



Reading at Loughton School



Dee Newman - Reading and Phonics lead
Boppy Wilmshurst - Library and reading for pleasure lead



Aims

- Reading vision
- How we teach reading
- Assessment
- Phonics 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>



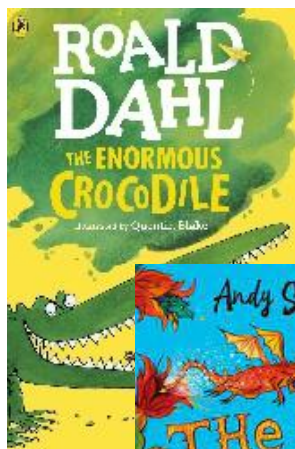
What does reading look like at Loughton School?

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

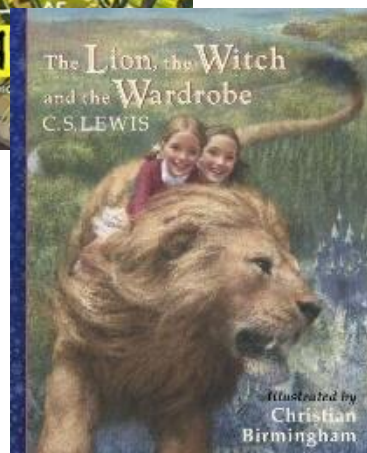


Guided Reading at Loughton

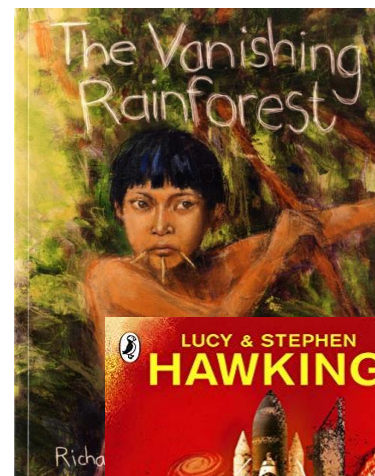
Year 3



Year 4



Year 5



Year 6





What does a guided reading lesson look like at Loughton?

