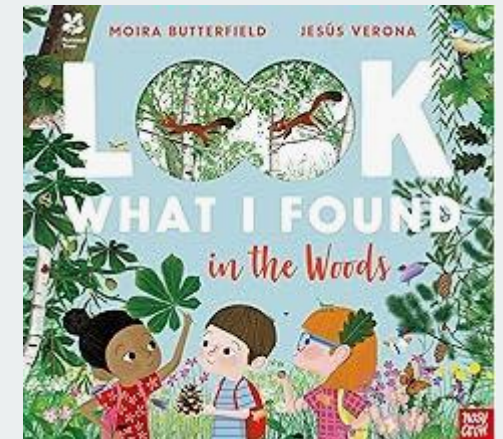
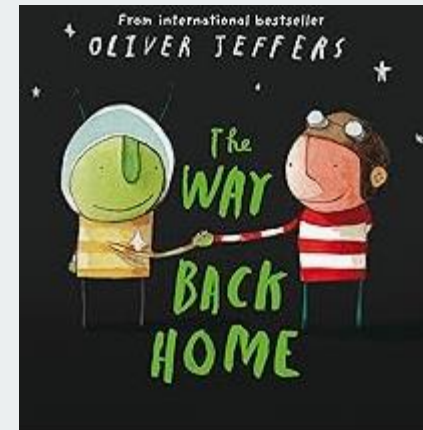
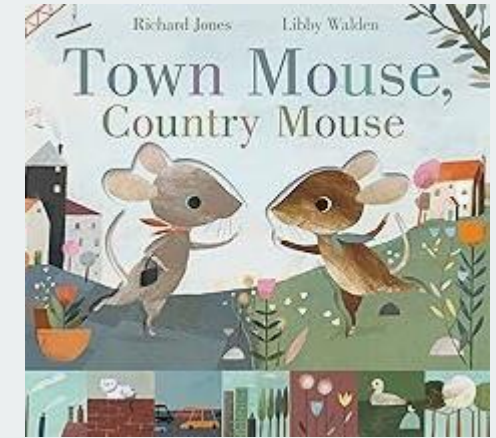
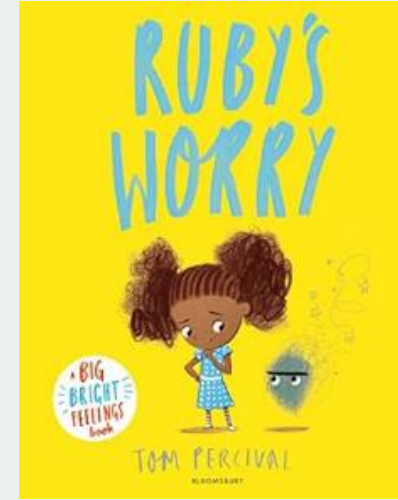


We underpin reading teaching with a commitment to teach every child to read regardless of background, need or circumstance.

# READING AT MILE OAK

We ensure reading is a focus throughout the school day:

- Phonics
- Whole class guided reading
- Reading Fluency
- Class Reader
- Reading throughout the curriculum
- Library sessions
- Learning songs and rhymes each week



# WHAT IS PHONICS?



- Children learn to read words through learning the sounds that individual or groups of letters make.
- There are videos of teachers saying each set of sounds and demonstrating their actions on our website.
- Reading is the gateway to everything else in school and in life. The phonics has to come first in order for children to learn to decode words.



<https://www.mileoakschool.co.uk/learning/phonics/>

# WHAT IS PHONICS?



- Phonics is the only route to decoding words.
- We do not talk about picture or context clues when decoding a new word.
- We talk about this when working out word meaning, but not for what the word actually says.
- With phonics and learning to read, children may make lots of progress at once. Sometimes they might seem to keep going without making as much progress. That is completely normal! Your child's class teacher will always tell you if they are worried.

# PHONEME



A phoneme is a unit of sound.

# GRAPHEME



A grapheme is the written representation of a unit of sound.

*For example... **s, a, ch, igh, th***



# DIGRAPH



A digraph is a grapheme with two letters.

*For example... **ch, ai, ee, th, sh, qu***

# TRIGRAPH



A trigraph is a grapheme with three letters.

*For example... **igh, air, ear***

# SEGMENTING



Segmenting is breaking a word down into individual phonemes.

