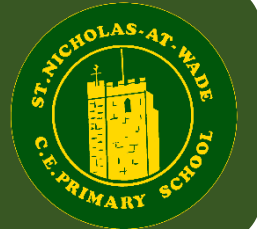






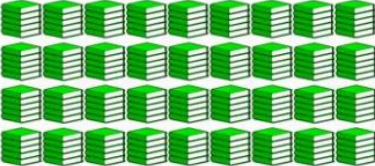





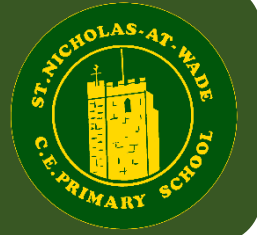
Reading








- Hearing your child read every day helps them with their decoding and fluency skills.
- Reading stories to your children helps develop their love of reading and increases their vocabulary significantly.

| | |
|--|---|
| <p>Child A reads for 20 minutes per night, 5 times a week</p>  | <p>Child B reads for 4 minutes per night...or not at all</p>  |
| <p>In one week: 100 minutes of reading</p>  | <p>In one week: 20 minutes of reading</p>  |
| <p>In one month: 400 minutes of reading</p>  | <p>In one month: 80 minutes of reading</p>  |
| <p>In one school year (9 months): 3,600 minutes of reading</p>  | <p>In one school year (9 months): 720 minutes of reading</p>  |
| <p>By the end of year 6: 28,800 minutes of reading (80 school days)</p>  | <p>By the end of year 6: 5,760 minutes of reading (16 school days)</p>  |

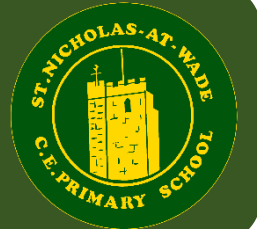
Reading



In Key stage One reading questions in comprehension will be a variety of the following:

| | | | | |
|---|--|--|--|--|
| <p>VOCABULARY</p> <p>Draw on knowledge of vocabulary to understand texts.</p>  | <p>RETRIEVAL</p> <p>Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p>  | <p>SEQUENCING</p> <p>Identify and explain the sequence of events in texts.</p>  | <p>INFERENCE</p> <p>Make inferences from the text.</p>  | <p>PREDICTION</p> <p>Content Domain 1e: Predict what might happen on the basis of what has been read so far.</p>  |
|---|--|--|--|--|

Reading



Vocabulary-Children need to explore how and why authors and poets have chosen to use certain words and phrases:

VOCABULARY

Draw on knowledge of vocabulary to understand texts.



What does this word/sentence tell you about...
(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../
shows you.../backs up what you have said about...?

Why did the author use the word... to describe...?

How does this word/description make you feel?

Retrieval-Children need to explore how and why authors and poets have chosen to use certain words and phrases:

RETRIEVAL

Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



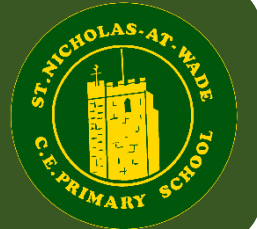
Where/when is the story/poem set?

Is this character a good/bad character?
How can you tell?

Is there a dilemma in the story? What is it?
How is the dilemma resolved?

Find your favourite description of the...

Reading



Sequencing-Children need to be able to order the events in a text and to discuss the order in which things happen:

Inference-Children need to learn how to use clues in a text to come up with ideas or to make a conclusion:

SEQUENCING

Identify and explain the sequence of events in texts.



How/where does the story/poem/non-fiction text start?

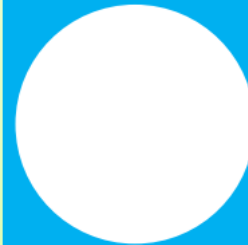
Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order they happened.

INFERENCE

Make inferences from the text.



What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word ... here?

How do you think the author feels about ...?
Find words to back this up.

Reading



Prediction-Children need to be able to work out what might happen next based on what they have already read.

PREDICTION

Predict what might happen on the basis of what has been read so far.

What do you think will happen next?