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





Our reading characters

Violet

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



Emily

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



Immi

Immi can make and justify inferences using evidence from the text



Rocket

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



Pax

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

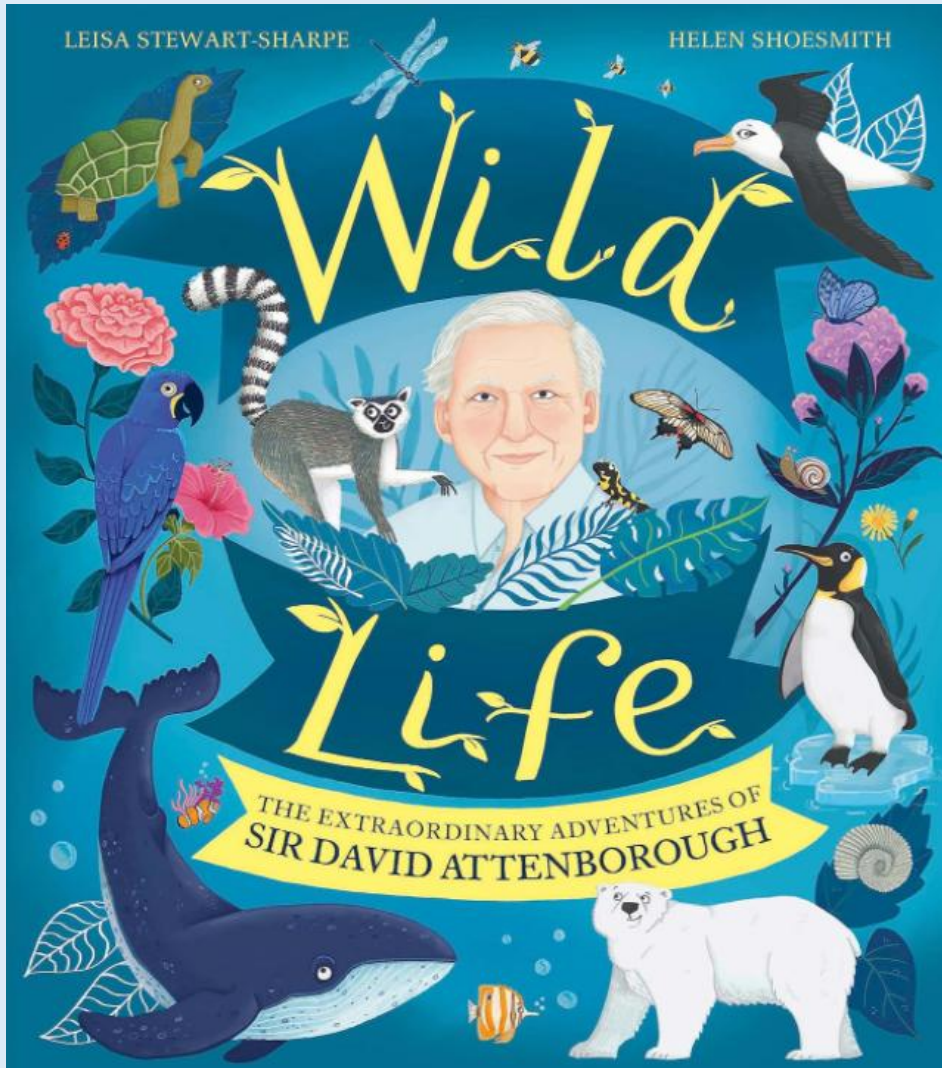


Sam

Sam can summarise the main ideas from more than one paragraph



Example of a year 5 guided reading lesson



Quick start!

If this is the answer, what is the question?

- Zoo Quest
- Cambridge University
- Australia's Great Barrier Reef



Individual thinking



‘From fish that clambered onto land 350 million years ago.’

What does clambered mean?

Why might it be difficult to imagine fish clambering?



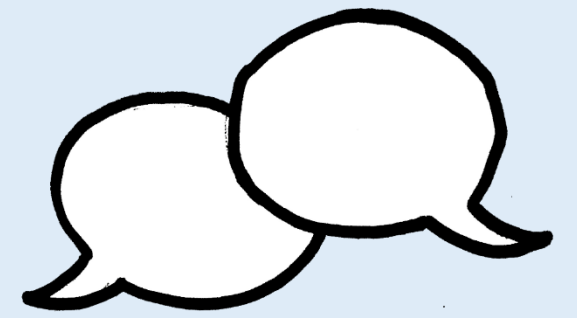
Individual thinking

'It puffed out its feathers like an umbrella and frantically danced about, bobbing and bouncing, as its beady blue eyes bulged.'