*For example...*

- **c, a, t**
- **d, o, g**
- **ch, air**
- **bl, a, nk**

# BLENDING



Blending is putting a segmented word back together.

*For example...*

- **c, a, t -> cat**
- **d, o, g -> dog**
- **ch, air -> chair**
- **bl, a, nk -> blank**

# TRICKY WORDS



Tricky words are words that the children have not learnt to decode yet so they have to memorise them and learn to read them on sight.

*For example... **l, me, my, were, plant***

# PHONICS IN KSI



- The lesson follows a revisit, teach, practise, apply structure. Sessions are very focussed and fast-paced.
- High expectations, pace and repetition reduces cognitive overload and leads to better progress.
- Phonics sessions are non-negotiable daily for 30 minutes.
- They are assessed at least once every half term and groupings are adapted.
- When children have completed the phonics programme and are secure with all graphemes and alternative spellings and pronunciations, they move on to specific spelling lessons.
- Children may also be receiving additional booster sessions outside of their daily phonics.

# WORKBOOKS



- Children take home a copy of their phonics workbook.
- The first 8 pages of the workbook are sounds from a previous phase that they already know and are revisiting (the ones with an R in the corner).
- The children will learn a sound (without an R) each day.

# WORKBOOKS



## Phonics Workbook Phase 3

Name: .....

Class: .....



v

		I can read!	I can spell!
<i>v e t</i>	<i>vet</i>		
<i>v a t</i>	<i>vat</i>		
<i>V i c</i>	<i>Vic</i>		
<i>v a n</i>	<i>van</i>		
<i>V i v</i>	<i>Viv</i>		
<i>B e v</i>	<i>Bev</i>		
<i>K e v i n</i>	<i>Kevin</i>		
<i>v i s i t</i>	<i>visit</i>		
<i>v e l v e t</i>	<i>velvet</i>		

Vic and Bev get in the vet's van.

Tricky words:

	I can read!	I can spell!
<i>he</i>		
<i>she</i>		

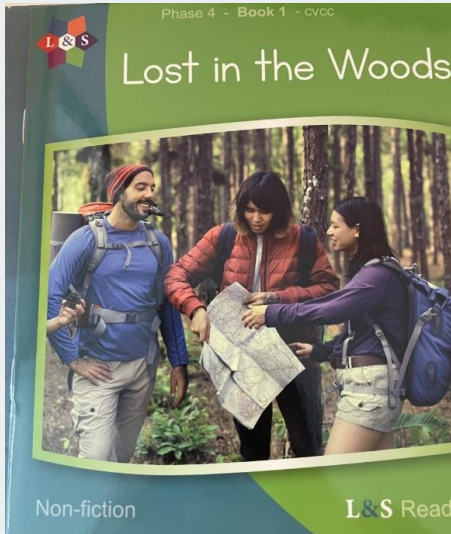


# READING BOOKS



- Children bring home a reading book and a library book.
- They should be able to decode all words in the reading book.
- However, if they have not remembered a sound or a word, it is okay to tell them and ask them to repeat it back to you. It is also okay for the book to be very easy and for them to be fluent.
- There will be a list of words in the book that children can't decode yet (tricky/exception words). It is a good idea to look at these with your child first.
- Children will keep their reading book and library books for a week.
- Please look after them!
- Please tell us if it is lost/ripped/damaged so we can replace it.

