



Reading at EHA

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 day pay clay stay tray delay	a-e fake blaze amaze save hate snake chase	ai rain pain chain fail aim stain complain explain
a crazy lazy raven	ea great steak break	

www.phonicbooks.co.uk  info@phonicbooks.co.uk



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

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.

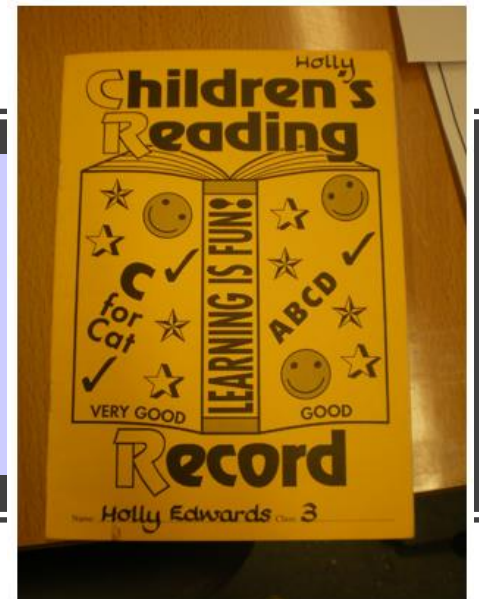
The books that we use beyond RWI have been recently book banded . Children are assessed by their teacher to ensure they have a book that matches their reading level. We used National Curriculum Assessment foci.

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

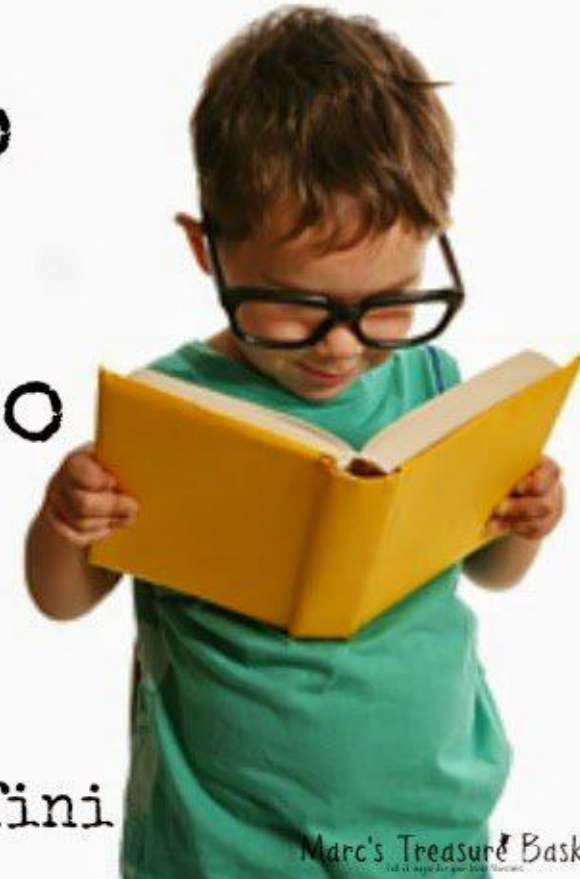


Reading For Pleasure

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



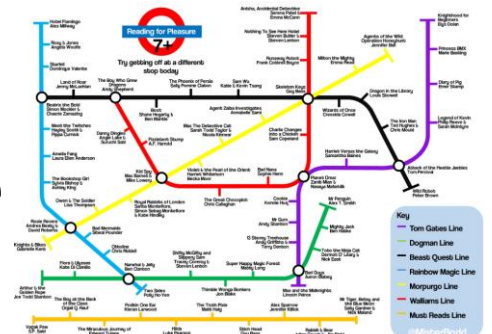
Reading For Pleasure Book Corners/Windowsills






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.



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

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

- Dr. Seuss -

Thank you!

Any Questions?