Where do you think ... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

Reading Tips:



1. Set aside a regular reading slot time of 10 to 15 minutes every day that is best for your child – this can be them reading a story to you or you reading to them.
2. Have books around the house – books on shelves, coffee tables - as they will illicit curiosity and help your child understand that books have print which convey meaning e.g. story books, information books, recipe books, comics, magazines etc.
3. Family reading time – perhaps not always reading to mum or dad but to aunts, uncles, brothers, sisters, pets. Use technology to allow your child to read to family members living far away e.g. Zoom, Microsoft Teams, Skype.
4. Model yourself as a reader – are you seen to be reading by your child e.g. the newspaper, books, magazines etc. Think about the times that you are seen to be reading. If you are seen to be reading children have a tendency to emulate what their parents are doing
5. Go to the local library (in Birchington or Westgate) – they are full of a range of books that will enhance your child’s reading diet.

Reading Tips:



6. Find out how well your child is doing at school with their reading e.g. what level of book they are on, what level of book they should be on for their age at that point in the curriculum. Try not to force your child up the reading scale too quickly. Remember that we want to develop that breadth of reading, not just story books but information books where there are more unusual words and terminology that may need to be explained.

7. Reading doesn't have to involve a hard copy of a book. It could be on a Kindle, iPad or computer screen. It may be signs in the environment e.g. road signs, shop signs, advertising posters, reading a menu, instructions for a recipe etc. Encourage your child to engage with print and help them when they are not sure. This is a great way of showing them that print is everywhere around us in the environment and how useful reading is as a skill.

8. Communicating language doesn't always mean reading – it might mean speaking aloud, it might mean the expression that they are giving when they are reading books. It might be the intonation and the modulation of their voice and the ups and downs to make people interested and to engage their audience. So it's not always about reading the print of the text but how you read it and how you make the listener engage with what you are saying.

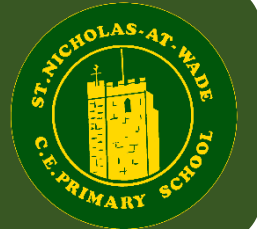
Reading Tips:



9. If your child is struggling with a word and they don't know how to read it, try using phonics e.g. cobweb. Cobweb is a phonetically decodable word so if you know the phonemes for the respective graphemes you can read the word. Sometimes six letters are too much for children's eyes so you have to break it down. In this example, you may need to cover up the last three letters and focus on the first three, then the last three and then put both words together etc. (Chunking)
10. Share the reading – you read a sentence, a page or a chapter, your child reads a sentence, a page or a chapter.

READING EVERY DAY, HAVING BOOKS AROUND THE HOUSE, SEEING YOUR INTERACTION WITH BOOKS AND YOUR INTEREST IN READING WILL REALLY HELP YOUR CHILD ON THEIR READING JOURNEY. THIS WILL HELP YOUR CHILD'S LEARNING GO FROM LEARNING TO READ TO READING TO LEARN.

Accelerated Reader



Renaissance



LA

Home

Practice



Star Assessments

English



Assignments

Showing

All Assignments

From

Everyone



Reading Practice Quiz: Frog and Toad Together

Completed ✓



Reading Practice Quiz: Crazy Gang 3: Pets Just Want to Have Fun!

Completed ✓



Reading Practice Quiz: Days with Frog and Toad

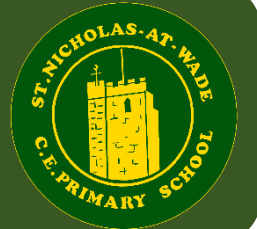
Completed ✓



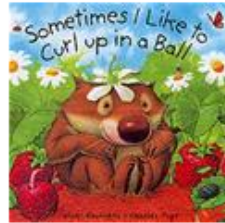
Reading Practice Quiz: Frog and Toad Are Friends

Completed ✓

Accelerated Reader



Take Quiz



Sometimes I Like to Curl Up in a Ball

Book

By Vicki Churchill

Life is a lot of fun for Wombat. He can shout out loud, step in circle...

