



Reading at Loughston school

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Aims

- Reading vision
- Teaching of reading at Loughton school
- Assessment of Reading (Years 3-6)
- Spelling at Loughton School
- Phonics at Loughton School
- Library at Loughton School
- Supporting your child at home



Reading mission statement at Loughton School

At Loughton School, we believe that reading is a gateway to new worlds that can expand our minds, our imagination and provide us with the building blocks to future success. We recognise the important role reading plays in children's social and emotional development as well as the impact it can have on future attainment. According to research, spending just ten minutes a day reading increases children's general knowledge, vocabulary, fluency, and comprehension while also exposing them to almost 700,000 words annually.

<https://www.loughton.milton-keynes.sch.uk/page/?title=Reading&pid=51>



What does reading look like at Loughton School?

- Children have 4 guided reading sessions a week.
- Children have access to books in their classrooms
- Children have access to books from the library

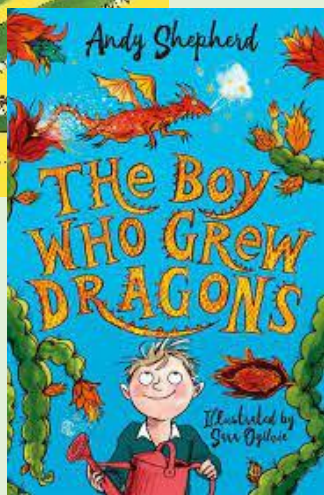
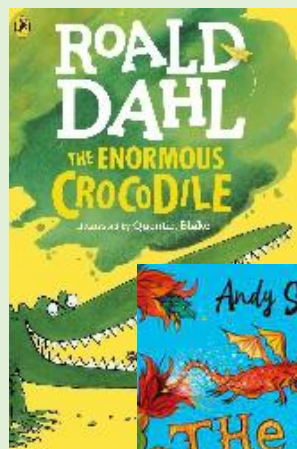


Guided reading at Loughton School

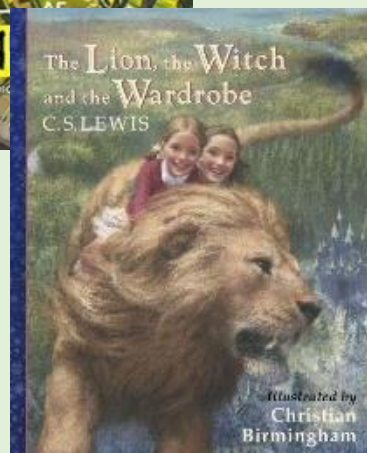


Guided Reading at Loughton

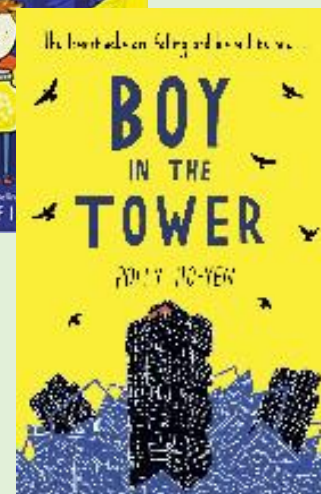
Year 3



Year 4



Year 5



Year 6





What does a guided reading lesson look like at Loughton?

- A quick recap of last lesson's reading
- Vocabulary check
- Class teacher reading the text and children follow along
- Children having the opportunity to read aloud
- Activity linked to our reading characters





Our reading characters

Violet

Violet can use her knowledge of vocabulary to find and explain the meaning of words