# READING BOOKS



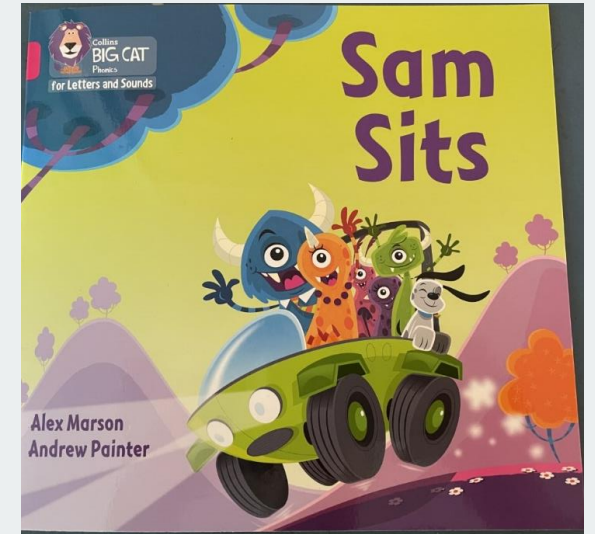
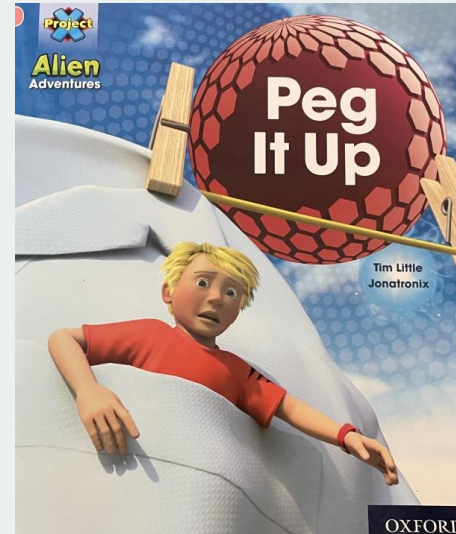
**Decodable CVCC Words:**

lost	toast	champ	think
west	pond	camp	tent
just	next	Aland	Parand

**Tricky Words:**

all	said	I	we
they	to	go	was

**Notes for Parents:** If your child has difficulty with a word, resist the urge to help. If your child is stuck use the prompt: 'Say the sound and read the word.' If the sound is still not forthcoming say: 'The sound is \_ \_ , 'or, 'The sounds are \_ \_ \_ \_ , ' and carry on.



**🐾 Before reading 🐾**

**Practising phonics: Phase 2**

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "t" not "tuh".

s t p n m d a i

- Read the words together.

Dad pat in Sam

**Check understanding**

- Ask your child:
  - What do these words mean?

pats naps

**Talk about it**

- Look at the cover together, read the title and back cover blurb. Ask your child:
  - What can you see in the picture? (e.g. *monsters/aliens and a dog sitting in a car*)
  - Which alien or animal do you think is called Sam?
  - What do you think Sam does in this story?
- Now read the book. Enjoy looking at the pictures and talking about them.



# HOME READING RECORDS




- We would like your child to be reading daily but there is not an expectation for the Reading Record to be written in.
- We want it to be used by adults to write any comments or questions they have for the class teacher in terms of their child's reading.
- Of course, if your child is keen to fill in their Reading Record then that is great too!




# HOME READING RECORDS



- On the front of the Reading Record are some reading targets for the year.
- On the back are the words children should be able to read and spell by the end of the year. The words from the previous year are there too.

 <b>Mile Oak Primary School</b> Home/School Reading Record	
Year 1	Pupil's Name:
Please use this book if you have any questions or comments, regarding reading, that you would like to share with the class teacher	
<u>Year 1 Reading Targets</u>	
I can read captions and sentences containing words with taught GPCs and exception words (securely within Phase 5).	
I am developing my fluency by becoming less reliant on segmenting and blending.	
I can check that the text I read makes sense by correcting inaccurate reading.	
I can read several common exception words.	
I enjoy and understand rhymes and poems and can recite some by heart.	
I can predict what might happen on the basis of what has been read so far.	
I can retell key stories, fairy stories and traditional tales using main events and key phrases.	
I can make inferences on the basis of what is being said and done.	
I can ask and answer questions about the stories read to me and explain my likes and dislikes.	

 <b>Mile Oak Primary School</b>					
<b>Year 1 and 2 (KS1) Words</b>					
a	class	great	many	path	there
after	climb	half	me	people	they
again	clothes	has	mind	plant	to
all	cold	have	money	poor	today
any	come	he	most	pretty	told
are	could	her	move	prove	water
ask	do	here	Mr	pull	was
asked	door	his	Mrs	push	we
bath	even	hold	my	put	were
be	every	hour	no	said	what
beautiful	everybody	house	of	says	when
because	eye	I	oh	school	where
behind	fast	improve	old	she	who
both	father	into	once	should	whole
break	find	is	one	so	wild
busy	floor	kind	only	Some	would
by	friend	last	our	steak	you
called	full	like	out	sugar	your
child	go	little	parents	sure	
children	gold	looked	pass	the	
Christmas	grass	love	past	their	

# THE LIBRARY



- Children go to the library weekly.
- They will take out a 'Library book' which they can choose to read with someone at home. This is additional to their phonics book which they should ideally be reading to an adult.