ATOS Level **2.4**

Lexile® Level **NP**

Interest Level **LY**

Points **0.5**

Quiz **205377 EN**

Language **English**

Take Quiz

Reading Practice

Start Quiz

Accelerated Reader



Stop Quiz

Reading Practice Quiz: Sometimes I Like to Curl Up in a Ball

Question 1 of 5

Why does Wombat like to curl up in a ball?

- A. He can travel faster.
- B. He can roll down hills.
- C. Nobody can see him.
- D. Bouncing is fun.

Accelerated Reader



| 0% Non-fiction Fiction 100% | Words Read | Activities Completed | Points Earned | Average Quiz Score | Average Reading Level |
|--------------------------------|------------|----------------------|---------------|--------------------|-----------------------|
| | 11,647 | 6 | 2.7 | 90% | 2.9 |

Best book levels for you:
2.4 2.5 2.6 2.7 2.8 2.9 3.0 3.1 3.2 3.3 3.4

Short Books 0.5 Point Reading 

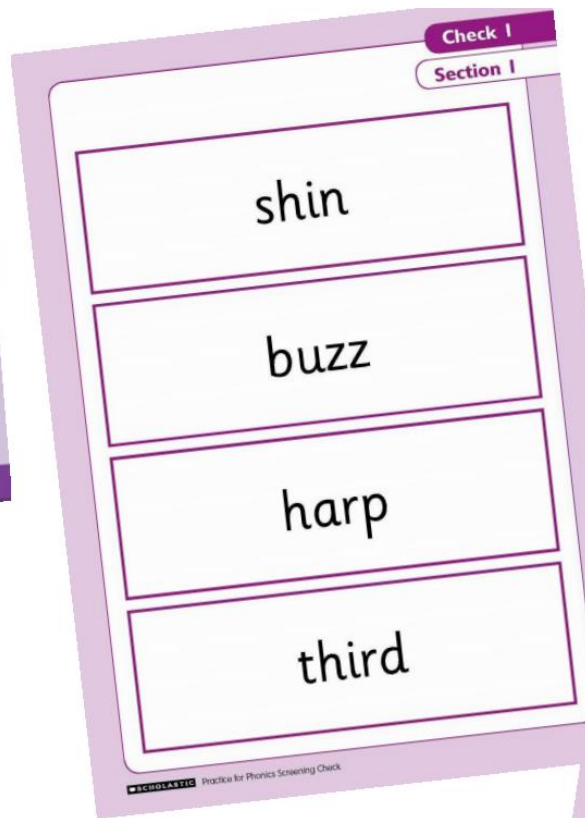
GREENWOOD GLEN

4 Badge Target

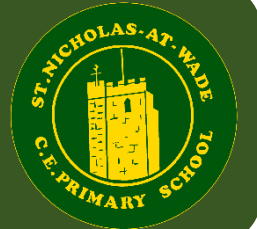


The graphic features a rabbit character named Hardey holding a book titled 'Growing a Garden'. Below the rabbit are five trophy icons and the text '0.5 point Reading'. To the right are three large, empty leaf-shaped outlines for badges, set against a background of a forest with trees and a stream.












Phonics Re-take



Phonics and spelling:



Phase 2 Sound Mat

| | | | | | | | |
|---|--|---|---|---|---|--|---|
|  s |  a |  t |  p |  i |  n |  m |  d |
|  g |  o |  c |  k |  ck |  e |  u |  r |
|  h |  b |  f |  l |  j |  v |  w |  x |
|  y |  z |  qu |  th |  sh |  ch |  ng |  nk |

Phase 3 Sound Mat

| | | | | | | | |
|---|---|--|--|--|---|---|---|
|  ai |  ee |  igh |  oa |  oo |  oo |  ar |  or |
|  ur |  ow |  oi |  ear |  air |  er | | |

Tricky

is | the put pull full as
and has his her go no to
into she push he of me me




















Tricky

was you they my
by all are sure pure

Phonics and spelling:



