

# READING INFORMATION EVENING

7/11/19

# Year 1 objectives

## Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

# Year 1 objectives

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

# Year 2 objectives

## Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

# Year 2 objectives

## Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

# Book Bands

- ▣ Pre National Curriculum 2014
- ▣ Challenge is important but it's not a race.

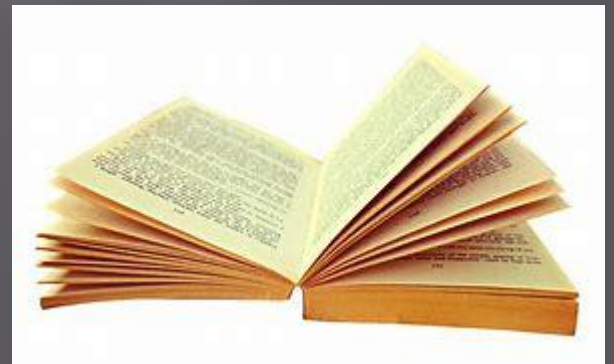




# Book Band Colours/ Stages

Book Band Reference Sheet

Band	Colour	School / Year Group Expectation
11	Lime	End of Year 2
10	White	
9	Gold	
8	Purple	End of Year 1
7	Turquoise	
6	Orange	
5	Green	
4	Blue	End of Reception
3	Yellow	
2	Red	
1B	Pink (dark)	
1A	Pink (light)	



# Guided Reading Questions

- ▣ Can you find me another word that means excited?
- ▣ What tells us that the character is happy?
- ▣ Why do you think the author has used this word?
- ▣ Which word/ phrase tells us that the child is excited?
- ▣ Share book marks



# Reading a book more than once

- Number of benefits for young readers such as...
  - Vocabulary and Word Recognition  
The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple times, they become familiar and comfortable with a greater number of words. That text you've memorized? Chances are your child has too, and that's a good thing.
  - Pattern and Rhythm  
Hearing favorite stories read aloud helps children become aware of the pattern and rhythm of text. Language is more than just words — it's how words sound and connect to each other. Parents can model the rhythms of reading for children who are just learning how language works.
  - Fluency  
Fluency is the ability to read text "accurately, quickly, and with expression." Repetitive reading allows a child to read without stumbling or stopping, and reading time becomes more pleasant for everyone. Once a child masters one book, it makes moving on to another more appealing.
  - Comprehension  
Reading comprehension is the ability to understand all the components of a story — from plot to character development to symbolism. Comprehension is "the essence" of reading. Each time your child reads or hears a book read to them, they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning, preparing them for more complex narratives down the road.
  - Confidence  
With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.
  - Knowing that repetitive reading is good for your kids may not make reading *Goodnight Moon* for the thousandth time any easier, but maybe it'll help you stay sane while you do it.

# Year 2 Reading Paper

## 1. What does the list on page 1 tell you?

☐

What you need to  
make bread.

☐

How to make  
cup cakes.

☐

How to make jelly

☐

What you need to  
make hot buttered  
toast.

## 2. What ingredients do you need to use?

Tick 2 things.

sugar \_\_\_\_

eggs \_\_\_\_

2 slices of bread \_\_\_\_

butter \_\_\_\_

pears \_\_\_\_

A pinch of salt \_\_\_\_

## 3. What equipment do you need to use?

Tick 3 things.

A plate \_\_\_\_

A cooker \_\_\_\_

A knife \_\_\_\_

A fork \_\_\_\_

A toaster \_\_\_\_

A cup \_\_\_\_

# How we read with the children.

- ▣ Once per week during guided reading.
- ▣ Aim to read with another adult at least once per week.

# Importance of reading at home

## IT ADDS UP!

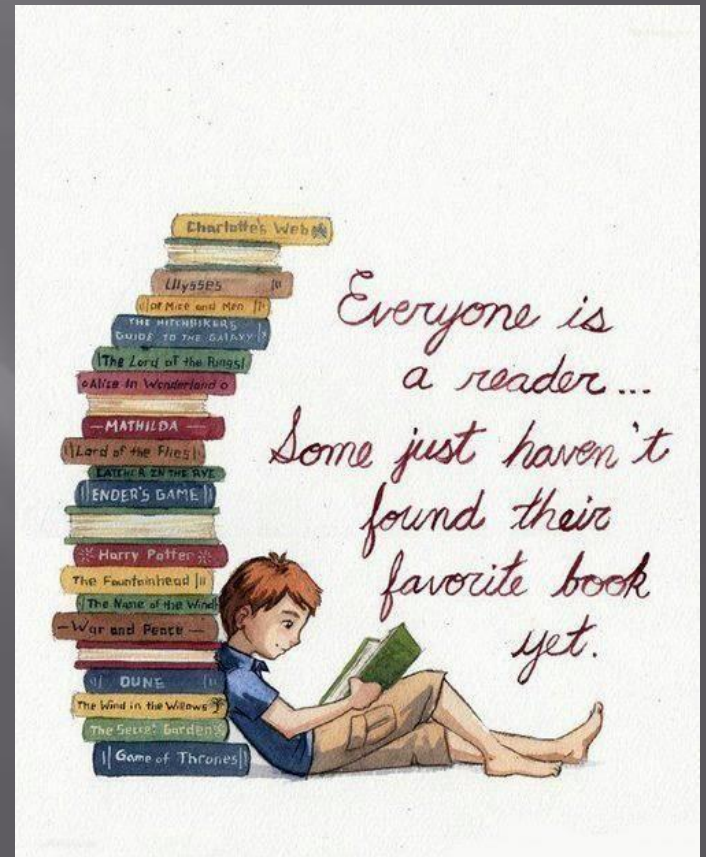
If you read just  
15 minutes a day,  
in one year you  
will have read  
over 1,000,000  
words!

Source: [Statisticbrain.com](http://Statisticbrain.com)



# Love of Reading

- Although it's important to read school books at the child's level, instilling a love of reading is also important.
- Find books with your child's name in.
- Find books with a CD so they can listen and follow along.
- Read to them regularly with expression and different voices.
- Give books as rewards so they see them as a positive thing.
- Read books that have been made into movies and then watch the movie together.
- Visit libraries so children can choose their own books.
- Find non-fiction books or magazines related to the child's interests.



# Guided Reading Carousel

- ▣ 4 groups.
- ▣ Read over 3 days (Mon, Tues x2, Thurs).
  - Read with teacher
  - Comprehension Activity
  - Phonics Activity

In a few weeks when children have completed their phonics workbooks they will move onto pre-reading/ follow up activities.



# Thanks for coming 😊

Feel free to have a look at our reading areas,  
guided reading books.

