



Reading at EHA

16th November 2022

Aims of the meeting

- To share our **Vision for Reading**
- To share **reading structure Y2-Y6**
- To discuss strategies to achieve reading **fluency**
- To discuss how we promote **reading for pleasure** at EHA
- To share strategies to support children with **reading at home**



EHA Reading Vision

At EHA, we believe that it is the right of every child to become a competent and confident reader; able to live, work and succeed in the literate world with a passion for reading. Reading is one of our Curriculum Drivers.

We believe that children should be able to:

- read fluently and confidently,
- use a wide vocabulary accurately and effectively,
- be able to critique a range of fiction and non-fiction texts,
- access the wider curriculum to its fullest and therefore to succeed in all areas of their learning.

Reading enables children to gain an invaluable insight into a world of imagination and therefore we understand our responsibility to foster **a love of reading** from a young age. By carefully selecting texts appropriate to our school and wider context, we aim to develop the cultural capital needed for children to succeed in a 21st Century adult life. Crucially, at EHA, we aim to foster a **love of literature and language** through widespread reading for enjoyment.

Did you know?

The English language has:

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds



One sound - different spellings		
Spellings of /ae/		
ay	a-e	ai
day	fake	rain
pay	blaze	pain
clay	amaze	chain
stay	save	fail
tray	hate	aim
delay	snake	stain
	chase	complain
		explain
a	ea	
crazy	great	
lazy	steak	
raven	break	

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Read Write Inc: Phonics into Fluency

- Phonics is a way of teaching children how to read and write. Reception-Year 2 children receive daily phonics.
- It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

The Read Write Inc programme helps all children learn to:

- read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling
- spell effortlessly so that they can put all their energy into composing what they write.



Teaching (Guided) Reading

At EHA we teach **reading**:

- **KS1**- in small groups using **banded books** matched to the attainment level of the children in a group
- KS2 –as a whole class using **Complete Comprehension** extracts
- **Both lesson types develop reading comprehension that is an essential part of the reading process.**
- Children need to be taught a range of reading comprehension strategies to help them fully understand the text and develop as readers.

Key Stage 1 Comprehension skills

Word meaning
Retrieval
Sequencing
Inference
Prediction

Key Stage 2 Comprehension skills

Word meaning
Retrieval
Summarising
Inference
Prediction
Relationship
Word choice
Comparison

Complete Comprehension

Key Stage 2 Skills

Schofield&Sims



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find and talk about the text's main points.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

Practise Fluency at home

Once children have mastered phonics and are no longer reliant on it for phonic decoding and blending, they will continue to develop their **reading skills of fluency, stamina and comprehension.**

Year 3-6 (end of year 2) Children will move away from phonic decodable books and will be able to access a range of story books.

The books that we use beyond RWI have been recently book banded . Children are assessed by their teacher to ensure they have a book that matches their reading level. We used National Curriculum Assessment foci.

Reading book bands

Colour Band	Year group	RWI colours
Mauve	Reception	Red Dirty 1-5
Pink	Reception	Red Dirty 6-10
Red	Reception & Year 1	Green Purple
Yellow	Year 1	Pink
Dark Blue	Year 1	Orange
Dark Green	Year 1	Yellow
Orange	Year 1	Blue
Turquoise	Year 1&2	Grey
Purple	Year 2	
Gold	Year 2	
White	Year 2	
Lime	Year 2&3	

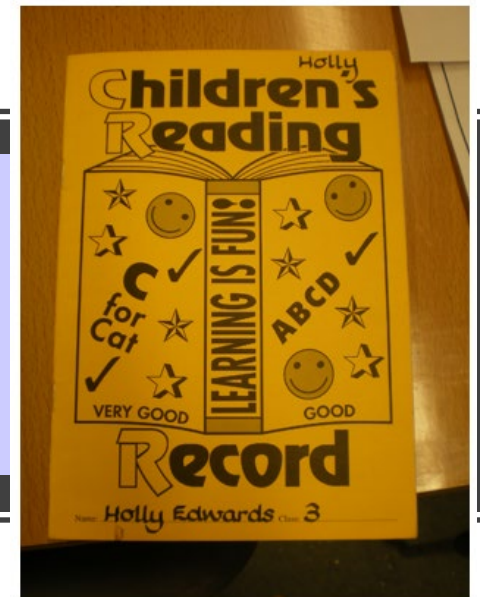
Brown	Year 3	
Light Purple	Year 3&4	
Grey	Year 4	
Light Blue	Year 4&5	
Maroon	Year 5	
Black	Year 5&6	
Fuchsia	Year 6	
Cream	Year 6	
Silver	Year 6	

Home Readers (Base)



New Home Readers

Reading Record Book



Reading Fluency

How can you support reading fluency?