# LANGUAGE COMPREHENSION

- Developing children's speaking, listening and understanding is a school wide priority and is embedded in our wider curriculum.
- We create a language rich environment where all adults value the importance of quality interactions
- We model the use of full sentences and support children to do the same through stem sentences e.g.
  - *What was your favourite part of the story?*  
*My favourite part of the story was \_\_\_\_\_*
  - *What did you learn on our school trip yesterday?*  
*One of the things I learnt on our school trip yesterday was that \_\_\_\_\_*
- We plan opportunities for oracy through: drama, role play, expressing opinions, discussion, asking and answering questions, poetry recital and debate

# LANGUAGE COMPREHENSION

We carefully plan our teaching to reduce the language gap and promote opportunity for back-and-forth conversations across the curriculum. We do this by:

- thinking out loud
- modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- asking closed and open questions and answering the children's questions
- explaining why things happen and deliberately connecting current and past events
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- provide opportunity for children to practise listening, talking and giving feedback with a partner

# HOW YOU CAN HELP WITH LANGUAGE COMPREHENSION AT HOME

- Ask closed and open questions to your child and answer their questions
- Talk about what you did during your day to encourage children to share their day with you
- Encourage your child to speak in full sentences
- Explain why things happen and deliberately connect current and past events
- Explain the meaning of new words children come across



# READING FLUENCY



- We want Mile Oak children to be fluent readers
- Reading fluently has 4 parts:
  - *Accuracy*
  - *Speed*
  - *Expression*
  - *Comprehension*

# READING FLUENCY



- Reading fluency is incorporated into our school day.
- For the first two weeks of each half term, all classes focus on learning to fluently read a text. They then perform it at the end. The following strategies are used to help improve fluency:
  - *Echoing the teacher*
  - *Choral reading*
  - *Text marking*
  - *Reading in pairs/groups*
  - *Evaluating one another's performances*

# HOW YOU CAN HELP WITH READING FLUENCY AT HOME

- Hear your child read aloud as often as possible
- Read to your child and model using accuracy, expression, pace and volume for effect
- Praise your child's fluent reading e.g. *accurately reading tricky words, use of expression*
- Encourage your child to read a range of text types aloud: poetry, short stories, non-fiction texts.

# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



In our daily Guided Reading sessions, we teach the VIPERS skills, focusing on a different skill in each lesson.

# READING AT HOME

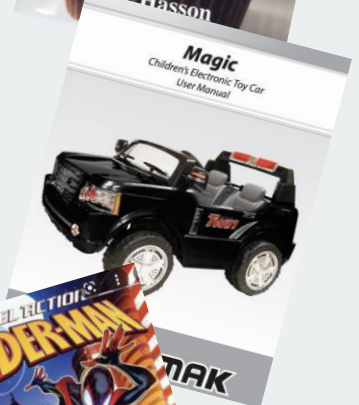


## Read anything!

- Don't worry about the 'what' and 'how' of reading each day. Books are great but any other texts can be great too.
- Why not set your child a reading challenge? How many different things can you read in a day?

### Text examples:

- Comics
- Magazines
- Leaflets
- Recipes
- Instructions
- Blogs
- Song lyrics



# READING AT HOME



## Ask your child lots of questions:

- All reading matters. Shared reading is about 'reading with' not just 'reading to'. Why not take turns to read a page each of a longer novel?
- Ask lots of questions, such as *Who? What? When? Where? Why?*





# Book Chat

Developing a Love of Reading



# READING AT HOME



## Maintain the motivation to read

- Talk about the joy of reading whenever you can.
- Give your child choices about what they read- being in control is great motivation!
- Make books a part of the family. Encourage your child to share them with a relative or friend, either in person or over a video call.
- Encourage them to recommend books to friends and family  
e.g. *You should read this book, Granddad, because you love funny stories.*