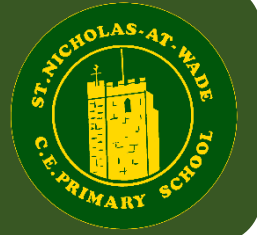
Phase 5 Sound Mat

| | | | | | | | |
|---|---|---|---|--|--|--|--|
|  ay |  ou |  oy |  ea |  ir |  ie |  ue |  o |
|  i |  a |  e |  a-e |  i-e |  o-e |  u-e |  e-e |
| | | |  ew |  ie |  aw | | |

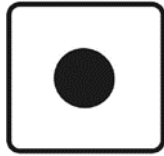
Tricky

their people oh your Mr Mrs Ms ask could would should
our house mouse water want

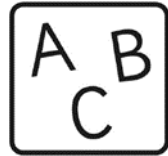
Checklist:



Finger spaces



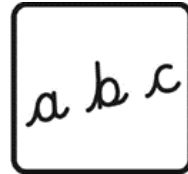
Full stops



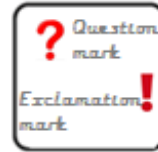
Capital letters/pronouns and names



Write on the line



Handwriting



? !



Read it back



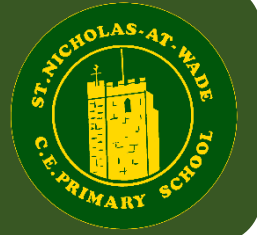
Edit it

Writing Progression-Yr1



- Say the sentence out loud before you write
- Sound out words before attempting to spell
- Use capital letters and full stops most of the time
- Form most letters correctly (using letter families) and begin to use cursive handwriting, keeping letters on the line
- Leave a space between each word (finger spaces)
- Spell some Tricky words correctly e.g. **said, come, was, of**

What does it look like?



Year 1

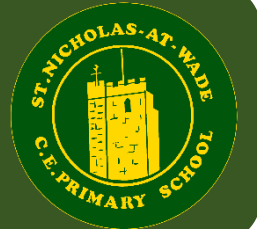
- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember about spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.

I was outside in the garden picking flowers. My mum and dad told me not to, but I still carried on. I went to the forest. I still carried on. I carried on until the hairy wolf came. Sing me this sweetest song.

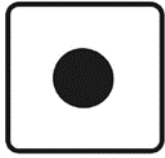


One winter Day
I went to the snow with my brother
I saw a lot of snowflakes. First
I played a snowball fight. Then
I build a snowman. Next we
made a snow angel. We ate an
chicken soup. Then we made a
camp fire. Next I made a tent.
After that we made a flower. I

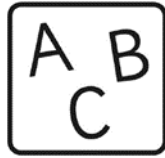
Checklist:



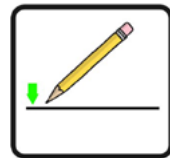
Finger spaces



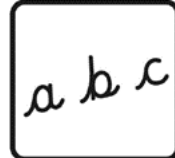
Full stops



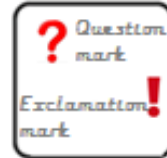
Capital letters/proper nouns and start of sentence



Write on the line



Handwriting



? !



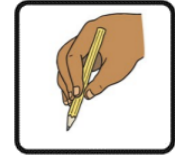
Comma: list/adverbial opener



Apostrophe



Read it back



Edit it

Writing progression-Yr2



- Say the sentence out loud before you write
- Sound out unfamiliar words before attempting to spell using a complex sound mat
- Use capital letters and full stops consistently
- Form all letters correctly (using letter families) and begin to join up handwriting
- Keep letters on the line
- Use conjunctions to connect sentences e.g. because, so, to, but
- Spell most high frequency words correctly e.g. **people, could, friend**
- Use adjectives to extend and embellish sentences
- Write for a range of purposes

What does it look like?



Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky porchiton party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping. Our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the

Expected

Exceeding

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a kricky, old and wooden house. They got there previous money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{get} some money?" "Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger. "Who are you?" whispered the stranger. "I am Poppy," suggested Poppy. "It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious, and she was so

Any questions?



➤ **Any questions?**