Immi

Immi can make and justify inferences using evidence from the text



Pax

Pax can predict what might happen from the details given and implied



Emily

Emily can explain content, context, meaning, themes and patterns across texts



Rocket

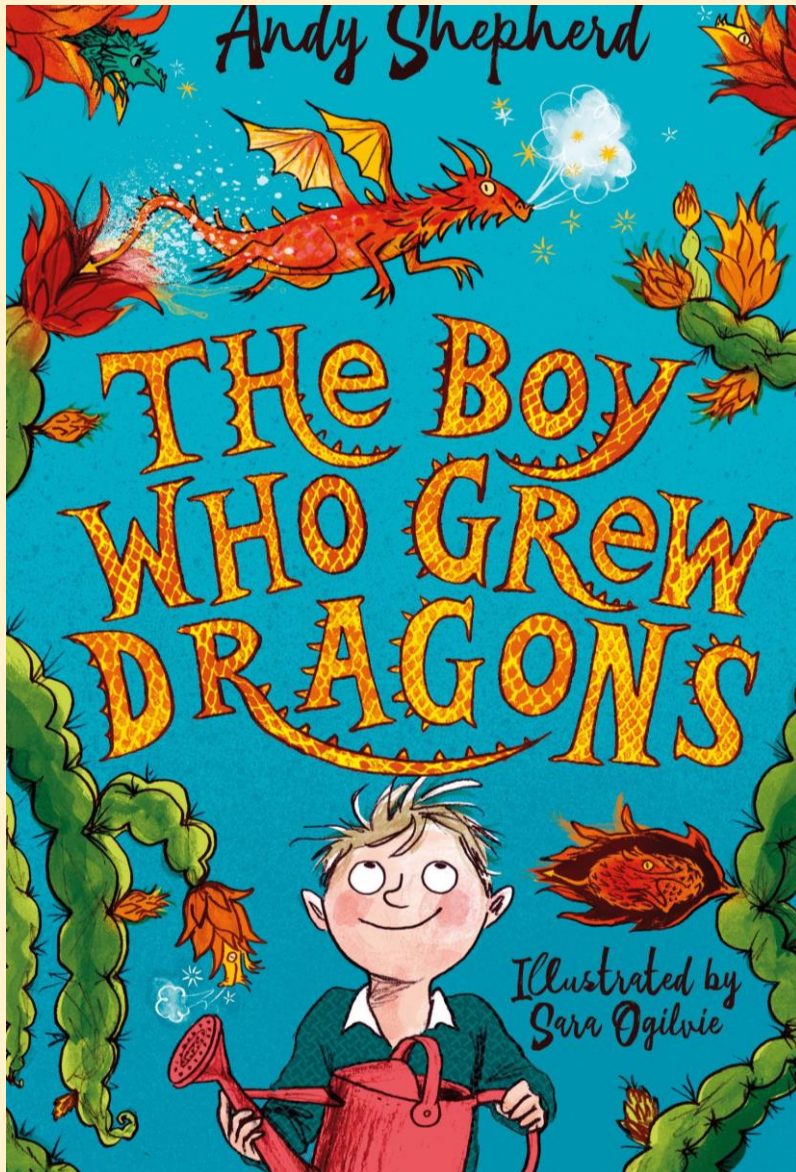
Rocket can retrieve information and identify key details from fiction and non-fiction



Sam

Sam can summarise the main ideas from more than one paragraph





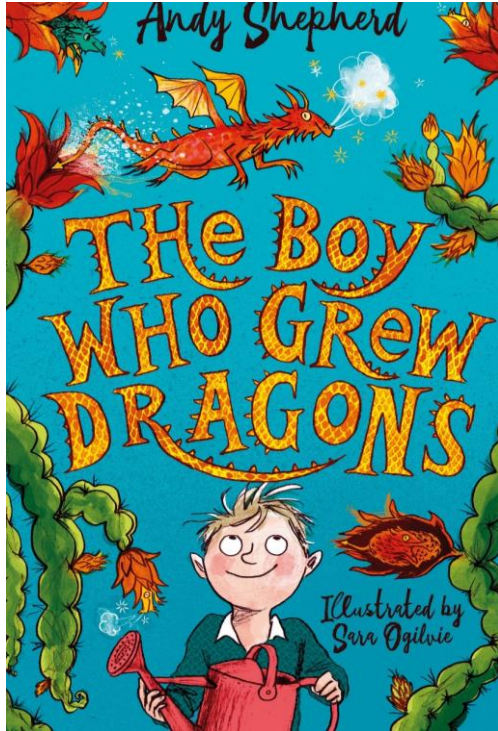
Quick start!