Partner Talk



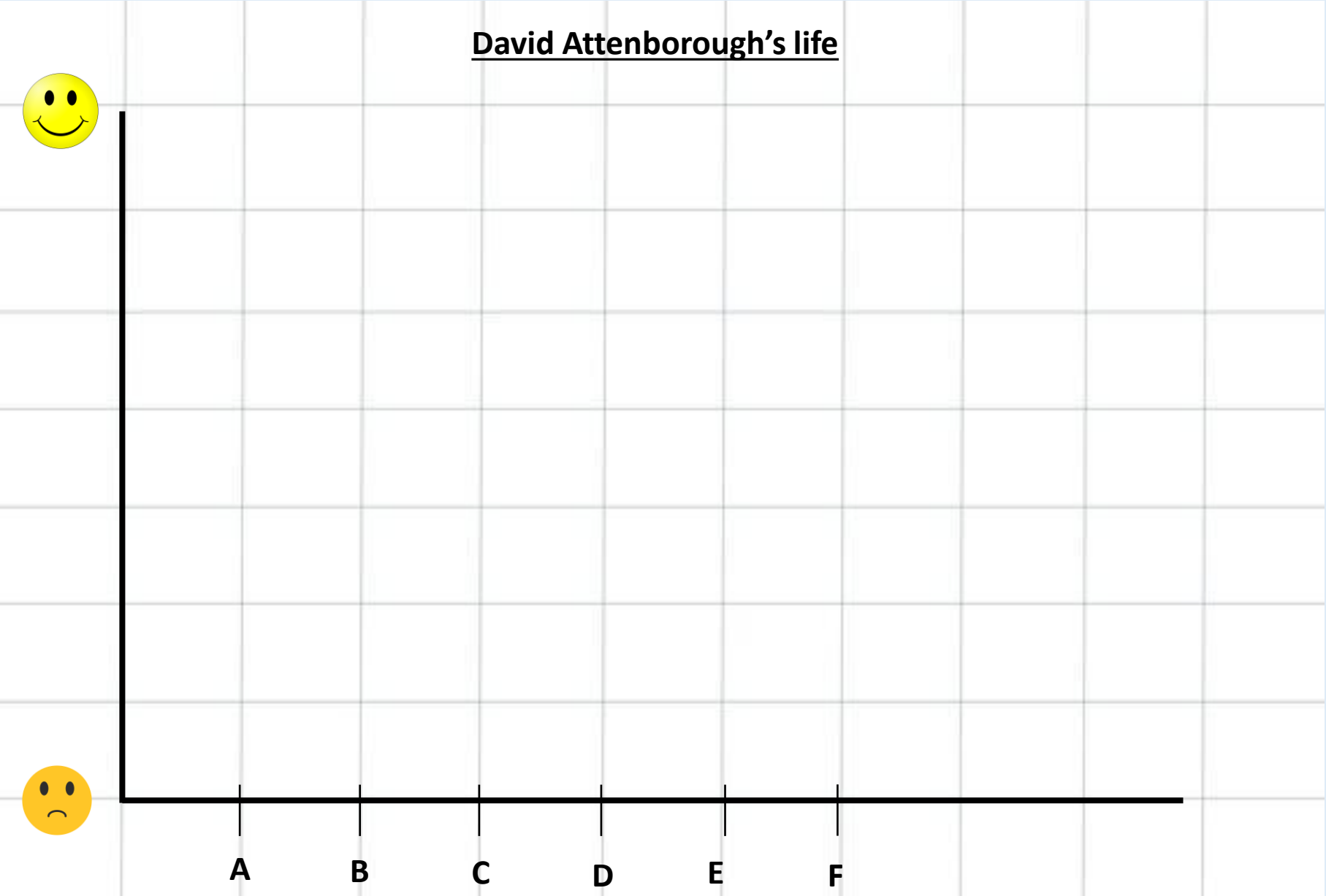
Name three ways David encouraged others
to protect the Earth.