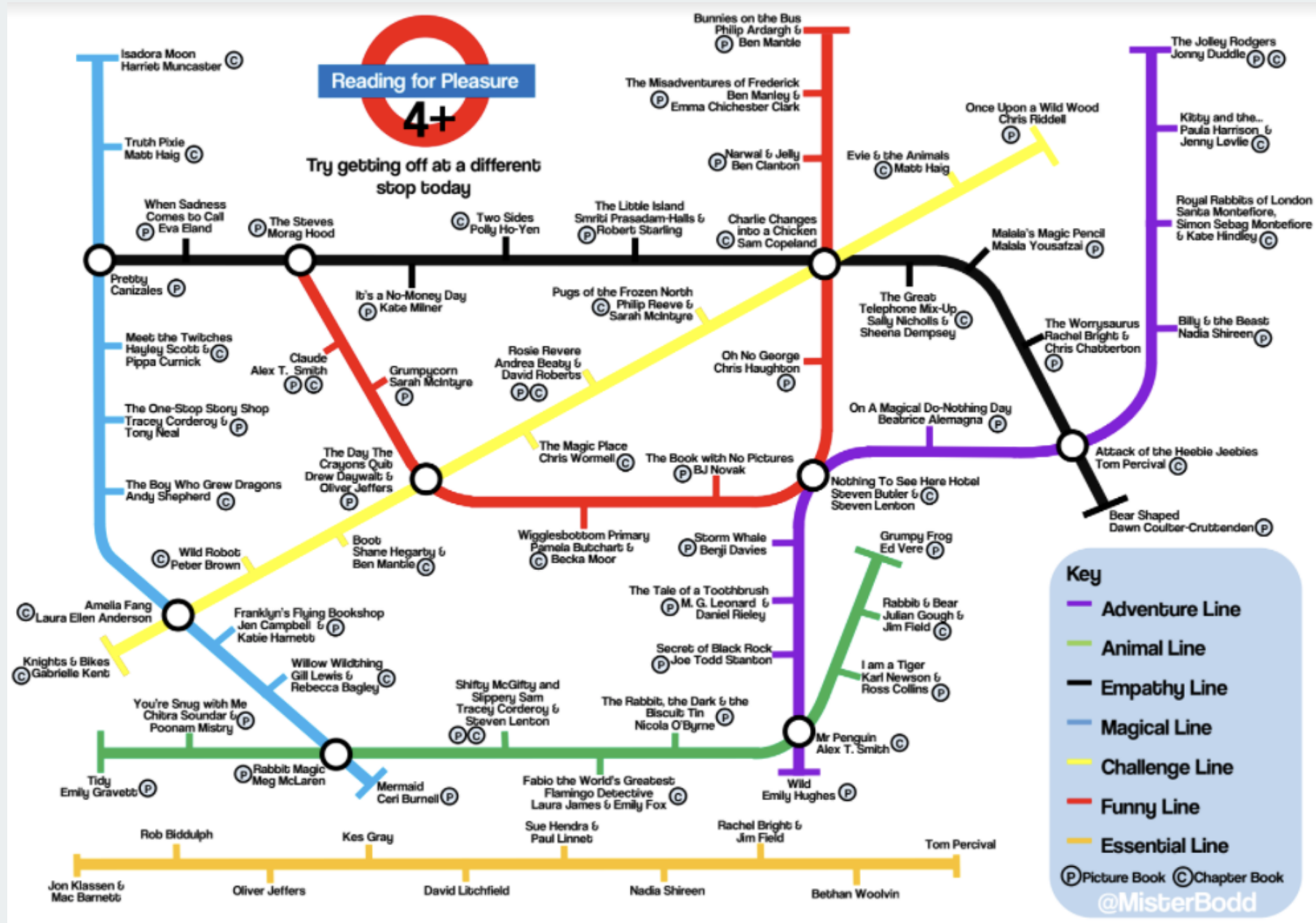


# BOOK SWAP

- Our Book Swaps have been extremely successful and the children love coming along to choose a book they can keep!
- We will continue to hold book swap events each half term during the school day.