- Why are dragons not all fun and games?
- What were Grandad and his grandson eating?
- What nickname does Grandad have for his grandson?



Vocab check - match the word with its definition



sprouting

having lumps

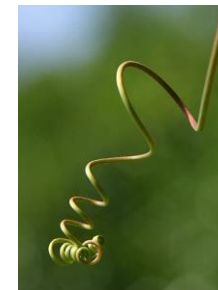
tendrils

growing new parts

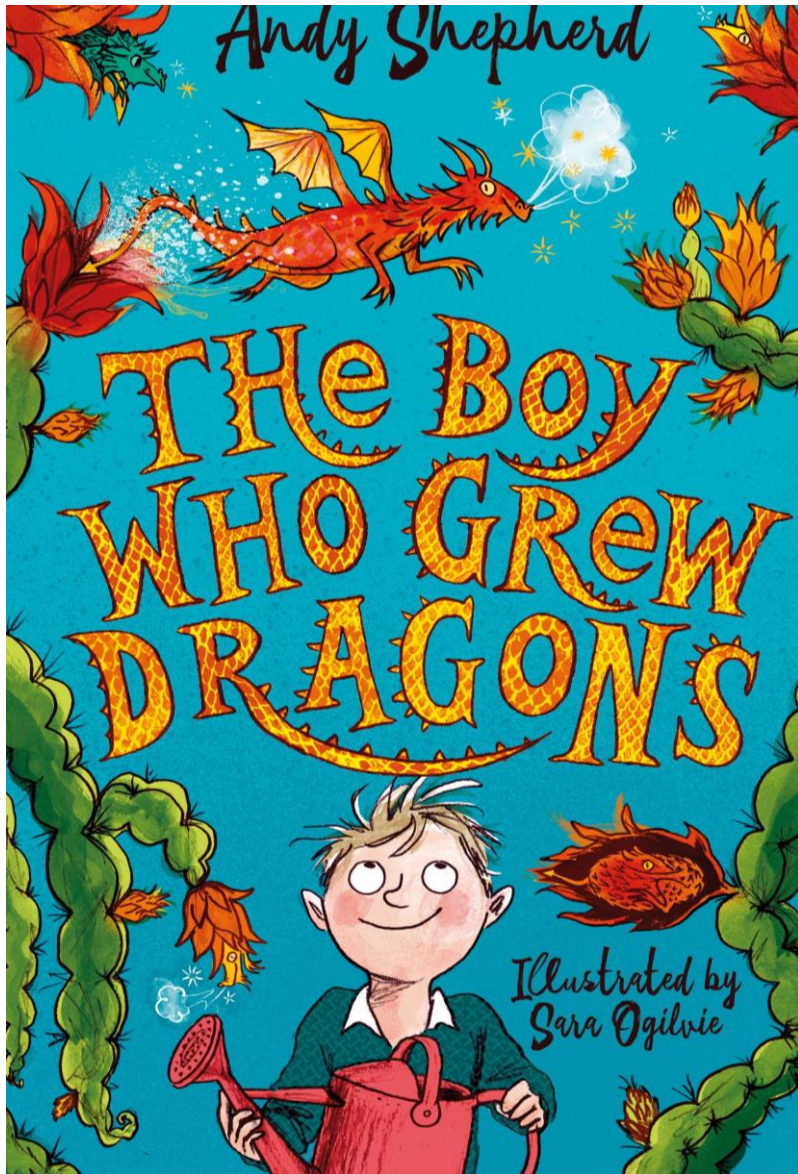
knobbly

against something
in a comfortable
position

nestled



thin stem-like parts
of a plant



Read pages 8-9

Draw a picture of the strange plant, using the description on Page 9 to help you.

Challenge - label your drawing with descriptive words and phrases from the text.





How accurate was
your drawing?



Spelling at Loughton school



Spelling at Loughton school

Our spelling vision at Loughton School is for our children to develop an interest in words, their meanings and their origins. From year three to year six, children will be exposed to a wide range of vocabulary so that year on year the children are building a bank of words which they can spell independently. At the beginning of their school journey at Loughton, regular spelling investigations will enable children to learn and explore the written patterns and sounds (graphemes and phonemes) alongside daily practice of common spelling rules and the origins of everyday words.