Solo work – emotions graph



Emotions

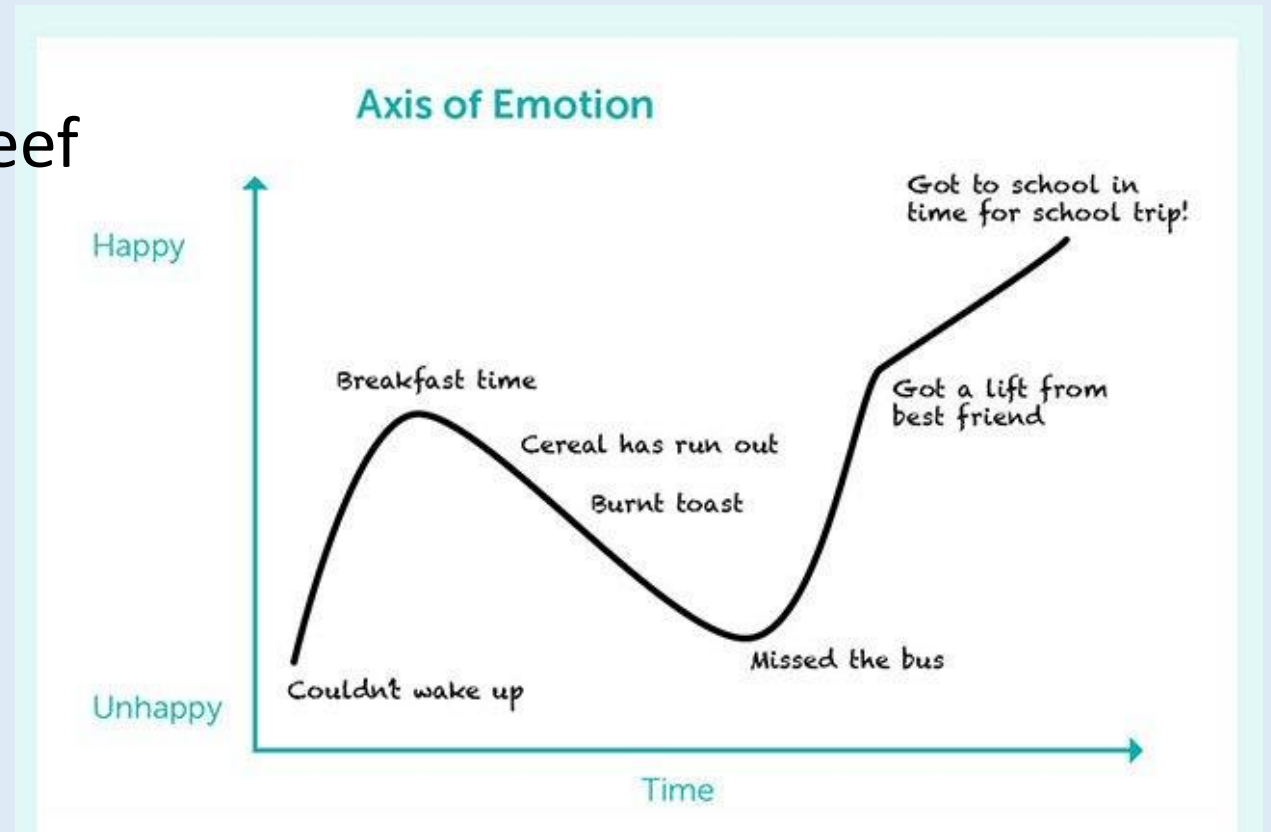


Events

Plot a line graph of David's emotions across events in his life.

You might want to include these events:

- a) Getting a fire salamander for his birthday
- b) Studying at Cambridge University
- c) Presenting 'Zoo Quest'
- d) Scuba diving in the Great Barrier Reef
- e) Meeting Lonesome George
- f) Noticing the changes in our planet



How do we assess reading?

Our reading characters	Year 3	Year 4	Year 5	Year 6
Rocket Retrieval 	Identify what information they need to look for when retrieving Answer literal questions to improve understanding of a text Create simple literal questions, based on one area of the text	Find and record information independently from non-fiction using features Attempt to scan the text for key words to help them answer literal questions Answer literal questions in more detail by <u>making reference</u> to the text Create more detailed, literal questions based on more than one area of the text	Use non-fiction features to find information and present key facts across all subject areas Begin, with support, to decide whether statements are of fact or opinion Use skimming and scanning techniques to find key information Use text-marking to retrieve information or ideas from texts e.g. highlighting/notes in the margin	Accurately decide whether statements are fact or opinion Show confidence using skimming and scanning techniques to find key information quickly Create own literal questions that require reference to more than one point in the text

- Progression of skills
- Years 3 - 5: termly reading assessments
- Gap analysis informs planning
- Teachers regularly listen to readers



Phonics at Loughton School

Dee Newman Phonics Lead



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 Special Educational Needs 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.



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.



At Loughton School, we continue to teach phonics primarily to the children who have not passed their phonics screening test in Year 1 and Year 2. We also ensure that the Special Educational Needs children are assessed and supported.



Phonics

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
Which is the sound the letter makes.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.
- Although there are 26 letters in the English alphabet, there are 44 speech sounds.



At Loughton School, we use Little Wandle letters and sounds programme

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



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.



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