

**Reading
at
The Weald**

Early Reading

As children enter year 3 –

- *There is an expectation that children have moved from **decoding** words through blending aloud to **automatically blending mentally** and developing an increasingly large sight vocabulary.*
- *This is based on the fact that by the end of year 2 children should be able to read 90 words per minute.*

This means they have the basic reading skills.

What is phonics?

Children who are struggling to apply phonics

For those children who have not mastered the building blocks of phonics as they enter year 3, we will undertake diagnostic assessment focusing on phonics and blending sounds to make words.

Some children will continue daily to receive high quality, small group phonics teaching based on the phase they need to consolidate. They will receive extra support to learn the phonemes.

Children will be given reading books which match the phonics phase and sound that the children are working on.

(Mrs Wilkinson – to model a phonics session with a group of children)

(a copy of the different phases of Letters and Sounds is available)

What happens when children are confident with phonics?

Children will be benchmarked.

This will establish their understanding and comprehension of a text.

Children will then be placed on a coloured book band according to The Weald scheme.

Whole Class Reading at The Weald

Whole Class Reading strategies at The Weald

Children are working in reading pairs.

Skills need to be explicitly modelled to children.

One photocopied text between two with highlighters provided

The children take turns reading the text with their partner and highlighting vocabulary they do not understand. (e.g. one paragraph each or three points each etc)

Teacher then reads the text out to the class, stopping to discuss vocabulary throughout

Emphasis on discussion and unpicking words to work out meaning but take care to ensure good pace.

TTYP (talk to your partner)

Should be used throughout. This should be shown on slides as reminder.

No hands up approach

Discuss in pairs and then teacher chooses child to answer. Others can agree (A), build (B) or challenge (C). Discussion should be encouraged. Less teacher talk. More child discussion

Sentence stems should be provided for pairs to verbally practice answer.

Teacher should model:

- how she/ he finds answer (talk out loud thinking process)
- writing/ answering the question correctly (talk out loud thinking process)

Developing 'Reading for Pleasure' at The Weald

Boys and Girls Reading Club

Whole Class Reader

Reading Challenge

Allocated library time each week

Author visits

Reading Buddies

Vipers at The Weald

What is it and how can you help your child at home?

Top Tips for Parents

Reading at home with your child

- *Expectation: ideally 10 - 20 minutes per day.*
 - *Try to build this into your daily routine.*
 - *Have a quiet, comfortable space your child (and you) can read in.*
 - *Read with your child and read in front of your child.*
- *Remember, both reading and hearing texts read aloud are important.*

Top Tips for Parents

Before Reading with your child

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

Top Tips for Parents

During Reading with your child

- *Encourage children to track the words with their finger or use a reading ruler.*
 - *Help the children to decode (read) the words and ask them about the meaning of more challenging words.*
 - *Ask children about the content of what they have read – who, what, where, when, why, how? Use the VIPERS reading bookmark to help you ask your child questions.*