Timetabling

Spelling will be taught in blocks of 2 weeks.

Week 1- a 30 minute slot and a 20 minute slot.

Week 2- 5 x 10 minute slots (as children come into school

50 minutes
per week of
spelling
time.






Example Investigation



If a suffix is
added to a verb
ending in 'y', 'ure'
or 'ear' then use
-ance.

Do you think this hypothesis is correct?

True 	False 	Sometimes 

Quick 10

Day 1 - investigating endings



Endings that sound like
'shus' spelt **-tious** or **-cious**.

Can you add the correct **'shus'** endings to these words?

vi	nutri	ambi
pre	deli	cons
infec	mali	susp

If the root word ends in **-ce** (space) then use **-cious**, if it ends in **-tion**
(nutrition) then use **-tious**.

What other words end in the 'shus' sound?

Example Timetable



	Week 1 *	Week 2
Monday	50 minute investigation activity 15 words introduction	English as normal
Tuesday	10 Minute Activity	10 Minute Activity
Wednesday	10 Minute Activity	10 Minute Activity
Thursday	10 Minute Activity	10 Minute Activity
Friday	10 Minute Activity	10 Minute Activity



PHONICS

AT LOUGHTON SCHOOL



VISION STATEMENT

At Loughton School, we are determined that every child will learn to read and become confident, fluent readers, and be competent at phonically decoding words. We use phonics as a tool to target the children who are at the early stages of learning to read, identified as below expectation. It is to support the SEN children as well as the early readers who need extra phonics support to enable them to be positive, fluent readers, who engage with different types of texts.

<https://www.loughton.milton-keynes.sch.uk/page/?title=Phonics%2C+Spellings+and+Grammar&pid=55>



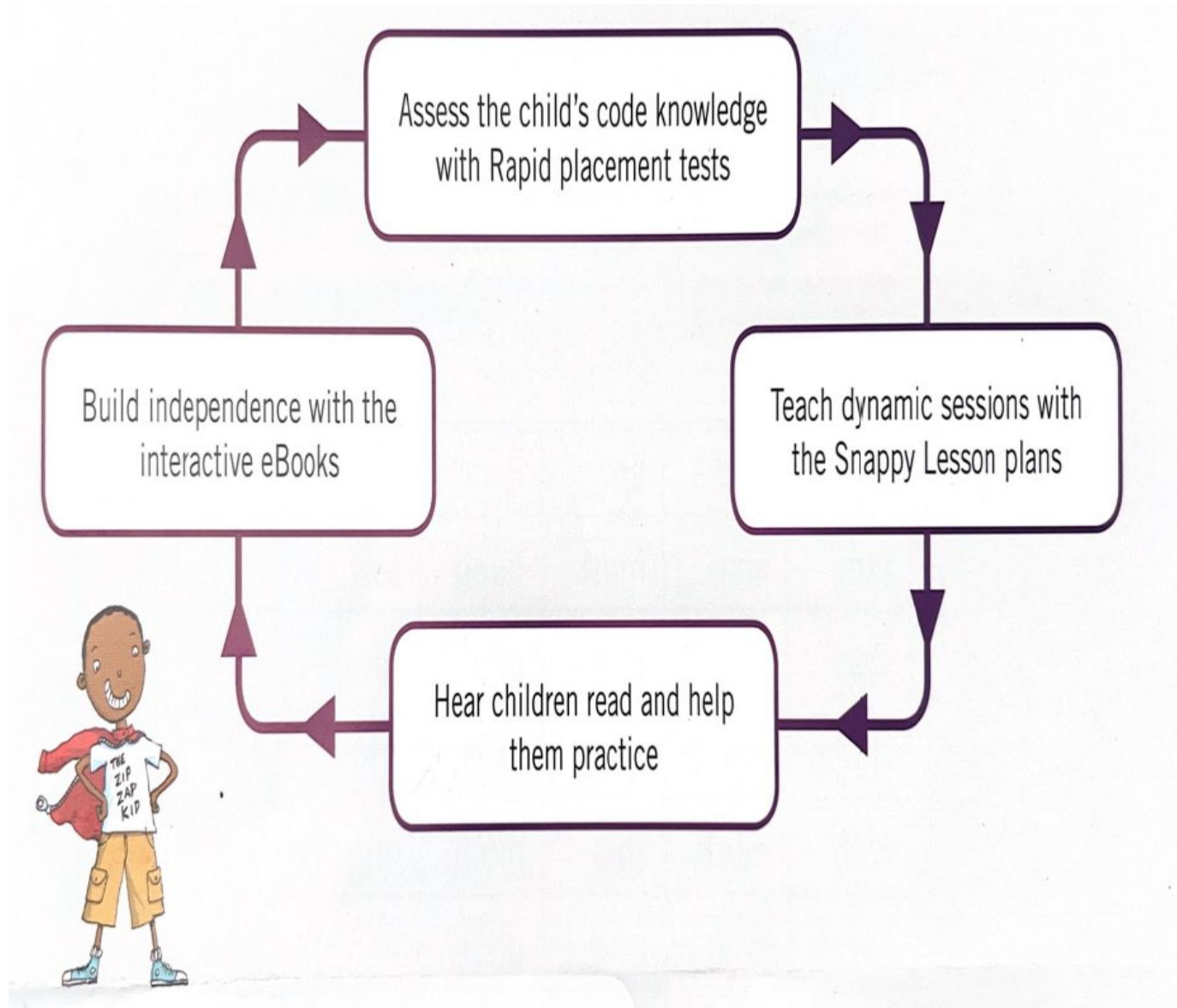
At Loughton School, we believe that phonics or spelling (depending on the point of the child's learning journey), writing and reading share a cyclical relationship. They support each other and so without a firm understanding of phonics/spelling, children may not reach their full reading and writing potential.