Accuracy

- the ability to decode single words without making an error



Automaticity

- the ability to accurately and effortlessly identify words



Rate

- the speed maintained while reading accurately and automatically



Prosody

- reading in context at a smooth, even pace with expression

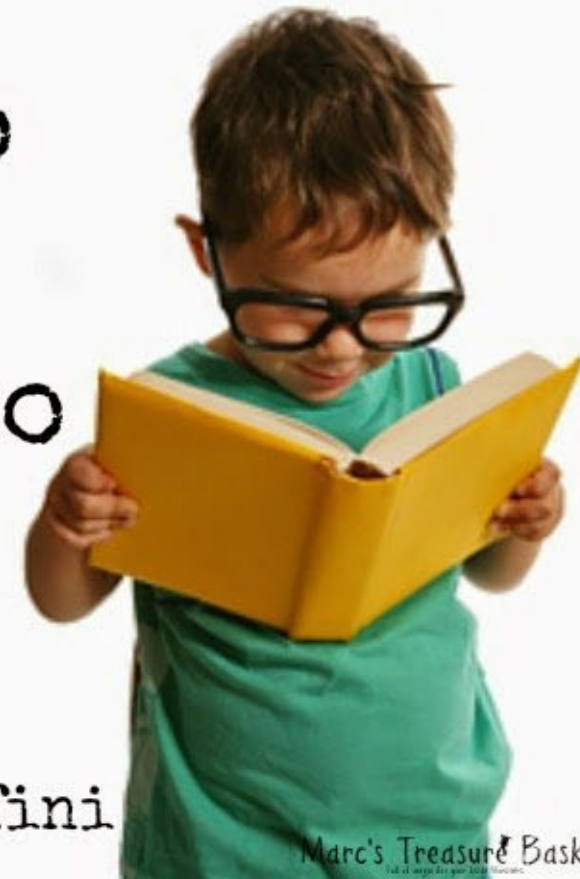


Reading For Pleasure

What does it look like here?

“There is no such thing as a child who hates to read; there are only children who have not found the right book.”

— Frank Serafini



Reading For Pleasure

New Book Corners/Windowsills



Reading For Pleasure

EHA Book Spine to come!

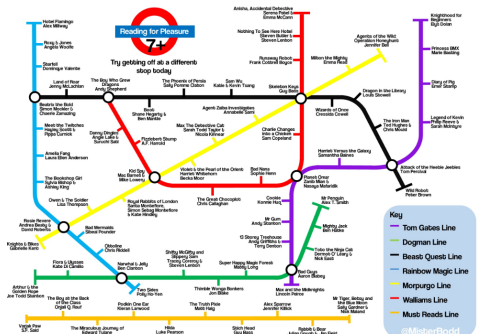
Year 3	Butterfly Lion Michael Morpurgo  The Tunnel Anthony Browne  The World's Greatest Space Cadet James Carter	The Sheep pig Dick King Smith  Journey Alan Becker  Daddy Christmas and Hanukkah Mamma Selina Alko 	Women who changed the world Kate Pankhurst  When Sadness comes to call Eva Eland  Harry Potter and the Philosophers Stone JK Rowling	The Lion Witch and the Wardrobe CS Lewis  We All Belong Nathalie Gross 	Ellie & The Cat Malorie Blackman  Please Mrs Butler Allen Ahlberg  The Story of Inventions Catherine Burr	One Dog and His Boy Eva Ibbotson  Street Beneath My Feet by Charlotte Guillian  The Different Dragon Jennifer Bryan
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Books that
are being
read aloud
to your
child.




Reading at Home

How can I best support my child?

- Recognise yourself as a **reading role model**
- Provide **varied exposure to texts**, e.g. audio books, newspapers, comics, magazines.
- Encourage children to develop reading **fluency** through use of discussed strategies (handout)
- **Question** children about what they read using key question stems to support comprehension
- Foster a **positive relationship** with reading to celebrate reading
- Expose your child to books from **Reading For Pleasure Tube Maps**



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

Read Aloud Book Swap

Friday 25th November 2022

For All years at Enfield Heights Academy

You are Invited to Book Swap

Time: 3.00 – 3.45pm

At: Enfield Heights Academy

**Please bring a book from home to swap for
another book**

(This does not include any of your school books)





The **MORE** that you
READ, the
more things
you will **KNOW**.

The **MORE** that you
LEARN, the more places
you'll **GO**.

- Dr. Seuss -

Thank you!

Any Questions?