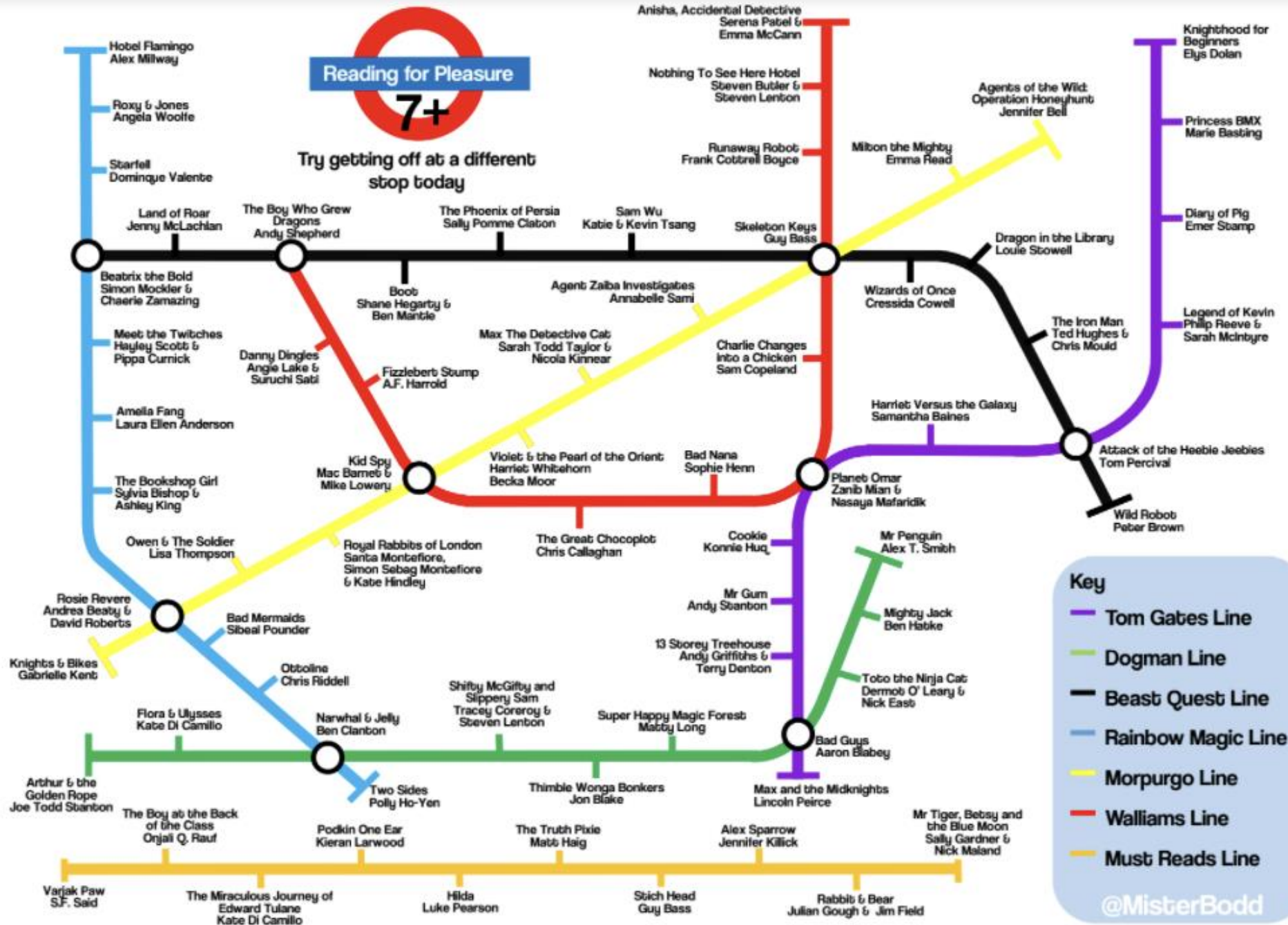
# BOOK RECOMMENDATIONS



# Reading for Pleasure

## 7+

Try getting off at a different stop today





# LoveReading

4 KIDS SHARING BOOK LOVE

## Browse Books By Age



Baby and Toddler



3+ readers



5+ readers



7+ readers



9+ readers



11+ readers

## SUPPORT



- Class teacher
- Message in Reading Record
- School website [www.mileoakschool.co.uk/brighton-hove/primary/mileoak](http://www.mileoakschool.co.uk/brighton-hove/primary/mileoak)
- Email the office [office@mileoak.brighton-hove.sch.uk](mailto:office@mileoak.brighton-hove.sch.uk)

Also:

Eyes tests: [www.nhs.uk/conditions/eye-tests-in-children/ts](http://www.nhs.uk/conditions/eye-tests-in-children/ts)

Hearing checks : [www.nhs.uk/conditions/hearing-tests-children](http://www.nhs.uk/conditions/hearing-tests-children)

Development: [ican.org.uk/i-cans-talking-point/parents/ages-and-stages](http://ican.org.uk/i-cans-talking-point/parents/ages-and-stages)

Dream Big  
**READ!**