We aim to give children the tools and strategies they will need to develop into confident spellers. We aim to instill a love of words by encouraging children to explore words, their origins and meanings. This will in turn feed into their writing and reading. We aim for any teaching of spelling to be robust, challenging and engaging.





How Rapid Phonics works.





The structure of Rapid Phonics lesson

A summary gives you the objectives for the Snappy Lesson and success criteria. You can share these with the children at the start of the session if you wish.

Use this section to review the sounds, using flashcards, that have previously been taught; concentrate on any that children have been struggling with.

Keep these sections brisk, interactive and fun. Remember to praise children frequently!

Use the flashcards, or write these words on your own mini-whiteboard.

Some sentences rehearse previously-learned tricky words. Look out for children who need a reminder of what the tricky part of the word is, and encourage them to blend the rest.

Ask the children to write on lined mini-whiteboards or ruled paper.

Do as many or as few sentences as you feel children need. Round off the session by praising them for their efforts!

Snappy Lesson 14 STEP 1.1

Sound: d

Learning Objectives: to blend and segment three phoneme words using alphabet phonemes
Success Criteria: to read three phoneme words and write dictated words and a sentence with 100% accuracy

Reading	Spelling
1. Review Sounds (show as a pack) • sotpin cehrm	7. Sound Dictation • sotpin cehrm
2. New Sound: d Show the flashcard for d . With the phonemes s, a, t, p, i, n, c, e, h, r, m, d play the Grab Game . With the cards on the table, say a sound and ask children to grab for the letter. Remind them about Fingertips Freeze when they touch the flashcard. Only allow one 'grab'.	8. New Sound: d Model writing the letter on the board and talk through the letter formation. Sky Write the letter together. Ask children to write the letter on whiteboards or paper at tables. Check the letter formation for correct start point, exit stroke and place on line.
3. Oral Blending (Robot Game) Play the Robot Game . Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound. • Say sounds s-a-d. Ask children what word they hear. Children say the word 'sad', repeat the word to the children. • Repeat for: red, hid, Dad, dim, did.	9. Oral Segmenting (Phoneme Fingers) • Say a word and the children use Phoneme Fingers and flick their fingers for each sound in: d-i-p, d-e-n, h-a-d, d-i-n, m-a-d, d-i-d. • Flick fingers to model for or to support children.
4. Manipulating (Swap) Sounds Stick vowel cards at the top of the board: a i e Stick consonant cards at the bottom: p n h r m m d d Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping a card from the word with another card at either the bottom or the top of the board, using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made. Full circle words: dim, din, dip, did, hid, had, ham, him, dim or: dip, did, rid, rim, ram, mam, man, men, den, din, dip	
5. Reading Words • Ask children to read these words: sad, red, hid, Dad, dim, did	10. Word Dictation • Ask children to tap for the sounds and write: dip, den, had, din, mad, did
6. Reading Sentences (See page 84) Dan had a red hen. Did the cat sit in his hat? Ned hid the pen. Is Dad sad?	11. Sentence Dictation (See page 84) Dan had a red hen. Did the cat sit in his hat? Ned hid the pen. Is Dad sad? After writing, children read back sounds, words, phrases and sentences.

Look out for tricky word: the



Assessment

Assessments take place at the beginning of the term to assess where to start the Rapid Phonics program. Then again at the end of the term in order to monitor progression. The information will inform us of how much the children have learned. We test the children on their knowledge of alphabet phonemes (sounds), digraphs (blending 2 letters), and trigraphs (3 letter bends)

Key:

Alphabet phonemes - s a t p i n c e h r m d g o l f b j v w z y k qu x ss zz

cvc words eg cat

cvcc words eg golf

ccvcc words eg specs

Digraphs - sh ch th ng ai ee oa ue ar er or oi ou oo

Trigraphs - air ear ure



How can you help at home?

At Loughton School, we want to encourage our pupils to have an interest in reading and want the children to have a love for independent reading. Which in turn will reinforce their phonics knowledge.

- ❖ Read to and with your child. This models good reading skills and promotes reading for enjoyment
- ❖ Encourage your child to phonetically sound out unknown words - segment the word
- ❖ Talk, talk, talk! As a parent, you are the model for good speaking and listening skills
- ❖ Pronounce words and sounds clearly
- ❖ Use the online books - active learn website <https://www.activelearnprimary.co.uk/login?c=0>

Our school website has more information about Rapid Phonics and Reading

<https://www.loughton.milton-keynes.sch.uk/page/?title=Phonics%2C+Spellings+and+Grammar&pid=55>



Supporting your child at home

- Hear your child read as often as possible and read to them. Please sign their home school reading journal whenever you hear them read.
- Actively introduce new vocabulary to your child in day to day discussion and check they know the meaning of words.
- Encourage your child to write shopping lists, birthday cards, invitations, thank you letters, postcards etc.
- Talk about and ask questions about what your child is writing in school.
- Encourage them to keep a diary or notebook where they can jot down ideas.

The image shows a grand, multi-story library. The architecture is characterized by high ceilings and extensive use of wood. Multiple levels of balconies with decorative wooden railings are visible, each lined with floor-to-ceiling bookshelves. A prominent black metal spiral staircase with a wooden handrail winds through the center of the space. The bookshelves are filled with books of various sizes and colors. The lighting is warm, creating a scholarly and historic atmosphere. The word "Library" is overlaid in a large, white, serif font on the right side of the image.

Library

Books for all

We are proud of our library and have tried to make it a comfortable space, in which we can help inspire a love and passion for reading in our students. There are comfy beanbags and floor cushions to encourage them to get cozy with a good book.

We are lucky to have such a vast library and the children have access to a great selection of current books. We are particularly happy with our large selection of graphic novels, which the children have been very eager to read.

Very few books have restrictions on them, so much of our selection is available for all to read.





Choices

The library has been designed and laid out in sections to make it easier for everyone to find the book they are looking for.

Fiction is arranged alphabetically by the author's surname.

Non-fiction has been arranged according to the Dewey decimal system, but we also have topic cards for quick reference.

There are book boxes dedicated to picture books, puzzle books, graphic novels, the classics, as well as specific books based on each year group's theme topic.



**Thank you for coming.
Do you have any questions?**